

Transition from a Classroom Teacher to a School Head: The Case of Millennial School Heads in the Philippines

Lorie Mae M. Ende, MAED

School Head, Department of Education, South Cotabato Division, Philippines

Wilter C. Friaes, PhD

Professor 3, Notre Dame of Marbel University, Philippines

Abstract: This study on Millennial School Heads' Experience of Transition from a Classroom Teacher to a School Head in the Division of South Cotabato, Philippines is a single holistic case study describing Millennial School Heads journey of transitioning from a classroom teacher to a school head in three phases namely, pre-transition, integration, and adaptation. Their challenges and coping mechanisms in every phase were also explored. In-depth interviews were used to gather data which were coded, analyzed and interpreted using inductive thematic analysis. The first part describes their experiences during the pre-transition phase; the second describes the integration phase; The third part is their experiences in transitioning at an early stage of their lives as school heads and the other parts are the challenges and coping mechanisms. The themes are affirmations of the distinct practices of the Millennial school heads in transitioning from a classroom teacher to a school head.

Keywords: Transition from a classroom teacher to a school head; Millennial School Head; Case Study, Single Holistic.

Introduction

Teachers aspiring for administrative roles undergo a notable shift in their roles, requiring them to embrace optimism and steadfast determination (Hoffert, 2015). Transitioning to become a school leader is a valid career choice, as evidenced by a study in Michigan which found that 70% of school leaders were planning to retire within the next decade (Fink & Brayman, 2004). Marshall & Hooley et.al (2006) emphasized the importance of this ten-year period, noting the demand for qualified candidates for entry-level administrative positions due to a high turnover rate, as individuals in such positions often aim for higher roles. However, teachers transitioning to administrative positions may encounter a knowledge gap regarding the actual duties involved (Oleszewski, et al., 2012). To address this, the Department of Education offers the School Heads Development Program (SHDP), designed to enhance the capacity of school heads and refine their skills as they transition from teaching to leadership roles (Philippine Department of Education, 2016).

Further, the perspective of the millennial generation in search of administrative positions provides an opportunity to explore how prepared the aspiring school leaders are on the responsibilities they will be dealing with and whether the reality of an administrator's life is clear to them. Although some foresee that becoming a school leader is by having the power and influence to make significant change in school and receive a higher salary, however, these expectations are not always a reality and along with that are so many responsibilities that the job demands (Burton & Maylone, 2015). Thus, Tredway et al., 2007 highlighted that proper training, and more importantly, mentoring is truly needed in order for a school leader who is in a transition period to achieve success.

Acknowledging the emergence of aspiring millennial school leaders signifies a significant advancement in our shared comprehension of the journey towards becoming a millennial school leader. The concept of how millennial teachers evolve from being classroom educators to school leaders is a relatively recent idea. Therefore, the purpose of this study is to gain in-depth insights from millennial school heads regarding their experiences transitioning from classroom teaching to assuming leadership roles within schools. As mentioned by Petch (2009), transition happen frequently throughout a person's lifetime, thus, the transition should be viewed as a process rather than a single event because those who experience it must have time to adjust during transition period.

Although there are already existing studies related to the millennial generation and transitioning of the teacher into a school head, the drive to study about the experiences of millennial school heads as they transition from being a teacher into a school head is desired in order to gain a deeper understanding about their transitioning experience.

Related Literature

Theoretical Framework

The theoretical foundation of this study begins with the leadership viewpoint relevant to this investigation of the transitioning experience of the millennial school leaders. The main viewpoints analyzed are instructional leadership and transformational leadership theories which are used in policy discourse to shape the incoming school leaders' work in their new position of leadership (Honner, 2016). The researcher explored the conceptualization of the transition process of the millennial school heads from being a classroom teacher to a school head and its effect on people's lives, particularly with reference to the transition to educational administration. As they shift into administrative roles, classroom teachers go through several stages of personal and professional transition and must manage the realities of their new position. Thus, the socialization process was taken into consideration as part of the framework of this study.

Conceptualizing the Transition Process

Transitions are inevitable in life and definitely take place when a teacher leaves the classroom and becomes a school head. According to Petch (2009), transitions happen frequently throughout a person's lifetime, thus, the transition should be viewed as a process rather than a single event because those who experience it must have time to adjust during the transition period. This process is not easy and simple. Armstrong (2010) asserted that in the course of transition, leaders encountered a wide range of emotions, numerous supports, and some challenges as they went out from their comfort zone. Nevertheless, they develop the skills necessary to help them make the transition.

Meanwhile, Bridges (1991) developed the transition theory to help organizations support individuals going through any kind of transition. This transition theory describes the various stages that people go through during the transition period and it recommends strategies to help them pass through each stage. Bridges' theory appeared to be suitable for comprehending how school heads cope with all the changes they encounter as they move into leading the school because it suggests coping mechanisms that may be relevant in transitioning from teacher to school leader (Bridges, 1991 and cited by Jaca, 2021). The theory posits 3 stages- the ending state, neutral zone and new beginning. The first stage is the ending state wherein people must shed their old identities and establish new ones wherein they may feel disoriented, confused, frustrated, uncertain and anxious. When one realizes that letting go of something is the first step in transition, then, one has completed the first task in transition management (Bridges, 2009), and that it is crucial to accept people's resistance without judging them by giving them time to consider the current circumstance as opposed to merely ordering them to let go of it. After letting go, one enters the neutral zone, which is the second phase (Bridges, 2001). The gap between the old and new identities is known as the neutral zone. The old way of doing things is no longer used at this time, but the new way is still uncomfortable (Bridges, 2009). Accordingly, the neutral zone is both a risky and favorable phase, and it is the very center of the transition process. The old may still hold sentimental value for some, and the new may not even be readily apparent. On the other hand, this phase has the potential to be a great source of creativity, innovation, and renewal. Encouraging people to try out new ways of thinking or working is best at this time. Moreover, the new beginning, according to Bridges' theory, is the final and third stage of transition. In the new beginning, people begin to realize that their previous identities are no longer valid (Jaca, 2021). It is a period of energy and acceptance. People are starting to accept initiatives for change. They are developing the skills necessary to function successfully along the way, and they are already beginning to see results from their efforts. It is important to assist people in maintaining the change as they start to adopt it and use strategies to connect people's personal aspirations into long-term goals, and frequently emphasize successful instances brought on by change. (Bridges, 2009)

The Transition to Administration

Before becoming the school's head, new administrators are typically classroom teachers. According to Riveros, Newton, and da Costa (2013), many teachers who end up in leadership positions do not initially have the desire to take on official leadership or administrative roles. Teachers frequently gain leadership experience in their own schools, which strengthens their capacity and fosters their capabilities as leaders (Riveros et al., 2013). As emphasized by Armstrong (2009), the transition from teacher to school leader is a significant organizational and professional milestone that opens up transformative opportunities for new administrators and their communities.

Making transitions at work is not an easy process; in fact, it necessitates change, education, and the development of a new identity in addition to the new role. Thus, Armstrong (2010; 2014; 2015) introduced the socialization process wherein teachers who are considering about becoming administrators start to

engage themselves by gaining knowledge, abilities, and attitudes that are reflective of the work of administrators.

Moreover, there are many factors that could influence a classroom teacher's decision to move into administration. As suggested by Armstrong (2010), teachers might be prepared to take on a new challenge outside of the classroom, and they might also want to learn more about education and get more involved with setting educational policy. In addition, a lot of aspiring leaders want to influence the students more by being a school leader rather than a classroom teacher because they believe that in doing so, they could make a difference (Armstrong, 2010).

As the teachers transition from a classroom into a new role as school leaders, they face a new reality and are frequently done in a new school away from the place and people they are accustomed to. Hence, they are likely to undergo a cultural shift at first and might feel disrupted, doubtful and uncertain (Armstrong, 2015). However, being a creative and innovative administrator is not a passive process where learning is entirely directed by others; instead, it's a process where administrators greatly influence their own learning (Matthews & Crow, 2003).

Thus, the researchers point out that both of these roles are present in any new role and can exist concurrently. Learning what people expect of new administrators is important, but they should also be able to develop their own vision for the position based on their own perspectives and values. (Matthews & Crow, 2003). Hence, understanding the socialization process is facilitated by role playing and role taking. First, one must comprehend socialization from the viewpoint of the school community. For instance, the new school leader acquires the proper values, customs, convictions, and abilities that meet the objectives and requirements of the school. The individual experience is the main focus of the second viewpoint on socialization. The new school leaders bring their own worldview, teaching experiences, leadership training, and other personal objectives and needs to the position. Accordingly, their own expectations for the position are shaped by these factors (Matthews & Crow, 2003).

Leadership Perspective

Leadership theory and research, as mentioned by Aviolo (2007), have come to a point where the dynamic interaction between leaders and subordinates is regarded as a necessary factor in an organization that is hoped as an enabler to divulge the innate potential of every individual in whatever organization it will be. Furthermore, there are many leadership strategies which have been used and practiced by the school leaders in implementing different projects, programs, and activities in their own station such as instructional leadership and transformational leadership.

Instructional Leadership

It is seemingly universal in the school context that school leaders provide instructional support. Thus, as discussed by Barnett, Shoho and Oleszewski (2012) and Hallinger (2005), leadership as a means to address the focus on performance and standards in today's educational system was introduced. Currently, it is emphasized that the role of the school leaders focuses mainly on being instructional leaders that directly concerns on curriculum which is the forefront of many initiatives, policies, and reforms

Transformational Leadership

As time passes by, so does transformational leadership, which considers the political aspect of a school leader (Burns, 1978 as cited by Andersen, 2018) that expands into a wider scope encompassing all other organizations. A transformational leader is a charismatic role model for his subordinates through encouraging and inspiring them by his own example. Bass (1985) further explained that a transformational leader impacts the subordinates' motivation and performance through his influence. Thus, the subordinates feel trust, admiration, respect, and loyalty for the leader. These outcomes transpire because the leader empowers them with an inspiring mission and vision and give them identity. Garci-Morales et al., (2008) also mentioned that transformational leadership stimulates subordinates to achieve the highest level of accomplishment for organizational performance. Bass (1999) introduced the four different components, namely, idealized influence, inspirational motivation, intellectual stimulation and individual consideration of employees. School leaders use transformational leadership techniques to collaborate with staff members and build their capacity to advance educational objectives. While student achievement has received a lot of attention in educational reform, Shields (2010) looked at leadership's broader contextual components. According to Shields (2010), these transformative leaders hope to understand that the goal of education is not only the pursuit of personal happiness and self-actualization, but also of democratic citizenship and engagement in civil society.

It appears that transformational leadership is more concerned with leadership in educational settings than it is with educational leadership. It does not appear that the specific requirements of teaching and learning shape

their goal, and their practice does not edify leaders and the led. Thus, the term transformational leadership is used to describe a type of management control that isn't actually transformational at all. Transformational leadership focuses on the growth of the staff and building their capacity to achieve school goals. In fact, Leithwood & Jantzi (2006) believed that it is assumed that greater capacities and commitments will lead to greater effort and productivity which emphasizes direction-setting, human-resource development, fostering collaborative cultures, and program staffing, therefore, viewed transformational leadership as to how school administrators collaborate with their staff members and motivate them to develop personally and professionally in order to be dedicated to realizing school objectives.

Generation Cohort Theory

A generation is characterized as a collection of individuals of comparable age who share comparable social contexts and undergo comparable societal occurrences (Mannheim, 1972; Sessa, Kabacoff, Deal & Brown, 2007). Individuals within the same age bracket, typically encounter common social and historical developments, which influence their cognitive patterns, experiences, and pertinent actions within a specific historical context (Sessa et al., 2007). These shared life encounters serve to differentiate one group from another, thus forming the basis of Generational Cohort Theory. Since this study is about millennials, it is imperative to discuss the Millennial cohort.

The term 'millennials' denotes the cohort known as generation Y born from 1981 to 1996 (Wurzbarger, 2016). This group, among the most recent entrants to the workforce, is set to succeed the soon-to-retire generation X and baby boomers. They are progressively becoming a substantial portion of employees in various organizations worldwide (Baker Rosa & Hastings, 2018; Weldy, 2020). Considerable scholarly investigation has been conducted regarding distinctive attributes of generational groups. It is argued that Millennials show differences compared to older generations regarding their value systems, work attitudes, and life objectives. This viewpoint is supported by a range of studies (Anderson et al., 2017; Bund et al., 2015; Weldy, 2020). The body of work discussed various preconceived notions associated with Millennials, which encompass a high degree of self-confidence, low need for security (Anderts, 2011), high demand for feedback (Weldy, 2020), and a strong relationship with technology (Özcelik, 2015). These traits bring about challenges for organizations in managing Millennials; however, also present substantial prospects for generating value in the future if Millennials are empowered to enhance their performance (Stewart et al., 2017; Graen & Schiemann, 2013), thus, making them an excellent and productive leader.

Würzburger (2016), likewise, outlined millennials as individuals born between 1981 and 1996. The inherent characteristics of Millennials set them apart from earlier generations, particularly within a professional work environment, bringing about both difficulties and potential advantages for organizations. Communication among millennials has a strong connection to technology. Millennials are frequently labeled as individuals born with a natural familiarity with technology, signifying their seamless integration of digital tools into their daily existence (Hershatter & Epstein, 2010). Their innate comfort with digital interfaces holds substantial importance for organizations, as it drives the transition towards digital mediums (Alsop, 2008). They allocate a substantial amount of their time engaging in communication through mobile devices, the Internet, and various digital platforms, including social media and instant messaging services (Venter, 2017).

The attributes and anticipations of millennials can impact the evolution of work connections among peers, particularly concerning their inclinations for decision-making and how they handle information (Alsop, 2008; Gursoy et al., 2008; Hershatter & Epstein, 2010; Myers & Sadaghiani, 2010). However, navigating uncertain situations, decision-making in ambiguous scenarios, and resolving issues within loosely structured contexts are believed to be particularly demanding for Millennials (Hershatter & Epstein, 2010). Unlike the earlier generations, most Millennials have not encountered significant risk-taking opportunities (Alsop, 2008). Additionally, the parents of Millennials often assumed the responsibility of making crucial choices on their behalf (Hershatter & Epstein, 2010), causing them to lack the skill of independently assessing circumstances (Alsop, 2008). Thus, due to their inclination to avoid risks and uncertainty, Millennials exhibit a preference for on-going guidance and supervision in the workplace. They tend to opt for collaborative decision-making rather than making choices individually (Graen & Schiemann, 2013; Alsop, 2008).

Meanwhile, parents of the millennials assume an active role in their children's lives, consistently driving them toward personal and material achievements (Myers & Sadaghiani, 2010). Due to this robust parental influence and the backing of educational institutions, Millennials place a strong emphasis on personal success and have high expectations for it. They often experience pressure to attain this success (Hershatter & Epstein, 2010; Myers & Sadaghiani, 2010). Beginning at a young age, millennials are encouraged to capitalize on every available opportunity. They receive credits, awards, and qualifications, and they pursue leadership roles that prestigious universities have groomed them for (Hershatter & Epstein, 2010).

Finally, Bund et al. (2015) observed that as long as the demands of millennials are met, they exhibit loyalty, but they are unhesitant about leaving an organization if their requirements are not fulfilled. While some researchers have noted organizations' attempts to seamlessly integrate millennials into the workforce (Kilbert et al., 2014), others have highlighted the substantial potential that can be unlocked when millennials are allowed greater autonomy (Stewart et al., 2017).

Statement of the Problem

This study aimed to gain insights on millennial school heads' experience of transition from a classroom teacher to a school head. Specifically, it aimed to answer the following questions:

1. How may the millennial school head's experience of transition from a classroom teacher to a school head be described along the following stages:
 - 1.1 pre-transition
 - 1.2 integration
 - 1.3 adaptation
2. What are the challenges experienced by millennial school heads on transitioning from a classroom teacher to a school head and how do they cope with these challenges?

Method

Research Design

This study utilized qualitative case study by design using holistic single-case study. It aimed to gain insights on the transitioning from a classroom teacher to a school head as experienced by the Five (5) Millennial School Heads focusing on the stages of Transition theory introduced by Bridges, 2001, the challenges they encountered and their coping mechanisms. Using a single case design, in-depth explanation will be employed to explore the data from the Key Informant and come up with the conceptual framework on the School Head's experience of transition from a classroom teacher to a school head. Holistic approach was used in this study because it focuses mainly on the individual case of the Millennial school head alone and considered as a single unit of analysis.

Locale of the Study

This study was conducted within the Province of South Cotabato, Region XII, Philippines. The Schools Division of South Cotabato has 480 schools which is composed of 316 elementary schools, 40 elementary extension schools, 59 integrated schools, 64 national high schools, and 1 stand-alone senior high school. The schools Division of South Cotabato has 480 school heads composed of 316 elementary school heads, 59 integrated school heads, 64 national high school heads, 40 extension school heads and 1 stand-alone senior high school head. Out of 480 school heads, there are 151 school heads belonging to the millennial generation and the rest of 329 school heads belong to the generations earlier than that of the millennials.

Participants

In this study of the transition from a classroom teacher to school head, the researcher employed inclusion criteria in choosing the participants. From the initial data of 480 school heads in the Schools Division of South Cotabato, only 5 school heads were chosen as the participants of this study according to the following inclusion criteria: The participants must be 26-41 years old in 2022 and have 2-3-years experience as School Head in the Schools Division of South Cotabato. They were chosen regardless of the level of the school they are handling. Moreover, the Millennial School Heads who have 2-3-year experience were ranked according to the size of the school they are handling and the first 5 biggest schools were chosen as participants of the study. The **first school head (SH 1)** is 31 years old. He has 5 years and 8 months experience as a classroom teacher and 2 years as a Teacher In-Charge. His baccalaureate degree is Bachelor in Elementary Education and he is currently taking up his master's degree in education. He is now handling an integrated school with 28 teachers and 754 learners. The **second school head (SH 2)** is 39 years old. She has a 6-year experience as a classroom teacher and 3 years as Head Teacher. She is a Physics teacher and she is presently taking up Master of Arts in Educational Management. The **third school head (SH 3) is 38 years old**. He has a 6-year experience as a classroom teacher and almost 3 years as Teacher In-Charge. His position is Master Teacher I but designated as a Teacher In-Charge. His baccalaureate degree is Bachelor in Elementary Education and he is currently taking up his Master's Degree in Education. The **fourth school head (SH 4)** is 31 years old. He has a 4-year experience as a classroom teacher and 3 years as Head Teacher handling an elementary school. The **fifth school head (SH 5)** is 33 years old. He has a 4-year experience as a classroom teacher and 2 years as Teacher In-Charge until he

became a School Principal in 2022. He recently finished his Master of Arts in Education major in Filipino. He is handling an integrated school.

Research Instrumentation

The researcher utilized in-depth interviews. The interview guide was validated by an expert in educational leadership to ensure its congruence with the research questions. After the validation, the researcher conducted a dry-run with one of the millennial school heads who was no longer a participant of the study. The dry-run was meant to find out if there were ambiguities in the interview guide. This is also one way of familiarizing the items of the interview guide, establishing an appropriate approach on how to raise the questions to the participants during the actual interview.

Data Gathering Procedure

In-depth interviews with the 5 identified participants was used as data gathering technique. The researcher asked permission and endorsement from the Schools Division Superintendent for the conduct of the study. Once the permit from the SDS was granted, the researcher requested the master list of school heads with their profiles and school assignments from the planning office and Human Resource Management Office and identified the participants following the inclusion criteria. They were asked if they were willing to participate in the study and to commit themselves. The researcher used an audio recorder to record the conversation between her and the participants with prior notice to the participants that the interview will be recorded as an ethical consideration. Each participant was allotted 1 to 2 hours for the initial and follow up interview. During the interview, probing questions were asked for direction and clarification of some vague statements of the participants.

Data Analysis

The analysis of the qualitative data was based on themes and concepts using Modified Matrix for Case Study. The data that was gathered in this study were processed and analyzed as follows. First, each transcript was read several times to gain a sense of the whole content. Then, coding the significant statements and text segments pertaining to each question were done. Concepts were formulated based on the significant statements/text segments from each transcript. After formulating the concepts, the process of grouping all the formulated concepts per participant was initiated. Combining the same concepts from each participant into one category followed, and the last step was formulation of categories or themes based on the combined concepts.

Results and Discussion

I. Millennial school heads' experience of transition from a classroom teacher to a school head

The first objective of this study is to determine the experiences of the millennial school heads in transitioning from a classroom teacher to a school head. This objective is divided into three parts which are millennial school heads' experiences of transition along the stages 1.1) Experience of millennial school head during pre-transition phase, 1.2) experience of millennial school heads during integration phase, and 1.3) experience of millennial school head during adaptation phase. Furthermore, this study only focuses on the discussion of the personal and personal life of the millennial school heads as they experience transition.

Pre-Transition Phase

Before they were appointed as school heads, the millennial school heads were primarily classroom teachers taking small leadership roles. During this phase they begin to take on leadership roles that drive them to become a school head.

1. Focusing on teaching responsibilities

The first theme that emerges from the experiences of the millennial school heads during the pre-transition phase is that they focused on teaching responsibilities. They made sure that they came to class prepared in order to ensure the effective delivery of instruction. They saw to it that they had planned every lesson and prepared instructional materials to ensure that the learners' learning was maximized. One participant mentioned clearly that his responsibility was to make sure that learners learn from him:

"I was a typical teacher. My responsibility is to make sure that I have this DLL everyday and I have to provide my instructional materials, I have to secure always that my learners will go back home carrying the learnings that they've got as I discuss the lessons everyday." (SH1)

Likewise, another participant had mentioned that she made sure that she came to class prepared despite of many ancillary task she had as Assistance Principal:

Prepared akosa class kay hindi ko gusto nga ma nga-nga ko didto so amu nanga I balance my time during that time ngaako, assistant principal.(SH 2)

Furthermore, giving assistance to the learners was their focus when they were still classroom teachers. Although they had many ancillary services, they still managed to prioritized their duties as classroom teachers:

“Ah ang perspective ko gid is main task to teach, teach gid kay classroom teacher man ang second of course uhm to provide technical assistance samgabata kay bata gid ang focus during that time.” (SH 4)

2. Having an attitude to bring change and innovation in teaching

While focusing on the teaching roles and responsibilities of being a classroom teacher, the participants have the attitude to bring change and innovation to their class and to the school as a whole. They had proactive approaches as educators to ensure effectiveness and quality in the teaching methods they used in their daily lessons. This emphasizes the creativity and dedication of teachers who go beyond the conventional methods to ensure that their learners receive a comprehensive and engaging learning experience.

“Way back 2011,wala pa tong tv sa to nga smart tv nag bakal pa ko projector sa to yah. Sarili ko gid ngakwarta ang projector mahal mahal pa to sadto 20,000 pa to.” (SH 2)

SH 2 is willing to spend her own resources in order to implement innovative teaching which involves the use of technology because technology plays a significant role in the teaching and learning process nowadays. Integrating technology tools and resources into teaching practices can open up new avenues for learning and engagement. Using technology, a teacher could use educational apps, online platforms, virtual reality, or multimedia presentations to enhance content delivery and facilitate interactive learning experiences. The participants are also proactive individuals who actively seek out and embrace opportunities for positive change and improvement in their school. Mackey and Sisodia (2012) noted that millennials possess a receptive attitude toward new things, are self-assured about encountering opportunities and challenges, and are more inclined to exhibit innovative behaviors compared to previous generations.

“To my school to have IGP, to have ahmm to be advocate the LAC session that was my first year of implementation of the LAC session. I was the one who introduce the LAC session, research so I was the first to conduct and share to my co-teachers.” (SH 3)

SH 3 shows his being proactive through adapting new ideas for school development as well as professional development activity for the teachers through Learning Action Cell (LAC) sessions. SH 3 has a growth mindset and willingness to adapt and experiment new ideas in order to create positive change in school. It means that the millennial school heads were teachers who embraced new ideas, strategies, and technologies to enhance the learning experience and meet the evolving needs of the learners in school. Also, they fostered a proactive mindset for positive change and growth.

3. Having the desire to become a school leader

All participants are noted to have the desire in becoming school head when they were still a classroom teacher. They dedicated themselves to achieve their aspirations to assume leadership role. Further, millennial school heads when they were still classroom teachers, envisioned to be more than just a teacher. They had planned of pursuing positions higher than being a teacher just like the SH1 when he mentioned that he is just an ordinary teacher but he always envisioned and planned to become a school head:

“I am just a classroom teacher but I always carry the career path in me that is why I always plan my career and I know that this is just a product, Today is the product of how I planned my career. So, I was just a typical classroom teacher but I always envision of pursuing higher than that.” (SH1)

Also, SH 4 imagined his career to progress and not to be stuck in a position of being a Teacher I.

“Okay ah since um I always imagine myself 5 years or 10 years from now nasyempre we should not be stuck in a certain position so noongnasa classroom teaching ako.” (SH 4)

While some of the participants wanted to become a master teacher at first, they eventually realized that they are meant to become school heads for some reasons such as having no opportunity to become a master teacher like SH 2.

“Si sir abi ang nagpushkagakon gusto ngamaMaster Teacher but alam naman natin na ang master teacher is for learning area so feeling ko walana gid ko sato sang chance ngamaka master teacher kay gamay ang school nakon and then tapos ang master teacher namon is science major nag-iisang aster teacher sa school so kahitanhon ko man wala gid chance. Ang sabini Sir since kaya mo man mag-admin, mag-admin path ka nalang so amu ato.”(SH 2)

Meanwhile, SH 4 had seen friends who were school heads so he was curious of being in a position that is why he applied for the position.

“I just aimed to become master teacher for higher salary sa amu nan ga part but I can see some friends already had office like you oh nanaga- handle ng school, so I want to experience it and so I applied for TIC.” (SH 4)

Overall, millennial school heads as classroom teachers envisioned to be more, to be promoted and be leaders. Although they had planned to become master teachers, they were able to shift their career path into being a school head.

4. Preparing oneself to become a leader through professional trainings

To achieve their goal of becoming a school head, the participants pursued continuous professional development. They actively sought out leadership opportunities, attended training and seminars and other professional development activities. Being a classroom teacher, they prepared themselves to become school head through attending professional training. In fact, three of the participants mentioned their efforts to indulge themselves in professional development activities. SH 4 mentioned that he had his master's degree and he also attended different symposium and seminars:

“I am already having my schooling for master's degree and I have a lot of time to accomplish, attending different symposium and seminar then ah I finished my master's degree for almost 2 years and 6 months only. So I have more time during that time to enhance my... ah my personal life, attending different symposiums, seminars for ahh 4 years as a classroom teacher.” (SH 4)

Furthermore, SH 5 also mentioned that he attended graduate school during Saturdays and Sundays:

“Saturday and Sunday naga-schooling din tayo sa SKSU.” (SH 5)

Moreover, SH 3 had this desire for growth and professional development and also, he challenged himself to grow as a leader:

“I'm for growing, I'm for growth and professional development. Also, I want to challenge myself if I can do this and I am thinking that if I can't, I can always go back to become a classroom teacher.” (SH 3)

Hence, the millennial school heads are lifelong learners who constantly seek opportunities to enhance their knowledge and skills as leaders.

5. Seeing a potential to become a school head

Most of the participants are noted for being trusted by colleagues and recognized as having the potential for leadership roles within the institution. Being trusted by the colleagues particularly the school head is

important in the context of working within the leadership structure just like SH 1 who was considered as the asset by his principal so he was assigned as reliever-teacher to handle office reports and administrative tasks:

“I was considered by my principal as one of his assets that’s why I became a subject teacher.”
(SH1)

Additionally, another participant was also assigned as assistant to the principal to do administrative tasks because she was considered by her principal as reliable in giving quality output on time:

“Doon sa school may admin function ako kasi designated as kasi wala pa naman AO that time, Administrative Officer so amu nasiyangadawmedyoninglinya ko ang admin kasi lahat ng admin matters gin-assist ko sa principal that time kay wala AO so siguro ang nag-influence saakon.” (SH 2)

Teachers and personnel who consistently deliver high-quality work, meet deadlines, and fulfill their commitments and become dependable gain the confidence and trust of the school head. It was also mentioned by the participants that they were motivated and inspired to become a school head because of the recognition given to them as potential school heads by their colleagues. SH 1, for instance, was overwhelmed by the words of encouragement given by his co-teachers saying that he can achieve more.

“Before I was inspired and motivated, the words coming from the mouth of my school head and my co teachers as well saying na “uy kaya momagschool head, mas laba o mas malayo pa ang maabot mo.” (SH 1)

Lastly, SH 5 likewise mentioned his gratefulness to be recognized as a potential leader by his previous school heads. His previous leaders trained him for a leadership role for they saw his capabilities in leading and managing the school.

“Ah for 2 School heads, very nice kasi minsan din may mga School heads din nakapagnakikitaniyung teacher nilana may ganito. So they are trying naman namatrain also para maging potential school leaders din. So I am happy to my 2 previous school heads kasi nakitaan din tayo ng potential.” (SH 5)

Thus, millennial school heads were given opportunities to lead for they were trusted by their colleagues, most especially of their school head even when they were still classroom teachers. With their capabilities, they had been recognized as having potentials to become a school head.

6. Having negative notions on the roles of the school head

As classroom teachers, the participants have had negative notions on the roles of being a school head. It is noted that their knowledge on the role solely depended on how they observed their previous school leaders. They believed that the school head should be authoritative and they considered the role of the school head to be easy and simple. Most of the participants believe that the school head’s role is hierarchical and authoritarian who does a “one man show” in decision making, resource management, and has a strict leadership style. SH 1, for instance, believes that a school head is a leader who will decide on everything.

“When I was a classroom teacher my understanding of becoming a school head was just about you are the leader of the team that the decision making will be based on you, the plans will also be based on your knowledge. It’s how I define a school head before.” (SH1)

In addition, SH 4 also believes that the school head should be autocratic and the only one authorized to decide on resource management.

“Noong classroom teacher pa lang ako, since I have also my superior who is our school principal, I also observe the functions kung paanonyaginagawa ang pagpapatakbo ng paaralan, so during that time di naman tayo aware na meron tayong mga professional standards so tinitingnan ko lang based saakon observations nadapatpalasi principal ahh medyo strict dapatsi principal ahh meron siyang ahh aside from the resources nainnainnouncedapatsiya ang naga manage siyanaga manage ng resources or pera ng

paaralan. Pagdating don sa teachers' information nalangalamni teachers naperanaganitopalampupuntasaganito so parang wala ng consultation so yon ang understanding ko sapagiging school head.” (SH 4)

Accordingly, the belief that a school head must be an authoritative figure may stem from a historical perspective where hierarchical and strict leadership was more common. Thus, it may lead to fear and stifled creativity among teachers, which may not foster a positive learning environment because modern educational leadership recognizes the value of collaborative and participative approaches. Furthermore, the participants thought of being a school head as an easy and simple job to do. SH 2 and SH 5 have the same thought as to the scope of the school head's task. They believed that the task of the school head is as simple as going around the school, making demands, class observation, and stay inside the office.

“Layo gid syaehh kay sang una tung teacher pa lang ta ha, layo gid kay ang pananaw ta sang school head dati, ma observe lang saklase, ma libotlibotsaklase. Di pa gid natonmabal an kung ano gid ang iyaobra. It is just supervisory lang saeskwelahan Indi syaganun ka varied ang obraba. Ti kay sang una ang school head ko ga pungko lang man sya. Nalipay ko sa to maging school head sato kay dawkatawhay lang. wala ka kay ga tudlo, wala ka ga ugtas. Isa pa wala ka lesson plan ngahimuonadlawadlaw.” (SH 2)

School heads face a lot of challenges, including managing budgets, curricular changes, personnel issues, and the overall school climate. These responsibilities are far from simple that is why looking at the role as simple is easy is a negative notion. Yes, in the Department of education seventy percent of the responsibilities of the school heads is being an instruction leader, supporting teachers in their pedagogical practices and making sure that learners learn the required competencies, however, it is not the only responsibility.

7. Being exposed on school head's responsibilities

Becoming a school head is often the result of years of experience, professional growth and demonstrated leadership skills. This theme that emerged from the experiences of millennial school heads during the pre-transition phase shows some opportunities of exposure to school head's responsibility that prepared and be ready in the role of a school head through gaining the knowledge and skills from their experiences. Most of the participants were being involved in administrative responsibilities when they were still a classroom teacher. They gained learning from their exposure to administrative tasks and responsibilities. SH 2, for instance, was designated as the Assistant to the Principal for Governance to assist the principal in doing administrative matters such as budgeting, planning, policy implementing, reporting and the like. This experience somewhat influenced her to be a school head.

“Doon sa school may admin function ako kasi designated as kasi wala pa naman AO that time, Administrative Officer so amu nasiyangadawmedyonaginglinya ko ang admin kasi lahat ng admin matters gin-assist ko sa principal that time kay wala AO so siguro ang nag-influence saakon.” (SH 2)

Also, SH 3 was the one attending to all the school heads', preparing and submitting all the reports directly to the Division office. He was also the one who managed the programs and activities in school.

“I'm the one who is attending all the meetings of the school head. I am the onesubmitting all the reports ah preparing all the reports and the submission that time of reports was directly at the division office.” (SH 3)

Thus, the millennial school heads were involved in administrative tasks that provided them with firsthand experience in administrative functions and helped them develop a broader understanding of the school operations. Furthermore, being an effective teacher leads to being an effective leader. The participants consider the experience of being an effective teacher as a training ground to become an effective school leader. SH 2 considers herself effective in teaching Physics inside the classroom as the training ground in managing people effectively.

“Kung hindi ka maging effective sa classroom mopaano ka karonmakahatag sang T A saimungamagiging teachers mosa classroom mo kung hindi ka naging effective man. So amu

nasiyasiguronga base saakonnga experience magiging training grounds ko yongpagiging hands on ang classroom teacher before.” (SH 2)

Additionally, one of the participants took on a leadership role in the absence of the formal leader. It is important to note that taking small leadership roles is not about the size of the position but rather the impact and experience of leading and managing. By assuming the responsibility, the teacher can make a difference and positively contribute to the school community. SH 3, in particular, had experienced taking a small leadership role in the absence of the formal leader and felt so content about it.

“I was almost like acting like a school head in my last station since my school head was experiencing stroke. So, I was the one to lead my teachers so I can say that I am contented that time of being that way.” (SH 3)

Hence, by assuming a small leadership role, the millennial school heads had exposed themselves to the role of a school head when they were still classroom teachers through gaining experiential learnings that contributed to their professional sphere. Moreover, creating opportunities and empowerment for others is another experience the participants were exposed to. Empowering others is a fundamental aspect of effective leadership and fostering a supportive and inclusive environment. It involves working with others and supporting them to enable them to reach their full potential. By doing so, leaders not only uplift teachers but also contribute to the overall growth of the school. The participants had experienced empowering not only the learners but also their co-teachers. SH 3 mentioned that he was given a chance to train the Provincial School Board (PSB) and the volunteer teachers.

“For human resource I guess I was tasked to train our volunteers our PSB’s, they were all under me. Ahh during my time ahh for they are told by our school head to help me for everything what we are doing in school so parang ganon lang siguro ang development understanding ko when it comes to human resource.” (SH 3)

SH 1 also mentioned that he supported his co-teacher and learners to be competitive through joining in the competitions in the district and division in order to give them opportunities and chances to win and learn from experience.

“And I always wanted them, my co-teachers and my pupils to be competitive in joining the competitions. Ahmm. I really want to offer ahm... opportunities, chances for them to win, for them to experience.” (SH1)

Accordingly, the millennial school heads, when they were still classroom teachers, had already been human resource managers because they had empowered their learners and their co-teachers. Finally, one of the participants, SH 5 in particular, has mentioned that he underwent training by his previous school heads because of his potentials.

“Ah for 2 School heads, very nice kasi minsan din may mga School heads din nakapagnakikitanilayung teacher nilana may ganito. So they are trying naman namatrain also para maging potential school leaders din. So I am happy to my 2 previous school heads kasi nakitaan din tayo nang potential.” (SH 5)

In general, the duties of a school head are multifaceted and cover various aspects. As a result, millennial school heads had gained exposure to these responsibilities well in advance of assuming their roles. They had become familiar with the school head's responsibilities by actively engaging in them. Through this process, their leadership potential was revealed, leading to their promotion to the position of a school head at a relatively young age.

8. Having a balanced personal and work life

Personally, the participants highlighted that as classroom teachers they were able to strike a balance between their personal lives and work. Balancing personal life while working as a classroom teacher can be challenging due to the demands and responsibilities of the role; however, as the results of this study shows, millennial school heads were able to balance their personal lives and their work. Three (3) participants have

mentioned that they could ensure the work-life balance. Accordingly, they were to juggle professional responsibilities while maintaining personal relationships by getting along with families and friends and having continuous professional development in a graduate school.

“When I was still a teacher I still get to in touch with my friends as much as we can. I also had the time to get along with my family, to get along with my siblings. Being a classroom teacher and on personal life, it was just about balance. If others cannot balance but for me, I was fortunate to balance it. I have the time for my family for my friends, and of course during weekdays, I do have time for my pupils and for my job. Aside from that, every Saturday, I enrolled myself in master’s degree at NDMU. So, after a long weekday, every Saturday I still have the time to go to NDMU to pursue my masters and then every Sunday, go to church with my family. It was just something about balancing.” (SH 1)

SH 4 also mentioned that he was able to have more time for his family and recreational activities.

“I have more time for my family, I have ahh more time for recreational activities” (SH 4)

Moreover, it was emphasized that as a classroom teacher they had more time for their social life like attending social gatherings and felt happy about it.

“Parang normal lang, on my social life naman I’m very happy with my mga gatherings. So hindi gid natin napapabayaanyung social life natin but I’m not into night parties (laughing).” (SH5)

Overall, the millennial school heads in this study were able to successfully balance their personal lives and their professional roles, even though this balance can be challenging for classroom teachers. They also highlighted that as classroom teachers, they were able to do it but when they became school heads, it became a challenge for them.

9. Having apprehensions and reservations to become a school head

Millennial school heads, young as they are, had reservations as to whether or not they were going to accept the role of becoming the school head. They had doubts, concerns, hesitations as they accepted the role.

“I assess myself before that physically I’m ready but mentally, I was questioning myself because I was not expose to people to socialize with a lot of people to handle different emotions and to carry and understand different perspective of people because I’m a type of person that whenever someone is throwing negative comments, I’m a type of person where I’m easily be distracted that is why I consider myself mentally and emotionally.” (SH1)

SH 1 had doubts of his capabilities because of having limited experience in socializing with people and his sensitive attitude led him to fear criticisms. As classroom teachers, millennial school heads had limited experience in socializing with a diverse range of people, especially that they primarily worked in classroom settings. As school heads, they must interact with the learners, teachers, parents, and the wider community, thus, the apprehension about their social skills can be due to fear of miscommunication or misunderstanding.

Another concept which tells the reservations of the millennial school heads accepting the role was their apprehensions on their capabilities to lead. They lacked confidence in their abilities which resulted to self-doubt whether they are capable of successfully executing a task or fulfilling the role of a school head.

“The other thing ahhh because of the assignment ahh L Elementary school was known for a problematic school with the no participation of the stakeholders. The school is very not organized, very dirty as what known that time... so those are my hesitations and even ahh just go there and to lead a group of people whom do not know so it scares me a lot.” (SH3)

SH 3 had self-doubt in leading and making a difference in the school that he would be assigned, since, the school was problematic and needed to be improved a lot. Additionally, the fact that he is an introvert person, leading a new group of people was also his concern.

On the other hand, SH 4 had self-doubt if he could go on as school administrator in the school where he would be assigned since he doubted his capabilities to lead.

“So during that time as a classroom teacher. I am, when I asses myself in terms of readiness out of 10 I put myself in to 6. Oo 6 lang gid because ang 4 na area indi ko bal.an kung makaya ko ma handle ko or makapadayon ko as a school administrator didtosa school nga ma assignansaakon.” (SH4)

Self-doubt is natural when transitioning into a leadership role, as millennial teachers may question their readiness and capabilities. This doubt can stem from concerns about managing personnel, resource management, curriculum, and the overall success of the school.

In conclusion, the journey of millennial school heads from their initial roles as classroom teachers to their eventual positions as school heads is marked by a critical phase where they take on leadership responsibilities. This transition is not a sudden leap but a gradual process characterized by the assumption of smaller leadership roles within the realm of classroom teaching. These early leadership experiences are pivotal in nurturing their skills, confidence, and aspiration to become school heads. As they navigate this journey, they acquire the competencies and vision necessary to excel in school leadership. Thus, the evolution of millennial school heads into their roles as school leaders is a testament to the growth and development that can occur within the education profession, underlining the importance of recognizing and nurturing leadership potential from within the teaching personnel.

1.2 Integration Phase

When the classroom teachers had finally decided to embark on the journey of being newly appointed school heads, they experienced transitions in their professional and personal life. This transition is marked by significant changes in their professional and personal lives as they move from the role of a teacher to that of a school leader.

1. Learning the knowledge and skills of a school head

School heads need to continually expand their knowledge of leadership principles and practices. This may involve studying leadership theories, management strategies, and educational leadership models. SH 1, for instance, aside from attending training and seminars he attended, he was doing research on how to be a good human resource manager and also, he was searching for new trends in teaching pedagogies and sharing them with the teachers.

“Aside from that just like what I have said a while ago, I do research aside from the training and seminars for the school heads, I do researches na kung paanobamaghandle ng mga teachers, anobayungmgabagong trends, even samga other countries niresearch ko yan. Yung mgabagong trends sa teaching napwedengmagamitsaschool,yantalagang nag ibasa professional life ko which hindi ko siyaginagawanung teacher pa ako.” (SH1)

Strong interpersonal skills are essential for school leaders. School heads interact with diverse stakeholders, including teachers, students, parents, community members, and administrative staff. Effective communication, empathy, conflict resolution, and relationship-building are crucial for fostering a positive school culture and productive relationships which results in expanding school head’s circle of contacts and accessing resources and opportunities. Millennial school heads have experienced using their interpersonal skills through expanding their linkages in order to help improve the school. Accordingly, SH2 and SH 3 have mentioned the importance of expanding the skills to linkage with the external stakeholders for resource mobilization.

“Isa pa ngakelangan ko I develop is interpersonal skill towards stakeholders, lalo ng politiko. Di takonabi, ng wala bi ko PR. Kapoy gid tana mag kunwari. Di takonbal an anoisugpon ko nga mayo ang dalagan sang istoryanyo.” (SH2)

“So you need to expand your resource mobilization so ahmsigurona de- develop then on how I ahhh ask for help. Ask for help from others kasi yon naman talaga you think of the...ahh ng mgakabataan ng education...kakapalanmotalaga ang mukhamo no? Pupunta ka kahiitsinonakahitnamedyolabagsakalooban.” (SH 3)

In fact, SH 3 have mentioned that he even swallowed his pride just to ask for assistance and support for the school, highlighting the enhancement of interpersonal skills of the millennial school heads in order to become effective school heads. Another skill enhancement done by the participants was improving their digital skills. Digital skills are abilities and knowledge required to effectively navigate and utilize digital technologies and tools. Accordingly, SH 5 mentioned that in today's digital world, there is a need for the school heads to keep abreast of the required skills in order to dispose of our duties well, and aside from that millennial school heads do most of the reports since they are young and technologically savvy.

"Sigurosubong kay arakitasa digital, kinanglan ta gid magsabaysa digital ngamga skills. Kay syempreindi man pwedenga ang teacher lang tanan mag-obra. Kung usahaysamga task naginahatag sang mga reports, amonalangni kay kitabata-bata. Kita nalang gid actually ang nagahimo." (SH 5)

In today's digital age, millennial school heads must be comfortable and proficient with technology. This includes using digital tools for communication, data analysis, and information management. Digital literacy is increasingly important for effective leadership and efficient school management. In addition, most of the participants had read the guidelines which included the DepEd orders, memorandums, and the like in order to make informed decisions. Reading guidelines is an important practice that can enhance critical thinking, expand knowledge, and support effective decision-making processes. SH 1 prepared himself through reading DepEd orders in order to guide the teachers in the right direction towards achieving the goals of the Department of Education.

"Aside from that I've also read a lot of depEd orders because I have to be prepared whenever there are questions threw by my teachers. I have to answer it based on the DepEd orders and not based on my emotion so I have to be prepared." (SH1)

On the other hand, SH 1 invested in reading in order to improve himself especially on the financial and human resources management.

"Readings. So kahitpapaano nag-invest talagaakosamga readings especially on how to manage the school, how to have that financial administrations sang mgabagay-bagay especially sa finance ta sang school, human resource, so kahitpapaano din nag-invest din ako reading, researching para kahitpapaanomaging guide ko din sa recommendations ko sa school." (SH 5)

Millennial school heads as neophytes in school leadership should stay current with the policies and guidelines issued by the Department of Education (DepEd) or relevant educational authorities. Understanding and implementing DepEd orders ensures that the school operates in compliance with government regulations and educational standards. Thus, the participants, upon taking the role of being school heads, had enhanced their leadership skills through reading the guidelines and other reading materials related to leadership. Moreover, millennial school heads prepared for the role through promoting continuous professional development activities. Professional training and development activities are essential for continuous growth of the school heads. These activities provide opportunities for the school heads to enhance their knowledge, skill, and effectiveness in their roles.

"Professional factors I think are the seminars and trainings". (SH1)

"Before I enter the institution 3 days prior akonagpasokditosa school nag-attend pa ko online seminar." (SH 4)

"Ano after I received the special order ahh since nagsabinasi Sir PSDS to attend the online seminar nag-attend naako doon for professional development yon siya kasi transition so ano ang mgadamomona managerial skills mona e apply in the school and I proceed also with my doctoral degree sa SKSU so I can gain more ideas on how to manage the school." (SH 4)

"Sa professional naman tiara kay TIC na ta balik naman ta enroll satongkwannastopnganadulaan ka na sang imongamasteralpag TIC kailanganmo naman nga

mag-eswkela naman kay basi amu naningimonga alignment kumbaga amu nangamgabagay amu gid tu ang pinakakwanna preparation.” (SH 5)

On the other hand, SH 4 and SH 5 enrolled themselves in graduate school for continuous learning and professional development. Trainings and other professional development activities are frequently done as part of the preparation in every endeavor that a professional will undergo.

2. Seeking guidance and advice from experienced school heads and authorities

The second emerging theme on the experiences of the millennial school heads during the integration phase is seeking guidance and advice from experienced school heads and authorities. Preparing for the role is an important thing to do before becoming a school head. Thus, all of the participants had sought guidance and advice from colleagues, mentors and other persons with higher authority as to what to do in disposing of their responsibilities as newly appointed school heads in order to capacitate themselves. It allowed them to tap into the knowledge, experience, and perspective of others, especially the seasoned school heads which helped them to gain insights, make informed decisions and navigate challenges more effectively

“actually, maramiakongginawa. asking help from them and asking for guidance and ahm for consultation.” (SH 3)

SH 3 has mentioned that he had done so many things including asking help and guidance through consulting the authorities and other seasoned school heads.

“Actually the preparation that I have made was to ask my former school heads/ principal that actually I have to be ready of myself when it come to the different scenario. So I ask them what should I do, what are the things that I need to follow. What are the things I need to be ready. So I ask them gaanobakahirap, how difficult handling different teachers.” (SH1)

SH 1 had sought the guidance of his former school heads of what to in order to be ready and he also asked how difficult it is to manage teachers with diverse personalities.

Additionally, SH 4 had also asked guidance from the previous school head as to the background of the school environment.

“The preparations I need of course I ask some ideas and information from my mother kung paanoniya ko mabuligan kay ang school namaassignan ko was her former school also then the background of the teachers there, of the stakeholders and then of course anoba ang mga learners dito are they pure Ilonggo or we have indigenous people.” (SH 4)

SH 5 also mentioned that he had consultations with his friends who were also school heads. He asked for the guidance on how to manage the school.

Kahit papaanonagaconsult din tayo samgakakilala natin namga school heads, kung paanopagmanangenang school. (SH 5)

Consulting experienced school heads and authorities for guidance is a valuable strategy for Millennial school heads at all stages of their careers. It provides opportunities for mentorship, knowledge sharing, and skill development, ultimately contributing to more effective and informed leadership within the educational system.

3. Establishing harmonious relationship among stakeholders

Establishing harmonious relationships among stakeholders is a critical aspect of effective school leadership. These relationships are essential for creating a positive school environment, promoting collaboration, and achieving the educational goals of the school. Building positive relationships in the workplace is very important for the Millennial generation. They value respect for authorities and co-workers. Furthermore, effective school leaders actively work to build and maintain positive relationships with all stakeholders. This includes teachers, learners, parents, support staff, and the broader community. Building trust and goodwill is foundational to successful leadership. Accordingly, SH 4 planned his course of action during his first year of being a school head winning the hearts of the stakeholders in the school and eventually built relationships with them.

“ang preparation ko for my self is that what will be my plan, what will be my action, and of course to get or have better relationship kasi we cannot obtain the goals na gusto natin kung tayo lang dapatkasamaitongmgataosapaaralan both internal and external stakeholders so nag-isipako ng paraansasarili ko kung paano ko silakumbagapaano ko makuha ang ilangakiliti para matulungan din nilaakosa school and of course para sasarili ko.” (SH 4)

School heads need the ability to relate to and understand the needs, challenges, and aspirations of their teaching staff. This understanding foster mutual respect and trust, enabling better collaboration and support for the teaching staff. Thus, as millennial school heads SH 5 foster collaboration among the teachers through his capacity to relate to the teachers.

“Pero yun din, siguro may power lang gid akongamakipag-okay sarelasyonsa mga teachers.” (SH 5)

Communication is a cornerstone of good relationships. School leaders should be sensitive in their communication with stakeholders, ensuring that messages are clear, transparent, and respectful. Open and honest communication helps to build trust and reduce misunderstandings. SH 5 learned to be sensitive to the feelings of teachers and parents in order to build good relationships. This depicts effective communication and builds good relationships.

Communication skills sang school head kay the way ngamagspeechsiyakag ang paraan kung paanonyaihambal ang is aka bagaysa teachers, sa parents ngahindimakaguba sang relasyon. (SH 5)

dapat you as an individual you should extend help, you should extend service para mas madalingmaaccomplish, nataposmona ang trabahowala ka pa may nasaktannatao. (SH 5)

In addition, developing strong interpersonal skills is vital for leaders. These skills encompass active listening, conflict resolution, and the ability to work with individuals from diverse backgrounds and perspectives. Effective leaders create an inclusive and welcoming environment within the school. SH 2 emphasized that she sees to it that she gets along with the teachers and stakeholders. She also added that it is very important to get along with people one is dealing with.

“interpersonal skills mo, Panu ka makibagaysamga teachers mo, kung sino ka atubang mo. Kasi kung teachers ka atubangmo, dapat the way ka makibagaysa level man sang teachers. Pero kung stakeholders ka atubangmo, lain naman.” (SH2)

School leaders continually work to maintain and nurture these connections. Regular interactions, feedback mechanisms, and a commitment to addressing concerns and celebrating successes all contribute to relationship maintenance. Conflicts and disagreements, on the other hand, are inevitable in any organization, including schools. Effective leaders are skilled at addressing and resolving conflicts in a fair and respectful manner. They promote constructive problem-solving and ensure that disputes do not undermine the overall school climate. Accordingly, SH 4 has emphasized that he developed his skills in building relationship through maintaining peace and collaboration in school.

“so ang skills talagana develop ko is to maintain peace,you should maintain good relationship and peace sa school kasi itoyongmgataongtutulongsayo even though na may conflict ka nanaidentify but there still a program and activities sa school natalgangmagtulongtulongsila to achieve yon ang isa na skill.”(SH 4)

Lastly, successful school leaders have a deep understanding of the various relationships within the school community. They recognize the roles and interests of different stakeholders and use this understanding to create a balanced and harmonious educational environment in school and community. SH 5 mentioned that before he was deployed on his first school assignment, he studied the dynamics of the relationship in the school so that he would be guided in his actions.

Ginastudyhan kung ano ang relationship sang barangay samga teachers, ano ang relationship sang mga teachers samga parents. Kay para mabal-an ta kung diin ta mag-sulod. (SH 5)

In general, establishing harmonious relationships among stakeholders is a cornerstone of effective school leadership. It requires empathy, effective communication, interpersonal skills, and a deep understanding of the dynamics within the school community. By prioritizing these aspects, school leaders can create a positive and collaborative environment that benefits both the school and the individuals it serves.

4. Maintaining balance between work and personal life

Maintaining a healthy work-life balance is crucial for overall well-being and productivity. It encompasses several important aspects which includes making time for family, having recreational activities for mental health, and finding ways not to be exhausted. Millennial school heads value their work the same as they value their personal time especially the time with their families. SH 1, for instance, values his time with his family. He considers spending time with his family and friends as the recharging factor to keep him motivated and ready for the following days of work.

"But then I always see to it nanagkakaroon talaga ng time for my family and friends and hindi lang naman para sa family and friends natin, its also for us kasi we need to secure that at the end of the day hindi tayo exhausted kasi yung pagiging exhausted yan ang naglead saatin para maging unmotivated, para maging uninspired para maging tamad nasa craft natin. We have to be physically and mentally ready." (SH1)

On the other hand, SH 4 and SH 5 have mentioned that they give importance to balancing work and life in order to promote self-care including mental health. They engage themselves in activities that promote relaxation and recreation to protect their over-all well-being not only for themselves but for their families.

"Doon sa maintaining a better mental health yundapat may oras ka para sa sarilimoalammo kung ano ang mga recreational activities like visiting some beaches kung may panahon ka like Saturday Sunday basta indi lang siya office hours." (SH4)

"Makisabaysam gabagay-bagay ngahindimakapoy ang sarili ko gid. Kay syempre gina-isip ko akonalang. Tapos walapata sang mga love life. Tapos syempre kung magkasakit ka parents mo gid ang maging ana gud. Syempre another burden saila." (SH5)

5. Using personal resources for school operations and improvement

Using personal resources for school operations and improvement is a commendable but complex practice that can have both positive and negative implications. Surprisingly, three out of five participants have shared that they had to spend their personal finances to school needs to the point that even their personal savings were affected. SH 1, in particular, said that he has to spend own money to ensure the smooth operation in school because of the delay release of MOOE.

"In terms of the finances siyempre ah during that nabago pa lang as a school head medyo delay ang pag download ng ating finances ang MOOE so ikaw na school head ang mag abono like for example may guardiya may utility so from the personal pocket mo ang pagbayad ng sweldonila so ikaw at the end of the day makibot ka na lang ngawala ka nagalikwarta so indi kana makalagawindi kana maka visit sa place nga gusto mo kay wala kana finances so amo ng sa personal life ko nga ma determine." (SH4)

Also, SH 5 has mentioned that when he was still a classroom teacher, he had savings, but when he became a school head, he could hardly save for his personal needs.

"Sa personal from ga save-save kita abot pag sang school head naton pag TIC ng adaw mga savings naton didto lang naubostanan." (SH5)

SH 3 have also shared that he had donated his money in his previous school assignment.

"even my personal money ah I... have almost donated... giving almost a hundred thousand for my previous school." (SH3)

Positively, it demonstrates commitment of the participants towards achieving the goals of the school while inspiring others to contribute as well in order to generate a sense of community and shared responsibility in the school-community. Also, using personal resources may foster trust and goodwill within the school community, as it showcases a school head's dedication to the school and its mission. On the other hand, depending on personal resources for school operations and improvements is generally unsustainable in the long term. It can lead to financial strain on individuals and is not a reliable or scalable funding source. Also, the use of personal funds may lack proper financial oversight and accountability, potentially leading to mismanagement or misuse of resources.

6. Adjusting to one's behavior and attitude

Adjusting one's behavior and attitude is a common and important aspect of personal and professional development. Thus, recognizing the need for behavioral change is a sign of self-awareness and a desire for self-improvement. Accordingly, SH 3 has this self-awareness of his behavior and gradually improve it in order to adapt to a new position and designation that he has.

Becoming a school head, one needs to have social skills in order to build strong network and positive relationship in the school community in order to foster support, collaboration, and personal development as well. SH 3 said that he adjusted his behavior by improving his social skills because he was well aware of his being introvert. He took time to improve that behavior that he had through exposing himself to diverse personalities and that helped him grow as a person.

"It's really on my behavior I... since I am intrapersonal, I don't really get along with other people... at first, since I needed time to know them ahh kaya nga most of them sabinilasuplado, maldito parang not welcoming ahh so I needed to change that so and gradually, ultimately...ahmm... medyo nag-improve din naman. Ah I needed myself to expose to different people, different kinds of people, different attitude ahh and it will help me to grow."(SH3)

Hence, individuals who actively seek to modify their behavior are often motivated by a commitment to personal growth and betterment.

Moreover, long patience is needed to foster resilience and perseverance to achieve success. SH 2 and SH 4 both have mentioned that they had adjusted to their new positions through learning to be tactful and maintaining composure when confronted with difficult situations. Having patience, school heads maintain a positive attitude and stay committed to the goal despite the challenges. SH 2 has said that she learned that not everything being said by the teachers must be confronted.

"Here comes nganaging school head ako I learn nga di galitanan, hindigalitanankailangansabton as long as you know ngahindiikaw , as long you know ngatama ka biskanapanangaiwakalniladirabisananopadira ang epostniladirahindimokailanganmagsabatsaila. Sang unaabi ang personal preparation gid man siguro ang pasensya ko gid ipahaba ko gid."(SH2)

The willingness of the Millennial school heads to adjust their behavior and attitude if needed is a positive and necessary part of personal growth. It reflects adaptability, self-awareness, and the desire for self-improvement. Learning to be tactful, in particular, enhances their communication, fosters better relationships, and contributes to their personal and professional success. It is a skill that can benefit them in various aspects of their lives.

7. Expanding linkages and networks

When millennial school heads were initially appointed as school heads, there were aspects of their professional life which reflected into the broader transformation. These professional shifts are significant changes in the professional direction of the school heads as they dispose of their responsibilities as a newly appointed school head.

From being a classroom teacher, whose vision only focuses on how to provide effective teaching and learning process in the day-to-day interaction with learners into a broader professional perspective who envision the better future for the school as a whole by adopting a long-term mindset in their professional life. This change in mindset is motivated by their commitment to achieving what is best for the school's overall well-being and success, marking a notable transformation in their approach to their career. Accordingly, SH 1 has mentioned that he needed to envision the future of the school.

“In professional life, yung sinabi ko talagana I have to envision, na I should not think about today I should not just think about tomorrow but I should think long term. Yung kung ano ang fortunate para sa school. Yun talaga ang nag-iba.” (SH1)

Furthermore, limited professional linkage and network as a classroom teacher has changed into expanded one as a school head. SH 2 mentioned that her professional network had expanded when she became a school head because she got to meet and get along with so many people, including parents, teachers, and colleagues from other municipalities.

“Sa professional syempre naglawak man ang work natondamo ta kilalapero sang teacher pa lang ta syempre ang aton lang kilala parents, teachers wala pa ta per subong bisandiin ng amunisiyo may kilalana ko so naglapad man ang work naton. (SH2)

Additionally, as a classroom teacher, linkages and networking were basically SH 3 problems because he was too shy to talk to other people to ask for assistance, he was only asking from his family members and friends. But when he became a school head, he needed to expand his networking skills to linkage for resource mobilization in order to provide the best for the learners.

“When I was a teacher that's basically my problem, I don't really have the guts to talk to politicians to solicit. I only solicited from my family, family members, from my friends only but when I became a school head hindi pwedena family and friends lang. So you need to expand your resource mobilization so ahmsigurona de...develop then on how I ahhh ask for help. Ask for help from others kasi yon naman talaga you think of the...ahh ng mgakabataan ng education...kakapalan motalaga ang mukhamo no? Pupunta ka kahitsinonakahit namedyolabagsakalooban there was one time haha di ko pwedesabihin. (SH 3)

Expanding linkages and networks is a valuable practice that can open up a world of opportunities, support, and growth. Building a wide network is an ongoing process that requires active engagement and a willingness to connect with others in various contexts.

8. Preparing Mentally and emotionally

Becoming a school head, one should not only prepare professionally but personally as well so as to be ready for the complexity of the world that the role of being a school head brings to one's life. Thus, millennial school heads have identified the preparations they had on their personal life particularly mentally and emotionally as they embark to a new journey of life, that is becoming a school head. Stepping out of their comfort zone is that Millennial School Heads move beyond their comfort zone as they transition from a classroom teacher to a school head. This implies their willingness to face new challenges and adapt to a different context. Accordingly, SH 2 mentioned her efforts on stepping out of her comfort zone. She prepared herself on going out from comfort zone as she was assigned to a big school and handled a big number of teachers. She had set her mind to stick to the legally-based decision making process.

“So naapointako as school head nagiconvince ko ang sarili ko nga personally na I have to go out from my comfort zones. Since magawasakosa comfort zone ko dapat mahandle ko gid tong mga challenges kay inaabi sang didto pa ko syempre teacher pa ko diriabi ang akonngatransferan kay from small school to big school from arang 30+ lang ang teachers to 150 so gin prepare ko gid personally ang akonsarilinga I cannot please everyone so 150 teachers I could not please everyone therefore ang gitatak ko lang gid saisip ko is always make your decision base sa DepEd Memo, DEEd guidelines hindi ka na mag go beyond didto.”(SH2)

SH 4, on the other hand, had prepared himself for the demands of time that the role will be requiring from him through anticipating extended commitment required in order to preserve his mental health. He expected that he would be working beyond office hours unlike when he was still a classroom teacher.

“Ang mental health natongiamat-amat ko na prepare it's because I am really expecting the time that you will spend inside the classroom ahh inside the school hindi lang gid siyaparehosa

classroom na you will enter 7:30 and you will go home 4:30 in the afternoon but then you will give service beyond the office hours pa.”(SH4)

Since adjustment from being a classroom teacher to a school head was expected, SH 4 had prepared his emotions because he anticipated to have expanded responsibilities as a school head. It is not only the classroom and the learners but the focus encompasses the learners, teachers, school environment. Thus, he prepared to enhance his interpersonal skills and communication skills in order to have the ability to build positive relationship among the internal and external stakeholders. He also came with a plan on how to encourage them to support the school and his administration.

“Of course since it is an adjustment from classroom to handling a certain school with 8 teachers ang first ko gid gipreparaesarili ko is ah my emotion, my emotional preparation it’s because if I have ahh inside the classroom dapat ang patience mo very mahaba but then during syempre kasi ni some of experts natinanongan ko when you are school head hindi lang naman mga learners ang focus moahhh may learners, stakeholders, ang school mismo and and of course the teachers so ang preparation ko for my self is that what will be my plan, what will be my action, and of course to get or have better relationship kasi we cannot obtain the goals na gusto natin kung tayo lang dapat kasamaitong gataosapaaralan both internal and external stakeholders so nag-isipako ng paraansarili ko kung paano ko silakumbagapaano ko makuha ang ilangakiliti para matulungan din nilaakosa school and of course para sararili ko.” (SH4)

Mental and emotional preparedness is an on-going process that involves self-awareness, emotional regulation, and the development of coping strategies. It enables Millennial school heads to face challenges with greater resilience and adaptability. Practicing mindfulness, positive thinking, and seeking support when necessary are all integral components of mental and emotional preparedness.

I.3 Adaptation Phase

At the early stage of their journey being school leaders, Millennial school heads started to develop necessary skills to be successful in their role and eventually attain the result of their efforts both in their professional and personal life. The participants of this study are on their second or third year as school heads. Thus, it is evident from the results of the study that they had grown not only as professionals but also as persons.

1. Developing Leadership Skills

During the early stage of their leadership journey, Millennial school heads focused on acquiring the necessary skills, adapting to their roles, and promoting a modern and school-community-centric educational environment. They were able to enhance their leadership skills necessary for them to become effective school leaders. Among the participants, two of them postulated that leadership skills can be enhanced through time.

“tamanasiyangaming effective ka tapos madevelop man ang leadership mo.” (SH 2)

“kasi may mga experiences na two years na.. Ika-3rd school, so yung mga experiences sa 1st and 2nd kahit papaano nakacontribute talaga on how I manage the 3rd school yung mga experiences bad or good things namga experiences sa 1st and 2nd school, nakacontribute din siya, paano ko naman imanageitong 3rd school.” (SH 5)

Accordingly, SH 5 emphasized that development in terms of leadership is achieved through time. By continually developing their leadership skills, school heads can effectively lead their schools, support their staff, and positively impact the educational experiences and outcomes of their students.

“I always make sure nanababasa ko ang mgadeped orders, nababasa ko yung mgabagong trend sadeped. Parang masyadonatalagang serious. Unlike before na you can parang as a classroom teacher makaplay games pa ta, ng dawwala lang ng daily basis na kung iremind ka ni school head moamo lang na but now, as I adapt of becoming a school head yannatalaga that every decision that we make dapat nakaayonsadeped order, or whats best for the team.” (SH 1)

Also, SH 2 mentioned that decision skills play an important role for her to become an effective leader by considering other members of the school community.

“kasi kung kis-a magdecideikawsa amu nisi community magreact man. Ang imunga punto is para maimprovemosi learners pero ang imunga process magreactsi community. So amu guronasiya ang development nakon as a leader. Nadevelop, na mold base samga decision nga gin ubra ta kay experience gid ang best teacher tuod kung di monamaexperience ang mga hardship nganasapaghimo sang desisyon hindi gid ka matest as a leader.” (SH 2)

Additionally, it is mentioned by SH 5, in agreement with SH 2, that by making decisions, hearing the voices of others is really vital.

“So ngayon, hindina... kung dati 1st year nagaconsult-consult din ako Ma'am Mai samgakilalanamga school heads. Yung style na noon parang nadivertna into constructive na naman nasa decision making very parliamentary yung ginagawanaminsa school. I presented the problem, pinag-uusapannang mga teachers and we try ourselves namaka-come up ng solusyon.” (SH 5)

This concept concentrates on how millennial school heads make decisions that anchors to legal basis. SH 1 clearly signified the importance of understanding the educational laws, orders, and standards in making decisions. Thus, school heads are responsible for ensuring compliance with the orders and following policies that align with educational laws and regulations. SH 2 and SH 5 on the other hand, emphasized the importance of decision-making skills through collective approach. By adopting a collective approach to decision-making, school heads can tap into the collective wisdom, expertise, and experiences of stakeholders. This inclusive process enhances decision-making skills by considering diverse perspectives, promoting ownership and commitment, and fostering a sense of community within the school.

Another concept that has emerged is the established mechanism and system in school. The establishment of such mechanisms and systems in schools contributes to organizational efficiency, effective management, and improved outcomes for students. Such a move provides structure, consistency, and clarity, enabling stakeholders to work collaboratively towards achieving the school's goals and ensuring the smooth functioning of the school. In this study, one (1) participant strongly posited that the school must be systemic, otherwise, school heads can never effectively carry out what is expected of them.

“provide mechanism maskianopa ka namisi teacher maskianopa ka namisi school head kung wala sang mechanism ngagakatabosa school hindi gid siamagiging effective kung mag establish sang mechanism whether hambalanmo pa nasi teacher mo or indi bal.an niana ang himuonnia kay may aranamismonga systema ngagakatabosaskwelahan.” (SH 1)

Moreover, with this concept, millennial school heads believe that the school has to have a system to follow in implementing structured processes, protocols, and frameworks that support the smooth functioning and effectiveness of various aspects of the school's operations. These mechanisms and systems are put in place to provide clarity, consistency, and efficiency in decision-making, communication, resource allocation, and overall school management.

Another concept that has emerged is the widened perspective. It values how millennial school heads broaden their understanding, viewpoint, and outlook in their roles as school leaders. It involves developing a more comprehensive and inclusive understanding of the diverse aspects and stakeholders within the school system. By widening their perspective, school heads can gain a deeper appreciation for the complex dynamics of the education sector and make more informed decisions that consider the broader context.

“improving kay kung classroom teacher ikaw ang focus mo is only the students, the learners. Kung naging school head ikawnagwidenna.” (SH 2)

SH 2 emphasized that through a widened perspective, school heads gained a deeper understanding of the multifaceted nature of their roles. They consider the diverse needs, challenges, and opportunities within the educational ecosystem and make decisions that promote inclusive, equitable, and effective education. A widened perspective also allows them to navigate complexities, anticipate future trends, and lead their schools towards continuous improvement and success. One of the many experiences of the school heads as leader-managers is that they are expected to be transferred after three years. However, one (1) of the participants emphasized that the challenges she encountered made her more flexible in dealing different challenges. Thus, in this study, another concept that has emerged is the developing confidence in facing challenges.

“Ano gid man ah dako man bulig kay tisyempre that time kay dakodako gid sang T’boli National High School ang isa ka department equivalent siya 1 school department nga isa may 16 teachers so very kwan gid syasaakon ang pag deploy saakondidto, dakodako gid ang training ko kay grabe ang mga teachers didto yah. Amu ganipaghambalngaibalhin ko dri kay problematic school man nidati kay ang student dri below grade man kag ga reklamo ang mgamaestrakagpetisyonan. Tehambalnila Integrated ka nakag problematic pa ngaeskwelahante kaya mo? Hambal ko na train na ko sinasaT’boli mas lala pa didtosiling ko kay nag kasohanaynaganididto.” (SH 2)

Further, as school heads developed confidence in facing challenges, they are better positioned to lead their schools effectively. Their confidence enables them to make tough decisions, engage in constructive problem-solving, inspire their teams, and navigate complex situations with resilience and determination. This, in turn, contributes to a positive school culture, enhanced student outcomes, and overall success in their leadership roles.

The next concept that has emerged in this study is improving conflict management skills. This emphasizes the ability of the millennial school heads to effectively handle and resolve conflicts that may arise within the school setting. It involves developing the knowledge, strategies, and interpersonal skills necessary to address conflicts in a constructive and positive manner. In this study, it was mentioned by one (1) participant that it is really part of the leader’s role to address conflicts within the organization.

“In terms naman na nagging school head naako I handled conflicts between teacher and co-teacher another is conflict between the teacher and the community so sa professional life na part doon ko naapply ang mga learnings ko samasteral, sa doctoral in the conflict management.” (SH 4)

Additionally, SH 4 also put emphasis on the learnings she gained during post graduate studies particularly on conflict management.

The next concept that had also emerged is the improved instructional leadership skills and becoming a mentor. This puts premium importance on abilities of the school heads to effectively lead and support the instructional practices and academic success of their schools. It involves developing the knowledge, strategies, and competencies necessary to guide and improve teaching and learning processes within the school. In this study, two (2) participants have postulated that instructional leaders were able to develop and align curriculum with educational standards and goals by providing technical assistance to teachers on what strategies, techniques, and other tasks for the improvement of teaching-learning process.

“So ang changes ko guro is dirisa instructional leadership ng amu sinadiranganagadevelop ang mga teachers sang unawala sang TOS subong may TOS nasila.” (SH 2)

“aside from that sa professional kasi purely teaching tayo noon, ngayonikawna school head you are now the one providing technical assistance in the teachers dapat ahh naghahanap ka din ng mga strategies paano ma boost si teacher in teaching, paanomabigay ang strategy don sabata and then of course ang batadapatmakakuha ng higher and better learning outcome in terms of the professional na step.” (SH 4)

Further, SH 2 stressed that teachers are now provided with the opportunity to develop something for the school particularly in improving teaching-learning and at the same time as mentioned by SH 4 that school heads are there to provide and create a supportive environment that promotes excellence, provides effective instructional support, and fosters continuous improvement.

The next concept that has emerged is improving time management skills. These skills talk about the ability to effectively allocate, prioritize, and utilize their time to accomplish their professional responsibilities and goals within the school setting. It involves adopting strategies and practices that optimize productivity, minimize time wastage, and ensure the efficient use of available time. In this study, two (2) participants mentioned that they were able to manage their time efficiently and wisely.

“as a school head, I am on a situation na I can handle my time well, ooyunnga lang you should prioritize.” (SH 4)

“Oosiyempreimanager ta man ang time ta. Pero may mga time man pudusahay especially kung magsunod-sunod ang mga training. Pero siguro atleast now mas naintindihannila kay mas bug-at ang atonnga responsibility.” (SH 5)

As being emphasized by SH 4 and SH5, setting priorities must be considered to handle time well. Additionally, SH 5 stressed the role of the school head in managing the time since there are several trainings that overlap other activities.

The last concept that has been revealed in this study is fostering teamwork and collaboration. This concept puts emphasis on creating an environment where school heads work collaboratively, share resources and expertise, and support one another to achieve common goals and improve overall educational outcomes. In this study, two (2) participants pointed out their experiences with regard to collaboration and cooperation with and among their teachers.

“aside from that anoahm during that time na maraming Gawain like these may mga monitoring , supervision ahmm, my teachers are having their initiative to do the activities by their own.” (SH 4)

“So kapag mas maging okay ang relationships ta samga teachers mas very smooth, mas madeliver ang quality nga services kasi okay ang shool head kag ang teachers. Amo gid na ang very helpful pudsakonnga to nga time ngakinanglan ko i-win ang mga teachers kay kabalo gid ko ngasila gid magdeliver sang services samgabata.” (SH 5)

SH 4 stressed that teachers collaborate by making initiatives especially when the school head has so many things to do. SH 5 also stated that the relationship of the school head and teachers is needed to create a smooth-sailing environment and quality services would surely be provided to the learners and he also added that cooperation and collaboration is achieved when teachers observe also that the school head is doing his or her job, hence, modelling approach is applied.

2. Acquiring positive attitudes, and values

Acquiring positive attitudes and values is a significant step toward personal growth and well-being of the Millennial school heads. Meanwhile, the work attitude of Millennial leaders is characterized by their inclination toward innovation, efficiency, conscientious observation of their roles, diligence, reliability, sensitivity, honesty, selflessness, and their ability to build positive relationships (Vidal et al., 2017; Gabriel et al., 2020). Accordingly, SH 1 looked at himself becoming a selfless person in doing his job as a school head.

“Para satanan. So amonasianga realization nga our decisions will affect everyone kagamonahh, pagiging selfless at the end of the day, we became selfless.” (SH1)

Cultivating empathy allows individuals to understand and share the feelings of others. This leads to a more selfless approach, as one becomes genuinely concerned about the well-being of others.

Also, millennial school heads have developed to be self-reliant. SH 4 mentioned that he became self-reliant because being administrator, he ensures that all the reports are being submitted even with the absence of the teachers during vacation time.

“So that is a self-reliant nga ahh, self-reliance kasi ngaikaw ang gagawa ng activities ng report sa school then ahh yunyang sacrifice mobilang school administrator yun ang adjustment kasi dibapag teacher pagsinabing teacher pwedesilang mag bakasyonikawpareho lang din naman kayo na school personnel bakithindi ka pwede mag bakaysonits because ang transition is during that time sa classroom ka ngayon you are handling an office you are now kumbaga teaching related ka na lang na personnel.” (SH4)

Self-reliant individuals are adept problem-solvers. They take initiative in finding solutions to challenges and are not overly dependent on others for assistance.

In addition, a positive mindset is characterized by optimism and the belief that challenges can be overcome. Optimistic individuals are more resilient and better equipped to handle setbacks. In fact, SH 1 mentioned that being a leader is really challenging, but by being optimistic he can overcome problems.

“Am so grateful that along the way, I have come to realize that things will be easier no matter how hard it is, if we already knew how to possess a positive mindset. Being a school leader is really challenging, but the moment you have come to realize that making positive difference not just to teachers, learners and community, but more importantly making difference to ourself, then everything will be worth it. Conquering these problems would be possible if we have that positive mindset.”(SH1)

Furthermore, some of the participants have become humble as they grow being a leader. SH 5 emphasized that he has to stay humble for all his achievements because the most important is that he does his tasks as a school head.

“Pero syempre ahh we have to stay humble naman satanang bagay ng anakuha ta Ma’am nga not to brag, not to make other people namagtinginsayon arilingan ubo ka, kay kita kay principal na. So we have to stay humble. Amo gid na konsiguropudnga isa ka characteristic ng amaging humble ngataongaindi man ta ngagapahambog basta magtrabaho lang ta kay ginabalikdan man ta sang Ginoo.” (SH5)

Becoming humble individual means recognizing the contributions and value of others. They are willing to learn from different perspectives and experiences.

Moreover, becoming a school head led the participants to become self-reliant. Tolerant individuals are often skilled at conflict resolution. They can navigate disagreements and differences of opinion with respect and open communication. SH 3, for instance, claimed that he was able to navigate negativity.

“siguroano tolerance to negative. negativity (laughing) tolerance. As a school head, amona we cannot always please everyone. So we make ourselves ready for ahmm disagreements ngahindi lahat sasangayonsayo. Even on how you are treated, in my previous school dawgrabe ang treatment nilasaakon to the point nga (laughing) galutosila breakfast galutosila lunch... So andami pang dapat pagdaanan.” (SH3)

He learned to accept and respect individuals who are different from oneself in terms of culture, beliefs, or backgrounds, thus, promoting diversity and inclusivity. Lastly, the participants have also developed patience along the way of becoming a school head. Patience is closely linked to emotional control. They can manage their emotions and reactions in challenging situations. SH 2, in particular, said that she developed the virtue of patience.

“As a person ginadevelop ko ang virtue sang pasensya.” (SH2)

Having patience can often lead to more effective problem-solving. It allows them to take a step-by-step approach and consider various options. It is also a valuable trait in interpersonal relationships. It fosters understanding, reduces conflict, and strengthens connections with others.

Acquiring positive attitudes and values involves various personal development traits, including selflessness, self-reliance, a positive mindset, humility, tolerance, and patience. These qualities contribute to personal growth of the millennial school heads, strengthen their relationship with others, and promote a more harmonious and compassionate environment as they lead the school.

3. Having a sense of commitment as manifested by sacrificing personal time and taking other teachers' responsibilities

During the early phase of their tenure as school leaders, Millennials cultivated a profound commitment to their roles. It is worth noting that their commitment was evident even during their time as teachers, which led to their recognition as potential leaders. However, in their new roles as school heads, their commitment has reached a heightened level.

Meanwhile, Weldy (2020) posited that Millennials are highly motivated to tackle issues that deeply resonate with them, and they are willing to invest their time when their daily responsibilities are connected to more significant concerns that have a direct impact on their lives. Accordingly, SH 4 learned to sacrifice due to the demands of the job even during Christmas break.

“Nalearn ko is that you need to sacrifice. So mag sakripisyo ka gid, during that time nga head teacher ka nasa school ma report ka even during vacation even during Saturday as long as required and then a Christmas break.” (SH 4)

Commitment often involves a high level of dedication to one's job or responsibilities. This dedication can result in school heads willingly sacrificing personal time to ensure their work is completed satisfactorily. SH 2, in particular, even went to school during vacation and pandemic time. Millennial school heads often make personal sacrifices to fulfill their responsibilities. They may need to be available around the clock, especially in crisis situations.

“yes, ahh adjusted during vacations walatayongmagawa during the entire of pandemic nganaka work from home si teacher ikawtalagana school head and babalikaw ang mag i-entertain ng mga parents nababalik ng module kasi ngawalasi teacher ahh ikaw ang sasalo ng mga complaints kasi wala ka namangkasama kasi naka work from home sila.” (SH 2)

Generally, a strong sense of commitment often involves the willingness to sacrifice personal time and resources to fulfill one's work and responsibilities. While dedication is admirable, it is crucial to maintain a healthy work-life balance and consider the long-term impact of such sacrifices on one's well-being and relationships. Balancing commitment with self-care is essential to sustain a fulfilling and productive life.

4. Having sense of satisfaction and fulfillment

Millennial school heads also experience gains sense of satisfaction and fulfillment during the adaptation phase of becoming a school head. It refers to the positive outcomes, growth, and achievement that they experience on a personal level.

The first concept that emerged is the sense of satisfaction that the school heads felt. SH 1 mentioned that they feel accomplished and fulfilled because as a school head he can touch so many lives and he can give service to man. Being a school head is challenging yet fulfilling.

“Ang school head kapoy gid man napero mas dali I abuton ang fulfillment abi kung school head ka kay mas damo ka ma touch mas damo ka matagaan sang service.”(SH1)

On other hand, SH 5 said that all the struggles of being a school head is worth it especially that he had passed the principal's test, so, for him it is his biggest fulfillment. Also, he looked at it as something that had proven his worth, thus, making him feel a sense of personal fulfillment.

“Syempre as a person okay man siyakahitpapaanodawbagaymaabotmo man siyangadaw something ma prove mosasarilimona parang daw worthy man samga struggle mo in previous years syemprenakapasakitasa exam daw amu nag id ang pinakadako ta nga self-fulfillment.”(SH5)

The feeling of accomplishment was also experienced by the participants. SH 5 and SH 4 mentioned that they felt accomplished, contented, and satisfied of the being a leader.

“Ahhhsyemprekahitpapaano okay-okay na.syempreyungmga parents natin proud pudsataoa. Na ing ani ngaato ang na-abtan.” (SH5)

“Yes, contented and satisfied for of course the people that are ahh assisting me are helping me my partners, the stakeholders the teachers who are always supporting on the programs that I am implementing and then aside from that anoahhm during that time na maraming Gawain like these may mga monitoring, supervision ahmm, my teachers are having their initiative to do the activities by their own. So I am very happy and contented as a school administrator.” (SH 4)

School head's sense of satisfaction and personal fulfillment is essential for effective leadership and a thriving educational environment. When a leader feels accomplished, it sets the stage for a positive school culture, motivated staff, and successful student outcomes. It is a holistic approach that not only benefits the leader but also contributes to the well-being and success of the entire school community.

3. Challenges experienced by the millennial school heads on transitioning from a classroom teacher to a school head and their coping mechanism.

1. Handling teaching-related Challenges

The first category that emerged under the challenges experienced by the millennial school heads during the pre-transition phase is the teaching-related challenges. Under this category the following concepts are included: 1) managing learners' diverse behavior, 2) difficulty in communicating with diverse learners having different tribes and dialects, 3) difficulty in providing differentiated instruction to address diverse learners. As for the first concept, the millennial school heads experienced difficulty in managing their class when they were still classroom teachers. Classroom management refers to the strategies, techniques, and practices teachers use to create a positive and productive learning environment within their classrooms. Effective classroom management is essential for ensuring that students can focus on their learning, behave appropriately, and engage in meaningful educational activities. Three participants have identified that the behavior of the learners is the main reason for their difficulty. SH 1 mentioned that he was teaching in a central school and their learners came from different facets of life, so he had problems in managing the learners with different behaviors.

“Challenges is when I was just a classroom teacher. it’s really the attitude that the students ahh, our students are dynamics ibaiba ang kanilang attitude there were behaviors namasyadong natalaga superb, may mga behavior naman ngakatamtaman lang, average. so dyanyungdyan tayo nagkakaproblema kasi we really don’t know ahh how to handle them no, most especially that I was teaching at a central school before so yung mga students namin were coming from the different facets of life may mgamahirap may mgamayaman may matalino may hindi so yun, yunyang problema that’s when a instructional management is will take place.” (SH1)

Also, SH2 and SH3 mentioned that the behaviors of the learners were difficult to deal with.

“Oo tong teacher pa ko. Behavior especially the use of gadgets sang mgabata during that time nga adviser pa ko. Syempre naano gid ang mgabatasa cellphone gid abi .” (SH2)

SH 2 added that the use of gadgets in school was also her problem.

“Siguro ang challenge lang talaga is yung behavior lang ng learners and, yun lang ang tinitignanmona challenges kasi siyempre we can not avoid learners who have conflicts with their classmates with their schoolmates, so classroom management lang ang focus mo .(SH4)

The difficulty in communicating with the diverse learners having different tribes and dialects is another concept under teaching-related challenges. This is because the participant is not also expert in the dialects of the learners so it hampered the understanding in the class.

“Okay tribe people in communication hindipud ko expert samaguindanaoan, di pud ko expert sa half T’boli, di pud ko expert sa half Balaan mas lalong hindi ko expert sa Bisaya kay Ilonggo and Filipino lang naman-an ko may so communication barrier ang isa ka challenge ko sadto .(SH5)

Additionally, the difficulty in providing differentiated instruction to address diverse learners is also one of the challenges that the millennial school heads had encountered during the Pre-transition Phase. SH 1 mentioned that when he was a teacher, he handled heterogeneous types of classes which were composed of both fast and slow learners and that gave him difficulty in providing varied instructions that suited to the different kinds of learners.

“before as a classroom teacher isa sapinakamahirapna situation nanafifeel ko is on how to provide varied instructions, differentiated instructions even on my activity kasi may mga students akonamasyadong matalino students akonakatamtaman may mga students namasyadong hindi kasi heterogeneous kami so dyan, yantalaga ang challenges.” (SH1)

2. Handling colleagues-related challenges

Another challenge encountered by the millennial school heads during the pre-transition phase was the colleagues-related challenges. Under this category are the following concepts: 1) Dealing with insecurity of the co-teachers, 2) Handling of unhealthy criticisms by the colleagues, 3) having deviant co-teachers, and 4) Confronting factions of the teachers.

As to the insecurity of the colleague, SH2 participants experienced unhealthy criticisms because of the insecurity of the colleagues. This is the result of jealousy because she was the one given the task to be an assistant of the school head.

“Amo na to....mga insecurity. Tanangga decision moginakontrakagpangitaan ka gid abi sang gamay ngabikil. Di kana makaano... So paano ang motivation mo? Sang unasiling ko gani, sang unamalakatako very...very motivated ako no magsulodsaeskwelahanpero that time halos pa lang pagbugtawmo halos nalangngawala ka asin. Nag-abot ko sa point ngaamona... nga di ko na gusto ngamagsulod pa saeskwelahan.” (SH2)

Another is having the deviant co-teachers. It was experienced by one of the participants to have deviant co-teachers who did not cooperate on the tasks given to them since the participant was the one who led the group.

“So as a classroom teacher.....actually the usual, the usual day of learners ahm ang maisip ko paladiyanhindi learners kundi co-teachers pala... yan ang maisip ko for now kasi we have this teacher parang deviant.” (SH3)

Furthermore, factions of teachers were also identified as challenges experienced by the participants. When a teacher is new to the school, choosing the group of teachers to be with is a challenge because the group that a teacher is in could affect his/her future in school.

“Ang relationship samga teachers kay syempre newly hard kitadawkwangapangapa pa kung sin-o atonpalapitan kung sin-o maging group of teachersaton in future kay very crucial pudna kay kung sadiinimo ma grupoditdo man naimomagingkapalaransunod-sunodimongataon.” (SH5)

3. Handling personal problem

Another challenge encountered by the millennial school heads during the Pre-transition Phase is personal problems. These personal problems are the usual problems that teachers experience. The concepts under this theme are the following: 1) Living away from family and 2) Financial constraints.

One of the participants has identified living away from family as a challenge because when he was still a teacher, he was assigned to another place which made it difficult for him to go home every day. This kind of challenge is usually experienced by newly hired teachers assigned in far-flung areas.

“Ikaduhalayo ko saakonngapamilya kay taga lunes nagakadto ko di tapos Friday na ko gapulikis-a 2 weeks pa ko magpulisunodnakafeel ko sang pagiging independent ngabagay so una-una okay lang nga kaya ko ngamabuhingaako lang isa magluto sang sud-an ngaako lang isa aragudnanga experience amu napudgiaadjust ko kahitpapaano.” (SH5)

2.2.a. Coping mechanisms employed by the millennial school heads During Pre-Transition Period

Presented in this section of the study are the coping mechanisms employed by the millennial school heads on the challenges they faced in transitioning from a classroom teacher to a school head. In terms of the coping, the following themes emerged: 1) Establishing and implementing policies in school to ensure discipline, 2) Capacitating oneself, 3) Applying for a school head position, 4) Building relationship, and 4) Saving for personal needs

1. Establishing and implementing policies in school to ensure discipline

In order to cope with the challenges on classroom management of the millennial school heads during the Pre-transition Phase they established and implemented policies in school to ensure discipline. Confronted with the conflicts among the learners' behavior and the use of gadgets, SH 4 and SH 2 established the policies in school to eliminate conflicts and to regulate the use of gadgets in school.

“Of course as a classroom teacher a classroom management natin well implemented kasi bago mag simula ang klase everyday bago ka magsimula ng lesson mona instill monasakanila ang dapatgawin so halimbawa nag away si learner A si learner B so you call their attention dapat ma resolve siyahindi naman pwedena I direct mo kay principal dapatikawna classroom teacher you know how to handle conflict between the 2 learners na record mosya properly so that kung

may mga in the future kung may mag reklamona parent nila may ma ipakita ka na evidence na you have settled the conflict.” (SH4)

“Ahh anosa guidance gisendannamon sang school rules sa cellphone.. ahhh need gid man abi sang kis-a ang cellphone sang mgabataperoginagathersiya during first period ahhh before kag after first period ginahatag naman siya during lunch break taposkwaon naman siya before first period sahapontaposibalik naman siyataposhalimbawaakoabi may.... akosa technology may ginagamitakokis-a sa cellphone for research kay may research ako. So ginakwan ko, gahimo ko letter... at least dawnahaganhagan ang paggamitnila.” (SH2)

2. Capacitating One’s self

Another coping mechanism that millennial school heads did to face the challenges as classroom teachers was capacitating themselves. Usually, when there are challenges on the required capabilities, the solution would be trainings, workshops and the like. The concepts under this category are attending training and seminars and acquiring skills.

SH 1 mentioned that he capacitated himself on differentiated instruction through training and attending mentoring through Learning Action Cell (LAC).

“Okay, so im so thankful that we have these LAC Session right? So one of our master teachers talaga that time parang second year ko naatasacentralayun, ahh ditoniaInintroduceyung new instruction kasi before ang traditional parang wala lang diba but then pumasokitongdifferentiated instruction and then we felt like it was tiring and stressful na mag create ng differentiated instruction but as the days goes by may na realize naayy effective palasia.” (SH1)

Additionally, SH 5 posited that he acquired the skill through communicating with the Maguindanaoans and constant practice.

“Sa language kinahanglan gid mag learn mag learn gid kahitpapaanonaglearn ko sang maguindanaoan, bisayakailanganisali ko ang akonsarilisailanga communication para okay ang relationshipsamgabata.” (SH5)

3. Applying for a school head position

Going out from the stressful situation is to escape through applying for a higher position and that is being a school head. That was the coping mechanism of SH 2 as she faced the challenge.

“Oo nag-apply ko for school head kay feeling ko kung hindi ko maghalindidto ah maano lang ko... feeling ko di na ko maging effective na kay tibisansaklase ga excel ko, gaklase ko mayo pero affected ka dyapon kay tanangga decision moginakontra.” (SH2)

4. Building positive relationship

Another coping mechanism of the millennial school heads during pre-transition was building positive relationships. Having conflicts among the teachers can be solved and prevented through fostering understanding and building supportive relationships to promote sense of belongingness.

SH 3 emphasized that communicating can foster understanding for better relationships. “Sometimes it is necessary to say what you feel and believe so that others will understand you,” he added.

“But there was one time that I really defended myself so I voice out so... anotalagakumbaga let’s work in our job description kasi sabi ko sa kanya who are you in the school sabiniya teacher... sabi ko din be like that so... but actually it’s a good thing din naman to defend yourself to voice out sometimes kasi after that parang natigilna kasi he’s also parang social media person everything what’s going on in school posted pero di naminalam kung kami ba yon o hindi.” (SH3)

SH 5 on the other hand mentioned that he has found companions whom he felt a sense of belongingness and support.

“Adviser didto is tagamarbel man so Ilonggo amona tong nagingnanaynanay ko didto so ang kahidlaw ko kilananaykagtataysadtodawnaulian kay arasi ma’am nganagingnanaynanaynagsabayna kami satoapat kami sa is aka balaysamga pila ka bulan dawn aka feel naako sang ah okay nasiya..” (SH5)

5. Saving for personal needs

One of their coping mechanisms during the pre-transition phase is saving for personal needs. The participants' salaries were delayed due to being the newly hired. Newly hired teachers receive their salary after 6 months to 1 year from the day of appointment; thus, SH 5 made sure that he has savings to be spent for his needs.

“Very important gid ang pagsave sang mgabagay-bagaysatonga time.” (SH5)

2.1.b. The Challenges Experienced by the Millennial School Head during Integration Phase

Presented in this section of the study were the challenges encountered by the millennial school heads in transitioning from a classroom teacher to a school head during the Integration Phase or the time that they are initially appointed as school heads. In terms of the challenges they encountered, the following categories emerged: 1) Teacher Diversity, 2) Resistance to change, 3) being young in age, 4) Unhealthy School Community relationship 5) anticipated complexity, and 6) Managing Time.

1. Confronting Teachers’ diversity

As the millennial school heads were initially appointed, during the Integration Phase, they faced challenges such as Teachers’ Diversity. Every school has teachers with different behaviors, beliefs, perspective, experiences, and backgrounds. Commonly, conflicts, factions, happen because of teachers’ differences which are not resolved by common understanding.

Teachers’ ages vary. There are retirees, young newly hired, and middle aged. As the newly appointed school heads, it was a challenge because they needed to consider the ages and the preferences of the teachers in making decisions.

“Its really the teachers who are older than me because they always say that they already have a lot of experienced.” Indi mokoya ma hambalan kay damona ko ya experience” that’s really the line but they are not telling me face to face ahh they are telling that to anyone. Taposmanugidnanaakonngaamosina so, it’s a bit hurting on my part but then isipon ko ngasiguro hesitant lang gid silasamgabagonga trends its because nakasanayan gid man nilaamo gid ning isa samgaproblema mag halinkita or mag lumpatkitasa comfort zone dba? So amona criticisms by the teachers who are older than me kasi feeling nila mas magalingtalagasila . (SH1)

Factions of teachers had also been a challenge to the school. Teachers in school have different perspectives, beliefs, and interests which results in divisions among them. One of the challenges experienced by the participants was factions among teachers. SH 1 and SH 4 mentioned that their teachers were divided into groups and there were conflicts between the groups.

“Before I step foot saLubol IS may factions they were divided into 2 groups.” (SH1)

“Subongnga school very struggling kay dako. May mgagrupo-grupo, pagsulodmo may arana sang conflict between sang mgagrupo.” (SH5)

The last concept under this theme is handling a large number of teachers. Since this is integration phase wherein the participants were just initially appointed as a school head, it was really a challenge to manage a large number of teachers, especially since the participant came from a small school.

“Mga challenges kay inaabi sang didto pa ko syempre teacher pa ko diriabi ang akonngatransferran kay from small school to big school from arang 30+ lang ang teachers to 150.” (SH2)

2. Teachers' resistance to change

Another theme that emerged under the challenges of the millennial school heads during the integration phase is the resistance to change of the seasoned teachers. The results of this study show that the millennial school heads are innovators. They implement innovations in school in order to promote 21st century learning practices. However, the results of the study show that the seasoned teachers are resistant to change. SH 1 mentioned that the seasoned teachers in their school express that they had already a lot of experience and what they practiced had been effective in the past and they believed that nothing is wrong with their practices and need not to be changed.

"It's really the teachers who are older than me because they always say that they already have a lot of experienced." Indi mokoya ma hambalan kay damona ko ya experience" that's really the line but they are not telling me face to face ahh they are telling that to anyone. Taposmanugidnanasaakonngaamosina so, it's a bit hurting on my part but then isipon ko ngasiguro hesitant lang gid silasamgabagonga trends its because nakasanayan gid man nilaamo gid ning isa samgaproblema mag halinkita or mag lumpatkitasa comfort zone dba? So amona criticisms by the teachers who are older than me kasi feeling nila mas magalingtalagasila." (SH1)

3. Being the youngest in the group

Millennial school heads who are relatively younger compared to their colleagues or peers, faced specific challenges when they assumed leadership roles, particularly during the initial period of transition or integration into their new roles. As newly appointed school heads, SH 2 experienced being not respected by a teacher who is older and with higher educational attainment than her. She emphasized that because of her being younger, her decisions were being questioned.

"Sato nga time ara ko sa big school ng dawginachallenge ka man dyapon kay syempre ang nagachallengesimosatonga teacher... doctor siyatapos ikaw assistant principal, HT na ko satonga time mo kay T-III akosatonga time pero after how many months na HT ako . Ginaquestionkumbaga ang decision mobala ng akoya... kumbaga ng dawsiladawhindimagbend down saimo kasi mas bata ka, mas anosiyaya when it comes sa educational."(SH2)

SH 3 agreed with what was expressed by SH 2 because he had also experienced the difficulty of giving feedback and technical assistance to the teachers because he was newly appointed and the youngest in school.

"To give ahh criticism no ang hirapmagcorrectsamgakapwamo teachers so lalong-lalona kung bago ka, lalong-lalona kung bata ka so mahirap so yanyong challenge na newly appointed ka. Talagang need kongi-overcome yon kasi yon ang nakasanayan ko na and that I don't, di ko kaya magcorrect ng isangtaokumbaga... but then on leader ka na so dapatkailanganmotalaga... for the good of everyone, for the good of the school para malalaman din nilana may pagkakamalisila." (SH3)

4. Facing unhealthy school-Community Relationship

The fourth theme under the millennial school heads' experience of transition during integration phase is the unhealthy relationship between the school and the community. School-community relationship is very important in the day-to-day operation of the school because the school always needs the support of the community as its partner in nurturing the children to become productive citizens. However, in this study, it is revealed that the participants had experienced difficulty because of the problem between the school and the community.

"Challenges sa community ang pagigingmaritessa community kagindi gid maiwasangga may mgaibaibangamakumbaga Indi siachismisngastoryahanay but then pagabotsa community dawnagingproblemasiya."(SH1)

5. Facing unanticipated complexity

Another challenge encountered by the millennial school heads during the integration phase is unanticipated complexity. As newly appointed school heads, they realized that the responsibilities of being a school head are so complex and need more time, effort and even financial resources. Thus, SH4 and SH 5 mentioned that the expanded scope of responsibilities was really a challenge for them to ensure that they could respond to those responsibilities.

“during that time nan appoint naako as a school head I realized na ang problem ko inside the classroom is just a piece of a cake, yes kasi ngayunungsabi ko kanina focus mongayon as a school head hindi lang learners kasi may parent na may stakeholder may teachers at ang schoolmomismoadapat ma improve. (SH4)

“Oopareha lang siyanagdagdag lang kasi syempre mas bug-at kasi you are head of the school. Maadjust ka man sa co-teacher mo, maadjust ka man sabata, maadjust ka man sa community ang nagdadag lang kailanganmo mag-adjust sa load sang ubramo as school head kay syempre ma liquidate ka na, magpasa ka na sang mga reports. (SH5)

6. Managing time

Another theme under the challenges during the integration phase is managing time. SH 4 and SH 5 mentioned that they experienced struggles in managing their time in doing all the tasks like making very important reports at a limited time. SH 4 mentioned that he neglected the time for his family because of doing his functions as a school head.

“Sa time management amo gid ni ang problema ko as a school administrator kasi di moyanmaiwasan during the time ng mga reports naipa submit kasi puro asap, oo so hindimopwde ma, indimo naman pwede I neglect kasi function mosiya as a school head oosa personal life kay maka affect gid syasa personal life mo. You have set plans, activities with the family, oo so siyempre personal life maapektuhan gid siya, maapektuhansiya then the trust of the family members minsan ma question ka nag promise ka nag anito ganyantaposhindimomasunod.(SH4)

Also, SH 5 mentioned that he was bringing his work as a school head at home and did it at night because he is a Teacher In-charge and aside from the function of the school head, he was teaching some subjects.

“Ang time management mo ang imongakontra-kontra gid didto kay okay lang kung teacher ka kay magsulod ka lang pagkahaponpuli ka nahindipatassa TIC ngapagkagab-e may urobrahon ka pa saimobalay.” (SF5)

2.2.b. Coping mechanisms employed by the millennial school heads during Integration Phase

1. Collaborating with community

The first theme on the coping mechanisms of the millennial school heads on the challenges they encountered when they were appointed as a school head is collaborating with the community. School-community relationship is very important because the partner of the school in educating the learners is the community. Under this theme, there are two concepts, acknowledging the support of the community and engaging with the stakeholders to foster positive relationships.

SH 1 mentioned that no matter how challenging the gossip about the school that was circulating around the community, he realized that when they needed help in school, the community helped them a lot, so, he realized that acknowledging their support leads to more supportive community.

“yahh, kay face to face kami . Ahh huwebesata kami e validate miyerkulesahapon ahh didtonasila. Meryenda, dinner, breakfast , meryendasa aga and lunch tanantanannawala kami gastonipiso. The community, ang community ang nag provide... so amona kung may problemaako kung may mgachismis always ko ginaisippaano ko nasa school sa SBM its because our community. Chismis lang naya and that's inevitable ga ka tabonasiya and even sabalaysapiyakbalayookag pila lang man nadapatisipon ko ngadako ang nabulignilasaamon . natawhay ang amonrabaho it is because of them ang chismisya kay total mgabariobario pa ganiyhanpasabukidngawalamasyadoginakabusyhan so amo lang gid nangilangaano.”(SH1)

2. Communicating with the teacher

Another category under the coping mechanisms of the millennial school heads during the integration phase is communicating with teachers in order to foster understanding and positive relationships. There are two concepts under this theme. These are engaging in personal interaction with the teachers and encouraging teachers to adapt to change.

By engaging in personal interaction with the teachers to know them better, how they are feeling, and their perspective on a particular thing that needs to be discussed, a school head is able to have meaningful conversation which fosters understanding among teachers.

“Ofcourse amonging isa saginaobra ko is to call their attention, gusto ko indipwedengasa meeting ko nasiya I touch gusto ko magkaroon kami sang face to face conversation. I’m starting with asking them “how are you” “kamusta ka” how about your personal life, kamusta man mgaamoni, then after that I got to ask them how about these.” (SH1)

In addition, resistance to change of the teachers was a challenge and so with a millennial school head who is eager to implement change in the school for the better, SH 1 encouraged the teachers by convincing them on the advantages of the new trends on the learning process of the learners.

“That’s difficult and I have to embrace the 21st century teaching so I have to talk to them I have to provide them the situation ngaamonisya ang difference sang bag o kag sang dati. Yes, effective si traditional but then effective man japonsi bag-o. Ang difference lang nila is that we cannot assure namagiging fit naxa globally. This one ning bag o na strategies and methods, I can assure you namagfitsya globally, maskidiinpanaibutangatonbata kaya nilamagfit in. So yan, one of the governance nanalearn ko is I have to be firm with my decision.” (SH1)

3. Making informed decisions

The third theme on coping with the challenges of millennial school heads during the integration phase is making informed decisions. Millennial school heads are young and at this stage of their journey, it is very important for them to have the basis in decision making and also, ask for the guidance of higher authorities.

Asking guidance from higher authority is very important for the new school heads. Thus, SH 4 made sure that he asked for assistance whenever there were problems, confusions and the like.

“Aside from that I always make sure that I ask the assistance of the higher authorities in terms of the problems.” (SH4)

Also, as a newly appointed school head, it is necessary for them to adhere to what is stipulated in the guidelines. Hence, SH 2 faced the challenge with a firm and legally-based decision-making process.

“So gibalikannakon ang memo sang palarongarini sir may arakita, may memo ang school nakamemorandizeakosa school nga amu nimaconductako selected nga amu ninga date nga kung diinsilamapa select didtonasilahindipwedenga gusto sang batamongamabalin, ibalhin ko lang dali.” (SH2)

4. Establishing constant communication with family

Amidst the difficulty in managing their time because of the complexity of the responsibilities of being a school head, SH 4 made sure that he had constant communication with his family in order to preserve their trust on him.

“I always make sure na may time gid akomakipagusap even everytime we are drinking coffee in the morning oonakakausap ay sorry hindiako available napwedebasima extend or ma postpone naton basta madayon lang siyaindi lang gid siya ma hanaw kay madula ang trust sang family members.” (SH4)

5. Fostering collaboration among teachers

The last theme on coping with the millennial school heads during the integration phase is fostering collaboration among the teachers. In any school endeavor, when the teachers are working together, the school turns productive. Thus, millennial school heads employed this coping mechanism to foster positive relationships and collaboration among the teachers.

The results of this study show that being a school head, the responsibility is very complex and most of the time, they encounter time management as a challenge. Thus, SH 5 coped with this challenge by delegating some tasks to teachers as a form of empowering them also. In that way, he fostered collaboration with the teachers.

“So ang kwannalang gid sato is mangayobuligsamgakaupodnahindimasoloubramaam may ang amotukabug-at. So nagpahelp ko samga teachers, samgakilala ko man na school heads para kahitpapaano ma mag-an mag-an man.”(SH5)

2.1.c. The Challenges Experienced by the Millennial School Head during Adaptation Phase

Presented in this section of the study are the challenges encountered by the millennial school heads in transitioning from a classroom teacher to a school head during the adaptation phase or at the early stage of being the school heads. In terms of the challenges they encounter, the following themes have emerged: 1) managing financial resources, 2) managing time, 3) managing teachers, 4) poor reading ability of the learners, 5) linkages and networking, and 6) Parent’s support

1. Managing Financial Resources

The first theme that emerges from challenges experienced by the millennial school heads during Adaptation phase is managing financial resources. Under this theme are the following concepts: 1) Difficulty in managing finances due to delayed Maintenance and Other Operating Expenses (MOOE), 2) Using personal resources for school activities, 3) Difficulty in liquidating finances, 4) Realignment of funds due to overlapping activities and unexpected expenditures, Another concept under financial management is using personal resources for school activities. Three participants have mentioned that they experienced using their personal resources to ensure that the school’s operation was sustained.

“personal , personal ko ngatapal” (SH1)

“Once ngamaging school head ano ka gid ginaacceptmona ang tapalist is the key. Hindi syatuodmatabongawala ka to the point ngasyemprehindi man ta mayamanwala man ta kwartamangloan ka nalang gid eh. Kaagi ko nga last December nganimaputlanna gid kami ah last January kay tidugay nag abot ang MOOE as in nganaprenda ko ang ATM ko ngabisanwalanikaaginaprenda ang ATM ko para lang may itapal.” (SH2)

In fact, SH2 shared that she even pawned her ATM card just to have money to spend for school utilities.

“In terms of the finances diba kasi ngahindinaakomasyadongnagaabonopag dating sa school so sometimes ahh may mga programs or activities nakailangan I implement meaning akonagabigay ng pera from my personalpocket so yun ang maka hinder yungmga programs namadelay kasi ngawala pang budget hihintayinmo pa kasi hindi man pwedena tayo lang parating mag abono or kita lang mag fund pirme so yun ang mga challenges sa personal, sa personal ko gid nganaka affect as a school administrator.”(SH4)

Also SH2 experienced difficulty in liquidating finances particularly the MOOE because of unclear guidelines.

“No. I financial management gid tana dyapon kay even gastickikawsa guidelines tong gipagawasbalanga guidelines nga to liquidate pero may araabiditongahindi..kumbagahindiklaro... may mgagabalikdyapon.” (SH2)

2. Managing time

The second theme under the challenges of millennial school heads during the adaptation phase is managing one’s time. One of the participants mentioned that he struggled in time management due to so many responsibilities of being a school head. Though the school heads are more experienced at this stage, they are still confronted with this challenge because of the reality in the field that there is really an overlap of activities and reports. Added to the responsibilities of being a school head are the tasks given by the division office and the graduate school education that the school head should take for continuous professional development.

“Ang akonkwanguro ma’am may time management dyapon. Nabudlayangidakosa time management kung paanohimuon ang kadamongaubra. May ara ka sang imonga professional tigapadayonkita sang masters ta ang task mopangasa as a school head may liquidation may mga reports ang task mo pa sagawas sang mga division mo pa nga task tipaanomo pa nasiyasampawsampawon kung kis-a makatulog ka namga alas dose ala unadawmakapoy kana pagkaagapulawamo ng mgabagay-bagayngagina struggle ko ginapangitaan

ko pa gid way kung paano ko namaayos.” (SH5)

3. Managing Teachers

Another theme on the challenges encountered by the millennial school heads during the adaptation phase is managing teachers. The concepts under this theme are: 1) managing diverse personality of teachers, 2) giving feedback and technical assistance for teachers' improvement, and 3) handling large groups of learners. As to managing diverse personalities of teachers, school heads experience challenges in managing the teachers due to their differences. There are teachers who agree with the school head's idea and there are teachers who deviate from what is desired.

“Another challenge is how to manage different personalities of teachers.”(SH2) Another challenge in managing teachers is the giving of feedback and technical assistance to the teachers because they tend to take them negatively. There are teachers who are resistant to improving themselves.

“Ahm ang hirap pa din magcorrect, mahirap pa din magsabi ng.. magreprimand kasi most of the time they will take it negatively... they will not take it to improve themselves so, and most of the time teachers will never realize na may pagkukulang sila. Mahirapaha.” (SH3)

Also, managing a large group of teachers is still a challenge for the millennial school heads. Large groups of teachers require more patience and understanding in order to promote positive relationships.

“Siguro pagmanage ng large group of teachers kay kung dakonanga group dapat dako man ng apasensya, dako man nga understanding.” (SH3)

4. Having difficulty in linkages and networking

The last theme under the challenges encountered by the millennial school heads during the adaptation phase is having difficulty in Linkages and Networking. In reality, the funds of the school coming from the government is not enough for all the expenses of the school. Thus, it is a challenge for the school head to look for the partners to sponsor the school's initiatives since millennial school heads are for innovations and improvements in school.

“Collaboration gid isa gid siyasa ma identify ko nga challenge because even though I have supportive stakeholders if we lack of resources we cannot implement a certain project kasi totoo namang may budget from the central office but you want to implement a good and better project nakailangantalaga ng malakihang budget malakihang perahindimo naman pwdeng sabihinnamaamotkamotanan para ma implement maghahanap ka ng benefactor, oosinomaka assist or maka help saatin, so isa siyasa magap problema ko on how to identify and looking partners sa school.”.(SH4)

2.2.c. Coping mechanisms employed by the millennial school heads during Adaptation Phase

1. Employing good decision-making process

Another theme of coping mechanisms during the adaptation phase is employing good decision-making processes. Millennial school heads learned to embrace criticisms and being firm with the decisions they made and also SH 2 mentioned that he always sought assistance of the seasoned and experienced school heads in making crucial decisions.

“so far na embrace ko na kung ano gid ang realidad that people will always have their criticism maybe positive or negative so kailangan mo lang gid is to be firm sa imong decision making”(SH1)

2. Fostering fairness

In order to address the challenges with the diverse personalities of the teachers, the participants fostered fairness and impartiality in a leadership role.

“So amona ang challenge kung paanomo manage ang mga teachers with diverse personality ngahindi ka balamaanong akampihan mo tung isa hindi man sang kampi gid ngamakita man nilanga you are fair to everyone.”(SH2)

3. Communicating with the teachers

The millennial school heads also coped with the challenges through having an open dialogue and communication with the teachers.

“First ko ginagawa is to private message amo gid ng akonnga first step kung sigesigepa gid ginapatawag ko sa office ah istoryahon. Budlay gid abi kung mga teachers no wala ka man mahimuon.” (SH3)

4. Having patience

Millennial school heads also coped with the challenges of managing large number of teachers by being patient and understanding the diversity of the teachers.

“Siguropagmanage ng large group of teachers kay kung dakonanga group dapatdako man ngapasensya, dako man nga understanding.” (SH3)

5. Prioritizing the personal savings

The present reality in the DepEd schools is that it is inevitable that school heads spend their own funds for the unforeseen expenditures due to shortage of funds. Thus, SH 4 prioritized the personal savings for emergencies.

*“May mindset naakonadapatmaka save ako so walanaako may maibigay pa dun sa school kasi nga may pera naman ang school but then ma delay lang siyanamka hinder siasa school program.”
(SH 4)*

6. Generating funds

The millennial school heads cope with the challenges of financial constraints by generating funds through Income Generating Projects, fund Raising, and solicitations.

“Yun nga the school I am handling is very lucky we have 4 hectares for the IGP so may palayan then another 1 hectare for the gulayan so talagang may perasa school so yun lang gina juggle ko lang siya and then always make sure namabalikan ang perahalimbawa ahh may program yung program should be funded by the school MOOE medyona delay sia so gagamitanmuna ng pera from the IGP taposbabalikan lang si IGP dun saginasto.” (SH4)

7. Planning ahead

Lastly, millennial school heads learned to plan ahead in order to cope with the complex responsibilities so as to prioritize tasks according to their needs.

“Galistana ko gasticky note na ko sa laptop para guided ko tapossa school gabutang ko sang teacher map pakibutang amu nitapos e remind mo ko e remind mo gid ako always nga a day before may amu ta sininakailangan ko gid mag-adjust syemprenaka set ang schedule kagkis a malipatan gid natonkailangan ta pud amu nanga no man is an island gid ma'am may kinahanglan ta gid sang mgataongamagremindpudsaaton nag sir may amu pa ta sini.” (SH5)

Conceptual Framework Of Millennial School Heads' Transition From A Classroom Teacher To A School Head: A Case Study

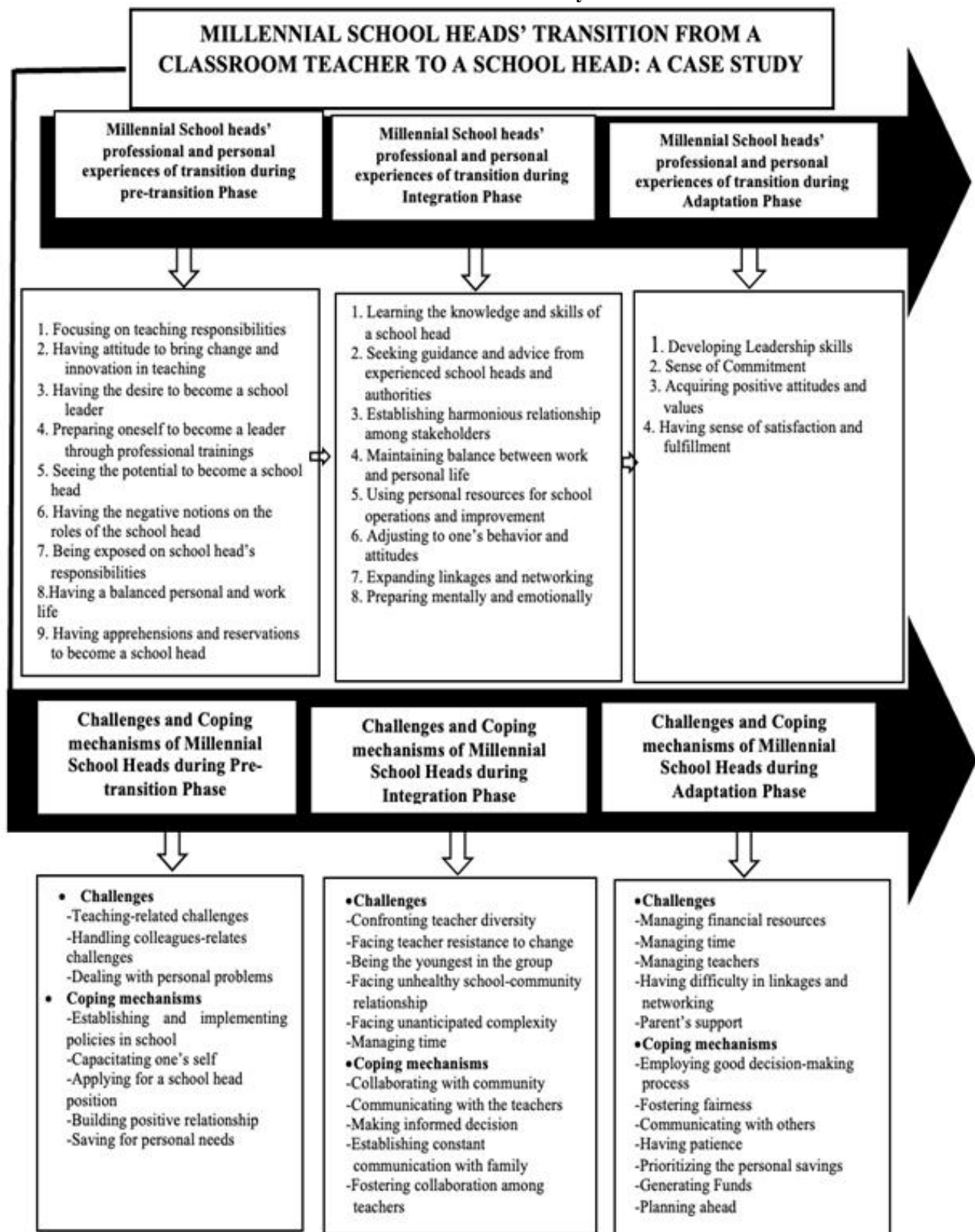


Figure 3. Conceptual Framework on Transitioning Experience

Insights

This study on the journey of the millennial school heads provided a clear understanding that any classroom teacher in the school can become a school head for as long as he is given the opportunity to take the leadership role and even exposed to school head's responsibility. Thus, it has become a pivotal factor for them to envision or desire to become a school head. Additionally, these classroom teachers are honed because, primarily, they are trusted and obviously are considered as assets in the school considering their strong commitment and drive to do the tasks of a leader. Hence, the role of the school heads is essential in developing potential leaders.

Furthermore, another avenue for these classroom teachers to have the strong desire to become a school head does not just happen in the school but also outside. That means, these teachers have likewise acquired leadership knowledge through professional training and attendance to graduate studies. As such, it is a great milestone for these teachers since exposure to both formal and informal training, shared stories of other people, and even related readings are significant preparations to becoming a school head.

Considering the role of all school personnel, providing the needs of the learners is an utmost concern; as these classroom teachers exhibit the willingness to spend their own resources to satisfy school needs. Similarly, maintaining the culture of shared responsibility, transferring of knowledge from one teacher to another through community-based learning or mentoring/coaching to improve teaching-learning process and foster innovative practices are ways to provide quality services for the clients both internal and external. Thus, having a proactive mindset is essential to becoming a school head.

In addition, this study emphasized the role of having a balanced-lifestyle which is important to sustain a sound and effective delivery of services as expected from a school head. This includes spending time with family and friends, doing recreational activities, and socializing with other people.

By the time these classroom teachers are appointed as school heads they have developed their leadership skills which include digital literacy, interpersonal skills, and decision making. Hence, having enough knowledge and skills is an important preparation to becoming a school head. Moreover, this role as a school leader is not a gained-opportunity by chance, but because they work hard for it.

As a newly appointed millennial school head, having the humility to learn from seasoned colleagues and authorities is an important facet to being a school head. By this, they are able to acquire sound pieces of advice which will guide them in their journey as a school head. Moreover, establishing a harmonious relationship with others in school is also an important aspect in being a school head. It is through employing good communication skills to maintain good relationships that positive relationships with stakeholders are maintained.

With a deep sense of commitment, having the skill of outsourcing and willingness to spend personal resources as a school head are good indicators to being an effective school head. Most of the time, millennial school heads are goal-oriented and they expand their linkages and networking and even to the extent of becoming selfless. Likewise, some aspects such as mental and emotional are being prepared to fulfil their organizational goals and perform bigger responsibilities. With this, it is necessary for an effective school head to condition himself/herself, both mentally and emotionally, to attain success.

Millennial school heads, at an early stage of their life as school heads, have become more aware of their role. Thus, this is one of the important characteristics to being an effective school head wherein they are now able to establish systems and mechanisms in school, sound decision-making, resolve conflicts, and even become a mentor. Moreover, certain values of millennial school heads such as humility, optimism, self-reliance, patience, and tolerance are significant in delivering services in order to promote a compassionate and harmonious environment as they lead the school. Moreover, another very important value of a millennial school head is the sense of commitment sacrificing their personal time for work to fulfil and satisfy their vision of providing the needs of every stakeholder in the school-community.

Alongside being a neophyte millennial school head is the tremendous challenge especially experiencing resistance from among the older and seasoned teachers. In school other members of the school-community do not consider young leaders to be the source of information, technical-assistance, and the like, and it is felt by the young school heads.

In the essence, whatever challenges are being bombarded to the millennial school heads, it is but fitting to always stick to the established guidelines in making decisions, seek assistance from the higher authorities, and have constant communication with the teachers. Through these, school heads can cope and ensure that goals and objectives are achieved.

Implications

This study focused on the experiences of millennial school heads on transitioning from a classroom teacher to a school head. Considering the results and the process that this study had gone through, the following implications were drawn:

1. Millennial school heads sought advice from experienced school heads during the transition period. In this regard, the Department of Education may provide a succession program for the teachers who will become school heads.
2. Millennial school heads sacrificed and used their own money for schools' operations and projects. This may be an eye opener for the Department of Education to allocate more budget to the school's Maintenance and Other Operating Expenses or MOOE.
3. Millennial school heads have problems in financial management. This may imply that the school heads should undergo training and seminars on financial management.
4. During the transition period, the millennial school heads developed positive attitudes, and values. This implies that becoming a school head can hone the teachers' attitude and values.
5. Millennial school heads struggled in imposing their authorities because they are young. This experience may serve as the basis for the Department of Education to have a minimum age requirement as one of the qualifications of becoming a school head.

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