School Heads' Administrative Support, Teachers' Resiliency and Work Performance

Jessica L. Samiano[1] and Esther L. Baluyos[2]

[1]Department of Education, Division of Lanao del Norte, Lanao del Norte, Philippines

[2]Faculty, Misamis University, Ozamiz City, Philippines

Abstract— Administrative support and teachers' resilience are vital in the delivery of instruction as teachers perform their tasks to ensure quality education among the learners. This study determined the school heads' administrative support and teachers' resiliency in relation to work performance in the delivery of modular distance learning using the descriptive-correlational method. The study was conducted in Kolambugan District in the Division of Lanao del Norte during the school year 2021-2022. The respondents of the study were the Elementary teachers in the Division of Lanao del Norte who were chosen through stratified random sampling. The adapted questionnaires on Administrative Support and Teacher Resilience Scale and the modified questionnaires on Work Performance were used to gather the data. The data were analyzed using mean, standard deviation, frequency, percentage, and Pearson product-moment correlation coefficient. Results revealed that the administrators have very high level of support to the teachers while the teachers have very high level of resiliency during this pandemic. Their work performance in the delivery of learning among the learners was also excellent. However, no correlation was seen between the administrative support received by the teachers and their performance. The teachers' very high level of resiliency did not affect their work performance. Future researchers may conduct similar research exploring other variables that may affect teacher's work performance in the delivery of modular distance learning.

Keywords— administrator, resiliency, support, teacher, work performance.

I. INTRODUCTION

The epidemic is still having an influence on people's daily lives. Because of the cancellation of face-to-face sessions and the shift to remote learning or the new normal education, it gave a risk to instructors' learning and preparation as well as students' learning delivery. As a result, the new normal was deemed to be psychologically and emotionally detrimental. Educational leaders must concentrate on assisting instructors (Du Plessis, 2017). Leaders must reach out and connect in the face of so many unknowns in the present and future, as well as so many fears and uncertainties. Mutual confidence should build between administrators and teachers during the epidemic and for more years to come (Marshall, Roache, & Moody-Marshall, 2020).

School administrators should provide sufficient relevant information about school plans on a regular basis to ensure that pupils are as informed and prepared as possible (Mestry, 2017). Furthermore, school leaders have to make all staff feel valued, both emotionally and professionally, and reassure them that they will be supported while the epidemic unfolds. Finally, administrators or principals must be on the lookout for failed teachers who require further aid (Papadimos et al., 2020).

A strong program requires administrative support, including money, advice, monitoring, aid in removing impediments, and recognizing instructors as professionals (Crosby, 2015). It motivates instructors to accomplish their jobs more successfully (Araneta et al., 2020). Teachers become more devoted to their work when supervisors encourage them (Hicks, 2011). Teachers who receive support from their administrators improve in the following areas: attention and learning; relationship building; and contributing to their well-being (Cipriano & Brackett, 2020).

Administrators who foster healthy school climates by building strong, trusting relationships with teachers and demonstrating concern and encouragement foster favorable school climates that boost kids' social, emotional, and academic performance. Principals that promote a caring culture cultivate genuine relationships and purposefully satisfy teachers' emotional needs. By listening and approaching choices with receptive attitude, principals may build caring climates and aid teachers in acquiring the skills needed to exhibit these values to their pupils (Meyers, Domitrovich, Dissi et al., 2019).

The ability to quickly and efficiently replenish one's strength or spirits in the face of adversity is

characterized as teacher resilience. It is significantly related to a sense of mission, self-efficacy, and instructional motivation (Adhikari, 2020). Being resilient may be defined as shifting one's emphasis away from teaching stress and burnout. Furthermore, resilience may be used to understand how educators manage their enthusiasm and dedication to their students throughout times of transition (Beltman, 2020).

Resilient instructors can manage the natural uncertainties of teaching while maintaining balance. They respond positively to stress or adversity, making future problems easier to deal with in the face of adversity (Drew & Sosnowski, 2019). Resilient teachers have a set of personal values that drive their decision-making, prioritize professional growth, mentor others, and solve issues (Patterson, Collins, & Abbott, 2004).

Despite the epidemic, teachers remain in the classroom owing to support factors such as smaller schools, learning communities, and improved learning conditions. They are taught how to be and stay resilient (Johnson, 2018). Almost all employees face an unexpected challenge at work, but a person's level of resilience determines success or failure. Employees' reactions to such events, on the other hand, vary greatly. Some people recover and learn from their errors (Zhu, 2020). Some were resolute that they would continue to stand despite hardships, hindrances, disappointments, and failures (Basel, 2021).

When faced with hardship, resilient people use their abilities to their advantage; they are extremely driven to achieve. In this line, resilience in education, is a key study component. Teaching is a sensitive talent in this sense, requiring several factors like connections with students and endurance (Ariyanto et al.,2017). However, those stressed-out do poorly at work (Urcos et al., 2020). Moreover, many teachers' psychological well-being is jeopardized across the world due to social and technological developments and the health crises and pandemics (Taylor, 2019).

Teacher effectiveness is highly tied to teacher performance. This association shows that students are the greatest judges of a teacher's effectiveness. Teacher effectiveness is determined by what instructors do and how they do it following performance criteria (Ortiz & Abrera, 2017). PESs (performance evaluation systems) for teachers are crucial to governmental attempts to improve teacher effectiveness and student learning

(Finster & Milanowski, 2018). Because education is a vital engine of the nations' growth, teachers play a crucial part in executing national education strategies to develop students' potential and accomplishment in physical, emotional, spiritual, and intellectual domains. This necessitates instructors' engagement, effort, and general professionalization (Samsudin et al., 2016). In addition, performance can impact a single individual, a group of people, or an entire organization. As a result, schools are committed to enhancing teacher performance, which includes human resource development, student performance, management, and quality improvement related to teacher evaluation. Performance-based teacher evaluation methods evaluate teacher performance in the classroom by using numerous rating categories from public bodies of knowledge and teaching abilities (Norris et al., 2017).

School leaders require resources to improve capability, particularly to meet the increasing demands of assessment. If student achievement remains a significant component of teacher evaluation models, administrators may benefit from professional development that explores its usage and usefulness (Xu et al., 2016). Licensed instructors showed considerably better knowledge and competency ratings in optimizing structure, utilizing a continuum of ways to recognize appropriate conduct, and applying a range of approaches to respond to bad behavior than non-special education licensed teachers (Ficarra & Quinn, 2014). In addition, they believed they could influence students' learning despite environmental or external obstacles, demonstrating an internal locus of control.

The teachers' performance in lesson preparation was poor (Salingkat, 2017). It may be enhanced by mindset change, job motivation, a positive corporate culture, and administrative assistance from the school. Few instructors were concerned that they had the knowledge and abilities required to educate students (Oluremi, 2015), but for others, maintaining a healthy learning environment is a top priority, as are the problems they confront when teaching (Pellegrino, 2015). High effectiveness in some work may contribute to stronger job engagement, improved self-ratings of performance, and teacher retention (Fouché, Sebastiaan, & Corne van, 2017).

Competence is the single most important element influencing teacher performance and creativity (Suwiyadi et al., 2018). Competency-based achievement

on teachers' autonomy is required to increase educational quality (Wang et al., 2014). Many studies on teachers' administrative support and resiliency have been conducted. In addition, teaching performance has been talked about in more research. However, little research could be found on the type of administrative support and resiliency of teachers shown during the new normal.

Teachers' job functions are increasing, especially in modular distance learning. Therefore, the researcher determined teachers' level of administrative support and their resiliency in instituting the new mode of delivery, modular distance learning in Kolambugan District, in the Division of Lanao del Norte. Hence, this study was done.

Objectives of the Study

This study determined school heads' administrative support and teachers' resiliency in relation to work performance in the delivery of modular distance learning in the Division of Lanao del Norte. The following were the objectives of the study:

1. Determine the level of administrative support of the school heads to the teachers in terms of emotional support, environmental support, instructional support, and technical support;
2. Determine the teachers' level of resiliency in terms of personal competencies, peer support, family cohesion, and spiritual influences;
3. Determine the teachers' performance in the delivery of modular distance learning in terms of content knowledge and pedagogy, learning environment and diversity, curriculum and planning, assessment and reporting, and plus factors;
4. Explore the relationship between the administrative support received by the teachers and their performance in the delivery of modular distance learning;
5. Explore the relationship between the teachers' level of resiliency and their performance in the delivery of modular distance learning.

II. METHODS

Research Design

In this study, a descriptive-correlational design was adopted. Rather of establishing cause-and-effect relationships, it was utilized to explain the relationship between variables. When the researcher did not have control over the independent variables, descriptive-correlational analysis was useful for defining one

phenomena in relation to another. These variables influence or cause the dependent or outcome variable (Lappe, 2000). The descriptive correlational design was chosen for this study to investigate school heads' administrative support and teachers' resiliency in relation to their work performance.

Research Setting

The study was conducted in Kolambugan District in the Division of Lanao del Norte, particularly in the 11 elementary schools, namely: Kolambugan Central Elementary School, Manga Integrated School, Riverside Elementary School, Sultan Membisa Langcay Elementary School, Guillermo A. Genobaten Elementary School, Libertad Elementary School, Esmeraldo Roque Memorial Elementary School, Sucodan Elementary School, Caromatan Elementary School, Alfreda Genobaten Elementary School, and Hilarion T. Feliciano Elementary School. All of the eleven schools adapted Modular Distance Learning as mandated by the Department of Education. Hence, teachers in the Kolambugan District are faced with multiple tasks.

Kolambugan District is under the administration of the Division Superintendent of the Division of Lanao Del Norte, District supervisor, and elementary schools' principals. It has three big schools, four medium schools, and four small schools.

Respondents of the Study

The respondents were the Elementary teachers in the Division of Lanao del Norte. They were chosen through stratified random sampling. The schools' district was grouped into strata. All teachers in each stratum or school were represented as respondents of the study. Using the Online Raosoft Sample Size Calculator, only 121 of the district's 176 Grade School teachers were chosen as research respondents.

Research Instruments

The following were the research instruments used in gathering the data and information.

A. Administrative Support Questionnaire (Appendix A). This instrument was adapted from Balfour (2001). The questionnaire is a five-point Likert scale with 47 indicators and four constructs that measure the administrative support received by the teachers from their respective school leaders. The continuum below was used in determining the administrative support.

Responses	Continuum	Interpretation
5 – Strongly Agree (SA)	4.20-5.0	Very High (VH)
4- Agree (SA)	3.40-4.19	High (H)
3- Moderately Agree (MA)	2.60-3.39	Moderately High (MH)
2- Disagree (D)	1.80-2.59	Low (L)
1- strongly Disagree (SD)	1.0-1.79	Very Low (VL)

B. Teacher Resilience Scale. It is an instrument used to measure the teachers' level of resilience. It was adapted from (Daniilidou, & Platsidou, 2018). It is a five-point Likert scale with four constructs and 26 indicators. It was verified and pilot tested on respondents, yielding a Cronbach alpha coefficient of.84. As a result, the instrument was legitimate.

The continuum below was used in interpreting the teachers' level of resilience.

Responses	Continuum	Interpretation
5	4.20-5.0	Very High (VH)
4	3.40-4.19	High (H)
3	2.60-3.39	Moderately High (MH)
2	1.80-2.61	Low (L)
1	1.0-1.81	Very Low (VL)

C. Work Performance Questionnaire. It was developed and modified from the Philippine Professional Standards for Teachers in order to assess teachers' teaching performance under the new normal. It consists of seven constructs: topic knowledge and pedagogy, learning environment, learner diversity, curriculum and planning, assessment and reporting, community links and involvement, and personal growth and professional development. Teachers' job performance was evaluated by their school principals. The following continuum was used to assess instructors' performance:

Responses	Continuum	Interpretation
5 - Always (A)	4.50-5.0	Outstanding (O)
4 – Often (O)	3.50-4.49	Very Satisfactory (VS)
3 – Sometimes (S)	2.50.3.49	Satisfactory (S)
2 – Rarely (R)	1.50-2.49	Unsatisfactory(US)
1 – Never (N)	Below 1.49	Poor (P)

Data Collection

To guarantee that the data collected from the target respondent-teachers is accurate, the researcher got a certification letter of request from Misamis University's Graduate School to conduct the study. This was followed by approval or authorization from the Superintendent of Schools via a letter outlining the objective and purpose of the research.

After the approval, the researcher personally transmitted the duly approved written request to the supervisor of Kolambugan District in the Division of Lanao del Norte through another appointment to ensure that the teachers and the principal clearly understood the purpose of the study. In addition, the study ensured that the respondents clearly understood the items by allocating enough time to explain how to answer the items before administering survey questionnaires.

To ensure quick retrieval of the questions, the researcher physically administered the instruments to the target respondents. Furthermore, health standards were meticulously followed throughout instrument administration to prevent the transfer and acquisition of the COVID-19 virus. Finally, the collected data was tallied in Excel and was digitally calculated. The findings were supplied in tabular form for examination and subsequent data interpretation.

Ethical Considerations

To retain the study's ethical component, the researcher asked the respondents' voluntary participation. She described the purpose of the study and assured the volunteers that their participation would not harm them in any way. The researcher recognized the dignity of the interviewees. She also ensured that respondents' anonymity was safeguarded, research data was kept private, and the instructors who took part in the study remained unidentified. She also avoided lying or exaggerating the research's aims and objectives, and she reported no ties, funding sources, or conflicts of interest. She avoided any misleading information or misinterpretations of primary data outcomes in any research-related communication. Finally, the researcher asked the respondents to fill out an informed consent form.

Data Analysis

The following statistical tools were used in the study:

Mean, and Standard Deviation was used to determine the level of administrative support, the teachers' level of resilience; and the teachers' work performance;

Pearson Product Moment Correlation Coefficient was used to explore the relationship between the teachers' administrative support, their level of resilience, and the teachers' work performance.

III. RESULTS AND DISCUSSION

Administrative Support of the School Heads to Teachers

The administrative support of the school heads to teachers is measured in terms of emotional support, environmental support, instructional support, and technical support (Table 1). Data revealed that the teachers received very high overall support from the administrators (M= 4.58; SD=0. 53). Likewise, the teachers felt a strong sense of support from the administrators. All the constructs in the administrative support of the school heads to teachers were rated by teachers very highly on emotional support (M = 4.65; SD= 0.43); environmental support (4.59; SD = 0.45); instructional support (M = 4.53 ; SD = 4.56); and technical support (4.56; SD = 0.53). It means that teachers were highly supported by their school heads during the pandemic.

The finding indicates that teachers acknowledged the support they received from the administrators in their personal and professional lives. This support pertains to the emotional aspect extended to the school administrators to the teachers. Teachers saw genuine love, positive feedback, and meaningful interaction in their administrator, which boosted their competence.

Teachers were also provided with environmental support, including the administrators' provision of proper teaching assignments, adequate resources and facilities, and well-maintained schools. School principals assured that teachers in the pandemic time were safe from COVID. The modular distance learning modality supported the claim. Teachers were assured that they could carry out their tasks well despite the pandemic.

Furthermore, the administrators were very highly assisted in instruction, like planning, implementing, and monitoring the distance learning implementation. The training was provided to teachers in the distance learning delivery. Teachers were very highly assisted in modifying the instruction to suit the new online learning modality.

Additionally, teachers received very high support regarding the technical aspect they need to implement distance learning. School administrators technically trained teachers in the delivery of distance learning since face-to-face teaching are different from the new practice of education delivery. However, teachers must have specialized skills in software and hardware, which require support from the school heads. In addition, they have to reformat the lesson activities into something students can understand even in distance mode.

People seek aid in their personal and professional life; support is a fundamental component of human existence (Willis, 2019). Actively involved school principals who provide administrative support to teachers, facilitate teaching and learning and improve their job performance (Owan & Agunwa, 2019). Administrative assistance is required for program execution to be successful. Teachers who receive support from their principals have better health, and performance (Cipriano & Brackett, 2020). Administrators who build a loving relationship support teachers' emotional needs (Greenberg et al., 2019).

Administrative assistance enables teachers to complete their tasks efficiently (Araneta et al., 2020). Positive verbal feedback increases instructors' intrinsic

motivation (Cherubini, Villalobos-Zuiga, Boldi, & Bonazzi, 2020). Teachers' emotions of competence can be increased through regular and meaningful engagement and feedback from administrators. Meaningful interaction with administrators may help teachers feel successful (Berkovich & Eyal, 2018). Schools must have the necessary resources and facilities to implement curriculum and support effective teaching practices (Heba, Mansour, Alzaghibi, & Alhammad, 2017). Teachers' capacity to carry out jobs in shifting settings can be improved with the assistance of principals (Aas & Paulsen, 2019).

Effective support was defined as the degree of impact or synergy between teachers and administrators in the surrounding schools. Principals' role is to preserve principles and values in order to achieve inclusive, equitable, and just outcomes (Wang, 2018). As a consequence, at MDL, every principal has the opportunity to contribute to the development and support of school activities (DeMatthews, Billingsley, McLeskey, & Sharma, 2020). Because these

responsibilities address core school requirements, administrators should have equal authority over funding, safety, and facilities. The principal's leadership talents, on the other hand, may be unconnected to school activities (Urick, 2016). The principals' confidence in their colleagues had a beneficial impact on five aspects of school operations and professional learning communities. A common sense of purpose, collaborative action, a collective emphasis on student growth, and insightful discourse were among them (Zheng, Yin, Liu, & Ke, 2016).

Administrators must continue to assist teachers in adopting MDL since this will deliver the highest quality teaching in this epidemic environment. In collaboration with their instructors, school administrators must investigate the aspects that may contribute to the implementation's success. Furthermore, school administrators may seek the assistance of parents and other local government officials to promote and run the program.

Table 1: Administrative Support of the School Heads to Teachers

Construct	M	SD	QI
Emotional Support	4.65	0.43	VH
Environmental Support	4.59	0.45	VH
Instructional Support	4.53	0.52	VH
Technical Support	4.56	0.53	VH
Average Weighted Mean	4.58	0.53	VH

Legend: 4.20-5.00- Very High (VH)   1.81 – 2.60 – Low (L)
3.40 -4.19- High (H)   1.00 – 1.80 – Very Low (VL)
2.60-3.39-Moderately High (MH)

Teachers' Level of Resiliency

Data in Table 2 reveal the teachers' level of resiliency. Teachers were very highly resilient in general (M=4.63; SD=0.15) as they delivered quality education in the pandemic time. These areas include personal competencies (M = 4.56 ; SD = 0.52); peer support (M 4.49 ; SD = 0. 50) ; family cohesion (M = 4.62; SD = 4.62), and spiritual influence (M = 4.84 ; SD = 0. 32). They could maintain positive attributes despite the challenges and demands in their work in the new normal education.

The data indicates that teachers were personally able to adapt to changes and think critically. They can also work hard and handle unpleasant feelings to provide quality education in the pandemic. Personally, teachers considered themselves strong people who could handle

standstill despite the challenges they faced during the pandemic.

Teachers also received support from the other teachers in the field. The peer support they received was present in their workplace. They shared, collaborated, bonded, and supported each other to keep them strong in their workplace. Together, they discussed matters and concerns for the welfare of teachers in the workplace.

The teachers' families also understood and supported the needs in producing modules. Despite the teachers' difficult tasks, their family members encouraged them to be optimistic in life and to stay strong. Teachers were surrounded by family members who supported them despite the school papers they did at home, especially in the preparation and distribution of modules to the pupils. With these, it was evident that the school principal also

allowed teachers to do work from the home scheme to feel secure and safe despite the pandemic.

The most important factor that made the teachers resilient was their faith in God. They believed that their challenges and difficulties should pass.

They stood by God that everything happens for a reason and ends in God's time. For them, they asked God's guidance, providence, and supplication in all their endeavors. They had in their mind that every challenge they faced shall pass too.

Resilient instructors can cope with the uncertainties of teaching while maintaining a sense of purpose. Furthermore, they adapt effectively to stress or adversity in the environment, making future difficulties simpler to deal with in the face of adversity (Drew & Sosnowski, 2019).

They have a set of personal principles that guide their decision-making; they prioritize professional development in order to reach their goals; they mentor and lead others; and they take charge and solve problems (Patterson, Collins, & Abbott, 2004).

Teachers endure in the face of adversity because of supportive factors, professional networks, and better conditions. They will have greater control and confidence in the classroom if they are mentored and remain resilient (Johnson, 2018). On the other hand, practically every employee will confront unanticipated job challenges at some time, but who succeeds and who fails is determined by a person's level of resilience. Employees' reactions to such events, on the other hand, vary greatly. Some people recover and learn from their errors (Zhu, 2020). Self-determination assures that the individual will perform the previously stated obligations despite obstacles and setbacks. Consequently, regardless of the challenges, self-determination permits freedom in carrying out activities (Basel, 2021).

Teachers have to continue to become resilient in all their activities in the new normal education. He has to stand still despite the pandemic. They just have to cling to their friends, family, and God, who provides the knowledge, wisdom, and strength in delivering quality education in the new normal. School administrators continue to provide teachers an avenue to freely talk and express their feelings in the conduct or implementation of distance learning.

Table 2: Teachers' Level of Resiliency

Construct	M	SD	QI
Personal Competencies	4.56	0.52	VH
Peer Support	4.49	0.50	VH
Family Cohesion	4.62	0.48	VH
Spiritual Influence	4.84	0.32	VH
Overall Resiliency	4.63	0.15	VH

Legend: 4.21-5.00- Very High (VH)   1.81 – 2.60 – Low (L)

   3.41 -4.20- High (H) 1.00 – 1.80 – Very Low (VL)

   2.61-3.40-Moderately High (MH)

Teachers' Work Performance

The teachers' teaching performance (Table 3) is excellent (M = 4.58; SD = 0.02) in general. They were excellent in all the constructs, content and pedagogy (M = 4.53; SD = 0.52); learning environment (M = 4.60; SD = 0.48); diversity of learners (M = 4.57 ; SD = 0.43) ; curriculum and planning (M = 4.58; SD = 0.46); assessment and reporting (M = 4.57; SD = 0.45) ; and personal growth and professional development (M = 4.61 ; SD = 0.49) . Their school heads rated personal growth and development the highest, while content knowledge and pedagogy received the lowest rating, though they were excellent. The excellent performance of the teachers indicated that they performed their job well in the teaching-learning process, from performing their tasks in the content knowledge and pedagogy to updating their knowledge and skills through professional development.

Regardless of the change in learning modality, teachers still carried out their role as effective teachers to suit the new normal process.

They demonstrated excellent performance in content knowledge and pedagogy. In addition, they were knowledgeable enough in the different planning strategies and carrying out the distance teaching in the new normal situation.

They designed the learning environment in schools that followed the policies and procedures adapted to the conditions brought up by the COVID 19 epidemic. In distributing and retrieving modules, they also designed schools where parents and guardians felt safe and secure as they got and submitted the children's modules in schools. Furthermore, instructors may need to acclimatize to the new learning environment outside of the classroom.

With the diversity of learners, teachers used different strategies for how the modular instruction is fitted to the learner's learning needs in distance modality. They provided the learners with different activities and assessment tasks in the module, which fit their nature. Step by step instruction and detailed lessons with pictures were also reflected in the modules to ensure that the learners' diverse needs were addressed. Being the curriculum implementer, teachers actively involved themselves in curriculum and planning to suit the delivery of new normal education. Face-to-face teaching and learning are not permitted for students or teachers. They were adept at integrating distant learning, which was critical to the new normal education. To address the pandemic's learning goals, the instructors used a variety of teaching and learning materials, including ICT. They made certain that students' Self Learning Modules were developmentally built to suit the curriculum requirements in the remote learning mode.

In addition to the teachers' task as an implementer of the curriculum, they also designed various assessment tasks that fit the learning modality. They devised, selected, structured, and implemented diagnostic, formative, and summative assessment procedures that were congruent with curriculum changes brought about by the epidemic. They ensured that the learners' performance could still be measured, assessed, and monitored despite the distance. Accurate feedback of the learners' performance also was excellently carried out by the teachers in a constructive manner.

Teachers also sought assistance from local government entities through community involvement and connectivity. They talked with parents and guardians, as well as the greater school community, in order to smooth the transition to the new standard education procedure. To encourage parental and guardian engagement in the educational process, teachers considered parents and guardians. Teachers built linkages with the community and engaged with other members in their locality.

Moreover, they updated themselves through webinars and other online conferences to grow professionally and offer quality services to learners in distance mode. All of these actions contributed to the teachers' excellent work performance. Teachers carried out these activities for personal and professional development. Furthermore, instructors demonstrated skills such as open-mindedness and readiness to adapt to the new normal. The instructors also participated in a variety of relevant work activities that contributed to their progress.

Teachers continue to excel in their teaching even though they carry out their jobs in a pandemic. They must continue to provide the greatest services to pupils (Whitehead, 2016). Given the difficulties of life as a teacher with numerous auxiliary tasks, they gave incredible insights into their involvement and commitment, possible growth and development opportunities, and a testimonial to trust and faith in one's own talents (Into & Gempes, 2018). Teachers stated that they feel personally empowered in their present role. Self-efficacy, responsibility, an inherent drive to act, and the ability to lead change and overcome opposition all proved this. This is exemplified by their desire to learn more (Avidov-Ungar & Hanin-Itzak, 2019). Teachers always give their utmost in the classroom, regardless of the additional tasks. Teachers must work with students and other members of the community in addition to their usual teaching obligations.

Table 3: Teachers' Work Performance

Construct	M	SD	QI
Content Knowledge and Pedagogy	4.54	0.52	E
Learning Environment Diversity of Learners	4.60	0.48	E
Curriculum and Planning	4.57	0.43	E
Assessment and Reporting	4.58	0.46	E
Community Linkages and Engagement	4.57	0.45	E
Personal Growth and Professional Dev.	4.61	0.49	E
Average Weighted Mean	4.58	0.02	E

Legend: 4.21-5.00- Excellent (E)3.41 -4.20- Very Satisfactory (VS)
2.61-3.40- Satisfactory (S) 1.81 – 2.60 – Poor (P)
1.00 – 1.80 – Very Poor (VP)

Relationship between Administrative Support and Teachers' Work Performance

Data in Table 4 revealed a not significant relationship between the administrative support and teachers' performance with all the p-values greater than 5 percent level of significance, or 95 percent confidence level. The finding indicated that the support from the administrators in the pandemic to the teachers did not correlate to teachers' performance in the delivery of modular distance learning in the new normal.

The data mean that those administrators with a higher level of support to their teachers did not contribute to the better performance of teachers in the new standard of education In contrast, the work performance of teachers in distant learning did not depend on their support from other administrators. Instead, the teachers claimed that they just performed their best in delivering distance education because they wanted to help learners continue to achieve education despite the pandemic.

Other things may impact the instructors' work performance. For example, administrative assistance may not be a factor in the instructors' performance in this research. It may be the administrators' managerial competence that correlates with the teachers' job performance. The way the administration manages the event matters (May, Abdurrahman, Hariri, Sowiyah & Rahman, 2020). Additionally, organizational culture and trust were directly and positively correlated to teacher performance. To improve the teachers' work performance, the administrators may pay attention to good organizational culture and trust, as these may be contributed to the creation of good w\performance in teaching. Conducive school organizational culture leads to the teachers' better performance, and trust per the needs in the field will lead to increased performance (Fitria, 2018).

However, Hamid, Suriansyah, & Ngadimun (2019) emphasized that interpersonal and emotional intelligence significantly correlated with the teachers' work performance. This is another factor considered in this study. It was not the support of the school administrators that formed part of the performance of teachers, rather the teachers' intelligence. Thus, school administrators have to design activities that may build maximum interpersonal intelligence of teachers and may help conduct proper management of emotional intelligence. Teacher performance has to be supported with work motivation from the top management (Phytanza & Burhaein, 2020). Teachers' consideration in career advancement motivated the teachers and, in the end, influenced their work performance (Kagema & Irungu, 2018).

People seek aid in their personal and professional life. Support is a fundamental component of human existence (Willis, 2019). Actively involved school principals who provide administrative support to teachers, facilitate teaching and learning, and improve their job performance (Owan & Agunwa, 2019).

Teachers are provided with emotional support in the form of approval. Job recognition, good interactions, and being present around instructors through observing and interacting, listening, and being accessible may all be used to convey emotional support. Positive verbal feedback, according to research, enhances intrinsic motivation since it validates someone's talent and, for the most part, is unexpected (Cherubini, Villalobos-Zuiga, Boldi, & Bonazzi, 2020). In this study, administrators' frequent and meaningful interaction and feedback did not boost teachers' feelings of competence. On the other side, meaningful connections with administrators may help teachers feel successful (Berkovich & Eyal, 2018). This statement demonstrates how positive feedback and support may help teachers achieve more, both professionally and in terms of overall school improvement, notwithstanding the study's findings.

Environmental support encompasses a wide range of factors, including caseloads, appropriate assignments, and proper preparation time, as well as adequate teaching supplies and well-kept schools. A appropriate and manageable teaching assignment is critical to a teacher's effectiveness and enjoyment (Ameur & Merhoune, 2020). Schools must have the resources and facilities needed to implement curriculum and support successful teaching techniques (Heba, Mansour, Alzaghibi, & Alhammad, 2017). A well-kept school facility demonstrates regard for those who teach and learn there. Administrators have a considerable impact on the organizational settings in which teachers work;

they affect many various aspects of school life, such as school climate, teacher assignments, and resources. Educational leaders who successfully enable shared goals, values, and professional development opportunities contribute to the establishment of collaborative environments (Faas, Smith, & Darmody, 2018).

Assisting teachers with planning, giving standards knowledge, and offering good teaching techniques are all examples of instructional assistance. Although information on standards and curriculum is disseminated, it was not shown to be a major impact in instructors' performance in the study. According to research, persons who are expected to execute the material have little to no follow-through when knowledge is provided without explanation (O'Connor & Weatherall, 2019). Implementing a curriculum without previous training or exposure to the changes can have a negative impact on both the individuals involved and the institution. Although teachers generally support high standards, there is substantial evidence that they lack the curriculum and professional development required to meet the increased demands. Principals can

alter a timetable in order to improve the amount of time teachers spend together (Aas & Paulsen, 2019). According to Johnson (2020), some school administrators purposefully plan teaching tasks to coincide with the preparation hours of teachers who require time to cooperate. However, none of these variables were present in the study. There might be additional factors that influence instructors' performance.

The administrators' assistance that the instructors got was not a factor in their work performance in distant education. As a result, a variety of factors may have an influence on instructors' work performance. Researchers may look into other factors that may be connected to teachers' work effectiveness in future studies. Nonetheless, despite the lack of a substantial relationship between administrative aid received by teachers and work performance, administrators must continue to support their teachers as they continue to provide outstanding education to all students Furthermore, teachers must continue to broaden their knowledge and talents in order to facilitate distant learning.

Table 4: *Relationship between Administrative Support and Teachers' Performance*

Construct	r value	p value	QI
Emotional Support and:			
Content Knowledge and Pedagogy	0.03	0.73	Not Significant
Learning Environment	0.04	0.64	Not Significant
Diversity of Learners	0.03	0.70	Not Significant
Curriculum and Planning	0.00	0.9	Not Significant
Assessment and Reporting	0.35	0.70	Not Significant
Community Linkages and Engagement	0.00	0.98	Not Significant
Personal Growth and Professional Dev.	0.02	0.74	Not Significant
Environmental Support and:			
Content Knowledge and Pedagogy	0.01	0.84	Not Significant
Learning Environment	0.02	0.81	Not Significant
Diversity of Learners	0.03	0.66	Not Significant
Curriculum and Planning	0.02	0.77	Not Significant
Assessment and Reporting	0.00	0.92	Not Significant
Community Linkages and Engagement	0.00	0.99	Not Significant
Personal Growth and Professional Dev	0.05	0.58	Not Significant
Instructional Support and:			
Content Knowledge and Pedagogy	0.05	0.56	Not Significant
Learning Environment	0.04	0.59	Not Significant
Diversity of Learners	0.04	0.66	Not Significant
Curriculum and Planning	0.04	0.66	Not Significant
Assessment and Reporting	0.00	0.96	Not Significant
Community Linkages and Engagement	0.03	0.70	Not Significant
Personal Growth and Professional Dev	0.00	0.97	Not Significant
Technical Support and:			
Content Knowledge and Pedagogy	0.01	0.89	Not Significant
Learning Environment	0.03	0.69	Not Significant
Diversity of Learners	0.02	0.79	Not Significant
Curriculum and Planning	0.00	0.94	Not Significant
Assessment and Reporting	0.01	0.87	Not Significant
Community Linkages and Engagement	0.03	0.74	Not Significant
Personal Growth and Professional Dev	0.00	0.93	Not Significant

*Legend: 0.00-0.01 ** Highly Significant   0.02-0.05 * Not Significant*
above 0.05 Not Significant

Relationship between Teachers' Resilience and Performance

To determine the relationship between the teachers' resilience and work performance, the Pearson Product Moment Correlation Coefficient was used (Table 5). Data showed that none of the constructs to the variable's resilience was correlated to teachers' performance in modular distance learning. Furthermore, all the values were greater than 5 percent significance, signifying a non-significance relationship.

The data indicated that the high level of teachers' resiliency in the pandemic did not correlate or contribute to their work performance in distance teaching. Therefore, the higher level of teachers' resilience may not affect their work performance. However, there may be other factors that might affect their work performance. The following studies may support this claim.

Since the administrative support did not correlate with the teachers' performance in this study, other factors might contribute to their performance. All potential elements influencing the teacher's performance must be considered (Tehseen & Hadi, 2015). Training and extensive experience are two significant factors that may assist teachers in doing effectively in distant learning (Mcgee, Windes, & Torres, 2017). Teachers in distance learning situations require more specific pedagogical content knowledge (PCK), specifically designing and organizing lessons for better learning experiences rather than creating distinct learning environments using digital technologies (Rapanta, Botturi, Goodyear, Guàrdia, & Koole, 2020). Furthermore, effective communication with professors and students, as well as well-designed course content, will increase teaching performance.

Teachers must possess core skills in order to plan, design, and deliver efficient instruction (Schmidt, Tschida, & Hodge, 2016). Furthermore, they must carry out their responsibilities at a distance, such as determining class objectives, devising appropriate techniques for learners and instructional outcomes, and ensuring accurate evaluation of students' performance (Abdollahi, 2017).

Teachers are also entrusted with creating activities and methods for evaluating students' work (Bennett, Agostinho, & Lockyer, 2017). These exercises assist teachers in honing their teaching skills.

In this study, instructors' abilities were not shown to be the most important elements in assisting individuals to remain functional in tough conditions (Garmezy & Masten, 1986; Rutter, 2006). Due to the subjective and emotional components inherent in the professional profile, teachers are especially resistant to burnout in this epidemic. Resilience is not promoted as a component in the human condition that can be recreated in the face of adversity. In education, resilience is the prerequisite for building preventative pedagogy based on respect and unconditional acceptance of the other, taking into account every human being's right to affection. Personal qualities and resilience serve as protective variables in the self-perception of chronic stress burnout syndrome (de Vera Garca & Gambarte, 2019).

Peer support is one of the external factors essential to support the individual to overcome adversities (Lolis, 2016). However, the finding of this study contradicted the idea of logos, 2016. Furthermore, peer support interacted with group membership to explain variations in instructors' prosocial conduct (Lan & Wang, 2019). However, the support that teachers received from their peers did not contribute to their work performance.

Strong family cohesion can support and protect a person's stressful situation like teachers (Firtko & Edenborogh, 2007). Furthermore, family cohesiveness can significantly mitigate the effects of the COVID-19 outbreak (Zeng, Ye, Zhang, & Yang, 2021). But despite the pandemic situation, teachers remain calm and able to perform tasks even in the absence of the support they received from other members of society.

Spiritual influences have lately been recognized as a crucial aspect of resilience since they are based on a personal search to comprehend life and meaning difficulties (Crawford, Wright, & Masten, 2006). Furthermore, spirituality provides people hope and courage to face with difficult situations (Fleming & Ledogar, 2008). However, despite the spiritual influence of tea teachers in the pandemic, the teachers' work performance was not affected. Regardless of their spiritual belief and understanding of their life and their meaning, teachers continue to perform their tasks in this pandemic situation.

With the very high level of teachers' resilience and work performance, this study led to a non-significant correlation between the two variables. Furthermore, the

teachers' resilience in personal competencies, peer support, family cohesion, and spiritual support does not influence their work performance. Hence, future studies may be explored to determine factors that might affect the teachers' work performance. For example, the teachers' technical skills or the availability of instructional materials used to produce the learners' Self- Learning Modules may be considered one of the factors.

Table 5: Relationship between Teachers' Resilience and Performance

Construct	r value	p value	QI
Personal Competence and:			
Content Knowledge and Pedagogy	0.01	0.895	Not Significant
Learning Environment	0.03	0.69	Not Significant
Diversity of Learners	0.02	0.79	Not Significant
Curriculum and Planning	0.00	0.94	Not Significant
Assessment and Reporting	0.01	0.87	Not Significant
Community Linkages and Engagement	0.03	0.74	Not Significant
Personal Growth and Professional Dev.	0.00	0.93	Not Significant
Peer Support and:			
Content Knowledge and Pedagogy	0.06	0.49	Not Significant
Learning Environment	0.07	0.42	Not Significant
Diversity of Learners	0.00	0.97	Not Significant
Curriculum and Planning	0.08	0.38	Not Significant
Assessment and Reporting	0.05	0.54	Not Significant
Community Linkages and Engagement	0.00	0.94	Not Significant
Personal Growth and Professional Dev	0.09	0.31	Not Significant
Family Cohesion and:			
Content Knowledge and Pedagogy	0.14	0.10	Not Significant
Learning Environment	0.08	0.35	Not Significant
Diversity of Learners	0.03	0.74	Not Significant
Curriculum and Planning	0.12	0.19	Not Significant
Assessment and Reporting	0.05	0.52	Not Significant
Community Linkages and Engagement	0.02	0.82	Not Significant
Personal Growth and Professional Dev	0.06	0.51	Not Significant
Spiritual Influence and:			
Content Knowledge and Pedagogy	0.02	0.77	Not Significant
Learning Environment	0.09	0.29	Not Significant
Diversity of Learners	0.03	0.71	Not Significant
Curriculum and Planning	0.00	0.99	Not Significant
Assessment and Reporting	0.00	0.97	Not Significant
Community Linkages and Engagement	0.01	0.90	Not Significant
Personal Growth and Professional Dev	0.00	0.98	Not Significant

Legend: 0.00-0.01** Highly Significant 0.02-0.05* Not Significant above 0.05 Not Significant

IV. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The teachers felt the strong support given by the administration to them personally and professionally. Their competence was boosted through the environmental and technical support provided to them in delivering modular distance learning. Moreover, the administrators also provided them the assistance in instruction from planning, implementation, and monitoring of their learning delivery. The teachers were also very highly resilient with this administrative support as they delivered quality education during this pandemic. Despite the demands and challenges in the sudden shift of learning delivery in the new normal, the teachers remain positive and resilient. They also have excellent performance in teaching the learners using modular distance learning. However, it can be deduced from the data that the support to the teachers from the administrators did not correlate to the teachers' performance in teaching. Further, the teachers' very high level of resiliency during this pandemic did not affect their performance in teaching in the new normal using modular distance learning.

Recommendations

Based on the findings and conclusions, it is recommended that the administrators continue their strong support to the teachers for their personal and professional growth. Administrators also continue their

assistance to the teachers in instruction from planning, implementation, monitoring, and assessment. Teachers may be sent seminars and training on the new modes of delivery, especially in modular distance learning to enhance their capacity further and upskill them on the new trends of learning delivery, thereby boosting their confidence in teaching to sustain their very high level of resilience despite the challenges encountered in the new normal. Teachers also have to maintain their excellent teaching performance to ensure the delivery of quality learning among the learners. Future research may also explore other variables that affect the teachers' performance other than administrative support and teachers' resilience.

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