Voices from the Newbie School Administrators of Indigenous People (Ip): A Phenomenological Study

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Abstract: *This study is qualitative in nature specifically phenomenological type transcribing newbie school administrators in an Indigenous People school. The theories anchored on this study were System Theory and Fielder's Contingency of Leadership. Findings revealed the major themes were (1) Handling conflicts, (2) Managing teachers and staff, (3) Leadership Style, (4) Budget allocation (5) policies on discipline (6) children's academic progress, (7) learning resource (8) geographical barriers, (9) access to quality education, (10) self-care practice, (11) preserve mental and emotional, (12) Manage stress and burn out (13) divine self-style, (14) Empowered teachers and staff, (15) Contextualization and indigenization of curriculum, (16) Community linkages, (17) IP culture and tradition preservation and, (18) Managing stress. It can be seen that the role of the school administrators as stipulated in their description were a listener, technical assistant and as supervisor, supportive, flexible collaborative leader, mediator, linkage with elders, democratic, with grievance committee, transformational leadership, facilitative leadership, financial and infrastructures, open communication, vision, mission, and goals of the school, engagement activities, attendance to school, learning gadgets and apparatus, supervision, instructional materials, curriculum innovation, learning environment, organize and priorities, time management, maintain mental and emotional resilience, family bonding, collaborating with teacher, healthy self-style, teamwork, integrating Ip culture into the curriculum, good community relationship, sustaining culture, customs and tradition and self-care process.*

Keywords: *Role of the school administrators, leadership, Indigenous People*

I.   Introduction

One of the person's fundamental human rights is to achieve quality education. That is why different countries in the world have an educational system that would answer the needs of their citizen. According to Cosentino (2019), education for Indigenous Peoples should be "well-resourced, culturally sensitive, aligned with their learning needs, languages, priorities, and aspirations, and delivered through culturally appropriate teaching strategies, and in culturally appropriate settings".

In other countries like Malaysia, a multi-ethnic country, rich in various cultures and societies; its ethnicities include Malays, Chinese, and Indian. Additionally, Malaysia is inhabited by indigenous peoples known as the Orang Asli (Lopez, et al., 2022). In the Philippines, the Department of Education instituted a National Indigenous Peoples Education Program which responds to the rights of every indigenous people (IP) to basic education that is receptive to their identities, context, skills, cultural heritage, and values (DepEd Order 22,.2016). The Indigenous Program (IP) Education Program was institutionalized in 2011 through the DepEd Order No. 62, s. 2011. Through DepEd Order 62, s. 2011 or the National Indigenous Peoples Education Policy Framework which was formulated after several consultation sessions with IP leaders and elders the Department officially commenced the institutionalization of the IP Education Program. The policy adopts a rights-based approach and directs the implementation of an education that is anchored on the social and cultural context of IP learners. The implementation of the Programs opens more opportunities to all aspiring school administrators in the Department of Education who are willing to accept the challenge to be designated as Principal/Teacher in charge/School Administrator in general in the said Indigenous school.

Moreover, school principals face many challenges in implementing various programs and these challenges can vary from accountability, staffing, funding, discipline, parents, and support from various parties and departments (Logan & Burdick-Will, 2020). Principals working in indigenous communities may face additional challenges and dilemmas. This is because their leadership is subject to responsiveness and acceptance by the indigenous communities to facilitate the delivery of quality education (Furo, 2021).

Upon thorough review, the researcher found out that there is similar research studies conducted that the voice from school administrators in an indigenous people in Malaysia, that principals face various challenges in terms of their responsibilities and tasks. Delivering quality education to indigenous people is also difficult, especially in providing mainstream learning whilst facing funding constraints. Some school leaders are not culturally responsive and make uncritical or intentional decisions that disadvantage certain students (Lopez et al., 2022). This current educational situation in which most of the learner's experiences difficulties in the aspects of their learning endeavor and school heads

experiences who are assign in a far-flung school should be taken much consideration and attention since this group of peoples are the contributory in all aspects of living. They should be given the opportunity to express their perspectives on how they develop into effective leaders and followers within their respective positions. This dilemma serves as the motivation of the researcher to embark on a study that aims to hear the voices   of these unsung heroes as they travel the complexities of leading indigenous people school.

II.   Methods

This study employed a qualitative research design, specifically a descriptive ex post facto phenomenological approach, to deeply understand the lived experiences of newbie school administrators in Indigenous People (IP) schools within the Sibagat District of Agusan del Sur. The research focused on four IP schools located in geographically isolated areas. Participants were purposefully selected based on their role as new school administrators in these IP schools, having served at least three years as school heads in far-flung areas and being permanent Department of Education employees. This design allowed the researchers to explore the essence of the administrators' experiences as they navigated their new roles within this unique educational context.

Data collection primarily relied on in-depth interviews (IDIs) utilizing a semi-structured interview guide with open-ended questions. This instrument was designed to elicit rich experiential and evaluative accounts from the participants. The interview schedule provided a flexible framework, ensuring key topics were covered while allowing for emergent themes to arise. Prior to data collection, ethical considerations were paramount, with formal permission secured from relevant educational authorities and informed consent obtained from each participant. The data collection process involved conducting face-to-face interviews, ranging from 1.5 to 3 hours, which were audio-recorded and supplemented with field notes to capture contextual details and non-verbal cues.

Data analysis followed an interpretive approach aligned with the phenomenological design. The recorded interviews were transcribed verbatim and then reviewed by a data analyst for accuracy. Analysis was an ongoing process that commenced during data collection, with regular review and synthesis of the emerging information. To ensure the trustworthiness of the findings, strategies such as prolonged engagement (though not explicitly detailed in the provided text), detailed description for transferability, meticulous data gathering for dependability, and an emphasis on participant voices for confirmability were employed. [1] Ethical principles, including informed consent, respect for privacy and confidentiality, ensuring no harm, and avoiding any form of deception, guided the entire research process.

III.   Results and Discussion

This chapter presents the results and discussions of the findings per problem. Data transcribed were properly coded and applied with thematic analysis.

How participants execute the role of an administrator

The executed role of newbie school administrators shared by the four (4) participants in terms of handling conflicts, managing teachers and staff and leadership styles.

Table 1

Executed role of school administrators in terms of handling conflict,managing teachers and staff and leadership style

Participants	Code	Category	Themes
IP adm 1	*I try to listen to everyone and help them talk through the problem.	a listener	
IP adm 3	* by providing technical assistance and have supervisory plan for their teaching. *As an instructional supervision provider, wherein I am a technical assistant provider to my teachers.	technical assistant and as supervisor	Handling conflicts
IP adm 4	*I handle conflicts or disagreements by not directly give a judgement to the situation in favor to the victim let the grievance committee decide.	with grievance committee	
	"Mediating conflict and	Mediator	

IP adm 2	*supportive and flexible leader with different people. With teachers, I use a collaborative style, encouraging them to share ideas and make decisions together	supportive, flexible collaborative leader	Managing teachers and staff
IP adm 2	*invite our elders to teach the IKPS or their culture to our students. using the interfacing in their lesson planning.	linkage with elders	
IP adm 2	*it's up also to the needs of the present school setting.	Democratic	Leadership Style
IP adm 3	*I inspire and motivate my colleagues to do their job by creating their vision in teaching and encourage to have an innovation in their teaching approach to their learners.	transformational Leadership	
IP adm 1	*creating a culture of collaboration and shared leadership	Facilitative leadership	

Table 1 show the executed roles of a school administrator of Indigenous people (IP) school. The results of the interview about their roles as newbie school administrators. There were three major themes identified by the researcher from the interview of the participants execute role as school administrators (1) Handling conflicts (a listener, technical assistant and as supervisor, with grievance committee and mediator), (2) Managing teachers and staff (supportive, flexible collaborative leader linkage with elders), (3) Leadership Style (democratic, transformational and facilitative leadership). The distinct executed roles of school administrators according to handling conflicts was listen to everyone and help them talk through the problem, by providing technical assistance and have supervisory plan for their teaching, handle conflicts or disagreements by not directly give a judgement to the situation in favor to the victim let the grievance committee decide, and Mediating conflict and disagreement.

A recurring code of executed roles in handling conflicts appears in all of these different voices. The school administrators acted as they listened to everyone and help them talk through the problem. Participants mentioned,

> *"There are instances that conflicts happen in the school, like between parents or teachers, I try to listen to everyone and help them talk through the problem."(IP adml1).*
> *"Whatever solution that they make all the members of the tribe will definitely listen so knowing that as a school head you will go to the learner and try to negotiate and pacify the situation and once, they appreciate your intention They will help you in resolving the conflict and I make it sure that the relationship of the community and the school are in good terms." (IP adm2)*

Indrayeni (2020) explained that the principal's work is full of carrying out managerial main tasks, entrepreneurial development, and supervision of teachers and education personnel. The principal's duties in the field of supervision are the duties of the principal that are related to coaching teachers to improve teaching so that student learning outcomes increase. The school administrator executed role they also shown by providing technical assistance and have supervisory plan for their teaching to participant 1 and 2,

> *"I always find ways that teachers are doing their best in day- by -day teaching, providing technical assessment and have supervisory plan for their teaching development." (IP adm1).*

> *"As a school head, I am also an instructional supervision provider, wherein I am a technical assistant provider to my teachers".(IP adm2)*

Additionally, handle conflicts or disagreements by not directly give a judgement to the situation in favor to the victim let the grievance committee decide to as what the participants 3 executed,

> *"As a school administrator in our school, I handle conflicts or disagreements within our school community by not directly give a judgement to the situation in favor to the victim because I don't want to have a fair judgement instead find the root causes of the problem and let the grievance committee settle the conflict exist in school".(IP adm3)*

In line the executed role among school administrator in handling conflicts, they must have mediating conflict and disagreement as what participants 1 mentioned,

> *"I will become a mediator. I tap the elders in the community to help me negotiate. "(IP adm1)*

> *"The Mediating conflict and disagreement among students, staff and parents to poster a positive and productive school environment". (IPadm1).*

Moreover, the voice of newbie school administrators as they executed role in terms of managing teachers and staff were categorized into supportive and flexible leader with different people, a collaborative style, encouraging them to share ideas and make decisions together and invite our elders to teach the IKPS or their culture to our students using the interfacing in their lesson planning. This was supported with the study of Nadeem et al., (2020) that principals are responsible for managing their administrative staff and educators.

The use of a collaborative style, encouraging them to share ideas and make decisions together were being emphasized among school administrators. This also supported with the study of Wang (2021) that good leadership in schools fosters nurturing learning environments that help children grow and develop, cultivate such an environment, school heads must navigate and promote collaboration across the often-complex network of stakeholders. As the participants 1 and 2 narrated

> *"Supportive and flexible leader with different people. With teachers, I use a collaborative style, encouraging them to share ideas and make decisions together." (IP adm2).*
> *"As a new school head, my job is to make sure that the school runs smoothly, students are learning well, and teachers are supported. (IP adm1)"*

Aside from the given information among the voice of school administrators , they invited the elders to teach the IKPS or their culture to our students using the interfacing in their lesson planning. The participants 2 and 4 mentioned,

> *"We also assured them that we were exploring ways to minimize the impact on students, such as adjusting lesson plans or providing additional support to meet the curriculum fully assure to the pupils." (IP adm4).*

> *"I tap the elders because if you are in the context of the community in IP community if you tap the datu or the elder, they will give the respect to the datu or elder." IP adm2)*

Another executed role of school administrators was the leadership style were categorized into it's up also to the needs of the present school setting, inspire and motivate my colleagues to do their job by creating their vision in teaching and encourage to have an innovation in their teaching approach to their learners and creating a culture of collaboration and shared leadership.This is in support with the study of Halili (2020) that leaders are the purveyors of managing and administering such groups or institutions through their leadership and power subordinates tend to comply for the purpose of aiming the institutional goals, missions or philosophies.

The school administrator will always perform the best leadership style but it's up also to the needs of the present

school setting as they executed role in terms of leadership style. One of the participants says,

> "Being the democratic means, you consolidate their opinion, you consider their suggestions and their recommendations in how we are going to manage the school." (IP adm2)

> "I need to be democratic for teacher's para pod comfortable sila sa ilaha pagpaanrbaho tungod welcome sila sa tannag pero dapat naa lang limitation pod." (IP admin4)

Inspire and motivate their colleagues to do their job by creating their vision in teaching was one of the leadership ways of school administrators they shared,

> *"We aim to create an educational environment that recognizes and values the diverse backgrounds of our students, ensuring that all learners have equitable opportunities to succeed". (IP adm4)*

> *"To make sure teaching is fair for everyone, I encourage teachers to use strategies that match students' learning styles and language levels." (IP adm1)*

The school administrators encourage to have an innovation in their teaching approach to their learners and creating a culture of collaboration and shared leadership. This was shared by the participants,

> *"I employ to empower teachers and staff, promote collaboration and drive school improvement initiatives, like, for example, the leadership opportunities."(IP adm4)*

> *"We provide extra help, like learning materials in the local language and teacher training on how to adjust lessons. I also work with the community to ensure that our teaching respects and includes the students' cultural backgrounds."(IP adm1).*

> *"I allow teachers to use their supplies during weekends and holidays, ensuring that they can produce a substantial number of educational materials. Mostly in learning materials, teachers are equipped with resources to develop a variety of learning materials, such as worksheet, visual aid, and interactive activities." (IP adm4).*

The above-mentioned collective perspectives and voices of newbie school administrators in and indigenous people education vividly depicted the journey and highlighted their delight in working with the IP schools, community ad learners.

Challenges encountered by the participants in administering an IP school

Table 2

Challenges encountered by the participants

Participants	Code	Category	Themes
IP adm 1	* Resource Management Budget constraints, staffing issues, and infrastructure limitations	Financial and infrastructures	Budget allocation
	* Clear policies on discipline, a strong counseling team, and open communication with students and parents	Open communication	Policies on discipline
	* strive to inspire all IP learners and the teachers and staff towards a vision for the school's goals and encouraging commitment to excellence.	Vision, mission and goals of the school	
	* Engagement strategies to address concern by parents about their children's academic progress	Engagement activities	Children's academic progress
IP adm 2	* Limited school materials and school supplies		Learning resources
	*Pupils at risk of dropping out and absenteeism	Attendance to school	
IP adm 3	* Scarcity of electricity., lack of learning resources	Learning gadgets and apparatus	
	*Lack of school buildings that are conducive to learnings. Lack of school apparatus like computers, laptops and gadgets		
	* distance of the school from teachers' home. and the transportation of the supplies going to our school.		Geographical barriers
	* regular monitoring and provision of instructional supervision is very needed to ensure that alignment of instruction.	Supervision	
IP adm 4	*limited resources, lack of electricity, absence of reliable electricity and internet connectivity. We rely heavily on printed materials.	Instructional materials / Learning resources	
	* promote the integration of culturally relevant materials and methods into the curriculum	Curriculum innovation	Access to Quality Education
	* creating a collaborative learning environment	Learning environment	

Table 2 presents the challenges experienced by the participants in administering an IP school.

From the responses of the research informants, the following themes were drawn: (1) Budget allocation (financial and infrastructure) , (2) policies on discipline (,open communication and vision, mission and goals of the school), (3) children's academic progress (engagement activities), (4) learning resource (attendance of school), (5) geographical barriers (learning gadgets and apparatus and supervision), and (6) access to quality education (instructional material, leaning resource, curriculum innovation and learning environment). This result was supported by Arhipova and Kokina (2020) observed that principals are often subjected to pressure in managing school operations. In terms of adapting the organization, as newly appointed school heads, mainstream schools and indigenous schools are different requiring distinct management styles, with their way of life, social environment, and interaction. In addition, Furthermore, Lopez (2020) found that newly designated school leaders described facing many challenges and problems in their new role due to little or patchy preparation and lack of practical experiences in school leadership, and in many cases learned by trial and error.

The budget allocation was essential in the school operation. This was categorized into resource management budget constraints, staffing issues, and infrastructure limitations, clear policies on discipline, a strong counseling team, and open communication with students and parents and strive to inspire all IP learners and the teachers and staff towards a vision for the school's goals and encouraging commitment to excellence. This was supported the study of Mellnick (2021) revealed that school heads were able to rise above the challenges they encountered by making use of the available resources at that particular time when they assumed the post.

Resource Management Budget constraints, staffing issues, and infrastructure limitations was one of the voices heard and was mentioned by the participants,

> *"Schools deal with various behavioral issues, and as an administrator I need to handle these situations while ensuring the welfare of all students Solution Clear policies on discipline, a strong counseling team, and open communication with students and parents help maintain a positive atmosphere". (IP adm1)*

> "*Having a crisis management plan, conducting regular emergency drills, and training staff to respond efficiently are essential" (IP adm1)*

> "*The strategic initiative that I overcome the challenge is the alternative learning methods like printed materials given the absence of reliable electricity and internet connectivity." (IP adm4)*

The policies on discipline was also emphasized. This clear policies on discipline, a strong counseling team, and open communication with students and parents was also narrated,

> *"Schools deal with various behavioral issues, and as an administrator I need to handle these situations while ensuring the welfare of all students ". (IP adm1)*

> "*Strategic planning, prioritizing needs, and fostering relationships with the school community (parents, donors) can help address resource gaps" (IP adm1)*

> *"In every problem for example on the stakeholders view on the low participation rate, I must need to call a meeting to all stakeholders to clarify on issues concern their low participation in all school activities." (IP adm2)*

> *"We encourage community involved in educational activities local community members are open enlisted to assist with tutoring or other educational support rules creating a collaborative learning environment like parents help them to navigate or produce the materials. (IP adm4)*

The school heads strive to inspire all IP learners and the teachers and staff towards a vision for the school's goals and encouraging commitment to excellence. The participant mentioned,

> "*So one of the specific examples also of intervention is that we make it sure that the school lay down school policy as to how to mitigate or to regulate the instances of this kind of problem, the absenteeism.*" *(IP adm2)*

Additionally, engagement strategies to address concern by parents about their children's academic progress. This was the challenged among school heads. The participants said,

> "*Talked to the elders, to the school PTA officers, together with parents that they have minimized the absences of their learners because child labor is very rampant in these places because they have scarcity of resources and poverty is a tricking area and that's why it's very important to lay down specific rules as to how parents should support the school*" *(IP adm2)*

> "*I overcome the challenge is the alternative learning methods like printed materials given the absence of reliable electricity and internet connectivity*". *(IP adm4)*

> "*Mostly in learning materials, teachers are equipped with resources to develop a variety of learning materials, such as worksheet, visual aid, and interactive activities. (IP adm4)*

Learning resources has been experienced by school head and limited school materials and school supplies cannot suffice the needs of teachers and pupils. This was supported the study of Alegado (2021) the school heads are complaining about the lack of instructional materials and the school heads perpetually make both ends meet. Participants 2 and 3 said,

> "*So, the one way also of resolving this is the provisions of school supplies, provisions of school feeding program, because children will not go to school if they are starving, they don't have food*" *(IP admn2)*.

> "Lack *of learning resources because we are placed in remote area and no internet connections nor cellphone signal (IP adm3)*

On the other hand, one of the challenges by school head was the pupils at risk of dropping out and absenteeism. According to Alcaya (n.d) in his study stated that Indigenous People (IP) students have the habit of dropping out of school because they easily get bored, and unmotivated and cannot be forced to mainstream in the education system which does not integrate indigenous culture. As what the participants mentioned,

> "*As a school head in IP school it is normal to meet plenty and numerous challenges and among these are the sardos or pardos or pupils at risk of dropping out*". *(IP adm2)*

> "*So, in tendency there is a high rate of absenteeism and soon they will drop out*". *(IP adm2)*

> "*Instead of going to school, they send their students or children and labor to earn money so that they will help the family for living*" *(IP adm2)*.

Geographical barriers was one of the challenged experienced by the participant. This were categorized into distance of the school from teachers' home and the transportation of the supplies going to our school and lack of school

buildings that are conducive to learning, school apparatus like computers, laptops and gadgets. This was supported the study of Alegado (2021) states that school heads assigned in far-flung areas, alongside their teachers and students, had to walk for hours each day, climb mountains and hills, wade across brooks, or cross rivers on a makeshift bridge to go to school and travel back daily, in sweltering heat or pounding rain.

Distance of the school from teachers' home and the transportation of the supplies going to our school was among the challenges every day. Participant 3 said,

> *"The challenges I have encountered as a school administrator are the distance of the school from teacher's home. It is very hard in our part especially if there are municipal activities, municipal programs and the transportation of the supplies going to our school. " (IP adm3)*

Another challenged was Lack of school buildings that are conducive to learning.
Lack of school apparatus like computers, laptops and gadgets. As participant 3 said,

> *"My experiences as IP's school administrators are so many either good or bad. We have lack of textbooks from Grade 1 to Grade 6 that could not cater all the learners. Lack of school buildings that are conducive to learning's. Lack of school apparatus like computers, laptops and gadgets that could help our learners cop up the 21st century skills and internet that provided by our department." (IP adm3)*

Access to Quality Education were categorized into limited resources, lack of electricity, absence of reliable electricity and internet connectivity, promote the integration of culturally relevant materials and methods into the curriculum, creating a collaborative learning environment. This was supported with the study of Mellnick (2021) that some of the school heads walked an extra mile by looking for sponsors to provide for the school needs of some children.

They challenged in limited resources, lack of electricity, absence of reliable electricity and internet connectivity. One of the participants affirmed,

> *"Lisod jud kaayo, if ma assigned ka sa layo na school unya wala kaayo signal, limited access tungod sa walay kuryente. (IP adm2)*
>
> *"Naa me kurtyente pero wala me signal, dili me kaayo maka access labi na sa mga resource we need in teaching. However, we maanged to do our part every day." (IP adm4)*

Moreover, school administrators always promote the integration of culturally relevant materials and methods into the curriculum, creating a collaborative learning environment. Participant said,

> "*We support system and resources to provide to help teachers differentiate instruction and accommodate varying levels of language, proficiency, prior knowledge among the learners. " (IP adm4)*
>
> "*I promote the integration of culturally relevant materials and method into curriculum like contextualizing the needs or the lesson, contextualize the lesson plan to fit the lesson to the learners. In ongoing professional development, I provide regular training and workshop for the teachers on inclusive teaching practices, cultural sensitivity and effective assessment methods." (IP adm4)*

Coping Mechanisms of the administrators in an IP school

Data of Table 2 presents the specific coping mechanism among school administrators of indigenous people school.

Table 3
Coping Mechanism

Participants	Code	Category	Themes
IP adm 1	* I stay organized by keeping a clear to-do list , and prioritizing tasks to ensure nothing gets overlooked. * I make time for short breaks * I also set aside weekends for rest and personal time to recharge*.* * I delegate tasks to Administrative Officer II (AOII), * I make sure also to spend quality time with my family and engage in hobbies that I enjoy. This balance helps me even during challenging times.	Organize and prioritize Time management maintain mental and emotional resilience,	self-care practices preserve mental and emotional resilience
IP adm 2	*manage the time, make sure that all possible reports must be submitted on time, make it think positive always for	Time management	Manage stress and burnout
IP adm 3	* give ample time connecting my family for gathering. * making fun with teachers or collaborating each other to relieve stress	Family bonding Collaborating with teachers	
IP adm 4	*I find someone who can talk to me bring fun conversations and share challenges every week to relieve the stress at work. * exercise every morning and pray to God to help me overcome these challenges in my station	Healthy self-style	Divine help and others

Table 3 shows a coping mechanism of school heads in indigenous people (IP). The major theme was self-care, preserve mental and emotional resilience, manage stress and burn out and divine help and others. This was in support with the study of Elliot (2022) states that a leader with a high level of resilience are capable of responding positively to challenges that may affect their organizations, and by doing so, they can raise the level of resilience in those around them.

Self-care was categorized into stay organized by keeping a clear to-do list, and prioritizing tasks to ensure nothing gets overlooked, make time for short breaks, set aside weekends for rest and personal time to recharge, delegate tasks to Administrative Officer II (AOII), make sure also to spend quality time with my family and engage in hobbies that I enjoy. This balance helps me even during challenging times. School administrators stay organized by keeping a clear to-do list , and prioritizing tasks to ensure nothing gets overlooked. Participants said,

> "**One** of the coping mechanisms is to manage the time, make sure that all possible reports must be submitted on time, and off course I always make it think positive always for this is my way of helping learners achieve their dreams in life." (IP adm2)

> "I need to give ample time of self-care by connecting my family for gathering. In school, we teachers were making have fun or collaborate each other to relieve the stress we felt in that particular situation" (IP adm2)

> "Have time for mediating to relieve the stress and always think the positive thinking despite the challenges we were experiencing in the field. (IP adm3)

Moreover, school heads make time for short breaks, set aside weekends for rest and personal time to recharge. Participants

> "I find someone who can talk to me that bring fun conversation and share challenges every week to relieve the stress in work." (IP adm 4)

> "I experience stress and burnout from work is to find time to relax and meditate not to think harder from the work." (IP adm3)

In addition to cope up the challenges school heads may delegate tasks to Administrative Officer II (AOII). One of the participants said,

"To avoid taking on too much, I delegate tasks to Administrative Officer II (AOII), which helps distribute the workload". (IP adm1)

To reserve mental and emotional resilience and make sure also to spend quality time with my family and engage in hobbies that I enjoy was one of the coping mechanisms among school heads. One of them said,

"I make sure also to spend quality time with my family and engage in hobbies that I enjoy. This balance helps me maintain my mental and emotional resilience, even during challenging times." (IP adm1)

"I need to give ample time of self-care by connecting my family for gathering. In school, we teachers were making have fun or collaborate each other to relieve the stress we felt in that particular situation. (IP adm2)

Manage stress and burnout were categorized into manage the time, make sure that all possible reports must be submitted on time, make it think positive always and give ample time connecting my family for gathering and making fun with teachers or collaborating each other to relieve stress. Manage the time, make sure that all possible reports must be submitted on time .This was one of the coping mechanism among school head. As one of the participants mentioned,

"When I experience stress and burnout from work is to find time to relax and meditate not to think harder from the work. Talk with my colleagues, engaging and sharing of ideas that will help to solve the problem of our school."(IP adm3)

"Have time for relaxation in school and find ways to exercise after the whole day of work". (IP adm3)

Moreover, make it think positive always and give ample time connecting my family for gathering which was explained by participants 2 said,

"I need to give ample time of self-care by connecting my family for gathering. In school, we teachers were making have fun or collaborate each other to relieve the stress we felt in that particular situation". (IP adm2).

"Have time for mediating to relieve the stress and always think the tion *positive thinking despite the challenges we were experiencing in the* ; in *field." (IP adm3)*

Moreover, making fun with teachers or collaborating each other to relieve stress was also stressed out with

participant,   *"I experience stress and burnout from work is to find time to relax and meditate not to think harder from the work."(IP adm3)*

"Talk with my colleagues, engaging and sharing of ideas that will help to solve the problem of our school." (IP adm3)

"Manage the stress, I find someone who can talk to me that bring fun conversation and share challenges every week to relieve the stress in work." (IP adm4)

Best practices of the administrators in an IP school

Table shows the best practices among newbie school heads of indigenous people school. These are the activity to strengthen the implementation of IP school in school.

Table 4

Best practices of the administrators in an IP school

Participants	Code	Category	Themes
IP adm 1	* one of my best practices is encouraging teamwork and shared leadership. * Implemented projects and programs of the DepEd showing collaboration, innovation, and collective responsibility among teachers in school	Teamwork	Empowerment of teachers and staff Contextualization and indigenization of the curriculum Community linkages
IP adm 2	* we tap our elders as our culture barrier because in IP school we have to make sure that the curriculum was taught in the school. * We have a good relationship in our school and community.	Integrating IP culture into the curriculum Good community relationship	
IP adm 3	* improve and sustain the culture, tradition, and custom of our IP learners	Sustaining culture, customs and tradition	IP culture and tradition preservation
IP adm 4	* I employ several strategies and self - care practices to maintain a healthy work-life balance and preserve my mental and emotional resilience. * provide emotional support and help alleviate stress and gain perspective.	Self-care practices	Managing stress and burnout

Table 4 presents the best practices developed by the newbie administrators in managing an IP school. There were five major themes identified by the researchers from the interview of the participants as their best practices in school (1) Empowered teachers and staff (Teamwork), (2) Contextualization and indigenization of curriculum (Integration IP culture into curriculum), (3) Community linkages (Good community relationship), (4) IP culture and tradition preservation (Sustaining culture, customs and tradition), and (5) Managing stress and burnout (self-care practices). The result was supported by Mercado (2021) that teachers' understanding of cultural practices is limited to superficial knowledge. It was supported by the study of Constantino (2020) says that appropriate education enables indigenous children and adult learners to exercise and enjoy economic, social, and cultural rights.

Empowered teachers and staff were categorized into best practices is encouraging teamwork and shared leadership, implemented projects and programs of the DepEd showing collaboration, innovation, and collective responsibility among teachers in school. Best practices is encouraging teamwork and shared leadership as what participant revealed that,

"Connecting with colleagues and friends, building and maintaining strong relationships with colleagues and friends, provide emotional supports and opportunities to share experiences that challenges engaging in open conversation with trusted individuals helps alleviate stress and gain perspective." (IP adm4)

As the school head, one of my best practices is encouraging teamwork and shared leadership."(IP adm1)

Implemented projects and programs of the DepEd showing collaboration, innovation and collective responsibility among teachers in school has been the practice among school heads. One of the participant shared,

> *"I have exercise as school head were implemented project and programs of the DepEd to show collaboration, innovation and collective responsibility among teachers in school." (IP adm1)*

Contextualization and indigenization of the curriculum was categorized into we tap our elders as our culture barrier because in IP school we have to make sure that the curriculum was taught in the school. The participant revealed,

> *"So in the curriculum implementation as well, they also help us in our reading problem, in our curriculum planning, in our resource mobilizations." (IP adm2).*

> *"One of the best practices in the school is that one, as I mentioned earlier, that we tap our elders as our culture barrier because in IP school we have to make sure that the curriculum was taught in the school" (IP adm3)*

On the other hand, school heads have a good relationship in our school and community where community linkages were also improved and sustain the culture, tradition, and custom of our IP learners.

> "*So, meaning, as a culture barrier, the elders in the Datu, we will invite them to share their knowledge and expertise in their culture. So, me as a teacher or as an educator, I am the duty barrier there." (IP adm2)*

> "*My best practices as a school administrator is to improve and sustain the culture, tradition and custom to our IP learners so that they will not forget where they come from." IP adm3)*

IV.   Summary

This chapter presents the summary, conclusions and recommendations of the study that sought the voice from the newbie school administrator of Indigenous people (IP). The four (4) informants for the in-depth interview were the sources of pieces of information and data for the phenomenon under study.

V.   Findings

This study entitled "The voice from newbie school administrators of the indigenous people (IP) schools: A Phenomenological Study". The researcher used the qualitative research design particularly the ex post facto phenomenological study in order to explore and investigate the experiences of newbie school administrators in an indigenous people school. The researcher used opened-ended questionnaires in gathering the data to five (4) newbie school administrators of indigenous people schools.

The result of the study showed as identified by the researcher from the in-depth interview that execute role as school administrators handling conflicts, managing teachers and staff and leadership style were manifested Furthermore, the challenges encountered by the participants were budget allocation, policies on discipline, children's academic progress, learning resource, geographical barriers and access to quality education.

Moreover, the coping mechanism were self-care practice, preserve mental and emotional resilience, manage stress and burn out, and divine self-style and the best practices that the participants experienced were empowered teachers and staff, contextualization and indigenization of curriculum, community linkages, IP culture and tradition preservation and managing stress and burnout.

VI.   Conclusions

Based on the findings of the study the voice from newbie school administrators of indigenous people (IP) as the main focus of the investigation shown that the results were role of an administrators drawn from the results were handling conflicts wherein, they were become a listener, technical assistant and as supervisor. Their role also by managing teachers and staff where they executed as supportive, flexible collaborative leader Mediator, linkage with elders and democratic. Moreover, they also executed the role in Leadership Style as a grievance committee transformational and mediator facilitative leadership. These results manifested that school administrators executed well in their respective duty and responsibilities.

Moreover, the challenges encountered by the participants in administering IP schools were lack of budget allocation like financial and infrastructure, policies on discipline about open communication and vision, mission and goals of the school. They also challenged on children's academic progress in low engagement activities, learning resource was also resulted like attendance of school, another was the geographical barriers like learning gadgets and apparatus and

supervision), and access to quality education like instructional material, leaning resource, curriculum innovation and learning environment. On the other way, the coping mechanism of the administrators in an IP school were self-care practice like organize and prioritize. The preserve mental and emotional resilience become essential as to maintain mental and emotional resilience and they also experienced manage stress and burn out like time management, family bonding and collaborating with teachers and divine self-style like healthy self-style.

Lastly, the best practices of the administrators in an IP school were Empowered teachers and staff like Teamwork. The contextualization and indigenization of curriculum as the integration IP culture into curriculum were being emphasized. The community linkages were being revealed as good community relationship. The IP culture and tradition preservation through Sustaining culture, customs and tradition and Managing stress and burnout was also observed as way to self-care practices).

Recommendations
Based on the conclusion, the following recommendations were drawn.

The Division of Agusan del Sur may assign school heads who have undergone training or have prior experience working with IP communities and ensure they are knowledgeable about the community culture, traditions and values to foster mutual respects and understanding.

Moreover, they may select leaders who are advocates for inclusive and culturally relevant education. They should be willing to implement Department of Education's Indigenous People Education (IPEd) Program and align school programs with community needs.

The district supervisor may provide continuous professional development and capacity-building programs tailored to the needs of school heads working IP schools. Whenever feasible, consider appointing a qualified individual from the Indigenous community to lead the school, fostering representation and empowerment.

School's heads may create a nurturing and culturally respectful educational environment that uplifts Indigenous learners and preserves their heritage.

Future Researchers may conduct the same study using the same variables but using different locales.

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