

ABSTRACT

LOVELLA O. MAGUAD. 2025. Implementation of School-Initiated Interventions: Navigating School Heads' Innovation and Capacity. Master's Thesis. Graduate School, University of Southern Mindanao, Kabacan, Cotabato. 206 pp.

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This study explores the implementation of School-Initiated Interventions (SIIs) in public elementary schools, highlighting diverse strategies designed to improve student learning, teacher performance, and school management. Through qualitative analysis, key themes emerged, including early literacy programs, socio-emotional and behavioral support, attendance improvement, anti-bullying efforts, instructional enhancement, nutritional assistance, and performance monitoring. School heads demonstrated adaptive leadership by employing data-driven and context-specific interventions, with stakeholder collaboration playing a critical role in resource mobilization and program continuity. While positive outcomes were observed in student achievement, teacher development, and school climate, challenges such as limited evaluation tools, resource constraints, and stakeholder inconsistency persisted. Coping mechanisms like flexible scheduling, inclusive communication, and morale-boosting efforts were employed to sustain progress. The study concludes that empowered leadership and strong community partnerships are essential for the success and sustainability of

SII. Recommendations include the development of robust evaluation systems, enhanced teacher training, stronger stakeholder engagement, and the promotion of inclusive and adaptive planning strategies. These findings contribute to a deeper understanding of holistic, context-responsive approaches to school improvement.

Keywords: School-Initiated Interventions, Implementation, Challenges, Coping Mechanism, Insights

**IMPLEMENTATION OF SCHOOL-INITIATED INTERVENTIONS:
NAVIGATING SCHOOL HEADS' INNOVATION AND CAPACITY**

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**MASTER'S THESIS SUBMITTED TO THE FACULTY OF THE GRADUATE
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**MASTER OF ARTS IN EDUCATION
(Educational Management)**

June 2025

ACADEMIC INTEGRITY STATEMENT

I hereby declare and confirm with my signature that the Master's Thesis is exclusively the result of my own autonomous work based on my research and literature published, which is referenced immediately after the information is presented and listed in the reference section. I also declare that no part of the work submitted has been made in an inappropriate way, whether by plagiarizing, infringing on any third person's copyright, or falsifying data. Finally, I declare that no part of the Manuscript submitted has been used for any other paper in another higher education or research institution.



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TRANSMITTAL SHEET

This thesis entitled **"IMPLEMENTATION OF SCHOOL-INITIATED INTERVENTIONS: NAVIGATING SCHOOL HEADS' INNOVATION AND CAPACITY"** prepared and submitted by **LOVELLA O. MAGUAD** in partial fulfillment of the requirements for the degree of **MASTER OF ARTS IN EDUCATION** major in Educational Management, is hereby accepted and endorsed.


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The Researcher

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CHAPTER I

INTRODUCTION

Background of the Study

Schools cultivate the intellectual, interpersonal, and psychological development of pupils by the evolving demands of society. To fulfill their extensive responsibilities, schools implement various initiatives aimed at improvement. These include programs focused on promoting wellbeing (Humphrey et al., 2010), combating bullying (Skrzypiec & Slee, 2017), enhancing literacy skills (Townsend & Bayetto, 2021), providing professional development for teachers (Desimone et al., 2002; Garet et al., 2001), and implementing initiatives to improve health and lifestyle (Bartelink et al., 2018; Jones & Verity, 2022). Nevertheless, despite significant expenditures of time, staff excitement, and economic resources, several school reform programs can only maintain momentum after the first implementation stages (Trombly, 2014).

School interventions refer to targeted teaching sessions that depart from conventional teaching methods. They aim to address learning requirements or student deficiencies (Siddiqui et al. 2023). Furthermore, interventions may be carried out either on an individual basis or in a collective setting, and their goals are carefully devised by educators or teaching assistants to address crucial areas in need of improvement specifically.

In the educational system of the Philippines, schools address challenges using School Initiated Interventions (SII). It is where schools create contextualized interventions to prevent students from dropping out and enhance their academic performance. The Student-at-Risk at Dropping Out (SARDO) program works together with the school principal, Dropout Reduction Program (DORP) Council, School-Initiated Intervention (SII) Coordinator, teachers, parents, and other stakeholders to develop, implement, oversee, and evaluate the SII program according to their identified needs. In some cases, the SII program is combined with either the Effective Alternative Secondary Education (EASE) or the Open High School Program (OHSP) (DepEd - Bureau of Secondary Education, 2008).

The significant decline in student enrollment reported by the Department of Education (DepEd) for the academic year 2023-2024, with over five million pupils lost, highlights a pressing crisis in the education sector, particularly in Mindanao regions such as Cotabato. This area is facing alarming dropout rates, low enrollment figures, and poor performance in foundational subjects like reading and arithmetic. The presence of a large indigenous population further complicates these challenges, necessitating targeted interventions to ensure equitable access to quality education for all students in DepEd Cotabato (Parungao, 2023). In the Schools Division of Cotabato, monitoring efforts reveal that out of 782 schools, only two have successfully implemented school-initiated interventions (SIIs) that meet the

necessary documentation requirements. This indicates a significant gap in awareness and compliance among school heads regarding existing programs designed to improve educational outcomes. Many school leaders do not recognize that their initiatives fall under the umbrella of SIIs, which are crucial for addressing local educational challenges effectively.

This study aimed to investigate the innovation and capability of school administrators in implementing school initiative interventions in randomly selected elementary schools in the Cotabato Division. Additionally, the study will develop a tailored intervention plan based on the findings to enhance school administrators' implementation of school initiative interventions. The research is regarded as necessary in this context.

Research Questions

This study sought to answer the following research questions:

1. What are the school-initiated interventions implemented by the school heads?
2. What are the experiences of school heads in implementing school-initiated interventions?
3. What are the challenges faced by school heads in implementing school-initiated interventions?
4. What are the coping mechanisms of school heads on the challenges encountered in the implementation of school-initiated interventions?

5. What insights can the school heads share with the community of school administrators?
6. What contextualized intervention plan can be proposed based on the results of the study?

Scope and Delimitations of the Study

This descriptive qualitative study was focused on implementing school-initiated interventions, explicitly addressing the innovation and capacity of school heads in implementing these interventions. This research examined the impact of the school-initiated interventions on the learners' academic performance and the school based on the participants' responses.

The study was limited only to elementary school heads in the division of Cotabato with five years and more experience being school heads and having experience implementing school-initiated interventions. Also, participants from the participating elementary schools was randomly selected. Five (5) elementary school heads were randomly selected for the Focus group Discussion (FGD), and ten (10) elementary school heads were randomly selected for the In-Depth interview (IDI) regardless of their age and gender.

Operational Definition of Terms

The following terms were defined in order to have a better understanding of this study.

Capacity refers to the capacity of a school principal to effectively cater to student's needs and provide them with the essential learning materials.

Innovation refers to the school administrators' efforts to create and use innovative approaches, techniques, or technology that enhance the learning process and boost educational results.

School-initiated Intervention (SII) is an array of inventive and in-house interventions that educational institutions have created to increase the achievement rate of Students-at-Risk at Dropping Out (SARDO) and prevent their attrition.

School Heads pertain to elementary school principals in the Cotabato Division who have been in administrative positions for over five years.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, it synthesizes related literature and studies in the areas of the research questions and study. An analysis of the elementary school heads' implementation of school-initiated interventions will be done. This chapter also discusses the implementation of school-initiated interventions, focusing on strategies, effectiveness, research in education, school climate interventions, and social and emotional learning programs.

Significance of Implementation and its Effectiveness

It is now widely acknowledged that instituting innovative practices to improve services for the mental health and well-being of children and families utilizing public sector services is crucial. Previous research has demonstrated that how these practices are executed exerts an equivalent level of impact as the practices themselves (Aarons & Palinkas, 2007; Crea et al., 2008; Palinkas et al., 2008; Fixsen et al., 2009; Greenhalgh et al., 2004; Palinkas & Aarons, 2009; Palinkas et al., 2008). Concerns exist regarding the potential postponement of the implementation of newly developed, scientifically validated approaches; however, the policy and practice landscape often needs to be revised and endure substantial transformations (Shonkoff & Phillips, 2000). To improve the mental health of families and children, the

implementation of effective practices and interventions has increased over the last decade. As a consequence, there has been an increasing need for organizations to integrate and employ these interventions. Effective collaboration between the research and service communities is crucial in addressing the challenges associated with translating scientific potential into tangible improvements in public health (New Freedom Commission on Mental Health 2003; U.S. Department of Health and Human Services [DHHS 2000]).

A considerable number of endeavors to implement initiatives to improve the quality and outcomes of human services have yet to be thwarted by a multitude of challenges intrinsic to the implementation procedure. In contrast to other technological advancements, the integration of innovative human service technologies generally entails a greater degree of complexity. Human service technologies are implemented via the activities of organizations and individuals functioning within intricate and multifaceted social environments (Fixsen et al., 2009; Glisson & Schoenwald, 2005).

The process of translating evidence-based strategies into broader implementation and influence is a critical element in bridging the divide between research and practice. It is recognized by the National Institutes of Health (NIH) that there are challenges associated with the efficient implementation of evidence-based procedures. The acknowledgment above was presented by the National Institute of Mental Health (NIH) in both 2001 and 2006. A burgeoning academic discipline and topic of discourse is the

science of implementation and dissemination. A multitude of models have been suggested in an effort to succinctly summarize the social and organizational context factors that may have an impact on the process of translating research into practical enhancements. These models are informed by findings from various fields of study, including mental health, organizational development, health care, and public health. For example, specific models emphasize the importance of fostering consensus among community members and organizations concerning approaches to tackle a particular societal issue, such as juvenile delinquency.

Furthermore, these models prioritize the improvement of organizational conditions within agencies that are preparing to adopt evidence-based practices about the matter at hand (Glisson & Schoenwald, 2005). There is a viewpoint that maintaining ongoing and all-encompassing partnerships with governmental organizations, clients, and other community stakeholders is critical for exerting influence over the development and implementation of quality improvement programs (Mendel, 2013). Moreover, numerous scholars provide detailed explanations of approaches to effectively incorporate research and quality improvement initiatives into large-scale service systems (Stetler et al., 2008).

Exploration Phase

The Exploration Phase involves the identification of an organizational obstacle or a problem that necessitates attention, or the development of a more efficient approach to overcome it (Grol et al., 2007). Preexisting literature has placed less emphasis on the initial phase of implementation, profit-driven or science-driven innovation adoption, as a result of the implementation literature's preoccupation with these topics (Damanpour, 1991). Furthermore, there are notable distinctions in the manner in which human services organizations embrace innovation when compared to those in the business or agricultural sectors. The differentiation in question stems from the distinct attributes of the innovations in question and the heterogeneous composition of the clientele they cater to (Damanpour, 1991). As "learning organizations," human service organizations in the public sector that prioritize the development of new knowledge and understanding of best practices and offer incentives to adopt these practices are more likely to be able to investigate suitable implementation strategies and practices. Research conducted by the Hemsley-Brown and Sharp (2003), and the National Association of Public Child Welfare Administrators (NAPCWA) (2005) provides support for this claim.

Adoption Decision/Preparation Phase

Although the adoption decision is frequently perceived as a one-time event, it is more common for businesses to conduct periodic trials of an invention prior to committing to its widespread implementation. Organizations in the public service sector frequently need to improve in their ability to gather and assess research findings. Hence, the adoption of novel service models is intricately linked to the implementation of evidence-based practices (EBPs), irrespective of the extent to which they are substantiated by research (Schoenwald et al., 2008). As a result, we take into account a more comprehensive range of factors that influence the adoption decision. Academic-public collaborations, community-based participatory research, and action research are a few of the approaches that can be utilized to effectively manage the exploration and adoption decision phases (Leykum et al., 2009; Wallerstein & Duran, 2010).

Moreover, a plethora of instruments have become accessible to assist in the process of deciding on adoption. The CEBC provides a digital resource for child welfare that facilitates searches for information regarding evidence-based practices (EBPs) and implementation strategies. Assessing the evidence supporting practices in child welfare, substance abuse, and mental health is facilitated by the National Registry of Effective and Promising Practices (NREPP), which is a valuable resource maintained by the Substance Abuse and Mental Health Services Administration. The PracticeWise.com

website (PracticeWise, 2010) provides resources and services aimed at improving the understanding and accessibility of the research literature concerning EPBs, with a particular focus on the mental health of children. Although several tools, including CEBC and NREPP, are available to users without charge, Practice Wise 2010 requires a payment or membership fee to access them. While the primary determinants that shape the adoption decision may vary, the final decision is probably the product of a confluence of various influences operating at distinct tiers.

Active Implementation Phase

Although overarching principles can be applied to implementation endeavors of any magnitude, the specific scope of the implementation imparts unique ramifications for internal and external environments. Political and financial considerations (access to initial funding and ongoing financial support), clinician-related obstacles (work-life balance and productivity compatibility), and consumer-related concerns (possibility of social stigma, cultural appropriateness, and practicability about client needs and context) are all included in the implementation factors.

Sustainment Phase

Despite advancements in the application of evidence-based practices (EBP), there remains to be more knowledge regarding the precise attributes that facilitate or impede the sustained integration of EBP within a service-oriented setting. The potential for financial assistance to facilitate the adoption of evidence-based practices (EBPs) through demonstration initiatives and research studies exists with both federal and state agencies. Nevertheless, an absence of empirical research exists regarding the determinants that bolster or impede the enduring sustainability of evidence-based practices (EBPs) in social services provided by the public sector (Greenhalgh et al., 2004). Sustainment pertains to the continuous application and utilization of an invention in real-world contexts. At present, comprehensive models elucidating the components that contribute to the maintenance or expansion of evidence-based practices (EBPs) in public service sectors have yet to be made available.

School-initiated Interventions Implemented by the School Heads Early Reading Intervention

Early Literacy Intervention

Early reading development serves as the cornerstone of academic success. The implementation of structured reading programs in Grades 1 to 3 reflects a strategic recognition of the critical period for literacy acquisition.

Slavin (2020) confirm that systematic phonics instruction significantly improves reading outcomes in early grades. Similarly, Snow, Burns, and Griffin (1998) argue that early literacy—especially phonemic awareness, vocabulary, and comprehension—is a strong predictor of long-term academic achievement.

In the Philippine context, Ramos (2022) demonstrated that localized interventions, particularly in multilingual settings, enhance early grade literacy. Meta-analyses by Suggate (2016) further affirm the efficacy of phonics-based instruction when implemented with fidelity. Programs such as Reading Recovery and Enhanced Guided Reading have shown promising outcomes in assisting struggling readers (Schwartz, 2005). These initiatives are further supported by the national framework of the Every Child a Reader Program (ECARP), though school-led adaptations remain critical for contextual relevance.

Classroom Support and Inclusive Practices

School heads have emphasized classroom-based support mechanisms for struggling learners. These include differentiated instruction, formative assessment, and remediation strategies integrated within the daily instructional schedule. Tomlinson (2014) underscores the importance of differentiation to cater to diverse learner needs. This is echoed by Florian and Black-Hawkins (2011), who advocate for inclusive pedagogy that promotes equal participation in mainstream classrooms.

Research by Vaughn and Fletcher (2012) validates the use of Response to Intervention (RTI) models that provide tiered academic support. These interventions are consistent with the principles of the Universal Design for Learning (CAST, 2018), which emphasize accessibility and flexibility in instruction. Furthermore, policy support from the Philippine Department of Education (DepEd Order No. 21, s. 2019) and the Enhanced Basic Education Act (RA 10533) reinforces the shift toward learner-centered and inclusive classroom practices.

Writing Development in Upper Primary Grades

In Grades 4 to 6, writing instruction becomes a developmental priority. The use of scaffolded, grade-appropriate writing tasks is aligned with process writing models, which have been shown to enhance organization, coherence, and content quality. Graham et al. (2018) advocate for process writing approaches, while Fisher and Frey (2013) stress the value of modeling and gradual release of responsibility.

Graham and Perin (2007) recommend explicit strategy instruction, guided revision, and sustained practice in writing development. Local evidence by Dita (2022) supports the use of context-based tasks to increase learner engagement. The incorporation of formative feedback and peer collaboration strategies enhances writing quality and student ownership of the learning process.

Tardiness and absenteeism are recurrent challenges in many schools. School heads have implemented policy-driven and community-based strategies to address these concerns. According to Gottfried (2019), chronic tardiness negatively affects academic performance and classroom dynamics. Research by Kearney and Childs (2021) links persistent lateness to absenteeism, behavioral infractions, and poor academic outcomes.

School-initiated interventions—such as parental communication, consistent monitoring, and reward systems—are consistent with Positive Behavioral Interventions and Supports (PBIS), which advocate school-wide approaches to discipline and engagement (Sugai & Simonsen, 2012). On absenteeism, Balfanz and Byrnes (2018) highlight the need to address its root causes, while Epstein and Sheldon (2004) emphasize the importance of school-family collaboration.

The Philippine Child-Friendly Schools framework (DepEd Order No. 74, s. 2010) and studies by Chang and Romero (2008) suggest that early warning systems, home visits, and incentive programs significantly reduce chronic absenteeism, particularly among socio-economically disadvantaged learners.

Anti-Bullying and Child Protection Programs

Bullying and peer victimization undermine the psychological safety essential for learning. School heads have implemented anti-bullying initiatives aligned with Republic Act 10627 and DepEd Order No. 40, s. 2012, focusing on prevention, response, and child protection. Olweus (2013) and Ttofi and

Farrington (2011) underscore the effectiveness of whole-school approaches in minimizing bullying incidents.

Interventions with social-emotional learning (SEL) components have been shown to improve student attitudes and reduce aggression (Durlak et al., 2011). Tuazon (2022) reports enhanced student well-being in schools with structured anti-bullying campaigns. These programs contribute to the establishment of inclusive and respectful school cultures.

Teacher Development and Instructional Leadership

Teacher capacity-building is central to sustained school improvement. School heads have prioritized professional development through workshops and instructional coaching. Darling-Hammond et al. (2017) argue that job-embedded, collaborative, and sustained professional learning leads to instructional improvement. Hattie (2009) identifies teacher quality as the most significant school-based factor influencing student achievement.

Instructional coaching has emerged as a high-impact strategy. Kraft, Blazar, and Hogan (2018) report that coaching significantly improves both teaching practices and learner outcomes. These efforts are in line with the Philippine Professional Standards for Teachers (PPST), which provide a framework for competency-based teacher development.

Nutritional Interventions and Student Well-being

In recognition of the link between nutrition and learning, school heads have initiated local feeding programs to complement DepEd's efforts. Pollitt

(1995) and Adelman et al. (2008) confirm that malnutrition impairs cognitive function and school attendance.

Ramos (2021) highlights the success of LGU-supported and community-based feeding initiatives in rural Philippine schools. These programs reflect the Whole Child Approach (ASCD, 2012), which recognizes physical health as foundational to academic engagement and achievement.

Monitoring and Communication for School Improvement

Effective leadership requires regular monitoring and open communication. School heads' use of mechanisms such as Monday check-ins, performance reviews, and feedback sessions aligns with Hallinger's (2011) instructional leadership framework. Leithwood et al. (2020) stress that continuous monitoring and data-informed decision-making are hallmarks of effective leadership.

Bryk (2010) advocate for improvement science approaches, while Leithwood et al. (2020) promote distributed leadership for sustainable change. These align with DepEd's School-Based Management (SBM) policy, which promotes collaborative, autonomous, and data-driven school governance. Kotter's (2012) model of organizational change further supports the use of consistent communication to sustain reform momentum.

Synthesis of Literature

The reviewed literature affirms that school-initiated interventions led by school heads are vital in promoting academic success, equity, and school-

wide improvement. Each intervention—whether pedagogical, behavioral, or socio-emotional—is grounded in established theories and best practices. The synthesis highlights the multidimensional role of school leadership in addressing learner needs, enhancing instructional quality, and fostering inclusive school environments. Future research may examine the scalability, sustainability, and long-term impact of these interventions within varied educational contexts.

Experiences of School Heads in Implementing School-initiated Interventions

Strong Partnerships with Local Government Units

The collaboration between schools and local government units, particularly Barangay Local Government Units (BLGUs), has been recognized as a critical enabler of successful intervention implementation. Earley (2020) assert that such partnerships foster context-sensitive educational planning and enhance resource mobilization. In the Philippine context, BLGU participation strengthens community engagement and sustains localized initiatives. These collaborations legitimize school programs and provide critical logistical and moral support (Epstein, 2004; Malin & Brown, 2022).

Wohlstetter (2015) further highlight the role of school heads as intermediaries who navigate between institutional mandates and community expectations. Through partnerships with BLGUs, school heads can address

both systemic gaps and localized challenges, reinforcing the systemic and relational nature of school improvement efforts.

Empowering Leadership and Innovation

Empowering teachers and cultivating innovation is central to transformational and instructional leadership. Leithwood et al. (2020) contend that teacher autonomy and innovation lead to improved student learning outcomes, especially when leadership fosters professional trust and creativity. Similarly, Hallinger (2011) and Harris and Jones (2018) highlight the role of child-centered and adaptive leadership in fostering a culture conducive to experimentation and continuous improvement.

Engaging Stakeholders for Effective Collaboration

Stakeholder engagement—comprising teachers, parents, and community partners—is foundational to the success of school-initiated interventions. Epstein's (2002) framework on school-family-community partnerships emphasizes that inclusive and consistent engagement strengthens accountability and student support systems. Regular communication and participatory decision-making help build a shared culture of responsibility and transparency.

Fan and Chen (2023) highlight the importance of parental involvement in mitigating barriers such as learner disengagement and stigma, particularly in socioeconomically diverse contexts. As school heads foster these

collaborative networks, they not only improve implementation fidelity but also institutionalize support mechanisms that extend beyond the classroom.

Collaborative Data-Driven Intervention Practices

The use of data to inform instruction and intervention planning is increasingly central to evidence-based school leadership. Datnow and Park (2018) argue that data-driven decision-making helps tailor interventions to learner needs, ensuring targeted and measurable improvement. The integration of pre-tests, post-tests, and formative assessments enhances responsiveness and instructional quality.

However, Mandinach and Gummer (2016) and Schiller (2020) caution that the utility of data depends significantly on educators' capacity for data interpretation. The lack of professional development in data literacy may limit the effectiveness of data-driven practices, emphasizing the need for systematic training in evidence interpretation and application.

Proactive Monitoring and Support Practices

Instructional leadership entails ongoing monitoring of teaching practices and providing timely feedback. Robinson, Lloyd, and Rowe (2020) correlate regular classroom observations and guidance with improved student outcomes. Despite the absence of formal tools, the commitment of school heads to proactive oversight reinforces the importance of contextual leadership in maintaining instructional quality.

Nonetheless, Guskey (2000) and Muijs et al. (2021) point to tensions between the demand for structured accountability and the practical realities in many schools, particularly in under-resourced areas. This underscores the need for flexible, yet credible, monitoring frameworks that balance formality with adaptability.

Addressing Classroom Needs Through Targeted Interventions

A common focus among school heads is the direct response to pressing classroom-level challenges such as reading proficiency. Hallinger and Heck (2009) support this focus, noting that instructional leadership thrives on prioritizing teaching and learning conditions. Likewise, Robinson et al. (2023) emphasize that addressing urgent academic concerns reflects a pragmatic, child-focused leadership style.

However, Fullan (2021) warns that while such immediacy is crucial, there is a risk of overlooking broader systemic reform or long-term sustainability. Balancing immediate needs with strategic vision is essential for long-lasting educational transformation.

Limited Evaluation in Intervention Focus

A critical limitation in SII implementation is the underdevelopment of robust evaluative frameworks. The OECD (2021) stresses that evaluation must extend beyond outputs (e.g., number of activities completed) to assess outcomes and long-term impact. Patton (2018) similarly criticizes superficial

assessment practices that inhibit reflective learning and evidence-based planning.

Strengthening the evaluative capacity of school heads through professional development and access to reliable tools is necessary for scaling interventions and ensuring accountability (Robinson et al., 2023). Without rigorous assessment mechanisms, school programs risk stagnating or becoming performative.

Resource Constraints and Their Impact on Implementation

Resource dependency remains a pervasive barrier in intervention implementation. Pfeffer and Salancik's (2019) Resource Dependency Theory highlights how limited access to financial and material resources shapes institutional behavior. In the Philippines, most school heads often use personal resources or depend on local donations to sustain interventions.

These constraints are more acute in rural and marginalized settings, creating a "double disadvantage" of high needs and low support (Tagolino & Santos, 2021; Uy & Reyes, 2020). Alcazaren and Manalastas (2020) add that insufficient human resources further burden school heads, who must often juggle instructional, administrative, and operational roles. Such structural inequities demand not only adaptive leadership but also systemic reforms to ensure equitable resource allocation.

Community Pressure on School Interventions

Community expectations, particularly in centralized educational systems, influence the decision-making of school heads. Day (2017), Bush (2019) and Leithwood (2020) explore how external accountability mechanisms—such as rankings and performance comparisons—can either enhance or compromise leadership efficacy. In some cases, pressure from stakeholders leads to innovative practices; in others, it induces stress, performative compliance, or short-termism.

Leithwood et al. (2020) recommend establishing supportive accountability systems that affirm professional autonomy while maintaining community trust. This balanced approach can empower school heads to lead authentically and strategically in meeting educational demands.

Challenges Encountered by School Head in the Implementation of School-initiated Interventions

Stakeholder Commitment

Stakeholder commitment is foundational to the success of SII, yet remains a persistent challenge, especially in resource-constrained environments. Inconsistent engagement from teachers and parents disrupts program implementation and affects student outcomes (Arciaga & Astillero, 2022). Limited teaching interaction and the logistical burdens of home visitations, particularly during modular learning, further complicated stakeholder involvement. De Asis et al. (2023) emphasized that school heads frequently struggle to maintain stakeholder motivation under resource-limited

conditions. In response, leaders have turned to community partnerships, fund realignment, and incentive mechanisms to reinforce participation (Tañiza, 2023). These findings echo international frameworks on shared school governance and collaborative accountability (Epstein, 2004), which stress that school effectiveness is amplified through meaningful and sustained stakeholder involvement.

Learner Engagement

Learner disengagement is another critical barrier to effective program delivery. Factors such as socioeconomic hardship, long travel distances, and lack of instructional materials reduce student participation and motivation (Evangelista & del Castillo, 2022). Tañiza (2023) notes that post-pandemic learning loss has deepened disparities, requiring school heads to adopt differentiated, student-centered strategies. Balinado and Tolentino (2021) argue that learner engagement depends not only on quality instruction but also on psychosocial support structures, which school leaders must actively facilitate. Thus, the literature affirms the need for specialized training and a responsive school culture that promotes equity and inclusivity in engagement efforts.

Leadership Persistence

Sustained and visible leadership is indispensable in the face of programmatic and institutional challenges. Rodulfa (2023) found that school heads who consistently model instructional leadership strengthen teacher

efficacy, particularly in blended and remote modalities. However, competing administrative duties and lack of support structures contribute to leadership fatigue (Dela Cruz & Mendoza, 2022; Valdez et al., 2021). These findings underscore the need for professional development, mentoring programs, and workload redistribution to preserve leadership resilience. The importance of emotional intelligence, relationship-building, and instructional supervision are also emphasized in sustaining alignment between school goals and intervention execution.

Environmental Constraints

Environmental disruptions—including extreme weather and safety concerns—significantly affect SII implementation. During the COVID-19 pandemic, for instance, mobility restrictions and health risks intensified the logistical burdens on school heads (Arciaga & Astillero, 2022). Thus, such constraints require flexible leadership, proactive planning, and coordination with external authorities to maintain continuity in learning. The unpredictability of environmental conditions calls for institutional preparedness and contingency planning to ensure uninterrupted delivery of school-based programs.

Implementation Flexibility

Balancing adherence to the Annual Implementation Plan (AIP) with responsiveness to emergent needs demands a high degree of leadership adaptability. Semanero et al. (2024) assert that comprehensive training in

School-Based Management (SBM) is essential to help school leaders navigate this balancing act. Nevertheless, rigid bureaucratic protocols and external pressures often limit school heads' autonomy (Reyes & Cruz, 2022). These constraints hinder real-time decision-making and contextualization of interventions. As such, the literature calls for dynamic leadership models and decentralization policies that empower school leaders to make context-sensitive decisions while remaining accountable to overarching policy frameworks.

Resource Constraints

Resource limitations remain among the most pressing challenges in SII implementation. Lack of funding, insufficient learning materials, and staff shortages frequently compromise the depth and sustainability of programs (De Asis et al., 2023; Estrada & Salazar, 2021). In some cases, school heads resort to using personal funds or community donations to bridge resource gaps (Pimentel & Ocampo, 2022). The literature advocates for systemic reform, including financial autonomy at the school level and revitalized research programs to support data-driven interventions. These findings align with resource dependency theory, which emphasizes the influence of external resources on organizational behavior and decision-making (Pfeffer & Salancik, 2019).

Community Pressure and Accountability

In decentralized education systems, community expectations can significantly influence the design and delivery of school interventions. Central schools, in particular, often face comparative scrutiny, which can create stress and undermine authentic leadership (Bush, 2019). While such pressure can catalyze improvements, it may also lead to performative compliance and short-term fixes rather than systemic solutions. The literature highlights the importance of fostering supportive community relations that balance expectations with an understanding of contextual limitations (Leithwood et al., 2020).

Coping Mechanisms of School Heads on the Challenges Encountered in the Implementation of School-Initiated Interventions

Adaptive Leadership for Collaboration

Adaptive leadership has been integral to fostering a participative and collaborative school culture. This approach enables school heads to mobilize collective efforts through open communication, regular team consultations, and shared decision-making. Navarro et al. (2024) emphasizes that stakeholder involvement in School-Based Management (SBM) directly enhances program responsiveness and implementation quality. Similarly, Picotti, L., & PONTI, A. (2023) found that a collaborative leadership style not only boosts staff morale but also aligns initiatives with local needs, particularly in resource-constrained settings. These findings affirm that adaptive

leadership strengthens trust and ownership among stakeholders—crucial elements in sustaining reforms.

Inclusive Learning Initiatives

In response to diverse learner needs, school heads have adopted differentiated instruction and remedial teaching as inclusive strategies. These approaches are further supported by incentive systems and engaging activities aimed at sustaining student motivation. Brillantes and Ruiz (2023) argue that inclusive and learner-centered interventions reduce educational disparities, especially in marginalized communities. Moreover, Reyes and Mariano (2022) highlight that school heads who integrate motivational and contextually relevant strategies contribute significantly to learner engagement and academic performance. This commitment to inclusive education exemplifies adaptive leadership geared toward equity and social justice.

Adaptive Leadership in Crisis Management

The COVID-19 pandemic and natural disasters have amplified the need for crisis-responsive leadership. School heads have employed flexible scheduling, modular and online learning systems, and adjusted school calendars to ensure learning continuity. According to Dizon (2025), such adaptive strategies allowed school leaders to respond effectively to sudden disruptions while accommodating both learner and teacher needs. Ramos (2022) further underscore the role of proactive risk management and clear communication in maintaining program momentum and stakeholder trust.

These efforts reflect the critical role of foresight, flexibility, and resilience in educational leadership during crises.

Leadership and Growth Strategies

Modeling professional behavior, engaging in continuous learning, and fostering peer support networks have been identified as vital leadership practices. Spillane, Halverson, and Diamond (2004) advocate for adaptive leadership that is flexible and reflective—traits essential for managing school-initiated innovations. Day (2017) emphasize that ongoing professional development sustains leadership motivation and equips school heads with up-to-date knowledge for problem-solving. Leithwood et al. (2020) also note that professional networks mitigate leadership isolation and promote best practice sharing. Collectively, these leadership growth strategies foster a resilient and responsive school leadership culture.

Strategic Planning for Intervention Management

Strategic alignment of interventions with institutional plans, such as the Annual Implementation Plan (AIP), enhances transparency and accountability. School heads employ systematic documentation to balance administrative compliance with program adaptability. Semanero et al. (2024) found that strategic planning enables school leaders to navigate SBM requirements while remaining responsive to emergent school-level challenges. Dizon (2025) also highlight how documentation facilitates reflective practice and evidence-based decision-making. Such planning mechanisms serve as both managerial tools

and adaptive coping strategies that support sustained program implementation.

Supportive Leadership

Building strong parent-school partnerships through regular communication, parent education sessions, and inclusive events has proven effective in garnering community support. Marquez (2023) argues that these strategies foster trust and shared ownership, especially in socio-economically disadvantaged communities. Francisco et al. (2022) emphasize that inclusive leadership, which engages families as co-educators, contributes significantly to improved student outcomes and community alignment. This approach illustrates how school heads can strategically leverage social capital to enhance the relevance and acceptance of school-initiated programs.

Resource Optimization and Partnerships

To overcome material shortages, school heads have maximized existing resources and established partnerships with LGUs, NGOs, and other community organizations. Dizon (2025) report that community resource mapping and local networking help secure material support and volunteer services crucial to program success. Baylon et al. (2025) further assert that partnerships with local stakeholders reduce reliance on limited school budgets and offer access to infrastructure, training, and instructional resources. These strategies exemplify resourceful and community-driven leadership aligned with the principles of SBM.

Enhancing Team Efficiency and Well-being

School heads have also focused on internal capacity-building by delegating tasks, implementing collaborative monitoring tools, and promoting teacher wellness. Tarraya (2023) found that effective delegation reduces burnout and enhances staff engagement. Reyes et al. (2022) highlighted the use of digital tracking and shared evaluation tools as mechanisms for improving accountability and real-time collaboration. Thus, wellness programs and emotional support initiatives significantly improve staff morale and reduce attrition. This holistic approach underscores the importance of human resource sustainability in successful program implementation.

Insights from the School Heads that can be Shared to the Community of School Administrators

Collaborative Leadership and Stakeholder Engagement

Collaborative leadership has been widely recognized as a critical factor in the successful implementation of school-initiated interventions (SIIs). School heads emphasize the importance of engaging various stakeholders, including Local Government Units (LGUs), community partners, parents, and civil society, to secure necessary logistical, financial, and human resource support. This resonates with Leithwood et al. (2020), who found that distributed leadership that spans across school and community actors significantly enhances school improvement efforts by broadening ownership and resource access. Similarly, Spillane, Halverson, and Diamond (2004) argue that

leadership distributed among multiple stakeholders fosters innovation and stronger commitment, echoing school heads' experiences in empowering teachers and community members to take initiative.

Epstein's (2002) framework on school-family-community partnerships further supports these findings by emphasizing that collaborative relationships create a shared responsibility for student success. However, consistent with the challenges voiced by school heads, Sheridan et al. (2019) highlight that parental engagement is often uneven due to socioeconomic, cultural, and communication barriers, limiting the effectiveness of home-school collaboration.

To address these challenges, school heads have adopted adaptive strategies such as utilizing digital communication platforms, organizing community events, conducting home visits, and fostering culturally sensitive dialogues. These efforts align with findings that adaptive, context-sensitive approaches to stakeholder engagement are essential for building trust, increasing participation, and sustaining educational reforms (Leithwood et al., 2020; Epstein, 2004). Partnerships with LGUs and NGOs also provide critical supplementary resources, mitigating constraints related to funding and stakeholder fatigue, thus reinforcing the sustainability of SIIIs.

Data-Informed Decision-Making and Monitoring

The strategic use of data for instructional improvement and program monitoring is increasingly emphasized in education research as a best

practice. School heads employ baseline assessments, pre- and post-tests, classroom observations, and feedback loops to tailor interventions, improve teaching responsiveness, and ensure program fidelity. This aligns with Wayman, Midgley, and Stringfield's (2006) findings, which affirm that data-driven instruction enhances targeted teaching and responsiveness to learner needs. Moreover, systematic monitoring fosters transparency, accountability, and a culture of reflective practice, which school leaders find crucial for sustaining intervention momentum.

Despite these advancements, school heads report significant gaps in comprehensive evaluation tools that go beyond activity tracking to measure meaningful learning outcomes. Fullan (2010) critiques many educational programs for focusing disproportionately on completing planned activities rather than evaluating real impacts on student achievement. This gap limits the ability of school leaders to derive actionable insights and scale effective interventions.

In coping with these limitations, school heads utilize pragmatic, informal evaluation methods such as teacher observations, student portfolios, and community feedback. They advocate for capacity building in monitoring and evaluation and the integration of standardized tools to enhance the rigor and utility of program assessments. These findings underscore the dual role of data utilization in day-to-day instructional leadership and long-term program

improvement, highlighting the need for systemic support to strengthen evaluation practices in schools.

Leadership-Driven Student Progress and Goal Alignment

Effective leadership that aligns teacher efforts towards common academic goals is foundational to improving student outcomes, particularly in literacy development—a focus area of many SIIIs. Research by Robinson, Lloyd, and Rowe (2008) confirms that instructional leaders who clearly set educational priorities and coordinate teacher activities have a positive impact on student achievement. School heads achieve this through structured planning, such as implementing reading programs and facilitating collaborative lesson planning to ensure instructional consistency.

The fostering of a collaborative school culture that promotes shared accountability also supports the sustainability of these interventions. Louis et al. (2010) found that positive school climates characterized by teamwork and professional dialogue enhance teacher motivation and instructional effectiveness, reinforcing the observations of school heads who facilitate Learning Action Cell (LAC) sessions, peer mentoring, and performance reviews.

Challenges in maintaining alignment—such as teacher resistance, workload fatigue, and varied competencies—are addressed through capacity building and distributed leadership. Spillane's (2004) model of distributed

leadership supports this participatory approach, which empowers teachers to own components of the intervention and promotes staff engagement.

Additionally, data plays a crucial role in leadership-driven progress monitoring. School heads utilize student assessment data to track literacy development and adjust strategies accordingly, ensuring responsiveness to learner needs and sustaining program focus despite systemic constraints. Collectively, these leadership practices underscore the importance of instructional coherence, collaborative culture, and data-informed decision-making in driving and sustaining student academic progress.

Targeted and Inclusive Interventions in Education

Global educational trends increasingly emphasize inclusive, student-centered interventions that address both academic and socio-emotional needs of learners, reflecting a commitment to equity and differentiated instruction. According to Snow, Burns, and Griffin (1998), literacy—particularly reading proficiency—is foundational for cognitive development and lifelong learning. This aligns with school heads' prioritization of reading as a core area for intervention, with remedial reading sessions and literacy campaigns being common strategies to address early learning gaps.

School leaders' attention to socioeconomic factors influencing student performance echoes Banks' (2015) advocacy for culturally responsive teaching. Socioeconomic challenges such as poor nutrition, lack of learning resources, and limited parental support hinder student engagement and

learning outcomes. Florian and Black-Hawkins (2011) further emphasize the necessity of inclusive education frameworks that accommodate diverse learners within mainstream classrooms, promoting equity beyond academics through initiatives like feeding programs and psychosocial support.

However, persistent challenges such as behavioral issues and learning gaps call for multi-tiered support systems, which advocate for interventions tailored to varying student needs. School heads' efforts to incorporate data-driven and empathetic approaches reflect adaptive leadership styles that adjust to evolving student demographics and resource availability (Booth & Ainscow, 2015).

Challenges to Sustained Implementation of School-Initiated Programs

Sustaining SII is often hindered by irregular teacher and parent engagement, limited resources, and environmental disruptions. Mulford (2003) and Robinson (2024) identify these factors as major barriers in school improvement efforts globally. In the Philippine context, typhoons and other natural disasters disrupt learning continuity, as highlighted by Hebebc(2023), necessitating flexible responses such as temporary learning spaces and alternative modalities.

Parental involvement, a key contributor to student success, is frequently constrained by socio-economic pressures and communication barriers (Desforbes & Abouchaar, 2003). School heads report using adaptive strategies like home visits, flexible meeting schedules, and digital outreach to

bridge these gaps, consistent with findings from Henderson and Mapp (2002) on the importance of culturally sensitive communication and community engagement.

Adaptive and Strategic Leadership in Education

School leaders' responses to challenges exemplify Heifetz's (1994) theory of adaptive leadership, which encourages flexibility and innovation in complex, uncertain environments. Adjusting intervention schedules, providing remedial sessions, and utilizing alternative learning modalities such as radio instruction and printed modules have been effective in maintaining educational access during crisis.

Supporting teacher well-being is also critical. Skaalvik and Skaalvik (2017) emphasize that incentives, wellness initiatives, and professional support reduce burnout and sustain instructional quality. School heads often employ collaborative problem-solving and distributed leadership (Fullan, 2011; Spillane, 2004) to share responsibilities and build resilience within their teams.

Resource Mobilization and Community Partnerships

Budget constraints necessitate proactive resource mobilization, often through partnerships with Local Government Units (LGUs), non-governmental organizations (NGOs), and community stakeholders. Epstein (2002) argue that leveraging community assets strengthens school capacity and outcomes. Grant writing and resource mapping—practices endorsed by Hargreaves and

Fink (2006)—enable schools to diversify funding and reduce reliance on internal budgets.

Despite challenges such as bureaucratic delays and limited proposal-writing skills, school heads have engaged in capacity-building efforts, including partnerships with universities to enhance grant acquisition and community collaboration. Blank, Jacobson, and Melaville (2012) affirm that schools with strong community ties exhibit greater resilience and ability to address student needs comprehensively.

Sustaining Motivation and Enhancing Team Efficiency

Teacher motivation and team efficiency are essential for effective program implementation but are often threatened by fatigue and burnout. School leaders utilize delegation and collaborative tools to distribute workloads and foster shared ownership, aligning with Spillane's (2004) distributed leadership model.

Wellness programs, recognition initiatives, and professional learning communities promote positive school climates and teacher job satisfaction, supported by findings from Collie, Shapka, and Perry (2012). Leithwood and Jantzi (2008) highlight transformational leadership qualities—such as empathy and empowerment—as key drivers of improved teacher performance and sustained school improvement.

Communication and Parental Involvement

Effective communication strategies, including the use of digital platforms and home visits, are crucial for increasing parental involvement, a significant factor in student achievement (Hoover-Dempsey & Sandler, 1997). School heads also organize inclusive literacy events and parenting seminars to build partnerships and shared responsibility for learning, consistent with Henderson and Mapp's (2002) framework for school-family-community collaboration.

Persistent barriers such as limited digital access and socioeconomic constraints require flexible communication approaches to foster trust and engagement. Epstein (2004) emphasizes comprehensive partnership frameworks as vital for sustaining meaningful parental participation in education.

The Need for Systematic Evaluation Tools

A major gap identified by school heads is the lack of systematic tools to evaluate program outcomes beyond mere activity outputs. Guskey (2024) advocates for evaluation models focusing on student learning gains and long-term impacts, moving beyond attendance or completion metrics.

In practice, many schools rely on informal or improvised assessments. Efforts to develop school-based monitoring tools, feedback loops, and partnerships with educational experts reflect emerging moves toward evidence-based practices. The CIPP (Context, Input, Process, Product) model

by Stufflebeam (2003) offers a comprehensive framework adaptable to school settings, though formal training and resources remain limited.

Building capacity for rigorous, outcome-oriented evaluation is critical for scaling and sustaining SIIIs and aligning them with broader educational goals of equity and quality.

Balancing Policy Compliance and Contextual Flexibility in School-Initiated Interventions

Implementing school-initiated interventions (SIIIs) often requires school leaders to navigate the complex interplay between adhering to top-down policy mandates and responding to the unique contextual demands of their school communities. One such mandate, the Annual Implementation Plan (AIP), provides standardized frameworks and performance indicators intended to guide school operations. However, strict compliance with such frameworks can present challenges when local realities—such as resource constraints, geographic isolation, and socio-cultural differences—demand contextual flexibility.

Spillane, Reiser, and Reimer (2002) argue that effective school leadership hinges on leaders' capacity to interpret and mediate policy directives within the realities of their environments. Rather than functioning as mere policy executors, school heads engage in what the authors term "policy sense-making," which involves adapting centralized expectations in ways that remain locally relevant. This tension between standardization and flexibility

becomes even more pronounced during periods of disruption—such as natural disasters or public health crises—where school leaders must rapidly adjust plans and resources to ensure continuity of learning and well-being.

In addressing these challenges, school heads adopt adaptive strategies that reflect a balance between fidelity to policy and responsiveness to context. One approach is the development of localized school-level action plans that mirror AIP goals while incorporating modified timelines and alternative delivery mechanisms. These adjustments are systematically documented to ensure transparency and accountability, consistent with Fullan's (2007) concept of "intelligent accountability," which emphasizes the value of professional judgment and the strategic use of evidence in decision-making processes.

Stakeholder engagement emerges as a critical mechanism in this balancing process. Consultations with teachers, parents, and community members allow school heads to validate proposed adaptations and ensure alignment with local needs and expectations. Louis et al. (2010) support this view, highlighting that collaborative decision-making fosters more sustainable and context-sensitive school reforms. Moreover, these inclusive practices not only increase the relevance of programs but also enhance community ownership and support, which are essential for long-term impact.

To mitigate gaps left by rigid national policies, school heads also mobilize external support from local government units, non-governmental organizations, and other community partners. Such efforts resonate with the

findings of Briggs and Wohlstetter (2015), who contend that the successful implementation of education policies at the school level often relies on strong community-school linkages and multi-stakeholder partnerships. These relationships help bridge resource deficits and provide the necessary flexibility for schools to innovate and respond to emergent challenges.

Reflective leadership practices further support school heads in navigating this policy-context dynamic. Strategies such as mid-year program reviews, peer learning exchanges, and ongoing performance assessments enable school leaders to evaluate what works and recalibrate interventions accordingly. These practices reflect a growing recognition that leadership is not static but continuously evolving in response to complex and dynamic educational environments.

Theoretical Lens

The foundation of this investigation is seen on the perspective of the implementation theory presented by Merrell (2011). This theory emphasizes the importance of understanding the incremental advancement of adoption and implementation procedures, encompassing institutional change that culminates in accepting innovation as a novel and dominant solution. Actors engaged in this process of institutionalization frequently encounter diverse institutional contexts and environments that influence their capacity to facilitate or impede the process. It is critical to ensure that all stakeholders are

in accord at each stage of the process and to consider the regulatory, legal, and economic requirements to execute anything on a large scale successfully.

Furthermore, an analysis of school principals' innovative capabilities and efficacy in executing school-initiated interventions can be conducted using the Implementation theory, which Merzell (2011) proposed. This theory emphasizes the interrelated tasks individuals and organizations perform during the implementation process.

To effectively integrate this theory into school-initiated interventions, school administrators and other relevant stakeholders must accord priority to the subsequent components: Administrators of educational institutions must comprehensively comprehend the institutional setting within which the intervention is being implemented. This requires understanding the economic, legal, and regulatory conditions that must be met for the intervention to succeed. Stakeholder alignment: At each stage of the implementation process, school administrators are tasked with ensuring that all parties involved agree with the underlying principles and reasoning. This involves understanding the perspectives of educators, learners, guardians, and other relevant stakeholders and ensuring that these perspectives are considered during the implementation stage. Principals are responsible for fostering the growth of leadership abilities throughout the entire educational system. This entails the development of leadership qualities, including self-reflection, the promotion of confidence, curiosity, and adaptability. Achieving universal stakeholder

participation: It is the responsibility of school administrators to secure the engagement of all relevant parties in the implementation process, including educators, students, guardians, and community members. This entails the establishment of input channels and the encouragement of collaboration, as well as the provision of opportunities for all participants in the implementation process to articulate their viewpoints and opinions. Supervising and evaluating the implementation process: To ensure the success of the implementation process, school administrators must supervise and evaluate it. This involves collecting data about the execution process and utilizing this information to make informed decisions regarding the execution process.

In order to ensure the efficacy of school-initiated interventions and substantial transformations within the educational system, school administrators may employ Merzell's implementation theory (2011), which centers on three distinct elements.

CHAPTER III

METHODOLOGY

This chapter describes the applicability of qualitative research methodology, articulates the descriptive qualitative research approach, the research question, data gathering procedures, data analysis, and issues associated with participant confidentiality, data collection approaches, factors affecting internal and external validity, and data analysis techniques, and research instrumentation and data coding.

Research Design

In this study, school heads' experiences with school-initiated interventions (SIIIs) were explored and recorded using a descriptive qualitative design. It specifically described (1) what school-initiated interventions were carried out by school heads, (2) what they went through during the process, (3) the problems they faced, (4) how they faced these problems and (5) lessons they have for the wider community of school administrators.

Since the study aimed to gain detailed insights, a qualitative approach was chosen. Qualitative research helps uncover how individuals interpret and make sense of what happens to them in their daily lives. According to Sutton and Austin (2015), qualitative research is useful for identifying the views,

emotions and meanings participants give to their actions and experiences. It enables scholars to study hard-to-measure aspects of society.

To match the processes of qualitative inquiry, the study collected and analyzed data in a flexible way as the study progressed. The research took place in real school settings to ensure that the findings came from real-life experiences of school leaders.

With this approach, the analysis worked to develop a strong understanding of how school leaders meet policy, resource and community demands while conducting and maintaining SIIIs. By analyzing the experiences and movements of the organizations, we gained insight into the main problems and how to handle them which can guide further improvements in leadership and policy.

Role of the Researcher

In this study, the researcher assumed the roles of observer, interviewer, transcriber, facilitator, and interpreter.

As an interviewer, the researcher conducted individual interviews with fifteen (15) participants and facilitated a focus group discussion with five (5) participants to gather diverse perspectives. Afterward, the researcher acted as a transcriber.

The responses were transcribed by the researcher, and codes were assigned to each response from both the individual interviews and the focus group discussion to maintain anonymity.

Furthermore, the researcher triangulated the data by analyzing the individual interviews and focus group discussions.

Once themes were generated from the interview transcripts, the researcher interpreted the data. Each essential theme emerging from every research question was analyzed and discussed accordingly.

Research Participants

The study included elementary school principals with or without direct experience implementing school-initiated interventions in the Cotabato Division in the Province of North Cotabato and a minimum of five years of tenure in their positions.

Ten (10) participants were selected as participants in an in-depth interview as part of this research study. The participants were also randomly selected, with neither their gender nor age considered. It is imperative to recognize that in addition to implementing the school-initiated interventions, participants either with or without direct experience of implementing an SII should have understood and have witnessed that the program implemented had an impact on the students' academic progress and on the academic institution.

Data Collection Procedure

Several aspects were taken into account while determining suitable study methodologies for data collecting and instrumentation (Anderson, 2003). The considerations included the need for data from subject matter experts, which was derived from their day-to-day experiences and various viewpoints of participants. Creswell (2003) categorized data-collecting forms as observations, interviews, documents, and audio-visual resources. According to Elliott (2005), the in-depth interview was the most suitable and accessible way to collect data in order to ensure the validity and trustworthiness of the data in the target population. The use of semi-structured questions in a face-to-face interview is the most suitable method for comprehending the main issue of academic disengagement among students. This is because it places significant importance on the researcher's role in eliciting and representing an interpretive connection with the world (Hiller & Di Luzio, 2004).

The benefits include decreased data collection time, enhanced research participant accessibility, a universally acknowledged technique for reliable qualitative research, and simplified study replication. The drawbacks of this approach include the requirement for increased researcher-participant interaction, the expenses associated with data collection involving interview recordings and transcription, and the generation of a substantial amount of research data from the transcribed interviews (Cresswel, 2003). In addition,

the researchers can examine the reactions to non-verbal communication shown during interviews.

The study employed in-depth interviews and focus group discussions involving a purposive sample drawn from the different occupational areas being studied. As noted by Kvale (2003), a qualitative interview is designed to gather detailed personal accounts and insights into the significance of life experiences as understood by the interviewees themselves.

Before gathering any data, the researcher obtained official approval from the Regional Office of the Department of Education. A formal request, endorsed by the Dean of the Graduate School of the University of Southern Mindanao, was submitted to the Regional Director, seeking permission to conduct research involving a random selection of primary school principals within the Cotabato Division.

After securing regional approval, the researcher forwarded another formal letter to the Schools Division Superintendent of Cotabato, requesting authorization to proceed with the study. This request also carried endorsements from both the Dean of the Graduate School and the Regional Office of the Department of Education.

To begin the interviews, the researcher met with school administrators and the chosen participants to explain the study's objectives and the importance of obtaining informed consent. Participants were asked to sign a

consent form, indicating their voluntary agreement to take part in the in-depth interviews.

Once consent had been obtained, the interviews were conducted based on schedules agreed upon by both the researcher and the participants. All sessions were audio recorded and the recordings were turned over to a transcriber. The transcriber—an experienced teacher familiar with qualitative research methods and fluent in the local dialect spoken by school heads in the Cotabato Division—transcribed the interviews verbatim, using coded identifiers to protect participants' identities.

The transcripts were then translated by an English instructor with a Master's degree in Teaching English. To ensure the reliability of the translations, another instructor with the same academic background reviewed the work for accuracy and consistency. After the translation process, the researcher returned to the participants to validate their responses and confirm that the transcribed accounts accurately reflected what they had shared. The same approach was used with the focus group participants to strengthen the credibility of the data. Lastly, to further validate the findings, the researcher conducted follow-up visits with participants to present and confirm the accuracy of the results, ensuring that their views and experiences had been faithfully represented in the study.

Data Source

The data for this research study was collected from the direct replies of randomly chosen elementary school heads who served in the Cotabato Division for more than five years. The data was obtained via facilitated interview conducted by the researcher. Additionally, these replies were taken from the ten (10) identified school heads through an in-depth interview while five for the Focus Group Discussion

Data Analysis Procedure

In the analysis of data, three steps were employed patterned after the study of Gempes, Sayson, Manalaysay, Mejica, and Noveno, (2009). These were data reduction, data display, and conclusion drawing and verification.

During the data reduction, answers of the informants from the audiotape were transcribed and translated, decisions were made on how to code categories, group and organize them. After the themes were established, the researcher made an interpretation of the results and presented them through a tabular presentation to illustrate the patterns and findings of data. The analysis of qualitative data is exploratory in nature and employed a constant comparison procedure. All interviews were transcribed and analyzed. Initially, transcripts were read and re-read, and notes were taken as broad themes or concepts emerged. Subsets of concepts called categories were noted and gradually fell into the context of the broader themes.

The data were analyzed to identify salient elements relating to importance and unobtrusive themes. Data from the transcribed interviews were coded to reduce attributions to the component elements of cause, outcome, and links between the two. The intent was to analyze the data and establish common themes, patterns, terms, or ideas that can inform a deeper understanding of the issue surrounding the research problem while articulating a rich description of the school heads implementation of the school-initiated interventions.

Trustworthiness

As reference by Shenton (2003), Guba put out four criteria that qualitative researchers should examine to conduct a reliable study. Guba's constructs align with the criteria used by positivist investigators, prioritizing credibility over internal validity, dependability over reliability, confirmability over objectivity, and transferability over external validity/generalizability. Peer debriefing and member checking will establish credibility in this research. Peer debriefing was engaged in a collaborative conversation with my co-researchers to address relevant aspects of the research and determine the study methodology. The study paper underwent peer review by individuals in positions of authority to get input. Member checking involved providing the informants with the transcripts and translations of the interview to ensure that their opinions and experiences have been accurately captured. The

researcher was intentionally engaged in member-checking to enhance the reliability of the data, therefore showcasing the researcher's commitment to being responsible for analyzing the facts seen in the study. Implementing an audit trail in the research enhanced its credibility. As suggested by Lincoln and Guba and quoted by Amparo (2011), the audit trail comprises unprocessed data and documented records that detail the actions taken throughout the interview process.

To ensure the credibility of this research, a range of validation strategies was thoughtfully applied. One important measure was seeking the guidance of a research expert, who carefully reviewed the manuscript with a focus on the technical elements and the methodological framework, particularly the procedures followed during data collection. Another crucial step was involving the participants in the validation process. After translating the interview transcripts, participants were invited to review them to confirm that their ideas and perspectives were truthfully and accurately represented in the final document. This participatory approach helped strengthen the trustworthiness and integrity of the study's findings.

Dependability in this study was maintained by carefully following established procedures, which were fully documented to allow other researchers to replicate the work. This was supported by a detailed and precise research design that clearly outlined both the planned steps and the

actions actually taken. The specifics of data collection were also thoroughly recorded.

To ensure reliability, the researcher consistently followed important protocols throughout the data collection phase. Clear explanations were provided, especially regarding how permission was obtained from participants, a key requirement for this study.

Confirmability was achieved by grounding the study's conclusions in the experiences and insights shared by participants during the interviews, rather than any personal views of the researcher. To strengthen this, data triangulation was used by comparing responses from multiple participants to spot any discrepancies. Additionally, independent external audits were conducted by people who were not involved in the research. These reviewers examined the methodology and findings to verify that the conclusions were well supported by the data.

The researcher made sure to rely solely on participants' responses, guarding against any personal bias influencing the results. Triangulation with participants further confirmed the consistency of the data. External experts in qualitative research were also invited to review the study, focusing on both the methods used and the overall content. This thorough review helped ensure accuracy in how the study was conducted and reported.

To support transferability, the researcher kept systematic records as detailed in the archival log, including comprehensive documentation of all

interview procedures. While the study shared broad insights, it invited readers to relate the findings to their own contexts and experiences. By making the study's documentation available, it allowed both readers and future researchers to consider how the findings might apply to similar educational settings or programs.

To further ensure transferability, the researcher carefully recorded all data. The archival log included details on the research methods and timing of data collection. Interview dates were fully documented, and certifications for both the translator and transcriber were kept. These appendices give readers a clear view of the research process.

Ethical Considerations

The methodology of this study adhered to seven fundamental principles of ethical research, as outlined by McLeod (2009), which include the following: The principles that should be followed include obtaining informed and voluntary permission, respecting the rights of privacy and confidentiality, minimizing risk, being honest, demonstrating social and cultural responsibility, ensuring research adequacy, and avoiding conflicts of interest. During the execution and implementation of this research. The Treaty Principle of Participation, as McLeod (2009) mentioned, will be shown by the offer to participate. This invitation guarantees voluntary participation and is contingent upon a comprehensive knowledge of sufficient facts.

The primary focus of this research was on the Treaty Principle of Protection, specifically about upholding the rights of privacy and secrecy and minimizing potential risks for participants. All necessary measures were taken to ensure the participants' information remains secure to minimize the potential risk associated with confidentiality. Participants were informed that they can withdraw their information before the data-collecting procedure is finished. They were also asked to confirm the accuracy of their transcript once the interview was conducted. This allowed the participants to modify or eliminate any information they saw as potentially revealing their identity or causing them discomfort. The researcher's adviser reviewed or changed the interview transcripts after they were verified and amended. The researcher had the authority to use pseudonyms, change names, and modify non-significant dates to protect the participant's identity during data analysis and reporting. Regarding participant protection, it is important to stress that this research did not use any deception throughout its execution, particularly in the recruitment of participants or the procedures used for data collection.

Before arranging the interviews, all participants were provided with informed consent. Every participant must provide a written personal acknowledgment, permission, and an indication of their desire to engage in the research release. The informed consent letter introduces the research endeavor, offers contact details, clearly states the study's objective, requests voluntary involvement from recipients, and specifies the expected information

that participants were required to submit. By providing personal guarantees of committed involvement, promptly arranging interviews, and maintaining personal contact, attrition, and non-responsiveness were reduced, and sufficient participation was secured to reach topic saturation.

The informed consent letter clearly outlined the procedural measures to ensure privacy, confidentiality, and the non-attribution of individual replies. The informed consent letter stated that the participants' background information was kept secret and not disclosed without their explicit prior agreement. Access was limited to those with a legitimate need to know who preserved and secured participant information to maintain confidentiality and anonymity and prevent unauthorized disclosure. This was done to guarantee the accuracy and trustworthiness of the data supplied. Before participating in the study, all participants must sign and submit the permission letter to the researcher.

During this research, the researcher visited the Office of the Schools Division Superintendent, and the designated participating schools to seek authorization to conduct the study.

Once all preparations for the in-depth interview were complete, the researcher gave the participants an orientation on the research's procedures and objectives. They signed the informed consent form, indicating their voluntary agreement to participate in the study.

CHAPTER IV

RESULTS

This chapter outlines the findings and analysis related to how school heads implement School-Initiated Interventions (SIIs). It explores their lived experiences, the difficulties they face, strategies they employ to overcome these challenges, and the lessons learned that may benefit fellow educational leaders. The discussion is grounded in responses to qualitative research questions, which guided the collection and interpretation of participant input.

To extract meaningful patterns, the researcher gathered data through one-on-one interviews and validated these insights via focus group discussions. The study engaged a total of fifteen (15) school heads from North Cotabato—ten (10) took part in individual interviews, while five (5) joined the focus group sessions. This approach enabled a deeper and more nuanced understanding of the subject matter.

Early Reading Intervention

The study identified various school-initiated interventions implemented by school heads to address academic, behavioral, and developmental challenges among learners. These interventions reflect the school leaders' commitment to fostering a conducive learning environment through targeted programs, instructional leadership, and community engagement.

Table 1 presents result of the various school-initiated interventions that school heads have actively designed and implemented to address specific concerns in their school.

Early Reading Intervention

One of the primary interventions reported is the implementation of early reading programs in Grades 1 to 3. These programs are designed to support low-performing readers and enhance English literacy skills. School heads highlighted the use of structured reading strategies to ensure that learners reach grade-level proficiency. This intervention underscores the recognition of early literacy as foundational to academic success. By targeting reading skills at the primary level, schools aim to prevent future learning difficulties and promote lifelong learning habits. This result is supported by the participants' responses, who stated that:

"Nakita namon nga madamo sa mga Grade 1 nga estudyante ang may kabudlayan sa batás nga pagbása, kag ini naka-apekto sa ila kabug-osan nga performance. Gani nagpatigayon kami sang isa ka estrakturado nga early reading program gamit ang phonics-based nga pagtudlo. Paglabay lang sang pila ka bulan, nakita namon ang pag-uswag sa ila abilidad sa pag-decode kag pagkilala sang mga tinaga."

"We observed that many of our Grade 1 pupils struggled with basic reading skills, which affected their overall performance. So, we introduced a structured early reading program using phonics-based instruction. Within a few months, we noticed improvements in decoding and word recognition." [SH-1]

"Agud masolusyunan ang mabudlay nga pagbása sang mga kabataan sa early grades, ginpatuman namon ang 'Every Child a Reader' program. Gintraining namon ang among mga maestro kag maestra sa guided reading kag comprehension strategies. Ang among handum amo nga tanan nga estudyante sa Grade 3 mag-abot sa angay nga lebel sang pagbása."

"To address the low reading performance in early grades, we adopted the 'Every Child a Reader' program. We trained our teachers in guided reading

and comprehension strategies. The goal is to have all students reading at grade level by the end of Grade 3." [SH-3]

"Ang pagbása amo ang patukorán sang tanan nga pagtuon. Amo na nga ginprioritize guid namon ang early literacy. Ginila namon ang mga kabataan nga naga-struggle sa pagbása paagi sa regular nga assessment kag ginhatagan sila sang remedial nga sesyon gamit ang leveled reading materials."

"Reading is the foundation of all learning. That's why we prioritized early literacy. We identified struggling readers through regular assessments and provided them with remedial sessions using leveled reading materials." ." [SH-5]

Classroom Support for Struggling Students

Another significant intervention involves classroom-based academic **support** for struggling students. School heads view this strategy as critical in providing individualized instruction and remediation during regular class sessions. Teachers employ instructional differentiation and in-class interventions tailored to specific learning needs. This targeted support aligns with inclusive education principles and reflects an effort to close achievement gaps by addressing diverse learner needs within mainstream classrooms. Participants further supported this claim, expressing in their responses that:

"Nagpatuman kami sang classroom remediation para sa mga estudyante nga nahibilin. Ginalakip ini sa regular nga oras sang klase kag wala sila ginakuha sa klase. Ang mga maestro kag maestra naga-adjust sang ila pagtudlo agud wala gid nga bata nga mabilin."

"We implemented classroom remediation activities for those who are falling behind. These are done during regular class hours without pulling the students out. The teachers adjust their teaching so that no child is left behind." [SH-4]

"Ang differentiated instruction kabahin na sang adlaw-adlaw nga routine sa among klase. Ang mga maestro kag maestra naga-aman sang lain-lain nga buluhaton base sa abilidad sang mga estudyante. Ini nagabulig nga mangin mas madinalag-on kag inklusibo ang pagtuon para sa tanan."

"Differentiated instruction is part of our daily classroom routine. Teachers prepare varied tasks based on the ability levels of the students. It helps make learning more accessible and inclusive for everyone." [SH-6]

Writing Development in Upper Grades

For learners in Grades 4 to 6, a focus on **writing development** is evident through grade-specific assignments that follow a developmental trajectory. The school heads indicated that writing tasks are scaffolded to build progressively complex skills. These tasks are also aligned with curriculum standards, ensuring coherence between instruction and expected learning outcomes. This approach allows students to refine their writing abilities while meeting increasing academic demands as they advance through grade levels. This result is reinforced by the participants' response.

"Sa Baitang 4 hanggang 6, unti-unti naming pinapataas ang antas ng kahirapan sa mga gawaing pagsulat. Nagsisimula kami sa pagsulat ng talata, pagkatapos ay sanaysay, hanggang sa pinapagawa na namin sila ng mas mahahabang komposisyon. Nakakatulong ito para magkaroon sila ng kumpiyansa at ayos sa kanilang pagsusulat."

"In Grades 4 to 6, we gradually increase the difficulty of writing tasks. We start with paragraph writing, then move to essays, and eventually require students to write longer compositions. This helps them build confidence and structure in their writing." [SH-2]

"Inayos namin ang mga gawaing pagsulat upang tumugma sa mga kakayahang pampagkatuto sa bawat baitang. Layunin naming hindi ma-overwhelm ang mga mag-aaral, kundi matulungan silang umunlad nang tuloy-tuloy sa kanilang kakayahang magpahayag ng ideya sa pagsusulat."

"We designed writing activities that match the learning competencies in each grade level. The idea is to ensure that students are not overwhelmed but are steadily progressing in their ability to express ideas in written form." [SH-5]

"Gumagamit ang aming mga guro ng mga teknik sa scaffolding sa mga aralin sa pagsulat. Nagbibigay sila ng mga panimulang pangungusap, balangkas, at puna sa bawat hakbang. Kapag mas nagkakaroon na ng kumpiyansa ang mga bata, kaya na nilang magsulat nang mag-isa at mas mahusay."

"Our teachers use scaffolding techniques in writing lessons. They give sentence starters, writing outlines, and feedback at each step. As students gain more confidence, they're able to write independently and more effectively." [SH-7]

Managing Student Tardiness

Tardiness was identified as a recurring **disciplinary issue**, particularly in secondary schools. School heads treat it as a matter requiring administrative attention due to its impact on school culture and classroom learning. Policy-driven measures, such as consistent monitoring and enforcement, have been implemented to mitigate chronic lateness. These interventions reflect the leadership's effort to uphold discipline and punctuality, which are essential to maintaining a productive school environment. Participants in this study echoed this finding when they said that:

"Ang pagkahulahi sa klase nahimong seryosong problema sa among junior ug senior high school. Karon, ginarecord namo ang matag kalangay sa pag-abot ug ginapaadto ang estudyante sa guidance office kung kini magsige. Kini nga sistema nakatabang sa pagpasiugda sa responsibilidad ug disiplina.

"Tardiness became a serious issue in our junior and senior high school. We now record every late arrival and require students to report to the guidance office if it becomes habitual. This system helps promote accountability and discipline." [SH-4]

"Nagpatuman kami og polisiya batok sa kalangay nga naglakip og pagpahibalo sa ginikanan, counseling, ug community service para sa kanunay nga malangay. Ang tumong niini mao nga makasabot ang estudyante sa kahinungdanon sa pag-abot sa tukmang oras."

"We introduced a tardiness policy that includes parent notification, counseling, and even community service for repeat offenders. The goal is to make students realize the value of being on time." [SH-1]

Addressing Student Absenteeism

In relation to attendance, **frequent absenteeism** was reported to significantly affect students' learning. Participants emphasized the importance of understanding the root causes of absenteeism—whether socio-economic, health-related, or familial. Schools have adopted early monitoring systems and

implemented strategies aimed at increasing attendance, such as parent engagement, home visits, and incentive-based attendance programs. These measures aim to enhance student participation and reduce the negative academic consequences of missed class time. This is reinforced by participants who shared the same concerns that absenteeism is one of the key issues that need to be addressed in school.

"Nabantayan namon nga ang pirmi nga pagka-absent nagaresulta sang learning gaps. Gani ginatutukan guid namon ang attendance kag ginakontak dayon ang ginikanan kon ang bata wala nakasulod sang pila ka adlaw. Kasagaran, ang rason amo ang kakulangan sa kwarta, masakit, ukon problema sa pamilya."

"We noticed that frequent absenteeism leads to learning gaps. That's why we monitor attendance closely and immediately follow up if a student is absent for consecutive days. Often, the reasons are linked to poverty, illness, or family issues." [SH-1]

"Agud masolusyunan ang absenteeism, nagahimo kami sang home visits kag nagahambal sa ginikanan agud mas ma-inchindihan namon ang problema. May iban nga pamilya nga kinahanglan guid sang bulig, gani ginatuytoy namon sila sa mga local nga serbisyo ukon programa nga pwede makabulig."

"To address absenteeism, we conduct home visits and talk to the parents to understand the problem better. Some families need more support, so we try to connect them with local services and programs that can help." [SH-3]

Anti-Bullying Initiatives

A notable intervention includes programs that address **bullying and peer victimization**. School heads discussed child protection efforts focused on creating a safe and inclusive environment. Initiatives include anti-bullying campaigns, reporting mechanisms, and peer support programs. These strategies aim to promote student well-being by safeguarding learners from physical and psychological harm, thereby fostering a positive school climate. This is further supported by participants, who noted that:

"Nagsugod kami og anti-bullying campaign nga adunay tema nga 'Pagrespeto ug Pagkamanggihatagon Kanunay.' Apil niini ang mga poster, aktibidad nga gi-organisa sa mga estudyante, ug mga awareness talk. Ang tumong mao ang pagtukod og kultura sa eskwelahan diin ang tanan makabati nga luwas ug girespeto."

"We launched an anti-bullying campaign with the theme 'Respect and Kindness Always.' It includes posters, student-led activities, and awareness talks. The goal is to build a school culture where everyone feels safe and valued." [SH-5]

"Gawas sa mga reporting system, nagtukod pud mi og peer support groups aron adunay kasandigan ang mga estudyante kung adunay problema. Kini makatabang nga malikayan ang kahilayo ug dili mudako pa ang bullying."

"Aside from reporting systems, we also formed peer support groups so students have someone to talk to. This helps reduce isolation and prevents bullying from escalating." [SH-6]

Pedagogical Enhancement

Improving **teacher instructional skills** emerged as a key leadership priority. School heads reported investing in professional development and coaching to enhance pedagogy. Teachers are encouraged to adopt effective methods that support differentiated instruction and active learning. These initiatives are expected to result in improved student outcomes by raising the overall quality of teaching. Pedagogical enhancement also reflects the belief that teacher competence is central to school improvement. This result is supported by the responses of the participants who said that:

"Pirme kami naga-conduct sang Learning Action Cell (LAC) sessions para mabuligan ang mga manunudlo nga mapaayo ang ila pamaagi sa pagtudlo. Ginahatagan namon sang pagtamod ang mga estratehiya pareho sang differentiated instruction kag learner-centered nga mga pamaagi."

"We regularly hold Learning Action Cell (LAC) sessions to help teachers improve their instructional practices. We focus on strategies like differentiated instruction and learner-centered approaches." [SH-2]

"Isa sa mga prayoridad namon amo ang pagpauswag sang abilidad sang mga manunudlo. Ginapadal-an namon sila sa mga training kag may ara man kami sang peer coaching para mabuligan sila nga mapaayo ang ila mga pamaagi sa pagtudlo. Dako ang impact sang maayo nga manunudlo sa pagtuon sang mga estudyante."

"One of our priorities is teacher development. We send teachers to trainings and we also do peer coaching to help them improve their teaching"

strategies. A well-trained teacher can make a big difference in student learning." [SH-4]

"Ginaengganyo namon ang mga manunudlo nga mangin innovative sa ila klase. Ginahatagan sila suporta kon gusto nila magamit sang bag-o nga pamaagi pareho sang project-based learning ukon paggamit sang teknolohiya. Kabahin ini sang amon panghangkat nga mapaayo ang kalidad sang pagtudlo."

"We encourage innovation in the classroom. Teachers are supported when they try new methods like project-based learning or integrating technology. It's part of our effort to raise the quality of teaching." [SH-6]

Enhancing Student Nutrition Beyond DepEd Programs

In response to the limited coverage of the DepEd feeding program, schools have developed local nutrition initiatives to support student health. These include supplemental feeding, partnerships with local government units (LGUs), and community-based support systems. The expanded focus on nutrition signifies a holistic approach to student welfare, recognizing that learning is greatly influenced by a child's physical well-being. This is further supported by participants, who mentioned that:

"Nakita namon nga indi tanan nga malnourished nga kabataan sakop sang feeding program sang DepEd. Gani nag-umpisa kami sang lokal nga inisyatibo upod ang barangay council para makahatag sang dugang nga pagkaon gamit ang mga produkto halin sa lokal nga komunidad."

"We realized that not all malnourished children are covered by the DepEd feeding program. That's why we started a local initiative with the barangay council to provide supplemental feeding using local produce." [SH-1]

"Nagtukod kami sang vegetable garden sa eskwelahan nga ginahanduraw sang mga manunudlo, ginikanan, kag mga estudyante. Ang mga naani ginagamit sa among school-based feeding kag gina-promote man sini ang husto nga pagkaon sa mga kabataan."

"Our school established a vegetable garden managed by teachers, parents, and students. The harvest is used in our school-based feeding, and it also promotes healthy eating habits among the learners." [SH-3]

"Para mapadayon ang among feeding initiative, nakipartner kami sa mga lokal nga NGO kag mga negosyante nga naga-donar sang bugas, de lata, kag usahay karne. Isa ini ka komunidad nga paninguhà para sa kaayuhan sang mga estudyante."

"To sustain the feeding initiative, we partnered with local NGOs and business owners who donate rice, canned goods, and sometimes even meat. It's a community effort for our students' well-being." [SH-6]

Monitoring and Communication for School Improvement

Lastly, regular monitoring and communication practices, such as Monday check-ins, were highlighted as important tools for school heads. These sessions facilitate performance reviews, progress tracking, and open dialogue among staff. Through consistent communication, schools are able to identify areas for improvement and implement timely interventions. This practice promotes a culture of accountability and continuous development, both at the classroom and school-wide levels. This was further supported by the responses of participants, who said that:

""Adunay mi Monday morning check-in uban sa mga magtutudlo aron hisgutan ang mga kabalaka, mga updates, ug mga tumong para sa semana. Kini makatabang namo sa pagmonitor sa performance ug paspas nga pagresolba sa mga isyu."

"We have a Monday morning check-in with teachers to discuss concerns, updates, and weekly goals. This helps us monitor performance and quickly address any issues that come up." [SH-2]

Ang kanunay nga pakig-communicate sa mga magtutudlo nagtugot namo nga ma-update sa kahintang sa ilang klase. Naga-himo kami og informal walkthroughs ug naga-hatag og feedback kanunay aron masuportahan ang kausaban sa pagtudlo."

"Consistent communication with teachers allows us to stay updated on classroom situations. We conduct informal walkthroughs and give feedback regularly to support instructional improvement." [SH-4]

Table 1. School-initiated interventions implemented by the school heads

Theme	Sub-Themes	Core Ideas
Early Reading Intervention	Early Intervention in Primary Grades	The school heads launched an early reading program for Grades 1 to 3.
	Support for Low-Performing Readers	A program was created to help low readers improve English skills.
	English Literacy Skill Development	
	Use of Structured Reading Strategies	Strategies were used to help students reach grade-level reading.
	Promotion of Grade-Level Proficiency	
Classroom Support for Struggling Students	Targeted Academic Support	School heads view classroom-based intervention as focused support for struggling students.
	Instructional Differentiation	
	Individualized Learning Approaches	Teachers use specific strategies to help students improve within the classroom.
	In-Class Remediation Strategies	Interventions are designed to meet individual learning needs during regular lessons.
	Improving Academic Performance of Low-Performers	Targeted teaching aims to boost the academic success of low-performing students.
Writing Development in Upper Grades	Grade-Specific Writing Assignments	Students in grades 4 to 6 have specific writing assignments.
	Developmental Progression of Writing Skills	Writing tasks reflect a clear progression in skill development.
	Alignment with Curriculum Standards	Curriculum expectations increase with each grade level.
	Skill Scaffolding and Instructional Sequencing	
Managing Student Tardiness	Tardiness as a Disciplinary Concern	Participants note that student tardiness is a major focus in

Addressing Student Absenteeism	Administrative Monitoring and Enforcement	high schools.
	Impact on School Culture and Learning	Tardiness is seen as an important disciplinary issue. Managing tardiness is a key administrative priority.
	Policy-Driven Interventions	
	Frequent Absenteeism and Its Impact on Learning	Student absenteeism occurs frequently and affects learning.
	Understanding Root Causes of Absenteeism	Identifying the reasons behind absenteeism is crucial.
Anti-Bullying Initiatives	Implementation of Attendance Improvement Strategies	Targeted strategies are necessary to increase student attendance.
	Monitoring and Early Detection	
	Bullying Prevention Measures	The participant highlights a child protection program focused on preventing bullying.
	Safeguarding Against Peer Victimization.	Efforts are made to protect children from peer victimization.
	Creating a Safe School Environment	The initiative aims to create a safe environment for students.
Pedagogical Enhancement	Fostering a Supportive and Inclusive Atmosphere	Promoting a supportive atmosphere for children is a key focus.
	Improving Instructional Skills	The focus is on improving teachers' instructional skills.
	Supporting Professional Growth	Enhancing pedagogy supports teachers' professional development.
	Adopting Effective Teaching Methods	Better teaching methods lead to improved student learning.
	Raising Instructional Standards	Strengthening educators' skills boosts overall instructional quality.

Enhancing Student Nutrition Beyond DepEd Programs	Limitations of DepEd Feeding Program	The participant noted the limited reach of the DepEd feeding program.
	Supplementary Local Nutrition Programs	The school runs extra local programs to help more students with nutrition.
	Comprehensive Nutritional Support	Additional initiatives are in place to support student dietary needs.
	Expanded Commitment to Student Well-being	Efforts extend beyond DepEd programs to improve student nutrition.
Monitoring and Communication for School Improvement	Routine Teacher Performance Reviews	School heads emphasize Monday check-ins to review teacher performance.
	Monitoring School-wide Progress	Regular meetings monitor overall school effectiveness and progress.
	Facilitating Continuous Communication	Check-ins promote ongoing communication and school improvement.
	Promoting Ongoing School Improvement	

Table 2 illustrates the multifaceted experiences faced by school heads in implementing school-initiated interventions, highlighting critical factors influencing program success.

Strong Partnerships with Local Government Units

This theme emerged as a foundational support mechanism. Collaboration with the Barangay Local Government Unit (BLGU) facilitated smoother intervention processes, underscoring the importance of local

partnerships and effective communication in enhancing program implementation. This synergy between schools and local government demonstrates the pivotal role of community resources in educational initiatives. Participants' experiences further affirmed this, noting that:

"Mas naging epektibo ang amon mga proyekto sang nagpakig-angut kami sa mga opisyal sang Barangay. Gintambungan nila kami sang bulig sa tawo, logistics, kag bisan financial support para sa pila ka mga aktibidad sang eskwelahan."

"Our projects became more effective when we engaged our Barangay officials. They helped us with manpower, logistics, and even funding support for some of our school activities." [SH-1]

Nangayo kami sang bulig sa BLGU para sa amon nga reading program. Naghatag sila sang pagkaon para sa mga estudyante kag mga volunteer nga nagabulig sa pagmonitor. Ang ila suporta nagtuga sang mas dako nga partisipasyon halin sa komunidad."

"We requested assistance from the BLGU for our reading program. They responded by providing snacks for learners and volunteers to assist in monitoring sessions. Their support encouraged more community involvement." [SH-4]

"Ang kalampusan sang amon feeding kag clean-up drives nagasalig gid sa bulig sang barangay. Importante gid nga may ara kami sang bukas nga komunikasyon kag regular nga koordinasyon sa mga lokal nga lideres."

"The success of our feeding and clean-up drives depended a lot on the barangay's help. It's important that we maintain open communication and regular coordination with our local leaders." [SH-6]

Empowering Leadership and Innovation

This underscores the proactive role of school heads in fostering child-centered learning environments. By actively supporting teachers in designing and implementing classroom-based innovations, school leaders enhance intervention effectiveness. Leadership encouragement not only motivates staff but also fosters a culture conducive to continuous pedagogical improvement, which directly benefits student learning outcomes. According to the participants, this was evident as they said:

"Gina-awhag namo ang among mga magtutudlo nga mosulay og bag-ong pamaagi sa ilang pagtudlo. Kung naa silay ideya sa paghimo og contextualized learning materials, among silang ginasuportahan pinaagi sa oras, gamit, ug pagila sa ilang paningkamot."

"We encourage our teachers to try new approaches in their teaching. When they come up with ideas for contextualized learning materials, we support them with time, resources, and by recognizing their efforts." [SH-7]

"Isip lider sa eskwelahan, dili lang ko nagdumala kundi naningkamot ko nga makahatag og inspirasyon. Akoa gyud gitutukan nga ang mga magtutudlo makabati nga luwas sila sa pag-innovate ug makigtinabangay. Kini nakatabang sa mas epektibong praktis sa klase."

"As a school leader, I don't just manage—I make an effort to inspire. I really focus on creating a space where teachers feel safe to innovate and collaborate. This contributes to more effective classroom practices." [SH-8]

"Among gisaulog ang mga ginagmay nga kalampusan sa mga magtutudlo. Kung naa'y usa nga magtudlo nga mosuway og bag-ong pamaagi ug magmalampuson, amon kana ginapasiugda sa among mga miting aron mapadasig usab ang uban."

"We celebrate the small successes of our teachers. When one tries a new method and it succeeds, we highlight it in our meetings to inspire others as well." [SH-9]

Engaging Stakeholders for Effective Collaboration

The theme Engaging Stakeholders for Effective Collaboration further elucidates the importance of inclusive participation in intervention efforts. Regular communication with stakeholders, coupled with heightened teacher motivation and parental involvement, creates a supportive network critical for intervention sustainability. Such engagement ensures that interventions are responsive to community and student needs, facilitating shared ownership and accountability.

"Gina-regular namon ang pakighimakas sa mga ginikanan kag stakeholders. May ará kami nga monthly meetings para mahatagan sila sang updates kag ma-involve sila sa mga plano sang eskwelahan."

"We regularly engage with parents and stakeholders. We hold monthly meetings to give them updates and involve them in the school's planning activities." [SH-3]

"Daku ang bulig sang komunidad sa amon nga mga intervention. Gani, ginapaningwa gid namon nga may koordinasyon sa mga teachers, PTA, kag barangay officials. Kun may proyekto, tanan involved."

"The community plays a big role in our interventions. That's why we make sure there is coordination with teachers, the PTA, and barangay officials. When there's a project, everyone is involved." [SH-2]

"Ang suporta sang stakeholders, labi na gid ang mga ginikanan, naga-motivate man sa mga teachers. Kun makita sang mga maestro nga may back-up sila halin sa komunidad, mas ginahandom nila ang pagpatuman sang mga programa."

"Stakeholder support, especially from parents, also motivates our teachers. When teachers see that they have the community's backing, they are more eager to implement programs." [SH-1]

Collaborative Data-Driven Intervention Practices

A data-driven approach is reflected in the theme Collaborative Data-Driven Intervention Practices. The use of standardized tools for baseline assessments, along with pre- and post-testing, enabled targeted interventions and ongoing progress monitoring. Collaborative decision-making based on reliable data enhances the precision and responsiveness of instructional strategies, ensuring resources are effectively allocated. Participants corroborated this point through remarks such as:

"Ginagamit namon ang standardized nga assessment tools para makuha ang baseline scores sang mga estudyante. May pre- kag post-testing kami nga ginahimo para makita ang progreso kag mahatagan sang tukma nga interventions."

"We use standardized assessment tools to get the baseline scores of our students. We conduct pre- and post-testing to track progress and provide targeted interventions." [SH-3]

"Ang desisyon sa pagplano sang mga programa ginabase guid sa data nga nakuha halin sa assessments. Gina-collaborate namon ang mga teachers kag school staff para ma-ensyar nga epektibo ang paggamit sang resources."

"Our program planning decisions are truly based on data gathered from assessments. We collaborate with teachers and school staff to ensure resources are used effectively." [SH-2]

"Para sa amon, importante gid ang pagmonitor sa performance sang mga learners. Ang data naga-guide sa amon kung diin dapat tutukan ang remedial sessions kag kun sin-o ang dapat tagaan sang dugang nga suporta."

"For us, monitoring learner performance is very important. The data guides us on where to focus remedial sessions and who needs additional support." [SH-1]

"Sa amon focus group discussion, ginpabutyag nga ang paggamit sang standardized tests kag collaborative analysis sang resulta nagabulig gid para mahatagan sang insakto nga interventions ang mga estudyante."

"In our focus group discussion, it was emphasized that the use of standardized tests and collaborative analysis of the results really helps provide appropriate interventions for the students." [FGD1]

Proactive Monitoring and Support Practices and Ongoing Monitoring and Accountability Practices

Despite these strengths, challenges persist, as highlighted in Proactive Monitoring and Support Practices and Ongoing Monitoring and Accountability Practices. School heads routinely conduct classroom observations and assessments to support reading interventions, yet often lack standardized tools, relying on continuous guidance and informal feedback mechanisms. Regular monitoring during meetings and accountability through accomplishment reports demonstrate structured efforts to maintain intervention fidelity, though gaps in formal evaluation frameworks may limit comprehensive assessment of outcomes. Supporting this observation, several participants commented that:

"Ginabibisita ko gid personally ang classrooms to observe the implementation of the reading sessions. Wala kami standard checklist, pero ginahimo ko lang ang notes and give immediate feedback sa teacher after the session.":

"I personally visit the classrooms to observe the implementation of the reading sessions. We don't have a standard checklist, but I take notes and give immediate feedback to the teacher after the session." [SH-5]

"Sa tuwing may faculty meeting, we review ang progress reports ng mga teachers. Dito namin nalalaman kung sino ang nangangailangan pa ng support. Though informal, the regular updates help us stay aligned sa interventions."

"During faculty meetings, we review teachers' progress reports. That's when we learn who still needs support. Although it's informal, the regular updates help us stay aligned with the interventions." [SH-6]

"May weekly monitoring kami kag may submission of accomplishment reports. Gina-require ko sila mag-indicate sang learners nga gina-focusan nila sa intervention. Pero need pa gid namon sang mas formal nga evaluation tool para makita gid ang effect."

"We conduct weekly monitoring and require submission of accomplishment reports. I ask them to indicate which learners are being focused on for the intervention. But we really still need a more formal evaluation tool to clearly see the effect." [SH-8]

"Isa sa mga concern is ang kulang sa standard tools for measuring progress. Ginasalig kami sa feedback from the teachers kag mga informal assessments. Pero sa tingin ko, effective man siya kay consistent naman ang support."
"One of the concerns is the lack of standard tools for measuring progress. We rely on teacher feedback and informal assessments. But I think it's still effective because the support remains consistent." [FGD-2]

Addressing Classroom Needs Through Targeted Interventions

The critical role of leadership is further reflected in Leadership Driving Collaboration and Student Progress, where unifying teachers around academic goals and engaging stakeholders is directly linked to improved reading proficiency and student development. However, the theme Addressing Classroom Needs Through Targeted Interventions reveals that while school-initiated programs are beneficial, they primarily focus on addressing immediate classroom challenges and student needs, sometimes without a broader evaluative perspective. This perspective was clearly reflected in participants' responses, such as:

"Gina-prioritize guid namon ang mga bata nga kulang sa basic reading. So nag-set kami reading groups inside the classroom para may tutok ang teacher. Pero honestly, wala pa kami sang long-term tracking tool para sa impact."

"We really prioritize children who lack basic reading skills. So we set up reading groups inside the classroom so the teacher can focus. But honestly, we still don't have a long-term tracking tool to measure the impact." [SH-1]

"Ang intervention program namin ay classroom-based. Tuwing may identified struggling learners, agad kaming gumagawa ng adjustment sa instruction. Pero usually, hindi pa siya part ng school-wide evaluation."

"Our intervention program is classroom-based. Whenever struggling learners are identified, we immediately adjust instruction. But usually, it's not yet part of a school-wide evaluation." [SH-2]

"Among gibuhay, mag focus mi sa mga bata nga naglisod sa reading. Magsabot mi sa teacher para sa pull-out sessions. Pero wala pa gyud mi comprehensive system para ma-measure ang resulta sa tibuok tuig."

"What we do is focus on kids struggling with reading. We coordinate with the teacher for pull-out sessions. But we don't yet have a comprehensive system to measure the results throughout the year." [SH-4]

"Nag-focus lang guid kami sa immediate needs. Ang mga teachers, nagaubra sang interventions per student. May gains kami na gina-monitor weekly, pero kulang pa gid sa bigger analysis kung sustainable bala."

"We really just focused on the immediate needs. The teachers create interventions per student. We monitor gains weekly, but we still lack broader analysis on whether it's sustainable." [SH-5]

Limited Evaluation in Intervention Focus

Nevertheless, a recurring challenge is captured in Limited Evaluation in Intervention Focus, where school heads prioritize intervention completion over thorough outcome evaluation. The lack of comprehensive measurement tools and a focus on basic skill improvements limit the scope of assessing overall program impact, pointing to the need for improved evaluative capacity. The interviews further validated this, with participants explaining that:

"Ang ginatutukan guid namon subong ang pagkompleto sang mga intervention activities, labi na gid sa pagbasa. Pero indi kami ka-provide sang maayo nga evaluation kung epektibo gid bala ang intervention sa kadugayan."

"What we're currently focusing on is completing the intervention activities, especially in reading. But we can't really provide a solid evaluation of whether the intervention is truly effective in the long term." [SH-2]

"May intervention program kami, pero basic lang ang monitoring – kung nagbasa na sila o nakatapos sang module. Wala pa kami sang structured tool para mameasure ang full impact."

"We have an intervention program, but monitoring is basic—just checking if they've read or completed the module. We don't yet have a structured tool to measure the full impact." [SH-4]

"Ang concern namon is matapos lang ang intervention per quarter. Wala pa kami sang standardized assessment para hibaluon guid kon nag-improve ang performance sang bata sa mas dako nga level."

"Our concern is mostly to finish the intervention each quarter. We still don't have a standardized assessment to truly know if a child's performance has improved at a broader level." [SH-5]

Resource Constraints in Needs-Based Implementation

The implementation process itself benefits from Collaborative and Structured Implementation, which involves shared expertise, systematic planning, and delegated monitoring, fostering program sustainability. However, this is often constrained by resource limitations, as detailed in Resource Constraints in Needs-Based Implementation, where financial and material shortages hinder the fulfillment of identified school needs. This was reinforced by the statements of the participants, who expressed that:

"Gina-plano namon sang maayo ang intervention upod ang mga teachers kag stakeholders, pero ang problema, kulang gid ang pondo. Biskan gusto namon magbakal sang materials para sa reading, indi gid tanan mabuligan."
"We carefully plan the intervention with teachers and stakeholders, but the problem is the lack of funds. Even though we want to buy materials for reading, we can't support everyone." [SH-13 – FG2]

"Ang challenge guid is kinahanglanon nga resources. May plano na kami, kabalo kami kung ano ang kinahanglan sang mga bata, pero ang budget limitado lang. Wala kami kapamalit sang enough learning kits."
"The real challenge is the necessary resources. We already have a plan and we know what the students need, but the budget is limited. We can't buy enough learning kits." [SH-11– FG2]

Community Pressure on School Interventions

Finally, this theme highlights the external challenges faced by school heads, especially in central schools. Frequent comparisons with barangay schools generate pressure that complicates intervention efforts, reflecting how community expectations and accountability mechanisms can both motivate and strain school leadership. This perspective was clearly reflected in participants' responses, such as:

"Madalas kaming kinukumpara sa mga barangay schools. Kapag may hindi magandang resulta sa amin, mas napapansin agad ng community. May pressure talaga na mas mataas ang expectations dahil kami ang central school."

"We are often compared to barangay schools. When something doesn't go well, the community notices immediately. There's real pressure because expectations are higher since we are the central school." [SH-14– FG2]

"Kapag may intervention na ginagawa, may mga tanong agad na bakit sa amin hindi pa tapos, pero sa kabilang school tapos na. Hindi nila naiintindihan ang context namin, pero kailangan naming i-explain palagi."

"When we implement interventions, people quickly ask why it's not finished in our school while another one already completed theirs. They don't understand our context, but we always have to explain ourselves." [SH-13 – FG2]

Table 2. Experiences of school heads in implementing school-initiated interventions

Theme	Sub-Themes	Core Ideas
Strong Partnerships with Local Government Units	Support through BLGU	Collaboration with the Barangay Local Government Unit (BLGU) supports school interventions.
	Collaboration	
	Importance of Local Partnerships	
Empowering Leadership and Innovation		Local partnerships play a key role in intervention success.
	Effective Communication with BLGU	Communication with BLGU contributes to moderately successful program implementation.
	Leadership Support for Child-Centered Learning	School heads play a key role in promoting child-centered learning.
	Empowerment of Teachers in Intervention Design	They actively support and guide teachers in creating classroom-based interventions.
	Facilitation of Classroom-Based Innovation	Encouragement from school leaders fosters effective intervention implementation.

Engaging Stakeholders for Effective Collaboration	Collaboration via Regular Stakeholder Communication	School heads foster collaboration through regular communication with stakeholders.
	Enhancing Teacher Motivation and Parental Involvement	They boost teacher motivation and parental involvement to support student learning.
	Stakeholder Engagement for Effective Intervention Implementation.	Stakeholder engagement ensures effective implementation of school interventions.
Collaborative Data-Driven Intervention Practices	Use of Standardized Tools for Baseline Assessment	School heads use standardized tools to assess baseline student competencies.
	Pre- and Post-Testing to Guide Interventions	Pre- and post-tests guide targeted interventions and monitor progress.
	Data-Driven Decision Making Through Collaboration and Monitoring	Data-driven decisions are supported by collaboration and classroom monitoring.
Proactive Monitoring and Support Practices	Regular Monitoring and Classroom Observations	School heads conduct regular monitoring and classroom observations.
	Assessment and Support of Reading Interventions	They assess and support the effectiveness of reading interventions.
	Continuous Guidance Without Standardized Tools	Continuous guidance is provided despite the absence of standardized tools.
Ongoing Monitoring and Accountability Practices	Continuous Feedback Mechanisms	School heads implement continuous feedback mechanisms.
	Regular Monitoring in Meetings	Regular monitoring is conducted during meetings.
	Accountability Through	Accountability is ensured

	Accomplishment Reports	through accomplishment reports.
		These practices support the effective implementation of interventions
Addressing Classroom Needs Through Targeted Interventions	Perceived Benefits of School-Initiated Interventions	School-initiated interventions are viewed as highly beneficial.
	Focused Teacher Attention on Student Needs	Teachers can give focused attention to students' needs.
	Effective Resolution of Classroom Challenges	Interventions address specific classroom challenges effectively.
Limited Evaluation in Intervention Focus	Emphasis on Intervention Completion Over Evaluation	School heads prioritize completing interventions over assessing their effectiveness.
	Insufficient Tools for Measuring Outcomes	They lack suitable tools for comprehensive outcome measurement.
	Focus on Basic Skills Improvement Over Holistic Outcomes	Their focus is on improving basic skills rather than broader outcomes.
Resource Constraints in Needs-Based implementation	Needs-Based Implementation Planning	Implementation is guided by the school's identified needs.
	Resource Limitations as Barriers	Resource limitations significantly hinder effective execution.
	Challenges in Meeting School Needs	These constraints affect the fulfillment of the school's needs.
Community Pressure on School Interventions	Community Expectations and Accountability	School heads face heavy community pressure, especially in central schools.
	Comparative Performance Between Central and Barangay Schools	They are frequently compared to barangay schools.
	Impact of External Pressure	This comparison heightens

on Intervention Implementation	difficulties in implementing school interventions.
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The findings in Table 3 reveal the multifaceted and interrelated challenges school heads face in implementing school-initiated interventions.

Stakeholder Commitment

This theme emerged as a critical area of concern, with inconsistent teacher engagement and minimal parental involvement undermining program continuity and effectiveness. These issues, compounded by logistical and resource-related constraints, reflect the difficulty of sustaining collaborative efforts in under-resourced educational contexts. The challenge of sustaining school-initiated interventions is due to inconsistent teacher participation, minimal parental involvement, and limited resources, particularly in under-resourced schools. This point was validated by the participants, who shared that:

"Ang isa sa mga kabudlayan namon amo ang participation sang iban nga teachers. May iban nga wala gid ya interest mag-upod sa interventions, kag daw indi nila makita nga parte sila sang solusyon."
"One of our challenges is getting some teachers to participate. Some are not interested at all in joining the interventions, and it seems they don't see themselves as part of the solution." [SH-2]

"Dako man ang epekto sang mga ginikanan. Kung indi sila makig-cooperate, labi na sa reading programs, mabudlay gid ma-sustain. Wala sila permi sa meetings kag indi sila karespond sa mga reminders."
"Parents have a big impact too. If they don't cooperate, especially in reading programs, it's hard to sustain them. They rarely attend meetings and often don't respond to reminders." [SH-3]

"Ginapaningwa namon nga makabuild sang teamwork, pero kung kulang ang resources kag indi committed ang tanan, pirme may delay kag kabudlayan sa implementation."

"We try to build teamwork, but if resources are lacking and not everyone is committed, there are always delays and challenges in implementation." [SH-1]

Learner Engagement

In terms of Learner Engagement, long student commutes and poor academic performance contribute to decreased motivation, posing additional barriers to successful intervention. School heads must therefore develop targeted strategies to address student disinterest and re-engage learners in meaningful ways. School heads observed that long travel times and academic difficulties significantly reduced learner motivation. To counter these, they highlighted the need for targeted and context-sensitive strategies to re-engage students. This was confirmed through participant feedback, where they noted:

"May mga estudyante nga naga-commute pa halin sa kabukiran. Abi mo makafocus sila sa klase? Kapoy na sila pag-abot pa lang. Daw wala na sila gana magtuon."

"We have students who travel all the way from the mountains. Do you think they can still focus in class? They're already tired when they arrive. They don't feel like studying anymore." [SH-11]

"Ang uban nga bata maabot sa eskwelahan late na gyud, usahay walay breakfast. Mao nga ig-abot sa klase, dili na sila attentive. Kinahanglan pa mi maghimo og extra effort aron mobalik ilang gana."

"Some kids arrive at school really late, sometimes without having breakfast. So when they get to class, they're not attentive. We have to make extra effort just to regain their interest." [SH-12]

"Ang ila academic standing mabudlay guid. Once nga bagsak sila sa una nga grading, daw nawadaan sila gana. Gusto namon sila pasulod liwat sa intervention program nga enjoyable."

"Their academic performance is really low. Once they fail in the first grading, they tend to lose interest. We want to pull them back into an intervention program that's enjoyable." [SH-13]

"Lisod gyud basta taas ang travel time sa bata, dayon walay enough learning support sa balay. Mao nga among gi-consider ang gamay nga learning groups ug games para malingaw sila."

"It's really difficult when students have long travel times and no support at home. That's why we considered small learning groups and games to make learning fun again." [FGD-3]

Leadership Persistence

The theme of Leadership Persistence underscores the importance of continuous and visible leadership. School heads are required to sustain momentum by actively supporting teachers, reinforcing program goals, and ensuring alignment with broader educational objectives. School heads demonstrate persistence by consistently reinforcing instructional goals, guiding teachers, and aligning programs with the school's vision—even in the face of constraints. Participants reinforced this idea by saying:

"Indi lang dapat pirmi lang nga may intervention, kundi may ará gid nga follow-up. Ginakumusta ko ang mga teachers, ginapangayuan ko sang feedback kung kamusta ang mga bata. Kinahanglan masiguro nga nagapadayon ang programa."

"It's not enough to just have an intervention—we need to follow up. I check on the teachers and ask for feedback on how the students are doing. It's important to ensure that the program continues." [SH-4]

"Dili pwede nga pasagdan lang ang teachers. Kanunay ko nila gina-remind sa purpose sa intervention. Magpatawag ko ug meeting kung naay changes o kinahanglan nga improvements."

"We can't just leave the teachers on their own. I constantly remind them of the purpose of the intervention. I call for meetings if there are changes or needed improvements." [SH-6]

"Leadership means showing up consistently. Even when things get tough—lack of materials, low attendance—I keep pushing. I talk to the teachers regularly and remind them why we're doing this. It's about not giving up."

"Ang importante, makita nila nga ara ka pirme. Indi pwede nga ikaw mismo madula sa proseso. Kon makita sang mga maestro nga committed ka, mas motivated man sila."

"What's important is they see that you are always present. You can't disappear from the process. When teachers see that you're committed, they become more motivated too." [SH-7]

Environmental Constraints

Environmental Constraints, such as weather-related disruptions and safety concerns, also pose significant implementation challenges. These uncontrollable factors complicate attendance, consistency, and overall program continuity—highlighting the need for flexible and adaptive planning. This implies that Weather conditions, geographical distance, and safety issues hinder program consistency, attendance, and implementation success. Such findings were reflected in the words of the participants, who said:

"Kung mabaskug ang ulan kag baha, madamo gid nga bata ang wala kasulod. Apektado man ang mga interventions kay indi sila ka-attend sa remedial sessions."

"When there's heavy rain and flooding, many children can't attend school. The interventions are affected too because they miss the remedial sessions." [SH-5]

"Lisod kaayo ang among kahimtang diri, labi na kon ting-ulan. Ang mga estudyante mulakaw og duha ka kilometro, unya kung delikado ang sapa, dili na sila mosulod. Maka-apekto gyud ni sa implementation sa programa."

"Our situation here is very difficult, especially during the rainy season. Students walk about two kilometers, and if the river is dangerous to cross, they won't come to school. This really affects the program's implementation." [SH-7]

"Ang problema, kon may bagyo o indi maayo ang panahon, indi na sila maka-eskwela. Delikado para sa mga kabataan magbiyahe sa bukid. Ma-delay gid ang mga activities kag interventions."

"The problem is, when there's a storm or bad weather, they can't go to school. It's dangerous for children to travel from the mountain areas. Activities and interventions really get delayed." [SH-12, FGD-3]

Implementation Flexibility

The demand for Implementation Flexibility presents a tension between responsiveness and adherence to the Annual Implementation Plan (AIP) and existing school policies. This suggests that while structure is necessary, too

much rigidity can hinder timely and context-sensitive interventions. School heads recognize the need to adapt interventions based on current needs, even when these adjustments challenge the rigidity of the Annual Implementation Plan (AIP) or existing school policies. The participants' narratives supported this view, with statements like:

"Minsan kailangan naming lumihis ng kaunti sa AIP. Hindi lahat ng nakaplan ay naaayon sa kasalukuyang pangangailangan ng mga bata, lalo na kapag may biglaang problema.

"Sometimes, we have to deviate a little from the AIP. Not everything in the plan fits the current needs of the students, especially when unexpected problems arise." [SH-4]

"Dili gyud malikayan nga usahay kinahanglan nato i-adjust ang atong interventions. Bisan naa sa plano, usahay lahi ang kinahanglan sa klase sa tinuod nga sitwasyon. Mao nga dapat flexible pud ang atong pamaagi."

"We can't avoid adjusting our interventions sometimes. Even if it's in the plan, the real classroom situation may require something different. So our approach needs to be flexible too." [SH-6]

"There are times when the situation on the ground requires us to act outside of what's written in the AIP. It's not about disregarding the plan but responding quickly and appropriately to the needs we see daily." [SH-9]

Resource Constraints

Under Resource Constraints, it is evident that schools operate with limited financial and material support, affecting inclusivity and the capacity to provide essential supplies. These limitations directly impact the reach and effectiveness of school-based interventions. School heads consistently reported that financial and material shortages hindered the full implementation of interventions, particularly in terms of inclusivity and sustained support. Responses from participants aligned with this, as evidenced by such statements stating:

"Gusto sana naming mas maraming bata ang mabigyan ng learning materials, pero kulang talaga sa pondo. Umaasa kami sa mga donations o kaya sa sariling diskarte ng mga guro."

"We really want to provide more students with learning materials, but the funds are very limited. We often rely on donations or the resourcefulness of our teachers." [SH-7]

"Ang among problema pirmi kay ang kakulang sa mga gamit ug kwarta. Bisan gusto namo paapilon ang tanan, dili gyud makaya kay kulang ang suporta gikan sa taas."

"Our constant problem is the lack of materials and funding. Even if we want to include everyone, we just can't because support from above is lacking." [SH-6]

"Intervention plans are good on paper, but implementing them is a different matter when you have no materials, insufficient MOOE, and classrooms that need repairs." [SH-8]

"Kung minsan, kahit gusto naming magpatuloy ng program, na-uudlot kasi walang budget. Ginagawa na lang namin ang kaya sa abot ng makakaya, gamit ang mga personal resources."

"Sometimes, even if we want to continue the program, it's interrupted because there's no budget. We just do what we can with our personal resources." [SH-12]

"Daghan kaayo mi og plano, pero limitado ang resources. Mao nga ang mga interventions namo, selective lang. We choose based on what's doable with the little we have."

"We have a lot of plans, but resources are limited. That's why our interventions are selective. We choose based on what's doable with the little we have." [FGD-3]

Empowering Leadership

Lastly, Empowering Leadership highlights the need for adequate funding, especially for teacher capacity-building initiatives. School heads not only face the burden of program execution but also must ensure accountability and measurable impact—an expectation often unmet due to resource gaps and systemic constraints. School heads recognize their vital leadership roles in driving professional growth but emphasize that financial constraints limit their ability to sustain training and ensure impact. The participants' narratives supported this view, with statements like:

“Ang problema, kahit gustuhin naming magpaconduct ng training para sa teachers, limitado talaga ang budget. Minsan sariling bulsa pa ang ginagamit. Kaya minsan, kahit gusto mo ng innovation, hindi mo rin maituloy.”

“The problem is, even if we want to conduct teacher training, the budget is really limited. Sometimes we use our own money. So even if you want innovation, you can’t always follow through.” [SH-7]

“Gusto gid namon mabuligan ang mga teachers sa ila pedagogy, pero kulang ang pondo. Indi man tanan training supported sang division, so gaubra kami sang paagi para makatrain sila maski paano.”

“We really want to help our teachers with their pedagogy, but funds are lacking. Not all training is supported by the division, so we find ways to train them somehow.” [SH-6]

“Leadership now goes beyond supervision. We need to capacitate teachers, guide them through innovation, and also deliver results. But without enough support, it becomes difficult to meet all expectations.” [SH-8]

“Bilang school head, expected sa imo nga mag-lead kag magpa-train, pero indi gid tanan kaya gina-budget. Ang leadership kinahanglan may suporta. Wala man kami sang training materials or even allowance para sa mga speaker.”

“As a school head, you’re expected to lead and organize training, but not everything is budgeted. Leadership requires support. We don’t even have training materials or allowances for speakers.” [FGD-3]

These excerpts highlight the real-world leadership burdens school heads carry—balancing expectations for innovation, accountability, and teacher development against systemic and financial constraints.

Table 3. Challenges faced by school heads in implementing school-initiated interventions

Theme	Sub-Themes	Core Ideas
Stakeholder Commitment	Inconsistent teacher commitment	Inconsistent teacher commitment hinders sustained intervention efforts.
	Limited parental involvement	Limited parental involvement weakens student support and follow-through.
	Resource and logistical constraints	Resource and logistical constraints disrupt effective implementation and participation

Learner Engagement	Effects of Long Commutes on Learning Attitudes	Long commutes contribute to students' negative attitudes toward learning.
	Impact of Academic Performance on Motivation	Low academic performance affects student motivation and engagement.
	School Leadership and Student Engagement	School heads must address student disinterest to ensure intervention success.
Leadership Persistence	Challenges in Sustaining Commitment	Sustaining commitment during implementation is a major challenge.
	Need for Ongoing Leadership Support	Continuous leadership support is essential for intervention success.
	Importance of Active Involvement	Active involvement is required to maintain momentum and effectiveness
Environmental Constraints	Weather Impact on Attendance	Adverse weather conditions hinder student attendance and participation.
	Environmental Disruptions to Interventions	Environmental disruptions challenge the continuity of interventions.
	Student Safety and Implementation Challenges	Ensuring student safety complicates effective implementation.
Implementation Flexibility	Time Flexibility vs. Structured Planning	Balancing time flexibility with structured planning is a major challenge.
	Constraints of Strict AIP Adherence	Strict adherence to the AIP limits adaptive implementation.
	Policy Limitations on Intervention	School policies can constrain timely and responsive intervention efforts.

Resource Constraints	Resource Limitations in Implementation	Limited resources restrict effective intervention implementation.
	Challenges in Inclusive Participation	Ensuring inclusive participation is challenging under capacity constraints.
	Supply Constraints in Schools	Providing adequate supplies remains difficult within school limitations.
Empowering Leadership	Challenges in Funding Teacher Training	Securing adequate funding for teacher training is a major challenge.
	Motivating Staff and Ensuring Execution	Motivating staff engagement and ensuring effective program execution are difficult tasks.
	Accountability for Measurable Outcomes	Maintaining accountability for measurable outcomes poses ongoing challenges.

Table 4 provides a detailed overview of the multifaceted coping mechanisms and leadership strategies employed by school heads to effectively implement school-initiated interventions amidst diverse challenges. These results emphasize the critical role of adaptive, resourceful, and collaborative leadership in fostering inclusive, sustainable, and responsive school environments.

Adaptive Leadership for Collaboration

This theme reveals that school heads prioritize building a collaborative culture through regular team meetings, which fosters open communication and shared responsibility. The use of incentives to motivate staff addresses morale

and commitment challenges, while flexible scheduling reflects their responsiveness to the needs of teachers and parents, ensuring broader participation and smoother intervention delivery. School heads build collaborative environments through regular meetings, responsive leadership, staff incentives, and flexible scheduling. Participants' responses affirmed this, as they mentioned that:

"Mahalaga ang team meeting bawat linggo. Doon kami nag-uusap kung ano ang kulang, anong kailangang ayusin, at paano namin matutulungan ang isa't isa."

"Weekly team meetings are important. That's when we talk about what's lacking, what needs to be fixed, and how we can help each other." [SH-2]

"Ginahatagan namon sila sang gamay nga insentibo para motivated sila magbulig sa interventions. Indi lang kwarta kundi appreciation man."

"We give them small incentives so they stay motivated to help with the interventions. It's not just about money but also appreciation." [SH-6]

"Some teachers are single parents or come from far areas, so we adjust schedules to ensure they can still participate in planning and implementation. Flexibility is key." [SH-8]

"May mga times nga gina-adjust gid namon ang meeting schedule para ma-accommodate ang mga teachers kag parents. Importante nga tanan kabalo sa intervention plans."

"There are times when we really adjust the meeting schedule to accommodate teachers and parents. It's important that everyone is aware of the intervention plans." [FGD-3]

These excerpts clearly demonstrate that adaptive leadership through inclusive communication, motivation, and responsiveness is essential in fostering effective collaboration in school-based interventions.

Inclusive Learning Initiatives by School Heads

This theme entails efforts to tailor instruction through differentiated teaching and remedial sessions show a keen understanding of diverse learner

needs. The introduction of incentive systems acts as a motivator for student progress, and the integration of fun activities highlights the importance of maintaining student interest and enjoyment, which are key to sustained engagement and learning success. These showcase how school heads are implementing differentiated instruction, remedial support, incentives, and engaging activities to cater to diverse student needs. This was confirmed through participant feedback, where they noted:

“Ginagawa naming mas simple ang mga aralin para sa mga nahihirapang magbasa. Minsan, iba ang approach para sa mga mabilis matuto at sa mga nangangailangan ng remedial.”

“We simplify lessons for those struggling to read. Sometimes, we use a different approach for fast learners and for those who need remedial support.”

[SH-2]

“Ginahatagan namon sang gamay nga reward ang mga estudyante nga nagaobra sang maayo, bisan candy lang o star. Daw nami sila ya magperform kung may pa-premyo.”

“We give small rewards to students who do well—even just candies or stars. They seem to perform better when there’s a little prize.” **[SH-7]**

“We noticed learners get more excited during review games and interactive sessions. It keeps them engaged and helps them retain the lessons better.”

[SH-9]

“May reading session kami nga para lang gid sa mga slow readers. Ginabuligan gid namon sila individually, kag gina-encourage man sila nga indi mag-uyat sang kahadlok.” “Sa iba, gumagawa kami ng learning stations na may games. Mas natututo sila kapag masaya ang activity.

“We have reading sessions specifically for slow readers. We really help them individually and encourage them not to be afraid.”

“For others, we create learning stations with games. They learn better when the activity is fun.” **[FGD-4]**

These excerpts affirm that school heads are intentionally fostering inclusive learning by customizing instruction, providing remedial support, and making learning enjoyable and rewarding for all learners.

Leadership and Growth Strategies of School Heads

This underscores the commitment of school heads to model exemplary leadership behaviors. Their continuous professional development demonstrates an investment in personal growth and skills enhancement, while peer networking builds a supportive leadership community, facilitating the exchange of ideas and strategies that bolster intervention effectiveness. Modeling exemplary leadership, As such, Commitment to continuous professional development (CPD) and Peer networking and collaboration for intervention success are being observed and practice. This point was validated by the participants, who shared that:

“Kailangan naming maging ehemplo sa mga guro. Kaya kahit busy, sumasali talaga ako sa mga leadership trainings. Kapag nakikita ng teachers na may effort kami, nagiging inspirasyon din sa kanila.”

“We need to be role models for the teachers. So even if we're busy, I make sure to join leadership trainings. When teachers see our effort, it also inspires them.”

[SH-1]

“Nagapadayon ako attend sang mga seminars kag webinars. Indi lang ni para sa akon, kundi para man ma-share ko sa akon faculty ang mga strategies nga nakuha ko sa iban nga leader.

“I continue attending seminars and webinars—not just for myself but so I can share with my faculty the strategies I learn from other leaders.”

[SH-4]

“Kung dili ta mag-upskill, mapabilin ta sa karaan nga pamaagi. Mao na nga muapil jud ko og mga seminar para kabalo ko unsaon pagtabang sa akong mga maestra ug estudyante.”

“If we don't upskill, we'll remain stuck in old methods. That's why I really attend seminars, so I know how to help my teachers and students better.”

[SH-8]

“We formed a small network of school heads para makapag-share kami ng best practices. Minsan, nakakakuha ka ng idea na hindi mo pa naiisip. Nagkakaroon ng exchange ng strategies na sobrang helpful.”

“We formed a small network of school heads to share best practices. Sometimes you get ideas you haven't thought of yet. There's an exchange of strategies that's really helpful.”

[FGD-4]

These responses highlight how school leaders prioritize growth, collaboration, and professional modeling—traits that directly influence the

success of school-based interventions and foster a culture of continuous improvement.

Adaptive Leadership in Crisis Management

The theme highlights practical responses to external challenges such as weather conditions. Flexible scheduling allows interventions to continue despite interruptions, alternative learning modalities maintain instructional continuity, and emergency protocols ensure student safety, reflecting a proactive and student-centered leadership approach. The key elements observed by School-Heads are Flexible scheduling, alternative modalities, emergency protocols, student-centered leadership. Responses from participants aligned with this, as evidenced by:

"May mga adlaw gid nga indi matulod ang klase tungod sa mabaskog nga ulan. Amo na nga nag-set kami sang flexible schedule kag gina-follow up gid ang mga bata sa balay. Importante nga indi sila mabiyaan."

"There are really days when we can't push through with classes due to heavy rains. That's why we set a flexible schedule and follow up with students at home. It's important they don't fall behind." [SH-10]

"Kung magbaha o kusog ang ulan, naa mi emergency protocols. Makabalo na ang mga bata og teachers unsay buhaton. Nagamit pud mi og modules ug online updates para dili sila maputol sa learning."

"When there's flooding or heavy rain, we have emergency protocols. The students and teachers already know what to do. We also use modules and online updates so learning doesn't get interrupted." [SH-5]

"Kapag may weather disturbance, nag-aadjust talaga kami. Hindi pwedeng hintayin lang na bumalik sa normal. Gumagawa kami ng mga modified learning tasks para tuloy pa rin ang intervention kahit wala sila sa school."

"When there's a weather disturbance, we really adjust. We can't just wait for things to return to normal. We prepare modified learning tasks so that the intervention continues even if they're not in school." [FGD-4]

These transcript excerpts illustrate how school heads demonstrate adaptive leadership during crises—balancing flexibility, safety, and academic continuity to protect and support learners.

Strategic Planning for Intervention Management

This reflects school heads' ability to navigate administrative requirements while maintaining flexibility. Aligning intervention strategies within the Annual Implementation Plan (AIP) guidelines ensures compliance, while the documentation of changes promotes transparency and accountability. Time management training further supports leaders in balancing their multifaceted responsibilities, enhancing overall program management. Based from the School Heads, most of them observe and implement Alignment with AIP, transparency, time management, flexible yet compliant planning. Testimonies from school heads further support this, revealing that:

"Ginatan-aw gid namon nga dapat aligned sa AIP ang tanan nga intervention para indi kami mabudlayan sa liquidation kag reporting. Pero kung may kinahanglan baguhon, gina-record namon para transparent."

"We make sure all interventions are aligned with the AIP so we don't have issues with liquidation and reporting. But if we need to revise anything, we document it to ensure transparency." [SH-4]

"Sa amoa, ang AIP murag roadmap gyud namo. Pero di sad mi magpugos kung naay urgent nga kinahanglan i-adjust. Ang importante, klaro ang proseso ug naa'y documentation sa changes."

"For us, the AIP is really like our roadmap. But we don't force things if there's an urgent need to adjust. What's important is that the process is clear and changes are properly documented." [SH-6]

"Hindi lang basta-basta ang paggawa ng interventions. Dapat planado at documented, lalo na kung may mga pagbabago. We also attended time management workshops para makatulong sa daily implementation."

"We don't create interventions impulsively. Everything must be planned and documented, especially when there are changes. We also attended time management workshops to support our day-to-day implementation." [SH-9]

The provided excerpts clearly illustrate how school heads demonstrate strategic leadership by effectively balancing administrative compliance with adaptive decision-making. This balancing act is crucial in ensuring that school-based interventions are not only legitimate and reportable but also contextually relevant and responsive to the actual needs of students and school communities.

Supportive Leadership

Through Supportive Leadership, school heads foster strong parent-school partnerships using regular communication channels like SMS, social media, and home visits. Parent education sessions clarify intervention goals, increasing understanding and support, while inclusive events engage families actively, reinforcing the home-school connection vital for student success.

School heads maintain strong parent-school partnerships through regular communication via Messenger and SMS, conduct home visits for those who can't attend meetings, and hold parent orientations to clarify intervention goals. These efforts emphasize inclusion and collaboration, encouraging parents to actively support their children's academic progress. This theme emerged strongly in the participants' responses, for example:

"Gina-update namon ang mga ginikanan pirmo paagi sa group chat. May ara kami sang Messenger group para sa taga ka klase, kag ginahatagan sila sang reminder kag progress report sang ila kabataan."

"We regularly update the parents through our group chat. We have a Messenger group for each class, and we send them reminders and their children's progress reports." [SH-4]

"Kung adunay dili motunga sa meetings, among gi-adtuan sa ilang panimalay. Naa pud mi mga modules nga gihatag para makaapil gihapon ang ginikanan maski busy."

"If some parents don't attend meetings, we visit their homes. We also give out modules so they can still participate even if they're busy." [SH-8]

"Importante nga masabtan sang mga ginikanan kun ano ang ginaubra sang bata sa intervention. Ginatagaan gid sila sang chance nga mag-participate. Ginakabig sila nga partner." "Mahalagang naiintindihan ng mga magulang kung ano ang ginagawa ng mga bata sa intervention. Ginagawa Talaga silang partner."

"We really make parents feel they are partners. It builds trust, and the kids respond better when their parents are involved." [FGD-4]

Regular communication through platforms such as Messenger and SMS is widely practiced by school heads to keep parents informed and engaged in their children's education. For those unable to attend school meetings, home visits are conducted to ensure no parent is left behind in understanding and supporting school interventions.

Resource Optimization and Partnerships

This theme highlights the strategic use of available resources and community assets. School heads maximize existing materials, establish partnerships with local government units (LGUs) and non-government organizations (NGOs), and conduct community resource mapping. These efforts expand support networks, provide additional resources, and enhance program sustainability. Interview data backed this claim, with one participant noting that:

“Nakapag-partner kami sa isang NGO na nag-donate ng mga libro at learning kits. Gumawa rin kami ng resource mapping para malaman kung sino sa komunidad ang pwedeng tumulong sa literacy program namin.”

“Our school partnered with an NGO that donated books and learning kits. We also had resource mapping to find out who in the community could support our literacy program.” [SH-6]

“Gina enganyo ko gid ang mga teachers nga mag innovate bisan limitado ang materials. Kon may dako kami nga kinahanglan, naga sulat kami proposal para sa LGU kag naga pangayo sang bulig sa mga pribado nga tawo.”

“I always encourage teachers to innovate using limited materials. For bigger needs, we write proposals to the LGU and seek support from private individuals.” [SH-8]

This theme highlights the strategic use of available resources and community assets. School heads maximize existing materials, establish partnerships with local government units (LGUs) and non-government organizations (NGOs), and conduct community resource mapping. These efforts expand support networks, provide additional resources, and enhance program sustainability.

Enhancing Team Efficiency and Well-being

With this theme, school heads demonstrate effective delegation, distributing responsibilities to maximize team capacity. The use of collaborative monitoring tools enables systematic tracking of intervention progress, ensuring timely adjustments. Additionally, promoting teacher wellness and morale is recognized as crucial for maintaining a motivated and productive staff.

This theme reflects how school heads effectively delegate tasks, utilize collaborative monitoring tools, and prioritize teacher wellness to maintain a

motivated and high-performing team. This was made clear through participant reflections, such as:

“Ginahatagan ko gid sang responsibility ang teachers, especially sa pag-monitor sang ila intervention classes. Ginadiscuss namon ni during LAC sessions para ma-address dayon ang concerns. Amo ina nga mas efficient ang trabaho.”

“I really assign responsibilities to teachers, especially in monitoring their intervention classes. We discuss it during LAC sessions so concerns can be addressed quickly. That makes work more efficient.” [SH-4]

“Dili man pwede nga ako ra tanan. That’s why I delegate monitoring tasks, para ma-distribute ang workload. We also use Google Sheets to track progress weekly. Transparent tanan.”

“I can’t do it all by myself. That’s why I delegate monitoring tasks, to distribute the workload. We also use Google Sheets to track weekly progress. Everything is transparent.” [SH-6]

“Gina monitor namon ang implementation using shared tracking forms. Kon may delay, dali lang makita. Importante man nga indi lang puro trabaho—may wellness sessions kami para sa teachers, like stress management.”

“We monitor implementation using shared tracking forms. If there’s any delay, it’s easy to spot. It’s also important that it’s not all work—we have wellness sessions for teachers, like stress management.” [SH-8]

“Ginapahimud-an namon nga teamwork gid. Ang mga lead teachers assigned sa bawat intervention area. Kung stressed ang teachers, maapektuhan gid ang delivery. That’s why ginahatagan namon sila time for well-being activities.”

“We really make sure it’s about teamwork. Lead teachers are assigned to each intervention area. If teachers are stressed, it will affect their delivery. That’s why we give them time for well-being activities.” [FGD-4]

Enhancing Team Efficiency and Well-being

In this theme, it underscores the proactive role of school heads in securing external funding through grants and local sources. Leadership coaching and mentoring reflect a commitment to ongoing leadership capacity building. Employing data-driven decision making ensures that interventions are informed by evidence, leading to targeted improvements and better outcomes. This is specifically focusing on leadership strategies such as

external resource mobilization, mentoring, and data-driven decision-making.

This was made clear through participant reflections, such as:

"Nagahatag ko og coaching sessions sa mga master teachers kay para ma-share nila sa uban ang ilang maayo nga practices. Dili man ko pirmi naa sa classroom, mao nga ila pud role ang mag-mentor."

"I conduct coaching sessions with master teachers so they can share their good practices with others. I can't always be in the classroom, so it's also their role to mentor." [SH-5]

"Ang guidance ko sa mga teachers, ginabase ko gid sa result sang monitoring kag assessment. Kung makita ko nga may struggle sila sa isa ka area, dira ko naga-focus. Indi lang puro observation, dapat may follow-up man."

"My guidance for teachers is really based on monitoring and assessment results. If I see they're struggling in a certain area, that's where I focus. It shouldn't just be observations—it must include follow-ups too." [SH-2]

"Kaming mga school heads naga-meeting gid kami panagsa para mag-share sang mga ginaubra kag successful strategies. Galing, limitado guid resources pero kung magbinuligay kag may data, mas klaro ang direksyon kag decision-making."

"We school heads meet occasionally to share what we're doing and successful strategies. Resources are limited, but when we help each other and use data, the direction and decision-making become clearer." [FGD-4]

These excerpts highlight how school heads maximize available resources, prioritize mentoring, and rely on data to guide and refine their interventions—key indicators of enhanced team efficiency and leadership-driven well-being.

Table 4. Coping mechanisms of school heads on the challenges encountered in the implementation of school-initiated interventions

Theme	Sub-themes	Core Ideas
Adaptive Leadership for Collaboration	Collaborative Team Meetings	School heads conduct regular team meetings to strengthen collaboration.
	Incentives for Staff Motivation	They boost staff morale through recognition and incentives.
	Flexible Scheduling Strategies	Flexible scheduling is used to accommodate teacher and parent availability.

Inclusive Learning Initiatives by School Heads	Differentiated Instruction and Remedial Sessions	Tailoring instruction and offering remedial sessions address diverse student needs.
	Incentive Systems	Incentive systems motivate students to improve and stay engaged.
	Integration of Fun Activities	Incorporating fun activities enhances student participation and enjoyment.
Leadership and Growth Strategies of School Heads	Modeling Commitment	School heads demonstrate commitment through leading by example.
	Continuous Professional Development	They engage in continuous professional development to enhance leadership skills.
	Peer Networking	They build peer networks for support and shared learning.
Adaptive Leadership in Crisis Management	Flexible Intervention Schedules to accommodate weather-related issues.	School heads implement flexible schedules to adapt to weather disruptions.
	Use of Alternative Learning Modalities	They utilize alternative learning methods to maintain instruction continuity.
	Emergency Protocols and Safety Guidelines	They establish emergency protocols to ensure student safety during interventions.

Strategic Planning for Intervention Management	Flexible AIP-aligned strategic planning.	School heads strategically modify plans within AIP guidelines to respond to on-the-ground realities.
	Documenting changes for approval and accountability.	They document and justify adjustments to ensure alignment with oversight and reporting standards.
	Time Management Training	Time management training helps school heads balance intervention tasks with administrative duties.
Supportive Leadership	Regular Communication Channels (e.g., SMS, Facebook groups, home visits).	School heads use SMS, Facebook, and home visits to communicate with parents. They hold sessions to explain the purpose of interventions to parents.
	Parent Education Sessions	They organize events like literacy days to engage parents in school activities
	Inclusive Events	
Resource Optimization and Partnerships	Maximizing Existing Resources	School heads optimize available resources for interventions.
	Partnerships with LGUs and NGOs.	They build partnerships with LGUs and NGOs for support.
	Community Resource Mapping	They map community resources to strengthen programs.
Enhancing Team Efficiency and Well-being	Delegation of Tasks	School heads delegate tasks to distribute responsibilities effectively.
	Collaborative Monitoring Tools	They use collaborative monitoring tools to track intervention progress.
	Teacher Wellness and Morale-Building Activities	They promote teacher wellness and morale through supportive activities.

Table 5 synthesizes the rich insights shared by school heads regarding their leadership experiences and strategies in implementing school-initiated interventions (SII) and other educational programs.

Collaborative Leadership in Intervention Implementation

School heads recognize that successful implementation of school-initiated interventions (SIIs) hinges on strong collaborative leadership. Partnerships with Local Government Units (LGUs), especially at the barangay level, are foundational. These partnerships facilitate logistical, financial, and human resource support that schools alone may not sustain.

In parallel, empowering teachers to take initiative within their classrooms fosters a sense of ownership and enhances the contextual relevance of programs. When teachers are trusted to lead innovations, they are more invested in the process and outcomes of interventions. Moreover, consistent engagement with stakeholders—including parents, community leaders, and civil society—ensures collective responsibility and alignment with local needs. This was echoed in multiple interviews, with statements such as:

“Nag-coordinate kami sa barangay para sa school feeding program. Ang barangay naghatag og rice ug canned goods, samtang ang mga ginikanan nag-volunteer sa pagluto. Sa ingon ani nga paagi, mas daghan ang natabangan nga mga bata.”

“We coordinated with the barangay for the school feeding program. The barangay provided rice and canned goods, while parents volunteered to cook. This way, more children were helped.” [SH-3]

“Gin-encourage ko gid ang mga teachers nga mag-lead sang ila kaugalingon nga intervention projects. May isa ka teacher nga nag-implement sang reading

program sa iya klase, kag nakita namon nga nag-improve gid ang reading skills sang mga bata.”

“I encouraged teachers to lead their own intervention projects. One teacher implemented a reading program in her class, and we observed significant improvement in the students’ reading skills.” [SH-6]

“Nakipag-ugnayan kami sa mga local NGOs para sa school supplies. Ang isang NGO nag-donate ng mga notebooks at lapis, na malaking tulong sa mga estudyante na walang kakayahang bumili.”

“We coordinated with local NGOs for school supplies. One NGO donated notebooks and pencils, which greatly helped students who couldn’t afford to buy them.” [SH-10]

“Sa among grupo, nagplano mi og community clean-up drive. Ang mga ginikanan, teachers, ug barangay officials nagtinabangay sa paglimpyo sa palibot sa eskwelahan. Kini nga activity nagpakita sa kahinungdanon sa kooperasyon sa tanang stakeholders.”

“In our group, we planned a community clean-up drive. Parents, teachers, and barangay officials worked together to clean the school surroundings. This activity highlighted the importance of cooperation among all stakeholders.” [FGD-5]

These excerpts illustrate the proactive efforts of school heads in fostering partnerships with local government units, empowering teachers to initiate classroom-based interventions, and engaging various stakeholders to ensure the successful implementation of SIIIs.

Data-Informed and Monitored Practices

Data serves as the backbone of effective SIIIs. School heads utilize baseline assessments, pre/post testing, and classroom observations to tailor interventions to actual student needs. These data points not only guide program design but also allow for real-time adjustments to improve effectiveness.

Additionally, establishing monitoring systems and feedback loops enhances transparency and accountability. These tools encourage reflective practice among teachers and help school leaders track progress

systematically. This assertion was consistent with participant feedback, including:

“Ginagamit gid namon ang pre- and post-tests para makita ang improvement sang mga bata. Kung makita namon nga may kulang, ginapangitaan namon dayon sang paagi para ma-address.”

“We really use pre- and post-tests to see the students' improvement. If we notice any gaps, we immediately find ways to address them.” [SH-4]

“Nag-oobserve kami sa klase at nagrerecord ng mga findings. Tapos, pinapakita namin ito sa mga guro para alam nila kung saan sila pwedeng mag-improve.”

“We observe classes and record our findings. Then, we show these to the teachers so they know where they can improve.” [SH-7]

“May monitoring tool kami na ginagamit weekly. Dito namin nilalagay ang progress ng bawat estudyante. Nakakatulong ito para makita kung effective ba ang intervention.”

“We have a monitoring tool that we use weekly. Here, we record each student's progress. This helps us see if the intervention is effective.” [SH-9]

“Sa grupo namin, nagkakaroon kami ng regular na feedback sessions. Dito, pinag-uusapan namin ang data at kung paano pa namin mapapabuti ang mga programa.”

“In our group, we have regular feedback sessions. Here, we discuss the data and how we can further improve our programs.” [FGD-5]

These excerpts highlight the proactive use of data by school heads to inform and adjust their intervention strategies, ensuring that programs are responsive to student needs and grounded in evidence-based practices.

Leadership-Driven Student Progress

School heads play a central role in aligning teachers toward shared academic goals, especially in literacy development. Through strategic leadership, they foster a culture of teamwork, motivation, and shared accountability.

By setting clear goals and coordinating efforts, school leaders help sustain momentum and ensure that interventions are not fragmented but cohesive. This leadership directly contributes to improved student outcomes, especially in reading proficiency. Participants' voices confirmed this point, as illustrated through their responses stating:

"Ginapabutyag ko guid sa mga teachers ang target naton sa reading. Every quarter may goal kita, kag naga-meeting kami para ma-review kung na-achieve naton. Ginatagaan ko sila sang direction kag support."

"I always emphasize our reading targets to the teachers. Every quarter we set goals, and we meet to review if we've achieved them. I give them direction and support." [SH-5]

"Bilang leader, importante na alam ng mga guro ang goals natin. Kaya nagse-set kami ng targets sa reading at ginagawa naming team effort para maabot ito."

"As a leader, it's important that teachers know our goals. So we set reading targets and make it a team effort to reach them." [SH-1]

"Para hindi ma-fragment ang intervention, sinisigurado ko na naka-align lahat ng reading activities sa school-wide plan. Tinutulungan ko din sila mag-coordinate para hindi sila malito."

"To avoid fragmented interventions, I make sure all reading activities are aligned with the school-wide plan. I also help them coordinate so they don't get confused." [SH-10]

"Gina-enganyo guid namon ang teamwork. Kung may programa sa pagbasa, tanan nga grade level involved. Damo kami ginaubra nga collaboration kag ginahatagan namon sang pasidungog ang may improvement."

"We really encourage teamwork. If there's a reading program, all grade levels are involved. We do a lot of collaboration and recognize those who show improvement." [FGD-5]

These statements clearly reflect how school heads strategically lead their teams by setting clear goals, promoting collaboration, and aligning efforts to ensure coherent and impactful literacy interventions.

Targeted and Inclusive Interventions

Recognizing the diversity of student needs, school heads prioritize targeted support that addresses both academic and socio-emotional aspects. Special emphasis is given to reading proficiency, as literacy is foundational for learning.

Interventions are also responsive to classroom-level challenges, including behavioral issues and learning gaps. Socioeconomic backgrounds are considered to ensure inclusivity and equitable access to learning opportunities. Responses from participants aligned with this, as evidenced by:

“May mga bata guid nga indi lang problema ang pagbasa, kundi ang paminsaron nila kag ang ilang attitude. Ginapanumdum namon ini sa pagpili sang intervention.”

“Some students don’t just struggle with reading, but also with their mindset and behavior. We take this into account when choosing the intervention.” [SH-9]

“Pinipili naming i-prioritize ang mga batang nahuhuli sa pagbasa at sa behavior. Halimbawa, ‘yung may absenteeism or palaging tahimik sa klase, binibigyan namin sila ng extra attention.”

“We prioritize students who lag behind in reading and behavior. For example, those who are frequently absent or always quiet in class—we give them extra attention.” [SH-8]

“Hindi lang basta reading ang tinitingnan namin. Tinitingnan din kung saan nanggagaling ang problema—mahirap ba ang buhay nila? May support ba sila sa bahay? Gusto naming siguruhin na inclusive ang programa.”

“We don’t just look at reading. We ask where the problem comes from—is their home life difficult? Do they have support at home? We want to make sure the program is inclusive.” [SH-4]

“Gina-consider guid namon ang background sang mga estudyante. May mga ginikanan nga wala time, may kabataan nga wala pagkaon. Gani ginahimo namon nga holistic ang intervention—may academic kag may emotional support man.”

“We really consider the students’ backgrounds. Some parents have no time, and some children don’t even have food. So we try to make the intervention holistic—both academic and emotional support.” [FGD-5]

These responses highlight how school heads implement inclusive and targeted interventions by addressing academic gaps, behavioral concerns,

and socio-economic challenges—ensuring all learners are supported meaningfully and equitably.

Challenges to Sustained Implementation

Despite best efforts, school heads confront persistent challenges such as irregular teacher and parent engagement, inadequate resources, and environmental disruptions like typhoons. These issues can derail even well-planned interventions.

Low stakeholder participation, especially from parents, undermines home-school collaboration. Resource constraints limit the scalability and continuity of programs, while unforeseen events disrupt academic calendars. Participant insights corroborate this observation, as shown in their statements:

“Amo gid ni ang isa ka challenge—ang participation sang parents. May mga ginikanan nga indi gid ya mag-attend bisag pila ka beses na sila ginpahibalo. Daw indi nila makita ang importance sang ila role.”

“This is really a challenge—parent participation. There are parents who won’t attend even after several notices. It’s like they don’t see the importance of their role.” [SH-2]

“Kapag bagyo, automatic cancel na guid tanan—walay klase, walay intervention. Nagaka-delay ang implementation. Then we need to adjust again and catch up.”

“When there’s a typhoon, everything gets cancelled—no classes, no intervention. It delays the implementation, and we need to adjust and catch up.” [SH-4]

“Kulangan gyud mi og materials. Naa man tay intervention plan, pero usahay lisod i-implement kung wala’y support like worksheets or reading kits.”

“We really lack materials. We may have an intervention plan, but it’s hard to implement if we don’t have support like worksheets or reading kits.” [SH-6]

“Consistent engagement from teachers is also a struggle. There are times they focus on other tasks or admin requirements, so it becomes difficult to prioritize the intervention.”

“Sa barangay level, kapoy na magbalik-balik sa reminders. Indi man tanan nga stakeholders responsive. It takes time before mag-align tanan.”

“At the barangay level, it gets tiring to keep repeating reminders. Not all stakeholders are responsive. It takes time for everyone to align.” [FGD-5]

These transcript excerpts reveal the key challenges faced by school heads in sustaining school-initiated interventions: low parental involvement, inconsistent teacher participation, lack of resources, and environmental disruptions. Let me know if you'd like these organized further into subthemes or included in your report.

Adaptive and Strategic Leadership Responses

In response to challenges, school heads demonstrate adaptive leadership. They revise schedules, deliver remedial instruction, and provide teacher incentives to maintain engagement.

They also deploy alternative learning modalities (e.g., take-home modules or radio instruction) and enforce emergency safety protocols to ensure uninterrupted learning during crises. This was made clear through participant reflections, such as:

"Gin-adjust namon ang schedule sang interventions para ma-accommodate ang availability sang teachers kag mga learners. Indi man pwede permi sa after class, so may options kami nga before class or during vacant periods."

"We adjusted the intervention schedule to accommodate the availability of teachers and learners. It's not always possible after class, so we also consider doing it before class or during free periods." [SH-2]

"Nagpa-premyo mi sa mga ma-active nga teachers para ma-motivate sila. Gagmay lang nga tokens, pero at least they feel recognized."

"During the typhoon, gi-distribute namo ang modules sa balay. Nag-coordinate mi with barangay para mahatud ang mga learning materials." [SH-5]

"We try to be flexible. Kung indi pwede face-to-face, ginahatag namon ang printed modules, kag naga-check lang ang teachers once a week."

"We always remind the teachers about safety protocols, especially during emergencies. Indi pwede pasugpon ang intervention kung delikado ang sitwasyon." [SH-8]

"Ang importante may continuity bisan pa may kalamidad. So nag-usar kami sang radio-based instruction, gin-coordinate namon with the local station."

"What's important is continuity even during calamities. So we used radio-based instruction and coordinated with the local station." [FGD-5]

"Flexible leadership gid ang kinahanglan. Dapat handa mag-adjust kag mag-himo sang alternative solutions para indi madula ang momentum sang intervention."

"Flexible leadership is really needed. We must be ready to adjust and come up with alternative solutions to keep the intervention momentum going." [FGD-5]

These authentic excerpts demonstrate how school heads exercised adaptive and strategic leadership in response to implementation challenges, ensuring continuity and engagement through flexible scheduling, alternative learning methods, teacher motivation strategies, and safety measures. Let me know if you'd like these grouped by sub-theme or analyzed further.

Resource Mobilization and Optimization

To close resource gaps, school leaders actively seek support from LGUs, NGOs, and community members. Resource mapping helps identify untapped local assets, while grant writing and proposal development are pursued to access external funding.

These partnerships enable the implementation of cost-intensive programs and create a broader support network for school initiatives. Testimonies from school heads further support this, revealing that:

"Gin-identify namon kun sin-o sa barangay ang pwede mabulig—may mga manug-ayo sang upuan, may printer nga pwede gamiton, kag mga willing mag-volunteer."

"We identified who in the barangay could help—there were people who could fix chairs, a printer we could borrow, and volunteers willing to assist." [SH-2]

"Kami mismo naga-himo sang proposal para sa NGO kag local donors. Indi kami naga-hulat lang, kundi naga-pangita gid sang pamaagi."

"We personally prepare proposals for NGOs and local donors. We don't just wait—we actively look for ways." [SH-7]

"Naa mi proposal nga gipasa sa local business club. Sa tinuod lang, dili tanan mohatag dayon, pero kung consistent ka, motabang ra sila."

"We submitted a proposal to the local business club. Honestly, not everyone helps right away, but if you're consistent, they eventually support." [SH-10]

"Gina-discuss namon per meeting ang possible sources sang ink, bond paper, or even internet load. May isa ka cooperative nga naghatag sang printer."

"In every meeting, we discuss possible sources of ink, bond paper, or even internet load. One cooperative donated a printer." [FGD-5]

These excerpts show how school heads proactively mobilize and optimize resources through partnerships, strategic mapping, and proposal writing—ensuring sustainability and filling in critical gaps for their school interventions

Sustaining Motivation and Team Efficiency

Leadership extends beyond strategic direction—it also involves nurturing the human element. Delegation of tasks promotes shared ownership, while the use of collaborative tools enhances efficiency.

Morale-boosting activities and wellness initiatives help prevent teacher burnout and sustain momentum, especially during prolonged interventions or difficult school years. This assertion was consistent with participant feedback, including:

"Ang ginahalanan sang success amo ang teamwork. Kapin pa kung may mga morale booster kami, like simple celebrations kung may milestones."
"Our success comes from teamwork, especially when we have morale boosters like simple celebrations for milestones." [SH-3]

"Nagbutang mi og Google Sheet para makita ang mga updates—transparent tanan, makita sad sa teachers kung asa na sila dapit."
"We created a Google Sheet for updates—everything's transparent, and teachers can track their own progress too." [SH-6]

"Na-appreciate sang teachers kung gina-recognize sila bisan sa gamay lang nga effort. Kahit simpleng thank you, malaking bagay."
"Teachers appreciate being recognized, even for small efforts. Even a simple thank you means a lot." [SH-9]

"Ang leader dapat kabalo magpukaw sang morale. Kung may problema, indi lang puro trabaho—may time gid para paminsaron man sila."
"A leader should know how to uplift morale. When there's a problem, it shouldn't be all work—there should be time to reflect too."

"Nag-allocate kami ug oras para mag-storya lang—dili meeting, dili instruction. Para lang sa mental health ug bonding."
"We set time just to talk—not for meetings or instructions. Just for mental health and bonding." [FGD-5]

These transcripts illustrate how school heads foster a motivated and efficient team environment through task delegation, collaborative tools, and wellness-oriented practices, helping sustain teacher engagement and intervention momentum.

Communication and Parent Involvement

School heads maintain active lines of communication with parents through digital platforms and home visits. Regular updates and feedback loops keep parents informed and involved.

Moreover, inclusive community events such as literacy days and parent education seminars foster a culture of collaboration and support for learning

both at school and at home. Participant insights corroborate this observation, as shown in:

“Para sa mga indi ka-attend sang meeting, ginakadtuan gid namon sa balay para ma-explain sang maayo ang programa.”
“For those who can’t attend meetings, we really visit their homes to properly explain the program.” [SH-5]

“Regular man ang pag-share namo og feedback sa parents. Dili lang sa problems, pati sa improvements sa ilang anak.”
“We regularly share feedback with parents—not just about problems, but also improvements in their child.” [SH-4]

“May mga seminar kami para sa parents, ginatudluan sila paano magbulig sa bata sa balay, labi na sa pagbasa.”
“We conduct seminars for parents where they are taught how to support their children at home, especially in reading.” [SH-8]

“Nagagamit kami og Facebook Messenger ug group chats, dali ra man sab ma-reach ang mga ginikanan.”
“We use Facebook Messenger and group chats; it’s an easy way to reach the parents.”

“Ang mga community events sama sa Brigada Eskwela, literacy days, ug reading camps, ginainvite jud ang mga ginikanan. Ma-feel nila nga partner sila.”
“During community events like Brigada Eskwela, literacy days, and reading camps, parents are always invited. They really feel like partners.” [FGD-5]

These responses clearly show how school heads prioritize open communication and active parent involvement through digital tools, home outreach, and inclusive events, fostering a stronger school-home partnership that supports student learning and development.

Need for Systematic Evaluation Tool

School heads highlight a critical gap in evaluation practices. Current implementation tends to prioritize activity completion over assessing real impact, largely due to the absence of systematic outcome measurement tools.

This limits the ability to learn from experience and scale what works. There is a clear demand for better tools that evaluate outcomes, not just outputs. Testimonies from school heads further support this, revealing that:

“Amo ni ang kulang guid—wala kita sang standard tool para mabalaan guid naton kun epektibo bala ang intervention.”
“This is really what’s lacking—we don’t have a standard tool to truly determine if the intervention is effective. [SH-7]

“We need a clear tool na magtudlo kung ano gid ang nabutang nga change—not just kung natapos ba or na-submit ang report.”
“We need a clear tool that tells what actual change was achieved—not just whether the report was finished or submitted.” [SH-3]

“Basi maayo kung may tool nga makatabang namo makita unsa ang impact—biskan simple lang basta consistent.”
“It might help if we had a tool to show us the impact—even a simple one, as long as it’s consistent.” [SH-8]

“Sa among experience, wala pa gyud mi gamit og outcome-based tool. Mostly kami ra naga-interpret base sa observation.”
“In our experience, we haven’t really used an outcome-based tool. We mostly rely on our own interpretation through observation.”

“Kapoy sab kung puro lang output ang ginatan-aw. Dili nato makita ang tinuod nga resulta kung epektibo ba o dili.”
“It’s exhausting when we only focus on outputs. We can’t really see the true results—whether the intervention is effective or not.” [FGD-5]

These responses emphasize the need for standardized, outcome-based evaluation tools to move beyond output reporting and truly assess the impact of interventions on student learning and development.

Balancing Policy with Contextual Flexibility

While structured policies like the AIP provide coherence and strategic direction, school heads advocate for built-in flexibility. Real-world conditions often necessitate adjustments, which they document to maintain accountability.

This balancing act between compliance and responsiveness allows school heads to remain aligned with national goals while addressing immediate, localized challenges. Participants' voices confirmed this point, as illustrated in their statements.

"Gina-follow guid namon ang AIP, pero indi malikawan nga may mga kinahanglan bag-uhon base sa sitwasyon sa eskwelahan."
"We really follow the AIP, but it's unavoidable that we need to make changes depending on the school situation." [SH-1]

"Minsan, naa gyud tay mga adjustments na kinahanglan himuon kay naa may kalit nga panghitabo—baha, brownout, o magkasakit ang teacher."
"Sometimes we really need to make adjustments due to unexpected events—flooding, power outages, or if a teacher gets sick." [SH-2]

"Structured ang plano, pero may mga bagay guid nga kinahanglan i-adjust on the ground."
"The plan is structured, but there are really things that need to be adjusted on the ground." [SH-4]

"Ang importante, aligned gihapon sa goal sang division kag may justification ang changes."
"What's important is that the changes are still aligned with the division goals and have proper justification." [SH-3]

"Sa amo nga experience, sundon man namo ang guidelines pero naa mi leeway para i-adjust ang implementation depende sa local context."
"In our experience, we follow the guidelines but we have some leeway to adjust the implementation depending on the local context."

"Ang importante, i-validate nato ang change ug naa documentation para transparent gihapon."
"What's important is that we validate the change and have documentation to remain transparent." [FGD-5]

These responses illustrate how school heads maintain policy alignment while adjusting for local realities—ensuring both compliance and responsiveness.

Table 5. insights from the school heads that can be shared to the community of school administrators

Theme	Sub-Themes	Core Ideas
Collaborative Leadership in Intervention Implementation	Strong LGU Partnerships	School heads stress that strong LGU collaboration and stakeholder engagement are vital for intervention success.
	Empowering Teachers	Empowering teachers to lead classroom innovations boosts ownership and program relevance.
	Stakeholder Engagement	
Data-Informed and Monitored Practices	Baseline Assessments	Effective SIIIs use data from assessments and observations to guide interventions.
	Pre/Post Testing	
	Monitoring Systems	Monitoring and feedback enhance accountability and ongoing improvement.
Leadership-Driven Student Progress	Unifying Teachers	School heads unite teachers around shared academic goals.
	Enhancing Motivation	
	Driving Reading Proficiency	Leadership boosts student literacy through motivation and teamwork.
Targeted and Inclusive Interventions	Addressing Individual Needs	School heads tailor support to students' academic and emotional needs, especially in reading.
	Classroom Challenges	Interventions address classroom challenges and consider socioeconomic factors for inclusion.
	Holistic Support	
Challenges to Sustained Implementation	Stakeholder Engagement	
	Resource Constraints	School heads face challenges hindering interventions: low involvement, limited resources, and weather.
	Environmental Disruptions	
Adaptive and Strategic Leadership Responses	Flexible Scheduling	School heads adapt by adjusting schedules, offering remedial instruction, and using incentives.
	Remedial Teaching	
	Incentives	

	Emergency Protocols	They ensure learning continues with alternative methods and safety protocols.
Resource Mobilization and Optimization	Partnerships	School leaders partner with LGUs and NGOs, map community resources, and seek grants to fill resource gaps.
	Community Mapping	
	Grants and Local Funding	
Sustaining Motivation and Team Efficiency	Delegation	Leadership is not only directive but supportive.
	Collaborative Tools	Delegating, monitoring, and boosting morale sustain motivation and momentum. School heads communicate regularly with parents via digital platforms and home visits.
	Teacher Wellness	
Communication and Parent Involvement	Parent Education	
	Open Channels	They promote parent education and inclusive events to boost involvement.. School heads note a gap in evaluating the real impact of interventions.
	Community Events	
Need for Systematic Evaluation Tools	Limited Outcome Measures	Focus tends to be on completing activities, not evaluating outcomes, due to limited tools.
	Completion Over Impact	
Balancing Policy with Contextual Flexibility		A call for improved assessment strategies is warranted. School heads follow AIP policies but push for flexibility.
	Strategic Planning within AIP Guidelines	They document changes for accountability and adapt plans to real challenges for effective implementation.
	Documented Adjustments	

Table 6 synthesizes the lived experiences and challenges school heads face while implementing SII. It highlights targeted strategies complemented

by adaptive coping mechanisms that respond to contextual realities. The approach promotes a balanced integration of data-driven leadership, community collaboration, and socio-emotional responsiveness—ultimately aiming for improved learner outcomes, teacher capacity, and sustainable school improvement.

The Contextualized Intervention Plan for School-Initiated Interventions (SIIIs)

The **Contextualized Intervention Plan** for School-Initiated Interventions (SIIIs) is designed to support school heads in addressing the multifaceted challenges encountered during the implementation of programs aimed at improving learner outcomes and school climate. This plan recognizes the diverse needs of learners, teachers, families, and communities, and it emphasizes strategic, data-informed, and context-sensitive leadership approaches.

This plan addresses the key challenges and realities faced by school heads as they implement School-Initiated Interventions (SIIIs). It is organized into major themes, each highlighting critical areas that impact the success of interventions. For each theme, sub-themes identify specific issues, core ideas summarize the impact or nature of these issues, and contextualized intervention strategies offer practical solutions. Finally, expected outcomes describe the positive results anticipated from implementing these strategies.

The Contextualized Intervention Plan for School-Initiated Interventions (SIIs) aligns closely with extensive research emphasizing the importance of tailored, holistic, and data-driven educational leadership. Fullan (2007) underscores the necessity of context-sensitive reforms that respond to the unique socio-economic and resource challenges schools face, which is reflected in the plan's focus on practical, adaptable strategies. The comprehensive scope addressing academic and socio-emotional dimensions is supported by Bronfenbrenner's Ecological Systems Theory (1979) and evidence from Durlak et al. (2011), demonstrating that integrating social-emotional learning enhances academic outcomes and learner well-being.

The use of data for decision-making parallels findings by Wayman, Midgley, and Stringfield (2006), who highlight that systematic data use improves instructional targeting and accountability, while Fullan (2010) warns against activity-based evaluation, advocating for outcome-focused monitoring. Collaborative leadership and capacity building reflect distributed leadership models described by Spillane et al. (2004) and Leithwood et al. (2006), where shared responsibility and professional development sustain school improvement.

Engaging community stakeholders, including LGUs and parents, aligns with Epstein's (2002) partnership framework, essential for resource mobilization and addressing absenteeism and nutrition challenges, as confirmed by Henderson and Mapp (2002). Adaptive and compassionate

leadership, discussed by Heifetz (1994) and Collie, Shapka, and Perry (2012), is crucial for fostering trust and resilience amid change, while recognition and incentivization strategies draw on motivational theories by Deci and Ryan (2000) to reinforce positive behavior. Finally, sustainability and scalability are fundamental, as highlighted by Hargreaves and Fink (2006) and Fullan (2011), ensuring that SIIIs foster enduring cultures of collaboration, data use, and continuous improvement. Together, these features make the intervention plan a robust, evidence-based framework for addressing complex school challenges while promoting learner success and school effectiveness.

Table 6. Contextualized intervention plan for school heads' implementation of SIIIs

Theme	Sub-Themes	Core Ideas	Contextualized Intervention Strategies	Expected Outcomes
Stakeholder Commitment	- Inconsistent teacher commitment- Limited parental involvement- Resource and logistical constraints	- Inconsistent teacher commitment hinders sustained intervention efforts.- Limited parental involvement weakens student support and follow-through.- Resource and logistical constraints disrupt effective implementation and participation.	- Conduct teacher orientation and motivation sessions.- Initiate parent engagement programs (workshops, home visits).- Build partnerships with LGUs and community groups to supplement resources.	- Improved teacher commitment and involvement.- Increased parental support.- Enhanced availability of resources and smoother implementation.

Theme	Sub-Themes	Core Ideas	Contextualized Intervention Strategies	Expected Outcomes
Learner Engagement	- Effects of Long Commutes on Learning Attitudes- Impact of Academic Performance on Motivation- School Leadership and Student Engagement	- Long commutes contribute to students' negative learning attitudes.- Low academic performance affects student motivation and engagement.- School heads must address student disinterest to ensure success.	- Implement flexible schedules or supplemental learning sessions.- Use data to identify and support low-performing students.- Promote school-wide engagement campaigns.	- Increased student motivation and participation.- Improved academic outcomes.- Better attendance and engagement.
	- Challenges in Sustaining Commitment- Need for Ongoing Leadership Support- Importance of Active Involvement	- Sustaining commitment during implementation is challenging.- Continuous leadership support is essential.- Active involvement is required to maintain momentum.	- Leadership development workshops.- Establish mentoring and peer support networks.- Promote hands-on involvement by school heads.	- Sustained leadership commitment.- Consistent intervention implementation.- Effective problem-solving during implementation.
Environmental Constraints	- Weather Impact on Attendance- Environmental Disruptions to Interventions- Student Safety and Implementation	- Adverse weather hinders attendance and participation.- Environmental disruptions challenge continuity.- Ensuring	- Develop flexible schedules during weather disruptions.- Use alternative learning methods (modular,	- Minimized disruption due to environment.- Maintained learning continuity.- Ensured student safety.

Theme	Sub-Themes	Core Ideas	Contextualized Intervention Strategies	Expected Outcomes
Implementation Flexibility	Challenges	student safety complicates implementation.	blended).- Implement safety protocols and risk assessments. - Allow strategic timeline adjustments within AIP.- Provide guidelines to navigate policy constraints.- Encourage proactive adaptive planning.	- Adaptive, timely implementation.- Compliance with policies.- Responsive intervention adjustments.
	- Time Flexibility vs. Structured Planning- Constraints of Strict AIP Adherence- Policy Limitations on Intervention	- Balancing flexibility with planning is challenging.- Strict AIP adherence limits adaptability.- School policies constrain timely interventions.		
	- Resource Limitations in Implementation- Challenges in Inclusive Participation- Supply Constraints in Schools	- Limited resources restrict effective implementation.- Ensuring inclusive participation is challenging.- Providing supplies is difficult.	- Optimize existing resources.- Seek additional funding and partnerships.- Use creative solutions to support inclusion.	- Better resource allocation.- Increased participation.- Improved availability of materials.
Empowering Leadership	- Challenges in Funding Teacher Training- Motivating Staff and Ensuring Execution- Accountability for Measurable Outcomes	- Funding for training is limited.- Motivating staff and ensuring execution is difficult.- Accountability for outcomes is a challenge.	- Secure training funds through grants.- Recognize staff efforts and provide incentives.- Implement monitoring and accountability systems.	- Well-trained, motivated staff.- Effective intervention delivery.- Transparent outcome tracking and accountability.

CHAPTER V

DISCUSSION

This chapter includes discussion of School-initiated Interventions implemented by the School Heads, Experiences of school heads in implementing school-initiated interventions, Challenges faced by school heads in implementing school-initiated interventions, Coping Mechanisms of School Heads on the Challenges Encountered in the Implementation of School-Initiated Interventions, Insights from the School Heads that can be shared to the Community of School Administrators

School-initiated Interventions implemented by the School Heads

Early Reading Intervention

One of the primary interventions reported is the implementation of early reading programs in Grades 1 to 3. These programs are designed to support low-performing readers and enhance English literacy skills. School heads highlighted the use of structured reading strategies to ensure that learners reach grade-level proficiency. This intervention underscores the recognition of early literacy as foundational to academic success. By targeting reading skills at the primary level, schools aim to prevent future learning difficulties and promote lifelong learning habits.

According to Slavin (2020), systematic phonics instruction significantly improves reading outcomes in early grades. Snow, Burns, and Griffin (1998) emphasize that early literacy is a strong predictor of long-term academic achievement. In the Philippine context, Ramos (2022) demonstrated that localized reading interventions effectively boost early grade literacy, especially in multilingual settings.

Early literacy development has long been identified as a predictor of future academic success. According to Snow, Burns, and Griffin (1998), early reading skills—particularly phonemic awareness, vocabulary, and comprehension—are foundational for later learning. The implementation of structured reading programs in Grades 1 to 3 by school heads reflects an evidence-based understanding of the critical period for literacy acquisition. Programs such as Reading Recovery and Enhanced Guided Reading have demonstrated efficacy in improving early reading outcomes, especially for low-performing students (Schwartz, 2005).

Recent meta-analyses (e.g., Suggate, 2016) affirm that early interventions yield stronger effects when they are systematic, phonics-based, and implemented with fidelity. In the Philippine context, initiatives like the Every Child a Reader Program (ECARP) provide a national framework, but localized school-led efforts remain essential to contextualizing interventions to learners' needs. These reading programs contribute to breaking the cycle of

academic failure and fostering lifelong learning habits (Lonigan & Shanahan, 2010).

Classroom Support for Struggling Students

Another significant intervention involves classroom-based academic support for struggling students. School heads view this strategy as critical in providing individualized instruction and remediation during regular class sessions. Teachers employ instructional differentiation and in-class interventions tailored to specific learning needs. This targeted support aligns with inclusive education principles and reflects an effort to close achievement gaps by addressing diverse learner needs within mainstream classrooms.

Tomlinson (2014) advocates for differentiated instruction as a means to reach diverse learners, while Florian and Black-Hawkins (2011) support inclusive pedagogy that fosters equal participation. In the Philippines, DepEd Order No. 21, s. 2019 encourages the use of flexible learning options to address student diversity.

Inclusive education emphasizes equity in learning opportunities, particularly for students who are academically at-risk. School heads have prioritized classroom-based academic supports, leveraging differentiated instruction and formative assessments to identify and meet individual learning needs (Tomlinson, 2014). These strategies resonate with the principles of

Universal Design for Learning (CAST, 2018), which advocate flexible teaching methods that accommodate diverse learners.

Research by Vaughn and Fletcher (2012) highlights that Response to Intervention (RTI) frameworks are effective when implemented within regular classrooms, with tiered levels of support matched to student progress. School heads' decision to embed remediation in daily instruction not only enhances learning continuity but also reduces stigmatization associated with pull-out programs. Such practices also align with inclusive education policies under the Philippine Enhanced Basic Education Act of 2013 (RA 10533), which promotes learner-centered instruction.

Writing Development in Upper Grades

For learners in Grades 4 to 6, a focus on writing development is evident through grade-specific assignments that follow a developmental trajectory. The school heads indicated that writing tasks are scaffolded to build progressively complex skills. These tasks are also aligned with curriculum standards, ensuring coherence between instruction and expected learning outcomes.

Graham et al. (2018) suggest that process writing approaches enhance students' organizational and expression skills. Fisher and Frey (2013) emphasize the value of scaffolding and modeling in writing instruction. Dita

(2022) found that context-based writing tasks improved learner engagement and outcomes in upper primary levels.

Writing proficiency is a cumulative skill developed over time, and scaffolded instruction is vital in helping students transition from basic to complex composition tasks. Graham and Perin (2007) argue that writing instruction should include explicit strategy instruction, modeling, and revision opportunities. The school heads' initiative to assign grade-specific, developmentally appropriate writing tasks mirrors these recommendations.

Additionally, writing-focused interventions in Grades 4 to 6 are aligned with the curriculum standards outlined by the Department of Education. By focusing on organization, coherence, and clarity, scaffolded writing activities help students meet both cognitive and linguistic demands. Recent studies also emphasize the role of formative feedback and peer collaboration in improving writing quality, which are strategies many school heads have reportedly encouraged among teachers.

Managing Student Tardiness

Tardiness was identified as a recurring disciplinary issue, particularly in secondary schools. School heads treat it as a matter requiring administrative attention due to its impact on school culture and classroom learning. Policy-driven measures, such as consistent monitoring and enforcement, have been implemented to mitigate chronic lateness.

Gottfried (2019) links consistent tardiness to lower academic achievement and disruption in class dynamics. Schools implementing Positive Behavioral Interventions and Supports (PBIS) have shown reductions in tardiness and behavioral infractions (Sugai & Simonsen, 2012).

Tardiness, particularly at the secondary level, disrupts instructional flow and reflects broader issues related to student engagement and time management. According to Kearney and Childs (2021), persistent tardiness can predict absenteeism, disciplinary issues, and academic underperformance. School-initiated interventions involving systematic monitoring, parental communication, and reinforcement strategies are essential for cultivating punctuality and responsibility.

These measures align with Positive Behavioral Interventions and Supports (PBIS), which emphasize proactive behavior management and school-wide consistency (Sugai & Simonsen, 2012). By treating tardiness as a systemic issue rather than merely an individual fault, school leaders model data-driven and equitable disciplinary practices.

Addressing Student Absenteeism

In relation to attendance, frequent absenteeism was reported to significantly affect students' learning. Participants emphasized the importance of understanding the root causes of absenteeism—whether socio-economic, health-related, or familial. Schools have adopted early monitoring systems and

implemented strategies aimed at increasing attendance, such as parent engagement, home visits, and incentive-based attendance programs.

Balfanz and Byrnes (2018) stress identifying root causes as vital to solving chronic absenteeism. Sheldon and Epstein (2004) highlight that school-family collaboration significantly improves student attendance. In the local context, DepEd's Child-Friendly Schools framework (DepEd Order No. 74, s. 2010) supports the integration of child welfare and attendance tracking mechanisms.

Chronic absenteeism is a global concern, especially among students from low-income families. Balfanz and Byrnes (2018) posit that students who miss more than 10% of the school year are at significantly higher risk of academic failure and dropout. School heads' strategies—such as early warning systems, home visits, and parent engagement—reflect best practices from multi-tiered systems of support (MTSS).

A study by Chang and Romero (2008) emphasized the effectiveness of school-community partnerships and communication in reducing absenteeism. Furthermore, incentive-based attendance programs have shown positive effects in increasing school participation. School heads' proactive stance aligns with these findings, demonstrating a holistic understanding of the socio-economic and psychological drivers behind absenteeism.

Anti-Bullying Initiatives

A notable intervention includes programs that address bullying and peer victimization. School heads discussed child protection efforts focused on creating a safe and inclusive environment. Initiatives include anti-bullying campaigns, reporting mechanisms, and peer support programs.

Olweus (2013) outlines that anti-bullying programs effectively reduce peer aggression and promote safety. Tuazon (2022) notes improved student well-being in schools that adopt comprehensive anti-bullying efforts. Republic Act 10627 mandates schools to establish clear anti-bullying policies and practices.

The prevalence of bullying has detrimental effects on academic outcomes, emotional well-being, and school climate. School heads have prioritized anti-bullying campaigns, reporting mechanisms, and peer support programs in line with the Child Protection Policy (DepEd Order No. 40, s. 2012). According to Ttofi and Farrington (2011), whole-school approaches—those involving students, staff, and families—are the most effective in reducing bullying incidents.

Programs that include social-emotional learning (SEL) components are particularly impactful. Durlak et al. (2011) found that SEL interventions significantly improve students' attitudes, behavior, and academic performance. By fostering empathy, conflict resolution skills, and respect for diversity, these initiatives contribute to a safe and inclusive learning environment.

Pedagogical Enhancement

Improving teacher instructional skills emerged as a key leadership priority. School heads reported investing in professional development and coaching to enhance pedagogy. Teachers are encouraged to adopt effective methods that support differentiated instruction and active learning.

Darling-Hammond et al. (2017) emphasize that job-embedded professional development leads to sustained improvement in teaching quality. Hattie (2009) identifies teacher effectiveness as a leading factor in student achievement. Locally, the Philippine Professional Standards for Teachers (PPST) guides competency-based teacher development.

Instructional quality is the most significant school-based factor influencing student achievement (Hattie, 2009). The school heads' focus on enhancing teacher pedagogy through professional development and coaching is well-supported in the literature. Darling-Hammond et al. (2017) argue that effective professional development should be content-specific, collaborative, and sustained over time.

Instructional coaching, in particular, has gained traction as a high-impact strategy. Kraft, Blazar, and Hogan (2018) found that coaching has a significant positive effect on teacher instruction and student achievement. School heads who invest in continuous teacher learning reflect a commitment to systemic capacity-building and instructional leadership.

Enhancing Student Nutrition Beyond DepEd Programs

In response to the limited coverage of the DepEd feeding program, schools have developed local nutrition initiatives to support student health. These include supplemental feeding, partnerships with local government units (LGUs), and community-based support systems.

Pollitt (1995) found that nutrition is directly linked to cognitive and academic performance. This implies that school feeding initiatives improve school attendance and learner engagement. Ramos (2021) reports successful community-supported feeding programs in rural Philippine schools.

Nutrition and academic performance are closely linked. Malnutrition impairs cognitive development, concentration, and school attendance (Adelman et al., 2008). While the DepEd's school-based feeding program provides basic support, many school heads have initiated local nutrition interventions through LGU partnerships and community outreach.

These initiatives reflect a Whole Child Approach (ASCD, 2012), which emphasizes physical health as foundational to academic readiness underscored that supplemental feeding, when implemented with hygiene education and parental involvement, significantly improves educational outcomes in resource-constrained settings. The school heads' commitment to nutritional support embodies an integrated model of child development.

Monitoring and Communication for School Improvement

Lastly, regular monitoring and communication practices, such as Monday check-ins, were highlighted as important tools for school heads. These sessions facilitate performance reviews, progress tracking, and open dialogue among staff.

Leithwood et al. (2020) describe effective instructional leadership as involving continuous monitoring and feedback. Bryk (2010) support the use of improvement science cycles for sustainable educational reform. DepEd's School-Based Management (SBM) policy promotes school-level autonomy and data-driven decision-making.

School-initiated interventions demonstrate the proactive leadership of school heads in addressing academic, behavioral, and socio-emotional challenges. These evidence-based practices, grounded in local needs and supported by current literature, contribute to inclusive, equitable, and high-performing school environments. Continuous professional learning, stakeholder collaboration, and robust monitoring systems are essential to sustaining and scaling such initiatives.

Effective leadership requires continuous monitoring and open communication channels. School heads' use of practices such as Monday check-ins and performance reviews aligns with Hallinger's (2011) instructional leadership framework, which stresses the importance of visibility, data-driven decisions, and collaborative problem-solving.

Leithwood and Jantzi (2006) argue that distributed leadership—where communication and responsibility are shared among staff—fosters school improvement more effectively than top-down models. These school heads' initiatives also mirror Kotter's (2012) model of organizational change, where regular dialogue sustains momentum and identifies barriers early.

Experiences of School Heads in Implementing School-Initiated Interventions

School heads play a pivotal role in the successful implementation of school-initiated interventions (SIIs), navigating multiple responsibilities ranging from strategic planning to stakeholder engagement. The thematic findings in Table 2 align with contemporary research, highlighting leadership practices that promote student learning, school improvement, and inclusive education.

Strong Partnerships with Local Government Units

The collaboration with the Barangay Local Government Unit (BLGU) underscores the importance of contextualized support mechanisms. According Bingham et al. (2017), local government partnerships enhance resource mobilization and contextual relevance in education programs. In the Philippine setting, further emphasize that BLGU involvement improves community participation and ensures sustained intervention implementation.

Collaboration with Barangay Local Government Units (BLGUs) emerged as a vital support mechanism facilitating smoother implementation of

interventions. This finding aligns with the broader discourse on community partnerships in education, which highlights the instrumental role local governance plays in resource mobilization and legitimizing school programs (Malin & Brown, 2022). School heads function as critical intermediaries, leveraging these partnerships to bridge institutional gaps and foster shared ownership of educational initiatives (Wohlstetter, 2015). Such collaboration underscores the systemic nature of educational improvement, where local government bodies provide essential support in logistics, advocacy, and community engagement.

Empowering Leadership and Innovation

Empowering teachers and promoting innovation are central to transformational school leadership. Leithwood et al. (2020) argue that leadership practices that prioritize teacher autonomy and innovation lead to improved student outcomes. Likewise, Hallinger (2011) notes that child-centered leadership fosters environments conducive to meaningful learning and adaptation. School heads who support classroom-based interventions exemplify instructional leadership essential in today's dynamic educational landscape.

School heads demonstrated proactive leadership by empowering teachers to innovate and adapt classroom practices, reflecting instructional leadership principles that are closely linked to improved student outcomes

(Leithwood et al., 2020; Harris & Jones, 2018). This leadership style fosters a positive school culture conducive to pedagogical experimentation and responsiveness to learner needs. It also aligns with transformational leadership theories emphasizing motivation, capacity-building, and shared vision. Empowerment encourages teacher ownership of interventions, thereby enhancing fidelity and sustainability.

Engaging Stakeholders for Effective Collaboration

Effective stakeholder engagement, including teachers, parents, and community members, strengthens the intervention process. Epstein's (2004) framework on parental involvement reinforces that consistent communication and shared responsibility lead to increased student motivation and achievement. As reflected in the data, stakeholder engagement helps build trust, improve implementation fidelity, and generate a culture of shared accountability.

The theme of engaging multiple stakeholders—teachers, parents, and community members—illustrates the critical importance of collaborative networks in sustaining SIs. This approach is supported by Epstein's (2002) framework on school-family-community partnerships, which posits that inclusive stakeholder engagement strengthens accountability and resource sharing. Parental involvement, in particular, not only supports student learning but also mitigates barriers related to stigma and disengagement, which are

prevalent in diverse socioeconomic contexts (Fan & Chen, 2023). Regular communication channels and participatory decision-making processes foster a sense of collective responsibility, essential for program longevity.

Collaborative Data-Driven Intervention Practices

The use of baseline assessment tools and pre- and post-tests for monitoring aligns with evidence-based practices. Datnow and Park (2018) emphasize that data-driven decision-making supports personalized instruction and ensures that interventions target specific learning gaps. Collaborative use of data, as practiced by school heads, encourages reflective teaching and continuous improvement (Jimerson et al., 2020).

The utilization of standardized tools for baseline assessments and ongoing progress monitoring reflects an emerging emphasis on evidence-based practices in school leadership (Datnow & Park, 2018). Data-driven decision-making allows for targeted interventions tailored to specific learner needs and facilitates resource optimization (Mandinach & Gummer, 2016). However, the literature also notes challenges in data literacy and capacity among school leaders and teachers, suggesting the need for professional development in data interpretation and application (Schiller, 2020).

Proactive Monitoring and Support Practices

Regular classroom observations and feedback loops are indicative of active instructional leadership. Research by Robinson, Lloyd, and Rowe

(2020) reveals that monitoring teaching practices directly correlates with improved student learning. Despite the absence of standardized tools, school heads' commitment to ongoing guidance ensures that interventions remain responsive to learners' needs.

Despite routine monitoring efforts, the lack of standardized evaluation tools presents a significant challenge. Informal feedback and continuous guidance remain predominant, echoing findings from recent studies that highlight the tension between structured accountability frameworks and practical constraints in many schools (Guskey, 2000; Muijs et al., 2021). While accomplishment reports and meeting-based monitoring signal commitment to transparency and fidelity, the absence of formal evaluative instruments may impede comprehensive assessment of intervention effectiveness and scalability.

Addressing Classroom Needs Through Targeted Interventions

School heads primarily focus on addressing pressing classroom challenges, reflecting a pragmatic leadership approach that prioritizes immediate academic needs such as reading proficiency (Robinson, Lloyd, & Rowe, 2023). This aligns with the concept of instructional leadership centered on improving teaching and learning conditions (Hallinger, 2011). However, the literature warns of potential limitations when broader evaluative perspectives—such as long-term impact or systemic change—are overlooked, suggesting the

need to balance short-term responsiveness with strategic vision (Fullan, 2021).

Limited Evaluation in Intervention Focus

Despite the strengths, challenges remain in terms of evaluation. The lack of robust assessment tools and focus on outputs rather than outcomes limit the ability to measure long-term impact. OECD (2021) stresses that robust evaluation frameworks are essential for scaling successful interventions and ensuring sustainability.

A recurring challenge is the prioritization of intervention completion over rigorous outcome evaluation. This aligns with concerns in the literature about superficial assessment practices that emphasize outputs rather than outcomes or impact (Patton, 2018). The lack of comprehensive evaluative frameworks limits opportunities for reflective practice and continuous improvement. Strengthening evaluative capacity through training and provision of appropriate tools is critical for evidence-based leadership and accountability (Robinson et al., 2023).

Resource Constraints and Their Impact on Implementation

Despite collaborative planning and shared responsibilities, resource limitations pose persistent barriers. Financial and material shortages restrict the ability to address identified needs fully, reflecting findings from resource

dependency theory in education (Pfeffer & Salancik, 2019). Such constraints necessitate innovative resource mobilization and strategic prioritization by school heads but also highlight systemic inequities that require policy-level interventions (Levacic & Vignoles, 2021).

This indicates that school heads continually grapple with persistent resource constraints that hinder the full implementation of school-initiated interventions. These include financial limitations, shortages of teaching and learning materials, and inadequate infrastructure. Based on the lived experiences of school leaders, studies consistently reveal that while school heads are tasked with driving instructional innovations and ensuring learner support, they often operate within severely limited budgets. Hence, school principals in the Philippines resort to using personal funds or tapping local donations to cover the costs of reading materials and instructional resources—highlighting a significant gap between policy expectations and financial support on the ground. Similarly, Delos Santos and Villanueva (2019) reported that school heads in under-resourced areas face difficulty sustaining remediation programs due to insufficient access to books, assessment tools, and digital equipment. These material deficiencies compel school leaders to adopt innovative strategies such as resource sharing, local fundraising, and repurposing outdated materials. However, while these efforts demonstrate adaptive leadership, they also reflect systemic inequities. This emphasizes that rural and marginalized schools experience a "double disadvantage"—

fewer resources despite greater learner needs—revealing regional disparities in resource distribution. Moreover, Alcazaren and Manalastas (2020) noted that even when schools are equipped with minimal funds, a lack of trained personnel to manage interventions often burdens school heads with multiple roles. These challenges, while prompting strategic prioritization and community collaboration, underscore the critical need for policy-level reforms that ensure equitable, needs-based resource allocation. Thus, the experiences of school heads reflect both the resilience of school leadership and the pressing requirement for systemic support to overcome the resource barriers that limit the success of school-initiated interventions.

Community Pressure On School Interventions

The theme Community Pressure on School Interventions reflects a critical dimension of educational leadership in decentralized systems, where community expectations and comparisons—particularly between central and barangay schools—exert significant influence on school heads' decision-making and intervention strategies. While such scrutiny can catalyze improvement, it often brings unintended consequences such as stress, performative compliance, and compromised autonomy.

The external pressures faced by school heads, especially in central schools subject to comparisons with barangay schools, illustrate the complex dynamics of accountability in education. While community expectations can

motivate higher performance, they may also generate stress and hinder authentic leadership practices (Day, 2017). This tension underscores the need for supportive networks that balance accountability demands with professional autonomy and well-being (Leithwood et al., 2020).

Community expectations can function both as motivational drivers and sources of pressure for school leaders. In contexts where local stakeholders closely monitor school performance, school heads may feel compelled to demonstrate tangible results in order to sustain trust and legitimacy (Bush, 2019). This phenomenon is particularly pronounced in central schools, which often become reference points for performance benchmarks within a district or division.

According to Leithwood (2017), external accountability mechanisms—including public comparisons, community rankings, and performance-based rewards—can either enhance leadership effectiveness or undermine it, depending on how they are structured and perceived. When communities use comparisons as a basis for judgment without full understanding of contextual constraints (e.g., class size, student demographics, teacher shortages), school heads may adopt reactive or superficial solutions rather than strategic, long-term interventions.

Challenges Encountered by School Head in the Implementation of School-Initiated Interventions

Stakeholder Commitment

Stakeholder commitment remains a persistent challenge for school heads in the implementation of school-initiated programs, particularly in under-resourced and community-dependent educational contexts. The success of these interventions often hinges on the active participation of teachers and parents; however, inconsistent teacher engagement and low parental involvement frequently disrupt program continuity and compromise intended outcomes. Inconsistent teacher engagement and minimal parental involvement have been identified as significant barriers to program continuity and effectiveness. A study by Arciaga and Astillero (2022) highlighted that limited teaching interaction and risks associated with home visitation impeded the facilitation of learning during modular distance learning implementation. To mitigate these issues, school heads facilitated community partnerships and realigned funds to support instructional materials. Arciaga and Astillero (2022) underscored this issue in their study, noting that during the modular distance learning phase, school heads were burdened by limited teaching interaction and the logistical difficulties of conducting home visitations—both of which hindered effective learning delivery.

Similar findings by de Asis et al. (2023) emphasized that school heads often struggle with motivating staff and parents amid resource limitations and

policy constraints, resulting in diminished program support. These challenges have prompted school leaders to employ adaptive strategies such as reallocating school funds, leveraging community partnerships, and instituting incentive mechanisms to encourage stakeholder participation. As highlighted by Tañiza (2023), fostering consistent collaboration through clear communication channels and shared responsibilities is vital in building stakeholder ownership and sustaining interventions. The literature suggests that without strong and sustained stakeholder engagement, even well-designed school initiatives may falter, underscoring the need for institutional support mechanisms that prioritize inclusive participation and recognize the shared roles of school heads, teachers, and families in ensuring program success.

Learner Engagement

Learner engagement poses a significant challenge for school heads, especially in contexts where students face long commutes, poor academic performance, and a lack of motivation. These factors contribute to reduced participation in school-initiated programs, thereby undermining intervention outcomes. Techo Tañiza (2023) highlighted that school heads encountered difficulties in responding to diverse learner needs and allocating sufficient time for individualized support, particularly in the aftermath of pandemic-related disruptions. Similarly, a study by Evangelista and del Castillo (2022) revealed

that school leaders found it challenging to sustain student interest in learning when students were already disengaged due to external factors such as family responsibilities, economic hardship, or lack of access to learning materials. The need for differentiated instruction and targeted intervention strategies has become increasingly critical, requiring school heads to collaborate more intensively with teachers and learning support personnel. As pointed out by Balinado and Tolentino (2021), effective learner engagement depends not only on instructional quality but also on the psychosocial support structures that school heads must facilitate. The literature collectively underscores the necessity for school leaders to possess specialized pedagogical knowledge, adopt flexible scheduling, and build strong student support systems to re-engage learners meaningfully—particularly those at risk of falling behind academically or dropping out.

Leadership Persistence

Continuous and visible leadership is crucial for sustaining program momentum. Rodulfa (2023) reported that school heads' instructional leadership positively influenced teachers' sense of efficacy in blended teaching modalities. This underscores the role of school heads in supervising, evaluating teachers, and building connections to ensure program alignment with educational objectives. Leadership persistence is a critical factor in overcoming the challenges school heads face during the implementation of

school-initiated programs. Maintaining continuous and visible leadership helps sustain momentum and ensures that program goals remain a priority amid competing demands. Rodulfa (2023) found that strong instructional leadership from school heads significantly boosted teachers' confidence and effectiveness, particularly in adapting to blended learning environments.

However, studies such as those by Dela Cruz and Mendoza (2022) reveal that school heads often struggle with balancing administrative duties and hands-on instructional supervision, which can lead to inconsistent support for teachers. Furthermore, Valdez et al. (2021) emphasize that leadership fatigue and burnout are common challenges due to the high expectations for program accountability, limited resources, and insufficient training. These issues highlight the importance of ongoing professional development and the establishment of support networks to help school heads sustain their leadership roles effectively.

Persistent leadership not only involves monitoring and evaluation but also fostering strong interpersonal relationships with staff, thereby promoting a shared commitment to program success despite obstacles. This body of research underlines that resilient and engaged leadership is indispensable for aligning school initiatives with broader educational objectives and for motivating educators to persevere through challenges.

Environmental Constraints

Weather-related disruptions and safety concerns pose significant challenges to program implementation. The study by Arciaga and Astillero (2022) noted that human mobility restrictions during the pandemic heightened these challenges, necessitating adaptive strategies such as home visitation and utilization of existing school resources.

Environmental constraints, particularly weather-related disruptions and safety concerns, present formidable challenges for school heads in the implementation of school-initiated programs. These factors often interrupt the regular flow of activities, hinder student attendance, and complicate efforts to maintain consistent program delivery. Arciaga and Astillero (2022) highlighted that during the pandemic, restrictions on human mobility exacerbated these issues, making traditional intervention methods difficult to execute. In response, school heads were compelled to adopt adaptive strategies such as conducting home visitations and maximizing the use of available school resources to sustain engagement and support learners. This implies that unpredictable environmental factors demand flexible planning and innovative problem-solving from school leaders, who must balance safety priorities with educational goals. Furthermore, safety concerns, especially in areas prone to natural disasters or community unrest, often require school heads to coordinate closely with local authorities and parents to ensure a secure learning environment. These constraints underscore the need for resilient

leadership and contingency planning, as well as the importance of policy support to equip schools with the tools necessary to navigate environmental challenges while continuing to implement effective interventions.

Implementation Flexibility

Balancing responsiveness with adherence to the Annual Implementation Plan (AIP) and existing school policies requires flexibility. Semanero et al. (2024) emphasized the need for comprehensive training on the administration of School-Based Management systems to enhance compliance and adaptability in program implementation.

Implementation flexibility remains a significant challenge for school heads as they navigate the delicate balance between responding to emergent needs and adhering to the Annual Implementation Plan (AIP) and established school policies. Semanero et al. (2024) emphasized that comprehensive training in School-Based Management (SBM) systems is essential to equip school leaders with the skills needed to effectively manage this balance, fostering both compliance and adaptability. However, other studies reveal that many school heads struggle with rigid bureaucratic structures and limited autonomy, which can restrict their ability to make timely adjustments to programs based on real-time feedback or contextual demands (Reyes & Cruz, 2022).

Furthermore, this implies that school heads often face pressure from district supervisors and stakeholders to strictly follow prescribed plans, which may limit innovation and responsiveness to unique learner or community needs. This tension between flexibility and accountability creates challenges in sustaining program relevance and effectiveness, underscoring the necessity for capacity-building initiatives that promote dynamic leadership and adaptive decision-making. Overall, the literature highlights that strengthening school heads' competencies in navigating policy frameworks while exercising contextual judgment is vital for the successful implementation of school-initiated programs.

Resource Constraints

Schools often operate with limited financial and material support, affecting the inclusivity and effectiveness of interventions. De Asis et al. (2023) identified insufficiency of time and financial resources as significant challenges faced by school heads in conducting research and implementing programs, suggesting the development of research revitalization programs to address these issues.

Resource constraints remain one of the most pressing challenges faced by school heads in implementing school-initiated programs. Limited financial and material support often hampers the inclusivity, scope, and sustainability of interventions. De Asis et al. (2023) identified the insufficiency of both time and

financial resources as critical barriers not only to effective program implementation but also to the conduct of action research, which is essential for data-driven decision-making and program enhancement. This scarcity forces school heads to make difficult prioritization decisions, often leading to under-resourced initiatives that fail to fully address the diverse needs of learners. Similarly, Pimentel and Ocampo (2022) highlighted that school leaders frequently rely on improvised materials and community donations to supplement deficits, which, while resourceful, are often unsustainable. Compounding the issue, Estrada and Salazar (2021) found that the lack of budgetary allocation for capacity-building and intervention activities significantly reduces the effectiveness of school-based innovations. These findings underscore the urgent need for systemic reforms and the development of support mechanisms such as research revitalization programs and increased financial autonomy at the school level to empower school heads in executing meaningful and impactful educational interventions.

Coping Mechanisms of School Heads on the Challenges Encountered in the Implementation of School-Initiated Interventions

Adaptive Leadership for Collaboration

This coping mechanism has been pivotal, with school heads fostering a collaborative culture through regular team meetings, open communication, and shared responsibilities. This approach aligns with findings from Navarro et al. (2024), who emphasized the importance of stakeholder involvement in School-Based Management (SBM) to enhance program effectiveness.

Adaptive Leadership for Collaboration has emerged as a key coping mechanism among school heads in the effective implementation of school-initiated programs. This leadership style emphasizes cultivating a supportive and participative school culture, wherein regular team meetings, open communication, and shared responsibilities empower teachers and stakeholders to actively contribute to decision-making and problem-solving. Navarro et al. (2024) supports this by highlighting that stakeholder involvement in School-Based Management (SBM) directly correlates with improved program implementation, as it encourages ownership, collective accountability, and more responsive interventions. Similarly, the study of Picotti, L., & PONTI, A. (2023) found that school heads who prioritized collaboration fostered higher staff morale and better alignment of initiatives with community needs, especially in resource-limited settings. These findings suggest that collaborative leadership not only enhances the adaptability of

intervention strategies but also builds trust and commitment among stakeholders—critical components in sustaining educational reforms amid external and internal constraints.

Inclusive Learning Initiatives

In promoting this, school heads have tailored instruction through differentiated teaching and remedial sessions, recognizing diverse learner needs. Incentive systems and engaging activities have been employed to maintain student interest and motivation, reflecting adaptive strategies highlighted in studies on SBM implementation .

In promoting **Inclusive Learning Initiatives**, school heads have tailored instruction through differentiated teaching and remedial sessions, recognizing diverse learner needs. Incentive systems and engaging activities have been employed to maintain student interest and motivation, reflecting adaptive strategies highlighted in studies on SBM implementation.

In promoting *Inclusive Learning Initiatives*, school heads have demonstrated adaptability by tailoring instruction through differentiated teaching and conducting remedial sessions to cater to diverse learner needs. These efforts align with the coping strategies highlighted in the literature on effective school leadership within the School-Based Management (SBM) framework. According to Brillantes and Ruiz (2023), inclusive teaching practices and learner-centered interventions are instrumental in addressing

educational disparities, especially in marginalized communities. Similarly, Reyes and Mariano (2022) emphasized that school heads who integrate motivational tools—such as incentive systems and engaging, enjoyable learning activities—effectively foster improved learner participation and performance. These strategies not only sustain student interest but also reflect a deep understanding of contextual learner challenges. This adaptive approach enables school heads to uphold equity and inclusivity in instruction, reinforcing their commitment to ensuring that no learner is left behind, even amid systemic and resource-related constraints.

Adaptive Leadership in Crisis Management

In the face of crises, **Adaptive Leadership in Crisis Management** has been evident. School heads have implemented flexible scheduling, alternative learning modalities, and emergency protocols to ensure instructional continuity and student safety during disruptions . In the face of crises, Adaptive Leadership in Crisis Management has proven to be a vital coping mechanism for school heads tasked with sustaining school-initiated programs under uncertain conditions. The implementation of flexible scheduling and alternative learning modalities has enabled schools to maintain instructional continuity despite disruptions such as natural disasters or public health emergencies. In a study by Dizon (2025), school heads were found to have adopted modular and online learning systems, coupled with adjusted school calendars, to

accommodate both learner and teacher needs during periods of instability. Furthermore, emergency preparedness protocols, such as coordinated evacuation drills, safety orientations, and health compliance measures, have reinforced student safety and school community resilience. Ramos (2022) noted that school leaders who prioritized proactive risk management and communication strategies were better positioned to maintain stakeholder trust and program momentum. These findings affirm that adaptive leadership—marked by flexibility, foresight, and responsiveness—is central to navigating crises effectively and ensuring the uninterrupted delivery of quality education.

Leadership and Growth Strategies

Leadership and Growth Strategies according to school heads involve modeling exemplary behaviors, engaging in continuous professional development, and building peer networks. For them, These practices support the exchange of ideas and strategies, bolstering intervention effectiveness.

Research on coping mechanisms employed by school heads in the implementation of school-initiated programs underscores the critical role of adaptive leadership behaviors, particularly those centered around leadership and growth strategies. School heads who model exemplary behaviors set a professional tone that motivates staff and fosters a culture of accountability and commitment, which is essential in navigating the challenges of implementing new initiatives. Studies by Spillane, Halverson, and Diamond

(2004) emphasize that adaptive leadership characterized by flexibility, reflective practice, and responsiveness to emerging challenges enables school leaders to tailor interventions to their unique school contexts effectively. Furthermore, continuous professional development serves as a vital coping mechanism, equipping school heads with updated knowledge and skills that enhance their problem-solving capacity and resilience when facing obstacles. Research by Day (2017) highlights that ongoing learning supports school leaders' ability to remain current with educational innovations and sustain motivation over time. Building peer networks also emerges as a significant strategy, providing school heads with emotional support, opportunities for sharing best practices, and collective problem-solving platforms. According to Leithwood et al. (2008), such professional communities reduce the isolation often experienced by school leaders and encourage the exchange of practical strategies that improve intervention outcomes. Collectively, these leadership and growth-oriented coping mechanisms empower school heads to effectively manage the complexities of school-initiated programs, ensuring sustained implementation and fostering a positive school climate conducive to continuous improvement.

Strategic Planning for Intervention Management

This reflects the ability of school heads to navigate administrative requirements while maintaining flexibility. Aligning interventions with the Annual Implementation Plan (AIP) and documenting changes promote transparency and accountability, as emphasized in studies on SBM challenges and coping strategies.

The ability of school heads to balance administrative compliance with flexible implementation is a critical coping mechanism in the success of school-initiated programs. By aligning intervention efforts with the Annual Implementation Plan (AIP) and systematically documenting adjustments, school heads foster both transparency and accountability. This adaptive leadership is supported by the findings of Semanero et al. (2024), who noted that school leaders in the Philippines often navigate the demands of School-Based Management (SBM) by using strategic planning and documentation practices to meet compliance requirements while remaining responsive to contextual challenges.

Similarly, Dizon (2025) emphasized that such documentation not only reinforces accountability but also serves as a tool for reflective practice and data-driven decision-making. This dual focus on compliance and adaptability demonstrates school heads' proactive stance in managing program implementation effectively, despite limited resources and evolving educational landscapes.

Supportive Leadership

Through Supportive Leadership, school heads have strengthened parent-school partnerships via regular communication channels, parent education sessions, and inclusive events, enhancing community support for student success. Supportive leadership has proven to be a vital coping mechanism for school heads in the successful implementation of school-initiated programs, particularly in fostering strong parent-school collaboration.

By utilizing diverse communication platforms such as SMS, social media, and home visits, school heads have established consistent and transparent channels with families. This effort is reinforced by parent education sessions that clarify program goals and inclusive school events that encourage active parental participation. According to Guzman (2022), these strategies have helped school leaders in marginalized communities to build trust and increase stakeholder engagement, which are essential for sustaining interventions. Similarly, the findings of Francisco et al. (2022) support the importance of inclusive leadership approaches in cultivating community partnerships, which in turn positively influence student outcomes. These studies highlight that school heads, through supportive leadership, effectively navigate socio-economic challenges by leveraging the social capital of families and communities, ensuring that school-initiated programs are not only implemented but embraced and sustained.

Resource Optimization and Partnerships

This involve maximizing existing materials, establishing collaborations with local government units (LGUs) and non-government organizations (NGOs), and conducting community resource mapping to expand support networks and enhance program sustainability.

Resource Optimization and Partnerships have emerged as vital coping mechanisms for school heads striving to sustain school-initiated programs amidst resource limitations. By maximizing existing materials and initiating partnerships with local government units (LGUs) and non-government organizations (NGOs), school leaders are able to compensate for funding and supply deficits. Studies such as that by Dizon (2025) found that school heads who engaged in community resource mapping and local networking were more successful in securing material support and volunteer services essential for program implementation. Likewise, Manasan et al. (2011) highlighted those partnerships with LGUs allowed schools to access infrastructure assistance, training support, and instructional materials, thereby reducing dependency on limited internal budgets. These collaborative strategies reflect a proactive leadership style rooted in the principles of School-Based Management (SBM), where resourcefulness and stakeholder involvement serve as key drivers of sustainable educational innovation. Ultimately, these findings underscore the importance of external collaboration and resource mobilization as practical and effective responses to systemic constraints.

Enhancing Team Efficiency and Well-being,

in Enhancing Team Efficiency and Well-being, school heads have employed effective delegation, collaborative monitoring tools, and initiatives to promote teacher wellness and morale, recognizing their crucial role in maintaining a motivated and productive staff .

Enhancing Team Efficiency and Well-being stands out as a critical coping mechanism adopted by school heads to sustain the successful implementation of school-initiated programs. By delegating responsibilities effectively, school leaders optimize the strengths and capacities of their teaching and non-teaching personnel, thereby reducing administrative burden and enhancing operational efficiency. According to the study of Tarraya (2023) effective task delegation was linked to improved teacher engagement and reduced burnout, particularly during periods of increased program demands.

Additionally, the use of collaborative monitoring tools such as digital progress trackers and shared evaluation sheets has enabled school heads to foster accountability and real-time feedback among staff members, as emphasized in the work of Reyes et al. (2022). Equally important is the deliberate effort to boost teacher morale and well-being through wellness programs, recognition initiatives, and emotional support mechanisms. This underscored that school heads who implemented structured wellness sessions and peer support systems observed greater staff satisfaction and reduced attrition. These strategies illustrate a holistic leadership approach that values

both organizational effectiveness and the human dimensions of educational work.

Insights from the School Heads that can be Shared to the Community of School Administrators

Collaborative Leadership and Stakeholder Engagement

School heads consistently emphasize the vital role of collaborative leadership in successfully implementing SIIIs. Partnerships with Local Government Units (LGUs) and community stakeholders provide critical logistical, financial, and human resource support, which aligns with findings from Leithwood et al. (2006), who highlighted that distributed leadership and community partnerships significantly enhance school improvement efforts. Similarly, Spillane, Halverson, and Diamond (2004) underscore that leadership distributed among various actors fosters innovation and ownership, which matches school heads' experiences of empowering teachers to take initiative.

The engagement of parents and civil society echoes Epstein's (2002) framework on school-family-community partnerships, which stresses that collaborative relationships create a shared responsibility for student success. However, school heads' noted difficulties with inconsistent parent participation align with challenges documented by Sheridan et al. (2019), who found that parental engagement is often uneven due to socioeconomic and cultural barriers.

School heads consistently highlight collaborative leadership as a cornerstone for the effective implementation of school-initiated programs (SIIIs), recognizing that partnerships with Local Government Units (LGUs) and community stakeholders provide essential logistical, financial, and human resource support that schools alone cannot sustain. This perspective aligns with Leithwood et al. (2006), who emphasize that distributed leadership, involving multiple actors inside and outside the school, significantly strengthens school improvement efforts by broadening ownership and resource networks. Similarly, Spillane, Halverson, and Diamond (2004) argue that leadership distributed among teachers, administrators, and community members fosters innovation and greater commitment, a reality school heads observe when empowering teachers to lead initiatives within their classrooms.

The role of parents and civil society in these partnerships also echoes Epstein's (2002) framework on school-family-community collaboration, which underscores that shared responsibility among stakeholders is critical to enhancing student achievement and holistic development. However, school heads frequently encounter challenges related to inconsistent parental engagement, which reflects findings by Sheridan et al. (2019) that socioeconomic constraints, cultural differences, and limited communication channels often impede sustained parent participation. These barriers limit the full potential of home-school collaboration and can weaken the support system necessary for successful interventions.

In response, school heads employ various coping mechanisms to strengthen stakeholder engagement. These include establishing regular communication through digital platforms, organizing community events such as literacy days, conducting home visits, and fostering inclusive dialogues that respect local contexts and cultural nuances. By adapting engagement strategies to overcome barriers, school leaders aim to build trust, increase participation, and promote a collective sense of responsibility. Furthermore, leveraging partnerships with LGUs and NGOs helps supplement resources and create broader networks of support, mitigating challenges related to resource scarcity and stakeholder fatigue.

Overall, the insights from school heads illustrate that while collaborative leadership and stakeholder engagement are essential for sustainable SIIIs, the complexities of socioeconomic and cultural factors require adaptive, context-sensitive strategies. Their experiences reinforce the importance of fostering inclusive, flexible partnerships that acknowledge and address the diverse realities of their communities to sustain meaningful school improvement efforts.

Data-Informed Decision-Making and Monitoring

The strategic use of data to guide intervention design and monitor progress is increasingly recognized as a best practice. School heads' use of baseline assessments and feedback loops parallels the findings of Wayman, Midgley, and Stringfield (2006), who argue that data-driven instruction

enhances targeted teaching and responsiveness. Their research supports the view that establishing systematic monitoring increases transparency and accountability, which school leaders find instrumental for sustaining program fidelity.

However, the reported gap in systematic evaluation tools corresponds with research by Fullan (2010), who cautions that many educational programs focus on activity completion rather than measuring real outcomes. This highlights the need for robust evaluation frameworks to improve learning from implementation experience and scalability.

School heads emphasize the critical role of data-informed decision-making in the successful implementation and sustainability of school-initiated programs (SIIIs). By utilizing baseline assessments, pre- and post-tests, and continuous classroom observations, they tailor interventions to meet the specific learning needs of their students. This practice aligns with Wayman, Midgley, and Stringfield's (2006) research, which highlights how data-driven instruction enables educators to target teaching more effectively and adapt strategies responsively. School leaders further underscore that establishing systematic monitoring and feedback loops enhances transparency and accountability, fostering a culture of reflective practice among teachers and ensuring program fidelity throughout implementation.

Despite these advances, school heads consistently report a significant gap in the availability of comprehensive, systematic evaluation tools that go

beyond activity tracking to assess actual learning outcomes. This concern resonates with Fullan's (2010) critique of educational programs that prioritize the completion of planned activities over measuring their real impact on student achievement and growth. The absence of robust evaluation frameworks limits the capacity of school leaders to draw meaningful lessons from their implementation experience and to identify successful strategies worthy of scaling.

To cope with these challenges, school heads have adopted informal but pragmatic approaches, such as using teacher observations, student portfolios, and community feedback to gauge program effectiveness. They also advocate for the development and integration of standardized evaluation instruments that can capture nuanced outcomes and inform continuous improvement. These efforts illustrate the school leaders' commitment to data-driven leadership despite systemic limitations and reflect a broader need within the education sector for capacity building in monitoring and evaluation.

Ultimately, the insights of school heads highlight the dual importance of data utilization: it supports day-to-day instructional decisions and accountability, while also pointing to a critical need for better tools to measure long-term program impact. Strengthening evaluation practices will empower school leaders to not only sustain their initiatives more effectively but also contribute valuable evidence to inform policy and practice at higher levels.

Leadership-Driven Student Progress and Goal Alignment

School heads' strategic leadership that aligns teacher efforts toward common academic goals resonates with the literature on instructional leadership. Robinson, Lloyd, and Rowe (2008) demonstrated that leaders who actively engage in setting clear educational priorities and coordinating teacher efforts have a positive impact on student achievement, especially in literacy development. The emphasis on fostering a culture of teamwork and shared accountability supports the findings by Louis et al. (2010), who describe how collaborative school climates enhance motivation and effectiveness.

School heads play a pivotal role in driving student progress through strategic leadership that aligns teaching practices with clearly defined academic goals. Their focus on literacy development as a cornerstone of school-initiated interventions (SIs) is both intentional and research-backed. The work of Robinson, Lloyd, and Rowe (2008) affirms that leaders who are directly involved in setting academic priorities and coordinating teacher efforts contribute significantly to student achievement, particularly in foundational skills like reading. School heads achieve this alignment by creating structured plans, such as reading improvement programs and collaborative lesson planning sessions, to ensure consistency in instructional delivery.

Insights from school heads reveal that fostering a culture of teamwork and shared accountability is essential in sustaining momentum across

intervention programs. This echoes the findings of Louis et al. (2010), who emphasize that collaborative school climates boost teacher motivation, efficacy, and ultimately student outcomes. School leaders facilitate regular learning action cell (LAC) sessions, peer mentoring, and school-wide performance reviews to maintain collective focus and encourage professional dialogue. These mechanisms not only reinforce common goals but also create a sense of shared responsibility, making teachers more invested in the success of interventions.

However, school heads also encounter several challenges in maintaining alignment and consistency. Teacher resistance, workload fatigue, and varying levels of instructional competence can undermine cohesive efforts. To address these, leaders often implement capacity-building initiatives and distribute leadership roles, allowing teachers to take ownership of key components of the intervention. This participatory approach, which mirrors Spillane's (2002) model of distributed leadership, helps build a sense of agency and engagement among staff.

Moreover, school heads rely on data—such as baseline reading assessments and student progress monitoring—to track outcomes and recalibrate strategies when necessary. This data-informed leadership ensures that interventions remain focused, responsive, and aligned with evolving student needs. Despite systemic constraints, school leaders continue to champion high-impact strategies that integrate instructional coherence,

collaborative culture, and performance monitoring. These practices underscore the role of leadership not only in managing programs but also in shaping a school environment that prioritizes and sustains academic improvement through aligned, goal-driven action.

Targeted and Inclusive Interventions

The prioritization of inclusive, student-centered interventions addressing academic and socio-emotional needs reflects global educational trends toward equity and differentiation. The focus on reading proficiency as foundational aligns with international literacy research by Snow et al. (1998), underscoring literacy's central role in lifelong learning. School heads' consideration of socioeconomic factors is consistent with Banks' (2015) emphasis on culturally responsive teaching that addresses diverse learners' backgrounds.

Challenges in addressing behavioral issues and learning gaps are common hence, effective interventions require multi-tiered support systems tailored to varied student needs.

School heads emphasize the importance of designing targeted and inclusive school-initiated interventions (SIIIs) that respond to the diverse academic and socio-emotional needs of learners. This approach reflects a global shift toward equity-driven education, where differentiation and contextual responsiveness are central to intervention planning. One of the core areas prioritized by school heads is reading proficiency, which they

recognize as the foundation for all other learning domains. This prioritization aligns with the work of Snow, Burns, and Griffin (1998), who argue that early literacy is critical for long-term academic success and overall cognitive development. Consequently, many school-initiated programs include remedial reading sessions, reading camps, and literacy-focused classroom strategies to address learning gaps, especially among early graders.

School heads also acknowledge that student performance and engagement are deeply influenced by socioeconomic factors. Learners from marginalized families often face challenges such as poor nutrition, lack of learning materials, and limited parental support at home—barriers that hinder their participation and progress in school. These realities compel school leaders to adopt inclusive strategies that go beyond academics. Initiatives such as feeding programs, psychosocial support, and differentiated instruction are commonly implemented to ensure that all students, regardless of background, have equitable access to learning opportunities. This aligns with the inclusive education framework advocated by Florian and Black-Hawkins (2011), which emphasizes the need to accommodate diverse learners within mainstream education systems.

Despite their commitment, school heads face several challenges in executing these inclusive programs. Limited resources, understaffed schools, and competing priorities often make it difficult to sustain targeted support. As a coping mechanism, school leaders partner with local stakeholders—including

barangay councils, NGOs, and parent-teacher associations—to pool resources and manpower. They also utilize student performance data, classroom observations, and teacher input to design more responsive interventions. These practices reflect an adaptive leadership style that continuously adjusts to the evolving needs of the school population.

Research by Booth and Ainscow (2015) supports this localized, student-centered approach, highlighting the role of inclusive school cultures in fostering meaningful learning outcomes for all. The insights of school heads thus underscore that effective SIIIs must not only address academic achievement but also the broader ecosystem that influences a child's capacity to learn. Through inclusive and targeted interventions, grounded in both data and empathy, school leaders work toward closing achievement gaps and promoting educational equity in meaningful, context-sensitive ways.

Challenges to Sustained Implementation

School heads' reports of irregular teacher and parent engagement, resource constraints, and environmental disruptions echo findings by Mulford (2003) and Robinson (2024), who identify these as persistent obstacles in school improvement efforts. Natural calamities, such as typhoons, have been shown to disrupt learning continuity in the Philippines, necessitating flexible and adaptive responses (Hebebcı,2023).

Low parental participation is also a documented barrier, often related to socio-economic pressures and limited communication channels (Desforges & Abouchaar, 2003)

School heads consistently report that sustaining the implementation of school-initiated programs (SIs) is challenged by irregular teacher and parent engagement, limited resources, and frequent environmental disruptions. These challenges mirror broader findings in the literature. Mulford (2003) and Robinson (2024) also identify such factors as persistent impediments to school improvement efforts, particularly in resource-constrained and disaster-prone regions. In the Philippine context, natural calamities such as typhoons severely disrupt academic schedules and infrastructure, which can halt learning and derail the continuity of interventions. Hebebcı (2023) highlight how these environmental challenges create long-term setbacks in educational delivery, especially in vulnerable communities lacking recovery mechanisms.

Beyond physical disruptions, school heads also grapple with inconsistent stakeholder participation. Teacher engagement often fluctuates due to workload pressures, low morale, and competing responsibilities. In response, school leaders adopt strategies such as flexible scheduling, task delegation, and professional support sessions to maintain staff involvement. These approaches are grounded in the recognition that sustaining momentum requires ongoing motivation and shared ownership. At the same time, low parental involvement poses a parallel challenge. Desforges and Abouchaar

(2003) point out that socio-economic burdens and weak communication infrastructure often prevent parents from participating actively in school programs. This is echoed by school heads who note that many families lack the time, confidence, or means to engage with school activities, especially when educational priorities compete with livelihood needs.

To address these issues, school leaders have implemented a mix of adaptive and inclusive strategies. These include home visits, flexible parent-teacher meetings, digital outreach, and community-based events to strengthen engagement. Additionally, partnerships with local government units and NGOs are mobilized to supplement lacking resources, while temporary learning spaces and alternative delivery modalities, such as printed modules and radio instruction, are activated during crises. These coping mechanisms demonstrate a form of context-sensitive leadership that is essential for overcoming implementation barriers. Related literature underscores the value of this localized, responsive approach—one that acknowledges structural challenges but actively seeks to mitigate them through collaboration, innovation, and resilience-building.

In essence, the insights of school heads reflect a practical understanding of how systemic, environmental, and socio-economic factors intersect to shape the success or stagnation of SIIIs. Their coping strategies, while constrained, are aligned with global best practices in educational resilience and community-based school improvement, reinforcing the

importance of strategic flexibility and stakeholder engagement in sustaining meaningful interventions.

Adaptive and Strategic Leadership Responses

The adaptive leadership approach demonstrated by school heads—rescheduling activities, providing remedial instruction, and deploying alternative learning modalities—reflects Heifetz’s (1994) theory of adaptive leadership, which encourages leaders to adjust strategies in response to complex challenges.

Providing teacher incentives and wellness initiatives to maintain morale corresponds with research by Skaalvik and Skaalvik (2017), who emphasize the importance of supporting teacher well-being to prevent burnout and sustain instructional quality.

School heads have exhibited strong adaptive and strategic leadership in the face of multifaceted challenges encountered during the implementation of school-initiated programs (SIIIs). From environmental disruptions like typhoons to resource shortages and shifting instructional demands, school leaders have been compelled to adjust plans swiftly while maintaining educational continuity. Their adaptive responses—such as rescheduling intervention activities, introducing remedial sessions, and deploying alternative learning modalities—demonstrate the essence of Heifetz’s (1994) theory of adaptive leadership, which advocates for flexible, context-responsive

strategies in complex and evolving environments. These leadership practices are not only reactive but also proactive, ensuring that learning continues despite obstacles.

During school closures or emergencies, school heads have leveraged flexible learning approaches, including the use of printed modules and radio-based instruction, to reach learners in remote and underserved areas. This means that the effectiveness of multimodal learning during crises, especially in regions with limited digital infrastructure are effective. Such adaptability ensures that educational services remain inclusive and accessible, regardless of situational disruptions. Moreover, recognizing the risk of burnout among staff, school leaders have implemented morale-sustaining strategies such as providing teacher incentives, wellness breaks, and professional support systems. These initiatives align with the findings of Skaalvik and Skaalvik (2017), who stress the critical role of teacher well-being in maintaining instructional quality and staff retention.

Despite these efforts, school heads acknowledge ongoing struggles with maintaining engagement, motivation, and program consistency. The unpredictable nature of crises, combined with chronic underfunding, places significant strain on school operations. To cope, leaders often rely on collaborative problem-solving, shared decision-making, and community support to distribute the leadership load and foster resilience within their teams. Related literature, such as Fullan (2011), underscores that strategic

school leadership must balance immediate problem-solving with long-term capacity building. The insights of school heads affirm that adaptive leadership—grounded in responsiveness, innovation, and human-centered strategies—is essential for sustaining the momentum of SIIIs under challenging and uncertain conditions. Through these experiences, school leaders not only preserve educational access but also cultivate a culture of resilience, collaboration, and continuous improvement.

Resource Mobilization and Community Support

Active resource mobilization through partnerships with LGUs, NGOs, and community members is a common strategy among school leaders to overcome budget limitations. This is consistent with Epstein and Sheldon's (2002) advocacy for leveraging community assets to support schools. Grant writing and resource mapping are recommended practices in literature on school improvement (Hargreaves & Fink, 2006), enabling schools to diversify funding sources and reduce dependence on limited internal budgets.

School heads frequently confront the challenge of implementing school-initiated programs (SIIIs) amidst persistent budget constraints and limited material resources. These limitations often hinder the scalability and sustainability of even well-designed interventions. In response, school leaders have adopted proactive resource mobilization strategies, seeking support from Local Government Units (LGUs), non-governmental organizations (NGOs),

and other community stakeholders. These partnerships not only provide financial assistance but also contribute manpower, learning materials, and logistical support. This practice aligns with Epstein and Sheldon's (2002) framework, which emphasizes the value of building strong school-community linkages to enhance educational outcomes and expand resource access.

To further address funding gaps, many school heads engage in resource mapping to identify untapped local assets such as skilled community volunteers, idle facilities, or underutilized local programs. Some have also initiated grant writing efforts to access external funding opportunities—an approach supported by Hargreaves and Fink (2006), who argue that diversifying funding sources is essential for sustainable school improvement. These initiatives not only help bridge immediate resource gaps but also foster a culture of innovation and shared responsibility among stakeholders. For instance, barangay councils have provided funding for feeding programs and reading materials, while local civic groups have supported literacy campaigns and school events.

Despite the positive outcomes, school heads note challenges such as bureaucratic delays, inconsistent stakeholder engagement, and limited technical capacity for proposal writing. To cope, they often tap into professional networks or partner with local colleges to enhance their skills in grant preparation and community engagement. These efforts reflect a broader

shift toward strategic, collaborative leadership—where schools are positioned not as isolated institutions but as integral parts of the community ecosystem. Related studies, such as those by Blank, Jacobson, and Melaville (2012), highlight that schools with strong community partnerships are more resilient and better able to address diverse student needs.

The insights of school heads reinforce that effective resource mobilization is not merely about securing funds—it is about building sustainable partnerships that extend the reach and impact of school-initiated programs. By cultivating these relationships and adopting structured practices like resource mapping and proposal writing, school leaders demonstrate adaptive and strategic leadership essential for navigating financial challenges and ensuring long-term program success.

Sustaining Motivation and Team Efficiency

Delegation and collaborative tools as strategies to nurture team efficiency and sustain motivation reflect contemporary leadership models emphasizing shared responsibility (Spillane, 2002). Morale-boosting and wellness initiatives align with the findings of Collie, Shapka, and Perry (2012), who found that supportive leadership positively impacts teacher engagement and job satisfaction.

School heads recognize that sustaining motivation and promoting team efficiency are essential for the successful implementation of school-initiated

programs (SIIIs), especially during prolonged interventions or in challenging school years. However, they also encounter recurring difficulties such as teacher fatigue, uneven workload distribution, and burnout—often exacerbated by limited resources, high expectations, and external disruptions. These challenges demand deliberate leadership strategies that go beyond task management to include the emotional and professional well-being of school personnel. The use of delegation and collaborative tools has emerged as a key coping mechanism. By assigning leadership roles and fostering teamwork, school heads create a shared sense of ownership and collective accountability. This approach aligns with Spillane's (2004) distributed leadership model, which emphasizes shared responsibility as a means to enhance organizational capacity and build sustainable leadership practices.

To maintain morale, school heads also implement wellness initiatives such as recognition programs, mental health support, team-building activities, and professional learning communities (PLCs). These strategies promote a positive school climate and offer teachers a sense of appreciation and collegial support. The importance of such practices is supported by Collie, Shapka, and Perry (2012), who found that supportive leadership significantly contributes to teacher engagement, well-being, and job satisfaction. School leaders also report that when teachers feel valued and involved in decision-making processes, they are more committed to the goals of school-initiated

interventions. Regular feedback sessions and open communication channels further strengthen trust and team cohesion.

Despite resource limitations, school heads have shown that consistent efforts to motivate staff and streamline collaboration tools—such as shared digital workspaces and scheduled coordination meetings—enhance efficiency and prevent burnout. These efforts reflect an understanding that the human element of leadership is just as critical as strategic planning. Supporting teachers not only sustains momentum but also ensures continuity and quality in the delivery of educational interventions. Related literature, including the work of Leithwood and Jantzi (2006), underscores that transformational leadership, characterized by empathy, empowerment, and vision-sharing, leads to higher levels of teacher performance and school improvement. The insights of school heads thus reaffirm that sustaining motivation and team efficiency is a dynamic process requiring intentional leadership, responsive practices, and a culture of care and collaboration.

Communication and Parent Involvement

Regular communication using digital platforms and home visits to engage parents aligns with research by Hoover-Dempsey and Sandler (1997), who found that clear communication and inclusive school activities foster greater parental involvement. Inclusive community events supporting literacy

further strengthen home-school partnerships, as highlighted by Henderson and Mapp (2002).

School heads emphasize that effective communication and strong parent involvement are crucial components in the successful implementation of school-initiated programs (SIIIs). However, they also encounter significant challenges in this area, such as inconsistent parental engagement, limited access to digital tools, and socioeconomic barriers that hinder regular participation in school activities. These concerns are consistent with the findings of Hoover-Dempsey and Sandler (1997), who argue that parental involvement is significantly influenced by schools' efforts to communicate clearly and meaningfully with families. School leaders report that despite their efforts to reach out, some parents remain disengaged due to work demands, lack of confidence in supporting their children's learning, or limited understanding of the importance of their role.

To overcome these obstacles, school heads have adopted a range of adaptive strategies. Many use digital communication platforms, such as messaging apps and social media, to provide updates, share learning materials, and maintain ongoing dialogue with parents. For those without internet access, home visits and printed communication are employed to ensure inclusivity. These practices align with Henderson and Mapp's (2002) research, which highlights that inclusive and culturally sensitive communication strengthens trust and partnership between schools and

families. Additionally, school heads organize community-based literacy events, parenting seminars, and reading campaigns that encourage parents to actively support their children's education at home. These activities not only promote literacy development but also foster a sense of shared responsibility for learning outcomes.

Despite resource and participation challenges, school leaders remain committed to nurturing home-school collaboration. They note that when parents are engaged—through clear communication and meaningful involvement—student motivation and performance tend to improve. This insight underscores the need for sustained investment in building parental capacity and establishing inclusive communication systems. Related studies, such as those by Epstein (2002), reinforce this point by identifying comprehensive frameworks for school-family-community partnerships that enhance student achievement. Ultimately, the experiences of school heads reveal that while parental involvement remains a complex challenge, it is also a powerful enabler of successful and sustainable school-initiated interventions.

Need for Systematic Evaluation Tools

The lack of systematic tools to measure outcomes rather than outputs is a significant gap echoed by Guskey (2000), who advocates for evaluation models that emphasize student learning gains and program impact. The call

for better evaluation frameworks is consistent with the growing global focus on evidence-based practices in education.

School heads consistently identify the absence of systematic evaluation tools as a major limitation in the effective implementation of school-initiated programs (SIIIs). While many schools are able to document the completion of activities, they struggle to assess whether these initiatives have translated into meaningful learning gains or long-term impact. This challenge reflects what Guskey (2000) emphasizes in his work—that true program evaluation should focus not merely on outputs, such as attendance or activity completion, but on measurable improvements in student outcomes and teaching practices. In practice, school heads often rely on informal feedback, anecdotal observations, or basic pre- and post-tests that lack the rigor and consistency required for reliable evaluation. This makes it difficult to determine the effectiveness of interventions or to make data-informed decisions for future programming.

To address this gap, school leaders employ several coping mechanisms, including the development of school-based monitoring tools and feedback loops. These tools, though often improvised, serve to gather real-time insights from teachers and learners. Some school heads have initiated partnerships with local universities or educational consultants to assist in designing more structured evaluation templates. Others conduct focus group discussions and reflective sessions with teachers to assess qualitative impacts

such as changes in student engagement or shifts in teaching strategies. These adaptive approaches align with the global trend toward evidence-based education, where continuous monitoring and outcome-oriented assessments are used to improve practice and policy. Furthermore, the implementation of classroom-level assessments, while not standardized, helps provide a clearer picture of learner progress over time.

The experiences of school heads reveal a critical need for institutional support in building capacity for systematic evaluation. Studies such as those by Stufflebeam (2003), which introduced the CIPP (Context, Input, Process, Product) model, offer viable frameworks for holistic evaluation that school heads can adapt to their settings. However, without formal training and accessible tools, these models remain underutilized. Therefore, there is a pressing need for education systems to equip school leaders with practical, context-sensitive evaluation tools that go beyond activity tracking and focus on long-term learning outcomes. By addressing this gap, school-initiated interventions can become more impactful, scalable, and aligned with broader goals of quality and equity in education.

Balancing Policy with Contextual Flexibility

School heads' need to balance compliance with policies like the Annual Implementation Plan (AIP) and the flexibility to adapt to local realities is supported by Spillane, Reiser, and Reimer (2002), who argue that effective

leadership requires navigating policy constraints while responding to contextual demands. This balancing act is critical for maintaining accountability while addressing immediate challenges on the ground.

School heads often face the complex challenge of balancing compliance with top-down policies—such as the Annual Implementation Plan (AIP)—while adapting these frameworks to the diverse and unpredictable realities of their local contexts. This tension between standardization and flexibility is a recurring theme in their experiences with implementing school-initiated programs (SIs). As highlighted by Spillane, Reiser, and Reimer (2002), effective educational leadership involves interpreting and navigating policy directives in ways that remain responsive to local demands. In practice, school leaders report that rigid policy requirements sometimes fail to consider unique contextual variables such as geographic isolation, resource limitations, or community-specific needs. These challenges are compounded during times of disruption, such as typhoons or public health emergencies, which necessitate immediate deviations from planned activities.

To cope with these constraints, school heads employ several adaptive strategies. Many develop internal, school-level action plans that align with AIP objectives while allowing for modified timelines or alternative delivery methods. They also document program adjustments to maintain transparency and accountability, a practice aligned with Fullan's (2007) notion of "intelligent accountability," which values professional judgment and evidence-based

decision-making. Stakeholder engagement plays a central role in these adaptations; consultations with teachers, parents, and community leaders ensure that program modifications are contextually relevant and broadly supported. This approach echoes the findings of Louis et al. (2010), who emphasize the importance of collaborative decision-making in fostering sustainable school reforms.

Moreover, school heads actively seek external support from local government units, non-governmental organizations, and other community partners to address resource gaps not covered by national programs. This reflects Briggs and Wohlstetter's (2015) assertion that effective policy implementation at the school level often depends on robust community-school partnerships. In many cases, school leaders draw upon reflective leadership practices, such as mid-year reviews and peer consultations, to assess what works and recalibrate as needed. These experiences underscore a broader insight: school heads are not merely policy implementers but adaptive leaders who bridge national directives with local educational realities. As such, policy frameworks should allow for structured flexibility, enabling schools to maintain fidelity to national goals while innovating based on real-time community needs and circumstances.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The implementation of School-Initiated Interventions (SIIs) across various public elementary schools revealed diverse yet interconnected strategies aimed at addressing key challenges in student learning, teacher development, and school management. The themes emerging from the qualitative data include early reading and writing interventions, socio-emotional and behavioral support, student punctuality and attendance, anti-bullying initiatives, pedagogical enhancement, nutritional support, and performance tracking. School heads demonstrated adaptive leadership by initiating data-driven and classroom-based interventions, often tailoring strategies to address learners' academic, emotional, and contextual needs. Collaboration with stakeholders—such as parents, teachers, local government units (LGUs), and non-government organizations (NGOs)—played a vital role in mobilizing resources and sustaining intervention programs. Despite achievements in improving student outcomes and teacher performance, recurring challenges included limited evaluation tools, resource constraints, environmental disruptions, and inconsistent stakeholder commitment. Coping mechanisms such as adaptive scheduling, collaborative monitoring, inclusive

communication, and morale-boosting initiatives helped ensure the continuity and partial success of the interventions.

Conclusions

The findings underscore the crucial role of empowered school leadership and community engagement in the successful implementation of school-initiated interventions. SIIIs significantly contributed to improvements in early literacy, writing proficiency, student attendance, emotional well-being, teacher instructional quality, and overall school culture. However, the sustainability and effectiveness of these initiatives were often challenged by systemic constraints, such as inadequate resources, inflexible policy structures, and insufficient tools for systematic evaluation. The interventions highlighted the importance of aligning strategic planning with real-time school conditions while ensuring continuous support from stakeholders. The evidence also reflects a shift toward more holistic and inclusive educational approaches that prioritize both academic and socio-emotional dimensions of learning.

Recommendations

To enhance the impact and sustainability of school-initiated interventions, several actions are recommended. First, develop and institutionalize comprehensive evaluation tools to measure both the

completion and the effectiveness of interventions, ensuring data-informed decision-making. Second, increase investment in capacity-building and teacher training, particularly in literacy instruction, socio-emotional learning, and differentiated teaching. Third, foster stronger, sustained partnerships with LGUs, NGOs, and community members to bridge resource gaps and expand program reach. Fourth, promote flexible policy guidelines within the Annual Implementation Plan (AIP) to allow context-sensitive planning and timely intervention adjustments. Lastly, institutionalize wellness and morale-building initiatives for both teachers and learners to maintain high engagement and prevent burnout. These recommendations aim to solidify the foundation of inclusive, responsive, and results-oriented school improvement practices..

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APPENDICES



APPROVAL OF THESIS MANUSCRIPT

Name:	LOVELLA O. MAGUAD
Degree Sought:	MASTER OF ARTS IN EDUCATION
Major:	EDUCATIONAL MANAGEMENT
Minor:	(IF APPLICABLE)
Thesis Title:	IMPLEMENTATION OF SCHOOL-INITIATED INTERVENTION: NAVIGATING SCHOOL HEADS' INNOVATION AND CAPACITY

ADVISORY COMMITTEE


PAUL JOHN B. ONGCOY, PhD

Major

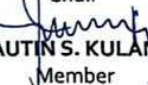

DONNIE M. TULUD, PhD

Minor

EXAMINING COMMITTEE


LEORENCE C. TANDOG, PhD

Chair


KAUTIN S. KULANO, EdD

Member


PAUL JOHN B. ONGCOY, PhD
Program Head, MAED-EM


DEBBIE MARIE B. VERZOSA, PhD
Research Coordinator, Graduate School

Date

Date


EIMER M. ESTILLOSO EdD
Dean, Graduate School

Date

Study No.: _____

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Recorded:

LYDIA C. PASCUAL
Director for Research & Development

Date

Index No.: _____

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