LIVED EXPERIENCES OF SCHOOL HEADS IN THE HINTERLANDS: NAVIGATING THE CHALLENGES AND TRIUMPHS OF CRAFTING A SCHOOL IMPROVEMENT PLAN
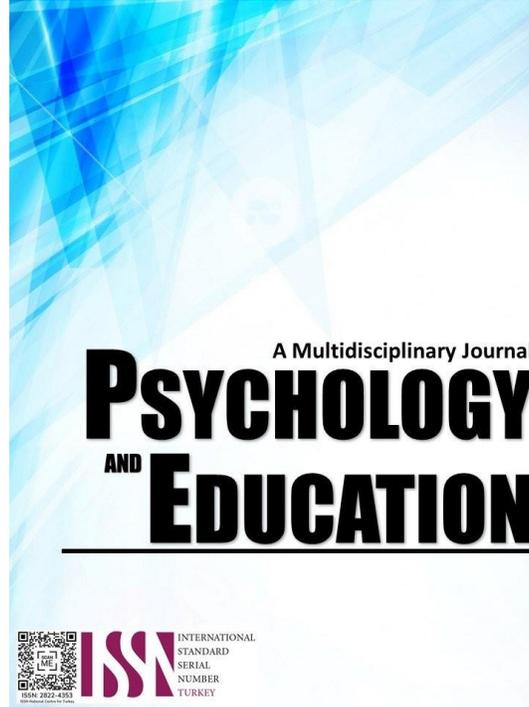
Lived Experiences of School Heads in the Hinterlands: Navigating the Challenges and Triumphs of Crafting a School Improvement Plan

Renelyn G. Pugado,* Daniel D. Somosot Jr., Marleonie M. Bauyot
For affiliations and correspondence, see the last page.

Abstract

This study examines the experiences of school heads in rural areas of the Philippines in crafting and implementing School Improvement Plans (SIPs). It highlights the successes, challenges, strategies for data collection, and training and support mechanisms involved in the SIP crafting process. The findings reveal that while school heads face significant challenges such as budget constraints, lack of participation, and limited access to formal training, their ability to engage stakeholders, leverage collaborative efforts, and adapt to the local context plays a key role in overcoming these obstacles. Successes in SIP crafting are often attributed to strong leadership, stakeholder cooperation, and positive attitudes despite challenges. Strategies such as the use of secondary data, collaborative efforts, and innovative solutions were central to gathering relevant data, while peer support and mentorship helped school heads navigate the complexities of SIP development. The study concludes by emphasizing the importance of building strong networks of support and ensuring access to training and professional development for school leaders in rural areas to enhance the effectiveness of SIP crafting and implementation.

Keywords: *school heads, school improvement plan*

Introduction

Improvement planning is essentially the process by which educational leaders create a plan with quantifiable goals that, when carried out, will enhance the organization. Plans may contain, among other things, focus areas on resolving the school atmosphere, enhancing the quality of instruction, or putting data-driven decision-making into practice. This kind of planning method is consistent with a logical organizational paradigm, according to which creating and implementing a school improvement plan (SIP) ought to enhance organizational operations, procedures, and results, such as academic performance in classrooms (VanGronigen and Meyers, 2017).

Furthermore, in Malaysia, (Ab Latif, et al., 2021), highlights how challenging it may be to balance the interests of numerous stakeholders, including members of the community, parents, and educators, with reform plans. This may lead to disputes and implementation challenges. In addition, Louis and Dretzke (2021) found that principals' ability to carry out comprehensive development plans is usually hindered by a lack of financial and human resources. These empirical findings demonstrate how intricate education is and the difficulties faced by principals in designing an effective school improvement plan.

Moreover, in Nepal, school leaders often face a variety of challenges when crafting a School Improvement Plan (SIP). These challenges can impact the effectiveness of the plan and its implementation such as data collection and analysis wherein school leaders might struggle with accessing accurate and comprehensive data on student performance, teacher effectiveness, and other key areas, limited participation, and conflicting priorities of the stakeholders were also challenges of school leaders. Also, budget limitations, human resources, short planning timelines, cultural barriers, policy conflicts, changing regulations, information gaps, and addressing diverse needs were said as the problems of crafting a school improvement plan (Gautam, et al., 2015).

In Ormoc, Philippines, Perez (2020), the creation of school improvement plans presents several difficulties for school heads, particularly those who are new to administrative work. These difficulties include a lack of financial management expertise, inadequate training, a lack of financial support staff, a lack of financial support staff, poor collaboration in planning with stakeholders and teaching staff, disorganized record-keeping, and adherence to complicated laws and policies.

According to the findings of Lubguban et al.'s study from 2024, eight out of ten principals in Davao City reported having trouble getting the data needed for the first phase of the school improvement process. They underlined the difficulty of obtaining data from several stakeholders to create a comprehensive framework for the prioritizing scheme at the process planning stage. Additionally, they mentioned that seven out of ten principals highlighted the difficulties they had in communicating the demands of the school and reminding the stakeholders of their crucial part in the planning process for school improvement. Finally, the experiences of principals of schools exposed the complex problems with resource management that surfaced when the School Improvement Plan was being developed. They conveyed their dissatisfaction with the local government's lack of support and the low school MOOE for necessary school renovations, highlighting the vital connection between projects and funding.

The success and difficulties faced by the school head in creating the improvement plan was the main subjects of this study. Researchers have not found a local study on the experiences of school administrators in the hinterland in creating school improvement plans that highlight their struggles and victories, despite a related study on the subject by Lubguban et al., (2024) titled "Lived Experiences of School Principals in Crafting the School Improvement Plan." This led the researcher to do this study to gather pertinent data regarding the common, yet ongoing difficulties school heads face, particularly those assigned in the hinterland in crafting school improvement

plans focusing on their challenges and triumphs. Finally, by sharing the knowledge and insights that this research may provide, it hopes to uplift other principals of schools who may be facing a similar situation.

Research Questions

Specifically, this study sought to answer:

1. What are the experiences of school heads in the hinterlands in crafting a school improvement plan?
2. What lessons can be gleaned from the experiences of school heads?

Methodology

Research Design

The researchers used the qualitative research design applying the phenomenological approach to investigate the challenges and triumphs experienced by the school heads in the hinterland on crafting the school improvement plan. Moser & Korstjens (2017), deeper insights into real-world issues are obtained through the exploration of these issues through qualitative research. collects the experiences, viewpoints, and actions of people. Rather than addressing how many or how much, it addresses hows and whys. Additionally, a range of data collection and analysis techniques utilizing purposive sampling and semi-structured, open-ended interviews are described by Creswell & Poth (2018). This effective model develops naturally and gives the researcher access to a level of information that comes from deep immersion in actual occurrences.

Moreover, phenomenology is an area of study that aims to clarify the nature of objects by examining how humans perceive them (Dovetail Editorial Team, 2023). The phenomenological approach's central idea is to find recurring themes in people's shared life experiences to define and characterize a phenomenon. The investigator performs comprehensive interviews with numerous individuals to identify a shared theme among them. The data analysis processes involve a series of methodical activities, such as selecting a phenomenon to investigate, conducting participant interviews, emphasizing recurring themes, and publishing the results (Mckoy & Boyd, 2023). Qualitative phenomenological approach is the most suitable design for this research because its goal is to investigate the actual experiences of school heads assigned in the hinterland in terms of crafting school improvement plan.

Participants

This qualitative research using a phenomenological approach has a minimum of eight (8) school heads assigned in a hinterland school in the Division of Davao del Norte from the school year 2022-2023 to 2024-2025. The suggested number of participants in this study was supported by Creswell (2013), five (5) to twenty-five (25) participants are suggested as adequate for phenomenological studies. While phenomenological investigations typically have small sample sizes, it is important to note that to achieve the study's objectives, the researcher might need to continue recruiting participants until saturation.

Furthermore, participants of this study were chosen through purposive sampling. Nikolopoulou (2023) explains that in qualitative research, purposive sampling involves deliberately selecting a specific group of people or units for study, rather than choosing randomly. This method is also known as selective or judgmental sampling. The researcher selects participants with a specific goal in mind and considers the traits or qualities of interest when making the selection. Through purposive sampling, the selection criteria for inclusion are as follows: firstly, participants must have served as a school head for a maximum of 2 years. Secondly, they should be assigned to a school in a remote or hinterland area. The criteria for participant selection encompassed both male and female individuals who shared similar experiences in developing school improvement plans.

Participants in qualitative research need to be adequately informed about the interview process and have knowledge of the interview location and time. Ensuring the complete secrecy of each participant was the primary objective (Fossheim & Ingierd, 2015). The selected participants provided informed consent that included the reason for the interview as well as its date and time. As the study's researchers, they asked the selected participants for permission to record the full interview, promising to store all the data collected from them—especially the printed and electronic versions—or to set up a system for keeping the data for as long as necessary and discarding it when the allotted time for storage had passed. Participants in the study were assigned pseudonyms to maintain confidentiality during the research. These pseudonyms were given to the eight (8) chosen school heads.

Instrument

A variety of data collection techniques, including documents, observations, and interviews, were employed by qualitative researchers (Creswell, 2007). The foundation of this study were the experiences and observations of the participants, which are gathered through in-depth interviews. According to Austin (2015), in-depth interviews, in which the interviewer obtains data directly from the interviewee, are the most popular method of data gathering. This method works well for collecting highly customized data and for deciphering and analyzing the motivations, attitudes, sentiments, and opinions that participants may have about a given topic.

The participants in this study were asked to respond in their preferred language during the comprehensive virtual interview if they feel at ease doing so. Additional questions, not included in the interview guide, it was posed by the researchers to elicit more insightful and coherent responses from the participants. Conducting an in-depth interview is extremely beneficial as it allows the participants to

openly discuss their experiences and viewpoints on the subject matter.

Procedure

The gathering of data was conducted according to strict procedures. Before the study, researchers also participated in a series of events to gather data. Creswell (2007) offered guidance to qualitative researchers who were involved in a series of events associated with data collection. Finding research participants, the location for the study, and the materials' accessibility and convenience were all crucial steps in getting the correct data.

Upon completing a comprehensive examination of the interview guide, the researchers sent a letter seeking permission to the office of the Schools Division Superintendent (SDS). This letter intends to request authorization from the head office to conduct interviews with the selected participants. After the approval, researchers sent the approved letter from the SDS to the participants and a consent letter explaining the purpose of the study were given to them, and they were requested to affix their signature before the interview. Before the interview, researchers conducted an online orientation to the school heads in the hinterland as the chosen participants about the flow of the interview. However, the researchers must find a substitute participant for the study if the selected individuals are unable to attend the orientation. They considered the inclusion requirements that this study required when they were selecting a substitute for my selected participants.

In addition, the schedules were arranged according to the availability and preference of the participants, but this was done for one participant at a time. The data that were collected in this research included the in-depth interview of the school heads in the hinterland in crafting their school improvement plan. The researchers plan to use an interview protocol as a framework for conducting in-depth interviews. Data was collected through audio recordings and transcribed afterward. Participants were asked for permission to record their responses verbatim using an audio recorder, while the researchers also took notes to capture key points shared during the interviews. The researchers continued to inquire about relevant topics related to their chosen subject until they have gathered enough data. They then transcribed the information collected from the participants.

Furthermore, gathering data for transcription required a great deal of patience and persistence. It is essential to the data analysis process because it forms the foundation for the main themes of the research. The analyst verified, examined, and studied the information gleaned from the transcription.

Data Analysis

The Caufield (2019) thematic analysis was utilized in this qualitative research, employing a phenomenological approach. This method is typically applied to a collection of texts, such as transcripts or interviews, in order to identify recurring themes, topics, concepts, and patterns of meaning within the data. Additionally, the researchers conducting this study adhered to the six-phase framework for conducting thematic analysis as outlined by Braun & Clarke (2019): becoming familiar with the data, generating initial codes, identifying themes, reviewing themes, defining the themes, and completing the write-up.

Ethical Considerations

In Belmont Report (1974), outlines the fundamental principles that the Commission identified during its discussions. Respect for person, beneficence, and justice—the three fundamental values acknowledged in our customary practice was applied to the ethics of research involving human beings (Podany, 2017).

Respect for a person is the first principle, and it concerns the researcher's decency to the participants as well as their autonomy to choose whether to participate in the study. Creswell (2007) states that participants should be autonomously treated as individuals who decide what general goals to pursue and the best way to protect themselves from harm should be considered when upholding this principle, and it is important to acknowledge that all research participants are adults.

For this study, the researchers sent permission letters to the office of the Schools Division Superintendent where the participants are based before starting the study. Once the SDS approves, the researchers sent informed consent forms to the participants requesting their active and voluntary participation in the study. They ensured that they respect the participants by asking them if they truly want to participate in this research as informants. Once an agreement is reach, the researchers motivated them to carefully read and sign the digital informed consent as a symbol of their willingness to take part in this study. Subsequently, they arranged and finalize the interview schedule at a mutually convenient time.

Furthermore, before the interview, participants were informed about their rights under the study as part of their consent form. They have a right to the protection of their identity during this project; during the in-depth interview, researchers employed coding to guarantee the privacy of their answers and their identity through anonymity. Additionally, individuals were granted the freedom to ask questions before, during, and following the interview as well as the complete ability to withdraw and decline participation in the study at any time they feel uncomfortable continuing with the interview; In a similar vein, researchers obtained their consent in advance to record the entire interview to compile all their responses. Investigators eventually begin the interview after obtaining their consent. They were contacted to verify interview transcripts, and the only topic of discussion during the interview was the phenomenon of crafting the SIP of the school heads in the hinterland. Furthermore, if they notice any responses that have been printed incorrectly, they

are free to add, remove, or alter some of the printed responses.

Moreover, the second is beneficence, which is defined as attempting to protect research participants' welfare and reduce harm. Friendships between researchers and other participants may arise from research, knowledge was gained through participation, or there may be the chance to make a positive contribution to society or win the respect of others (Creswell, 2007).

Furthermore, researchers guaranteed that the participants in the research were derived value from and were able to benefit from the results of the study. The findings of the study were beneficial not only to the selected participants but also to rural school leaders aiming to excel in developing a school improvement strategy. Throughout this research study, researchers ensured that the goals of the study were met, maximizing the advantages and minimizing any potential risks to their participants.

Researchers took care to ensure that no information that could identify the participants appears in their reports because it is their responsibility as investigators to protect participant confidentiality and the identity of the participating institutions. They also took responsibility for each participant's safety and well-being by assigning a pseudonym. Additionally, after receiving approval to conduct the study, the researchers took into account the schedule of the study based on the convenient time of the informants; they also took into consideration rescheduling the date and time of the interviews as requested by the selected informants.

Finally, as a conclusion reached by the investigators, the ethical principle of justice demands a fair distribution of the risks and rewards. People must be equally exposed to the benefits and risks of the study regardless of their gender, ethnicity, race, or other classification; they can only be excluded or included if their actions are directly related to the research questions (Scott, 2018).

In upholding the ethical principle of justice in this study, the researchers must ensure that the selection of informants and the study location is fair and justifiable. Additionally, the researchers should prioritize the needs of the informants before the objectives of the research. The researchers must ensure that the questions asked to the participants are pertinent and meaningful to the study. Additionally, they must ensure that the informants are properly accommodated and acknowledge and credit their efforts and the time they have contributed.

Additionally, the researchers provided the participants with a token of appreciation and reimbursement for their expenses during the interview as a gesture of gratitude for their voluntary participation. These tokens are provided in recognition of the time, energy, and courage demonstrated by the participants in sharing their experiences for the benefit of this study.

The study adheres to Belmont's report and complies with Republic Act No. 10173, also referred to as the Data Privacy Act (DPA), which seeks to balance the protection of privacy rights with the effective use of information. According to the Act's policy statement, it is recognized that while the law ensures the safeguarding of an individual's essential right to privacy. The investigators must ensure the free flow of information to support growth, national development, and innovation. While upholding the rights of the data subject, who is an individual whose personal information is collected, stored, and processed, the DPA does not hinder access to information that could impede progress and advancement. It also does not obstruct the processing of personal data for research purposes. The act promotes the freedom of information, encourages initiatives for data sharing, and supports the responsible use and processing of personal data.

To summarize, the researchers ensured that all the above-mentioned concrete measures are applied and treated equally throughout the research process to produce meaningful experiences with the selected informants. They used this as a guide and a starting point for considering and acting in various ways related to this research.

Results and Discussion

Experiences of School Heads in the Hinterlands in Crafting a School Improvement Plan

The result showed four (4) major themes, starting with Successes and Achievements in SIP Crafting and Implementation, which has three (3) core ideas: Inclusion of Essential Programs, Stakeholder Participation, and Program Impact. The second major theme is Challenges in SIP Development, with four (4) core ideas: Stakeholder Engagement in Rural Areas, Limited Resources, Data Gathering Issues, and Cultural and Contextual Barriers. The next major theme is Strategies for Data Collection, which includes three (3) core ideas: Collaborative Efforts, Use of Secondary Data Sources, and Innovative Solutions. The final major theme is Training and Support for SIP Crafting, with three (3) core ideas: Formal Training, Peer Support and Mentorship, and Limited Access to Training.

The frequency of responses was interpreted as General, Typical, and Variant. General if most of them had the same answers to the given questions, typical if only a few had the same response and variant if they had dissimilar responses.

Table 1. *Experiences of School Heads in the Hinterlands in Crafting a School Improvement Plan*

Major Themes	Core Ideas	Frequency of Responses
Successes and Achievements in SIP Crafting and Implementation	Inclusion of Essential Programs	Typical
	Stakeholder Participation	General
	Program Impact	Typical
Challenges in SIP Development	Stakeholder Engagement in Rural Areas	Typical

	Limited Resources	Typical
	Data Gathering Issues	Typical
	Cultural and Contextual Barriers	Typical
Strategies for Data Collection	Collaborative Efforts	Typical
	Use of Secondary Data Sources	Typical
	Innovative Solutions	Typical
Training and Support for SIP Crafting	Formal Training	General
	Peer Support and Mentorship	Typical
	Limited Access to Training	Typical

Successes and Achievements in SIP Crafting and Implementation

The successes in SIP crafting and implementation are largely attributed to the strong collaboration between school heads, teachers, parents, and the local community, along with the adaptability of school leaders in responding to challenges. Their passion, effective resource management, and focus on teacher motivation and capacity building have all contributed to positive outcomes in the school improvement process. One of the primary successes in crafting the SIP is the Inclusion of Essential Programs, Stakeholder Participation and Program Impact which surface as core ideas.

Inclusion of Essential Programs. One key achievement in crafting and implementing School Improvement Plans (SIPs) is the incorporation of essential programs that address the specific needs of the school and its learners. School heads in the hinterlands have successfully tailored programs to meet the challenges unique to their context, such as resource scarcity and limited access to services. These programs are often aligned with enhancing student performance, improving teacher competencies, and addressing infrastructure needs. For instance, projects like mini gym construction, water supply provision, and literacy initiatives have significantly improved the quality of education and facilities in remote schools. The inclusion of such targeted programs demonstrates the effectiveness of SIPs in responding to both immediate and long-term needs of the school community.

As P1 stated in line 134-139: "The willingness and cooperation of the school stakeholders and the teachers in the implementation of the projects, programs, and activities that could improve the school operation and services that would enhance the students' achievement."

P5 also added in lines 345-346: "I was able to realize all the activities and put them in our SIP, and for the first time, I almost made our SIP perfectly."

P8 had similar statement also in lines 333-335: "We opted to change to another strategy where the members were divided according to their needs, and each group identified school problems and developed school programs and projects to be implemented."

Stakeholder Participation. The active participation of stakeholders is a cornerstone of successful SIP implementation. School heads have highlighted the importance of collaboration between teachers, parents, local government units (LGUs), and community members in planning and executing programs. Stakeholders often contribute their time, resources, and expertise to ensure the success of the SIP. Examples include parents volunteering for school cleanups and construction projects, and LGUs providing additional funding or logistical support. This collective effort fosters a sense of ownership and accountability, strengthening the school-community relationship and ensuring the sustainability of improvement initiatives. The inclusive approach ensures that programs are well-received and effectively address the needs of the school, particularly in underprivileged areas.

In lines 584-586 of the answer of P5, it was stated: "Because of collaboration within the SPT and stakeholders, mas mapadali gyud ang task. So collaboration plays a vital role in crafting SIP."

As P5 also added in lines 421-424: "Parents and the barangay officials helped the school in the provision of water... they supported and worked together to address the issue."

P7 also shared similar statement in lines 489-490: "During bayanihan, parents in our schools were very helpful to our school as long as our students would benefit from it."

As P8 stated in lines 501-502: "Through the helping hands of parents, we were able to realize our plans for a mini gym."

Program Impact. The successful implementation of SIPs has led to measurable improvements in school operations, facilities, and student outcomes. Programs focused on enhancing student learning, teacher development, and infrastructure upgrades have shown significant positive impacts. For example, literacy programs have helped improve reading proficiency among learners, while infrastructure projects like the construction of water systems have addressed basic needs that support the learning environment. Moreover, the SIP process has also enhanced teacher motivation and capacity, as educators feel more engaged and supported through their active involvement in crafting and implementing these programs. These impacts reflect the effectiveness of SIPs in driving holistic school development and improving the educational experience for students, even in the most challenging contexts.

It was stated in lines 632-634 of P3: "I was able to see the willingness and passion of my teachers and stakeholders, especially when I

saw them actively working towards improving the school operations and programs."

P4 also stated in lines 561-563:"Even though we are situated in a remote area, I can see in their faces the determination to help, the passion to teach, and the sacrifices they've given to the students."

P7 added in line 512-513: "The successful crafting and implementation of SIP helped address key student needs and improve overall school services."

Challenges in SIP Development

The development of School Improvement Plans (SIPs) presents various challenges, especially in hinterland schools where resources and support are often limited. These challenges reflect the realities of creating effective and sustainable strategies for school improvement in areas with unique and pressing constraints.

Stakeholder Engagement in Rural Areas. Engaging stakeholders in rural areas poses unique challenges due to varying levels of interest, awareness, and availability. In hinterland schools, some parents, community members, and even teachers may feel disconnected from the school's vision or perceive limited benefits from education, especially in areas where cultural practices prioritize immediate livelihood over long-term learning. For example, stakeholders in rural settings often struggle to see the relevance of education beyond basic literacy, particularly when higher education opportunities are inaccessible. School heads address these issues by fostering open communication, emphasizing the shared benefits of the School Improvement Plan (SIP), and encouraging active participation through targeted outreach and transparent planning processes.

It was clearly stated by P3 in lines 542-547: "Balulon Elementary School is a very far school of Langilan District; the negative experience I faced was that some of the teachers are not knowledgeable or somehow not interested in the projects or programs of the school."

P5 also added in line 633-635:"The lack of motivation of the stakeholders because of their practices, having the thought 'mao raman japon, taman lang mi grade 6 den maminyo na dili katiwas school kay walay high school.'"

It was visible also in the lines 536-537 of P7: "I cannot do it alone, so I need the presence of other stakeholders, parents, and teachers."

Limited Resources. Resource scarcity is a significant obstacle in SIP development, particularly in rural and remote schools where funding is minimal. Schools often lack the necessary financial support to execute essential programs and projects, while inflation exacerbates the shortfall. For example, schools may face difficulties in constructing facilities, providing teaching materials, or implementing extracurricular programs due to budget constraints. Limited external support further complicates matters, requiring school heads to rely on innovative solutions like community fundraising or reallocating existing resources. Despite these efforts, resource shortages remain a pervasive challenge, affecting the overall quality and scope of the SIP.

As P1 stated in lines 311-312: "Daghan ko ug pwede isulti about my negative experience... I am assigned in a small school; my budget is limited."

When talking about budget P4 also added in lines 432-433: "The shortage of budget during the implementation of the projects, programs, and activities because of inflation."

As P5 agreed in the issue, it is visible in the statement in lines 451-453: "Even if we have limited budget, I take it as a positive avenue because of the IP learners. Whether I like it or not, I have to do it."

Data Gathering Issues. Accurate data collection is crucial for developing an effective SIP, yet schools in rural areas frequently encounter challenges in this area. Teachers and school heads may lack training in data collection techniques, leading to incomplete or inconsistent data. Moreover, logistical barriers, such as poor connectivity or the inaccessibility of remote households, complicate the gathering of accurate information on student performance, attendance, and community needs. These issues can result in poorly informed plans that fail to address the root causes of educational challenges. To mitigate this, schools often rely on collaboration with external partners or adopt simplified data collection methods tailored to their context.

P2 stated in lines 202-203: "Some of the program owners were not able to prepare activity designs, which resulted in the cancellation of the activity."

P5 shared the same concern also stated in lines 278-280: "There are times when we have orders from the higher office to conduct specific activities or programs, but these often require budget revisions to accommodate their implementation."

As emphasized by P7 in lines 287-288: "We failed in some areas because we had a huge vision to reach our goals in a short period of time, which wasn't realistic."

Cultural and Contextual Barriers. Cultural differences and contextual challenges can significantly impact the SIP development process. For example, schools serving Indigenous Peoples (IP) communities may face resistance to certain initiatives due to traditional beliefs or practices that conflict with modern education models. Additionally, language barriers and differing priorities within the community can lead to misunderstandings and reduced engagement. School heads must navigate these barriers by respecting local traditions,

involving community elders in discussions, and designing programs that align with cultural values while promoting educational advancement.

P1 said in lines 256-258: "The lack of motivation of the stakeholders because of their practices, having the thought 'mao raman japon, taman lang mi grade 6 den maminyo na dili katiwas school kay walay high school.'"

P4 also added in line 354-355:"The school is situated in the hinterlands where water is not available, and addressing such issues requires community effort."

P7 also mentioned in lines 365-367: "As a school leader, I emphasized to the learners to continue their education and strive harder despite the perception that they won't pursue higher studies."

Strategies for Data Collection

Effective data collection is a cornerstone of crafting a comprehensive and impactful School Improvement Plan (SIP). In hinterland schools, where logistical and resource-related challenges are prevalent, school heads employ various strategies to gather accurate and actionable data. These strategies ensure that plans are informed by the specific needs and circumstances of the school and its stakeholders.

Collaborative Efforts. Collaboration is fundamental to data collection in SIP development. School heads leverage the collective expertise and experiences of teachers, parents, community members, and local leaders. Teachers provide detailed information on student performance and classroom dynamics, while parents and community members offer insights into socio-cultural and economic factors affecting the school. Collaborative efforts foster a participatory approach, ensuring that diverse perspectives are included in the data collection process. This not only enriches the data but also promotes a sense of shared responsibility among stakeholders. The collaboration builds trust and accountability, creating a strong foundation for implementing the SIP. This can be seen in the statement of P3 in lines 621-624:

"Collaboration and cooperation are integral and essential aspects in overcoming the different challenges in crafting SIP, since one head can't move towards the end, and everyone plays a vital role since everyone has their assignments."

P5 also stated in lines 238-239: "I cannot do it alone, so I need the presence of other stakeholders, parents, and teachers."

P7 also emphasize in lines 298-299: "Through collaboration, we can establish a sense of belongingness and build confidence to do more and better."

Use of Secondary Data Sources. Secondary data sources serve as a vital resource for school heads, especially in contexts where primary data collection may be limited by time, resources, or logistics. These sources include government reports, census data, regional education performance metrics, and existing research studies. Utilizing such data provides a macro-level understanding of the school's context and helps identify broader trends, such as enrollment patterns or literacy rates. Combining secondary data with locally collected primary data allows for a more comprehensive and nuanced SIP. This strategy not only saves time but also ensures that the plan aligns with larger educational and community goals.

P2 mentioned in lines 412-416: "During the crafting, I had to adapt practices and strategies, and I referred to strategies from other principals who were experienced in crafting SIP."

P5 also shared in lines 402-404:"I consulted the planning team for revisions to the Annual Improvement Plan to give the needed budget for the activity, taking insights from previous plans."

P8 agreed in lines 522-523: "I use to tap experienced people in our district to check my SIP before submitting it to the division office."

Innovative Solutions. Faced with challenges like remote locations, limited resources, or low literacy rates, school heads adopt innovative solutions to collect data effectively. Strategies include organizing community focus groups, using mobile technology for surveys, or even employing visual tools like charts and pictograms for community feedback sessions.

Creative engagement with students, such as peer-led discussions or participatory mapping activities, ensures that the voices of all stakeholders are heard. Additionally, digital tools like social media platforms are sometimes utilized to reach stakeholders who might not attend in-person meetings. These innovations address logistical barriers and make data collection more inclusive and adaptive to local realities.

P3 emphasized the plan she had in lines 348-349:"I had an idea that needed modification because some plans weren't applicable or feasible within the available budget."

P5 also shared her strategy in lines 234-236: "We opted to divide the members into groups to identify school problems and develop school programs and projects tailored to specific needs."

As to P7 he stated in lines 387-388: "I had to modify the strategy to align with the actual needs of the children, with the planning team and stakeholders providing crucial inputs."

Training and Support for SIP Crafting

The development of a School Improvement Plan (SIP) is a complex and strategic process that requires school heads to possess adequate knowledge, skills, and resources. Training and support are vital to equipping school leaders with the tools and competencies necessary to craft effective SIPs, particularly in the challenging contexts of rural or hinterland schools. This major theme highlights the critical role of professional development programs, mentorship and peer support, and institutional backing in strengthening SIP development and implementation.

Formal Training. Formal training programs are structured learning opportunities designed to equip school heads with the necessary knowledge and skills to effectively craft and implement SIPs. These programs typically include workshops, seminars, and courses that cover various aspects of SIP development, such as data collection, goal setting, resource management, and monitoring and evaluation. School leaders gain valuable insights into the theoretical and technical frameworks required to design comprehensive plans that align with national and regional educational priorities. Such training also emphasizes strategic thinking, leadership competencies, and the importance of fostering a collaborative school culture. The impact of formal training is substantial in providing school heads with a strong foundation to create meaningful and well-structured SIPs, ultimately enhancing school performance and student outcomes.

P2 shared his idea in lines 507-509: "I believe that we need to undergo formal training to craft SIP effectively. I consulted experienced principals to check my work and improve it before submission."

P8 also added in his statement in lines 631-634: "There are times when there are orders from the higher office to conduct specific activities. These programs sometimes need a budget, and so I consulted with the planning team for revisions to the SIP, ensuring that our strategies align with official guidance."

Peer Support and Mentorship. In addition to formal training, peer support and mentorship play a vital role in strengthening the skills of school heads. Experienced principals and education experts serve as mentors, offering guidance, sharing practical strategies, and helping to navigate complex situations in the SIP crafting process. Peer support networks also offer opportunities for school heads to collaborate, discuss challenges, and exchange ideas. These networks foster a sense of community and provide a platform for shared learning. School heads benefit from the experiences of their peers, who may have faced similar challenges and found innovative solutions. Mentorship and peer support create an ongoing, informal learning environment where school leaders can continue to develop their skills and address specific challenges they encounter during the SIP development process.

P4 shared in lines 538-541: "I was able to tap the experience of my colleagues who are experts in crafting SIP. Before submitting my plan, I would ask for help from those experienced school heads in the district to ensure that I was on the right track."

P7 also stated in lines 614-616: "The support from fellow principals and colleagues who are knowledgeable in SIP crafting helped me refine and improve my plan."

Also, P8 said in lines 467-468: "We have to support each other because SIP crafting isn't something one can do alone. It requires cooperation and sharing of expertise."

Limited Access to Training. Despite the importance of training, one significant barrier to effective SIP crafting is limited access to training, particularly in rural or remote areas. Many school heads in these regions may face challenges in attending formal training sessions due to factors such as geographic isolation, financial constraints, or time limitations. Limited access to high-quality training can leave school leaders without the necessary skills to navigate the complexities of SIP crafting and may hinder the development of comprehensive and impactful plans. To mitigate this challenge, it is important for education authorities to explore alternative training delivery methods, such as online courses, mobile training units, and regional workshops, to ensure that all school leaders, regardless of location, have access to the resources and support they need to succeed.

P1 simply stated in lines 236-238: "Sometimes we don't have the opportunity for extensive formal training because of our location, but we make do by asking more experienced colleagues for guidance."

As added by P5 in lines 221-223: "I'm assigned in a small school, so there are limitations in terms of training access. However, I try to learn from others, especially those with more experience."

P6 did also emphasized in lines 300-302:"Training can be limited, especially in remote areas. So, I have learned to adapt and learn from colleagues who share their knowledge."

Lessons from the Experiences of Schools Heads in Crafting the SIP

The positive and negative experiences of school heads in crafting the School Improvement Plan (SIP) offer valuable lessons for improving future SIP development. Positive experiences highlighted the importance of stakeholder cooperation, with school heads emphasizing the role of collaboration among teachers, parents, and community members in overcoming challenges. The positive attitude despite challenges was another key lesson, with school heads showing resilience in the face of limited resources, which motivated the entire school community to stay committed. On the other hand, negative experiences revealed the challenges of lack of participation from some stakeholders, pointing to the need for effective communication and continuous engagement. Budget constraints

were also a significant challenge, underscoring the need for realistic budgeting and creative financial solutions. Lastly, unrealistic expectations highlighted the importance of setting achievable goals and breaking down larger projects into manageable tasks. The lessons drawn from these experiences emphasize the need for collaboration, realistic planning, financial creativity, and resilience to ensure that SIP development is effective and sustainable.

Positive Experiences

Positive experiences in crafting and implementing a School Improvement Plan (SIP) highlight the rewarding aspects of the process, where collaboration, personal fulfillment, and goal achievement come to the forefront. These experiences demonstrate how efforts to improve schools can foster a sense of purpose and achievement among stakeholders, strengthen relationships, and contribute to meaningful progress in education.

In lines 123-126 of P3 stated that: "In crafting SIP, I saw that we implemented collaboration, sharing of ideas, and helping each other on how to solve the problems."

As P6 added in lines 145-148: "Collaboration and cooperation are integral and essential aspects in overcoming the different challenges in crafting SIP, since one head can't move towards the end, and everyone plays a vital role since everyone has their assignments."

Stakeholder Cooperation. One of the most significant positive experiences in crafting a School Improvement Plan (SIP) is the cooperation and collaboration among stakeholders. Teachers, parents, local officials, and community members often demonstrate a shared commitment to enhancing the school's operations and the students' learning environment. This collective effort fosters a sense of ownership and accountability within the community. Stakeholder cooperation ensures that diverse perspectives and expertise are integrated into the SIP, resulting in well-rounded and inclusive plans. Moreover, the willingness of stakeholders to contribute—whether through manpower, resources, or moral support—strengthens the foundation of the SIP and builds trust within the school community. Witnessing this unity among stakeholders becomes a motivating factor for school leaders, affirming that their efforts are supported and valued.

As P1 stated in lines 045-048: "The willingness and cooperation of the school stakeholders and the teachers in the implementation of the projects, programs and activities that could improve the school operation and services that would enhance the students' achievement."

P4 also added in lines 064-067: "Even though we are situated in the remote area... I can see in their faces the determination to help, the passion to teach and the sacrifices they've given to the students.".

P7 also stated in lines 095-100: "During bayanihan, parents in our schools are very helpful to our school as long as our students will benefit from it."

Positive Attitude Despite Challenges. A defining aspect of positive experiences in SIP crafting is maintaining a constructive attitude, even in the face of challenges. School heads often adopt a mindset focused on solutions and opportunities, which helps them and their teams navigate obstacles such as limited resources, lack of training, or logistical difficulties. This positive outlook is contagious, inspiring teachers and stakeholders to remain engaged and proactive. It also ensures that setbacks are seen not as failures but as learning experiences that can inform better strategies. School leaders often emphasize the importance of looking at challenges through a lens of growth and resilience, encouraging stakeholders to stay focused on the ultimate goal of improving student outcomes. This unwavering positivity becomes a driving force behind the successful implementation of the SIP, turning difficulties into stepping stones for success.

The statement of P2 in lines 216-219 stated: "Thinking of the positive output, the school's success, teachers, and student development are all my motivations in crafting the SIP."

Similar to the lines 312-315 of P4 stating: "I stay motivated since I am the school head. I have to show to them that we can do things easily if we work together. Di dyud pwede na magpaluya-luya ko para di sila maluya sad."

P7 also added in lines 412-416: Even if we have limited budget, I take this as a positive avenue because of the IP learners. As school head, that is my role, that is one of my responsibilities. And I love managing the school."

Negative Experience

Negative experiences in crafting a School Improvement Plan (SIP) highlight the difficulties and obstacles school leaders encounter, particularly in challenging environments like rural or under-resourced schools. These challenges often test the resolve, creativity, and adaptability of school heads and stakeholders, offering critical insights into areas for improvement. While these experiences can be disheartening, they also provide opportunities for growth and refinement in SIP processes. One significant negative experience is the difficulty in engaging all stakeholders effectively.

In some cases, community members and even teachers may lack motivation or interest in contributing to the SIP. This disengagement can arise from a lack of awareness, cultural barriers, or skepticism about the plan's potential impact. Without full participation, school leaders face the challenge of creating a comprehensive plan that addresses the community's needs effectively.

Another common issue is the limitation of resources. Budget constraints and a lack of infrastructure often hinder the implementation of planned projects and programs. School heads frequently encounter situations where inflation or unexpected expenses result in project cancellations or delays. This financial strain can demoralize teams and create frustration, particularly when ambitious visions are compromised due to resource scarcity. Logistical challenges, such as difficulties in gathering accurate data, pose another hurdle. Inaccessible locations, outdated records, and insufficient training on data collection methods can lead to incomplete or unreliable information. This compromises the integrity of the SIP and its alignment with the school's actual needs, making it harder to secure stakeholder trust and support.

Moreover, the psychological toll of leading a school through the SIP process in remote or underserved areas cannot be overlooked. Feelings of isolation, overwhelming workloads, and the pressure to meet deadlines while addressing immediate school concerns can affect the morale of school leaders. The lack of formal training or mentorship exacerbates these challenges, leaving school heads to rely on trial-and-error approaches that may delay progress. Despite these setbacks, negative experiences often serve as catalysts for innovation and improvement. School leaders learn to adapt and develop strategies to overcome barriers, ultimately strengthening their leadership skills and resilience. While these experiences can be daunting, they underscore the importance of support systems, resource allocation, and continuous training in ensuring the successful development and implementation of School Improvement Plans.

P1 stated in lines 268-270: "Daghan ko ug pwede isulti about my negative experience, as I said, I am assigned in a small school, my budget is limited, lack of participation of the stakeholders, lack of trainings."

P3 added in lines 324-326: "The negative experience I faced was some of the teachers are not knowledgeable or somehow not interested in the projects or programs of the school."

P4 also mentioned in lines 340-343: "The shortage of budget during the implementation of the projects, programs, and activities because of inflation."

P5 also shared her statement in lines 282-283: "There are also times where the program owners did not prepare activity designs, which resulted in the cancellation of the activity."

Clear words were also shared by P6 in his statements in lines 392-394: "Sometimes, we have a huge vision that we can reach this one in a short period of time; however, we failed on this matter."

P7 added the same sentiment in lines 313-316: "The lack of motivation of the stakeholders because of their practices having the thought 'mao raman japon sir taman lang me grade 6 den maminyo na dili katiwas school kay walay high school.'"

And P8 also stated in lines 279-280: "Balulon Elementary School is a very far school... there are challenges in terms of motivation and capacity because of the rural setting."

Lack of Participation. A recurring issue in SIP development is the insufficient involvement of stakeholders, including teachers, parents, and community members. In some cases, teachers may show minimal engagement due to a lack of understanding of their roles or skepticism about the impact of their contributions. Similarly, community members might be hesitant to participate, especially in rural settings, where educational initiatives are sometimes undervalued. This disengagement limits the diversity of perspectives needed to create a comprehensive and effective plan, leaving school leaders to shoulder the burden of planning alone.

P3 explained in lines 563-565: "Some of the teachers are not knowledgeable or somehow not interested in the projects or programs of the school because they perhaps look that the school is far and not the same as other schools with many resources."

P4 also said in lines 487-490: "The lack of motivation of the stakeholders because of their practices having the thought 'mao raman japon sir taman lang me grade 6 den maminyo na dili katiwas school kay walay high school.'"

And concluded by P& in his statements in lines 535-537: "There was a lack of participation from stakeholders, and to address it, I asked for wisdom and support from well-experienced principals."

Budget Constraints. Financial limitations are among the most pressing challenges in SIP development. School heads often face insufficient budgets that fail to accommodate the necessary programs and projects. Inflation and unforeseen expenses further strain resources, resulting in delays, cancellations, or incomplete implementations. Budget constraints are particularly severe in remote schools, where additional costs, such as transportation or infrastructure maintenance, amplify the problem. This financial strain can hinder the achievement of long-term goals and demoralize those involved in the planning process.

P3 shared the reason in lines 634-635: "The shortage of budget during the implementation of the projects, programs, and activities because of inflation."

P6 also added in lines 561-562: "I am assigned to a small school, my budget is limited, and lack of stakeholder participation and trainings made it more challenging."

P8 also shared in lines 752-754: "Sometimes, we have a huge vision that we can reach in a short period of time; however, we failed in this matter. I realized that we need to solve such things little by little for us to achieve our plan."

Unrealistic Expectations. Another issue is the establishment of goals that are overly ambitious within the available timeframe or resources. In their eagerness to address multiple challenges, school heads and planning teams may create plans that overlook the practical limitations of their school's capacity. Unrealistic expectations can lead to disappointment when targets are not met, as well as a loss of trust among stakeholders. These inflated ambitions often stem from a lack of training or a misunderstanding of the SIP's purpose, emphasizing the need for realistic and incremental goal-setting based on thorough needs assessments.

P5 shared her thought in lines 758-759: "Sometimes, we have a huge vision that we can reach in a short period of time; however, we failed on this matter."

It was added by P7 in lines 686: "The first strategy did not work, and it took time for us to finish the task."

P8 also stated in lines 650-652: "We planned to achieve certain goals, but there were factors that made the plans unrealistic or inapplicable, so we had to modify the strategies."

Conclusions

The study highlights the complex and multifaceted nature of SIP crafting, especially in rural areas where resources are limited, and the need for collaboration is heightened. The insights drawn from the experiences of school heads show that while challenges such as lack of resources, participation, and training are significant, they are not insurmountable. School heads who adopt a collaborative approach, leveraging local resources and stakeholder support, often find ways to make meaningful improvements despite these challenges.

Furthermore, the findings suggest that the key to successful SIP crafting and implementation in rural areas lies in strong leadership, resourcefulness, and the ability to adapt strategies based on the unique needs of each school. School heads in these areas are not only administrators but also community leaders who rely heavily on the engagement and cooperation of their communities to implement change.

Finally, the study underscores the importance of ongoing professional development and peer networks. Despite the challenges of limited formal training opportunities, school heads have developed mechanisms for knowledge-sharing, collaboration, and mentorship that allow them to strengthen their leadership capacity and improve their schools. This collaborative culture of leadership is essential for overcoming the barriers that rural schools face.

References

Ab Latif, N., Mohd Hamzah, M., & Mohd Nor, M. (2021). Continuous quality improvement: Issues in school improvement plan and use of data in decision making. International Journal of Advanced Research in Education and Society, [S.l.], v. 3, n. 1, p. 76-85, apr. 2021. ISSN 2682-8138. Available at: <https://myjms.mohe.gov.my/index.php/ijares/article/view/12923>.

Aderet-German, T., & Ben-Peretz, M. (2020). Using data on school strengths and weaknesses for school improvement. Studies in Educational Evaluation, 64, 100831.

Adlao, J. M. (2021). Collaborative leadership in school improvement. Journal of Educational Leadership, 32(4), 56-63.

Akoojee, S., & McGrath, S. (2014). Youth employability in sub-Saharan Africa: The role of TVET and skills systems. International Review of Education, 60(4), 479–497. https://doi.org/10.1007/s11159-014-9437-5

Anebo, H. H. (2019). Practice And Challenges of Leadership Competence of Secondary School Principals in the Implementation of School Improvement Program in Hadiyya Zone. A Doctoral Dissertation. Hawassa University, College of Education, Ethiopia

Appiah, P. G. (2020, September 1). Exploring the lived experiences of leadership practices of senior high school heads in Cape Coast Metropolis, Ghana. https://ir.ucc.edu.gh/xmlui/handle/123456789/7098

Austin, Z. (2015). Qualitative research: Data collection, analysis, and management. The Canadian Journal of Hospital Management. https://doi: 10.4212/cjhp.v68i3.1456.

Bush, T., & Glover, D. (2003). School leadership: Concepts and evidence. National College for   School Leadership.

Bush, T., & Oduro, G. K. T. (2006). New principals in Africa: Preparation, induction and practice. Journal of Educational Administration, 44(4), 359–375.   https://doi.org/10.1108/09578230610676587

Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. Qualitative research in sport, exercise, and health, 11(4), 589-597.

Bruns, B., Filmer, D., & Patrinos, H. A. (2011). MakSchools Work through Accountability Reforms. Making Schools Work,211-251.DOI:10.1596/9780821386798_ch05

Castañeros, J. P., Tañajura, J. J. S., & Tan, D. A. (2023). Challenges of the newly promoted School Heads in school leadership: a case study in a public school setting. Copyright © 2023 Science and Education Publishing. https://doi.org/10.12691/education-11-7-3

Caufield, J. (2019). How to do thematic analysis | Step-by-Step Guide & Examples. Scribbr

Chikoko, V., Naicker, I., & Mthiyane, S. E. (2011). Leadership development: School principals' portfolios as an instrument for change. Education as Change, 15(2), 317–329. https://doi.org/10.1080/16823206.2011.619694

Cresswell, J. W. (2007). Five qualitative approaches to inquiry. Qualitative inquiry and research design: Choosing among five approaches. Thousands Oaks: Sage Publications.

Creswell, J.W. (2013). Qualitative inquiry and research design: Choosing among five approaches (3rd ed.). Thousand Oaks, CA: Sage.

Creswell, J. W., & Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches. Sage Publications

Daca, M. A. D., and Pacadaljen, L. M. (2020). Implementation of School Improvement Plan in Samar and Catbalogan City Divisions. Psychology and Education, 57(9), 5969-5984.

DO 44, s. 2015 – Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC) | Department of Education. (2015). https://www.deped.gov.ph/2015/09/29/do-44-s-2015

Epstein, J. L. (2011). School, family, and community partnerships: Preparing educators and improving schools (2nd ed.). Routledge.

Fullan, M. (2016). The new meaning of educational change (5th ed.). Teachers College Press.

Fullan, M. (2020). Leading in a culture of change (2nd ed.). Jossey-Bass.

Frew, A.(2020). Practices and challenges of implementing school improvement program in primary schools of Jimma City Administration. Unpublished Senior Essay. Addis Ababa University.

Gautam, C., Alford, B., Khanal, M. (2015). Sustaining school improvement through an external and internal focus: A case study of a high-need secondary school in Nepal. International Journal of Teacher Leadership. Volume 6, Number 1, Fall 2015. ISSN: 1934-9726

Guzman, J. (2022). Stakeholders' participation in school improvement plan and school performance of secondary schools. International Journal of Arts, Sciences and Education. ISSN: 2799 - 1091

Harris, A. (2003). Distributed leadership in schools: Leading or misleading? Management in Education, 16(5), 10–13. https://doi.org/10.1177/089202060301600504

Hinterlands: Cultural and Literary Perspectives | H-Net. (2022, March 18). https://networks.hnet.org/node/73374/announcements/7257500/hinterlands-cultural-and-literary- perspectives

Hofosha & Dereje. (2022). The implementation and challenges of the School Improvement program In government secondary schools of Oromia special Zone surrounding Finfine. Retrieved from http://etd.aau.edu.et/handle/123456789/8025

Judith Silva, Celso Casamayor, (2024). Experiences of neophyte school heads in managing schools in the hinterlands: A Phenomenology, Psychology and Education: A Multidisciplinary Journal, 18(2): 190-207

Kamba, W. (2020). The impact of strategic planning on school performance: A review of the evidence. Educational Leadership Review, 18(1), 23–36.

Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. School Leadership & Management, 40(1), 5–22. https://doi.org/10.1080/13632434.2019.1596077

Lumby, J. (2019). Leadership, context, and power in higher education. Educational Management Administration & Leadership, 47(1), 5–20. https://doi.org/10.1177/1741143218792917

Lubguban, N., Alpuerto, M.G., Daitic, K., & Bauyot, M. (2024). Lived experiences of school principals in crafting the school improvement plan. IJRP 2024, 150(1), 729-737; doi:.10.47119/IJRP1001501620246684

Mckoy, S. & Boyd, N. (2023). Phenomenological research | Approach, model & methods psychology courses / Psychology 105: Research Methods in Psychology.

Medford, J. A., & Brown, T. (2022). Newly appointed principals' challenges in learning and adjusting to school culture. Heliyon, 8(9), e10542. https://doi.org/10.1016/j.heliyon.2022.e10542

Moser A, Korstjens I. (2017): Practical guidance to qualitative research. Part 1: Introduction. Eur J Gen Pract. 2017 Dec;23(1):271-273

Natividad, A. R. (2021). Resilience in school leadership: A case study from the hinterlands. Philippine Educational Review, 45(2), 78-85

Nicanor, P. (2023). Challenges and solutions in school improvement planning in rural schools. Rural Education Studies, 17(1), 45-52.

Nikolopoulou, K. (2023), What is purposive sampling? | Definition & examples . Scribbr

Ngwenya, J., & Pretorius, S. G. (2022). Culturally responsive school leadership: A South African perspective. International Journal of Leadership in Education. https://doi.org/10.1080/13603124.2022.2112046

Parreño, Samuel John Estenor , 2023, " School dropouts in the Philippines: causes, changes and statistics", DOI:10.51798/sijis.v4i1.552 License CC BY-NC-ND 4.0 https://www.researchgate.net/publication

Pascual, F.(2017). Stakeholder's participation in the planning, implementing, monitoring and evaluation of the School Improvement Plan (SIP) towards school productivity Tuguegarao City: Cagayan State University.

Perez, A. (2020). Theory to practice: School and family partnerships lead to school improvement and student success. Studies in Educational Evaluation, 64, 100831

Pizarro, T. S. (2022). Effective resource management in school improvement initiatives. Journal of Educational Administration, 48(3), 109-115.

Polkinghorne, D. (1989). Phenomenological research methods. In R. Valle, & S. Halling (Eds.), Existential-phenomenological perspectives in psychology(pp. 41-60). New York, NY: Plenum. Dovetail Editorial Team (2013). What is phenomenology in qualitative research?

Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. Educational Administration Quarterly, 44(5), 635–674. https://doi.org/10.1177/0013161X08321509

Rubinstein, S. A. (2014). Strengthening partnerships: How communication and collaborationcontribute to school improvement. American Educator, 37(4), 22-28.

Scott, A. (2018). Ethical considerations in pediatric research. In: Buck ML, Manasco KB, eds. PedSAP 2017 Book 1 Research and Study Design in Pediatrics. Lenexa, KS: American College of Clinical Pharmacy.

Sibay, J., Gonzales, N., (2024). Leading while teaching: A phenomenological study on the dual roles of novice school heads in the hinterlands. Psychology and Education: A Multidisciplinary Journal, 18(2), 160-190. https://doi.org/10.5281/zenodo.10863152

Spillane, J. P., Halverson, R., & Diamond, J. B. (2004). Toward a theory of leadership practice: A distributed perspective. Journal of Curriculum Studies, 36(1), 3–34. https://doi.org/10.1080/0022027032000106726

Tinampay, F. (2023). Lived experiences of teachers in the hinterland school: Management plan. https://ejournals.ph/article.php?id=22154

UNESCO. (2015). Education for All 2000–2015: Achievements and challenges. United Nations Educational, Scientific and Cultural Organization.

Affiliations and Corresponding Information

Renelyn G. Pugado
University of Immaculate Conception – Philippines

Daniel D. Somosot Jr.
University of Immaculate Conception – Philippines

Marleonie M. Bauyot
Ateneo De Davao University – Philippines