

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2026, Vol. 7, No. 7, 3190 – 3200

<http://dx.doi.org/10.11594/ijmaber.07.07.25>

Research Article

Lived Experiences of School Leaders in Integrated School: Milagros Context

Baby Jane A. Bayola, Maryrose D. Logronio, Delon Angelo L. Dela Cruz*

Mastabate State College, Philippines

Article history:

Submission 08 May 2026

Revised 14 July 2026

Accepted 23 July 2026

*Corresponding author:

E-mail:

delonangelo.delacruz@deped.gov.ph

ABSTRACT

The present study is a phenomenological study which aimed to explore the lived experiences of the school leaders in the management of Integrated Schools in Milagros, Masbate in terms of their positive experiences, challenges faced and coping strategies. The study used a qualitative approach, grounded in Transformational Leadership Theory, Distributed Leadership Theory and Phenomenological Theory. The data was obtained by using the semi-structured interviews and survey questionnaire checklists to the purposively selected school leaders of the Magsalangi Integrated School, the Matiporon Integrated School and the John Miller Integrated School. Thematic analysis was used to analyze the collected data.

The results showed that school leaders felt fulfilled with the successful implementation of school projects, working with stakeholders and professional development. They also faced problems in financing, allocation of resources, workload management, and managing both the elementary school and the secondary school at the same time. School leaders responded to these issues by working collaboratively, communicating effectively and taking responsibility together. The study concludes that integrated schools' leaders need to be resilient, adaptable and practice collaborative leadership. It suggests release of school funds in time, giving extra administrative support, better school community cooperation, optimized school resources utilization, and further research on the integrated school leadership.

Keywords: *integrated schools, school leaders, lived experiences, coping strategies, collaborative leadership, Milagros Masbate*

Introduction

School leadership is a key component in the maintenance of school effectiveness, instructional quality and school improvement, especially in complex and under-resourced

school environments. Good school leaders are required to be able to organize teaching, facilitate teaching, organize resources, involve stakeholders and set the tone and culture for learning within contextual constraints. These

How to cite:

Bayola, B. J. A., Logronio, M. D., & Dela Cruz, D. A. L. (2026) Lived Experiences of School Leaders in Integrated School: Milagros Context. *International Journal of Multidisciplinary: Applied Business and Education Research* 7(7), 3190 – 3200. doi:10.11594/ijmaber.07.07.25

duties are more complex in Integrated Schools in which the elementary school is administered by the same school leader as the secondary school. This dual structure necessitates leaders to respond to diverse demands for curriculum, to the needs of students, to the concerns of teachers, to administrative demands, and to the expectations of the community in a single school system.

The Integrated Schools are a form of basic education established in the Philippines to increase access to basic education, particularly in the rural and geographically isolated areas. DepEd Order No. 83, s. 2012, established the framework for enhancing school-based management (SBM) which helps school principals to better facilitate access, school governance, and school performance, was established in 2012.

In provinces like Masbate, where distance, limited resources and socio-economic factors are related to schooling, Integrated Schools become an important tool in ensuring continuity in schooling. They are however, increasing access and making the leadership responsibilities of the school heads assigned to such schools more burdensome. Research on school leadership has demonstrated that leadership is a complex task in a rural school and integrated school environment, with opportunities as well as constraints. To achieve effective leadership, the context is critical, as school leaders work in a specific organization, social, and geographic context, Hallinger (2018) noted. Similarly, Day et al. (2016) identified adaptability, resilience and responsiveness to local realities as important qualities for successful leadership. Integrated Schools add to these leadership requirements the added strain from having to work with more than one level of instruction, more resources constraints, and more workload. School leaders in rural areas often experience role overload, collaboration and community are the solutions (Preston & Barnes, 2017). support is critical to keeping school improvement efforts going.

Similarly, Leithwood, et al. (2020) highlighted that developing capacity building, building relationships, and reacting to school

problems through leadership are all critical components of school success.

Newer research also indicates that school leaders in Integrated Schools have challenging and rewarding experiences. Challenges that Integrated School leaders face are in the area of accessibility, workload, resources and leadership demands, reported by Lugatiman and Bauyot (2024). Additionally, through stakeholder cooperation, enhanced collaboration, and institutional development, Integrated School leadership could bring positive experiences according to Soliva and Ventura (2024). The results suggest that, the leadership in Integrated Schools is not simply a problem or a success; it is influenced by achievements, limitations and coping.

In Milagros, Masbate, Integrated Schools (IS) like Magsalangi Integrated School (MIS), Matiporon Integrated School (MIS), and John Miller Integrated School (JMIS) are located in areas that school leaders are expected to have to handle the educational programs against the backdrop of geographical, financial, and operational constraints. The experiences they have offer valuable lessons regarding the way Integrated School leadership is implemented in a rural context. In the Milagros context, however, there are few studies that explore local lived experiences of school leaders in the management of Integrated Schools.

This discrepancy suggests that a study of the experiences, challenges, and coping mechanisms that school leaders have with positiveness is needed. This study is based on the three theories which are Transformational Leadership Theory, Distributed Leadership Theory and Phenomenological Theory. It focuses specifically on their positive experiences, negative experiences/difficulties and coping strategies. The study aims to gain a deeper insight into the actual experience of Integrated School leadership and contribute to the development of leadership, institutional support and policy refinement.

Statement of the Problem

This study aimed to explore the lived experiences of school leaders in managing Integrated Schools in Milagros, Masbate. Specifically, it sought to answer the following questions:

1. What are the positive experiences of school leaders in managing Integrated Schools?
2. What are the negative experiences or difficulties encountered by school leaders in managing Integrated Schools?
3. What coping strategies are used by school leaders in managing Integrated Schools?

Significance of the Study

The result of this study will be valuable to DepEd officials, school administrators, and education stakeholders as it highlights the lived experiences of school leaders in managing Integrated Schools in Milagros, Masbate. It will be used as a reference to improve leadership support, resource allocation, administrative support, and to create relevant training program for school heads assigned to Integrated Schools. The findings can also inform policy and program improvements to support effective school management, collaborative leadership and responsive support system of Integrated Schools in rural and geographically difficult contexts.

Theoretical Framework

This study is qualitative in nature, and seeks to gain an understanding of the complex lived experiences of school leaders in managing Integrated Schools in the Municipality of Milagros, Masbate. It is suitable for qualitative research, since it allows to explore the reality of the participants and gain more insight into the phenomenon from their point of view and experience. The aim of this study is to examine the demands faced by school leaders at elementary and secondary levels, their positive experiences, challenges, and coping strategies in the school context, specifically within a rural, resource-limited school setting.

The study is grounded in Transformational Leadership Theory,

Distributed Leadership Theory and Phenomenological Theory. Transformational Leadership Theory is a theory that helps to understand how school leaders can inspire, guide, and motivate teachers and stakeholders to bring about school improvement, even in the face of institutional barriers. Distributed Leadership Theory highlights that leadership in Integrated Schools is not limited to one person (the school head) instead, it is shared by the teacher, staff, parents, and community stakeholders through collaboration, delegation, and collective responsibility. The study will be supported by Phenomenological Theory which is based on the meaning given by the school leader to his experience in managing Integrated Schools. These theories give a robust lens through which to view the process of school leaders' experience of success, how they deal with challenges and how they engage in collaborative coping to maintain effective school leadership.

Conceptual Framework

Miles and Huberman define a conceptual framework as "a story or a picture of the major components of a study and their connections. The framework in this study consists of three main components: lived experience of school leaders for the management of Integrated Schools; a lived experience interpretation of the school leaders' experience using Transformational Leadership Theory, Distributed Leadership Theory, and Phenomenological Theory; and the insights derived from the interpretation to enhance leadership support for the school. The input is in the form of stories shared by school leaders on their positive experiences, challenges, and coping strategies in the management of Integrated Schools. These are analyzed for themes and meanings in their experiences using thematic analysis. The result is a better understanding of what Integrated

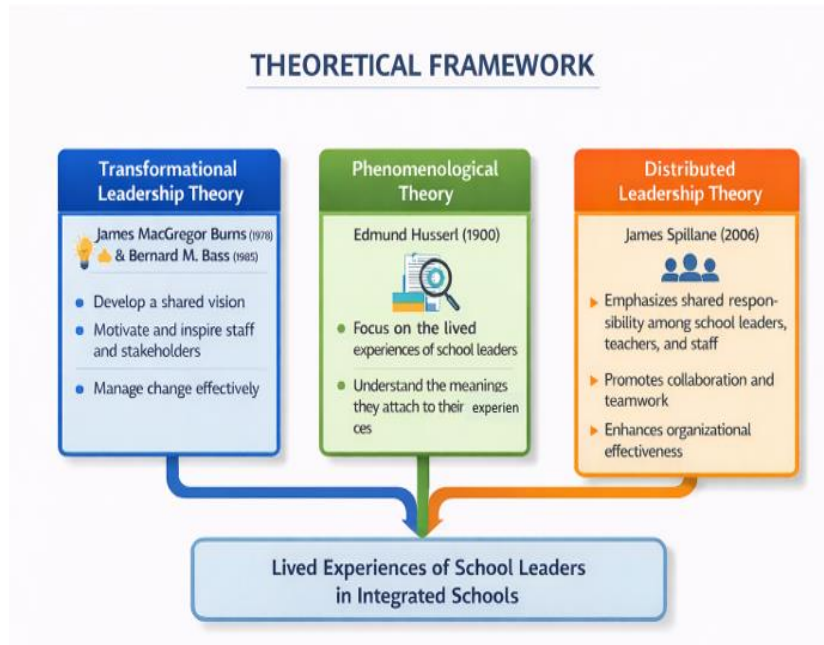


Figure 1. Theoretical framework

School leadership is like in the community of Milagros, Masbate as a foundation for better resource support, administrative support, professional development, and policy improvement.

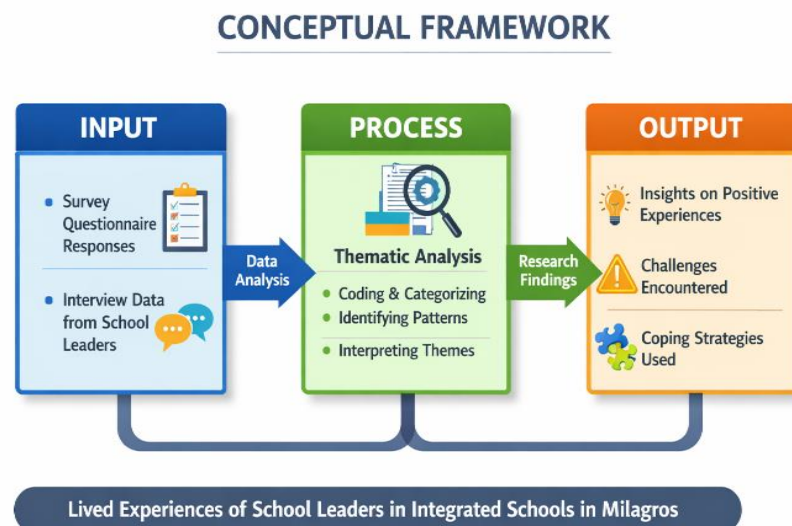


Figure 2. Conceptual framework

Materials and Methods

Research Design

The study was designed using a qualitative phenomenological research design which aimed to uncover the lived experiences of school leaders in the management of Integrated Schools in Milagros, Masbate. Phenomenology was well suited for this

research because it involved an understanding of how school leaders make sense of their positive experiences, challenges, and coping strategies across elementary and secondary school within a single administration. When used as described in the original paper, phenomenology helps to describe the lived experience of the participants and how

meaning is developed within the lived experience (Smith, 2018; Creswell & Creswell, 2018). The design is also congruent to other research related to leadership experiences in Integrated School settings (Lugatiman & Bauyot, 2024).

The Respondents

The respondents in this study were the school leaders of the three (3) Integrated Schools of the Municipality of Milagros, namely, Magsalangi Integrated School, Matiporon Integrated School and John Miller Integrated School. The study applied purposive sampling that is criterion-based sampling in order to assure that the respondents have the direct and meaningful experience in handling Integrated Schools. According to Patton (2015) cited in the original paper, purposive sampling gives the researcher the opportunity to include participants who will offer the deepest and most relevant information concerning the phenomenon under investigation. The subjects of this study were selected based on their current position as School Leaders in Integrated Schools, having at least one year experience in the management of an Integrated School, and willing to participate in this study.

Instrument

Research instruments used in this study were semi structured interview guide. The semi-structured interview guide was used as the primary tool for getting in-depth qualitative data on the school leaders' positive experiences, negative experiences/difficult situations and coping strategies. This instrument enabled rich narratives to be obtained, and the experiences of the participants were arranged by the main dimension of the study.

Data Analysis

Thematic analysis was used to analyze the data, as it was suitable for revealing commonalities and meaning in the participants lived experiences. Reading and re-reading the transcripts of the interviews, highlighting key statements, coding key responses, summarizing like codes in

categories, and deriving themes from the categories in a manner that was relevant to the research questions, were all components of the process. Qualitative data analysis is a process of organizing and interpreting responses from the participants to create meaningful themes from the data (Creswell & Creswell, 2018). The process enabled the identification of some common positive experiences that school leaders faced in the process of leading IS in the context of the challenges that they faced, and the coping mechanisms that they employed.

Results and Discussion

Positive Experiences of School Leaders in Managing Integrated Schools

The stories shared by the participants indicated that when school leaders saw tangible progress, improved teamwork, and professional development as the outcome of their leadership, they felt fulfilled. Being a leader of an Integrated School was not seen as a mere administrative job but one that could positively impact the learning, teaching and school community through meaningful change. They had positive experiences mainly due to the successful completion of school projects, stakeholders support and more strategic leadership practices. As can be seen in Participant 1's statement:

"Two promises fulfilled perimeter fence within 3 hectares... pursuing the Integrated School in one month." – P1

This is an indication that the school leaders felt a sense of professional accomplishment when seeing their plans materializing into products. School projects were completed, and success was celebrated as it meant that school was safer, it was developed, and it was improved. In this regard, leadership was viewed positively when it brought about some concrete outcomes that positively affected the school community. Participant 3 also noted that support from stakeholders was crucial:

"Fund downloaded... strong support of stakeholders... very rewarding moment." – P3

The answer indicates that school leaders did not believe that success was contingent on the individual. Instead, they had positive experiences because of resources available

and cooperation of stakeholders. The results support Hallinger's (2018) view on the school context as central to the understanding of school leadership, especially in a context where community support and resources impact leadership quality. Similarly, Preston and Barnes (2017) have pointed out the need for collaboration in achieving leadership success in the rural school setting. The integrated school leadership was also viewed as a place for personal and professional development by the participants. As Participant 1 shared:

"We've become more strategic, we usually see who will benefit the most." – P1

This implies that the school leaders were turned strategic and community oriented as a result of the pressures of running an Integrated School. This experience was a call for thinking beyond, careful planning and consideration of how decisions can positively impact more learners and teachers. Participant 2 also shared:

"It was a great training in the central school which helped me in the formulation of this SIP in IS." – P2

This confirms the fact that prior training and exposure had boosted the school leader's confidence in undertaking leadership tasks. It also aligns with the leadership conditions for school improvement when leaders build capacity, plan strategically and respond to school needs as described by Leithwood, Harris, and Hopkins (2020).

These findings can be interpreted in the light of the Transformational Leadership Theory, because in the theoretical framework school leaders were fulfilled when they could inspire support, conduct projects and participate in the development of the school. Their experiences are also relevant to Phenomenological Theory in that their positive experiences were interpreted as having meaning for them in terms of accomplishment, collaboration and professional growth.

This also suggests that leadership development programs for Integrated School heads must not only emphasize technical management, but also emphasize strategic leadership, mobilization of stakeholders, and confidence building activities that enable

school leaders to turn negative factors into positive results for the schools. The good experiences of school leaders in Integrated Schools stemmed from achievement, teamwork and development. Their stories illustrate how fulfilling leadership is when school leaders can achieve the completion of projects and mobilize support in the face of contextual challenges and develop effective leadership practices.

Negative Experiences or Difficulties Encountered by School Leaders in Managing Integrated Schools

The participants' stories also indicated that challenges in the management of Integrated Schools were not easy, especially in the financial aspect, the delay of resources support, heavy work, and the management of elementary and secondary. School leaders were impacted by these challenges in their school planning, implementation and sustainability of school programs. Although the participants demonstrated their commitment in their profession, their experiences indicated that the leadership roles in the Integrated Schools are sometimes constrained by structure and/or operations. One of the biggest challenges faced by participants was the lack of financial resources. Participant 2 stated:

"At times funds are insufficient which makes it very hard for us to materialize all the plans that we have."-P2

This finding reveals that although school leaders have a clear plan and initiative, there are restricted resources to support them in delivering effective programs. It is not that there's no effort to lead, it is that there's not enough financial support to accomplish school priorities. Participant 3 also expressed:

"There are things that needs to be addressed but funds came very late."-P3

This reflects the fact that even if money is available, delays do have an impact on the realization of School activities and projects in a timely fashion. When resources are delayed, it adds to school leaders' stress as their needs

persist while the funding is not yet in their hands.

The responses indicate that school improvement is directly impacted by resource constraints. The result is in line with those of Lugatiman and Bauyot (2024) who found that school leaders of Integrated Schools face resource challenges, accessibility issues, workload and leadership challenges. Leithwood et al. (2020) further pointed out that organizational factors (such as support and resources) also affect leadership effectiveness. The other big challenge was to cope with the dual responsibility of two educational levels leading to stress. Participant 2 shared:

“I’m the only one handling both elementary and secondary levels.” – P2

“The work is doubled because of the two levels.” – P1

This is an admission that people have a lot of work to do in one job. The Integrated School leader is expected to oversee two levels with varying needs, teachers, learners, curriculum requirements and administrative needs.

This indicates that school leaders have a hard time dividing their time between paperwork, reporting, supervision, and instruction. School leadership must be viewed within the context of contextual demands as Hallinger (2018) indicated and the participants' respective narratives yielded evidence that the role of a school leader in the IS context is indeed a demanding one due to the various roles assumed by one school head. Similarly, Day et al. (2016) argued that adaptability and resilience are essential for successful school leadership, particularly under challenging situations. These findings are grounded in Phenomenological Theory as this shows the individual lived experience of the pressures of Integrated Schools management in a limited resource and high demand work environment by school leaders. However, they also reveal the constraints of Transformational Leadership Theory when leaders are required to deliver improvement in their schools, in spite of the long wait for funding, limited resources, and extensive administrative burdens. This means that the

ability to be effective leaders in an Integrated School should not rely entirely on the personal resilience of the school leaders. It also needs to be backed up by timely provision of resources, administrative support and well-established school systems in place that help to ease workload and enable school leaders to focus on instructional and organizational development.

Ultimately, the negative experiences of school leaders show that Integrated School leadership is not difficult because of one factor alone. Instead, the problems are a result of the synergies of low resources, late service, higher workload, and role complexity. Given these circumstances, school leaders find themselves constantly having to adapt, prioritize and maintain school function in the absence of adequate support.

Coping Strategies Used by School Leaders in Managing Integrated Schools

The participants' stories indicated that school leaders met the demands of being an integrated school by working together, communicating with each other, engaging stakeholders, and taking responsibility for each other. Instead of trying to address problems on their own, school leaders sought support from teachers, parents, community leaders, and other stakeholders to support the operations and programs of the school. They demonstrate a deep relational and collaborative approach to leadership in an integrated school through their coping mechanisms. Participant 1 discussed the relationship between elementary and secondary teachers:

“No boundary... elementary and secondary teachers collaborate.” – P1

This indicates that collaboration brought about a reduction in separation between the two levels of the Integrated School. Through the collaboration of elementary and secondary teachers, school leaders can be better able to allocate responsibilities and foster greater school cohesion. Another significant coping strategy was being supported by stakeholders. Participant 3 shared:

"The Barangay Chairman is also our SGC Chairman... very in favor." – P3

This response demonstrates how effective support from community leaders is for school leaders in responding to school concerns. Involving stakeholders makes it easier to implement and sustain school programs. Participant 2 also stated:

"We always coordinate with parents and community leaders for school activities." – P2

This means that communication and coordination is crucial to addressing leadership needs. By regularly coordinating, school leaders can enlist support, define roles and involve parents and community members. Participant 1 further expressed:

"Stakeholders are supportive in every project we implement." – P1

The stories reinforce Preston and Barnes (2017) who found that collaborative work is an effective way to improve leadership in rural schools. They also demonstrate good leadership which strengthens relationships and increases the capacity of the organization, as espoused by Leithwood et al. (2020). The phenomenon of collaboration in Integrated Schools is not only a leadership skill, but also a coping strategy for leaders who have to deal with the challenges of limited resources and workload.

The Participant's Coping Strategies were quite reflective of the Distributed Leadership Theory which proposes that school leaders cope with the challenge of the Integrated Schools by sharing, collaborating and engaging in the process of involving stakeholders. They share leadership roles with teachers, parents, community leaders and school partners, rather than taking them on alone. The practices also reflect Transformational Leadership Theory as school leaders work in collaboration and inspire others to participate in the school's work. This implies the need for stronger collaborative working patterns, School Governing Councils that are working well, and effective stakeholder networks and delegations in Integrated Schools to provide

continuity of school activities and help to reduce the burden on school leaders.

Moreover, school administrators' coping strategies reveal a common coping strategy in dealing with the challenges of integrated schools. Instead of taking full responsibility, school administrators take the steps of building alliances, communication with stakeholders, and fostering shared responsibility. Their experiences have shown that no school can function without collaboration particularly in a rural and resource-poor community of Milagros, Masbate.

The findings when viewed together reveal the lived experiences of school leaders in Integrated Schools are ones of achievement, limitation, and working together. The Transformational Leadership Theory provides an explanation of how school leaders find meaning in the implementation of projects, in inspiring stakeholders and in improving school situations. The challenges they face they deal with through Distributed Leadership Theory with teachers, parents and community partners. By elucidating the sense of fulfillment, pressure, and resilience experienced by school leaders in their day-to-day context, Phenomenological Theory does justice to the meaning of these experiences. It is implicit that successful leadership of an Integrated School demands committed and resilient school leaders as well as timely institutional support, adequate resources, administrative assistance and collaborative systems. Schools leaders' role in the Milagros context is ongoing in the face of financial, administrative and workload pressures but can be enhanced by system support to maintain school improvement.

Conclusion and Recommendation

A qualitative study of the lived experiences of school leaders in the management of Integrated Schools in Milagros, Masbate reveals that leading an Integrated School is not a simple task for school leaders, as they find it difficult to manage the elementary and secondary levels under one administration. Their stories suggest that Integrated School leadership is joyful, but also challenging. School leaders feel a sense of

achievement when the school projects are completed, support of stakeholders is enhanced and the school is better despite having limited resources.

The findings also indicate, however, that school leaders have duties that frequently far outnumber the support they receive. The competing demands of time, energy and leadership due to financial constraints, delayed resource allocation, workload pressure and the challenge of managing two educational levels are significant. They remain resilient in their roles but experiences indicate the need for enhanced administrative, financial and institutional support.

The study also comes to a conclusion that the four coping strategies that play a significant role in Integrated School leadership are collaboration, communication, stakeholder engagement, and shared responsibility. These practices are effective in maintaining programs and dealing with school issues; however, they are not enough to solve structural problems. Thus, the demands for effective leadership of Integrated Schools in rural and geographically difficult settings also call for active and resilient school leaders as well as a responsive support system that appreciates the particular requirements of managing Integrated Schools in these settings. Based on the findings of the study, the following recommendations are proposed:

1. The Department of Education should ensure the timely and adequate release of funds to integrated schools to support the consistent implementation of programs and projects.
2. Additional administrative or support personnel may be provided to assist school heads in managing both elementary and secondary levels, thereby reducing workload pressure.
3. School heads should continue to strengthen collaborative practices with teachers, stakeholders, and community leaders to sustain shared responsibility in school operations.
4. Strategic planning and resource management practices should be further enhanced to help school heads adapt effectively to limited and delayed resources.

5. Future researchers may explore similar studies in different contexts or include other variables to broaden the understanding of leadership experiences in integrated schools.

References

- Ainscow, M. (2020). Promoting inclusion and equity in education: Lessons from international experiences. *Nordic Journal of Studies in Educational Policy*, 6(1), 7–16.
<https://doi.org/10.1080/20020317.2020.1729587>
- Anderson, S. (2017). School leadership and school improvement: A review of research. *Educational Management Administration & Leadership*, 45(1), 1–15.
<https://doi.org/10.1177/1741143216670650>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.).
- Darling-Hammond, L., Meyerson, D., LaPointe, M., & Orr, M. T. (2017). *Preparing principals for a changing world: Lessons from effective school leadership programs*.
- Day, C., & Gu, Q. (2020). *The new lives of teachers* (2nd ed.).
<https://doi.org/10.4324/9781003008285>
- Day, C., & Harris, A. (2016). Teacher leadership, school improvement and student achievement. In A. Harris (Ed.), *Teacher leadership and school improvement* (pp. 11–24).
<https://doi.org/10.4324/9781315746240>
- Day, C., & Sammons, P. (2016). *Successful school leadership*. Education Development Trust.
- Day, C., Gu, Q., & Sammons, P. (2016). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference. *Educational Administration Quarterly*, 52(2), 221–258.
<https://doi.org/10.1177/0013161X15616863>
- Department of Education. (2012). *Implementing guidelines on the revised*

- school-based management framework, assessment process and tool (DepEd Order No. 83, s. 2012). Department of Education.
- Epstein, J. L. (2018). *School, family, and community partnerships: Preparing educators and improving schools* (3rd ed.). <https://doi.org/10.4324/9780429494673>
- Grissom, J. A., Egalite, A. J., & Lindsay, C. A. (2021). *How principals affect students and schools: A systematic synthesis of two decades of research*. The Wallace Foundation.
- Hallinger, P. (2018). Bringing context out of the shadows of leadership. *Educational Management Administration & Leadership*, 46(1), 5–24. <https://doi.org/10.1177/1741143216670652>
- Harris, A. (2016). *Distributed leadership matters: Perspectives, practicalities, and potential*.
- Harris, A., Ismail, N., & Jones, M. (2023). Distributed leadership: Taking a retrospective and contemporary view of the evidence base. In *International encyclopedia of education* (4th ed., pp. 91–100).
- Harris, A., Jones, M., & Ismail, N. (2019). Distributed leadership: Taking a retrospective view. *Educational Management Administration & Leadership*, 47(2), 271–288. <https://doi.org/10.1177/1741143217711192>
- Haule, T. (2013). School leadership: Integrated school leadership practices in secondary schools of Harari Regional State. *International Journal of Science and Research*. <https://www.ijer.net/archive/v4i1/SUB141143.pdf>
- Huber, S. G., & West, M. (2002). Developing school leaders: A critical review of current practices, approaches and issues, and some directions for the future. In K. Leithwood et al. (Eds.), *Second international handbook of educational leadership and administration* (Vol. 8). https://doi.org/10.1007/978-94-010-0375-9_37
- 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>
- Leithwood, K., & Sun, J. (2018). Academic leadership effects revisited. *Educational Administration Quarterly*, 54(3), 394–418. <https://doi.org/10.1177/0013161X17741313>
- Liu, S., & Hallinger, P. (2018). Principal instructional leadership, teacher self-efficacy, and teacher professional learning in China: Testing a mediated-effects model. *Educational Administration Quarterly*, 54(4), 501–528. <https://doi.org/10.1177/0013161X18769048>
- Lugatiman, C., & Bauyot, M. (2024). The experiences of school leaders in Indigenous People Integrated Schools in Talaingod, Davao del Norte: A phenomenological study. *International Journal of Research and Innovation in Social Science*. <https://rsisinternational.org/journals/ijriss/articles/the-experiences-of-school-leaders-in-indigenous-people-integrated-schools-in-talaingod-davao-del-norte-a-phenomenological-study/>
- Magbalon, J. (2015). *Assessment results and data analysis of Municipality of Milagros, 2015*. iwash.gov.ph
- Mansfield, C. F., Beltman, S., Broadley, T., & Weatherby-Fell, N. (2018). Building resilience in teacher education. *Teaching and Teacher Education*, 69, 350–362. <https://doi.org/10.1016/j.tate.2017.11.016>
- Neubauer, B. E., Witkop, C. T., & Varpio, L. (2019). How phenomenology can help us learn from experiences. *Perspectives on Medical Education*, 8(2), 90–97. <https://doi.org/10.1007/s40037-019-0509-2>
- Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.).
- Preston, J. P., & Barnes, K. E. (2017). Successful leadership in rural schools: Cultivating collaboration. *The Rural Educator*, 38(1),

- 6–15.
<https://doi.org/10.35608/ruraled.v38i1.231>
- Sebastian, J., Allensworth, E., & Huang, H. (2017). The role of teacher leadership in how principals influence classroom instruction and student learning. *Educational Administration Quarterly*, 53(5), 738–779.
<https://doi.org/10.1177/0013161X17717402>
- Smith, D. W. (2018). Phenomenology. In E. N. Zalta (Ed.), *The Stanford encyclopedia of philosophy* (Summer 2018 ed.). <https://plato.stanford.edu/entries/phenomenology/>
- Soliva, M., & Ventura, E. (2024). Phenomenological study on the journey of integrated schools: From the views of stakeholders. *World Journal of Advanced Research and Reviews*.
https://wjarr.com/sites/default/files/fulltext_pdf/WJARR-2024-2101.pdf
- Timperley, H., Ell, F., Le Fevre, D., & Twyford, K. (2019). *Leading professional learning: Practical strategies for impact in schools*.