

School Heads and Teachers Combined: Strategies for Effective School Management

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Abstract. This study explored the teacher's experiences in implementing effective management in school. Specifically, it aims to answer their perceptions about it at the same time as the coping mechanisms for the emerging challenges. To achieve the objectives of the study, I made use of phenomenology. The 10 participants of this study are from New Maligaya Elementary School, Carmen District, Davao Del Norte Division. I used a semi-structured online interview using the coding technique to analyze the data. The study disclosed different themes: First Objective, Resource Management, Curriculum Development and Implementation, and Professional Development. The coping mechanisms of teachers regarding the challenges in collecting results themes were stakeholder engagement and conflict resolution. The study revealed a complex and interconnected web of challenges teachers and school heads face in navigating the landscape of effective management in educational settings. Central to these challenges were the themes of stakeholder engagement, conflict resolution, resource management, curriculum development and implementation, and professional development, each playing a critical role in shaping the success of educational institutions. As a result, our study provides insightful information about the complex issues associated with efficient management in educational environments. It also emphasizes the significance of professional development, stakeholder engagement, conflict resolution, resource management, curriculum development, and implementation in determining the success of educational institutions. Teachers and administrators could build a high-achieving, inclusive, and supportive school environment that supports student success and prepares them for future difficulties by proactively addressing these issues and working together.

KEY WORDS

1. School heads 2. teachers 3. Effective school management

Date Received: May 21, 2024 — Date Reviewed: May 23, 2024 — Date Published: June 5, 2024

1. Introduction

Effective school management requires a collaborative approach where school heads and teachers work together to create a dynamic and supportive educational environment. This collaboration involves shared decision-making, open communication, and mutual respect. School heads play a pivotal role in setting the vision and tone for the school, fostering a culture of continuous improvement and professional growth. By involving teachers in the decision-making process, school leaders can ensure that policies and strategies are practical and reflective of classroom realities, thereby enhancing their implementation and effective-

ness. Teachers, on the other hand, bring valuable insights from their daily interactions with students, which can inform school policies and practices. Regular professional development opportunities, collaborative planning sessions, and a focus on creating a positive school climate are key strategies that can enhance the partnership between school heads and teachers (Hallinger Heck, 2010). When both parties are engaged and committed to the school's goals, it leads to improved student outcomes, higher teacher satisfaction, and a more cohesive and effective school community. However, in reality not all principals are able to run strong leadership-based schools (Leitwood, 2019). Principal leadership in school management implementation is considered important as it could ease sharing work activities. A well-organized school environment involves several elements, including the principal, teachers, employees and students. Supervision is an activity that determines the situation and conditions that are essential for achieving an educational goal. There are several goals of educational supervision, such as helping to improve the quality of teachers and helping principals adjust the appropriate programs to improve business in producing quality graduates (Allan, 2019). Successful division of tasks in schools also depends heavily on the ability of the principal to perform his leadership. In implementing the leadership, the principal can determine school management according to the organizational climate found in the school (FIP-UPI Education Science Development Team, 2019). Therefore, the principal is tasked with fostering the institution to achieve the educational goals that has been set together by always directing and coordinating with all parties involved in all activities. Principals in occupying their duties as managers should have the basic functions and skills of a manager. The basic function that should be owned by the principal as a manager is a function in planning, organizing, mobilizing, and controlling school management (Block 2020). While the basic skills that should be mastered are skills in building concepts in planning, establishing human relations by building good communication and technical skill is performing tasks directly in the field especially when finding a problem, this skill is often used to control subordinates in the field (Booth, 2019). In addition, school management productively becomes a support for the birth of a generation of high achievers and the application of school culture that adapted to the times. This attitude is shown by the principal sensitivity to all forms of reformation that could support the education reformation (Besta 2023). Such school culture is closely related to the vision of the principal. A principal who has a vision to face future challenges would be more successful in building a school culture (Allan, J., and E. Persson. 2021). The results of the achievements can be built through the school culture that optimizes school activities, such as through extracurricular activities. With extracurricular activities, schools could also focus on the fields they want to develop, which in turn could be an advantage (Asmani, 2014). The concept of effective schools could be pursued through effective and efficient organizational procedures implemented by school principal in school organizations. Effective managerial is characterized by the functioning of a good organizational structure in order to meet schooling services (Allan, 2019). Apart from the principal leadership which was inherently personal, other things supported the creation of effective school management that involves the technology in school, a well-integrated information system, and school culture as bridges to create good relationships between the principal, teachers, employees, students and communities around the school environment (Berliner, 2021). The aforementioned research results show that the effective school management mostly started with the principal managerial abilities in all activities conducted and the optimization of technology, information

systems, and culture applied in schools as supporting aspects in achieving educational goals. However, some of the results did not elaborate on the things that influenced the way the principal led and the application of involvement that support the realization of effective school management, (Burke, 2020). Hence, this research generally aims to determine the principal leadership application to effective school management as seen from the dimensions of concept, design, requirements, procedures, impacts, technology, culture, organization, information system quality, and leadership quality. This research is essential because it involved the principal policy in organizing all components of the school to create an effective school. The component of the school consisted of students, teachers, parents, and the surrounding community. The way school principal manage schools will be more productive, which in turn would produce a generation of high achievers and the culture applied in schools that would be the balancing factor in establishing the vision and mission to achieve effective school management targets Bossaert, G. H., S. J. Colpin, K. Pilj, and K. Petry. 2021 In the Philippines, Nowadays, all governments around the world are concerned with advancing their educational systems and making them more effective and meaningful. Education provides the basis for the development of the skills of the human capital designed to accomplish strategic goals. As such, education must be fundamental. Successful schools are the results of competent governance demonstrated by the school heads in collaborative partnerships with relevant stakeholders. This is comparable to the argument of Pont, Nusche, and Moorman that the primary role of school leadership is to encourage, gauge, and enrich the efficiency of teachers. Further, school officials are those who have the power to produce and disseminate new information quickly and to maximize their access to educational opportunities and networks. As such, productive schools have school ad-

ministrators who dedicate a significant amount of time to planning and overseeing instruction; are extremely visible in the school, and remain loyal to the learning environment. The school head is the axis around which many elements of the school take precedence. He is responsible for every dimension of the operation of the system, be it academic or administrative. The school head must be inclined to make almost all of the school's decisions. Thus, the school head must be a director, a planner, and a judgment-maker. A trustworthy school head would use collaboration as a working technique by establishing teams and smaller units of team members to examine proposals or tactics. Therefore, it is up to the school head to be a strong team player to impact the quality of instruction. Becoming an inspiring school leader is by no means an easy task, regardless of the context of service, Byrup (2023). However, the core operational concepts for educational leadership remain the same. There is an argument that leadership cannot just be attributed to a single individual; essentially, it is a mixture of unique reasons, Bunch 2024. The effective and sustainable governance of any institution depends on the willingness of the school officials to develop and implement initiatives that might guarantee a continuous increase in efficiency and a pleasant professional relationship between the administration and its constituents, Baker (2019). Consequently, efficiency is what school heads are requesting from their teachers in the educational sectors. Ballard, (2019) to perform efficiently and effectively, school heads must perform five functions. These include planning (delineating priorities, determining goals, and implementing action-coordinated plans); staffing (scouting the right teacher with the necessary skills and expertise that are required for the success of the organization); organizing (assembling and successfully implementing to achieve the organizational objectives, to decide which tasks are to be carried out, how duties are to be di-

vided, who communicates to whom and when actions are to be taken); controlling (tracking and reviewing performance and ensure that expectations are met and achieved); and, directing (responding positively after outcomes have been linked to future potential, the justification for difference, and trying to make teachers reasonably strengthen their productivity, Allan, (2020). Chopra 2020, Recognizing the value of improving the leadership skills of the school head is closely related to the need for organizations to recruit and retain high-performing teachers. The heart of successful leadership practice includes personal skills (advancement of self-awareness, critical and complex management of stress and well-being and conflict resolution); interpersonal skills (building relationships through constructive communication, gaining authority and strength, promoting productivity, and resolving and reclosing tensions); and group skills (inspiring and empowering others, building successful performance, and leading progressive adjustment), Canadian Council on Learning. (2019) Stirred by the work of Clark, C., A. Dyson, and A. Millward (2019) had published five outstanding leadership practices that provide the foundation for organizational performance by suggesting what attitudes and behaviors school officials need to accomplish to become successful leaders. These include: Modeling the way (creating expectations of success and providing a precedent for everyone to follow); Inspiring a shared vision (coming up with new ideas and generating an ideal and distinctive picture of what an organization should become); Challenging the process (looking at challenges as tools for learning); Enabling others to act (fostering cooperation, establishing trust, and generating momentum); and encouraging the heart (creating and maintaining elevated expectations, keeping the people committed to them by preserving the connection between incentives and performance, Cameron, 2021. Cuning (2023), Driven by these abilities, a school head is likely to succeed. Best quality instruction and teacher competence can be directly or indirectly influenced by the leadership style of their school leaders. Camaron (2021) Leadership practice is the mode of conduct that the leader embraces in affecting the performance of the teacher because educational success can only be accomplished by fulfilled and inspired teachers . Cook (2020) Authentic leadership is a pattern of actions that school leaders display in influencing teachers' conduct towards achieving organizational and personal expectations. A successful form of management is thus essential to inspire teachers and enhance their productivity in schools, Connoley 2019. Coleridge, 2019 Research has shown that the standard of leadership creates a peculiarity between the gains and losses of a school. In high-efficiency educational institutions that have overcome the pattern of lower productivity and decreasing performance, school officials set the benchmark by directing and encouraging teachers and employees to reach their highest potential. Dudzik, 2020, Schools, as such, make a significant difference to educational outcomes; the motivational strategies of school heads are among the reasons that contribute to student success. Darling, 2023, Other school-related considerations that should be addressed by the school heads due to their impact on students' learning and educational aspirations include the teacher's extent of coaching and supervised learning, the degree, and nature of the ability groupings, the standards of teachers, the method of leadership and teaching practices, the size of a school, as well as the trends and practice and attributes of the school setting. The motivation of teachers represents a potential age difference, experience, and educational background. Mustafa and Othman [30] have found that there can be a clear connection between efficiency and teachers' work performance. They noted that teachers showed better performance if the intensity of commitment is better. Thus, when teachers are

incredibly motivated, the success of their work becomes significant. Teachers are inspired by a teacher-centered approach to educational management. Teacher-centered operational leadership style is distinguished by greater engagement in decision-making; reduced tight monitoring of teachers; never-ending directorial sustenance for teacher development; good social relationships; and open interactions. This philosophy is only achievable when the school heads

as school administrators, beyond or above their management positions, strive to meet as many specific preferences as necessary and guide teachers with extreme respect and a great mindset and involvement in their wellbeing. Led by this principle, the school heads establish a working relationship that is characterized by a strong culture of harmony, engagement, consensus, and respect for teachers.

1.1. Purpose of the Study—The purpose of this study was to explore the experiences of teachers with their relationship to their school heads to have effective management in school, focusing on the challenges and successes they face as they navigate the complexities of teaching. Through in-depth interviews and observations, this study will examine how teachers and school heads perceive their roles and responsibilities, how they manage relationships with students, and how they adapt to changing curricula and instructional approaches. The study will also explore the impact of institutional factors, such as administrative support and resources, on the experiences of teachers. Findings from this study will provide insights into the lived experiences of teachers and offer recommendations for improving teacher support and professional development programs.

1.2. Research Questions—The study aimed to investigate the experienced challenges and complexities of teaching among teachers as well as their coping mechanisms to address the said challenges. Specifically, it aimed to answer the following questions:

- (1) What are the expressed challenges of teachers and school heads for effective school management?
- (2) How do they cope with the challenges of effective school management?
- (3) What insights are drawn from the findings of the study?

1.3. Definition of Terms—Teaching- ideas or principles taught by an authority. the occupation, profession, or work of a teacher Teaching Learning- refers to a process that includes many variables. These variables interact as learners work toward their goals and incorporate new

knowledge, behaviors, and skills that add to their range of learning experiences. Teacher Empowerment - Teachers have the opportunity for autonomy, responsibility, choice, and authority. Leadership Styles - The managerial strategies principals use to administer their personal philosophy and desired outcomes.

1.4. Significant of the Study—The highlights of this study were significant to the following: Teachers were given insight into what area challenges their teaching complexities experience between the school head and teacher relationship, as well as their coping mechanisms to address the said challenges. This would give them a deeper understanding of what teachers

go through teaching despite of the complexities. Policy/program implementors could use the results of this study to create policies and programs for teachers in able for them to help the non-teachers in teaching special education students better. Lastly, this research would help other researchers if they wish to conduct a similar or comparative study.

1.5. Theoretical Lens—This study is guided by Frederick Winslow Taylor’s scientific management theory. Scientific management theory was a method of improving workforce efficiency. As its name implies, this management theory uses scientific methods to assess work processes. The scientific method consists of three steps: observation, experimentation, and analysis. In science, this could mean observing the effects of a treatment, experimenting with a different treatment, and analyzing the results. Similarly, managers use scientific management theory to observe their workplaces, test different methods of completing tasks, and analyze the effect of the changes. When properly implemented, scientific management theory improves productivity. It was an evidence-based method that prioritizes efficiency and reliability. Having scientifically rigorous work methods creates clear expectations for employees because it establishes a single right way to do things. It also gives managers a unified standard against which to evaluate their employees.

Scientific management theory has grown exponentially since its inception. There are now a variety of management strategies that fall under the umbrella label of scientific management theory. Each of these strategies has its own set of strengths and weaknesses. It’s important to do your own research into scientific management theory to find the best applications for it in your workplace. In Taylor’s time, America was on the cusp of industrialization, but management methods had not yet changed to keep up with changes in technology. While working at a steel manufacturing plant, Taylor observed several production problems. For one thing, there was little specialization of labor or tools. Work shifts were randomly assigned, so inexperienced workers often ended up trying and failing to complete important projects. Tools were crude, and since only a small number of tools were used for every task, they wore out quickly. For another, there was no one single “best” stan-

dard for workers to aspire to. Everyone did their job in whatever way they thought worked best, regardless of whether it was effective. Finally, managers were completely disconnected from the workers they supervised. The average manager had no idea how the workers’ tasks were performed, so they were unable to provide suggestions for improvement Taylor set out to solve these problems. He designed specialized shovels and other tools. He advocated for workers to be matched to the projects for which they were most naturally gifted. He trained managers in his methods so that they could implement scientific management theory in their own workplaces. Taylor was credited with revolutionizing productivity in the American workforce. At his steel plant, the amount of pig iron the workers could transport in a day reportedly tripled once they adopted his methods. His ideas spread rapidly and helped give rise to the Industrial Age. Scientific management is sometimes even called “Taylorism” in his honor. The conceptual framework of the study is presented in Figure 1. As seen in the figure, there are three interconnected variables. The experienced challenges of teachers, such as a qualitative inquiry that allows researchers and teachers to provide the necessary skills and knowledge and focus on engaging in meaningful inquiry about their professional practice, would enhance this practice and their coping mechanisms to address their challenges. There was a genuine concern, as could be viewed with the first circle, which interlinks to the second circle; however, the center of the two circles determines that exploring the challenges and coping mechanisms of education teachers was essential to improving the teaching and learning process. School heads must lead by example and inspire their teachers and staff to do their best. They need to be passionate about education and have the ability to instill that passion in others. Strong leadership, a solid foundation, and attainable goals were needed. A school could bring positive enthusiasm, have

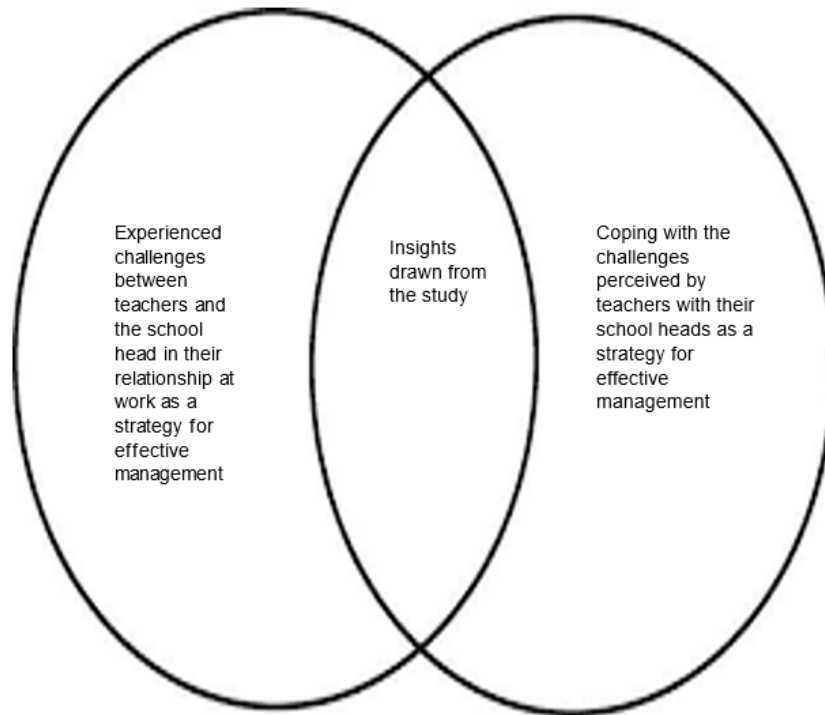


Fig. 1. The Conceptual Framework of the Study

a hand in its day-to-day activities, and listen to able to teachers, staff, parents, students, and its constituents. Effective leaders were avail- community members.

2. Methodology

Presented in this chapter were the description of the research design, philosophical assumptions, research participants and sampling, ethical considerations, research instruments, data collection, and data analysis. The three most common qualitative methods were participant observation, in-depth interviews, and focus groups. Each method was particularly suited for obtaining a specific type of data. Participant observation was appropriate for collecting data on naturally occurring behaviors in their usual contexts. In-depth Interviews (IDI) were optimal for collecting data on individuals' personal histories, perspectives, and experiences, particularly when exploring sensitive topics. Focus groups effectively elicit data on a group's cultural norms and generate broad overviews of issues of concern to the cultural groups or subgroups represented. Patton (2002) defined phenomenology as an inquiry that asks the question, "What is the structure and essence of the experience of his phenomenon for these people?" "The goal of this research worked well with this definition in trying to understand the challenges of the floating teachers. Giorgi (2007) cautioned researchers to be prepared for an investigation greater in depth and breadth than the offered description implied. He suggested that information be viewed as only the tip of the iceberg.

2.1. *Philosophical Assumptions*—The philosophical assumption was a framework used to collect, analyze, and interpret the data collected in a specific field of study. It established the background used for the coming conclusions and decisions. Typical philosoph-

ical assumptions had different types and were elaborated below. Good research begins with selecting the topic, problem, area of interest, and paradigm. Good research-undertaking starts with selecting the topic, problem, area of interest, and paradigm. Stanage (2007) traced the 'paradigm' back to its Greek (paradeigma) and Latin origins (paradigm), meaning pattern, model, or example. A paradigm is the patterning of a person's thinking; it is a principal example among examples, an exemplar or model to follow according to which design actions are taken. Differently stated, a paradigm was submitted to a view (Stanage, 2007). This view was supported by Denzin and Lincoln (2000), who define a research paradigm as a "basic set of beliefs that guide action," dealing with first principles, "ultimates," or the researcher's worldview or philosophy. In developing research methodologies, three types of philosophical assumptions are used. Epistemological assumptions deal with subjective evidence that is collected from field studies. Axiological assumptions took into account the biases of the researcher and actively reported them; it was used to establish whether the environment being studied was a product of the behavior that was encountered or if the behavior is a product of the environment (Pring, 2014). Ontological assumptions refer to the nature of the reality of the subject that was being researched. The latter assumption is best suited to my study as a qualitative researcher; I believe that these realities are perceived by different individuals. I also believe that these realities are heavily shaped by their experiences. Using phenomenology as a methodology, this proposed study focused on the teachers' opinions, feelings, experiences, and inner thoughts concerning their knowledge, values, and skills acquired. It adopted a realistic ontology following the physical world, where I, as the researcher, assumed the existence of a world of causes and effects. It was not the ontology of mechanical causes caught in cause-

effect relationships; instead, in this study, the researcher assumed that some realities existed in the world and may have affected the way teachers proceeded to the next level. Thus, the researcher acknowledged that as qualitative researchers followed a realistic ontology, they viewed it as a causal reality. Ontology. This part of the research pertains to how the issue relates to the nature of reality. According to Creswell (2020), reality was subjective and multiple, as seen by the study's participants. The ontological issue addresses the nature of reality for the qualitative researcher. Reality is constructed by individuals involved in the research situation. Thus, multiple realists exist, such as the realities of the researcher, those of individuals being investigated, and those of the reader or audiences interpreting the study. This study elaborated the realities of implementing online distance learning modality during the pandemic since there were no face-to-face classes. In this study, I relied on the voices and interpretations of the participants through extensive quotes and themes that reflected their words and provided evidence of different perspectives. The participant's answers to the study were coded and analyzed to build and construct the commonality and discreteness of responses. I ensured that the participants' responses were carefully coded to ensure the reliability of the result. The researcher upheld the authenticity of the responses and precluded from making personal bias as the study progressed. Epistemology. This refers to the awareness of how knowledge claims were justified by staying as close to the participants as possible during the study in order to obtain firsthand information. Guba and Lincoln (1985), as cited by Creswell (2013), state that on the epistemological assumption, the researcher attempted to lessen distance himself or herself from the participants. He suggests that, as a researcher, he or she collaborates, spends time in the field with participants, and becomes an "insider." Based on Davidson (2000) and

Jones (2011). I will identify phenomenology using thematic analysis as the best means for this type of study. In this regard, individual researchers “hold explicit belief.” The purpose of this research was to gather essential details on the learners’ experiences concerning tardiness in these new regular face-to-face classes. I assured them that I would establish a close interaction with the participants to gain direct information that would shed light on the knowledge behind the inquiry, particularly on learners’ experiences as they went through their teaching activities during the off-classroom classes. Axiology refers to the role of values in research. Creswell (2013) avers that the role of values in a study is significant. Axiology suggests that the researcher openly discusses values that shape the narrative and includes their interpretation in conjunction with participants’ interpretation. I uphold the dignity and value of every piece of information obtained from the participants. The researcher understands the personal and value-laden nature of the information gathered from the study. Therefore, I preserved the merit of the participants’ answers and carefully interpreted them in light of their interpretations. Rhetoric.

2.2. *Qualitative Assumptions*—The methodology was different from the method. The methodology was a creative and responsive approach to understanding questions and subject matter, while the method referred to the exact knowledge and procedure (Gerodias, 2013). In this study, the experiences and coping mechanisms of the physical education teachers were explored through their personal narratives, specifically those from New Maligaya Elementary School, Carmen District, Davao Del Norte Division. The researcher’s drive to understand the deeper meaning of the predicaments of the teachers became the basis for conducting qualitative research, a method which Kalof and Dietz (2019), as cited from Gerodias, (2019),

This philosophical assumption stressed that the researcher may write in a literary, informal style using a personal voice, qualitative terms, and limited definitions. In the study, the researcher used the first person to explain the learners’ experiences and coping mechanisms and thoroughly discussed their responses during the interview. As a researcher, I agreed with the post-modernism philosophy of Afzal-os-sadat Hossieni (2019). I believed that the aims of education were teaching critical thinking, production of knowledge, development of individual and social identity, and self-creation. In postmodern education, teachers lead students to discover new things. They provided opportunities to discuss different subjects and explore creative ways. In this situation, students learned to listen to other voices, tolerate criticism, and think critically. They learned to respect other cultures and nationalities. Also, emphasis was placed on cooperative learning, independent learning, and dialectic, critical, and verbal methods. It was deduced that postmodernism and creativity were embedded in each other, and the result of this opinion could be found in postmodern education.

considered helpful in exploring “meanings and motivations that underline cultural symbols, personal experiences, and phenomena”. By using phenomenology, this need was hoped to be addressed by presenting the stories of the teachers in a manner that, as David (2005) wrote, would reveal the themes, symbols, and meaning of their experiences. Phenomenological research was based on two premises. The first was that experience was a valid, rich, and rewarding source of knowledge. According to Becker (2019), as cited in Morrissey Higgs, (2006), experience was a source of knowledge and shaped one’s behavior. From the definition, human experience was viewed as a cornerstone of knowledge about human phenomena and

not an unreliable source. The second premise of phenomenological research lies in the view that the everyday world was a valuable and productive source of knowledge and that we could learn much about ourselves and reap key insights into the nature of an event by analyzing how it occurs in our daily lives (Morrissey Higgs, 2006). By doing phenomenology which

2.3. Design and Procedure—This study used a qualitative research design employing a phenomenological approach. According to Hancock et al. (2009), qualitative research addresses questions regarding societal problems. It raises questions about why people behave as they do, what possible opinions and attitudes were formed in certain situations, how people were affected by society in their actions, and how the practices and culture in society developed. Phenomenology, as a philosophy and a method of inquiry, was not limited to an approach to knowing; rather, it was an intellectual engagement in interpretations and meaning-making that was used to understand the lived world of human beings at a conscious level. The researcher could adopt interviews, observations, and discussions as data collection strategies within a phenomenological method of inquiry; therefore, phenomenology has both philosophical and methodological stances (Qutoshi, 2018).

2.4. Research Participants—In the selection of the research participants, purposive sampling was applied. Purposive sampling was a technique in which the researcher relied on his or her judgment when choosing population members to participate in the study. It was a non-probability sampling method, and it occurs when elements selected for the sample are chosen based on the researcher's judgment. Researchers often believe that they could obtain

is concerned with the “what” and the “how” (Moustakas, 2019), the researcher projected that the subjective experiences, challenges, and coping mechanisms of the teachers were explored and insights were drawn as the basis for the possible future research and policy analysis concerning this research.

Phenomenology was an approach to qualitative research focused on the commonality of a lived experience within a particular group. The approach's fundamental goal was to describe the nature of the particular phenomenon (Creswell, 2013). Typically, interviews are conducted with individuals who have first-hand knowledge of an event, situation, or experience. The interview(s) attempts to answer two broad questions (Moustakas, 1994): What have you experienced regarding the phenomenon? What contexts or situations have typically influenced your experiences of the phenomenon (Creswell, 2013)? Other forms of data, such as documents, observations, and art, may also be used. The data was then read, reread, and culled for phrases and themes that were then grouped to form clusters of meaning (Creswell, 2013). Through this process, the researcher may construct the universal meaning of the event, situation, or experience and arrive at a more profound understanding of the phenomenon.

a representative sample by using sound judgment, which would save time and money (Black, 2010). In this study, suitable samples include public school teachers, either male or female, in New Maligaya Elementary School, Carmen District, Davao Del Norte Division. There were seven informants who would be part of the in-depth interview. Moreover, to protect the identity of the participants, coding was used. IDI-FT1 to IDI-FT7 were used for the infor-

mants of the in-depth interview. In this study, I played various roles to attain the success of the study. First, I asked for permission to conduct the study, which would start with the school division Superintendent and then with the participants of my study. As a researcher, if consented, I recorded the actual interview to achieve the needs of this type of research. The interview's goal is to gain a deeper understanding of the experiences of teachers in the new normal way

2.5. *Ethical Considerations*—Creswell (2007) emphasized that qualitative researchers face many ethical issues that surface during data collection, analysis, and dissemination of qualitative reports. In this study, the researcher would deal with former teachers in the public schools. To ensure an authentic response from the participants, the researcher was responsible for exercising extra caution and maintaining the confidentiality of the study. The rights of the participants were extremely considered. Besides, they would not be forced to be part of the study when they refused. In protecting the identity of the participants, Glesne and Peshkins (1992) suggested that providing and assigning numbers or aliases can protect the anonymity of the participants. In this study, I used codes to protect the identity of the participants. Added to this, as the researcher, I explained the purpose and significance of the study. The participants were allowed to ask the researcher questions about the nature of the study. This certifies that the information was clear to the participants. Moreover, the participants' data gathering and participation were guided by the Informed Consent Form, which the chosen participants signed. Lastly, the results and findings were presented back to the participants for verification. The transcriptions of the recorded interview would be kept private. Further, each of the participants was advised that they have the right to withdraw their information at any time up to the

of teaching and learning. The interview would also include how the Department of Education should improve its programs. After the needed data had been gathered, the researcher transcribed and analyzed everything. However, human instruments are more important to study in case the quality of this research has to deal with biases and assumptions regarding the persons involved in the research (Greenbank, 2003).

completion of the data collection process and that they can be requested and allowed to verify their transcript after the interview was carried out. This would provide the participants with the opportunity to amend, or remove any information which they feel might identify them. The researcher reserved the right to employ the use of pseudonyms and change names and/or non-significant dates to protect the participant's identity in all subsequent data analysis and reporting. *Qualification of the Researcher.* I ensured that he or she possessed the needed qualifications to conduct the study. The researcher completed the academic requirements and passed the comprehensive examination before thesis writing, which was the last requirement to obtain the master's degree. The researcher was qualified to conduct the study physically, mentally, emotionally, and financially. In addition, the advisee-adviser tandem ensured that the study reached its completion. *Adequacy of Facilities.* I strived to ensure that the study could be completed successfully at the specified time and that the researcher was equipped with the necessary resources. Likewise, the technical committee helped enhance the paper by providing the needed suggestions and recommendations for improving the study. Also, the researcher ensured that he or she had enough funds to continue and finish the research. Thus, this study hoped to be completed in the target time. *Community Involvement.* I showed

respect for the local traditions, cultures, and views of the respondents in this study. Moreover, this study was not involved in using deceit in any stage of its implementation, specifically in recruiting the participants or data collection methods. Furthermore, the researcher expressed great pleasure at the wholehearted participation of the interviewees in the study. **Plagiarism and Fabrication:** I respected other works by properly citing the author and rewriting what

someone else had said in their own way. The researcher also always used quotes to indicate that the text had been taken from another paper. Similarly, the researcher assured that honesty was present in working on the manuscript and that no intentional misrepresentation or making up of data and/or results were included, or purposefully putting forward conclusions that were not accurate.

2.6. Role of the Researcher—In this study, I would play various roles to attain the success of the study. First, I would ask for permission to conduct the study, which would start with the Schools Division Superintendent and then move on to the participants of my study. As a researcher, if consented, I would have to record the actual interview to achieve the needs of this type of research. The interview’s goal was to gain a deeper understanding of the experiences

of the learners in the new normal way of teaching and learning. The interview would also include how the Department of Education should improve its programs. After the needed data has been gathered, everything has been transcribed and analyzed by the researcher. However, human instruments were more important to be studied in case the quality of this research has to deal with biases and assumptions in dealing with the persons involved in the research (Greenbank, 2003).

2.7. Data Collection—Data was collected to simulate real-life communication scenarios in which participants provided valuable oral or written contributions to research and their learning process. Establishing rapport with the participants was a key stage that helped them offer quality data. In this study, I used the following data-collection methods. I requested authorization from the Schools Division Superintendent to conduct the study in the New Maligaya Elementary School, Carmen District, Davao Del Norte Division. I obtained the superintendent’s permission. I sent the superintendent a letter outlining the study’s aims and identifying the participants, along with copies of Chapters 1 and 2 and the research instrument. I would only begin after receiving the Superintendent’s consent.

ministrators. After receiving consent from the SDS, I addressed letters to the administrators or school heads of the designated schools, detailing the study that would be undertaken in their schools. I obtained consent from the participants and prioritized their consent as study informants; therefore, I obtained permission from both them and their parents/guardians. The participants were appropriately informed about the whole study process and their role as volunteers. Upon approval, I used the data collection forms as prescribed in the qualitative design. In the selection of the research participants, purposive sampling was applied. Purposive sampling was a sampling technique in which a researcher relies on his or her judgment when choosing members of the population to participate in the study. It was a non-probability sampling method, and it occurs when elements selected for the sample

are chosen based on the researcher's judgment. Researchers often believe that they could obtain a representative sample by using sound judgment, which would save time and money (Black, 2010). In this study, suitable samples were used. Seven informants participated in the virtual in-depth interview. I obtained consent from the participants and considered their consent as informants of the study a priority; thus, I ensured permission from them and their parents/guardians. The participants were adequately oriented about the whole study process and their part as participants. I conducted the interview. I used the interview questionnaire to conduct an in-depth interview. I took participants' profiles, took notes, and recorded conversations using a sound recorder for easy transcription. Likewise, I carefully listened and actively responded during the interviews. I was transcribing the interviewees' responses. The researcher would then precisely transcribe them by recalling their answers from the sound recorder. Since the participants used their vernacular language, the researcher translated it into English. Data Coding and thematizing. Categorizing and coding the data would come after the transcription process. Themes were extracted, and participants' data were contrasted and compared. The researcher would then conduct a second round of interviews (FGD) to confirm data requiring

2.8. *Data Analysis*—In this study, thematic analysis was utilized to analyze the gathered data. The researcher analyzed the answers of the participants from the conducted interviews using Creswell's Model, specifically the identifying of themes approach. According to Creswell (2012), themes in qualitative research are similar codes aggregated together to form a major idea in the database. Familiarization with the data was common to all forms of qualitative analysis. The researcher immersed herself in and became intimately familiar with their data,

more justification and participant feedback. The newly acquired material was carefully analyzed and added to the existing body of knowledge. Then, in order to identify patterns and trends, data were contrasted and compared between the individuals. The researcher needs to understand the subjective interaction between the study participants. The researcher heavily relied on naturalistic methods (interviewing and audio recording), and the interpretive paradigm would be used. Interpretive approaches rely heavily on naturalistic methods like interviewing, observation, and analysis of existing texts. These methods ensure an adequate dialog between the researchers and those with whom they interact to collaboratively construct a meaningful reality. Yin, as cited by Aquilam (2014), suggested numerous forms of data collection, including documents, archival records, interviews, direct observation, participant observation, and physical artifacts. To have legitimate and trustworthy data on teachers' experiences of the new normal way of teaching and learning, the researcher conducted an in-depth interview and focus group discussion. To address the validity issues of this design, specifically the method, I asked for help from the experts. The experts checked and validated my interview guide question tool. I followed the expert panels' suggestions for the sampling of my participants.

reading and re-reading it and noting any initial analytic observations. Coding was also a common element of many approaches to qualitative analysis, involving generating pithy labels for important features of the data of relevance to the (broad) research question guiding the analysis. Coding was not simply a method of data reduction; it was also an analytic process, so codes capture both a semantic and conceptual reading of the data. The researcher coded every data item and ended this phase by collating all their codes and relevant data extracts. Searching for

themes was a coherent and meaningful pattern in the data relevant to the research question. The researcher ended this phase by collating all the coded data relevant to each theme. Reviewing themes. The researcher reflected on whether the themes tell a convincing and compelling story about the data and began to define the nature of each individual theme and the relationship between the themes. For these, Thematic Content Analysis was employed by the researcher. Thematic Content Analysis was a descriptive presentation of qualitative data in which a detailed analysis of each theme was made by identifying the ‘essence’ of each theme and constructing a concise, punchy, and informative name for each theme (Andersen, 2013). In addition, to enhance validity and to create a more in-depth picture of the phenomenon, environmental triangulation was also employed by the researcher. It was a technique to analyze the results of the same study using different methods of data collection. The key was identifying which envi-

ronmental factors, if any, might influence the information received during the study. These environmental factors are changed to see if the findings are the same across the settings (David, 2015). This type of triangulation uses different settings, locations, and other factors such as time, day, and season in which the study took place. The idea was to determine which of these factors influence the information received, these factors are then changed to see if the findings are the same. If the findings remain unaltered under varying environmental factors, then validity can be established (Naeem, Saira, 2019). In this study, such triangulation was used considering that the requirement, as mentioned, was the use of environmental triangulation best suited to the environment of the research being conducted. Writing up involves weaving together the analytic narrative and data extracts to tell the reader a coherent and persuasive story about the data and contextualizing it in relation to existing literature.

2.9. *Framework of Analysis*—Framework analysis was an involved process, with intentional decision-making at every step of the way. As a result, implementing structured qualitative methodologies such as framework analysis requires patience, meticulous attention to detail, and a clear understanding of the research objectives. Moreover, in the conduct of this study, I would follow a frame of procedure that would lead to giving answers to the main questions. The first phase of this study involves collecting data through an in-depth online interview of selected informants through Google Meet or Zoom. After this, the data were organized, transcribed, encoded, and translated. The transcribed data or significant statements that were developed were subjected to data analysis using discourse and thematic analysis or grouped into themes. The analyzed data were thoroughly interpreted by the researcher with the help of the

theories of this study. Common themes based on the informants’ responses were given utmost consideration in this study. The description of participants’ experiences was in the textural description. The procedures were undertaken to analyze the textual data. Statements were developed from the transcripts and grouped into larger units of information called “meaning tunings” or themes (Creswell, 2007). With the list of non-redundant units of meaning, the researcher must continue to bracket any assumptions to remain true to the phenomenon (Groenewald, 2004). I rigorously examined these units of meaning to elicit the essence of meaning within the holistic context. Clusters of themes are typically formed by grouping units of meaning together (Creswell, 1998; Moustakas, 1994). The analytical framework for this study was flexible enough to allow the researcher to either gather all of the data and then analyze it or eval-

uate it while it was being collected. The data collected was then sifted, charted, and categorized in line with key topics and themes during the analysis stage. This process involves familiarization, coding, developing a thematic framework, indexing, charting, mapping, and interpretation (Ritchie Spencer, 1994). Familiarization was becoming familiar with the data through reading and re-reading interview transcripts. Familiarizing the whole interview with the audio recording and transcript and any contextual or reflective notes the researcher recorded was a vital stage in interpretation. It could also be helpful to re-listen to all or parts of the audio recording. The researcher becomes immersed in the data by listening to audiotapes, exploring the field, or reading transcripts. The researcher would become aware of critical ideas and recurring themes throughout the procedure and would make a note of them. The researcher may be unable to review all of the material due to the enormous amount of data that might be collected in qualitative research. As a result, a portion of the data set would be utilized. Several elements of the data collection method would influence the selection. Coding was the process of summarizing and representing data to provide a systematic account of the recorded or observed phenomenon. After familiarization, the researcher carefully reads the transcript line by line, applying a paraphrase or label that was a 'code' that describes what they have interpreted in the passage as necessary. Coding aimed to classify all of the data so that it could be compared systematically with other parts of the data set. Developing a thematic framework happens after coding a few transcripts. The researcher needs to compare the labels applied and select a set of codes to apply to all subsequent transcripts. Codes could be grouped into categories, which are then clearly defined. This forms a working analytical framework. Several iterations of the analytical framework were likely required before no additional codes emerged. It

was always worth having another code under each category to avoid ignoring data that does not fit; the analytical framework was never 'final' until the last transcript had been coded. Indexing involves identifying portions or sections of data that relate to a specific theme. This procedure was conducted using all textual data collected, such as transcripts of interviews. Ritchie and Spencer (1994) suggest using a numerical system to index references and annotating them in the margin beside the text for ease. Qualitative data analysis tools were ideal for this task. The essence of constant comparison lies in its iterative process. Researchers collect data, analyze it, and then use what they learn to inform further data collection. This ongoing interaction between data collection and analysis ensures that the emerging theory was deeply rooted in the data itself. Charting involves summarizing the data by category from each transcript. Good charting requires an ability to strike a balance between reducing the data on the one hand and retaining the original meanings and 'feel' of the interviewees' words on the other. The chart should include references to interesting or illustrative quotations. The final stage, mapping, and interpretation, includes an analysis of the important qualities depicted in the charts. This analysis should be able to provide a schematic diagram of the event/phenomenon, assisting the researcher in interpreting the data set. I must be cognizant of the objectives of qualitative analysis and define concepts, map the range and nature of phenomena, create typologies, find associations, provide explanations, and develop strategies (Ritchie Spencer, 1994). These concepts, technologies, and associations mirror the participant. Therefore, any strategies or recommendations the researcher offers reflect the participants' real views, beliefs, and values. Moreover, in this last step, analyzing your qualitative data was to report on it, to tell the story. At this point, the codes are fully developed and the focus is on communicating the narrative to the

audience. Shown in figure 2 were steps in the process of the analytical framework of the study, which involves familiarization, coding, develop-

ing a thematic framework, indexing, charting, mapping, and interpretation.

2.10. Trustworthiness of the Study—The concepts of validity and reliability are relatively foreign to the field of qualitative research. Instead of focusing on reliability and validity, qualitative researchers substitute data trustworthiness. Trustworthiness consists of the following components: credibility, transferability, dependability, and conformability (Harts, 2016). Credibility contributes to a belief in the trustworthiness of data by observing the attributes of prolonged engagement. To address the credibility issue, interviewed as many research participants as possible or up to the point of saturation. Transferability was concerned with the extent to which the findings of one study could be applied to other situations. In positivist work, the concern often lies in demonstrating that the results of the work at hand could be applied to a wider population since the findings of a qualitative project are specific to a small number of

particular environments and individuals. It was impossible to demonstrate that the findings and conclusions apply to other situations and populations. Therefore, to ensure transferability, I acknowledged that it was my responsibility as a researcher to ensure that sufficient contextual transformation about the fieldwork sites was provided to enable the reader to make such a transfer. Confirmability is associated with objectivity in science, which is the use of instruments that are not dependent on human skill and perception. However, it was difficult to ensure real objectivity since, as even tests and questionnaires are designed by humans, the intrusion of the researcher's biases is inevitable. Here, steps must be taken to help ensure as far as possible that the work's findings are the result of the participants' experiences and ideas rather than the characteristics and preferences of the researcher.

3. Results and Discussion

This chapter presents the results generated from analyzing the interview data. It presents themes that emerge from the analysis. Along with the themes are comprehensive discussions that answer the objectives of the study. Before I begin my discussion, I would like to establish the symbols I used to present the quotations based on the responses of the study participants. In reference to the transcriptions of the conducted interviews, I used T01-T10 as codes to refer to the participants of the research.

3.1. The experienced challenges of teachers and school heads in effective school management—

3.1.1. Lack of Resource Management— Limited budgets and resources can make it difficult for schools to provide adequate facilities, materials, and support for both teachers and students. Resource management poses a significant challenge for teachers and school heads regarding effective school management. Teachers often grapple with limited access to essen-

tial teaching materials, outdated textbooks, insufficient classroom supplies, and inadequate technology resources. These shortages can hinder their ability to deliver quality instruction and engage students effectively. Additionally, due to budget constraints, teachers may face challenges in accessing professional development opportunities and support services. On the

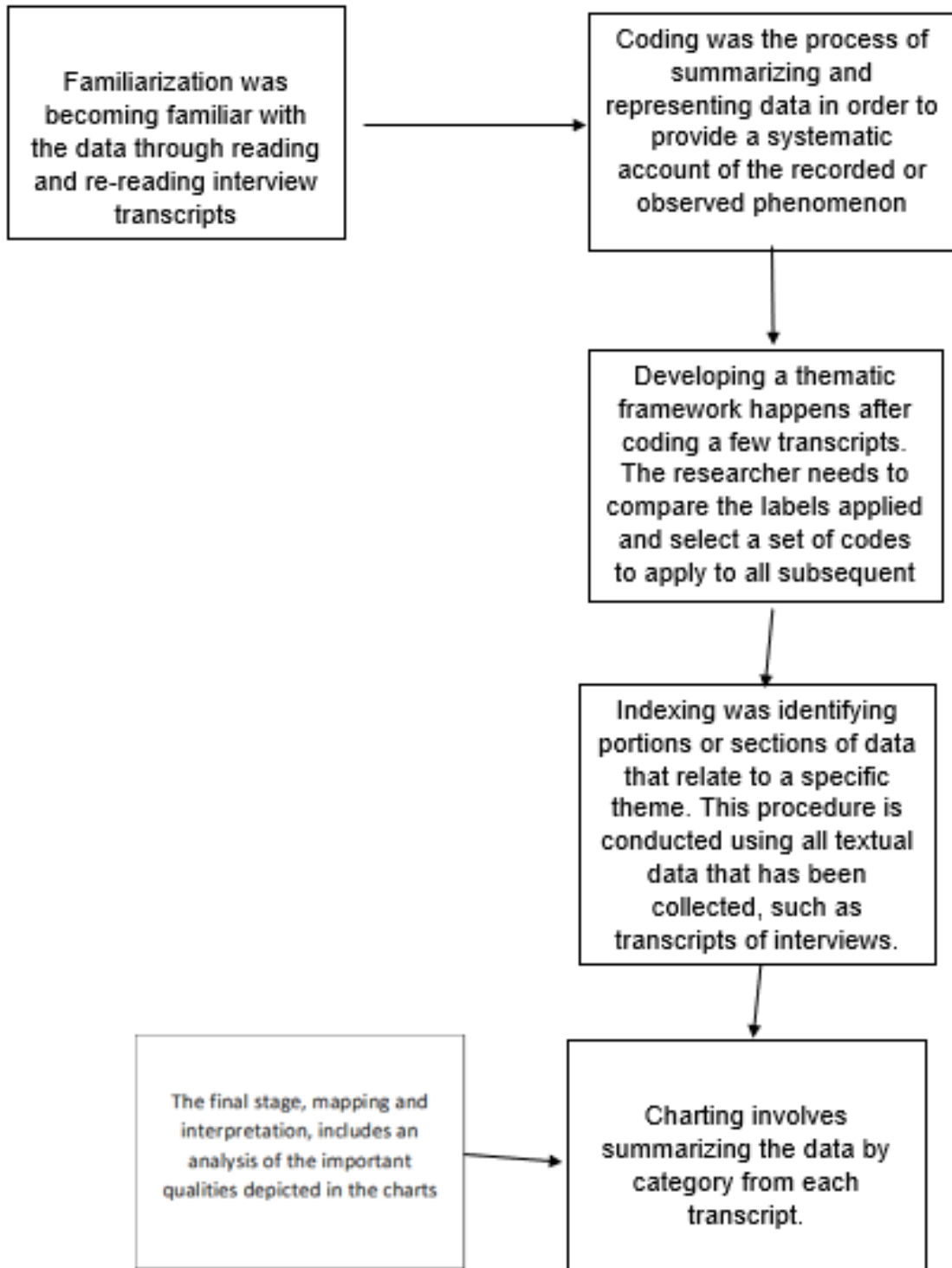


Fig. 2. Analytical Framework of the Study

other hand, school heads must contend with balancing competing demands for limited funds, allocating resources strategically across various departments and programs, and ensuring that budgetary decisions align with educational priorities and goals. They must also navigate complex administrative processes to procure resources, negotiate contracts, and manage vendor relationships, all while facing pressure to optimize resource utilization and demonstrate accountability to stakeholders. The relationship between resource management and effective school management is pivotal for the smooth functioning and success of educational institutions. Resource management involves the allocation, utilization, and optimization of various resources, including financial, human, physical, and instructional resources, to support teaching, learning, and administrative functions. Effective school management encompasses strategic budget allocation, efficient use of facilities and equipment, optimal staffing and human resource management, provision of curriculum and instructional resources, investment in professional development and training, and cultivation of community partnerships. By prioritizing resource management as a key component of school management, educational leaders can ensure the efficient operation of schools, support teaching and learning, and create a supportive environment conducive to student success

3.1.2. Curriculum Implementation—Curriculum Implementation presents multifaceted challenges in effective school management. Firstly, ensuring alignment with educational standards and objectives demands continual adaptation and expertise to stay abreast of evolving requirements. Secondly, meeting the diverse needs of student populations, including those with special needs or English language learners, requires careful planning and differentiated instruction, often straining resources and personnel. Moreover, resource allocation

and achievement. Based on the participant's statements it underscores the challenges faced by educators due to inadequate resources. It highlights the disconnect between their dedication and the constraints imposed by systemic issues, leading to frustration and demoralization. However, it also points to the potential for advocacy, innovation, and collaboration to address these challenges, ensuring that all students receive the high-quality education they deserve. This reflection calls for a collective effort to address resource management issues and support educators in their mission to provide quality education. The teacher's dedication and willingness to put in significant effort for their students' benefit. It shows a deep personal investment in their professional role. Despite this commitment, the teacher faces systemic barriers that prevent them from performing their job effectively. This frustration is a result of the disconnect between their efforts and the results they can achieve due to limited resources. One of the theories that we may incorporate into this is Maslow's Hierarchy of Needs: This theory posits that individuals must have their basic needs met before they can focus on higher-level activities. In the context of education, if basic classroom resources (e.g., textbooks, technology, supplies) are lacking, it can prevent both teachers and students from reaching their full potential in the learning environment.

for materials, technology, and teacher training poses financial hurdles, particularly in budget-constrained environments. Additionally, preparing and supporting teachers in effectively implementing new curricula necessitates ongoing professional development, overcoming resistance to change, and addressing concerns from stakeholders accustomed to existing practices. Furthermore, designing valid assessments aligned with curriculum goals and providing meaningful feedback for instructional improvement remain critical but challenging tasks. Finally,

establishing robust monitoring and evaluation processes requires administrative coordination and stakeholder engagement to ensure continuous improvement. Addressing these challenges mandates strong leadership, collaboration, and a commitment to refining curriculum development and implementation processes to effectively meet students' diverse needs. Based on Participants T02, T03, T04, and T05 said that the significant challenges teachers face in keeping up with curriculum changes. The constant need to adapt, integrate new standards, and find time for professional development amid numerous responsibilities can be overwhelming. Addressing these challenges requires support from educational policymakers, school leaders, and collaborative professional development opportunities. By fostering resilience, adaptability, and strategic planning, educators can better navigate these changes and continue to provide high-quality education to their students. The ongoing nature of change in the educational landscape. While changes can lead to professional growth and improved teaching practices, the frequency and pace of these changes can make it difficult for teachers to stay current and effective. Teachers are required to continually adapt to new standards and methodologies, which can be overwhelming. Frequent changes can disrupt established teaching practices and routines. Educators may feel that just as they become comfortable with one set of standards, they must shift to another, leading to instability. Based on the participants responses it was revealed that, implementing a new curriculum across all grade levels is indeed a complex and multifaceted task. The success of curriculum implementation hinges on meticulous planning

3.1.3. Professional Development—Providing ongoing professional development opportunities for teachers to stay current with best practices and educational trends is essential but can be challenging due to time constraints and

and seamless coordination. This involves setting clear goals, developing a detailed timeline, and allocating appropriate resources. Coordinators must ensure that all stakeholders, including administrators, teachers, parents, and students, are informed and engaged throughout the process. Effective communication channels must be established to address concerns and gather feedback. Moreover, Curriculum development begins with identifying educational goals and objectives that align with the mission and vision of the school. Effective school management entails ensuring that the curriculum is designed to meet these goals and that the implementation process reflects the intended educational outcomes. A well-developed curriculum provides teachers with clear guidelines and resources for delivering quality instruction. Effective school management involves supporting teachers in understanding and implementing the curriculum effectively through professional development, coaching, and mentoring. Developing and implementing a curriculum requires resources such as textbooks, materials, technology, and professional development opportunities for teachers. Effective school management involves allocating resources strategically to support curriculum development and implementation while balancing competing needs within the school. Teachers play a crucial role in curriculum implementation, as they are responsible for translating the curriculum into meaningful learning experiences for students. Effective school management involves providing teachers with the support, training, and collaboration opportunities they need to implement the curriculum effectively. (Rashid 2021)

limited resources. Providing ongoing professional development opportunities for teachers is crucial for maintaining and enhancing the quality of education provided in schools. This professional development allows teachers to stay

current with best practices, educational trends, and advancements in their field. It enables them to refine their instructional techniques, incorporate new teaching strategies, and adapt to changes in curriculum standards or educational technologies. However, despite the importance of professional development, there are several challenges associated with implementing it effectively. One significant challenge is time constraints. Teachers already have demanding schedules filled with lesson planning, grading, meetings, and other responsibilities. Finding time for professional development sessions can be difficult, mainly when it competes with their daily teaching duties and personal commitments. Another challenge is limited resources. Schools may have constraints on the budget allocated for professional development activities. This can limit the types of opportunities available to teachers, such as workshops, conferences, courses, or guest speakers. Additionally, arranging substitutes or coverage for teachers to attend professional development activities can incur additional costs and logistical challenges for schools. Furthermore, the effectiveness of professional development can vary depending on the quality of the programs offered. Not all professional development opportunities may be relevant or impactful for every teacher's needs or teaching context. Therefore, schools must invest in high-quality professional development that aligns with the specific needs and goals of their teachers and the school community. Addressing these challenges requires proactive planning, collaboration, and prioritization of professional development within the school's budget and schedule. Schools can also explore alternative professional development models, such as online courses, peer coaching, or job-embedded training, which may offer more flexibility and cost-effectiveness. Ultimately, by overcoming these challenges and investing in ongoing professional development, schools can support their teachers in continu-

ously improving their practice and enhancing student learning outcomes. These statements reflect the perspectives of educators and administrators who grapple with professional development challenges in effective school management. Teachers already have busy schedules filled with teaching, planning, grading, and other responsibilities. Finding time for professional development sessions can be challenging, especially when it competes with their daily teaching duties and personal commitments. Balancing the need for professional growth with the demands of classroom instruction requires careful scheduling and prioritization. Additionally, while implementing a new curriculum is a challenging and time-intensive process, it is also an opportunity for growth and improvement. By focusing on careful planning, comprehensive training, resource alignment, clear communication, and supportive leadership, schools can navigate this transition effectively. Embracing the change with a positive mindset and a collaborative spirit can ultimately lead to enhanced educational outcomes for students. De Leon (2019) that schools may have constraints on their budget allocated for professional development activities. This can limit the types of opportunities available to teachers, such as workshops, conferences, courses, or guest speakers. Additionally, arranging substitutes or coverage for teachers to attend professional development activities can incur additional costs and logistical challenges for schools. Not all professional development opportunities may be relevant or impactful for every teacher's needs or teaching context. Schools must invest in high-quality professional development that aligns with the specific needs and goals of their teachers and the school community. However, identifying and providing meaningful professional development experiences tailored to diverse educator needs can be complex. Even when teachers participate in professional development activities, there can be challenges in effectively imple-

menting new strategies or ideas into their practice. Professional development often requires ongoing support and follow-up to ensure that new knowledge and skills are integrated into classroom instruction and sustained over time. Without adequate follow-up and support, the impact of professional development may be limited. Professional development poses significant challenges in effective school management, primarily due to time constraints, limited resources, relevance, implementation difficulties, and potential resistance to change. Teachers' already packed schedules make finding time for professional growth challenging amidst their daily teaching responsibilities. Additionally, schools may face budgetary constraints that limit the types of professional development opportunities available, and the extent of support provided. Ensuring that professional development is relevant and effective for all educators can be complex, as it requires identifying diverse needs and aligning development opportunities with specific goals. Furthermore, implementing new strategies or initiatives learned through professional development may encounter resistance from teachers comfortable with existing practices, necessitating effective leadership and communication to facilitate change. Overcoming these challenges requires strategic planning, collaboration, and ongoing support to ensure that professional development efforts contribute to improved teaching practices and student outcomes. Figure 3 shows the emerging themes of

teachers' and school heads' challenges to effective management. The first emerging theme is Resource Management. The statements emphasize the significant impact of resource management challenges on teachers and school heads. These perspectives underscore the critical role of effective resource management in providing quality education and highlight the ongoing challenges educators and administrators face in navigating resource constraints. The second emerging theme is Curriculum Development and Implementation. The statements shed light on the challenges teachers and school heads face in curriculum development and implementation. Implementing a new curriculum involves training teachers, updating instructional materials, and addressing potential resistance from staff. These challenges underscore the importance of effective communication, support, and collaboration in school curriculum development and implementation efforts. The final theme that emerged was Professional Development. The statements highlight the challenges faced by both teachers and school heads in providing and participating in professional development. Ensuring that professional development aligns with the school's goals while addressing the diverse needs of educators poses a significant challenge. The statements underscore the importance of addressing resource constraints and aligning professional development opportunities with the specific needs and goals of teachers and the school community.

3.2. *How to do Teachers and School Heads Cope With The Challenges for Effective Management—*

3.2.1. *Stakeholder Engagement and Resources Support—*Engaging parents, students, and the broader community in the educational process fosters a sense of shared responsibility and accountability. School leaders may organize parent-teacher conferences, community events, or advisory committees to facilitate

collaboration and partnership. Stakeholder engagement is crucial in resolving challenges for teachers and school heads' ineffective management by fostering collaboration, communication, and shared decision-making among all parties involved in the educational process. Stakeholder engagement is a cornerstone of effective

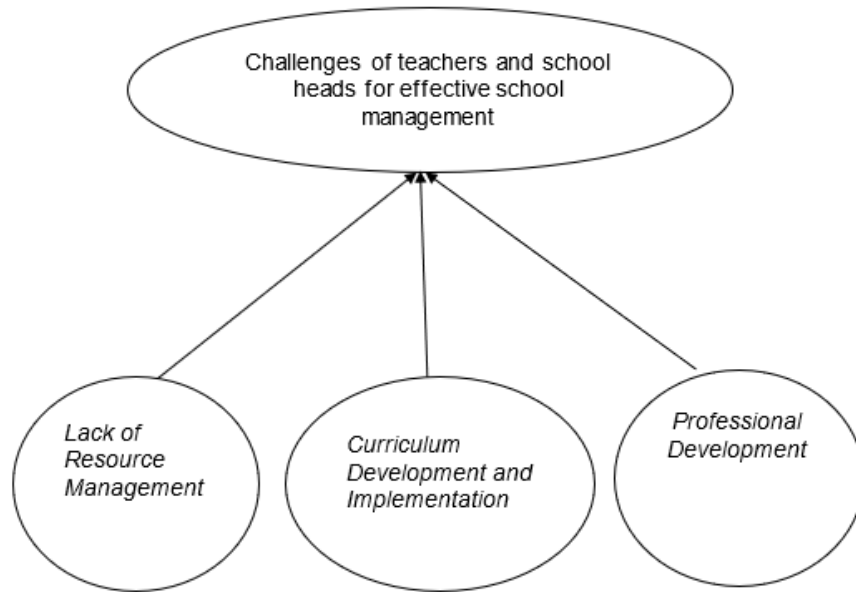


Fig. 3. Challenges of Teachers and School Heads for Effective Management

tive management in education, representing a dynamic process that cultivates collaboration, fosters inclusivity, and drives positive change within school communities. By actively involving parents, students, teachers, administrators, and community members in decision-making processes, stakeholder engagement ensures that diverse perspectives are heard and valued. This inclusivity enriches the decision-making process and promotes transparency, accountability, and trust within the school ecosystem. Stakeholder engagement empowers individuals to contribute their expertise, experiences, and insights, leading to more informed and equitable outcomes. Moreover, it serves as a catalyst for innovation, enabling schools to leverage their stakeholders' collective wisdom and resources to address challenges, seize opportunities, and pursue shared goals. Ultimately, stakeholder engagement fosters a sense of ownership and pride among all members of the school community, creating a supportive and collaborative environment where every voice matters and every contribution makes a difference in the journey toward educational excellence. The participants emphasize that Engaging stakeholders

has profoundly transformed our school community by cultivating a culture of shared responsibility, accountability, and resource support. This inclusive approach has garnered increased support for educational initiatives, ensuring that various perspectives and expertise are considered in decision-making processes. Improved communication among all parties involved—teachers, parents, students, and community members—has strengthened our collective commitment to the school's mission and goals. As a result, challenges are addressed more effectively, fostering a collaborative environment where innovative solutions can thrive. The empowerment derived from stakeholder engagement has not only enhanced the overall educational experience but also created a positive and supportive learning atmosphere for our students, encouraging their growth and success. This holistic involvement underscores the importance of unity and cooperation in achieving educational excellence. Classroom dynamics and student behavior were discussed. By involving parents and guardians in discussions about student progress and behavior, we have been able to develop effective strategies that address

issues both in and out of the classroom. This collaboration has led to greater consistency in student expectations and support, resulting in a more positive learning environment for everyone involved. Additionally, involving students themselves in decision-making processes empowers them to take ownership of their learning and behavior, fostering a sense of responsibility and accountability. This inclusive approach enhances the overall educational experience and strengthens the school community, creating a cohesive support system that benefits students, educators, and families alike. The shared commitment to student success ensures that challenges are met with comprehensive, well-rounded solutions, promoting a culture of

3.2.2. *Conflict Resolution*—Conflict Resolution is crucial for development. Addressing conflicts and resolving disputes constructively is crucial for maintaining a positive school climate. School leaders may facilitate mediation sessions, provide coaching and support, or implement restorative justice practices to promote reconciliation and healing. Conflict resolution plays a pivotal role in effective school management and development, fostering a positive school climate, strengthening relationships, and promoting collaboration among stakeholders. By addressing conflicts promptly and constructively, schools cultivate an environment where students, teachers, administrators, and other members of the community feel safe, respected, and valued. Moreover, conflict resolution teaches essential communication skills, empowering individuals to express their needs and perspectives assertively and respectfully. These skills are invaluable for navigating complex social and professional relationships, both within and beyond the school setting. Additionally, conflict resolution fosters a culture of collaboration and shared responsibility, encouraging stakeholders to work together to identify un-

mutual respect and continuous improvement. The Impact of Parental Involvement on School Management Effectiveness: Evidence from Rural China by Hongmei Yi and Yuhong Wang 2020. This study investigates the relationship between parental involvement as stakeholders and school management effectiveness in rural China. It explores how parental engagement in school decision-making processes influences resource allocation, teacher motivation, and student outcomes. These studies offer significant perspectives on the significance of stakeholder engagement in inefficient school administration, emphasizing its function in fostering accountability, transparency, and collaboration within educational communities.

derlying issues, explore alternative solutions, and implement strategies for improvement. Ultimately, by promoting effective conflict resolution practices, schools can create a supportive and inclusive environment where all members of the community are empowered to contribute to the school's success. Resolution stands as a cornerstone of effective school management, playing a pivotal role in fostering a positive school climate, strengthening relationships, and promoting collaboration among stakeholders. In the dynamic landscape of education, where diverse individuals converge with varied perspectives, conflicts inevitably arise. Whether they stem from differences in opinions, misunderstandings, or competing interests, how conflicts are managed profoundly impacts the overall health and success of a school community. At the heart of the development of conflict resolution in schools lies the creation of a positive school climate. By addressing conflicts promptly and constructively, schools cultivate an environment where students, teachers, administrators, and other members of the community feel safe, respected, and valued. When conflicts are left unresolved or mishandled, they can

fester and escalate, creating tension and eroding trust within the school community. However, when conflicts are approached with empathy, openness, and a commitment to resolution, they become opportunities for growth and learning. Furthermore, effective conflict resolution strengthens relationships among stakeholders. By promoting open communication and active listening, conflict resolution fosters understanding, empathy, and trust among individuals. When conflicts are addressed with respect and fairness, it builds bridges rather than barriers, deepening connections and fostering a sense of belonging within the school community. Strong relationships among stakeholders are essential for effective communication, collaboration, and teamwork in pursuit of common goals. Moreover, conflict resolution teaches essential communication skills that are invaluable for success both within and beyond the school setting. By learning how to express their needs, concerns, and perspectives assertively and respectfully, students develop critical thinking, problem-solving, and negotiation skills. These skills not only equip them to navigate conflicts effectively but also prepare them for the complexities of social and professional relationships in the broader world. In addition to fostering individual skills, conflict resolution promotes a culture of collaboration and shared responsibility within the school community. When conflicts arise, stakeholders are encouraged to work together to identify underlying issues, explore alternative solutions, and implement strategies for improvement. This collaborative approach to conflict resolution not only addresses immediate concerns but also cultivates a culture of continuous improvement and collective problem-solving. The Effectiveness of Conflict Resolution Education: A Meta-Analysis” by Tricia S. Jones and Randy S. White 2022. This meta-analysis synthesizes research on conflict resolution education programs implemented in schools. It exam-

ines the effectiveness of these programs in promoting positive conflict resolution skills, reducing aggressive behavior, and improving school climate and management. It discusses the importance of conflict resolution skills for effective school management and highlights promising approaches and strategies. These studies offer valuable insights into the relationship between conflict resolution and effective school management, highlighting the importance of promoting positive conflict resolution skills and practices in schools. This emphasis on the positive impact of conflict resolution can inspire and motivate educators, school administrators, and policymakers to prioritize these skills in their institutions. Figure 4 shows the emerging themes of How teachers and school heads cope with the challenges of effective management. When examining how teachers and school heads cope with the challenges of effective management, two emerging themes that stand out are Stakeholder Engagement and Conflict Resolution. Stakeholder Engagement: both teachers and school heads often cope with management challenges by actively involving stakeholders in decision-making processes. This collaborative approach ensures that the perspectives and concerns of all stakeholders, including teachers, students, parents, administrators, and community members, are considered in shaping school policies, programs, and initiatives. Stakeholder engagement helps address challenges related to resource allocation by tapping into the expertise, support, and resources available within the school community. Conflict Resolution strategies help teachers and school heads create a positive school climate where conflicts are addressed promptly and constructively. By promoting open communication, empathy, and problem-solving skills, conflict resolution contributes to a culture of respect, understanding, and collaboration within the school community. When conflicts are addressed respectfully and collaboratively, it strengthens relationships

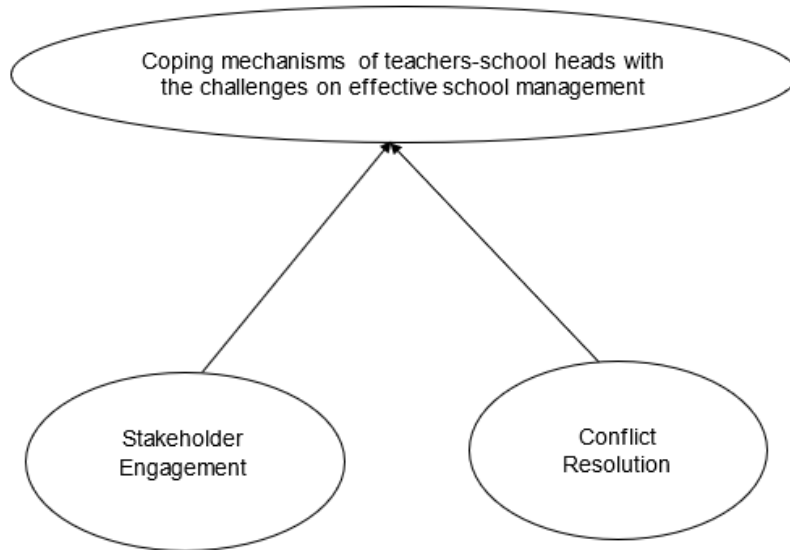


Fig. 4. Coping Mechanisms of Teachers-School Heads with the Challenges on Effective School Management

among teachers, students, parents, and administrators, laying the foundation for effective collaboration and teamwork in addressing management challenges. Overall, stakeholder engagement and conflict resolution are integral components of coping strategies for teachers and school heads in managing the complexities of

educational institutions. Teachers and school heads can create a supportive and collaborative environment that fosters effective management and enhances student success by actively engaging stakeholders and promoting constructive conflict resolution practices.

3.3. *Insights Drawn from The Findings of The Study*—In this section, we delve into the insights derived from our study’s findings on how teachers and school heads cope with the multifaceted challenges of effective management in educational settings. Beyond the fundamental responsibilities of imparting knowledge and fostering student growth, educators and school administrators must grapple with a myriad of challenges, including stakeholder engagement, conflict resolution, resource management, curriculum development and implementation, and professional development. Our study sought to explore the intricate interplay between these challenges and their impact on the management practices within educational institutions. By examining the perspectives and

experiences of teachers and school heads, we aimed to identify emerging themes, patterns, and best practices that inform our understanding of how these factors contribute to the success of educational institutions. Through a comprehensive approach to data collection and analysis, encompassing surveys, interviews, and observations, we have uncovered rich insights into the challenges educators and school administrators face. From the complexities of managing limited resources to the nuanced process of developing and implementing effective curriculum strategies, our findings shed light on the multifaceted nature of educational management. In the following sections, we present a detailed analysis of the key insights drawn from our study, organized around the central themes

of stakeholder engagement, conflict resolution, resource management, curriculum development and implementation, and professional development. Through in-depth exploration and discussion, we aim to comprehensively understand how educators and school administrators navigate these challenges and identify strategies for improving management practices and enhancing student outcomes. The study revealed a complex and interconnected web of challenges teachers and school heads face in navigating the landscape of effective management in educational settings. Central to these challenges are the themes of stakeholder engagement, conflict resolution, resource management, curriculum development and implementation, and professional development, each playing a critical role in shaping the success of educational institutions. Resource management emerges as a significant challenge for educators and school administrators, particularly in the context of limited financial, human, and material resources. Our findings highlight the complexities of managing resources effectively to meet the diverse needs of students and support effective teaching and learning. From budget constraints to competing priorities, educators and school heads face myriad challenges in optimizing resource allocation to maximize impact and promote equity within the school community. Through strategic planning, transparency, and accountability, educators and school heads can navigate resource constraints and leverage available resources to enhance student outcomes and promote organizational effectiveness. Curriculum development and implementation emerge as critical components of effective management, with educators and school administrators emphasizing the importance of aligning curriculum strategies with educational goals, standards, and best practices. Our study reveals the complexities of developing and implementing curriculum initiatives that meet the needs of diverse learners, address emerging trends, and promote innova-

tion in teaching and learning. From designing inclusive curriculum frameworks to providing ongoing support and professional development for educators, educators and school heads play a pivotal role in shaping students' educational experiences and promoting academic excellence. Professional development emerges as a critical strategy for addressing the evolving needs and challenges of effective management in educational settings. Our findings underscore the importance of investing in the ongoing growth and development of educators and school administrators to enhance their capacity to meet the diverse needs of students and support organizational goals. Through targeted professional development opportunities, educators and school heads can acquire new knowledge, skills, and perspectives to navigate challenges, foster innovation, and promote continuous improvement in educational practice. Stakeholder engagement emerges as a cornerstone of effective management, with educators and school administrators emphasizing the importance of collaboration, communication, and shared decision-making among stakeholders. Our findings underscore the significance of involving parents, students, teachers, administrators, and community members in decision-making to foster a sense of ownership, trust, and accountability within the school community. Through stakeholder engagement, educators and school heads can harness diverse stakeholders' collective wisdom, expertise, and resources to address challenges, seize opportunities, and promote a culture of collaboration and shared responsibility. Conflict resolution is another critical dimension of effective management, with educators and school administrators highlighting the importance of promoting constructive dialogue, empathy, and problem-solving skills within the school community. Our study reveals that conflicts among students, staff members, or external stakeholders are inevitable in educational settings. However, when conflicts are addressed promptly

and constructively, they become opportunities for growth, learning, and relationship-building. Through effective conflict resolution strategies, educators and school heads could create a positive school climate characterized by mutual respect, understanding, and collaboration, essential for fostering a supportive learning environment. In conclusion, our study offers valuable insights into the multifaceted challenges of effective management in educational settings. It highlights the importance of stakeholder engagement, conflict resolution, resource management, curriculum development and implementation, and professional development in shaping the success of educational institutions. By addressing these challenges proactively and collaboratively, educators and school heads could create a supportive, inclusive, and high-performing school community that fosters student success and prepares them for future challenges.

4. Implications and Future Directions

This chapter presents a brief overview of the study and the implications based on its findings. This study aimed to uncover teachers' experiences implementing Student-Centered Pedagogies in the classroom. This paper utilized a phenomenological study, which purposively sampled teachers who best met the study's purpose. The data gathered were analyzed through thematic analysis. The study explored the multifaceted challenges teachers and school heads face in effectively managing educational institutions. It uncovered an intricate web of interconnected challenges, with resource management, curriculum development, and implementation professional development for coping mechanisms, stakeholder engagement, and conflict resolution emerging as central themes. First was resource management, with which the participants shared their common experience. Effective school management relies heavily on strategic resource management, combining various approaches to optimize limited resources. Integrating financial planning, human resource allocation, and technological investments ensures that each aspect of the school operates efficiently and harmoniously. By aligning resource management with the school's long-term goals and immediate needs, administrators can prioritize initiatives with the greatest impact on student learning and development. Next is curriculum development. The participants emphasized that it was a cornerstone of effective school management and requires a comprehensive and strategic approach to ensure that educational goals were met and student needs are addressed. By incorporating input from educators, administrators, parents, and community stakeholders, curriculum development becomes a collaborative process that reflects diverse perspectives and priorities. This inclusive approach helps to create a curriculum that was not only academically rigorous but also culturally relevant and responsive to the needs of all students. Another one is implementing professional development; incorporating professional development into combined strategies for effective school management was essential for cultivating a culture of continuous improvement and ensuring that educators have the necessary skills and knowledge to support student success. Administrators can align training initiatives with the school's goals and priorities by integrating professional development opportunities into the overall school management plan. This might involve offering workshops, seminars, or coaching sessions focused on instructional best practices, technology integration, culturally responsive teaching, and social-emotional learning. Additionally, personalized professional development plans can be tailored to individual educator needs, allowing teachers to enhance their expertise in specific areas of interest or need. Collaboration and peer learning also play a crucial role, as educators can share insights, strategies,

and resources, fostering a supportive and collaborative professional community.

4.1. Findings—Based on the results of the thematic analysis of the responses from the study participants, the following findings and their corresponding themes were revealed: the experiences of participants are that Stakeholder engagement proved pivotal, emphasizing the importance of collaboration and shared decision-making among stakeholders to foster ownership and accountability within the school community. Conflict resolution was identified as critical for cultivating a positive school climate, promoting mutual respect, and effectively addressing conflicts as they arise. Resource management presented significant hurdles, requiring strate-

gic allocation to address diverse needs while ensuring equity across the institution. The complexities of curriculum development and implementation highlighted the necessity of aligning educational objectives and providing ongoing support to educators for successful execution. Professional development emerged as a cornerstone for enhancing educators' abilities to navigate challenges, foster innovation, and continuously improve their practices. Addressing these challenges collaboratively and proactively is imperative for cultivating supportive, inclusive, and high-achieving school environments that nurture student success and readiness for the future.

4.2. Implications—The study's implications are diverse and potentially impact educational practice, policy, and research. There were several significant implications: The combined strategies of teachers and school leaders for effective school management carry profound implications across key areas such as resource management, curriculum development, implementation, and professional development. Firstly, in resource management, collaboration between teachers and school heads allows for a holistic assessment of needs and priorities, ensuring that financial and human resources are allocated effectively to support instructional goals. Secondly, in curriculum development and implementation, the partnership between teachers and school heads facilitates the creation of a dynamic and responsive curriculum that meets the diverse needs of students. Teachers' expertise in pedagogy and subject matter, combined with the leadership's vision and direction, enables the development of a curriculum that is both academi-

cally rigorous and culturally relevant. Lastly, in professional development, the combined strategies of teachers and school leaders empower the school community to foster a culture of continuous learning and growth. By providing targeted professional development opportunities aligned with both individual and institutional goals, educators are equipped with the knowledge and skills needed to enhance instructional practices, integrate technology effectively, and address the diverse needs of students. Collaboration and peer learning further enrich professional development efforts, as teachers share best practices, collaborate on instructional strategies, and support one another in their professional growth journey. Essentially, the study's implications extend widely and promise to positively influence educational practice, leadership, policy, research, and collaborative endeavors to improve educational institution management. This potential impact is a reason for optimism and hope for the future of education.

4.3. Future Directions—

The research study was limited by its qualitative nature and by the research methodology itself. Due to the variables concerned, objectivity is often an important issue because the researcher interprets the data based on her understanding of the descriptions, perceptions, and insights provided by teachers who have combined strategies by both teachers and the school head. The research findings would likely contribute to the research literature and inform and inspire all other teachers in public and private schools.

Longitudinal Studies: Conducting longitudinal studies to track the long-term effects of effective management practices on student outcomes, school performance, and community engagement. Longitudinal research could provide valuable insights into the sustainability and effectiveness of interventions over time.

Comparative Analyses: Conducting comparative analyses to examine the effectiveness of different management strategies, interventions, and policies across diverse educational settings. Comparative research can help identify best practices and lessons learned that could inform decision-making and policy development.

Qualitative Investigations: Conducting qualitative investigations to explore stakeholders' lived experiences and perspectives in educational management. Qualitative research methods such as interviews, focus groups, and case studies can provide deeper insights into the complexities and nuances of effective management practices.

Action Research: Engaging in action research projects in collaboration with educators, school administrators, and other stakeholders to develop, implement, and evaluate innovative management strategies and interventions. Action research allows active participation and reflection, leading to contextually relevant solutions.

Policy Analysis: Conducting policy analyses to examine the impact of educational policies and reforms on management practices and student outcomes. Policy analyses can inform advocacy efforts and policy recommendations to promote effective management in educational institutions.

Cross-disciplinary Research: Collaborating with researchers from other disciplines, such as organizational psychology, public administration, and sociology, to explore interdisciplinary perspectives on educational management. Cross-disciplinary research can provide fresh insights and innovative approaches to addressing management challenges.

Technology Integration: Exploring the role of technology in enhancing educational management practices, such as using data analytics for decision-making, implementing online platforms for stakeholder engagement, or integrating digital tools for curriculum development and implementation. Overall, the future directions of this study involve continued exploration, collaboration, and innovation to advance our understanding of effective management practices in educational institutions and their impact on student success and organizational effectiveness.

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