



**PRIVATE SCHOOL TEACHERS' COLLABORATION STRATEGIES
IN THE IMPLEMENTATION OF SCHOOL INNOVATIONS:
GROUNDWORK FOR ENHANCEMENT PROGRAM**

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ABSTRACT

This study aimed to determine the private school teachers' collaboration strategies in the implementation of school innovations as groundwork for enhancement program. Using a phenomenological approach, ten (10) purposively selected private school teachers served as participants. Data were gathered through interview and analyzed using Thematic Analysis. The findings revealed that teamwork, open communication, professional growth, and administrative assistance are crucial for maintaining breakthroughs. Teachers faced obstacles such as insufficient resources, workload, aversion to change, and technical impediments. To tackle these challenges, they implemented coping mechanisms based on ingenuity, teamwork, adaptability, continual learning, and emotional resilience. The proposed enhancement program was created to help teachers in private schools improve their innovation skills and institutionalize adaptive and collaborative methods.

Keywords: *Collaboration Strategies, Private Schools, School Innovation, Enhancement Program*

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INTRODUCTION

As educational institutions adjust to new pedagogical techniques, technological advancements, and societal expectations, they are under growing pressure to innovate. The adoption of school innovations has become a strategic need in private schools, where competitive quality, stakeholder satisfaction, and institutional sustainability are given top priority. When educators engage meaningfully, sharing knowledge, co-planning lessons, mentoring colleagues, and working together to implement programs that improve teaching and learning, school innovation flourishes.

Recent research emphasizes how important teacher collaboration is to creating creative learning environments. Private schools that cultivate a collaborative professional culture and demonstrate supportive leadership are better positioned to maintain innovation. This is particularly evident when school leaders encourage open communication and involve staff members in shared decision-making processes (Ersozlu et al., 2024). In the same way, Pan, Lin, and Chung (2024) reported that teacher collaboration significantly predicts school innovativeness and the implementation of innovative teaching practices, especially through professional dialogue, peer mentoring, and collaborative instructional planning.

Teacher leadership is shown to be a potent driver for significant teamwork. According to Ainin, Tampus, and Eliseo (2025), collaborative work grows deeper and more in line with school objectives when teachers take on leadership positions, such as mentoring colleagues, organizing projects, or spearheading curriculum ideas. Paris (2025) also highlighted that collaborative learning and experimental environments greatly boost teachers' inventiveness

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and creativity, strengthening the connection between successful school innovation and teamwork.

According to DepEd No. 35, s. 2016, the significance of collaborative creativity was emphasized through various directives and regulations. DepEd's push for 21st-century learning competencies also motivates schools to implement cutting-edge initiatives based on cooperation, adaptability, and ongoing development.

Private schools differ greatly in how they encourage, practice, or incorporate cooperation into innovation projects, despite these policy directives. While some schools have great collaborative cultures, others struggle with relational and structural issues that hinder the adoption of innovation and teamwork. There is still a lack of knowledge regarding the particular collaboration techniques teachers use in private school environments, particularly with regard to putting school innovations into practice and attaining organizational improvement.

This study aimed to describe how teachers collaborate, the tactics they employ, the difficulties they face, and how their cooperative efforts support the effective adoption of school innovations. The results are intended to be used as a basis for creating an enhancement program that promotes overall school improvement, develops a collaborative culture, and improves innovation practices.

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MATERIALS AND METHODS

Research Methodology

This chapter presents the essential procedures of qualitative research, including its core components: research method, research design, study participants, sampling strategy, research instruments, instrument validation, data collection procedures, and data analysis techniques.

Research Method

The study employed qualitative methods such as purposive sampling, one-on-one interviews, interview guide instruments constructed by the researcher, and thematic analysis.

In the in-depth interviews, participants were seated together to respond to questions about the implementation of school innovations. The goal was to gather their insights and experiences through their responses. A researcher made interview guide was also employed to facilitate the interaction between the researcher and the participants.

Qualitative data, including coded and transcribed audio-recorded interviews, were analyzed through thematic analysis. Themes were identified following the thematic analysis process (Braun, Clarke & Hayfield, 2021 as cited in Carter and O'Donnell 2024).

Research Design

This study utilized Phenomenological Approach as suggested by Fura and Negash (2020) as cited in Avila (2026). Phenomenology was defined by Neubauer, Witkop, and Varpio

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(2019) as cited in Reyes and Domingo (2024). As a discipline, it seeks to describe specific phenomena or the manifestations of experiences as they are lived.

This approach aimed to examine and record the experiences of the study’s participants (Nicholls, 2019, as cited in Smith and Walker, 2022) and to offer a comprehensive description of the characteristics of the phenomenon under investigation (Neubauer, Witkop & Varpio, 2019, as cited in Blessing and Agu, 2025). Recognizing the significance of participants' lived experiences is essential, as these experiences form the foundation for understanding each individual’s perception of the phenomenon.

Participants of the Study

The participants consisted of 10 educators from private schools implementing school innovations within SDO–Iloilo City.

The participants from SDO - Iloilo City were teachers from private schools. A total of 10 participants was considered on this study. Purposive sampling was used to select the participants for this study.

Sampling Design

This study employed purposive sampling in which participants were selected based on specific criteria established by the researcher. These criteria may include the participants’ relevant expertise in the research topic, as well as their availability and willingness to take part in the study.

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The inclusion criteria were considered in determining the participants. These are (1) Permanent-regular school teacher in a private school, (2) the workstation located in SDO - Iloilo City, and (3) school teacher implementing a school innovation.

Research Instrument

This study used a researcher-made interview guide to determine the private school teachers' collaboration strategies in the implementation of school innovations as bases for an enhancement program in the SDO - Iloilo City.

Voice recorders were used to capture all the proceedings during the In-depth interview.

Validity of the Research Instrument

To confirm the validity of the instrument, the initial draft was examined by the thesis adviser and evaluated by a panel of experts in science, tests, measurements, and statistics for face and content validation. The experts assessed each item for suitability, relevance, clarity, and accuracy, and their feedback, suggestions, and corrections were incorporated into the final version of the instrument.

Content-related evidence of validity requires that the content and format align with the definitions of the variables and the characteristics of the target sample. This approach is also useful for validating the items included in the questionnaire. Feedback, corrections, and suggestions provided by the panel of validators on the interview guide items were incorporated into the final version. Fraenkel and Wallen (2003), as cited in Adjei and Zuure (2025),

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Research ethical considerations were considered in the content and structure of the instrument.

Data Gathering Procedures

The research instrument consisted of three components: (1) a Letter to Respondents, which formally informed participants of their selection for the study and emphasized the strict confidentiality of their responses; (2) a Letter of Consent to Interview, serving as an assent form to indicate participants' agreement or refusal to take part, with a signature and date to finalize the consent; and (3) an Interview Schedule, containing three open-ended questions directly aligned with the primary objective of the study.

The researcher adhered to all safety protocols mandated by the government. The researcher presented the signed letter to the Private School principals/ School Administrators and purposively identify the respondents. After the participants were identified, a schedule was set for the interview.

During data collection, the participants were asked questions from the validated interview schedule. Responses were noted by the researcher. Approval and verification from the participants after the interview were considered on the transcribed text of their interviews. The researcher compiled all information gathered from the interviews and analyzed it using a thematic approach (Braun, Clarke, & Hayfield, 2021, as cited in Carter & O'Donnell, 2024).

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Data Analyses

A panel of experts reviewed and validated the interview guide, with recommendations incorporated into the final version.

The audio-recorded interviews were transcribed for analysis, and a thematic approach was used to examine the data. A qualitative method involves identifying, analyzing, and reporting patterns that recur throughout a dataset (Braun, Clarke, & Hayfield, 2021, as cited in Carter & O'Donnell, 2024). Beyond describing the data, this method also requires interpretation during the coding process and the creation of themes.

RESULTS AND DISCUSSIONS

This study was conducted to explore the collaboration strategies employed by private school teachers in implementing school innovations as a groundwork for enhancement program in the SDO-Iloilo City.

Ten (10) private school teachers from SDO-Iloilo City participated in the study after being purposefully chosen in accordance with predetermined inclusion criteria.

The following are the findings of this study in an order based on the research questions:

Based on the findings, the collaboration strategies in implementing school innovations of the respondents focus on how teachers plan, communicate, and work together to effectively implement educational innovations. Collaboration was often acknowledged as a critical component in fostering cooperation, open communication, and shared accountability among

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stakeholders. Participants stressed the necessity of keeping open communication and holding regular meetings to ensure alignment with school objectives. Teachers held regular meetings to resolve concerns, discuss information, and improve collaboration. Teachers highlighted peer collaboration as a way to discuss teaching ideas, mentor students, and exchange classroom experiences. Collaboration and peer support among teachers promoted collective problem solving and increased professional trust. Participants identified INSETs, workshops, and seminars as important techniques for improving their expertise and teaching practices. Teachers took advantage of these opportunities for ongoing professional development and reflective practice. Teachers emphasized engagement with parents through PTA meetings and consultations as a way to satisfy students' learning and resource needs. Parent-teacher collaboration promoted shared accountability and enhanced community ties. Participants described feedback and reflection as essential components of collaborative practice. Teachers used structured feedback sessions, classroom observations, and group discussions to assess innovation outcomes. Participants emphasized the importance of using ICT tools such as learning management systems (e.g., Genyo, Aralinks) and online communication platforms (e.g., Zoom, Messenger) to maintain collaboration and instruction during class disruptions. Teachers highlighted the importance of administrative and leadership assistance in promoting collaboration. School leaders gave financial, moral, and technical support to ensure that innovative projects were properly supported and sustained. Respondents indicated that collective decision-making was used to set common goals and implement school programs. Collaboration efforts were aimed at meeting pupils' different learning demands. Teachers,

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parents, and administrators collaborated to improve learning experiences and student achievement outcomes. Teachers displayed innovation and adaptability by adopting creative teaching approaches, leveraging available resources, and employing ICT to maintain instruction during unexpected disruptions. These examples demonstrate how teachers maintain creativity through adaptability and resourcefulness.

As based on the result, the challenges encountered in school innovation implementation of the participants noted many recurring problems associated with the implementation of educational innovations. Participants repeatedly highlighted limited resources and financial constraints as significant impediments to innovation. Teachers noted inadequate materials, obsolete facilities, and restricted resources as barriers to program implementation. Some people also reported directly providing monies to support initiatives. The absence of fiscal autonomy at the school level hampered timely action and resource acquisition. Teachers reported having trouble coordinating innovation efforts owing to competing academic and personal demands. Full teaching loads, several disciplines, and a lack of dedicated time for innovation creation were prevalent concerns. These constraints hampered instructors' ability to plan, test, and improve new techniques. Interpersonal and organizational barriers were also noted, notably in terms of restricted adoption of ideas and attitudinal resistance among co-workers. Participants mentioned instances in which suggestions were not recognized or implemented, resulting in less collaboration. This highlights the necessity for inclusive leadership and open communication in schools. Teachers encountered difficulty in meeting pupils' different learning demands, particularly those with

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special needs or varying comprehension levels. The necessity for differentiated training and tailored tactics faced challenges in innovation implementation. Parental resistance surfaced as another impediment to implementing new educational practices. Some parents questioned or resisted changes to traditional teaching methods, resulting in conflict between home and school expectations. This difficulty highlights the necessity of stakeholder communication and engagement. Participants also mentioned persisting technological impediments, such as poor internet connectivity, a lack of gadgets, and low literacy in digital usage among teachers and pupils. Some senior teachers reported difficulty adapting to digital tools and processes. The absence of infrastructure and capacity support was noted as a significant restriction.

Based on the results of the study, teachers have numerous coping strategies toward challenges in implementing school innovations. The participants devised numerous solutions to overcome the obstacles of adopting educational innovations. Teachers used resourcefulness and innovation to overcome restricted resources and funding. To sustain innovations, they made the best use of limited resources, developed low-cost alternatives, and applied inventive solutions. Collaboration and asking help from co-workers, administrators, and parents were indicated as important coping techniques. Teachers sought guidance, shared resources, and worked together to overcome implementation issues. Teachers demonstrated flexibility and adaptation by modifying their teaching methodologies and time management approaches to meet innovation demands. They adapted approaches as needed and stayed open to new methods. Commitment to ongoing professional improvement was also an important coping mechanism. Teachers participated in seminars, workshops, and furthered their education to

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improve their innovation skills. Teachers kept a positive attitude and used emotional regulation to manage stress and avoid burnout. They emphasized self-confidence, attentiveness, and refusing to take criticism personally. Professionalism and open-mindedness were cited as necessary for maintaining cooperation and workplace harmony. Teachers were respectful, open to comments, and eager to learn from others. Teachers used student-centered tactics to tailor their instruction to different learners' needs. They reworked tactics for slow learners and students with special needs to ensure inclusion. Organizational and time management abilities were identified as useful coping mechanisms for managing workload and maintaining efficiency. Teachers reduced stress by using planning tools, setting small goals, and prioritizing tasks.

Based on the results of the study, the proposed program is an enhancement initiative developed to strengthen teachers' innovation competencies and institutionalize adaptive strategies that support the effective implementation of educational innovations in the SDO-Iloilo City. It serves as a localized initiative promoting transformation, collaboration, and innovation among teachers to advance educational excellence. The program integrates the key coping strategies of teachers—resourcefulness and creativity, collaboration and support-seeking, flexibility and adaptability, commitment to continuous professional development, emotional resilience, professionalism and open-mindedness, student-centered strategies, and organizational and time management skills—identified in the thematic analyses of innovation practices.

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It focuses on student-centered initiatives, cooperation, and support by encouraging best practice sharing through SLACs and Innovation Showcases, thereby strengthening resilience and sustainability in the innovation culture.

The program's Risk Management component anticipates barriers and incorporates mitigation techniques that are consistent with the coping mechanisms found in the thematic analysis.

CONCLUSION

Based on the results, the following insights were drawn:

Collaboration in implementing school innovations is a complex process based on communication, mutual support, and adaptation. It enables teachers to increase collective capacity, respond effectively to difficulties, and continually improve their teaching and learning processes. These cooperation tactics, strengthened by administrative support and a shared goal for student achievement, create an enabling atmosphere that supports innovation, professional growth, and long-term educational improvement in private schools.

Teachers demonstrate enthusiasm and ingenuity in pursuing educational innovations, but they are constrained by institutional constraints, resource scarcity, and aversion to change. Addressing these challenges requires improved administrative support, targeted professional development, stakeholder participation, and infrastructure improvements. By reducing these barriers, schools may create an environment conducive to creativity, which can dramatically improve educational quality and change.

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Private school educators are active change agents who devise adaptive techniques to maintain innovation. Their coping strategies reflect a sense of purpose, teamwork, and professional dedication. Schools can improve teachers' ability to innovate by institutionalizing these practices through legislative support, capacity-building initiatives, and leadership empowerment, ensuring that educational revolution is sustainable and inclusive.

This enhancement program is a localized effort that encourages teachers to transform, collaborate, and innovate in order to enhance educational excellence. The program incorporates key teacher coping strategies identified through thematic analyses of innovation practices, including resourcefulness and creativity; collaboration and support-seeking; flexibility and adaptability; commitment to continuous professional development; emotional resilience; professionalism and open-mindedness; student-centered strategies; and organizational and time management skills.

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