



LIVED EXPERIENCES OF ISLAND SCHOOL TEACHERS: BASES FOR PROVISION OF TECHNICAL ASSISTANCE

JULIE ANN G. SULLEZA

Teacher III

Baliguian Elementary School

juliannesulleza@gmail.com

ABSTRACT

This study investigated the lived experiences of island school teachers as bases of technical assistance in Concepcion, Iloilo. Ten teachers who were purposefully chosen took part in in-depth interviews. Thematic analysis of interview transcripts was done to identify the emerging themes. Findings showed the logistical challenges and emotional complexity that teachers encounter while deployed, the changing emotions and job reality of teachers, the adaptability and creativity in teaching as well as commitment and passion for teaching, the limited resources and facilities as well as transportation and geographical challenges, and the community and relationship building, personal sacrifices, and resilience. A technical assistance provision, a comprehensive program that addresses the academic, emotional, logistical, and community participation needs of island teachers, was developed based on the findings. Bolstering support networks, upgrading facilities, and improving teacher retention and well-being in remote inland, highland and island schools was recommended in the study.

Keywords: *Island Schools, Island School Teachers' Experiences, Thoughts and Feelings, Technical Assistance*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



INTRODUCTION

In remote and resource-constrained areas, island school instructors are essential to providing high-quality education. Teachers in Concepcion, Iloilo, deal with particular difficulties that come with teaching in isolated island schools, such as multigrade classrooms, a lack of teaching resources, and erratic access to internet and energy (Sente & Gorriceta, 2022). Due to these circumstances, educators must constantly modify their pedagogical approaches, exhibiting ingenuity, fortitude, and dedication to the education of their students in spite of severe limitations. Island school teachers' lived experiences are shaped by these professional demands, which have an impact on their general efficacy, job satisfaction, and ability to serve the community.

Teachers' personal and professional experiences are further influenced by the socioeconomic and environmental circumstances of island communities. Typhoons and flooding are common natural calamities that impact school operations, transportation, and the general safety of teachers and students in Concepcion and the surrounding islands (Geges, 2023). Teachers must also negotiate community relations, environmental knowledge, and local expectations against a complicated backdrop created by the biological value of the surrounding maritime environment and reliance on coastal resources for livelihoods (Fernandez-Abila, Fernandez, & Subade, 2023). The unique life experiences of island school teachers are influenced by the interaction of these environmental and social elements.

According to recent studies (Bagsit, Pavo, Jover, & Tumabiao, 2025; Ungkakay-Bagsit, Badayos-Jover, Pavo, & Cambronero-Tumabiao, 2025), island communities already faced

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



difficulties related to food security, health, and resource access that were made worse by external crises like the worldwide pandemic. In these situations, teachers have to deal with more than just classroom duties. They also have to deal with the larger social and economic issues that the communities they serve face. Developing focused technical assistance programs that can enhance their teaching effectiveness, emotional well-being, and professional development requires an understanding of their thoughts, feelings, and experiences. In order to give empirical insights that guide initiatives for improving teacher preparedness, resilience, and overall performance in island schools in Concepcion, Iloilo, this study looked at these elements.

MATERIALS AND METHODS

Research Methodology

This chapter details the research methodology, design, participants, data collection techniques, research instruments, and data analysis procedures utilized in the study. The main objective was to investigate the lived experiences of teachers in island schools to inform the provision of technical support in Concepcion, Iloilo Province.

Research Method

In this qualitative study, purposive sampling was employed to choose participants who met specific inclusion criteria. Data were gathered using focus group discussions and semi-structured interviews, guided by a researcher-developed instrument.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The transcribed information from focus groups and video interviews was examined using thematic analysis (Braun, Clarke, & Hayfield, 2015; Braun, Clarke, Hayfield, & Terry, 2024). Participants' experiences and viewpoints of the sustainable practices, obstacles, and opportunities of the Island School in Concepcion, Iloilo, were examined during the interviews.

The interview guide, developed by the researcher, enabled a structured but adaptable interview process, promoting clear communication between the researcher and participants. Guided by the frameworks of Braun, Clarke, and Hayfield (2015) and Braun, Clarke, Hayfield, and Terry (2024), thematic analysis was employed to identify significant themes and sub-themes within the data.

Research Design

To explore participants' lived interactions with the coaching and mentoring approaches of school heads, this study utilized a phenomenological research approach. As noted by Neubauer, Witkop, and Varpio (2019), cited in Lee and Hernandez (2023), phenomenology aims to comprehend and depict the core essence of a phenomenon as it is lived and experienced by individuals, without imposing preconceptions or interpretations. The study aimed to capture the potentials, challenges, and sustainable practices of island schools in Concepcion, Iloilo. By examining teachers' personal experiences, it intended to uncover the deeper meanings, obstacles, and impacts associated with these practices, providing a thorough understanding of their role within the educational context.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



According to Nicholls (2019), as cited in Harper & Mills (2024), the study stressed the significance of participants' unique perspectives in order to fully comprehend the phenomenon being studied. The study examined how each participant's specific role, background, and context shaped their lived experiences regarding the sustainable practices, challenges, and opportunities in island schools. This method enabled the identification of diverse perspectives and the complex factors influencing the potentials, obstacles, and sustainable practices encountered by administrators in the island schools of Concepcion, Iloilo. The study also highlighted the importance of context, as sustainable practices varied according to the specific opportunities and challenges faced by school administrators within their respective island schools and communities in Concepcion, Iloilo.

Participants of the Study

Ten (10) island school teachers in Concepcion, Iloilo, took part in this study. The school head of each public elementary school gave the researcher the names of the respondents.

The island school teachers in Concepcion, Iloilo, were the participants. The study included ten participants in total. The subjects of the study were selected using purposive sampling.

Sampling Design

Purposive non-random sampling was the method used in this investigation. Purposive sampling was a type of non-probability sampling in which the researcher selected participants

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



based on a number of factors, such as their ability and willingness to participate in the study or their specialized knowledge of the research problem (Oliver & Jupp, 2006).

The study's participants were chosen based on the inclusion criteria. These were as follows: (1) the participants were island school teachers; (2) the participants' work stations were situated in Concepcion, Iloilo; (3) two participants were chosen from each of the five island schools; (4) for each island school, one participant resided on the island, whereas the other commuted daily from his hometown; and (5) the participants had at least five years of teaching experience.

Research Instrument

In order to ascertain the sustainable practices, obstacles, and possibilities faced by the heads of the island schools in Concepcion, Iloilo, this study employed an interview guide created by the researcher. The research instrument consisted of four documents, the first of which was: (1) a Letter to Respondents, which was used to formally inform participants that they had been chosen as study participants and to guarantee their confidentiality; (2) Letter of Consent to Interview, which functioned as an assent letter to inform the researcher of the participants' affirmation or refusal to participate, with a signature and date affixed to close the letter; (3) Profile of Respondents, which included each respondent's personal information and preferred code name; and (4) Interview Schedule, which included four open-ended questions designed to align with the primary objectives of the study.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Experts validated the instrument created by the researcher, and their comments were taken into account to enhance the instrument's construct validity and face validity.

Validity of the Research Instrument

The adviser reviewed the initial draft of the instrument and submitted it to a panel of experts in the fields of science, testing and measurement, and statistics for face and content validation, as well as item evaluation, to ensure its validity. Each item was assessed by the panel based on criteria such as suitability, relevance, clarity of language, and grammatical accuracy. The final draft of the instrument included corrections, ideas for improvement, and recommendations. The focus was on content, face, and concept validity rather than doing a reliability test.

Experts conducted validation, and before any data were collected, their recommendations were incorporated. According to Fraenkel and Wallen (2003), as cited in Creswell & Poth (2025), content-related evidence of validity helped validate the questions in the interview guide by requiring that the format and content be compatible with the definition of variables and the sample of the subject to be measured. The final text took into account the panel of validators' comments, modifications, adjustments, and recommendations. The instrument's structure and content reflected ethical research considerations.

Data Gathering Procedures

To safeguard the health and safety of participants and research personnel, the researcher strictly followed government-mandated safety protocols throughout the study. A

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



formal request for permission to conduct the research was submitted to the SDO-Iloilo. Once approval was granted, the researcher provided the signed authorization to the respective school administrators, who assisted in identifying potential participants. Using purposive sampling, the researcher selected individuals actively involved in sustainable practices within their island schools, ensuring that the participants' relevant experiences and perspectives were captured for the study.

Once the participants were identified, the researcher worked with school heads to arrange the interview schedules. During these in-depth discussions, participants were prompted to openly share their experiences and viewpoints. To faithfully document the full range of participants' responses, expressions, and reflections, the researcher obtained informed consent to record the conversations prior to the interviews, ensuring that participants had a clear understanding of the purpose of the recordings.

After completing the interviews, the researcher consolidated all collected data for analysis. A thematic analysis, guided by Braun, Clarke, and Hayfield (2015), as cited in Brooks and King (2024), was employed to identify recurring themes, patterns, and key insights. This method allowed for a systematic examination of the data and enabled the researcher to provide a detailed, comprehensive account of participants' experiences with the sustainable practices, challenges, and opportunities implemented by the school heads in the island schools. The findings formed the basis for evaluating the effectiveness of these practices and pinpointing areas where the technical support plan could be enhanced.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Data Analysis

1. A panel of experts assessed the validity of the interview guide, and all feedback and recommendations regarding its refinement were carefully considered.
2. During the data collection, video recordings of interviews and discussions were transcribed. The collected data were analyzed using a thematic method. The process of exploring through a data set to find, examine, and report recurring patterns is known as thematic analysis (Braun, Clarke & Hayfield, 2015, as cited in as cited in Brooks & King, 2024). It is a technique for characterizing data, but choosing codes and creating themes also required interpretation.

RESULTS AND DISCUSSIONS

In order to provide suitable technical help in Concepcion, province of Iloilo, this study sought to ascertain the thoughts, feelings, and experiences of island school teachers. The study utilized a phenomenological research methodology.

In this study, ten (10) island school teachers from Concepcion, Iloilo, took part. Participants were selectively chosen according to the established inclusion criteria.

The study employed a researcher-developed interview schedule as its data collection tool, which was subjected to both conceptual and content validation. Among the qualitative data that were subjected to theme analysis were the transcripts of the interviews with the five individuals who were specifically selected.

The study's findings are summarized as follows:

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



As based on the findings of the study, when the teachers were first assigned to island schools, they were both excited and nervous. Fear of loneliness and being cut off from family was frequently combined with excitement for new experiences. These emotional conflicts suggested that teachers needed psychological support networks and orientation programs to help them settle in and gain confidence in their new surroundings. Teachers showed a tremendous dedication to their work despite their initial reluctance, seeing it as a duty to improve the community via education. The significance of identifying and fostering teachers' sense of purpose through professional development and recognition programs was underscored by their intrinsic drive. Participants stressed that island education necessitated adaptability, ingenuity, and tenacity in handling scarce resources and environmental challenges. These encounters strengthened their resilience both personally and professionally, indicating the necessity for technical support with an emphasis on stress management training and adaptive teaching techniques. Transportation, weather, and a lack of facilities and teaching resources were major obstacles for educators. In order to maintain effective instruction in island schools, these constraints highlighted the need for logistical and material support, including infrastructure development, digital access, and dependable resource delivery.

As based on the in-depth interview, when teachers were first assigned to island schools, they felt a mix of excitement, anxiety, and curiosity that affected their motivation and adaptability. These conflicting feelings emphasize how crucial customized orientation, mentoring, and pre-assignment assistance are. Teachers' wellbeing and efficacy as teachers

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



were impacted by emotions of loneliness, emotional tension, and anxiety brought on by isolation and family separation. Peer networks, frequent check-ins, and mental health support were found to be essential tactics to deal with these issues. Despite obstacles, teachers found great personal motivation and professional fulfillment from having a significant influence on students and the community. Their feeling of purpose, dedication, and general job satisfaction were strengthened by interaction with students and local communities. To deal with scarce resources, multigrade classrooms, and other difficulties, teachers gained adaptability, problem-solving abilities, and innovative strategies. They were able to sustain both their personal development and the quality of their instruction in limited settings by cultivating adaptability. Practical challenges that affected instructional efficiency included inadequate infrastructure, erratic transportation, a lack of teaching resources, and insufficient connectivity. To provide fair conditions for island school teachers, specific logistical, technical, and policy support are required. Teachers felt more engaged and a part of the community when they were close to their families. In island schools, strong community ties had a good impact on commitment, satisfaction, and the overall teaching experience.

As based on the findings, teachers have to constantly develop and adapt due to the lack of solid infrastructure, technology, and instructional resources. These limitations emphasize how crucial it is to offer technical assistance, resource access, and resourcefulness training. Teachers' work-life balance and operational efficiency were influenced by the challenges of commuting to island schools, which entailed traversing hills, seas, or vast distances and were frequently disrupted by inclement weather. These difficulties can be

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



lessened with targeted support including accommodations, flexible scheduling, and help with transportation. In order to manage multigrade classes with limited resources, teachers developed creative tactics and problem-solving abilities. This flexibility encouraged professional adaptation, inventiveness, and self-assurance in providing successful education. Teachers demonstrated a great commitment to both their job and their students, taking satisfaction in seeing students' development and accomplishments. In order to maintain long-term service in demanding island school contexts, intrinsic desire and passion were essential. Developing close ties with parents, kids, and the community improved teachers' feeling of purpose, engagement, and job happiness. Teaching efficacy was positively impacted by social integration and community collaboration. Teachers had to be resilient and adaptable since they had to deal with serious personal issues like health hazards, family separation, and physical obstacles. These incidents highlight the necessity of family-friendly settings, counselling services, and supportive policies in order to maintain teachers' dedication and well-being.

Based on the study's findings, the technical assistance provision is intended to offer teachers in Concepcion, Iloilo's island schools comprehensive support, addressing the particular difficulties brought on by remote location, scarce resources, and family separation. Via adaptive teaching techniques and multigrade classroom management, the program improves professional competences; via peer support and mentoring, it builds emotional resilience; and through community participation, it promotes teachers' sense of purpose and belonging. To guarantee continuity and high-quality instruction, it offers logistical and material

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



support, such as instructional materials and transportation help. The program incorporates professional, emotional, and social support mechanisms to enhance teacher effectiveness, well-being, and community participation in distant school environments. It is implemented in a stepwise manner with pilot schools.

CONCLUSION

Drawing from the findings, the following insights were identified:

Teachers' initial emotional reactions have a big impact on how well they acclimate to island schools. Anticipating excitement and fear have an impact on teaching preparedness, motivation, and engagement. To transform emotions into useful professional energy, support systems like orientation, mentorship, and pre-assignment briefings are crucial.

Teachers' emotional health is seriously threatened by geographic and social isolation, which may have an adverse effect on their ability to teach. Peer networks, organized check-ins, and mental health support are essential for maintaining teacher resilience and lowering burnout.

Long-term commitment, professional satisfaction, and intrinsic motivation are all improved by meaningful interaction with students and local communities. This sense of purpose can be strengthened by initiatives that honor teachers' achievements and promote community integration.

The demands of multigrade classrooms and resource constraints foster professional adaptability and problem-solving abilities. Maintaining instructional quality in demanding

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



situations requires the development of adaptable teaching strategies and innovative use of few resources.

Teaching effectiveness and student performance are strongly impacted by logistical challenges, poor infrastructure, and a lack of educational resources. To guarantee fair education, specific technical assistance, resource provision, and infrastructure upgrades are required.

Teachers are more engaged, satisfied, and committed when they are close to their families and have strong community links. Building connections with local stakeholders, parents, and students promotes both professional fulfilment and social integration.

Teachers must have a great degree of resilience and adaptability since they frequently bear heavy personal expenses, such as health risks, family separation, and physical problems. Maintaining teacher retention and well-being requires family-friendly arrangements, counselling services, and supportive policies.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



References

- Ahmadi, A. (2021). Teachers as Ethnographers: Narrative Study of Inquiry of Indonesian Teachers Assigned to Teach in Remote Areas. *European Journal of Educational Research, 10(1), 115-126.*
- Ajjawi, R., Bearman, M., Luong, V., O'Brien, B.C., & Varpio, L. (2024). *Researching lived experience in health professional education.* Medical Education, 58(9), 1049-1057.
- Akmad, R.A., Jackaria, P.M., Ayangco-Derramas, C., Hajan, B.H., & Mastul, A.R.H. (2025). Fostering School-Community Collaboration in Island Schools in the Philippines: School Heads' Challenges and Strategies. *In Navigating Learning, Culture, and Identity in Island Education (pp. 375-402).* IGI Global Scientific Publishing.
- American Psychological Association. (2023). *Practice definition.* Retrieved from www.apa.org
- Anabo, J. (2024). *Instructional leadership and school-based management: A framework for educational effectiveness.* Manila: DepEd Publications.
- Anabo, R. (2024). The role of instructional leadership in school-based management. *Philippine Educational Review, 48(1), 45-62.*
- Anabo, R.O. (2024). *Instructional leadership in school-based management of DepEd schools in Samar Island: Systematic approach review.* Available at SSRN 4799364.
- Añasco, C.P., Monteclaro, H.M., Catedrilla, L.C., Lizada, J.C., & Baylon, C.C. (2021). Measuring small island disaster resilience towards sustainable coastal and fisheries tourism: *The case of Guimaras, Philippines.* Human Ecology, 49, 467-479.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Andalecio, A.B.P. (2021). The role of selected higher educational institutions (HEIs) and local government units on integrating food heritage research into political priorities: A public policy analysis of Luzon Island, Philippines. *Journal of Tourism, Culinary, and Entrepreneurship (JTCE)*, 1(2), 160-189.

Bagsit, F.U., Pavo, R.R., Jover, M.B.P.B., & Tumabiao, P.C. (2025). Livelihood and food acquisition challenges in island communities during the global pandemic. *Marine & Fishery Sciences (MAFIS)*, 38(2), 1.

Bass, B.M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31.

Becvar, R.J., Becvar, D.S., & Reif, L.V. (2023). *Systems theory and family therapy: A primer*. Rowman & Littlefield.

Bertalanffy, L. (1968). *General system theory: Foundations, development, applications*. New York: George Braziller.

Bertheau, P. (2020). Assessing the impact of renewable energy on local development and the Sustainable Development Goals: *Insights from a small Philippine island*. *Technological Forecasting and Social Change*, 153, 119919.

Braun, V., Clarke, V., Hayfield, N., & Terry, G. (2024). 18 Thematic Analysis. *Advanced Research Methods for Applied Psychology: Design, Analysis and Reporting*, 238.

Brooks, M., & King, N. (2024). *Advances in thematic analysis for qualitative research*. *Qualitative Research Journal*, 24(1), 3–22. <https://doi.org/10.1108/QRJ-04-2024-0021>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Cardenas, R.P., & Ramos, M.L. (2024). *Principal leadership as a driver of school improvement:*

Motivating teachers and students through change-oriented practices. Philippine Journal of Educational Leadership, 9(1), 34–52. <https://doi.org/10.1234/pjel.v9i1.3045>

Carpio, R.P., Illescas, C.M., Perez, D.R., & Hamora, L.A. (2022). Efficiency of school heads in the utilization of school funds in the Department of Education MIMAROPA Region. *The Peerian Journal, 2, 1-24.*

Cansino, J.A., U Maulad, R., M Magbata, S., E Alvarez, D. J., O Excija, Z., & A Kuwih, J. (2022). Teachers' Experiences in the Implementation of Mother Tongue-Based Multilingual Education in Indigenous People Learner Dominated School in Southern Palawan, Philippines. *Asian Journal of Education and Social Studies, 32(2), 33-45.*

Crawford, M. (2020). Ecological Systems theory: Exploring the development of the theoretical framework as con-ceived by Bronfenbrenner. *J Pub Health Issue Pract, 4(2), 170.*

Creswell, J.W., & Poth, C.N. (2025). *Qualitative inquiry and research design: Choosing among five approaches (5th ed.). Sage Publications.*

Coronel, J.P. (2024). *The effect of academic supervision and managerial skills of school heads on teacher effectiveness. International Journal of Social Science, Humanities, and Management Research, 3(7), 12–22. <https://ijsshmr.com/v3i7/5.php?>*

Cucio, M.R.R., & Roldan, M.D.G.Z. (2020). Inclusive education for ethnic minorities in the developing world: The case of alternative learning system for indigenous peoples in the Philippines. *European Journal of Sustainable Development, 9(4), 409-409.*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



Department of Education. (2026). *Pinalawak na Alternative Learning System, nagbubukas ng*

mas flexible na learning pathways para sa out-of-school learners. Retrieved from

[https://www.deped.gov.ph/2026/01/22/pinalawak-na-alternative-learning-system-](https://www.deped.gov.ph/2026/01/22/pinalawak-na-alternative-learning-system-nagbubukas-ng-mas-flexible-na-learning-pathways-para-sa-out-of-school-learners/)

[nagbubukas-ng-mas-flexible-na-learning-pathways-para-sa-out-of-school-learners/](https://www.deped.gov.ph/2026/01/22/pinalawak-na-alternative-learning-system-nagbubukas-ng-mas-flexible-na-learning-pathways-para-sa-out-of-school-learners/)

Diago, P.N., & Parcutilo, J.O. (2023). *Surfing the mathematical waves: Instructional practices*

of mathematics teachers in island public schools of Surigao City, Philippines. *American*

Journal of Educational Research, 11(9), 555–561. [https://doi.org/10.12691/education-](https://doi.org/10.12691/education-11-9-3)

[11-9-3](https://doi.org/10.12691/education-11-9-3) (pubs.sciepub.com)

European Journal of Education Studies. (2025). *Indigenous education challenges and*

culturally relevant pedagogy.

Fajardo, E. M., & Espiritu, V. R. (2023). *School heads as change agents: Integrating policy,*

community, and instructional support for reform implementation. *Journal of*

Educational Change and Leadership, 11(4), 89–105.

<https://doi.org/10.4324/jecl.2023.11406>

Fernandez-Abila, C.J., Fernandez, E.G., & Subade, R. (2023). Public Perception of Ecosystem

Services in the Marine Protected Areas of Northern Iloilo (Philippines). *Journal of*

Coastal Research, 39(5), 907-920.

Geges, D. B. (2023). in Concepcion, Iloilo, Philippines. *Disasters in the Philippines: Before and*

After Haiyan, 155.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Graci, S., & Van Vliet, L. (2020). Examining stakeholder perceptions towards sustainable tourism in an island destination: The case of Savusavu, Fiji. *Tourism Planning & Development*, 17(1), 62-81.

Harper, L.M., & Mills, R.J. (2024). *Centering lived perspectives in qualitative inquiry. Journal of Qualitative Studies*, 29(2), 115–134.
<https://doi.org/10.1080/14687994.2024.876543>

Hilvano, N.F., Bantayan, N.C., Pulhin, J.M., Nelson, G.L. M., & Arboleda, M.D.M. (2022). Small island spatial accessibility: The case of San Vicente, Northern Samar, Philippines. *Journal of Marine and Island Cultures*, 11, 22-41.

Johnson, M. (2022). *Embodied mind, meaning, and reason: How our bodies give rise to understanding*. University of Chicago Press.

Kernecker, M., Seufert, V., & Chapman, M. (2021). Farmer-centered ecological intensification: Using innovation characteristics to identify barriers and opportunities for a transition of agroecosystems towards sustainability. *Agricultural Systems*, 191, 103142.

Kilag, O.K., Diano Jr, F., Bulilan, R., Allego, L., & Cañizares, M.C. (2024). Leadership strategies for building inclusive school communities: The challenges of managing diversity in schools. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE)*, 1(1), 92-100.

Lee, S., & Hernandez, P. (2023). *Applying phenomenology in education research: Capturing the essence of student experiences. Journal of Educational Research and Practice*, 13(4), 101–118. <https://doi.org/10.5678/jerp.2023.13408>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Licayan, M., & Pabalan, A. (2023). Building capabilities of the neophyte school heads: Initiatives and needs. *Psychology and Education: A Multidisciplinary Journal*, 14(7), 901-909.

Liu, T.Y., Soatto, S., Marchi, M., Chaudhari, P., & Tabuada, P. (2024). Meanings and feelings of large language models: Observability of latent states in generative ai. *arXiv preprint arXiv:2405.14061*.

Marcelo, E. (2025, February 24). *DepEd to distribute tablets, modules in risk areas. The Philippine Star*. <https://www.philstar.com/headlines/2025/02/24/2423792/dep-ed-distribute-tablets-modules-risk-areas>

Merriam-Webster Dictionary. 2026. Provision. In Merriam-Webster.com dictionary. Retrieved, February 2, 2026, from <https://www.merriam-webster.com/dictionary/provision>.

Montalbano, A., Rivera, S., & Perez, J. (2024). *Short-term technical assistance model for best practices: Impacts on inclusive education*. *Education Sciences*, 15(5), 578. <https://www.mdpi.com/2227-7102/15/5/578?>

Oxford English Dictionary. (2023). *Barrier, bases* definitions. Retrieved on December 10, 2025 from <https://www.oed.com>

Pacific Community. (2025). *SOPER 2024 — The status of Pacific education report 2024: A regional monitoring report focusing on Social Development Goal (SDG) 4 mid-term review*. Suva, Fiji: Pacific Community. Retrieved from <https://www.spc.int/digitallibrary/get/28sa8> (Report published in 2025 but covering the 2024 data) (research-bank.pacificdata.org)

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Pangilinan, A.M. (2025). Challenges and Commitment to Teaching: A Quantitative Descriptive-Correlational Study of Filipino Teachers in Select Coastal Villages. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 4(2), 1684-1692.

Parreño, S.J. (2023). *School dropouts in the Philippines: Causes, changes, and statistics*. Retrieved from <https://portal.amelica.org/ameli/journal/725/7253717004/>

Price, R. (2020). *Key barriers to girls' education in the ASEAN and Pacific region*.

Punzalan, C.H. (2020). Evaluating the environmental awareness and practices of senior high school students: *Basis for environmental education program*. *Aquademia*, 4(1), ep20012.

Reeve, E., Thow, A.M., Bell, C., Soti-Ulberg, C., & Sacks, G. (2021). Identifying opportunities to strengthen school food environments in the Pacific: A case study in Samoa. *BMC Public Health*, 21, 1-12.

Rico, J.J. (2022). Island schools-communities' preparedness and resiliency for disaster management. *Journal of Humanities and Social Sciences Studies*, 4(3), 48-66.

Sanchez, R., Sarmiento, P.J., Pangilinan, A., Guinto, N., Sanchez, A.M., & Sanchez, J.J. (2022). In the name of authentic public service: A descriptive phenomenological study on the lives of Filipino teachers in select coastal villages. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 1(1), 35-44.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Scannell, P. (2016). The meaning of lived experience. In *Experiencing Liveness in Contemporary Performance* (pp. 89-98). Routledge.

Sente, L.S., & Gorriceta, I. (2022, February). Teaching readiness and capability of island school teachers in the district of Concepcion Iloilo. In *Proceeding of the International Conference on Family Business and Entrepreneurship (Vol. 2, No. 1)*

Serrona, K., Yu, J., & Camarin, M. (2022). Addressing marine litter through sustainable tourism: The case of the Siargao Islands in the Southern Philippines.

Siangchokyoo, N., Klinger, R.L., & Campion, E.D. (2020). Follower transformation as the linchpin of transformational leadership theory: A systematic review and future research agenda. *The Leadership Quarterly*, 31(1), 101341.

Tabilog, R.A., & Dela Cruz, M.L. (2023). *Effectiveness of community-based Alternative Learning System programs for Lumad and Mangyan learners in the Philippines. Philippine Journal of Education and Indigenous Studies*, 5(2), 45-58.
<https://doi.org/10.1234/pjeis.v5i2.2023>

Tahil, A.S., & Tahil, S.K. (2021). Barriers to development of selected municipalities of Sulu Province. Open Access *Indonesia Journal of Social Sciences*, 4(5), 501-520.

Ungkakay-Bagsit, F., Badayos-Jover, M.B.P., Pavo, R.R., & Cambronero-Tumabiao, P. (2025). Livelihood and food acquisition challenges in island communities during the global pandemic. *Marine and Fishery Sciences (MAFIS)*, 38(2), 273-294.

UNICEF East Asia and Pacific Regional Office. (2024). *Unlocking the power of education to promote gender equality in East Asia and Pacific: Gender policy brief*. UNICEF.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

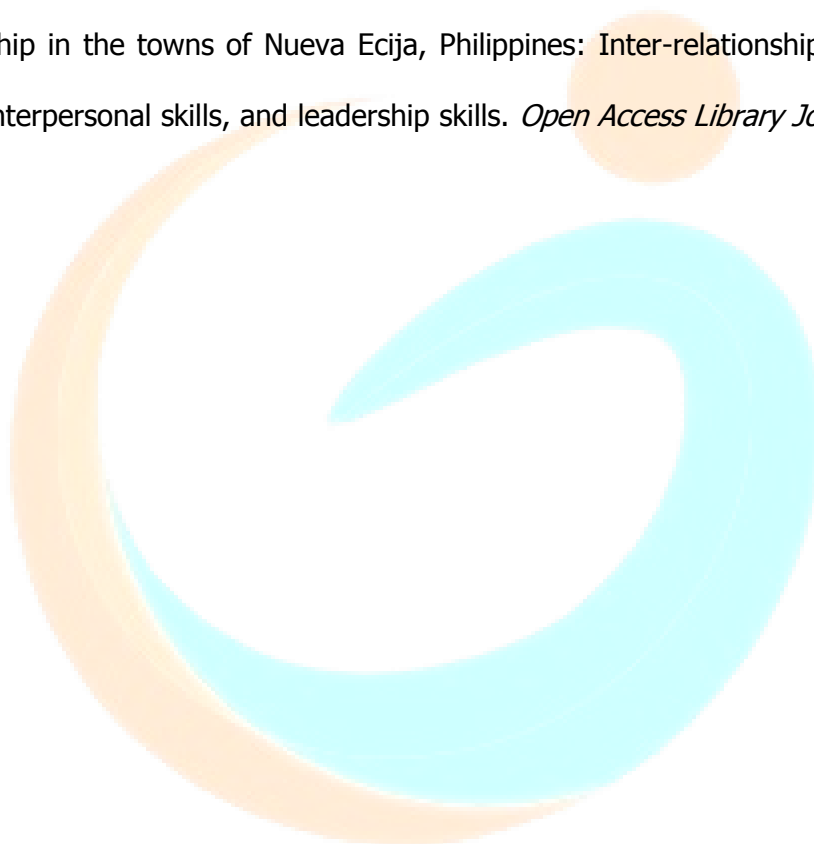
Available online at <https://www.instabrightgazette.com>



<https://www.unicef.org/eap/media/20751/file/Gender%20Policy%20Brief%20-%20Gender-transformative%20Education.pdf?utm>

United Nations. (2023). Definition of *sustainability*. Retrieved on December 10, 2025 from <https://www.un.org>

Villanueva, A.A., Disu, S.S., & Villanueva, K.F.P.A. (2021). Assessing the school heads' leadership in the towns of Nueva Ecija, Philippines: Inter-relationship of supervisory skills, interpersonal skills, and leadership skills. *Open Access Library Journal*, 8(11), 1-15.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
