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**COMMON ADMINISTRATIVE CHALLENGES IN SELECTED PUBLIC  
SCHOOLS AND IMPLEMENTATION OF THE FORMULATED  
SCHOOL IMPROVEMENT FRAMEWORK**

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**ABSTRACT**

This study determined the significant relationship between the common administrative challenges in selected public schools and the implementation of the formulated school improvement framework. A proposed school improvement plan was formulated based on the results of the study. This study employed a descriptive-correlational research design to determine the significant relationship between common administrative challenges in public schools and their effect on the formulation of a school improvement framework. The descriptive component identified and documented the typical administrative challenges experienced by school heads, including areas such as planning and organization, communication, decision-making, human resource management, resource allocation, policy implementation, and leadership support for instructional improvement. The correlational aspect examined the relationship between these challenges and the extent to which school improvement frameworks were formulated, focusing on instructional goals, teacher involvement, monitoring and evaluation, collaborative practices like Learning Action Cell (LAC)

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sessions, and the adaptation of improvement strategies. Data were collected using a combination of structured questionnaires and interviews administered to school heads and key administrative personnel from selected public schools. The questionnaire employed Likert-scale items to measure the frequency and severity of administrative challenges and the comprehensiveness of school improvement framework formulation. Interviews provided qualitative insights into the specific ways these challenges influenced decision-making and planning processes. The gathered data were then statistically analyzed using descriptive statistics such as means and percentages to profile administrative challenges and school improvement practices, and Pearson's correlation coefficient to test the significance of the relationship between administrative challenges and framework formulation. Based on the analysis, a proposed school improvement plan was developed, grounded in the identified challenges and best practices, to enhance administrative effectiveness and instructional outcomes. The relationship Between Administrative Challenges and School Improvement Framework Implementation, which examines the correlation between the administrative challenges encountered by school heads and the implementation of the school improvement framework in selected public schools.

The results reveal a very strong positive correlation between administrative challenges and school improvement framework implementation. This means that as school heads become more engaged in addressing administrative challenges, the implementation of the school improvement framework also becomes more effective and evident. The findings further confirm that the relationship between the variables is statistically significant. Therefore, the

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null hypothesis was rejected, indicating that the relationship between administrative challenges and school improvement framework implementation is not due to chance.

These findings suggest that administrative challenges experienced by school heads serve as opportunities to strengthen school leadership practices, organizational management, and school improvement initiatives. The very strong positive relationship indicates that school heads who effectively manage planning, communication, supervision, decision-making, and resource allocation are more capable of implementing comprehensive and sustainable school improvement frameworks. Likewise, the significant relationship confirms that strong administrative competence contributes positively to the successful implementation of school improvement programs and instructional development.

Overall, the result implies that there is a very strong and significant positive relationship between administrative challenges and school improvement framework implementation. The result implies that school heads who effectively address administrative concerns are more capable of implementing strategic school improvement practices, thereby contributing to organizational effectiveness, instructional quality, and continuous school development.

**Keywords:** *Common Administrative Challenges, Public Schools, Implementation, School Improvement Framework*

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## INTRODUCTION

Public schools face a variety of administrative challenges that directly affect both teachers and learners. Common issues include delayed submission of reports, lack of coordination among staff, unclear communication of policies, and ineffective monitoring systems. These challenges create a stressful work environment and hinder the efficient functioning of schools, ultimately impacting classroom instruction. Teachers often balance instructional duties with extensive administrative responsibilities, leaving less time for lesson planning and student engagement. Evidence from field observations suggests that strong leadership and well-organized administrative processes significantly improve school functioning, creating a more supportive and productive environment for both educators and learners.

Public schools, especially those in rural or under-resourced areas, serve as the backbone of their communities. When administrative processes are inefficient, the effects extend beyond paperwork to affect student learning outcomes, teacher performance, and overall school climate. Teachers frequently experience burnout due to overlapping instructional and administrative demands, compromising the quality of education. Addressing internal administrative processes rather than focusing solely on external factors, such as budget limitations or national policies, allows schools to identify specific problem areas and develop practical, evidence-based strategies. Additionally, school improvement is a shared responsibility that involves administrators, teachers, staff, and parents. Addressing administrative challenges not only enhances management systems but also fosters teamwork,

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accountability, and transparency, making the School Improvement Framework more meaningful and grounded in real practice.

Villanueva (2022) emphasized that structured leadership support and clear procedural guidelines are essential for developing a sustainable School Improvement Framework. Collectively, these studies demonstrate that administrative challenges are not merely operational issues but significantly influence the formulation and implementation of school improvement initiatives. By identifying recurring problems in leadership, resource allocation, and policy enforcement, schools can design actionable strategies to enhance institutional efficiency and educational outcomes.

Addressing administrative challenges requires proactive planning, staff empowerment, and collaborative practices. Strategies to improve school performance include streamlining communication channels for timely dissemination of policies, implementing structured monitoring and evaluation systems, and providing professional development to strengthen leadership and managerial competencies. Engaging teachers in decision-making processes encourages ownership of school improvement initiatives and aligns instructional goals with administrative capabilities.

Several recurring problems have been identified in public schools. Ineffective communication often results in confusion regarding deadlines, policies, and programs, leading to delays and added stress. Teachers are frequently burdened with heavy administrative workloads, limiting time for lesson preparation and student-focused activities. Insufficient resources, including outdated facilities, limited instructional materials, and inadequate

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technological tools, further exacerbate administrative challenges. Additionally, inconsistent monitoring and evaluation systems make it difficult for school leaders to accurately assess program outcomes, often resulting in repeated mistakes or missed opportunities for improvement. These issues highlight the critical need for a structured approach to school administration to ensure that challenges are systematically addressed.

The combination of observational insights, professional perspectives, and existing literature underscores the necessity of this study. Examining the common administrative challenges and their effects on the formulation of a School Improvement Framework provides a basis for practical, evidence-based solutions that enhance leadership, streamline administrative processes, and improve teaching and learning outcomes. Addressing these challenges is essential for developing more organized, efficient, and learner-centered public schools. The proposed framework is expected to serve as a guide for improving administrative practices while contributing to the long-term goal of delivering high-quality education in communities where public schools play a vital role in shaping future generations.

This study determined the significant relationship between the common administrative challenges in selected public schools and the implementation of the formulated school improvement framework. A proposed school improvement plan was formulated based on the results of the study.

Specifically, this study sought to answer the following questions:

1. What are the common administrative challenges experienced by school heads in public schools in terms of the following:

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- 1.1 Planning and organization;
  - 1.2 Communication and information dissemination;
  - 1.3 Decision-making and problem-solving;
  - 1.4 Human resource management and teacher supervision;
  - 1.5 Resource allocation and utilization;
  - 1.6 Implementation of policies and regulations; and
  - 1.7 Leadership support for instructional improvement?
2. What is the extent of the implementation of the formulated school improvement framework in terms of:
- 2.1 Identifying instructional goals and priorities;
  - 2.2 Teacher involvement and participation;
  - 2.3 Monitoring and evaluation of school programs;
  - 2.4 Integration of collaborative practices, such as Learning Action Cell (LAC) sessions; and
  - 2.5 Adaptation of improvement strategies based on administrative and instructional feedback?
3. Is there a significant relationship between the common administrative challenges in public schools and the implementation of the formulated school improvement framework?
4. What school improvement plan can be proposed based on the findings of the study?

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## Statement of Null Hypothesis

H<sub>0</sub> – There is no significant relationship between the common administrative challenges in selected public schools and the implementation of the formulated school improvement framework.

## METHODOLOGY

**Design.** This study employed a descriptive-correlational research design to determine the significant relationship between common administrative challenges in selected public schools and the implementation of the formulated school improvement framework. The descriptive component identified and documented the typical administrative challenges experienced by school heads, including areas such as planning and organization, communication, decision-making, human resource management, resource allocation, policy implementation, and leadership support for instructional improvement. The correlational aspect examined the relationship between these challenges and the extent to which school improvement frameworks were formulated, focusing on instructional goals, teacher involvement, monitoring and evaluation, collaborative practices like Learning Action Cell (LAC) sessions, and the adaptation of improvement strategies. Data were collected using a combination of structured questionnaires and interviews administered to school heads and key administrative personnel from selected public schools.

The questionnaire employed Likert-scale items to measure the frequency and severity of administrative challenges and the comprehensiveness of school improvement framework

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formulation. Interviews provided qualitative insights into the specific ways these challenges influenced decision-making and planning processes. The gathered data were then statistically analyzed using descriptive statistics such as means and percentages to profile administrative challenges and school improvement practices, and Pearson’s correlation coefficient to test the significance of the relationship between administrative challenges and framework formulation. Based on the analysis, a proposed school improvement plan was developed, grounded in the identified challenges and best practices, to enhance administrative effectiveness and instructional outcomes.

The main locale of the study was in Tapol Elementary School, Consuegra Elementary School, and Macupa Central School in the Division of Leyte. The information for the analysis gathered using two (2) distinct survey instruments: one to assess the common administrative challenges experienced by school heads in public schools, and another to evaluate the extent of the formulation of a School Improvement Framework.

**Sampling** The respondents of the study were the 44 Teachers and 3 School Heads that were involved in this study were being identified and the primary means of reach was during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

**Research Procedure.** To gather the necessary data within one month (30 days), the researcher asked permission from the office of the Schools Division Office headed by the School Division Superintendent through a transmittal letter. The same letter content was given

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to the Public-School District Supervisor, School Principal, and to the teachers under their supervision.

The researcher distributed the survey questionnaires to the school administrators to be answered by the elementary teachers. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r.

The data were collated and submitted for appropriate statistical treatment.

**Ethical Issues.** The right to conduct the study was strictly adhered to through the approval of the principals, District Supervisor, and Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

**Treatment of Data.** The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data were treated statistically using the following tool:

Simple Percentage and Weighted Mean was employed to determine the common administrative challenges experienced by school heads in selected public schools and the implementation of the formulated School Improvement Framework.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the common administrative challenges in selected public schools and the implementation of the formulated School Improvement Framework.

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## RESULTS AND DISCUSSION

**TABLE 1**

**ADMINISTRATIVE CHALLENGES AMONG SCHOOL HEADS**

Dimension	Indicators	Weighted Mean	Interpretation
<b>Planning and Organization</b>	I prepare and follow annual operational plans for school improvement	4.23	High
	Administrative tasks are scheduled efficiently to avoid conflict with instructional time	4.00	High
	Planning meetings are regularly held to discuss school goals	4.18	High
	School improvement planning aligns with district requirements	4.21	Very High
	I use monitoring tools to track action plan outcomes	4.25	Very High
<b>Communication and Information Dissemination</b>	I communicate policies clearly to all teachers and staff	4.27	Very High
	Teachers receive important updates in a timely manner	4.25	Very High
	Feedback mechanisms are open and functional	4.20	High
	Information flows effectively between levels of leadership	4.18	High

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Dimension	Indicators	Weighted Mean	Interpretation
	I conduct follow-ups to ensure information is understood	4.16	High
<b>Decision-Making and Problem-Solving</b>	I make timely decisions to resolve school issues	4.21	Very High
	Teachers are involved in decision-making processes	4.23	Very High
	I use available data to guide decisions	4.30	Very High
	I apply analytical thinking in solving administrative problems	4.25	Very High
	I adjust decisions based on feedback and results	4.22	Very High
<b>Human Resource Management &amp; Supervision</b>	Teachers receive regular constructive performance feedback	4.18	High
	Professional development needs are properly assessed	4.20	High
	Teacher workload is balanced and aligned with strengths	4.16	High
	I model professionalism and ethical leadership	4.28	Very High
	I recognize and reward good performance	4.24	Very High

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Dimension	Indicators	Weighted Mean	Interpretation
<b>Resource Allocation &amp; Utilization</b>	Instructional resources are distributed based on needs	4.15	High
	Budgeting is transparent and participatory	4.12	High
	I prioritize expenditures that support instruction	4.22	Very High
	I review utilization data to inform planning adjustments	4.18	High
	Teachers have access to necessary teaching materials	4.20	High

| **Grand Overall Weighted Mean** | | **4.21** | **Very High** |

### LEGEND (Likert Scale Interpretation)

#### Weighted Mean Range Interpretation

- 4.21 – 5.00                      Very High
- 3.26 – 4.20                      High
- 2.51 – 3.25                      Moderate
- 1.76 – 2.50                      Low
- 1.00 – 1.75                      Very Low

This table presents “Administrative Challenges Among School Heads” based on the dimensions of planning and organization, communication and information dissemination,

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decision-making and problem-solving, human resource management and supervision, and resource allocation and utilization as perceived by the respondents.

In terms of Planning and Organization, the indicators obtained high to very high interpretations, with weighted means ranging from 4.00 to 4.25. The highest-rated indicator is "I use monitoring tools to track action plan outcomes" (4.25), followed by "School improvement planning aligns with district requirements" (4.21), while the lowest is "Administrative tasks are scheduled efficiently to avoid conflict with instructional time" (4.00). These findings indicate that school heads are highly capable of organizing and implementing school improvement plans while effectively monitoring progress and aligning school activities with educational standards and requirements.

For Communication and Information Dissemination, the indicators yielded high to very high ratings ranging from 4.16 to 4.27. The highest-rated indicator is "I communicate policies clearly to all teachers and staff" (4.27), followed by "Teachers receive important updates in a timely manner" (4.25), while the lowest is "I conduct follow-ups to ensure information is understood" (4.16). In the area of Decision-Making and Problem-Solving, all indicators were interpreted as very high, with weighted means ranging from 4.21 to 4.30. The highest indicator is "I use available data to guide decisions" (4.30), while the lowest is "I make timely decisions to resolve school issues" (4.21). Meanwhile, Human Resource Management and Supervision obtained high to very high interpretations, ranging from 4.16 to 4.28, where "I model professionalism and ethical leadership" (4.28) received the highest rating and "Teacher workload is balanced and aligned with strengths" (4.16) obtained the lowest. Lastly,

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Resource Allocation and Utilization also garnered high to very high ratings ranging from 4.12 to 4.22. The highest indicator is "I prioritize expenditures that support instruction" (4.22), while the lowest is "Budgeting is transparent and participatory" (4.12). These findings suggest that school heads demonstrate strong administrative competence in communication, decision-making, personnel supervision, and resource management despite the complexities of school administration.

Overall, the grand overall weighted mean of 4.21 interpreted as Very High implies that school heads exhibit a very high level of competence and effectiveness in managing administrative challenges within their respective schools. The result implies that school heads are highly capable of implementing organizational plans, communicating effectively, making informed decisions, supervising personnel, and utilizing school resources efficiently. Furthermore, the findings indicate that strong administrative practices contribute positively to school operations, instructional leadership, and the achievement of school improvement goals.

**TABLE 2**  
**WEIGHTED MEAN DISTRIBUTION OF SCHOOL IMPROVEMENT FRAMEWORK**

<b>Dimension</b>	<b>Indicators</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
<b>Identifying Goals &amp; Priorities</b>	School improvement goals reflect real instructional needs	4.24	Very High
	School vision and mission guide priority setting	4.24	Very High

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Dimension	Indicators	Weighted Mean	Interpretation
	Improvement strategies are based on data analysis	4.24	Very High
	Objectives are clearly stated and measurable	4.24	Very High
	Improvement goals are aligned with DepEd policies	4.24	Very High
<b>Teacher Involvement &amp; Participation</b>	Teachers participate in planning improvement strategies	4.26	Very High
	Teachers' insights are valued in planning	4.26	Very High
	Teacher leaders help in decision monitoring	4.26	Very High
	Improvement plans consider teacher workload	4.26	Very High
	Teachers co-design improvement activities	4.26	Very High
<b>Monitoring &amp; Evaluation</b>	There is a clear M&E schedule for improvement goals	4.22	Very High
	Monitoring is systematic and consistent	4.22	Very High
	Evaluation results inform future planning	4.22	Very High

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Dimension	Indicators	Weighted Mean	Interpretation
	Stakeholders receive feedback on improvement outcomes	4.22	Very High
	Monitoring data is shared with teachers	4.22	Very High
<b>Collaborative Practices Integration</b>	LAC sessions inform improvement planning	4.25	Very High
	Collaborative best practices are highlighted in plans	4.25	Very High
	Teachers' shared expertise is reflected in strategies	4.25	Very High
	Collaborative goals are measurable and action-oriented	4.25	Very High
	Framework includes professional learning goals	4.25	Very High
<b>Adaptability to Administrative Conditions</b>	Framework accounts for administrative constraints	4.20	High
	Targets are realistic given available resources	4.20	High
	Strategies reduce administrative bottlenecks	4.20	High
	Framework is flexible to policy changes	4.20	High

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Dimension	Indicators	Weighted Mean	Interpretation
	Framework supports long-term sustainability	4.20	High
<b>GRAND MEAN</b>	Overall School Improvement Framework Implementation	<b>4.23</b>	<b>Very High</b>

### LEGEND (5-Point Likert Scale)

#### Range Interpretation

4.21 – 5.00 Very High

3.26 – 4.20 High

2.51 – 3.25 Moderate

1.76 – 2.50 Low

1.00 – 1.75 Very Low

This table presents “Weighted Mean Distribution of School Improvement Framework” based on the dimensions of identifying goals and priorities, teacher involvement and participation, monitoring and evaluation, collaborative practices integration, and adaptability to administrative conditions as perceived by the respondents.

In terms of Identifying Goals and Priorities, all indicators obtained a weighted mean of 4.24 with a very high interpretation. These indicators include school improvement goals reflecting real instructional needs, alignment of goals with the school vision and mission, data-based improvement strategies, clearly stated and measurable objectives, and alignment of

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improvement goals with DepEd policies. These findings indicate that schools effectively establish clear and relevant goals that support instructional improvement and organizational development. Likewise, Teacher Involvement and Participation obtained a weighted mean of 4.26 across all indicators, interpreted as very high. The results reveal that teachers actively participate in planning improvement strategies, their insights are valued, teacher leaders assist in monitoring decisions, improvement plans consider teacher workload, and teachers co-design improvement activities. This suggests that collaborative participation among teachers is highly evident in the implementation of school improvement frameworks.

For Monitoring and Evaluation, all indicators received a weighted mean of 4.22 with a very high interpretation. The findings show that schools maintain clear monitoring and evaluation schedules, conduct systematic monitoring, utilize evaluation results for future planning, provide stakeholders with feedback, and share monitoring data with teachers. In Collaborative Practices Integration, all indicators garnered a weighted mean of 4.25 interpreted as very high. This includes the integration of Learning Action Cell (LAC) sessions in planning, highlighting collaborative best practices, reflecting teachers' shared expertise in strategies, establishing measurable collaborative goals, and incorporating professional learning goals in the framework. Meanwhile, Adaptability to Administrative Conditions obtained a weighted mean of 4.20 interpreted as high across all indicators. The findings indicate that the framework considers administrative constraints, sets realistic targets based on available resources, reduces administrative bottlenecks, adapts to policy changes, and supports long-term sustainability. These results suggest that schools effectively implement

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adaptable and collaborative school improvement frameworks despite administrative challenges.

Overall, the grand mean of 4.23 interpreted as Very High implies that the implementation of the school improvement framework is highly effective and strongly evident across all dimensions. The result implies that schools are capable of establishing clear instructional priorities, encouraging active teacher participation, maintaining systematic monitoring and evaluation processes, integrating collaborative practices, and adapting improvement strategies to administrative conditions. Furthermore, the findings indicate that effective school improvement frameworks contribute significantly to organizational effectiveness, instructional enhancement, and sustainable school development.

Fullan (2017) highlighted that successful school improvement frameworks are grounded in collaborative leadership, teacher engagement, and continuous monitoring systems that promote instructional excellence and sustainable educational change; this supports the present findings where schools demonstrated very high implementation in all dimensions of the school improvement framework.

### TABLE III

#### RELATIONSHIP BETWEEN ADMINISTRATIVE CHALLENGES AND SCHOOL IMPROVEMENT FRAMEWORK IMPLEMENTATION

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Administrative Challenges of School Heads (Table 1)	0.86	5.98	1.96	Reject Ho	Significant Relationship (Very

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Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
and School Improvement Framework Implementation (Table 2)					Strong Positive Correlation)

This table presents "Relationship Between Administrative Challenges and School Improvement Framework Implementation", which examines the correlation between the administrative challenges encountered by school heads and the implementation of the school improvement framework in selected public schools.

The results reveal a Pearson r value of 0.86, indicating a very strong positive correlation between administrative challenges and school improvement framework implementation. This means that as school heads become more engaged in addressing administrative challenges, the implementation of the school improvement framework also becomes more effective and evident. The findings further show a computed t-value of 5.98, which is higher than the table value of 1.96 at 0.05 level of significance, confirming that the relationship between the variables is statistically significant. Therefore, the null hypothesis was rejected, indicating that the relationship between administrative challenges and school improvement framework implementation is not due to chance.

These findings suggest that administrative challenges experienced by school heads serve as opportunities to strengthen school leadership practices, organizational management, and school improvement initiatives. The very strong positive correlation of 0.86 indicates that school heads who effectively manage planning, communication, supervision, decision-making,

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and resource allocation are more capable of implementing comprehensive and sustainable school improvement frameworks. Likewise, the significant computed t-value of 5.98 confirms that strong administrative competence contributes positively to the successful implementation of school improvement programs and instructional development.

Overall, the result implies that the Pearson r value of 0.86 signifies a very strong and significant positive relationship between administrative challenges and school improvement framework implementation, while the computed t-value of 5.98, being higher than the table value of 1.96, confirms the significance of the relationship. The result implies that school heads who effectively address administrative concerns are more capable of implementing strategic school improvement practices, thereby contributing to organizational effectiveness, instructional quality, and continuous improvement.

## Conclusion

Based on the results of this study, school heads demonstrated a very high level of competence in addressing administrative challenges related to planning, communication, decision-making, supervision, and resource management, while the implementation of the school improvement framework was also highly evident in terms of goal setting, teacher participation, monitoring and evaluation, collaborative practices, and adaptability to administrative conditions. The findings further revealed a significant positive relationship between administrative challenges and school improvement framework implementation, indicating that effective administrative leadership contributes greatly to the successful

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implementation of school improvement initiatives, organizational effectiveness, instructional enhancement, and the continuous development of the school system.

## Recommendations

Based on the findings of this study, the following recommendations are proposed:

The Teachers should actively participate in the planning and implementation of school improvement framework activities by sharing classroom-based insights, engaging in collaborative decision-making, and supporting administrative initiatives that address common school challenges to enhance instructional effectiveness.

The School Heads should strengthen their administrative leadership by effectively addressing planning, communication, decision-making, human resource management, and resource allocation challenges while ensuring the consistent and effective implementation of the school improvement framework.

The Public Schools District Supervisor should provide continuous technical assistance, monitoring, and capacity-building programs to school heads to enhance their ability to manage administrative challenges and successfully implement school improvement frameworks.

The Parents should actively engage in school programs and maintain open communication with school authorities by supporting school initiatives, participating in consultations, and contributing to efforts that address school improvement needs and administrative concerns.

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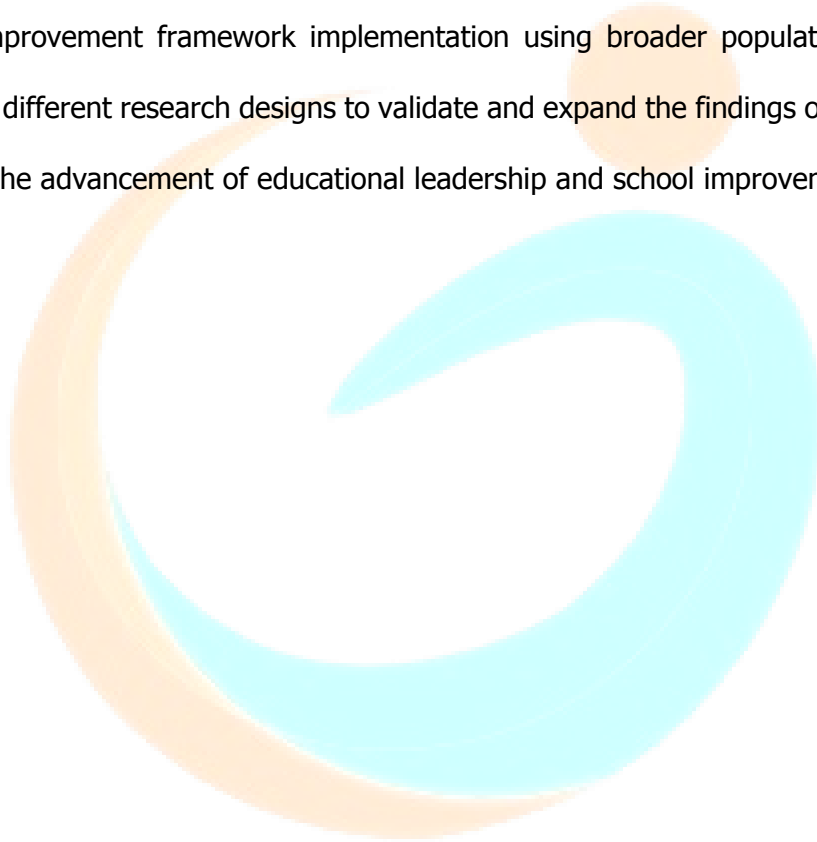
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The Researcher should utilize the findings of this study as a basis for developing evidence-based interventions, leadership enhancement programs, and improved strategies for managing administrative challenges and strengthening school improvement framework implementation.

The Future Researchers should conduct further studies on administrative challenges and school improvement framework implementation using broader populations, additional variables, and different research designs to validate and expand the findings of this study and contribute to the advancement of educational leadership and school improvement practices.



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### LOUELLA C. LUNA

The author was born on April 11, 1995, in Tacloban City, Leyte, Philippines, and currently resides in Brgy. Cabunga-an, Villaba, Leyte. She finished her elementary and high school education with flying colors and actively participated in various Student Body Organizations, which helped shape her leadership skills and passion for service.

She completed her Bachelor of Elementary Education degree at Visayas State University – Villaba Campus. At present, she serves as a Teacher III in the Department of Education and is assigned as a Kindergarten Teacher at Tapol Elementary School, Tapol, Leyte, Leyte, Philippines. Alongside her teaching responsibilities, she also serves as the school's ICT, LIS, and EMIS Coordinator.

Driven by her commitment to educational leadership, she is currently pursuing a Master of Arts in Education Major in Administration and Supervision in Western Leyte College. She believes that effective leadership in education begins with dedication, compassion, and the willingness to inspire young learners to become better individuals in the future.

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