



The innovative administrative techniques of school heads in Malilipot district

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Abstract

This study determined the innovative administrative techniques of school heads in Malilipot district. The researcher investigated the following: the administrative techniques of school heads in Malilipot district, the innovative administrative techniques of school heads in Malilipot district along the lines of time management, attention to details, communication, and monitoring and evaluation, and the extent of usage of the innovative administrative techniques of school heads. The researcher applied quantitative-survey-type research wherein it was employed along with the identification of innovative administrative techniques of school heads in Malilipot district and its level of usage. Likewise, on the challenges encountered on the use of innovative administrative techniques of school heads. An administrative implementation plan was proposed to address the challenges. The study has a total of 211 respondents; 14 were school heads and 197 were teachers. The data collected to determine the innovative administrative techniques of school heads were treated using frequency count and percentage. However, to identify the level of usage of the innovative administrative techniques, frequency count and weighted mean were utilized. The hypothesis was tested using an F-test. In the identification of the challenges encountered, the researcher used frequency count and ranking.

Keywords: Innovative Administrative Techniques; School Heads; Quantitative-Survey-Type Research; F-Test

1. Introduction

Integrating innovative administrative techniques of school heads is a global initiative aimed at providing effective and sustainable solutions to the challenges faced by educational institutions in the 21st century. These techniques are closely aligned with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4, which emphasizes inclusive and equitable quality education and the promotion of lifelong learning opportunities for all. Across the world, countries are increasingly recognizing the importance of equipping school heads with the skills and strategies needed to implement innovative practices. These techniques enable school heads to respond effectively to the diverse needs of learners, foster inclusive and adaptive learning environments, and drive continuous school improvement.

This study investigated how school administrators in the Malilipot district employ creative administrative techniques to enhance academic performance and foster a supportive school climate. In exploring their practices, it becomes clear that strategies are most effective when thoughtfully adapted to the local context, balancing the demands of policy frameworks with the daily realities of school life. School heads who implement innovative approaches not only improve student outcomes but also inspire teacher motivation and cultivate a collaborative, positive school environment, demonstrating that effective administration extends beyond managerial tasks to shaping the culture of the school. While coordinated support at national and global levels remains important, the experiences in Malilipot show that meaningful change often begins locally, where administrators can directly translate ideas into practice. The study examined practical, adaptive administrative techniques that address modern educational challenges and improve overall school effectiveness by tailoring leadership to the unique needs and conditions of each school.

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1.1. Statement of the Problem

This study determined the innovative administrative techniques being applied by the school heads in Malilipot district, SY 2025 – 2026. Specifically, it answered the following sub-problems.

- What are the administrative areas practiced by the school heads?
- What are the innovative administrative techniques of school heads in Malilipot, district along:
 - time management;
 - attention to details;
 - communication; and
 - monitoring and evaluation?
- What is the extent of usage of the innovative administrative techniques of school heads along the areas?
- Is there a significant difference on the extent of usage of the innovative administrative techniques between the school heads and teachers?
- 5. What challenges are encountered in the use of innovative administrative techniques?
- What administrative implementation plan may be proposed to address the challenges?

1.2. Assumption of the Study

The study is grounded on the following assumptions:

- There are several administrative areas practiced by the school heads.
- There are distinct innovative administrative techniques employed by the school heads.
- There is extensive usage of innovative administrative techniques. employed by the school heads.
- There are several challenges encountered in the use of innovative administrative techniques of school heads.
- An implementation plan has been proposed to address the identified challenges.

1.3. Hypothesis

There is a significant difference in the extent to which school heads and teachers employ innovative administrative techniques.

1.4. Scope and Delimitation

The scope of this study is centered on public elementary school heads and teachers within the Malilipot district. It is focused on the innovative administrative techniques they employed. The study excluded public secondary school heads, administrators from private elementary and secondary schools, and personnel from other districts, as these stakeholders operated under different organizational structures, policies, and contextual conditions that may have influenced their administrative approaches.

2. Materials and Methods

2.1. Research Method

This study employed the descriptive research method. The researcher determined the administrative techniques of school heads in Malilipot district, the innovative administrative techniques of school heads in Malilipot district along with time management, attention to detail, communication, and monitoring and evaluation, and the extent of the usage of the innovative administrative techniques of school heads. Challenges are encountered in the use of innovative administrative techniques, and the administrative sustainability plan may be proposed to address the challenges. Additionally, the research tested the hypothesis if there is a significant difference in the extent of usage of the innovative administrative techniques between school heads and teachers.

2.2. Respondents of the Study

The respondents of the study were the school heads and teachers at public elementary schools in Malilipot district. Two hundred eleven (211) were identified as respondents composed of Fourteen (14) school heads and one hundred ninety – seven (197) teachers. Thirty – two (32) teachers were taken from Malilipot Central School, twenty- four (24) teachers from San Jose Elementary School, nine (9) teachers from Sta. Teresa Elementary School, thirteen (13) teachers from San Francisco Learning Center, fifteen (15) teachers from San Roque Elementary School, twelve (12) teachers from Calbayog Elementary School, eight (8) teachers from Binitayan Elementary School, fifteen (15) teachers from San Isidro East

Elementary School, twenty – five (25) teachers from San Isidro West Elementary School, eleven (11) teachers from Canaway Elementary School, ten (10) teachers from Sta Cruz Elementary School, seven (7) teachers from Salvacion Elementary School, eleven (11) teachers from San Antonio Elementary School and seven (7) teachers from Basud Elementary School. The researcher employed total enumeration of the respondents.

2.3. Research Instrument

The survey questionnaire served as the primary research instrument in gathering reliable and structured data to assess the innovative administrative techniques of school heads in the Malilipot district. It was designed to capture both the presence and actual application of administrative practices across key domains such as time management, attention to detail, communication, and monitoring and evaluation. By incorporating a combination of checklists, Yes/No items, and a five-point Likert scale, the instrument allowed for both descriptive and analytical interpretation of data. This structure made it possible to determine not only which techniques were being implemented but also the degree of their utilization and the specific challenges encountered.

The results generated from this tool were expected to provide valuable insights that could inform policy enhancements, leadership development programs, and strategic interventions aimed at strengthening the administrative capabilities of school heads. Furthermore, the instrument ensured a systematic and objective way of gathering information, making the findings more valid, reliable, and useful for decision-making and continuous improvement initiatives.

2.4. Validation of the Research Instrument

The research instrument was subjected into two (2) phases of validation. The first phase was the face validation which was done by the Thesis Committee during the presentation of the research tool of the study. The second was the content validation done by the external validators suggested by the Thesis Committee during the proposal examination. Letter to the external validators were distributed together with the research instrument upon the approval of the proposal. No further improvement was suggested, and the instrument was approved by the validators.

3. Results and Discussion

3.1. The Administrative Areas Practiced by the School Heads

This section explores the administrative areas practiced by the school heads within Malilipot district. These areas are essential tools in ensuring the smooth and effective management of a school. The results gathered provide insights into the techniques used by the school heads to lead with vision, maintain order, and create an environment that supports quality education and student success. Table 1 presents the results.

Table 1 Administrative Areas Practiced by the School Heads

Administrative Techniques	School Head		Teachers		Overall	
	F	%	F	%	f	%
Time Management	14	100	197	100	211	100
Attention to details	14	100	197	100	211	100
Communication	14	100	197	100	211	100
Monitoring and Evaluation	14	100	197	100	211	100

Table 1 implies that all fourteen (14), or 100 percent, of the school heads in the Malilipot district have been practicing the administrative areas along with time management, attention to detail, communication, and monitoring and evaluation for a long time. Likewise, these administrative techniques are observed by 197, or 100 percent, of the teacher-respondents. The result implies that from the perspective of the school heads, this consistency reflects their solid academic preparation and extensive professional development, as many have completed higher education programs in educational leadership and continue to attend seminars, workshops, and trainings that enhance their skills. These learning experiences deepen their understanding of organizational behavior and administrative principles, which in turn shape their strategic thinking, sense of responsibility, and commitment to effective school governance

Smith & Jones (2020)¹ highlighted how collaborative decision-making, teacher empowerment, and a culture of continuous improvement drive success in a high-performing Australian school. Their findings are supported by current data showing 100% engagement from both school heads and teachers in key administrative areas, indicating shared leadership and consistent involvement. This alignment between research and practice reinforces the effectiveness of inclusive leadership in promoting school improvement and excellence.

3.2. The Innovative Administrative Techniques of School Heads in Malilipot District

In the rapidly evolving landscape of education, school leadership plays a pivotal role in shaping the direction and effectiveness of academic institutions. This section presents the key findings of the study on the innovative administrative techniques employed by school heads in the Malilipot district. The results reveal the extent to which school leaders utilize creative and adaptive strategies in managing their institutions amidst various challenges such as limited resources, policy shifts, and increasing educational demands.

a. Time management. Time management is a critical skill that significantly influences personal productivity, organizational efficiency, and overall success in both academic and professional settings. It refers to the ability to plan, prioritize, and execute tasks within a specific timeframe, ensuring that goals are met effectively and efficiently. In an increasingly fast-paced world, the ability to manage time wisely has become more essential than ever.

Effective time management allows individuals to reduce stress, meet deadlines, maintain a healthy work-life balance, and improve performance. For students, professionals, and leaders alike, mastering time management strategies leads to better decision-making, enhanced focus, and greater achievement. Table 2.a shows the innovative administrative techniques of school heads with long-time management.

Table 2.a. Innovative Administrative Techniques of School Heads along Time Management

Innovative Administrative Techniques	School Heads N=14		Teachers N=197		Overall N=211	
	f	%	f	%	f	%
Uses time blocking techniques to allocate specific time periods for different task and activities.	14	100	196	99.49	210	99.53
Employs a prioritization system to regularly identify the most important one.	14	100	196	99.49	210	99.53
Creates a daily or weekly schedule that includes dedicated focus time blocks for interrupted work.	14	100	196	99.49	210	99.53
Allocates time in making a schedule for professional development and training related to new initiatives.	14	100	196	99.49	210	99.53
Utilizes online tools (e.g., creating group chat or other communication platforms and project management software) to manage implementation of innovative techniques.	14	100	196	99.49	210	99.53

Table 2.a implies that the effective and consistent use of innovative time management techniques by school heads in the Malilipot district is a direct outcome of their strong educational background and continuous professional development. The data show that 100% of school heads utilize time blocking, prioritization systems, structured scheduling, professional development planning, and digital tools to manage their time efficiently. This high level of competency implies a well-developed administrative skill set, which can be attributed to the fact that most of these school heads are enrolled in, or have graduated from, higher education programs, particularly in fields related to educational management and leadership.

Pagaura (2020)² revealed that the administrators were rated agree by their teachers considering the four indicators of innovative leadership attributes. These are the visionary, team builder, relationship builder, and risk taker rated consistently high by faculty. Pagaura implied that the administrators are highly innovative, demonstrating leadership qualities that inspire collaboration, forward-thinking, and adaptability. This suggests that innovative leadership is not

only recognized by subordinates but also directly influences the school's capacity to adapt to change and improve outcomes. The result of the study serves as a guide for educational planners to incorporate the findings into regular strategic planning to foster leadership development and institutional growth.

b. Attention to details. In the realm of educational leadership, the success of school heads is often determined by their ability to manage complex tasks, prioritize effectively, and lead with precision. One key yet often underemphasized skill is attention to detail - the meticulous focus on small but significant elements that contribute to the overall efficiency and success of school management. For school heads, attention to detail means more than simply ensuring that tasks are completed - it involves a proactive awareness of how each decision, resource allocation, and interaction can impact the broader school environment.

As school leaders continue to implement innovative administrative techniques, the ability to focus on details becomes increasingly important. These techniques, which may involve the integration of new technologies, creative problem-solving approaches, and adaptive management styles, require a careful balancing act. School heads must navigate both the macro-level strategic decisions and the micro-level details that ensure smooth day-to-day operations.

This study explored how school heads in the Malilipot district employ attention to detail in their innovative administrative practices. It examined how this skill enhances their leadership effectiveness, influences time management, and contributes to the overall success of their schools. Table 2.b provides the innovative administrative techniques of school heads along with attention to details.

Table 2.b. Innovative Administrative Techniques of School Heads along Attention to Details

Innovative Administrative Techniques	School Heads N=14		Teachers N=197		Overall N=211	
	f	%	f	%	f	%
Ensures that all details are carefully considered and documented in planning and implementing	14	100	190	96.45	204	96.68
Communicates the details of new initiatives clearly and effectively to all stakeholders.	14	100	190	96.45	204	96.68
Provides staff comprehensive training and resources and ensure them understand their role and responsibilities to support the implementation process.	14	100	190	96.45	204	96.68
Establishes a clear matrix to track the progress and effectiveness of new initiatives and regularly collect and analyze data to monitor the implementation process.	14	100	191	96.95	205	97.16
Ensures that the new details of new Initiatives are tailored to meet the diverse needs of students.	14	100	191	96.95	205	97.16

Table 2.b implies that the school heads' high level of competence in managing administrative details is largely influenced by their strong academic and professional development background. A significant number of them have either completed or are currently pursuing higher education in fields closely aligned with educational leadership and management. Such academic preparation provides them with both the theoretical foundations and practical strategies necessary for effective school governance, including strategic planning, data-driven decision-making, and instructional supervision. It fosters critical thinking, systematic planning, and effective communication—core competencies essential for the successful execution of complex school initiatives.

Alsaleh (2020)³ focused on the roles of heads of departments' instructional leadership, collegial cooperation, and administrative support. The findings show that teachers' professional learning experiences were positively influenced by these factors. Specifically, the study found that greater cooperation among colleagues, strong instructional leadership from department heads, and supportive school administration were significantly linked to more positive learning outcomes for teachers. This research emphasizes the importance of leadership and collaboration in fostering effective professional development within schools.

c. Communication. In the dynamic environment of education, effective leadership plays a pivotal role in shaping the success of schools. School heads, or principals, serve as the driving force behind the establishment and maintenance of a positive educational culture. Their leadership decisions and administrative techniques influence nearly every aspect of school life from the tone of professional relationships among staff to the quality of learning experiences provided to students. A principal's ability to lead effectively not only supports academic achievement but also promotes a safe, inclusive, and motivating atmosphere where both teachers and students can thrive. Among the wide range of leadership strategies available to school heads, communication emerges as one of the most powerful and influential tools in achieving administrative success.

Table 2.c Innovative Administrative Techniques of School Heads along Communication

Innovative Administrative Techniques	School Heads N=14		Teachers N=197		Overall N=211	
	f	%	F	%	f	%
Utilizes a variety of communication platforms like school website, mobile apps, social media, emails, instant messaging to reach diverse communication and improve the efficiency and effectiveness of stakeholders	14	100	186	94.42	200	94.79
Holds regular staff meetings to discuss important updates, gather feedback and foster collaborative communication	14	100	190	96.45	204	96.68
Encourages and valuable feedback from staff and stakeholders to give input and participate in the planning an implementation on new initiative	14	100	190	96.45	204	96.68
Applies various channels like newsletters, school websites, or social media to keep informed about school events and updates	14	100	189	95.94	203	96.21
Creates opportunities for two way – communication even when delivering difficult news	14	100	189	95.94	203	96.21

In Table 2.c, the result implies that school heads in the Malilipot District demonstrate a highly developed capacity for innovative communication, which plays a critical role in their administrative effectiveness and overall school success. The consistent 100% response rate among school heads across all listed communication practices, ranging from the use of varied digital platforms to fostering two-way dialogue and inclusive decision-making, suggests a deliberate and strategic approach to leadership communication. This level of competence can be directly linked to their academic and professional development backgrounds. Many of these school leaders are currently enrolled in or have completed advanced studies in educational leadership and administration, equipping them with contemporary theories and practical models for effective school communication, stakeholder engagement, and change management.

Pearson (2024)⁴ emphasized the critical role administrators play in supporting teachers by fostering strong personal connections, prioritizing teacher well-being, and encouraging open communication. Key strategies include offering wellness initiatives, extended breaks, and mental health resources. Administrators should also support teachers in navigating difficult family conversations by sharing communication responsibilities and creating safe discussion spaces. Additionally, administrators must care for their own well-being through supportive networks. Ultimately, they serve as vital connectors among educators, families, and the school community to promote student success.

d. Monitoring and evaluation. In today's evolving educational landscape, school leadership is no longer limited to administrative oversight; it is now central to shaping the quality and direction of education. School heads are expected not only to manage daily operations but also to serve as instructional leaders who guide teaching practices, foster professional growth, and create a culture of excellence and innovation. As educational demands grow increasingly complex due to rapid technological changes, diverse student needs, and evolving curriculum standards, school leaders must adopt more strategic and responsive approaches to leadership.

Table 2.d. Innovative Administrative Techniques of School Heads along Monitoring and Evaluation

Innovative Administrative Techniques	School Heads N=14		Teachers N=197		Overall N=211	
	F	%	F	%	f	%
Adopts innovative assessment tools and methods (e.g. project – based learning assesses, performance-based assessment and portfolios) to measure student growth and achievement	14	100	185	93.91	199	94.31
Utilizations of student voice and feedback to gather insights into their learning experiences and school climate	14	100	187	94.92	201	95.26
Assesses and refines monitoring and evaluation processes to ensure they are aligned with school goals and meet the needs of the school community	14	100	187	94.92	201	95.26
Follows data to guide professional development for staff and to provide targeted support for pupils	14	100	187	94.92	201	95.26
Integrates technology tools (e.g. data visualization software, online assessment platforms, learning management system) to enhance monitoring and evaluation practices	14	100	196	99.49	210	99.53

Table 2.d indicates that school heads in the Malilipot district are implementing a comprehensive and innovative approach to monitoring and evaluation (M&E), which is fully aligned with 21st-century demands for educational leadership. The unanimous 100% response rate among school heads across all identified M&E techniques demonstrates their deep commitment to using advanced, student-centered, and data-driven strategies in evaluating school performance. These include the adoption of non-traditional assessment tools such as project-based and performance-based assessments, the active use of student voice in feedback systems, regular refinement of M&E practices to meet evolving school needs, and the integration of digital platforms to enhance data tracking and analysis.

Gading (2023)⁵ highlighted that instructional supervision, feedback, and coaching are vital elements of effective monitoring and evaluation (M&E) by school heads, especially when customized to meet individual teacher needs. However, challenges remain in the consistent application of these practices, indicating a need for more structured and integrated administrative processes. Complementing this, the Department of Education (DepEd, 2022) notes the growing use of digital tools such as Learning Management Systems, data dashboards, and online evaluation platforms. These innovations enable real-time monitoring of teacher performance, student outcomes, and School Improvement Plan (SIP) progress, promoting greater transparency, timely interventions, and data-driven decision-making in school leadership.

Table 3 The Challenges Encountered on the Use of Innovative Administrative Techniques of School Heads

Challenges	School Heads		Teachers		Sum of Ranks	Final Rank
	F	Rank	F	Rank		
Time Management						
Staff members were resistant to adopting and implementing new time management techniques.	5	1 st	145	1 st	2	1 st
The implementation of the new time management techniques led to unforeseen negative consequences, such as increased workload or reduced flexibility.	3	3 rd	128	3 rd	6	3 rd
Integrating the new time management techniques with the existing system and procedures proved to be difficult and disrupted.	4	2 nd	139	2 nd	4	2 nd
Attention to Details						
Staff members struggled to consistently maintain a high level of attention to detail when using the new techniques.	4	2 nd	146	1 st	3	1 st
Lack of people training on the new importance of meticulousness within the new techniques resulted in errors and omissions.	3	3 rd	132	2.5 th	5.5	3 rd
The emphasis on the new techniques created a perception that attention to detail was less important than other priorities, leading to a decline in focus on accuracy.	6	1 st	132	2.5 th	3.5	2 nd
Communication						
The new communication techniques were poorly understood by staff, leading to confusion and misinterpretation of information.	3	2 nd	150	1.5 th	3.5	2 nd
Lack of training and support for staff in using the new communication tools resulted in ineffective communication and missed information.	4	1 st	150	1.5 th	2.5	1 st
The communication techniques were overly complex and cumbersome, making it difficult for staff to communicate effectively.	2	3 rd	146	3 rd	6	3 rd
Monitoring and Evaluation						
The new monitoring and evaluation techniques lacked clear and measurable indicators, making it difficult to accurately assess progress and impact.	4	2 nd	150	2 nd	4	2 nd
Staff members lacked the necessary training ang skills to effectively implement the new monitoring and evaluation procedures leading to inconsistencies and inaccurate data collection.	6	1 st	150	2 nd	3	1 st
The new monitoring techniques and evaluation failed to address the specific needs and priorities of the school, resulting in data that was irrelevant or unhelpful.	3	3 rd	150	2 nd	5	3 rd

Table 3 means that school heads face multiple, layered challenges in implementing innovative administrative techniques, particularly due to gaps in staff readiness, training, and system alignment. Across the four domains of time management, attention to details, communication, and monitoring and evaluation, the most pressing issues stem from staff resistance, lack of training, and difficulty integrating new methods into existing systems. The highest-ranked challenge in time management was the resistance of staff to adopt new strategies, indicating a need for stronger change management and stakeholder buy-in. In attention to detail, maintaining consistency in accuracy emerged as the top concern, pointing to potential conflicts between efficiency and precision in new systems. For communication, the

absence of adequate training led to ineffective exchanges, signaling a critical need for capacity-building. Meanwhile, in monitoring and evaluation, the lack of staff skills and unclear indicators hindered the reliability of collected data. These findings underscore the importance of preparing staff through orientation, training, and support systems before implementing innovative practices.

Bagarinao, (2022)⁶ conducted a study among public school principals in Southern Leyte, Philippines, and identified major barriers to effective implementation of School-Based Management (SBM). The findings revealed that administrators often struggled with excessive workloads, limited managerial competencies, and inadequate training in leadership and management. These challenges hindered the successful execution of SBM initiatives, resulting in a mismatch between planned administrative goals and the actual outcomes at the school level. The study highlights the critical need for systemic support and capacity-building interventions to enable school heads to implement innovative administrative strategies more effectively.

Table 4 Administrative Sustainability Plan to Address the Challenges

Objectives	Activities	Persons Involved	Resources Needed'	Timeline	Expected Outcome
Communication					
Lack of training and support for staff in using new communication tools resulted in ineffective communication and missed information.	Conduct training sessions and provide ongoing support to staff on the use of new communication tools.	M&E Team, Principal, Teacher ICT Coordinator	Php 15,000	January-March 2026	Staff effectively use new communication tools, leading to improved information flow and fewer missed communications.
Monitoring and Evaluation					
Staff lacked the necessary training and skills to implement new monitoring and evaluation procedures, leading to inconsistencies and inaccurate data collection	Implement capacity-building programs to equip staff with the skills to accurately carry out monitoring and evaluation tasks.	M&E Team, Principal, Teacher ICT Coordinator	Php 12,000.00	April- June 2026	Staff gain the skills to properly conduct monitoring and evaluation, resulting in more consistent and accurate data collection and reduced errors.
Attention to Details					
Staff struggled to consistently maintain a high level of attention to detail when using the new techniques	Organize training and practice sessions focused on improving accuracy and attention to detail in administrative tasks.	M&E Team, Principal, Teacher ICT Coordinator	Php 8,000.00	July - September 2026	Staff demonstrate improved accuracy and attention to detail when using the new techniques, resulting in fewer mistakes in administrative tasks.
Time Management					
Staff members were resistant to adopting and implementing new time management techniques	Conduct workshops and coaching sessions to familiarize staff with new time management techniques and	M&E Team, Principal, Teacher ICT Coordinator	Php 8,000.00	October - December 2026	Staff become more open to and engaged in using new time management techniques, leading to improved task organization and efficiency.

	encourage their adoption.				
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Table 4 outlines a comprehensive plan to address several challenges in implementing time management and administrative innovations within a school setting. One key challenge identified is staff resistance to time management innovations, which can be addressed through change management and orientation sessions, specifically by organizing orientation and consultation workshops led by the school head and teachers during the first quarter of School Year (SY) 2025–2026. This is expected to increase staff openness to new practices. Another concern is the difficulty in integrating new techniques with existing procedures. To resolve this, the school will develop integration frameworks and standard operating procedures (SOPs), including alignment plans, ensuring smoother implementation with minimal disruptions in the second quarter.

Rivaldi (2024)⁷ emphasizes the importance of strengthening administrative policy management through the development of clear and transparent Standard Operating Procedures (SOPs), effective monitoring and evaluation (M&E) systems, and capacity-building through skills training. The research also highlights the role of technology integration in improving administrative efficiency and underscores the value of strong community partnerships in sustaining school governance improvements. The findings directly support your implementation plan's emphasis on SOP creation, M&E training, and stakeholder engagement, confirming that these components are essential for effective school administration and innovation.

4. Conclusion

The following conclusions were drawn:

- The administrative areas by the school heads in Malilipot district were time management; attention to details; communication; and monitoring and evaluation.
- There were innovative administrative techniques employed by the school heads in the Malilipot district along with time management, attention to detail, communication, and monitoring and evaluation.
- The extent of usage of innovative administrative techniques of school heads in the Malilipot district along with time management, attention to details, communication, and monitoring and evaluation was described as always.
- There is a significant difference in the extent of usage of the innovative administrative techniques between the school heads and teachers along the lines of time management, attention to details, communication, and monitoring and evaluation.
- The challenges encountered on the use of innovative administrative techniques were as follows: along time management was *staff members were resistant to adopting and implementing new time management techniques*; on attention to details, *staff members struggled to consistently maintain a high level of attention to detail when using the new techniques*; on communication, *lack of training and support for staff in using the new communication tools resulted in ineffective communication and missed information*; and along monitoring and evaluation, *staff members lacked the necessary training and skills to effectively implement the new monitoring and evaluation procedures leading to inconsistencies and inaccurate data collection*.
- The researcher developed and presented an administrative sustainability plan to address the challenges associated with the use of innovative administrative techniques.

Compliance with ethical standards

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Disclosure of conflict of interest

I declare that I have no conflicts of interest related to this research. I have no personal or financial relationships that could influence my work.

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