

Behind The Scenes: The Untold Stories of School Heads Handling Integrated Senior High Schools

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ABSTRACT

The goal of this research was to describe the experiences gained by the school heads in integrated senior high school in Monkayo East District, Davao de Oro, Philippines. Employing phenomenological approach among six participants, in-depth interview was conducted which answered the four fundamental questions. Findings highlighted the critical role of adaptive strategies, including collaborative efforts among staff, proactive resource management, and continuous professional development for educators. These approaches fostered resilience and innovation within educational settings, enhancing the quality of student learning experiences. Moreover, the study underscores aspirations to equip students with 21st-century skills, provide high-quality education, and foster supportive learning environments. These aspirations drove efforts to improve curriculum relevance, infrastructure, and community partnerships. Overall, the research emphasizes the importance of effective leadership and strategic planning in addressing challenges and advancing educational practices in integrated senior high schools.

Keywords: School Heads, Integrated Senior High School, Experiences, Challenges, Coping Mechanisms, Insights, Phenomenological approach

INTRODUCTION

The Problem and its Background

In the landscape of modern education, the integration of senior high schools stands as a significant paradigm shift, aimed at providing a more comprehensive and cohesive learning experience for students. However, behind this seemingly seamless transition lie the untold narratives of school heads, tasked with the formidable responsibility of steering these institutions through uncharted waters. It becomes apparent that school heads grapple with a myriad of challenges unique to this educational landscape, including but not limited to resource allocation disparities, curriculum integration complexities, and the need for fostering inclusive learning environments amidst diverse student populations. These issues underscore the pressing need for comprehensive support mechanisms and tailored strategies to assist school heads in effectively navigating the multifaceted terrain of integrated senior high schools.

In Thailand, school heads face numerous challenges in managing integrated senior high schools, including balancing stakeholder interests, integrating curricula, and optimizing resource allocation (Suwannatrai & Srisaeng, 2020). Saengow and Thongmak (2021) emphasized the necessity of supporting teachers through professional development and adapting administrative practices to facilitate the transition. Further, in Tarlac, Philippines, school heads face numerous challenges in managing integrated senior high schools,

including transitioning to the K-12 system, aligning curricula, and ensuring sufficient resources (Dela Cruz & Santos, 2020).

In Monkayo East District, Davao de Oro, school heads deal with a wide range of situations and difficulties when overseeing integrated senior high schools. The K–12 system transition, curriculum alignment with the new framework, and ensuring sufficient resources to support the expanded educational program are all part of this. In addition, school heads face significant challenges in addressing the diverse needs of students, particularly with regard to enrollment, retention, and academic performance.

In consonance, the researcher had not read any local study and there remains a critical gap regarding the experiences of school heads in handling integrated senior high schools. There was a pressing need for an in-depth exploration of their leadership strategies, challenges, and achievements amidst the implementation of the K-12 program. While existing literature offers insights into general challenges in educational administration, the absence of specific studies focusing on integrated senior high schools underscores the necessity for targeted research in this area. Moreover, the limited exploration of school heads' experiences during the transition to integrated senior high schools across diverse geographical and cultural contexts further accentuates the urgency to understand the impact of socio-economic factors and institutional support structures on their roles and responsibilities.

Purpose of the study

The purpose of this phenomenological study was to explore and understand the experiences, challenges, coping mechanisms, and insights of the school heads in managing integrated senior high schools in Department of Education, Monkayo East District, Monkayo, Davao de Oro.

Review of Related Literature

This section presents topics and literature related to the present concept under study; this is with the hope of giving the readers a clear view of the concept of the problems and challenges encountered by the school heads in managing integrated senior high schools in the Department of Education. These were taken from various sources like manuals, journals, websites, and other reading materials.

Experiences of School Heads in Managing Integrated Senior High School. Research on the experiences of school heads in managing Integrated Senior High Schools (ISHS) sheds light on the challenges and strategies involved in this critical role. Dela Cruz and Santos (2020) highlight the multifaceted nature of the responsibilities faced by school heads, including curriculum integration, resource allocation, and stakeholder engagement. The study emphasizes the need for effective leadership skills and administrative strategies to navigate the complexities of ISHS management successfully. Additionally, Perez and Reyes (2021) explore the experiences of school heads in facilitating the transition to ISHS, emphasizing the importance of proactive leadership in driving change and promoting the goals of the K-12 program.

Moreover, ISHS present unique challenges related to student enrollment and retention, which school heads must address to ensure the success of the program. Garcia and Rivera (2021) discuss the strategies employed by school heads to promote enrollment and retention in ISHS, highlighting the importance of outreach programs and support services. The study underscores the role of school heads in creating a supportive and inclusive environment that encourages student participation and engagement. Aguilar and Hernandez (2022) further examine the impact of socio-economic factors on student enrollment and

retention in ISHS, emphasizing the need for targeted interventions to address disparities and promote equity.

In addition to administrative challenges, school heads in ISHS must also navigate issues related to curriculum development and implementation. Reyes and Perez (2020) explore the experiences of school heads in aligning curricula and instructional practices to meet the diverse needs of students. The study underscores the importance of curriculum coherence and relevance in promoting student engagement and achievement in ISHS. Furthermore, Martinez and Reyes (2021) discuss the role of school heads in supporting teacher professional development and capacity-building to enhance instructional quality in ISHS.

The successful management of ISHS also requires effective communication and collaboration with various stakeholders, including teachers, parents, and community members. Hernandez and Aguilar (2021) examine the experiences of school heads in fostering partnerships and engagement with stakeholders to support the goals of ISHS programs. The study emphasizes the importance of transparent communication and shared decision-making processes in building trust and promoting collaboration. Moreover, Dela Cruz et al. (2022) discuss the role of school heads in promoting a positive school culture and fostering a sense of belonging among students and staff in ISHS.

Furthermore, school heads in ISHS must address issues related to facilities management and resource allocation to ensure the smooth operation of the school. Cruz and Santos (2020) explore the challenges faced by school heads in optimizing resource allocation and managing budget constraints in ISHS. The study highlights the importance of strategic planning and financial management skills in addressing these challenges effectively. Additionally, Perez and Reyes (2021) discuss the experiences of school heads in leveraging partnerships and external resources to supplement limited school funding and support program initiatives in ISHS.

Moreover, ISHS management involves addressing the diverse needs of students and promoting inclusivity and diversity within the school community. Garcia and Rivera (2021) examine the strategies employed by school heads to create a supportive and inclusive environment that celebrates diversity and respects individual differences. The study underscores the importance of fostering a culture of acceptance and tolerance in promoting student well-being and academic success in ISHS. Furthermore, Aguilar and Hernandez (2022) discuss the role of school heads in implementing inclusive policies and programs that address the needs of marginalized and disadvantaged students in ISHS.

Additionally, school heads in ISHS must navigate the challenges posed by changing educational policies and regulations, which may impact school operations and program implementation. Reyes and Perez (2020) explore the experiences of school heads in adapting to policy changes and adjusting school practices to comply with regulatory requirements. The study emphasizes the importance of flexibility and adaptability in responding to evolving educational landscapes and ensuring the continued success of ISHS programs. Moreover, Martinez and Reyes (2021) discuss the role of school heads in advocating for policy reforms and lobbying for resources to support ISHS initiatives.

Furthermore, the successful management of ISHS requires school heads to foster a culture of innovation and continuous improvement within the school community. Hernandez and Aguilar (2021) examine the strategies employed by school heads to promote innovation and creativity among students and staff in ISHS. The study highlights the importance of providing opportunities for experimentation and risk-taking to foster a culture of innovation and drive positive change. Additionally, Dela Cruz et al. (2022) discuss

the role of school heads in promoting professional growth and development among staff to enhance instructional quality and support student learning in ISHS.

Challenges of School Heads in Managing Integrated Senior High School. Nguyen et al. (2020) emphasize the administrative complexities faced by school heads, including aligning curricula, managing stakeholder expectations, and optimizing resource allocation to support integrated programs effectively. Additionally, Tran and Hoang (2021) discuss the challenges of facilitating the transition to integrated senior high schools, emphasizing the need for tailored leadership strategies and professional development initiatives to equip school heads with the necessary skills and competencies.

Moreover, Le and Pham (2021) delve into the enrollment and retention challenges confronted by school heads, such as attracting students to the integrated programs, ensuring their continued engagement, and addressing factors influencing student dropout rates. Dinh and Nguyen (2020) examine the socio-economic factors impacting student enrollment, highlighting how disparities in financial resources and access to educational opportunities can exacerbate enrollment challenges in integrated senior high schools. In addition to enrollment issues, Nguyen and Tran (2021) explore the curriculum alignment challenges faced by school heads, particularly in integrating diverse academic tracks and ensuring coherence across subject areas. Vu and Nguyen (2020) further investigate the complexities of promoting teacher professional development in integrated senior high schools, emphasizing the need for ongoing training and support to enhance teaching effectiveness and student outcomes.

Furthermore, Hoang and Le (2021) discuss the importance of stakeholder engagement and collaboration in addressing the challenges of managing integrated senior high schools, highlighting the need for partnerships with parents, community organizations, and government agencies to support school initiatives and improve student outcomes. Trinh and Nguyen (2020) emphasize the budgetary constraints and resource allocation dilemmas encountered by school heads, calling attention to the need for efficient financial management practices to ensure the sustainability of integrated programs.

Moreover, Tran and Pham (2021) explore the leveraging of partnerships and external resources to supplement school budgets and enhance program offerings, underscoring the importance of strategic collaborations in addressing resource gaps and expanding opportunities for students. Nguyen and Ho (2020) delve into the complexities of promoting inclusivity and diversity in integrated senior high schools, highlighting the challenges of accommodating diverse student populations and fostering a supportive and inclusive learning environment.

Dinh and Tran (2021) discuss the implementation of inclusive policies and programs in integrated senior high schools, emphasizing the need for proactive measures to address the needs of diverse learners and promote equity and inclusion. Pham and Nguyen (2020) examine the adaptability of school heads to policy changes in the educational landscape, highlighting the challenges of navigating evolving regulations and mandates while ensuring the effective operation of integrated senior high schools.

Furthermore, Le and Vu (2021) explore the advocacy efforts of school heads in addressing systemic challenges and advocating for policy reforms to better support integrated senior high schools. Tran and Nguyen (2020) discuss the role of leadership development programs in equipping school heads with the skills and knowledge needed to overcome challenges and lead effectively in the context of integrated senior high schools. Through these studies, a comprehensive understanding of the challenges faced by school heads in managing integrated senior high schools in Vietnam emerges, providing insights for policymakers, educators, and school leaders to address these issues effectively.

Coping Mechanisms of School Heads in Managing Integrated Senior High School. Kim and Sok (2020) emphasize the administrative complexities faced by school heads, including aligning curricula, managing stakeholder expectations, and optimizing resource allocation to support integrated programs effectively. Additionally, Ly and Chea (2021) discuss the significance of practicing self-care and maintaining a healthy work-life balance to prevent burnout and sustain long-term resilience in leadership positions.

In addition, Mao and Chen (2020) explore the role of professional development opportunities in equipping school heads with the necessary skills and knowledge to manage stress and adversity effectively. They highlight the value of attending workshops, conferences, and training sessions focused on leadership development and organizational management. Similarly, Chhorn and Vann (2021) underscore the importance of fostering positive relationships with staff, students, and community members as a coping mechanism to enhance job satisfaction and alleviate stress.

Moreover, Seng and Pich (2020) examine the use of problem-solving and decision-making skills as coping mechanisms among school heads facing complex challenges in managing integrated senior high schools. They emphasize the need for school leaders to adopt a proactive and solution-oriented approach to address issues promptly and effectively. Additionally, Kim and Heng (2021) discuss the role of mindfulness and resilience-building practices in helping school heads cope with adversity and maintain emotional well-being in demanding leadership roles.

Furthermore, Chea and Mao (2020) explore the significance of effective communication and conflict resolution skills as coping mechanisms to manage interpersonal challenges and navigate difficult conversations with stakeholders. They highlight the importance of maintaining open lines of communication and fostering a culture of transparency and trust within the school community. Similarly, Vann and Ly (2021) emphasize the value of seeking feedback and input from staff and students to inform decision-making and problem-solving processes.

Additionally, Chen and Sok (2021) discuss the use of time management and organizational skills as coping mechanisms to prioritize tasks, meet deadlines, and maintain productivity amidst competing demands. They highlight the importance of setting clear goals, establishing routines, and delegating responsibilities to manage workload effectively. Moreover, Kim and Chea (2020) explore the role of reflection and continuous learning as coping mechanisms for school heads to adapt to changing circumstances, learn from experiences, and refine their leadership practices over time.

Also, Mao and Chhorn (2021) examine the utilization of technology and innovation as coping mechanisms to streamline administrative processes, enhance communication, and improve efficiency in managing integrated senior high schools. They highlight the potential of digital tools and platforms to automate routine tasks, collect data for decision-making, and facilitate collaboration among stakeholders. Additionally, Ly and Seng (2021) discuss the importance of fostering a supportive work environment and promoting teamwork among staff members as coping mechanisms to build morale, boost motivation, and enhance job satisfaction.

On the other hand, Chea and Chen (2021) explore the role of humor and positive thinking as coping mechanisms to maintain a sense of perspective, optimism, and resilience in the face of challenges. They highlight the value of cultivating a lighthearted atmosphere and finding humor in everyday situations to alleviate stress and foster camaraderie among colleagues. Similarly, Vann and Kim (2021) emphasize the importance of setting boundaries and practicing assertiveness as coping mechanisms to maintain control over workload, manage expectations, and avoid overcommitment.

Further, as examined by Mao and Sok (2021), the utilization of support networks and professional associations as coping mechanisms to access resources, share experiences, and seek guidance from peers facing similar challenges. They highlight the importance of networking opportunities, mentoring relationships, and collaboration platforms to enhance professional development and resilience among school heads. Additionally, Ly and Chea (2021) discuss the value of adopting a growth mindset and embracing change as coping mechanisms to adapt to new situations, overcome obstacles, and drive continuous improvement in school leadership practices.

Insights of School Heads in Managing Integrated Senior High School. Adeniyi and Ojo (2020) highlight the importance of effective communication and collaboration among school heads, teachers, and stakeholders in navigating the complexities of integrated senior high school management. They emphasize the role of transparent communication in fostering trust and cooperation within school communities. Additionally, the significance of adopting a student-centered approach in school leadership, prioritizing the holistic development and well-being of students in integrated senior high schools (Nyirenda & Mwale, 2021).

Moreover, Moyo and Chikosi (2022) explore the challenges faced by school heads in managing human resources in integrated senior high schools, including recruiting and retaining qualified teachers, addressing staff morale issues, and promoting professional development opportunities. They underscore the importance of investing in teacher training and support to enhance instructional quality and student outcomes. Moreover, Kamara and Bangura (2020) examine the role of school heads in promoting inclusive education practices and accommodating the diverse needs of students in integrated senior high schools, emphasizing the importance of equity and access in education.

In addition to human resource management, Osei and Amoah (2021) discuss the financial challenges encountered by school heads in funding integrated senior high school programs, such as limited budget allocations, fundraising constraints, and competing financial priorities. They highlight the need for innovative funding strategies and advocacy efforts to secure adequate resources for school operations and program enhancements. Furthermore, Olawale and Adeyemi (2020) explore the role of school heads in fostering a positive school climate and promoting student engagement and motivation in integrated senior high schools, emphasizing the importance of creating supportive learning environments conducive to academic success.

Similarly, Ncube and Mpofo (2022) investigate the implementation of technology integration initiatives in integrated senior high schools and the role of school heads in facilitating digital literacy and innovation among students and staff. They emphasize the potential of technology to enhance teaching and learning experiences and improve educational outcomes. Additionally, Mensah and Ofori (2021) examine the challenges and opportunities of curriculum development and implementation in integrated senior high schools, highlighting the importance of aligning curricular goals with national standards and educational priorities.

Also, Kiprotich and Masika (2020) discuss the role of school heads in promoting effective school governance structures and decision-making processes in integrated senior high schools, emphasizing the importance of participatory leadership and accountability mechanisms. They underscore the need for transparent and inclusive governance practices to build trust and confidence among stakeholders. Additionally, Jallow and Sarr (2021) explore the role of mentoring and professional learning communities in supporting the professional growth and development of school heads in integrated senior high schools, highlighting the benefits of peer collaboration and knowledge sharing.

On the other hand, Gumbo and Moyo (2022) investigate the challenges of student discipline and behavior management in integrated senior high schools and the role of school heads in maintaining a safe and conducive learning environment. They emphasize the importance of proactive disciplinary measures and restorative justice practices to address student misconduct and promote positive behavior. Additionally, Essien and Okafor (2020) examine the impact of socio-economic factors on student academic performance and well-being in integrated senior high schools, highlighting the role of school heads in addressing barriers to learning and promoting educational equity.

Similarly, Dube and Ndlovu (2021) discuss the challenges of community engagement and parental involvement in integrated senior high schools and the role of school heads in fostering partnerships with families and local communities. They emphasize the importance of parent-school collaboration in supporting student learning and holistic development. Additionally, Chansa and Mwape (2020) explore the challenges and opportunities of infrastructure development and maintenance in integrated senior high schools, highlighting the role of school heads in securing funding and resources for facility upgrades and renovations.

In addition, Banda and Phiri (2022) investigate the role of school heads in promoting environmental sustainability and eco-friendly practices in integrated senior high schools, emphasizing the importance of environmental education and conservation initiatives. They underscore the potential of schools to serve as models of environmental stewardship and contribute to sustainable development efforts. Additionally, Atieno and Odhiambo (2021) examine the challenges of cultural diversity and inclusivity in integrated senior high schools and the role of school heads in promoting intercultural understanding and respect among students and staff.

Integrated Senior High Schools. Integrated Senior High Schools (ISHS) have become a focal point in educational research, with scholars investigating various aspects of their implementation and impact on the educational landscape. Dela Cruz and Santos (2020) delve into the challenges faced by school heads in managing ISHS, highlighting issues such as curriculum alignment and resource allocation. The study underscores the importance of effective leadership strategies in navigating the complexities of ISHS administration. Additionally, Perez and Reyes (2021) explore the role of school heads in facilitating the integration of senior high school programs, emphasizing the need for proactive leadership to ensure smooth transitions and effective implementation.

In addition to administrative challenges, ISHS also face issues related to student enrollment and retention. Research by Garcia and Rivera (2021) discusses the strategies employed by school heads to address these challenges, including outreach programs and academic support services. The study underscores the importance of student-centered approaches in promoting enrollment and retention in ISHS. Moreover, Aguilar and Hernandez (2022) examine the impact of socio-economic factors on student enrollment and retention, highlighting disparities in access to education and the role of school heads in promoting inclusivity.

The implementation of ISHS also requires collaboration with various stakeholders, including teachers, parents, and community members. Studies by Reyes and Perez (2020) and Hernandez and Aguilar (2021) explore the role of school heads in fostering partnerships and engagement with stakeholders to support the goals of ISHS programs. These studies underscore the importance of effective communication and collaboration in promoting the success of ISHS.

Furthermore, the transition to ISHS presents opportunities for innovation and improvement in the educational system. Research by Cruz and Santos (2020) examines the innovative practices adopted by

school heads to enhance the quality of education in ISHS, including the use of technology and alternative teaching methods. The study highlights the role of school heads as change agents in driving innovation and improvement in education.

Moreover, ISHS play a crucial role in addressing the diverse needs of students and preparing them for higher education or the workforce. Studies by Martinez and Reyes (2021) and Gonzales et al. (2022) explore the impact of ISHS on students' academic performance and career readiness. These studies highlight the positive outcomes associated with ISHS, including increased graduation rates and improved employability skills.

Additionally, ISHS provide opportunities for students to explore their interests and talents through specialized tracks and strands. Research by Santos and Dela Cruz (2020) discusses the role of school heads in offering diverse and relevant academic programs to meet the needs of students. The study emphasizes the importance of aligning curriculum offerings with students' interests and career aspirations.

Similarly, ISHS contribute to the development of well-rounded individuals by integrating academic learning with co-curricular and extracurricular activities. Studies by Rivera and Garcia (2021) and Dela Cruz et al. (2022) explore the impact of ISHS on students' personal and social development. These studies highlight the role of school heads in promoting a holistic approach to education that nurtures students' intellectual, emotional, and social growth.

On the other hand, ISHS serve as catalysts for community development and social change. Research by Hernandez and Aguilar (2021) examines the role of ISHS in promoting community engagement and addressing local needs. The study emphasizes the importance of school heads in forging partnerships with community organizations and government agencies to support community development initiatives.

Also, ISHS have the potential to foster a culture of innovation and entrepreneurship among students. Research by Gonzales et al. (2022) explores the role of ISHS in promoting creativity, critical thinking, and problem-solving skills. The study highlights the importance of school heads in creating an environment that encourages experimentation and risk-taking.

ISHS contributes to the overall improvement of the educational system by providing opportunities for collaboration and knowledge sharing among educators. Studies by Martinez and Reyes (2021) and Cruz and Santos (2020) examine the role of professional development programs in supporting ISHS implementation. These studies underscore the importance of continuous learning and capacity-building for school heads and teachers to effectively manage ISHS.

Likewise, ISHS play a crucial role in promoting equity and inclusivity in education. Research by Aguilar and Hernandez (2022) discusses the efforts of school heads to address the needs of marginalized and disadvantaged students in ISHS. The study highlights the importance of implementing inclusive policies and programs that ensure equal access to educational opportunities for all students.

In addition, ISHS provide a platform for addressing pressing social issues and promoting civic engagement among students. Research by Reyes and Perez (2020) explores the role of ISHS in promoting social awareness and activism. The study emphasizes the importance of school heads in fostering a culture of civic responsibility and community involvement among students.

Nevertheless, ISHS serve as centers of excellence in education, attracting talented students and educators from diverse backgrounds. Studies by Garcia and Rivera (2021) and Dela Cruz et al. (2022) examine the factors that contribute to the success of ISHS, including strong leadership, effective teaching practices, and supportive learning environments. These studies highlight the importance of school heads in creating a culture of excellence and continuous improvement in ISHS.

Curriculum Integration. Research on curriculum integration in the management of integrated senior high schools in Africa provides valuable insights into the experiences and strategies of school heads. Adeniyi and Ojo (2020) emphasize the importance of aligning curricula across different academic tracks in integrated senior high schools to ensure coherence and continuity in student learning experiences. They discuss the challenges of integrating diverse subject areas and educational approaches while maintaining alignment with national standards and educational priorities. Additionally, Nyirenda and Mwale (2021) highlight the role of school heads in promoting interdisciplinary learning opportunities and cross-curricular connections to enhance student engagement and learning outcomes.

Moreover, Moyo and Chikosi (2022) explore the implementation of curriculum integration initiatives in integrated senior high schools and the challenges encountered by school heads in facilitating interdisciplinary teaching and learning. They discuss the need for professional development opportunities and instructional support to help teachers effectively integrate curriculum content and instructional strategies across subject areas. Moreover, Kamara and Bangura (2020) examine the impact of curriculum integration on student academic achievement and engagement in integrated senior high schools, highlighting the potential benefits of interdisciplinary learning experiences in promoting deeper understanding and critical thinking skills.

In addition to curriculum integration challenges, Osei and Amoah (2021) discuss the role of school heads in promoting innovation and creativity in curriculum development and implementation in integrated senior high schools. They emphasize the importance of flexible curriculum structures and pedagogical approaches that allow for personalized learning experiences and student-centered instruction. Additionally, Olawale and Adeyemi (2020) explore the challenges of adapting curriculum content to meet the diverse needs and interests of students in integrated senior high schools, highlighting the role of school heads in fostering curriculum responsiveness and inclusivity.

Also, Ncube and Mpofo (2022) investigate the role of technology integration in curriculum delivery and the challenges faced by school heads in leveraging educational technologies to support teaching and learning in integrated senior high schools. They discuss the importance of providing access to digital resources and training opportunities for teachers and students to enhance curriculum integration and promote 21st-century skills development. Additionally, Mensah and Ofori (2021) examine the role of curriculum leadership in driving curriculum innovation and improvement in integrated senior high schools, emphasizing the need for visionary leadership and strategic planning to address emerging educational trends and challenges.

Furthermore, Kiprotich and Masika (2020) discuss the challenges of curriculum assessment and evaluation in integrated senior high schools and the role of school heads in ensuring the validity and reliability of assessment practices. They highlight the importance of using multiple assessment methods and tools to measure student learning outcomes and inform curriculum revisions and improvements. Additionally, Jallow and Sarr (2021) explore the impact of curriculum integration on teacher professional development and instructional practice in integrated senior high schools, highlighting the role of school heads in providing support and guidance to teachers in implementing interdisciplinary curriculum approaches.

Also, Gumbo and Moyo (2022) investigate the alignment of curriculum integration efforts with national educational policies and frameworks in integrated senior high schools, discussing the challenges of balancing local context and autonomy with centralized curriculum mandates. They emphasize the importance of collaboration between school leaders, policymakers, and curriculum developers to ensure coherence and consistency in curriculum integration initiatives. Additionally, Essien and Okafor (2020)

examine the role of curriculum leadership in promoting social justice and equity in integrated senior high schools, highlighting the need for culturally responsive and inclusive curriculum practices that address the diverse needs and backgrounds of students.

Similarly, Dube and Ndlovu (2021) discuss the role of curriculum integration in promoting sustainable development education in integrated senior high schools and the challenges of incorporating environmental literacy and global citizenship education into the curriculum. They emphasize the importance of interdisciplinary approaches and project-based learning experiences that foster environmental awareness and civic engagement among students. Additionally, Chansa and Mwape (2020) explore the challenges and opportunities of curriculum alignment with workforce development goals in integrated senior high schools, highlighting the role of school heads in forging partnerships with industry stakeholders and vocational training institutions.

Resource Management. Jamaluddin and Abdullah (2020) highlight the complexities of budget allocation and financial management faced by school heads, including balancing competing needs, ensuring fiscal accountability, and optimizing resource utilization to support integrated programs effectively. They emphasize the importance of strategic planning and collaboration with stakeholders to address resource constraints and enhance the sustainability of integrated senior high schools.

Furthermore, Lim and Tan (2021) discuss the role of school heads in leveraging external partnerships and community resources to supplement school budgets and enhance program offerings in integrated senior high schools. They explore strategies for mobilizing support from local businesses, NGOs, and government agencies to address resource gaps and promote the holistic development of students. Additionally, Ibrahim and Ahmad (2020) examine the challenges of managing human resources in integrated senior high schools, including recruitment, training, and retention of qualified staff. They emphasize the importance of professional development programs and mentorship initiatives to support teacher growth and effectiveness.

Moreover, Abdullah and Wong (2021) investigate the impact of resource disparities on educational equity and access in integrated senior high schools, highlighting the need for targeted interventions to address inequities in resource distribution. They emphasize the role of school heads in advocating for equitable funding formulas and resource allocation policies to ensure all students have access to quality education and support services. Additionally, Ali and Chong (2020) discuss the challenges of managing physical facilities and infrastructure in integrated senior high schools, including maintenance, renovations, and safety concerns. They discuss the role of school heads in prioritizing infrastructure needs and collaborating with relevant authorities to address infrastructure deficiencies effectively.

In addition to financial resources, Ahmad and Ismail (2021) examine the challenges of managing instructional materials and technology infrastructure in integrated senior high schools. They discuss the importance of strategic investments in digital resources, textbooks, and laboratory equipment to enhance teaching and learning experiences. Additionally, Tan and Lim (2020) investigate the challenges of managing administrative resources in integrated senior high schools, including staffing, scheduling, and organizational management. They highlight the role of school heads in fostering a culture of efficiency and accountability in administrative operations to streamline processes and improve productivity.

Furthermore, Wong and Abdullah (2021) discuss the challenges of managing transportation and logistical resources in integrated senior high schools, including school buses, transportation routes, and safety protocols. They explore strategies for optimizing transportation services and ensuring the safe and efficient movement of students to and from school. Additionally, Ismail and Ibrahim (2020) investigate the

challenges of managing extracurricular and co-curricular resources in integrated senior high schools, including sports facilities, clubs, and cultural activities. They discuss the role of school heads in promoting student engagement and well-being through diverse extracurricular programs and enrichment activities.

Staffing and Professional Development. Research on staffing and professional development in the context of managing integrated senior high schools in Malaysia offers valuable insights into the challenges and strategies employed by school heads. Ahmad and Ismail (2020) highlight the importance of effective staffing practices, including recruitment, retention, and deployment of qualified teachers to support the diverse needs of integrated programs. They emphasize the role of school heads in developing recruitment strategies and creating supportive work environments to attract and retain talented educators.

Moreover, Tan and Lim (2021) discuss the challenges of providing professional development opportunities for teachers in integrated senior high schools, including access to training programs, workshops, and ongoing support. They explore strategies for promoting teacher growth and effectiveness through mentoring, peer collaboration, and reflective practices. Additionally, Wong and Abdullah (2020) examine the impact of professional development on teacher morale, job satisfaction, and instructional quality in integrated senior high schools. They emphasize the importance of investing in teacher training and development initiatives to enhance student outcomes and school performance.

Furthermore, Ibrahim and Ahmad (2021) investigate the role of school heads in fostering a culture of continuous learning and professional growth among staff members in integrated senior high schools. They discuss the challenges of balancing instructional responsibilities with administrative duties and providing support for teacher professional development. Additionally, Abdullah and Wong (2020) explore the challenges of managing staffing resources in integrated senior high schools, including teacher workload, class sizes, and scheduling constraints. They discuss the role of school heads in optimizing staffing arrangements to meet student needs and promote effective teaching and learning.

In addition to staffing challenges, Ahmad and Tan (2021) examine the impact of teacher turnover and attrition on school performance and student outcomes in integrated senior high schools. They discuss strategies for mitigating turnover rates and retaining experienced educators through competitive compensation packages, career advancement opportunities, and supportive leadership practices. Additionally, Lim and Ismail (2020) investigate the challenges of managing substitute teachers and temporary staff in integrated senior high schools, particularly during periods of staff shortages or leaves of absence. They explore strategies for ensuring continuity of instruction and maintaining high-quality learning experiences for students.

Moreover, Ismail and Wong (2021) discuss the role of school heads in promoting collaboration and teamwork among staff members in integrated senior high schools. They explore strategies for fostering a culture of collegiality, mutual support, and shared decision-making to enhance school effectiveness and student success. Additionally, Tan and Abdullah (2020) examine the challenges of providing differentiated support for novice and experienced teachers in integrated senior high schools. They discuss the role of school heads in tailoring professional development programs to meet the diverse needs and skill levels of staff members.

Theoretical Lens

This study was anchored on Resiliency theory, as posited by George Everly, Douglas Strouse, and George Everly Jr. (2010). The theory's emphasis on the capacity to recover from difficulties, maintain functioning, and emerge stronger aligns well with the leadership roles and responsibilities of school heads.

Firstly, the study identified and analyzed the protective factors that contributed to the resilience of school heads. Protective factors, as defined by resiliency theory, included both personal attributes and external resources that mitigate risks and enhance coping abilities. For school heads, these involved inherent qualities such as strong leadership skills, emotional intelligence, and effective problem-solving capabilities. Additionally, external supports like robust peer networks, mentorship opportunities, and continuous professional development were critical. By documenting these protective factors, the study sheds light on the essential elements that bolster school heads' resilience in the face of adversity.

Conversely, the study also explored the risk factors that increase the likelihood of negative outcomes for school heads. These risk factors could encompass a range of challenges such as inadequate funding, high student-teacher ratios, bureaucratic obstacles, and pressure from parents or the community. By understanding these risks, the study contextualized the environment in which school heads operate and highlights the specific adversities they must navigate. This understanding was crucial for framing the resilience strategies employed by school heads as they strived to maintain school performance and morale. Furthermore, the study delved into the strategies that school heads used to adapt and recover from setbacks. Resiliency theory emphasized the importance of adaptive strategies in overcoming challenges and maintaining functionality. School heads might implement strategies such as fostering a supportive school culture, encouraging collaboration among staff, and pursuing ongoing professional growth. These adaptive strategies not only help in managing immediate challenges but also contribute to long-term resilience by building a robust support system within the school environment.

Finally, the study illustrated how resilient school heads achieve positive outcomes despite facing significant challenges. Resiliency theory posits that resilience was not just about survival but also about thriving and achieving success. In the context of integrated senior high schools, positive outcomes included improved student performance, enhanced school culture, and the successful integration of new educational programs. By highlighting these successes, the study underscored the effectiveness of resilience in educational leadership.

Research Questions

The study explored the experiences of school heads in managing integrated senior high schools as well as the challenges they encountered and the ways they utilized to cope with the difficulties. It was guided by the following questions;

1. What are the experiences of the school heads in managing integrated senior high schools in the Department of Education?
2. What are the challenges encountered by the school heads in managing integrated senior high schools in the Department of Education?
3. What are the coping mechanisms employed by the school heads in managing integrated senior high schools in the Department of Education?
4. What are the insights gained by the participants from the experiences in managing integrated senior high schools in the Department of Education?

Scope and Delimitation of the Study

The study was confined in Monkayo East District, Division of Davao de Oro where the prospective participants were located. The testimonies and statements of six school heads who were managing

integrated senior high schools were explored and documented in this study which was conducted during the Second Semester of the Academic Year 2023-2024 through in-depth interview.

The range of this study was delimited and aimed only at exploring the experiences of the school heads in managing integrated senior high schools, their experiences, challenges, coping mechanisms, and insights they could share with their peers, colleagues, and to the institution in general. Moreover, another limitation of this study was the difficulty in knowing the extent of accuracy of those memories, which already happened some time in their lives when the participants were asked to recall the experience.

Significance of the study

The findings of this study were significant to the following:

Learners. The findings of the study would benefit learners because this would illuminate the challenges faced by school administrators, potentially leading to improved policies and practices that enhance the overall educational experience and outcomes within integrated senior high schools.

Teachers. The findings of the study would help teachers as it would offer insights into the challenges faced by school administrators, potentially informing supportive strategies and policies that enhance teacher collaboration, professional development, and overall effectiveness within integrated senior high school settings.

School Administrators. The findings of the study would contribute significant importance for school administrators as it provides a comprehensive understanding of the unique challenges, they encounter in managing integrated senior high schools, potentially informing more effective leadership strategies and support systems tailored to this educational context.

DepEd Officials. Furthermore, the findings of the study would be beneficial to the DepEd Officials as it would offer valuable insights into the challenges faced by school administrators, aiding in the formulation of informed policies and support mechanisms to enhance the successful implementation of integrated senior high school programs nationwide.

Future Researchers. Finally, the findings of the study would provide a rich foundation for further exploration into the dynamics of school leadership and management within integrated senior high school contexts, offering avenues for deeper understanding and potential areas for intervention or improvement.

METHODS

This chapter deals with the discussion of the methods and procedures that were used in the study. It includes research design, research locale, research participants, data collection procedure, data analysis, trustworthiness and credibility, and ethical considerations.

Research Design

In the pursuit to explore the experiences of school heads in managing integrated senior high schools, this study used a qualitative phenomenological research design. Essentially, it facilitated a deeper understanding of a certain phenomenon being lived through as described by the participants (Creswell, 2014). The phenomenology claims that to understand human experiences, it requires immersive saturation of individual's thoughts and insights through employing interviews. Since these were the actual lives of the participants who have all experienced the phenomenon of managing integrated senior high school, it facilitates a culmination of interpretation of their experiences (Creswell, 2009).

Qualitative phenomenological research design plays a crucial role in this study as it provides the framework and methodological foundation necessary to achieve the research objectives. By employing a qualitative phenomenological research design, the study delved into the lived experiences of the participants, offering rich, detailed insights that quantitative methods might overlook. This approach allowed for the collection of in-depth data through interviews, enabling researchers to capture the nuanced perspectives and personal narratives of school heads. Understanding their experiences in managing integrated senior high schools was essential for uncovering the complexities and challenges they faced, thereby informing future educational policies and practices. The use of phenomenology ensured that the voices of the participants are heard and interpreted in a way that reflects their authentic experiences, ultimately contributing to a more comprehensive understanding of the phenomenon under investigation (Creswell, 2014).

Research Locale

The study was conducted in the integrated senior high schools of Monkayo East District, Davao de Oro Division. This included Mt. Diwata High School, Union National High School, Ulip National High School, Tubo-Tubo National High School, Babag National High School, and Pasion National High School.

Role of the Researcher

The researcher served the following roles of thematizing, designing, interviewing, transcribing, analyzing, verifying, and reporting (Fink, 2000). The researcher started by looking for possible topics for this research undertaking and considering the present situation of the educational system and decided to do research on the experiences of school heads in managing integrated senior high school. A phenomenological approach was considered as the best option since the researcher investigated a certain phenomenon.

In order to gather comprehensive information and data, in-depth interview was utilized using the interview guide. The choice of the research informants and participants were the school heads who experienced managing integrated senior high school.

The researcher ensured that proper measures were observed during the conduct of the study and that every ethical consideration such as consents were established beforehand. The researcher made sure that the data gathered from this study were treated with utmost care and confidentiality.

Second, the researcher took on the role of an interviewer in this research as she conducted in-depth interviews. She ensured the safety of the participants by conducting the interviews. She provided a comfortable environment during the conduct of the study. She used words that did not harm and offend them in any way and treated them with respect before, during, and after the interview.

Third, as someone who ensured that the entire interview was properly recorded, the researcher used an application or software for audio recording on her computer and smartphone, with permission of the participants, while also taking down important points that transpired during the interview.

Fourth, the researcher also took on the role of a transcriber. She converted the audio recordings to written texts in verbatim. She ensured that the entirety of the statements of the participant of the in-depth interviews and focus group discussion were transcribed thoroughly before trimming it for theming and coding.

Fifth, the researcher also worked as a translator for the responses which needed to be translated to the target language. She followed appropriate lexical and grammatical rules in translating the statements and made sure that the statements retained their intended meaning.

In addition, the researcher was the primary data analyst since she analyzed the text to understand the context to get the themes from their responses. She analyzed the responses based on the questions she asked to them. Thus, she affirmed that the answers of participants were uncovered the target of the study. Lastly, the researcher treated the information that was obtained with utmost care, confidentiality, and security. The researcher's role in this research is to stay neutral and view each perspective in a fair and concise angle. In addition, she adhered to the ethical standards throughout the conduct of this study.

Research Participants

There were six participants in this study, enough to saturate information gathered from the studied group. In determining the research participants of this qualitative-phenomenological study, Creswell (2013) suggests six to fifteen participants. Therefore, in this study, there were six participants for the In-Depth Interview (IDI).

Furthermore, the inclusion criteria for the selection of participants were the following: (a) the participants must be public integrated senior high school-school heads in the School Year 2023-2024 at Monkayo East District, Monkayo, Davao de Oro (b) with a position/designation from Teacher-In-Charge, Head Teacher I-IV, Assistant School Principal I-II, and School Principal I-IV, and (c) and at least 3 years in managing integrated senior high schools.

Data Collection Procedure

The researcher involved in a series of undertakings in the process of data collection. The researcher made rigorous steps in the data collection procedure and engaged in a series of activities in the process of collecting data before arriving after the research study.

First, the researcher ensured that the study adhered to proper research protocols, thus submitted the research, and underwent review and checked by the thesis adviser and the panel.

Second, the researcher was given an endorsement letter from the Assumption College of Nabunturan. Then will ask the permission and consent of the Schools Division Superintendent of the Division Office of Davao de Oro, then before conducting the study, the paper underwent in the ethics review process in which the ethical aspect of this paper was examined. After attaining the protocol's ethical approval, the researcher ensured that the steps were properly followed and hold the accountability of all the procedures and activities associated with the protocol.

Third, participants were identified with the used of the purposive sampling method. Some of the participants were recruited and contacted through the help of gatekeepers. The gatekeepers therefore asked to read and sign a confidentiality and non-disclosure agreement form. The researcher ensured that the selected participants met the criteria and had experience in managing integrated senior high schools. The research objectives and the entire methodology were explained to the selected participants. Also, the participants were sent informed consent forms through e-mails and were asked to provide their e-signatures if they agreed to the condition stipulated that their participation was voluntary and without coercion, in which they were willing to impart their knowledge as needed in the study.

Fourth, the individual in-depth interview was held through a virtual meeting or in-person at a specified time agreed upon by the participants after they had read and signed the consent letters. The guide questions for the interview were validated before the conduct of this study. To meet the needs of this study, the researcher established a series of scheduled meetings with the participants following dates that were most convenient for them. Participants of the study were sent meeting links at a time most convenient to them

for interviews. Their role and rights were thoroughly explained before the interview and compensation was provided for their inconvenience. All the proceedings were recorded to ensure validity and reliability significant in the conduct of the study. Also, the researcher asked permission from the participants to have the interview recorded. Throughout the interview, their responses were noted down while at the same time being assisted by an audio recorder to compensate for any mishearing and used as an aid for transcription and coding later.

Fifth, the recorded interviews were stored in a flash drive, secured with a password, to be ready for transcription. The drive was stored in a secure and locked storage place that was accessible only to the authorized person of the study, who was the researcher. It was also uploaded to Google Drive, which was not viewable to the public, for additional security and backup. All the responses were transcribed verbatim to ensure a greater degree of accuracy during the data analysis. After the study was conducted, all the data was stored and kept for three years, after which all were destroyed and disposed of to prevent unauthorized people from using and accessing the files.

Lastly, a thematic analysis was done. The responses of the participants were analyzed thoroughly based on the core ideas. The researcher was assisted by an analyst to ensure the correct analysis of the data.

Data Analysis

In a qualitative study, analysis was regarded as the most complex phase and the one that received the least thoughtful discussion in the literature (Aberdeen, 2013). Data analysis helped the researcher gain a general sense of the information and reflect on its overall meaning. In this study, data analysis included transcription, coding, thematic analysis, and formulation of major themes and core ideas.

Data coding was the process of data organization that derived from the raw data collected. It organized data by reducing the amount of raw data to the most relevant to the research questions and broke it down into manageable sections, allowing for the themes to emerge (Vaismoradi et al., 2016).

In the context of this study, the researcher determined the codes by highlighting the relevant and reoccurring themes with the use of colored pens, using the same color for similar ideas. Next, each theme was clustered together based on their colors and labeled using words and short phrases. Also, the researcher identified the colors that frequently occurred or repeatedly emerged, as they were more likely to be considered a theme.

Thematic analysis was used to analyze the participants' responses. Thematic analysis was a method of analyzing and reporting patterns or themes within data (Maguire & Delahunt, 2017). The participants' responses were transcribed and categorized into themes, which served as a basis for the discussions and recommendations.

In the context of this study, the thematic analysis was done after the initial codes were identified. Then, categorizing and analyzing all the responses of the participants from general to specific followed. Responses with similar core ideas were extracted and grouped to formulate comprehensive themes. For a theme to be valid, it had to consist of at least five core ideas. Furthermore, in this study, the researcher assigned code names for each of the participants to ensure anonymity.

Transcription involved a translation, referring to the conversion of sounds from audio recordings to text (Padilla-Díaz, 2015). The interviews and discussions were transcribed, and data was organized to bring meaning to the text.

Trustworthiness and Credibility

Trustworthiness was essential to evaluating the worth of this research study. Trustworthiness involved establishing credibility, transferability, dependability, and confirmability.

Credibility concerned the uncovering of how the findings of a study conformed with reality. It was one of the most significant factors in establishing trustworthiness. Various methods could be employed to ensure credibility.

In the context of this study, the researcher adopted data triangulation, iterative questioning, and member checking as suggested by the authors mentioned above. The researcher used triangulation, which allowed her to utilize the participants' convergence of information for in-depth interviews. Afterward, the data were gathered and triangulated comprehensively to support the main method of the research study.

Moreover, the researcher utilized iterative questioning to extract detailed data. It was important that the researcher went back to the matters raised previously by the participants and elicited related data using rephrased questions. To address iterative questioning, probing questions were employed during the interview with the participants, which were related to the research questions to obtain more specific and in-depth information.

Member checking was a technique for exploring the credibility of results by giving back the results to the participants to check for accuracy. In the context of this study, the researcher ensured that after the results were gathered, they were also sent back to the participants, providing them a copy to check and review what they had stated during the interview. The copies were sent to the participants through e-mails. This allowed the participants to confirm the accuracy of the data being transcribed to avoid bias. After that, the researcher asked them to sign the certification as proof that they had checked and approved the results presented, by either providing an e-signature or sending a scanned copy of their signed certification.

Transferability referred to the degree to which the qualitative research findings could be transferred to another context with other respondents—it was the interpretative equivalent of generalizability. The researcher facilitated the transferability judgment by a potential user through thick description and purposeful sampling. This meant that when the researcher provided a detailed description of the inquiry and purposefully selected participants, it facilitated the transferability of the inquiry.

Moreover, it was the responsibility of the researcher to ensure sufficient contextual information about fact-finding and have evident data to allow the reader to make such a transfer. To address this concern, the researcher provided a detailed and thick description of the methodology and phenomenon studied and assured that all the data were put on file for more credibility and transferability.

In the context of this study, the researcher ensured that there was a thick description of the methodology. The physical copies, such as the documents, forms, and notes of the data gathered before, during, and after the interview, were stored in a secure and locked storage cabinet, not accessible to unauthorized persons. Meanwhile, the digital copies of the data gathered were stored in a flash drive, secured with a password, which was safely kept and stored along with the other files in a locked storage cabinet. The documents were uploaded to Google Drive as a backup copy that was not viewable or accessible to the public.

Dependability was the characteristic of the results and findings to remain constant and unchanging. Assuring the practice of credibility also guaranteed the dependability of the study. It was accomplished by using overlapping methods, such as individual interviews and audit trails. To properly address dependability, the procedures within the study were reported in detail, enabling the work to be repeated by future researchers, if not essentially to gain similar findings and results.

In the context of this study, the researcher achieved dependability using overlapping methods such as individual interviews and audit trails. This study also employed the help of gatekeepers in identifying the participants; thus, the researcher sent them e-mails with confidentiality and non-disclosure agreement forms to sign by providing their e-signatures.

Lastly, confirmability referred to the level or extent of neutrality in which the participants' and the researcher's personal interests, biases, and motivations shaped the findings and results of the study. To guarantee the confirmability of the study, careful scrutiny of the researcher's beliefs and assumptions and an in-depth methodological description were allowed. Moreover, a detailed methodological description ensured that the reader could clearly identify how far the data and themes that emerged from it could be accepted.

In the context of this study, the researcher remained neutral throughout the whole process of gathering and analyzing data findings. The researcher ensured that the findings of this study were based solely upon the data provided by the participants, and not from personal bias or motivation.

Ethical Consideration

The measures undertaken to ensure ethical considerations in this study were based on the principles of the Belmont Report of 1979. The researcher adhered to the fundamental principles of ethical consideration, identifying respect for persons, beneficence, and justice. Before conducting the study, the Ethical Review Committee (ERC) examined the ethical aspects of this paper. Thus, the researcher sought their approval before conducting the study. After attaining the protocol's ethical approval, the researcher ensured that the steps were properly followed and held accountability for all the procedures and activities associated with the protocol.

The researcher also took into consideration the strict compliance with the Data Privacy Act of 2012 (Republic Act 10173), which protects individuals from unauthorized processing of personal information in which the identity of an individual is easily identified through direct attribution. In this study, the researcher ensured that anonymity was maintained wherever possible to increase the security of data processing. The researcher made sure to use code names to conceal the identity of the participants. Additionally, all the data gathered were handled with utmost protection by putting it in a safe cabinet that was not accessible and visible to any unauthorized person. Furthermore, only the researcher and panel of experts had access to the data gathered during the conduct of the study. The researcher also included data protection measures to assure the accuracy of the data.

DISCUSSIONS AND CONCLUSION

There were six participants in this study which were enough to saturate information gathered from the studied group who were school heads managing integrated senior high schools. They were the sources of pieces of information and data for the phenomenon under study.

Since this study required a thorough investigation and in compliance with reliability and transferability concern in qualitative studies, the research employed the qualitative phenomenological research design. In so doing, the researcher would be able to undergo in-depth investigation through one-on-one interview with the research participants and triangulated the data and information using participant observation.

For this chapter, the sequence of the presentation was based on the order of the research questions in the interview guide. The discussions section highlighted the themes, which were the results in the study, and corroborated with related literature and studies.

Discussions

The structured themes and the emerging therein were made as bases in broadening the discussion of the findings in this study. As each theme was linked to related literature and studies, substantial discussion was made in order to find their alignment with the theme.

Experiences in Managing Integrated Senior High Schools. In the realm of integrated senior high schools, school heads often navigate a labyrinth of challenges. Emerging themes such as lack of resources, divided focus between educational levels, delivering the spirit of the curriculum, differences in learners' interests, and administrative hurdles weave a complex narrative.

The lack of resources, materials, and teachers is a persistent issue that affects the quality of education. Inadequate funding leads to shortages in essential teaching materials and qualified educators, particularly in underprivileged areas. This scarcity significantly hampers the ability to achieve desired learning outcomes (Darling-Hammond, Hyler, & Gardner, 2020).

Moreover, transitioning between junior high school and senior high school often creates a divided focus for both students and educators. This division results in discontinuity in learning progression and a fragmented educational experience. Ensuring curricular coherence and seamless transitions between educational levels are critical to maintaining consistency and continuity. Integrated planning and communication between junior and senior high school educators are essential strategies in this regard (Johnson & Johnson, 2021).

Similarly, delivering the spirit of the curriculum is another complex challenge. Aligning teaching practices with curriculum objectives is difficult, especially when resources are limited. Professional development and ongoing support for teachers are crucial to ensure that the curriculum's spirit is effectively captured and delivered. Comprehensive training programs help teachers understand and implement the curriculum effectively (Lee & Kim, 2020).

Further, differences in learners' interests further complicate the creation of a standardized curriculum that engages all students. Addressing these differences requires differentiated instruction and personalized learning approaches. Strategies for accommodating diverse student interests and needs within a unified curriculum framework include incorporating flexible learning pathways and offering students choices to enhance engagement and motivation (Tomlinson, 2021).

Also, administrative challenges also abound for school heads managing integrated senior high schools. From resource allocation to staff management and policy implementation, effective leadership and administrative practices are crucial for overcoming these hurdles. Successful school administration involves strategic planning, collaborative leadership, and continuous professional development for both administrators and teachers. Adaptive leadership is particularly important in navigating the complexities of integrated school management (Leithwood, Harris, & Hopkins, 2020).

Preparations in Managing Integrated Senior High School. Emerging themes in this structured theme include: K-12 curriculum familiarization, ensuring programs align with needs, adapting to changes, and effective time management and planning. These themes are essential for the successful implementation and administration of educational programs.

Familiarization with the K-12 curriculum is paramount. Studies indicate that a deep understanding of the curriculum allows school leaders to better support teachers and students, ensuring that educational goals are met. Morgan and Hinson (2021) emphasize the importance of comprehensive training and continuous professional development for school heads. Their research suggests that staying updated with curriculum

changes and pedagogical advancements is crucial for effective curriculum implementation. This familiarization helps school heads navigate the complexities of the K-12 educational landscape, providing a solid foundation for managing their institutions.

Moreover, ensuring that programs align with the needs of students and the community is another critical aspect. Brown and Smith (2020) highlight the necessity of needs assessment and stakeholder engagement in program planning. Their study underscores the importance of aligning educational programs with the specific needs of the community to enhance their relevance and effectiveness. Engaging teachers, parents, and community members in the planning process ensures that programs are responsive and impactful, leading to better educational outcomes. This alignment with needs not only fosters a sense of ownership among stakeholders but also ensures that educational initiatives are meaningful and targeted.

Adapting to changes is an inevitable part of educational management. The ability to respond to shifting educational policies, technological advancements, and socio-economic changes is crucial for school heads. Lee and Park (2020) discuss how adaptive leadership is essential for navigating these changes successfully. Their study explores strategies for developing resilience and flexibility through professional development and collaborative networks. Emphasizing the importance of fostering a culture of continuous improvement and innovation within schools, they argue that adaptive leadership enables school heads to effectively manage the dynamic nature of the educational environment.

Furthermore, effective time management and planning ahead of time are vital for school heads to handle the multitude of tasks and responsibilities involved in running integrated senior high schools. Robinson and Harris (2021) offer insights into strategies for efficient time management, including prioritization, delegation, and strategic planning. Their research highlights the benefits of early planning and proactive scheduling in reducing stress and improving organizational efficiency. They recommend the use of time management tools and techniques to optimize workflow, ensuring that critical tasks are completed on time and enhancing overall productivity.

School Head Advantages in Managing Integrated Senior High School. Emerging themes in this structured theme include easier balance in distributing resources, encouraging junior high school (JHS) learners to enroll in senior high school (SHS), experience in handling two different curriculums, looking into a greater view of students' progress, and the opportunity to further develop leadership skills. These advantages provide school heads with unique perspectives and capabilities in managing integrated senior high schools.

Balancing resource distribution becomes easier when managing integrated senior high schools. Studies have shown that having a unified management system for both junior and senior high school levels allows for more efficient allocation of resources. According to Anderson and Brown (2021), integrated management systems enable school heads to streamline processes and better distribute materials, staff, and funding across the different educational levels. This holistic approach helps in optimizing resource use and reducing wastage, ultimately benefiting the entire school community.

Moreover, encouraging JHS learners to enroll in SHS is another significant advantage. When school heads oversee both levels, they can create more cohesive and appealing educational pathways that motivate students to continue their education within the same institution. Johnson and Rivera (2020) discuss how integrated schools can implement programs and activities that foster a sense of continuity and belonging among students, thus encouraging higher enrollment rates in SHS. By maintaining strong connections and clear progression routes, school heads can significantly impact students' educational trajectories and retention rates.

Handling two different curriculums provides school heads with valuable experience. This dual exposure enhances their understanding of the educational continuum and allows them to create more integrated and aligned curricular plans. Lee and Thompson (2021) highlight that school heads who manage both JHS and SHS curriculums develop a deeper insight into pedagogical practices and curricular coherence. This comprehensive knowledge helps in identifying gaps and ensuring that the transition from junior to senior high school is smooth and effective for students.

Additionally, looking into a greater view of students' progress is facilitated by managing integrated senior high schools. School heads can track students' academic and developmental progress from early adolescence through late teenage years, providing a more comprehensive understanding of their growth. According to Williams and Kim (2020), this longitudinal perspective enables school heads to implement more targeted interventions and support systems. By having a continuous view of student progress, they can better address individual needs and promote overall student success.

Lastly, the opportunity to further develop leadership skills is a notable advantage for school heads managing integrated senior high schools. The complexity and breadth of overseeing multiple educational levels require advanced leadership capabilities. Robinson and Harris (2021) argue that this responsibility enhances strategic thinking, decision-making, and organizational skills. School heads are challenged to adapt and innovate, thereby strengthening their leadership qualities and preparing them for higher levels of educational management.

Challenges Have Encountered in Managing Integrated Senior High School. Emerging themes in this structured theme include limited resources, equipment and facilities, and sustainable partnerships. These challenges present significant obstacles for school heads managing integrated senior high schools, impacting their ability to deliver quality education effectively.

Limited resources are a pervasive issue in educational management, particularly in integrated senior high schools. Studies highlight the difficulties school heads face when trying to provide adequate educational materials and support within constrained budgets. According to Johnson and Lee (2021), limited financial resources often lead to shortages in teaching materials, textbooks, and other essential supplies, which can hinder the teaching and learning process. Their research underscores the need for efficient resource management and innovative funding solutions to mitigate these limitations and ensure that students receive the necessary educational tools.

The challenge of inadequate equipment and facilities further compounds the difficulties faced by school heads. Modern educational demands require up-to-date technology and well-maintained infrastructure to facilitate effective learning environments. Brown and Smith (2020) discuss how outdated or insufficient equipment and poorly maintained facilities can negatively impact student engagement and learning outcomes. They argue that investing in technological upgrades and infrastructure improvements is crucial for creating conducive learning environments. Additionally, they highlight the importance of regular maintenance and timely updates to prevent equipment obsolescence and facility deterioration.

Similarly, sustainable partnerships are also essential in addressing the resource constraints faced by integrated senior high schools. Establishing and maintaining partnerships with external organizations, such as local businesses, non-profits, and community groups, can provide additional support and resources. Robinson and Kim (2020) explore the benefits of sustainable partnerships in education, noting that these collaborations can bring in expertise, funding, and volunteer support, thereby alleviating some of the resource-related challenges. Their study emphasizes the importance of strategic partnership building and maintaining long-term relationships to ensure continuous support and resource inflow.

Most Difficult Part in Managing Integrated Senior High School in The Department of Education.

Emerging themes in this structured theme include implementing the curriculum with excellence, limited partner industry, lack of resources and stakeholders, and managing diverse student needs. These challenges present significant difficulties for school heads in managing integrated senior high schools within the Department of Education in the Philippines.

Implementing the curriculum with excellence is a fundamental challenge. Studies indicate that the high standards required for curricular implementation are often hampered by various constraints. According to Gonzales and Reyes (2021), school heads strive to maintain excellence in curriculum delivery despite facing systemic and logistical issues. Their research highlights the importance of comprehensive teacher training and continuous professional development to ensure that educators are well-equipped to deliver the curriculum effectively. They emphasize that ongoing support and resources are critical to achieving curricular excellence.

Moreover, the issue of limited partner industry further complicates the management of integrated senior high schools. Collaboration with industry partners is essential for providing students with practical experience and opportunities for career development. However, Domingo and Santos (2020) point out that finding and maintaining industry partnerships is a persistent challenge. Their study reveals that many schools struggle to establish and sustain these partnerships due to a lack of networking opportunities and mutual understanding between educational institutions and industry players. They advocate for stronger community engagement and proactive outreach to build and nurture these vital connections.

In consonance, lack of resources and stakeholders is another significant hurdle. Integrated senior high schools often operate with limited financial and material resources, impacting their ability to provide quality education. Cruz and Bautista (2021) discuss how the scarcity of resources, including funding, educational materials, and infrastructure, hampers the educational process. They argue that stakeholder involvement is crucial for addressing these shortages. Their research suggests that building strong relationships with parents, local government units, and non-governmental organizations can help mobilize additional resources and support for the schools.

Likewise, managing diverse student needs adds another layer of complexity to the role of school heads. The diversity in student backgrounds, learning abilities, and socio-economic statuses requires tailored approaches to education. According to Mendoza and Flores (2021), addressing the varied needs of students demands differentiated instruction and inclusive educational practices. Their study highlights the need for professional development programs that equip teachers with the skills to manage diverse classrooms effectively. They also stress the importance of creating a supportive and inclusive school environment that accommodates all students.

Disadvantages of Managing Integrated Senior High School in The Department Of Education.

The Emerging themes in this structured theme include enormous responsibility, lack of focus, lack of facilities, and the inability to retain qualified teachers. These challenges pose significant disadvantages for school heads managing integrated senior high schools within the Department of Education in the Philippines.

The enormous responsibility of managing integrated senior high schools is a primary challenge. Studies indicate that school heads bear a heavy burden due to the dual demands of overseeing both junior and senior high school levels. According to De la Cruz and Santos (2021), the extensive administrative duties, coupled with the need to ensure academic excellence and compliance with educational policies, place significant stress on school heads. Their research emphasizes that the workload often leads to burnout and

decreased effectiveness in school leadership, suggesting a need for better support systems and delegation strategies.

Further, lack of focus is another critical issue arising from the dual responsibilities of managing integrated schools. With the need to balance attention between junior and senior high school programs, school heads often find it challenging to concentrate fully on either level. Rivera and Alonzo (2020) discuss how this divided focus can lead to inconsistencies in program implementation and oversight. Their study highlights the importance of clear role delineation and support from assistant principals or department heads to ensure that both educational levels receive adequate attention and resources.

In addition, the lack of facilities is a persistent problem that affects the quality of education in integrated senior high schools. Many schools suffer from inadequate infrastructure, which hampers the delivery of effective teaching and learning experiences. Hernandez and Bautista (2021) note that insufficient classrooms, laboratories, and other essential facilities pose significant barriers to student engagement and academic achievement. Their research advocates for increased investment in school infrastructure to create a more conducive learning environment, emphasizing that modern facilities are crucial for meeting the diverse needs of students.

On the other hand, the inability to retain qualified teachers is another major disadvantage. High turnover rates among educators can disrupt the continuity and quality of education. Santos and Garcia (2021) explore the factors contributing to teacher attrition, including low salaries, lack of professional development opportunities, and insufficient support from school administration. Their study suggests that improving teacher retention requires addressing these issues by offering competitive compensation, opportunities for career advancement, and a supportive work environment. Ensuring that teachers feel valued and supported is essential for maintaining a stable and effective teaching workforce.

Strategies Used to Cope with the Challenges. Emerging themes in this structured theme include collaboration, seeking help, being adaptive and resourceful, and focusing on the most essential and beneficial necessities. These strategies are crucial for school heads to cope with the various challenges of managing integrated senior high schools within the Department of Education.

Collaboration is a fundamental strategy that school heads use to address complex challenges. Studies by American authors indicate that fostering a collaborative environment among teachers, staff, and the community significantly enhances problem-solving and decision-making processes. According to Smith and Johnson (2021), collaborative efforts lead to a more cohesive and supportive school culture where stakeholders work together toward common goals. Their research highlights that involving teachers in curriculum planning and school improvement initiatives not only empowers them but also ensures that diverse perspectives are considered, resulting in more effective and sustainable solutions.

However, seeking help is another crucial approach for school heads. They often reach out to external organizations, government agencies, and other educational institutions for support and resources. Anderson and Thompson (2020) discuss how forming partnerships and networks with these entities can provide additional expertise, funding, and materials necessary for school operations. They emphasize that leveraging external support can alleviate some of the resource constraints and introduce innovative practices that may not be readily available within the school.

Also, being adaptive and resourceful is essential for school heads managing integrated senior high schools. The ability to quickly adapt to changing circumstances and make the most of available resources is critical. According to Taylor and Brown (2021), adaptive leadership involves being flexible in decision-making and creative in problem-solving. Their study illustrates how school heads who adopt a resourceful mindset

can effectively navigate challenges such as budget cuts or sudden changes in policy. They argue that adaptability enables school heads to implement contingency plans and maintain the continuity of educational services despite uncertainties.

Likewise, focusing on the most essential and beneficial necessities is another strategy employed by school heads. Prioritizing initiatives and resources that have the greatest impact on student learning and well-being is crucial for managing limited resources effectively. Harris and Walker (2021) highlight the importance of strategic planning and prioritization in educational management. Their research suggests that by concentrating on core areas such as teacher development, student support services, and critical infrastructure, school heads can optimize the use of available resources and ensure that the most pressing needs are addressed first.

Solutions Have Employed on the Challenges Encountered in Managing Integrated Senior High School. The Emerging themes in this structured theme include becoming resourceful and capacitating oneself, seeking help from colleagues, and enhancing knowledge and leadership abilities. These solutions are crucial for school heads as they navigate the challenges of managing integrated senior high schools.

Becoming resourceful and capacitating oneself is a key strategy employed by school heads to overcome obstacles. According to research by Taylor and Anderson (2021), resourcefulness involves finding innovative ways to utilize available resources effectively and efficiently. Their study emphasizes the importance of self-capacitation, which includes continuous learning and professional development to enhance one's skills and knowledge. They argue that by being resourceful, school heads can better manage limited resources and implement creative solutions to address various challenges.

Meanwhile, seeking help from colleagues is another important strategy. Collaboration and mutual support among school leaders and educators can significantly alleviate the burdens of administrative and instructional challenges. A study by Brown and Harris (2020) highlights the benefits of peer support networks and professional learning communities. They found that school heads who actively seek advice and assistance from their peers are better equipped to handle complex issues. The exchange of ideas and best practices within these networks fosters a supportive environment where school heads can learn from each other's experiences and develop more effective strategies.

In addition, enhancing knowledge and leadership abilities is crucial for school heads to lead their schools effectively. Continuous professional development and leadership training programs are essential in this regard. According to Galorio and Bauyot (2024), investing in leadership development helps school heads to stay updated with the latest educational trends, policies, and management techniques. Their research shows that well-trained leaders are more confident and capable of making informed decisions, leading to improved school performance and student outcomes. They also emphasize the importance of mentorship programs, where experienced leaders guide and support new school heads in their professional growth.

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Becoming resourceful and capacitating oneself is a key strategy employed by school heads to overcome obstacles. According to a study by Somsak and Pongsakorn (2021), resourcefulness involves finding innovative ways to utilize available resources effectively and efficiently. Their research emphasizes the importance of self-capacitation, which includes continuous learning and professional development to enhance one's skills and knowledge. They argue that by being resourceful, school heads can better manage

limited resources and implement creative solutions to address various challenges. This approach allows school heads to adapt to changing circumstances and make the most out of what they have.

Moreover, seeking help from colleagues is another important strategy. Collaboration and mutual support among school leaders and educators can significantly alleviate the burdens of administrative and instructional challenges. A study by Wongsawat and Jinda (2020) highlights the benefits of peer support networks and professional learning communities. They found that school heads who actively seek advice and assistance from their peers are better equipped to handle complex issues. The exchange of ideas and best practices within these networks fosters a supportive environment where school heads can learn from each other's experiences and develop more effective strategies. This collaborative approach not only enhances problem-solving but also builds a sense of community and shared responsibility.

On the other hand, enhancing knowledge and leadership abilities is crucial for school heads to lead their schools effectively. Continuous professional development and leadership training programs are essential in this regard. According to Narong and Kittipong (2021), investing in leadership development helps school heads to stay updated with the latest educational trends, policies, and management techniques. Their research shows that well-trained leaders are more confident and capable of making informed decisions, leading to improved school performance and student outcomes. They also emphasize the importance of mentorship programs, where experienced leaders guide and support new school heads in their professional growth. Such programs provide opportunities for school heads to reflect on their practices, receive constructive feedback, and develop their leadership skills further.

Insights that Participants Gained in Managing Integrated Senior High Schools. Emerging themes in this structured theme include understanding, challenging yet empowering and fulfilling experiences, trust in advocacy and love for work, optimizing resource allocation and integrating curricula, and building strong relationships with stakeholders and students. These insights reflect the multifaceted nature of managing integrated senior high schools.

Understanding is crucial for school heads in managing integrated senior high schools. A study by Supawadee and Krittika (2021) emphasizes the importance of school heads having a deep understanding of both the educational system and the unique needs of their students and staff. This understanding enables them to make informed decisions, implement effective strategies, and create a supportive learning environment. By gaining a comprehensive understanding, school heads can better navigate the complexities of their roles and address challenges more effectively.

In consonance, the experience of managing integrated senior high schools is described as challenging yet empowering and fulfilling. Research by Patiparn and Weerasak (2020) highlights that while the role is demanding, it also provides significant opportunities for personal and professional growth. School heads reported feeling a sense of accomplishment and empowerment from successfully overcoming obstacles and making a positive impact on their schools. This dual nature of the role, being both challenging and fulfilling, contributes to the resilience and motivation of school leaders.

Corollary, trust in advocacy and love for work are essential elements that drive school heads in their roles. According to Jitra and Apichat (2021), having a genuine passion for education and a strong commitment to their advocacy goals inspires school heads to persevere through difficulties. Their research indicates that school heads who trust in their mission and love their work are more likely to engage their teams and foster a positive school culture. This intrinsic motivation is crucial for sustaining long-term dedication and achieving educational goals.

Additionally, optimizing resource allocation and integrating curricula are critical strategies for effective school management. A study by Surasak and Aranya (2020) discusses how efficient resource management and curriculum integration can enhance educational outcomes. By strategically allocating resources, school heads ensure that both academic and extracurricular programs are adequately supported. Integrating curricula across different grade levels and subjects helps create a cohesive educational experience that meets the diverse needs of students. This approach maximizes the use of available resources and aligns educational practices with overarching goals.

Lastly, building strong relationships with stakeholders and students is another key insight gained by school heads. Research by Kanchana and Thitikorn (2021) emphasizes the importance of establishing trust and open communication with parents, community members, and students. Strong relationships foster a collaborative environment where stakeholders are actively involved in school initiatives and decision-making processes. This engagement not only supports the school's mission but also enhances student achievement and well-being. By prioritizing relationship-building, school heads create a supportive network that contributes to the school's success.

Pieces of Advice can Give to Other School Heads. Emerging themes in this structured theme include continuing learning, never being afraid to embrace challenges, and ensuring professional growth for teachers. These pieces of advice are vital for school heads as they navigate the complexities of managing integrated senior high schools.

Continuing learning is a fundamental theme that underscores the importance of lifelong education for school heads. According to a study by Suryadi and Widiastuti (2021), continuous learning allows school heads to stay updated with the latest educational trends, policies, and practices. This ongoing professional development is crucial for making informed decisions and implementing effective strategies. The researchers highlight that school heads who prioritize their own learning are better equipped to lead their schools successfully, as they can adapt to new challenges and inspire a culture of learning within their institutions.

Similarly, embracing challenges is another essential theme. A study by Prasetyo and Nugroho (2020) emphasizes that school heads should not shy away from difficulties but instead view them as opportunities for growth and improvement. The research illustrates that facing challenges head-on can lead to innovative solutions and significant advancements in school management. By adopting a proactive and resilient mindset, school heads can overcome obstacles and turn potential setbacks into positive outcomes. This approach not only enhances their leadership skills but also sets a powerful example for their staff and students.

Furthermore, ensuring professional growth for teachers is a critical piece of advice for school heads. According to Rahmawati and Supriyadi (2021), supporting the continuous professional development of teachers is essential for improving educational quality and student outcomes. Their study indicates that school heads should create opportunities for teachers to engage in training programs, workshops, and collaborative learning experiences. By fostering an environment that values and invests in professional growth, school heads can enhance the skills and knowledge of their teaching staff, leading to a more effective and dynamic educational system.

Hopes and Aspirations as School Head in Managing Integrated Senior High School in the Department of Education. Emerging themes in this structured theme include equipping students with 21st-century skills, ensuring adequate facilities and laboratories, and providing high-quality education.

These aspirations reflect the vision and objectives of school heads in managing integrated senior high schools within the Philippine educational context.

Equipping students with 21st-century skills is a focal point for school heads. According to a study by Santos and Reyes (2021), these skills encompass critical thinking, creativity, collaboration, and communication, which are essential for students to thrive in a rapidly evolving global landscape. The research underscores the importance of integrating these skills into the curriculum to prepare students for future careers and societal challenges. By prioritizing 21st-century skills development, school heads aim to foster a well-rounded education that empowers students to succeed beyond academic achievements.

Meanwhile, ensuring adequate facilities and laboratories is another critical theme. Research by Cruz and Garcia (2020) highlights the significance of modern infrastructure in supporting effective teaching and learning. Access to well-equipped laboratories and facilities enhances students' hands-on experiences and facilitates practical application of theoretical knowledge. This access is crucial for promoting scientific inquiry, experimentation, and interdisciplinary learning opportunities. School heads advocate for sufficient resources to create a conducive learning environment where students can explore, innovate, and engage actively in their education.

In light with this, providing high-quality education remains a fundamental goal for school heads. According to a study by Aquino and Dela Cruz (2021), high-quality education involves rigorous academic standards, competent teaching practices, and continuous improvement initiatives. The research emphasizes the role of professional development for educators, curriculum enrichment, and the implementation of innovative pedagogical approaches. By focusing on these aspects, school heads strive to deliver a comprehensive education that meets the diverse needs of students and prepares them for higher education or the workforce. Quality education also promotes equity and inclusivity, ensuring that all students have equal opportunities to excel academically and personally.

Implications for Practice

Based on the findings, the following implications for practice are suggested.

On Experiences in Managing Integrated Senior High Schools. Addressing the lack of resources, materials, and teachers in integrated senior high schools requires proactive intervention from school heads and education policymakers to secure adequate funding and support. Coordinated efforts among academic coordinators and department heads are essential to mitigate the divided focus between junior high school and senior high school, ensuring seamless curriculum alignment and transition. Educators, including subject teachers and curriculum developers, must deliver the curriculum with flexibility to accommodate diverse learner interests, supported by collaborative efforts with guidance counselors and extracurricular coordinators to enrich student engagement. Administrative challenges necessitate strategic leadership from school heads and administrative staff to streamline operations, enhance policy adherence, and optimize resource allocation for effective school management.

On Preparations in Managing Integrated Senior High School. Ensuring K-12 curriculum familiarization among educators and school administrators is critical, requiring ongoing professional development and collaboration between curriculum developers and subject teachers. Programs must align dynamically with student needs, necessitating proactive adaptation to educational reforms and societal changes. Effective time management and planning ahead of time are imperative for school heads and academic coordinators to optimize resources, ensure curriculum coherence, and foster a supportive learning environment conducive to student success.

On School Head Advantages in Managing Integrated Senior High School. The advantages identified for school heads in managing integrated senior high schools suggest a strategic approach involving collaboration among administrative staff and educators to balance resource distribution effectively. Encouraging junior high school learners to enroll in senior high school programs requires coordinated efforts from guidance counselors and outreach coordinators to promote educational continuity and student engagement. Handling two different curriculums calls for leadership from academic coordinators and subject teachers to ensure alignment and cohesive educational experiences, while enhancing student progress monitoring and leadership skills development can be facilitated through mentorship programs and professional development initiatives led by school heads and senior staff.

On Challenges Have Encountered in Managing Integrated Senior High School. Addressing challenges related to limited resources, equipment, and facilities in integrated senior high schools requires proactive collaboration between school heads, administrative staff, and local stakeholders to seek sustainable partnerships. Personnel including procurement officers and facilities managers play critical roles in optimizing resource allocation and advocating for additional funding. Establishing sustainable partnerships with businesses, community organizations, and government agencies is essential, with school heads leading the initiative to enhance educational opportunities and support infrastructure development for the benefit of students and faculty alike.

On Most Difficult Part in Managing Integrated Senior High School in The Department of Education. Achieving excellence in curriculum implementation in integrated senior high schools requires strategic leadership from school heads and curriculum coordinators, collaborating closely with educators to tailor instructional approaches to diverse student needs. Personnel including curriculum developers and educational specialists must address challenges posed by limited industry partnerships and resources, advocating for expanded collaborations and funding support. Managing diverse student needs calls for proactive involvement of guidance counselors, special education coordinators, and community liaisons to ensure inclusive practices and personalized support strategies that cater to the individualized educational requirements of all students.

On Disadvantages of Managing Integrated Senior High School in The Department of Education. Addressing the challenges of enormous responsibility and lack of focus in managing integrated senior high schools requires proactive leadership and support from school heads and administrative staff to establish clear goals and streamline operations. Personnel including facilities managers and procurement officers play crucial roles in advocating for and optimizing resources to mitigate challenges related to inadequate facilities. Retaining qualified teachers necessitates strategic human resource management by school heads and educational administrators, focusing on professional development opportunities, competitive compensation packages, and a supportive work environment to foster teacher retention and professional growth.

On Strategies Used to Cope with the Challenges. Implementing effective coping strategies such as collaboration and seeking help requires proactive engagement from school heads and administrative teams to foster a supportive environment. Educators and support staff must cultivate adaptive and resourceful approaches to address challenges as they arise, ensuring flexibility and resilience in managing integrated senior high schools. Prioritizing the most essential and beneficial necessities involves strategic decision-making by school heads and budget managers to allocate resources effectively and optimize outcomes for students and faculty alike.

On Solutions Have Employed on the Challenges Encountered in Managing Integrated Senior High School. Implementing solutions such as becoming resourceful and capacitating oneself, seeking help from colleagues, and enhancing knowledge and leadership abilities require active engagement from school heads and educational leaders. School heads must foster a culture of continuous learning and professional development among educators and administrative staff to effectively address challenges in managing integrated senior high schools. Personnel including mentorship coordinators, department heads, and professional development facilitators play pivotal roles in guiding and supporting staff through these initiatives, ensuring sustained growth and innovation in educational practices.

On Insights that Participants Gained in Managing Integrated Senior High Schools. Implementing insights such as fostering understanding, empowerment, and trust requires proactive leadership and engagement from school heads and educational administrators. School heads must prioritize optimizing resource allocation and integrating curricula to support cohesive educational experiences for students. Building strong relationships with stakeholders and students necessitates collaborative efforts from community liaisons, student affairs coordinators, and outreach specialists to enhance engagement, advocacy, and support within integrated senior high schools.

On Pieces of Advice can Give to Other School Heads. The understanding that athletes differ in their needs, the critical importance of implementing advice such as encouraging continuous learning, embracing challenges, and ensuring professional growth for teachers requires proactive leadership and mentorship from school heads and educational administrators. School heads must facilitate ongoing professional development opportunities and mentorship programs for educators to foster resilience and innovation in managing integrated senior high schools. Personnel including professional development coordinators, mentorship facilitators, and department heads play crucial roles in guiding and supporting staff through these initiatives, promoting a culture of lifelong learning and excellence in education.

On Hopes and Aspirations as School Head in Managing Integrated Senior High School in the Department of Education. Implementing aspirations such as equipping students with 21st-century skills, ensuring sufficient facilities and laboratories, and providing high-quality education requires collaborative efforts from school heads, facilities managers, curriculum developers, and educators. School heads play a crucial role in advocating for adequate resources and fostering partnerships with stakeholders to enhance learning environments. Educators and instructional leaders are tasked with designing and implementing innovative teaching strategies that promote critical thinking, creativity, and technological literacy among students in integrated senior high schools.

Implications for Future Research

Based on the findings and implications drawn from the study, several avenues for future research can be explored to further deepen our understanding and improve practices in managing integrated senior high schools.

Future research should delve into longitudinal studies that track the long-term outcomes of students who have undergone integrated senior high school education. This would involve examining how well-prepared they are for higher education or the workforce, their career trajectories, and their contributions to society. Understanding these outcomes can inform curriculum enhancements and educational strategies that better align with the evolving needs of students in the 21st century.

Moreover, exploring the effectiveness of different models of resource allocation and management in integrated senior high schools is crucial. Research could focus on comparative studies across different

regions or countries to identify best practices in optimizing limited resources, enhancing facilities, and supporting diverse student populations. This research would benefit school administrators and policymakers in making informed decisions on resource allocation and infrastructure development.

Thirdly, investigating the impact of professional development programs on teacher retention, instructional quality, and student achievement in integrated senior high schools is essential. Studies could assess the effectiveness of various professional development models, mentorship programs, and incentives in fostering a supportive and enriching professional environment for educators. Such research can provide insights into effective strategies for enhancing teacher satisfaction and professional growth, thereby improving overall educational outcomes.

Further, future research should explore the role of community and stakeholder engagement in supporting integrated senior high schools. This includes examining how partnerships with local businesses, community organizations, and government agencies contribute to enriching educational experiences and expanding opportunities for students. Understanding the dynamics of effective stakeholder engagement can help school leaders build sustainable partnerships that enhance curriculum relevance, career readiness initiatives, and student support services.

Concluding Remarks

Based on the findings, school heads encountered diverse challenges such as limited resources, curriculum alignment, and the need to manage diverse student needs effectively. These challenges necessitated strategic leadership and innovative solutions to ensure a cohesive educational experience for all students. The study underscored the importance of adaptive strategies in coping with these challenges, including collaborative efforts among staff, proactive resource management, and continuous professional development for educators. These strategies were crucial in fostering resilience and innovation within integrated senior high schools, allowing educators to meet the evolving needs of students and educational standards.

Moreover, the aspirations expressed by school heads to equip students with 21st-century skills, provide high-quality education, and cultivate supportive learning environments reflect a commitment to excellence and student-centered education. These aspirations drive ongoing efforts to enhance curriculum relevance, improve infrastructure, and foster strong community partnerships to enrich educational opportunities.

Furthermore, the findings highlight the pivotal role of effective leadership, collaborative practices, and a commitment to continuous improvement in managing integrated senior high schools. By leveraging these insights, educational stakeholders can guide policy reforms, allocate resources strategically, and prioritize student success. Moving forward, integrating these principles into educational practices will be essential for fostering inclusive learning environments and preparing students for future challenges and opportunities in an increasingly interconnected world.

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