



RESILIENCE AND INNOVATION IN IMPLEMENTING EDUCATIONAL POLICY AMONG PUBLIC ELEMENTARY SCHOOLS DURING DISRUPTIVE TIMES

Aurene O. Aloquin,¹ Melinda F. Marquez, PhD²

¹PHD EM Student, University of Perpetual Help System DALTA - Las Piñas City

²Associate Professor, University of Perpetual Help System DALTA - Las Piñas City

Article DOI: <https://doi.org/10.36713/epra21484>

DOI No: 10.36713/epra21484

ABSTRACT

This study aimed to investigate the specific challenges encountered by public elementary schools in the City School Division of Cabuyao, City Schools Division of Calamba, City Schools Division of Sta. Rosa, City Schools Division of Biñan and City Schools Division of San Pedro in implementing educational policies during disruptive times, identify innovation and resilience strategies, and assess the extent of effectiveness of these strategies on policy implementation. The study was conducted in 145 public elementary schools head from the public elementary school in five City Schools Division in Laguna during the School Year 2023-2024. The researcher used descriptive- research design using a questionnaire as the main research instrument of the study. The study revealed that the school heads have age ranging from 31 and above and most of them are in their 40's and 50's. There are more female school heads than male serving in public elementary schools and most of them are serving the school as leader from 10-14 years. The school heads have pursued and continue pursuing post graduate courses as part of their professional development as a school leader and most of them are managing big schools with 30-50 number of teachers under their supervision. The challenges encountered by public elementary schools in ensuring policy adherence during disruptive times are highly evident in their respective schools. The result showed that the extent of effectiveness of the adaptive strategies and innovation to adjust and lessen the difficulties associated with policy implementation during disruptive times is effective in their respective schools. There are significant differences in the effectiveness of the strategies and innovation that public elementary schools employ to adjust and lessen the difficulties associated with policy implementation during disruptive times and the respondents' profile in terms of sex, age, and highest educational attainment while there are no significant differences in terms of number of years in service as a school head and classification of school managed. There is no significant relationship between the challenges encountered by public elementary schools when implementing policies and the extent of effectiveness of the strategies and innovations that schools employ to adjust and lessen the difficulties associated with a policy implementation during disruptive times.

KEYWORDS: Challenges, Adaptive Strategies and Innovations, Policy Implementation, Disruptive Times,

I. INTRODUCTION

Schools face challenges in adapting to the ever-changing educational landscape, especially during disruptions. Implementing instructional strategies is crucial for the growth and success of students and the school environment. To handle policy changes during turbulent times, school heads must develop and apply strategies such as exploring creative ideas, leveraging technology, promoting stakeholder engagement, and learning from past mistakes.

During disruption periods, schools transition from traditional to digital teaching methods, creating innovative educational applications that make it easier for everyone to find information at any time and from any location. Social media and online learning resources greatly aid in reaching a more equitable audience. This paper addresses the need for understanding education in the age of disruption and how educators respond to this phenomenon. (Lubis, 2019).

Public elementary schools face challenges in effectively implementing their policies during times of social unrest or

unforeseen emergencies. However, resilience and inventiveness are crucial tactics for getting past these challenges. Adaptive tactics and flexible responses allow schools to quickly adjust to shifting circumstances without losing sight of educational policy objectives. Innovation is equally important, as it creates new concepts and employs technology to reduce disruptions.

The Basic Education Development Plan (BEDP) 2030 outlines four priority development areas: pivoting to quality, expanding educational opportunities for underprivileged groups, empowering students to develop resilience and life skills, and bolstering the promotion of students' overall wellbeing in a positive learning environment.

To overcome obstacles, schools must promote stakeholder collaboration, employ flexible policy implementation techniques, and employ adaptive strategies. This study explores the inventiveness and resiliency of public elementary schools during disruptive times, highlighting the significance of adaptive strategies, innovative problem-solving, and



cooperative efforts. The knowledge gained from these disruptive times will be crucial in creating useful, robust, and flexible policies as the educational landscape changes.

The study utilized Holland's Theory of Complex Adaptive Systems (CAS) (1994) to understand how schools handle disruptions and implement policies. CAS emphasizes the importance of adaptability and flexibility in a system, which can lead to increased complexity. Public elementary schools, as complex adaptive systems, exhibit resilience by developing innovative plans of action and using flexible decision-making processes to manage disruptions. This study highlights the importance of agility, ongoing learning, and systemic interdependencies in fostering resilience and innovation in educational settings. (Araja, 2022).

The research utilized Masten's 2014 Theory of Resilience, which emphasizes resilience as a dynamic capacity or developmental process. It is relevant to various systems, including children, families, organizations, and societies, as it allows them to respond effectively to disturbances. Resilience is crucial for understanding sustainability, as it allows systems to absorb disturbances and maintain their function. The study illustrated the practical applications of resilience theory by examining public elementary schools' implementation of policies during disruptive times. It highlighted the importance of learning environments promoting flexibility, ingenuity, and group problem-solving, aligning with resilience theory. (Concordia University, Nebraska, 2022).

The Diffusion of Innovation (DOI) Theory, developed by E.M. Rogers in 1962, was also useful in this investigation. It explains how a concept or item gains traction and gradually diffuses through a particular population or social structure. This diffusion process involves communication channels allowing members of a social system to share innovations, leading to the adoption of new ideas, behaviors, or products. The theory emphasizes grouping stakeholders based on their responses to new policies, especially during disruptions. By tailoring communication and support strategies according to these groups' knowledge, policymakers and educational leaders can effectively address the distinct needs and influence of each group, helping schools adjust to disruptions and become more resilient by implementing necessary innovations in administrative and instructional practices.

This study investigates challenges faced by public elementary schools in Laguna during disruptive times, identifies innovative and resilience strategies, and evaluates their effectiveness. The research was conducted during the 2023-2024 school year, using stratified sampling techniques and a descriptive-quantitative research design. A questionnaire was used as the primary research instrument to collect quantitative data. The findings were used to develop an action plan to enhance resilience and innovativeness in policy implementation, aiming to improve the resilience and effectiveness of public elementary schools during disruptive times.

1.1 Statement of the Problem

1. What is the profile of the respondents in terms of age, sex, number of years in service as a school head; highest

educational attainment; classification of school management, and the educational policy implemented?

2. What is the composite mean of the challenges encountered by public elementary schools in Ensuring Policy Adherence During Disruptive Times concerning Learners' Engagement, Learning Resources, Adaptability and Flexibility, Stakeholders Involvement, Equity and Accessibility, and Monitoring and Evaluation?
3. What is the composite mean of the effectiveness of the adaptive strategies and innovation that public elementary schools employ to adjust and lessen the difficulties associated with policy implementation during disruptive times concerning the stated factors?
4. Is there a significant difference in the effectiveness of the strategies and innovation that public elementary schools employ to adjust and lessen the difficulties associated with policy implementation during disruptive times and the respondents' profile?
5. Is there a significant relationship between the challenges public elementary schools encounter when implementing policies and the effectiveness of the strategies and innovation that schools employ to adjust and lessen the difficulties associated with policy implementation during disruptive times?

2. REVIEW OF RELATED LITERATURE

Resilience and Innovation in Educational Policy Implementation During Disruptive Times

Reimers and Schleicher (2020) state that the 59 countries that took part in this survey have shown amazing resilience, adaptability, and commitment to education in developing plans for education continuity during disturbance in demanding conditions. Regarding their implementation and results, top officials, teachers, school and other education administrators generally saw those strategies favorably. Many children now have at least part of the curriculum access thanks to those approaches. Although the continuity of academic learning has gotten more attention than the socio-emotional development of students, there is general agreement that not all students have been able to regularly interact with their education as presented under these emergency solutions. Although most of the countries surveyed were able to establish alternative learning environments, respondents believe that just about half of the students could access all or most of the content. A key component of the continuity approach was primarily using online tools allowing teachers to interact with their colleagues, so promoting professional development for them.

The Responses to Educational Disruption Survey (REDS) reveals that sudden changes in school operations and prolonged closures have significantly disrupted education worldwide. The survey examines the health crisis's impact on education stakeholders, including student and teacher wellbeing, academic progress, and policies to keep children learning. The findings provide valuable insights for better policy responses and knowledge on how to hasten education, recover from disasters, and build future resilience in education systems. (Meinck et al 2022)



Challenges in Educational Policy Implementation During Disruptive Times

After the first phase of the epidemic, in which national governments focused on guaranteeing the continuity of the academic year, Zancajo, Verger, and Bolea (2022) claimed that significant international organizations underlined the need of implementing structural policy reforms to meet the problems of the epidemic presented. Based on policy papers of European and international nations, this study assesses long-term responses expressed in the educational field. Thanks to the analysis, three main areas of response—that of teachers' development, educational inequalities, and digitization of the educational system—have become rather clear. Regarding every one of these sectors, the agendas and policy instruments used by international organizations thus far reflect not much different from the objectives and tools they supported in the pre-pandemic era.

Parveen et al. (2022) supported their claims that natural events had seriously disrupted the global educational process. Most universities moved from in-class instruction to E-learning and suffered from often closing and uncertainty of ongoing learning. Everywhere one demands a notable increase in leadership roles, responsibility, and resilience in educational institutions. Educational institutions especially find it difficult to maintain the integrity of the learning process and guarantee its relevance during the disturbance. Therefore, educational leaders have to be aware of the challenges they encounter in the flawless running of their institutions at this turning point. The present study found that the most-frequency-significance challenges influencing school activities during disturbance were related to (1) self-care, wellbeing, and safe school opening; (2) learning continuity and quality of Education; (3) ensuring distributive leadership; (4) emotional and mental health; (5) equity gaps; (6) digital divide; and (7) cybersecurity of online Education. These findings demand serious consideration since it is impossible to ignore the main relevance of principals in educational institutions.

Among the most significant social institutions McLeod and Dulsky (2021) reported to have been affected by upheavals such as the epidemic were schools. Most school leaders, meantime, have never dealt with a crisis of this scope or degree of training in crisis leadership. Among the main subjects of the interviews were stressing vision and values, communication and family community involvement, staff care, instructional leadership, organizational capacity-building, equity-oriented leadership practices, and appreciation of possible future opportunities. Since these findings coincide with the more general body of research on crisis leadership, they greatly affect the future attitudes, policies, and support systems of school leaders during crisis events.

Miceli et al. (2021) substantiated the results, which indicated that sustainability, digitalization, resilience, and agility are the current terms that organizations must adopt to meet the challenges of the competitive environment. Though these ideas are already somewhat popular among academics and

professionals, the nature of the relationship between resilience and sustainability has not yet been adequately defined. Above all, especially in times of crisis and discontinuity, there is still no proof of what elements define more resilience to change in an organization that aspires to be more sustainable.

II. RESEARCH METHODOLOGY

Research Design

The study applied descriptive research techniques, which define the features of a population or phenomenon under examination. This included compiling data via surveys, observations, or interviews. In-depth knowledge about a topic was gathered using a self-constructed survey form as a quantitative tool. The study sought to look at the difficulties public elementary schools in the Five City Schools Division in Laguna experience applying instructional policies during disruptive events. The study concentrated on spotting creative ideas and resilience techniques as well as evaluating their success. The main research tool was the questionnaire, which let for a methodical and ordered study. The study found difficulties guaranteeing policy adherence including learners' involvement, learning resources, adaptability, stakeholder involvement, accessibility, equity, monitoring and evaluation. The results were applied to create an action plan meant to improve public elementary schools' resilience and creativity in carrying out instructional policies during disruptive events.

Population and Sampling

The heads of public elementary schools in the five City Schools Divisions in Laguna who would be study respondents were selected using a stratified random sampling technique. There were 259 public elementary schools in all. The schools were split according to congressional districts; forty samples from each of the four districts taken overall to make 145 samples.

Respondents of the Study

Heads of public elementary schools in Laguna's five City Schools Divisions, grouped according to four congressional districts, made up the survey. Out of the 259 public elementary schools in the division, 145 school heads from the four districts were selected as responders.

Statistical Treatment

The study analyzed the profiles of respondents in terms of age, sex, years in service, educational attainment, school management, and educational policy. It found challenges faced by public elementary schools in ensuring policy adherence during disruptive times, including learners' engagement, learning resources, adaptability, stakeholder involvement, accessibility, equity, and monitoring and evaluation. The effectiveness of adaptive strategies and innovations used to address these challenges was assessed using a weighted mean. A significant relationship was found between the problems faced by public elementary schools during policy implementation and the effectiveness of these strategies and innovations.



III. RESULTS AND DISCUSSION

Profile of the Respondents in Terms of Age, Sex, Number of Years in Service as School Head, Highest Educational Attainment, and Classification of School Managed

Table 1 Respondents Profile in terms of Age

	Frequency	Percent
31-40	21	14.5
41-50	80	55.2
51 and above	44	30.3
Total	145	100.0

Table 1 shows that the majority of school heads in public elementary schools are in their 40s and 50s, with a high concentration of leadership experience and maturity. These leaders are considered seasoned leaders due to their experience in challenging times and their ability to make decisions in

disruptive times. The data suggests the need for targeted professional development and training courses to help these heads adapt to new learning environments and disruptive events. The majority of respondents fall in their 40s and 50s, with 21 or 14.5% aged 31 to 40.

Table 2 Respondents Profile in terms of Sex

	Frequency	Percent
Male	57	39.3
Female	88	60.7
Total	145	100.0

Table 2 shows that 60.7% of respondents are female heads of schools, indicating a gender disparity in educational leadership positions. This trend suggests a potential shift towards gender equality in education. However, preserving female leaders' effectiveness depends on meeting their unique needs and

challenges, such as juggling personal and professional obligations. It also underscores the need for continuous support and training initiatives to eliminate gender-specific challenges and advance fair leadership opportunities at all educational levels.

Table 3 Respondents Profile in terms of Number of Years in Service as a School Head

	Frequency	Percent
1-4	9	6.2
5-9	24	16.6
10-14	82	56.6
15-19	22	15.2
20 and above	8	5.5
Total	145	100.0

Table 3 shows the respondents' profile concerning their years of service as heads of schools. According to the data, 56.6% or 82 respondents served in 10-14 years as a school head; followed

by 24 or 16.6% of the respondents served in 5-9 years; and so on. Nine (9), or 6.2% of the respondents, have been school heads for one to four years; eight (8), or 5.5%, have been school



heads for twenty or above years. According to the statistics, most school heads run the institution for 10 to 14 years.

Table 4 Respondents Profile in terms of Highest Educational Attainment

	Frequency	Percent
With master's degree Unit	9	6.2
Master's Degree Graduate	21	14.5
With Doctorate Degree Units	93	64.1
Doctorate Degree Graduate	22	15.2
Total	145	100.0

Table 4 reveals that 64.1% of school heads have doctorate degrees, with 15.2% having completed their degree. 14.5% have a master's degree, and 6.2% have master's degree units. Postgraduate courses are pursued by school heads for professional development. Public elementary school leaders have consistent tenure, gaining institutional knowledge and experience to handle challenges and disruptions. They have a complete understanding of community needs, stakeholder relationships, and institutional dynamics, enhancing leadership

resilience. However, most school leaders doubt succession planning and leadership rotation. To ensure continuity and development, educational institutions should establish mentoring programs, succession planning, and professional development opportunities. Continual support and training courses can help leaders maintain efficiency in policy implementation and adapt to new challenges and trends in education.

Table 5 Respondents Profile in terms of Classification of School Managed

	Frequency	Percent
Small School (With 9 and below Number of Teachers)	6	4.1
Medium School (With 10 to 29 Number of Teachers)	32	22.1
Large School (With 30 to 50 Number of Teachers)	88	60.7
Mega School (With 51 and above Number of Teachers)	19	13.1
Total	145	100.0

Table 5 shows that the majority of school heads, or 60.7%, manage large schools with 30-50 teachers. This size requires significant staff coordination, resource management, and educational program management, which can present challenges during disruptive events. Heads of schools overseeing large institutions must ensure equal access to resources, maintain high education standards, and create an environment suitable for more students. Effective management of such large operations requires strategies that enhance

stakeholder involvement, staff cooperation, and communication. Developing targeted professional development plans and support initiatives is crucial for addressing the different difficulties faced by heads of smaller and larger institutions. Addressing resource distribution, learners' performance, and community involvement can help successfully implement policies in different educational environments.



Table 6 Educational Policies Implemented by the Respondents in their Respective Schools

	N	Responses		
		Percent	Percent of Cases	
K to 12 Basic Education Program	145	23.1%	100.0%	
Mother Tongue-Based Multilingual Education (MTB-MLE)	40	6.4%	27.6%	
Alternative Learning System (ALS)	23	3.7%	15.9%	
Educational Policies Implemented	School-Based Management (SBM)	145	23.1%	100.0%
	Special Education (SPED) Program	18	2.9%	12.4%
	Disaster Risk Reduction and Management (DRRM) in Education	145	23.1%	100.0%
	Gabay Guro (Teacher Development Program)	112	17.8%	77.2%
Total	628	100.0%	433.1%	

Table 6 shows the educational policies implemented in 145 participating public elementary schools. Out of these, 100% are employed, with 27.6% using Mother Tongue-Based Multilingual Education (MTB-MLE), 77.2% using Gabay Guro, 12.4% using Special Education (SPED), and 15.9% using an Alternative Learning System (ALS). These policies demonstrate strong adherence to national educational frameworks and aim to harmonize teaching practices and ensure consistent quality criteria. However, areas for

improvement include extending ALS and SPED programs to meet the learning needs of vulnerable groups within the school community. To maximize educational results, stakeholders and legislators should prioritize targeted initiatives supporting the implementation of these programs, including funding distribution, professional development opportunities for teachers, and community involvement.

Composite Mean of the Challenges Encountered by Public Elementary Schools in Ensuring Policy Adherence During Disruptive Times concerning Learners' Engagement, Learning Resources, Adaptability and Flexibility, Stakeholders Involvement, Equity and Accessibility, and Monitoring and Evaluation.

Table 7 Composite Table on the Challenges Encountered by Public Elementary Schools in Ensuring Policy Adherence During Disruptive Times

	Mean	Std. Deviation	Verbal Interpretation
Learners' Engagement	3.75	0.32	Highly Evident
Learning Resources	3.77	0.32	Highly Evident
Adaptability and Flexibility	3.65	0.40	Highly Evident
Stakeholders' Involvement	3.66	0.42	Highly Evident
Equity and Accessibility	3.71	0.37	Highly Evident
Monitoring and Evaluation	3.69	0.38	Highly Evident
Challenges Encountered by Public Elementary Schools in Ensuring Policy Implementation during Disruptive Times	3.70	0.22	Highly Evident

Legend: 4 (3.50 - 4.00) - Highly Evident 3 (2.50 - 3.49) - Evident 2 (1.50 - 2.49) - Slightly Evident 1 (1.00 - 1.49) - Not Evident



Table 7 presents a comprehensive analysis of the challenges faced by public elementary schools in maintaining policy adherence during disruptive times. The most evident issues include student involvement, equity and accessibility, monitoring and evaluation, and stakeholder participation. The lowest mean for adaptability and flexibility is 3.65. These challenges are particularly evident in remote or hybrid learning environments, where it is challenging to maintain student engagement and access necessary resources. Equity and accessibility are also significant concerns, as it is challenging to provide inclusive learning environments that cater to the diverse needs of students. Flexibility and adaptability challenges, such as stakeholders, monitoring, and assessment, make it challenging for educational institutions to modify policies during disruptive events. The results underscore the importance of data-driven decision-making, effective communication channels, and responsive leadership in navigating uncertainty and ensuring policy adherence.

The outcomes supported Zancajo et.al (2022) that the national governments focused on guaranteeing the continuity of the

school year, important international organizations underlined the need of implementing structural policy changes to satisfy the issues presented by the crisis. Three main areas of response, according to the study, are teachers' development, educational inequalities, and digitalizing of the educational system. Regarding these areas, the goals and policy instruments recommended by international organizations do not much differ from the agendas and tools they supported in the pre-pandemic age.

The survey by Reimers and Schleicher (2020) reveals that 59 countries have demonstrated resilience and commitment to education during challenging conditions. They have implemented plans for continuity of education, allowing many children to access some curriculum. However, not all students have been able to regularly interact with their education due to these emergency solutions. Most countries have established alternative learning environments, but only about half of the students can access all or most of the content. Online tools are a key component of this continuity approach

Composite mean of the effectiveness of the adaptive strategies and innovation that public elementary schools employ to adjust and lessen the difficulties associated with policy implementation during disruptive times concerning the stated factors.

Table 8 Composite table on the Extent of Effectiveness of the Adaptive Strategies and Innovation that Public Elementary Schools Employ to Adjust and Lessen the Difficulties Associated with Policy Implementation During Disruptive Times

	Mean	Std. Deviation	Verbal Interpretation
Learners' Engagement	3.07	0.40	Effective
Learning Resources	2.92	0.46	Effective
Adaptability and Flexibility	2.93	0.54	Effective
Stakeholders' Involvement	2.92	0.46	Effective
Equity and Accessibility	2.66	0.56	Effective
Monitoring and Evaluation	2.72	0.55	Effective
Extent of effectiveness of the adaptive strategies and innovation that public elementary schools employ to adjust and lessen the difficulties associated with policy implementation during disruptive times	2.87	0.32	Effective

Legend: 4 (3.50 - 4.00) - Highly Effective 3 (2.50 - 3.49) - Effective 2 (1.50 - 2.49) - Slightly Effective 1 (1.00 - 1.49) - Not Effective

Table 8 demonstrates the effectiveness of adaptive strategies and innovation implemented by public elementary schools to address policy implementation challenges during disruptive times. The highest mean score for learners' engagement is 3.07, followed by adaptability and flexibility at 2.93. Monitoring and evaluation scores are 2.72, followed by learning resources and stakeholders' involvement at 2.92. Equity and accessibility scores are the lowest at 2.66. The overall mean of 2.87 indicates the effectiveness of these strategies in addressing challenges in education. Schools should prioritize professional development to ensure teachers have the necessary tools to maintain and advance these practices. Building relationships with

community organizations, utilizing technology for learning, and following data-driven decision-making processes can further enhance resilience to future disturbances. Educational institutions are also actively involving stakeholders in decision-making processes, promoting inclusivity and accessibility, ensuring equitable access to learning resources, improving flexibility and adaptability in instructional approaches, and implementing rigorous monitoring and evaluation systems.

The results of Parveen et al. (2022) supported their claims that natural events had seriously disrupted the global educational process. Most universities moved from in-class instruction to



E-learning and suffered from often closing and uncertainty of ongoing learning. Everywhere one demands a notable increase in leadership roles, responsibility, and resilience in educational institutions. Educational institutions especially find it difficult to maintain the integrity of the learning process and guarantee its relevance during the disturbance. Therefore, educational leaders have to be aware of the challenges they encounter in the flawless running of their institutions at this turning point. The present study found that the most-frequency-significance challenges influencing school activities during disturbance were related to (1) self-care, wellbeing, and safe school opening; (2) learning continuity and quality of Education; (3) ensuring distributive leadership; (4) emotional and mental health; (5) equity gaps; (6) digital divide; and (7) cybersecurity

of online Education. These findings demand serious consideration since it is impossible to ignore the main relevance of principals in educational institutions.

The Responses to Educational Disruption Survey (REDS) reveals that sudden changes in school operations and prolonged closures have significantly disrupted education worldwide. The survey examines the health crisis's impact on education stakeholders, including student and teacher wellbeing, academic progress, and policies to keep children learning. The findings provide valuable insights for better policy responses and knowledge on how to hasten education, recover from disasters, and build future resilience in education systems. (Meinck et al 2022)

Significant Difference in The Effectiveness of The Strategies and Innovation that Public Elementary Schools Employ to Adjust and Lessen the Difficulties Associated with Policy Implementation During Disruptive Times and the Respondents' Profile

Table 9 Test of Significant Differences in the Effectiveness of the Strategies and Innovation that Public Elementary Schools Employ to Adjust and Lessen the Difficulties Associated with Policy Implementation During Disruptive Times and the Respondents' Profile

	t	df	Sig. (2-tailed)	Decision	Remarks
Sex - Extent of Effectiveness of The Adaptive Strategies and Innovation that Public Elementary Schools Employ During Disruptive Times	-25.648	144	0.000	Reject	Significant
Age - Extent of Effectiveness of The Adaptive Strategies and Innovation that Public Elementary Schools Employ During Disruptive Times	5.003	144	0.000	Reject	Significant
Years In Service as School Head - Extent of Effectiveness of The Adaptive Strategies and Innovation that Public Elementary Schools Employ During Disruptive Times	1.307	144	0.193	Accept	Not Significant
Educational Attainment - Extent of Effectiveness of The Adaptive Strategies and Innovation that Public Elementary Schools Employ During Disruptive Times	15.574	144	0.000	Reject	Significant
Classification of School Managed - Extent of Effectiveness of The Adaptive Strategies and Innovation that Public Elementary Schools Employ During Disruptive Times	-0.658	144	0.511	Accept	Not Significant

Table 9 examines the effectiveness of public elementary schools' strategies and innovation in addressing policy implementation challenges during disruptive times and the respondents' profiles. The results show significant differences in the effectiveness of these strategies based on sex, age, and educational attainment. However, there were no significant differences in the effectiveness of these strategies based on years of service as school head or the type of institution they oversaw. This suggests the need for tailored support and

specialized strategies in educational leadership and policy execution.

The absence of statistically significant differences based on respondents' years of experience suggests consistency in the application and effectiveness of adaptive strategies. This consistency will enable schools to focus resources and efforts on areas where demographic inequalities in performance are more apparent, providing a strong basis for development. The



findings emphasize the need for tailored support and specialized strategies in educational leadership and policy execution.

Among the most significant social institutions McLeod and Dulsky (2021) reported to have been affected by upheavals such as the epidemic were schools. Most school leaders, meantime, have never dealt with a crisis of this scope or degree of training in crisis leadership. Among the main subjects of the

interviews were stressing vision and values, communication and family community involvement, staff care, instructional leadership, organizational capacity-building, equity-oriented leadership practices, and appreciation of possible future opportunities. Since these findings coincide with the more general body of research on crisis leadership, they greatly affect the future attitudes, policies, and support systems of school leaders during crisis events.

Significant Relationship in the Challenges Encountered by Public Elementary Schools When Implementing Policies and The Extent of Effectiveness of the Strategies and Innovation that Schools Employ to Adjust and Lessen the Difficulties Associated with Policy Implementation During Disruptive Times

Table 10 Correlation Between the Challenges Encountered by Public Elementary Schools When Implementing Policies and the Extent of Effectiveness of the Strategies and Innovations that Schools Employ to Adjust and Lessen the Difficulties Associated with a Policy Implementation During Disruptive Times

		Extent of effectiveness of the adaptive strategies and innovation that public elementary schools employ to adjust and lessen the difficulties associated with policy implementation during disruptive times
Challenges encountered by public elementary schools in ensuring policy implementation during disruptive times	Pearson Correlation	0.145
	Sig. (2-tailed)	0.081
	N	145

Legend: sig.: >0.05 – Not Significant sig.: <0.05 – Significant

Table 10 reveals a minimal correlation between the challenges faced by public elementary schools during disruptive times and the effectiveness of strategies and innovations used to adapt and minimize these difficulties. The Pearson r correlation coefficient of 0.145 indicates no significant correlation between these challenges and the effectiveness of these strategies. This suggests that educational institutions have developed and implemented solutions that cater to everyone, despite various challenges. The findings suggest that current adaptive strategies are effective in addressing these challenges, but it is crucial to strengthen these strategies to resist unplanned obstacles and remain flexible and successful. To ensure the continued success of these strategies, schools should focus on professional development, resource allocation, and stakeholder involvement. This will help them overcome policy implementation challenges, regardless of their size.

Miceli et al. (2021) substantiated the results, which indicated that sustainability, digitalization, resilience, and agility are the current terms that organizations must adopt to meet the challenges of the competitive environment. Though these ideas are already somewhat popular among academics and professionals, the nature of the relationship between resilience and sustainability has not yet been adequately defined. Above all, especially in times of crisis and discontinuity, there is still no proof of what elements define more resilience to change in an organization that aspires to be more sustainable.

IV. CONCLUSION

The study examines the challenges faced by public elementary schools during disruptive times, focusing on age, gender, years in service, educational attainment, and school management. The majority of school heads are in their 40s and 50s, with more females than males. They implement educational policies like the K to 12 Basic Education Program, Disaster Risk Reduction and Management, and School-Based Management. Challenges include maintaining high learning engagement, adapting to resources, stakeholders' involvement, equity and accessibility, and monitoring and evaluation. Adaptive strategies and innovations are effective, with an overall mean of 2.87. However, there is no significant relationship between challenges and the effectiveness of these strategies and innovations. An action plan will be developed to better prepare for and respond to disruptions, enhancing future policy implementation in public elementary schools.

The study reveals that most public elementary school heads are experienced women in their 40s and 50s, managing large schools with over thirty teachers. All schools consistently implement key educational programs, but face challenges in maintaining high learning engagement, equitable resource distribution, flexible policies, and monitoring learner progress during disruptive times. Improvements in learner engagement, learning resources, adaptability, stakeholder involvement, equity, accessibility, monitoring, and evaluation are needed. Addressing demographic variables like gender, age, and educational attainment among school heads is essential for optimizing policy modifications during disruptive times. The



effectiveness of strategies and innovations may not always match the intensity of challenges faced during disruptive times. The study suggests that the Department of Education (DepEd) of the Five City School Division in Laguna should continue supporting school heads in their professional development, particularly in postgraduate courses and leadership development. The department should also provide additional support and resources for implementing educational programs in public elementary schools in the Division of Laguna. School heads should develop innovative strategies to enhance learning engagement, ensure equitable access, implement flexible policies, and improve assessment and monitoring systems. They should prioritize improving learner engagement, strengthening monitoring practices, and increasing stakeholder involvement. The department should also provide support and professional development activities based on demographic factors, and regularly assess learners and modify their methods. Another study could strengthen the findings.

REFERENCES

1. Araja, D. (2022). *Resilience and complex adaptive systems: a perspective on healthcare*. *Journal of Business Management*, 20.
2. Concordia University, Nebraska. (2022, March 14). *Resilience in education*. Concordia University, Nebraska. <https://www.cune.edu/academics/resource-articles/resilience-education#:~:text=Resilience%20Theory%20is%20an%20educational,in%20recovering%20from%20negative%20events>
3. Lubis, F. (2019). *Education in the disruption era*. *Britain International of Linguistics Arts and Education (BioLAE) Journal*, 1(2), 183-188.
4. McLeod, S., & Dulsky, S. (2021, March). *Resilience, reorientation, and reinvention: School leadership during the early months of the COVID-19 pandemic*. In *Frontiers in education* (Vol. 6, p. 637075). *Frontiers*.
5. Meinck, S., Fraillon, J., & Strietholt, R. (2022). *The Impact of the COVID-19 Pandemic on Education: International Evidence from the Responses to Educational Disruption Survey (REDS)*. *International Association for the Evaluation of Educational Achievement*.
6. Miceli, A., Hagen, B., Riccardi, M. P., Sotti, F., & Settembre-Blundo, D. (2021). *Thriving, not just surviving in changing times: How sustainability, agility and digitalization intertwine with organizational resilience*. *Sustainability*, 13(4), 2052.
7. Parveen, K., Tran, P. Q. B., Alghamdi, A. A., Namaziandost, E., Aslam, S., & Xiaowei, T. (2022). *Identifying the Leadership Challenges of K-12 Public Schools During COVID-19 disruption: a systematic literature review*. *Frontiers in Psychology*, 13, 875646.
8. Reimers, F., & Schleicher, A. (2020). *Schooling disrupted, schooling rethought. How the Covid-19 pandemic is changing education*.
9. Zancajo, A., Verger, A., & Bolea, P. (2022). *Digitalization and beyond: the effects of Covid-19 on post-pandemic educational policy and delivery in Europe*. *Policy and Society*, 41(1), 111-128.