

# Resource Generation Capability and Adaptive Leadership on Education Program Implementation of School Administrators

Mateo P. Prosia<sup>1</sup>; Raul C. Orongan<sup>2</sup>; James L. Paglinawan<sup>3</sup>

<sup>1</sup>Teacher VII, Department of Education-Bukidnon, Quezon IV District, Philippines

<sup>2,3</sup>Professor, Department of Professional Education, Central Mindanao University, Philippines

Publication Date: 2026/05/22

**Abstract:** This study examined the relationship between resource generation capability and adaptive leadership and educational program implementation among 300 school administrators in DepEd Bukidnon during School Year 2025–2026. A descriptive-correlational design was used, and data was gathered through validated and pilot-tested questionnaires covering resource generation capability, adaptive leadership, and educational program implementation, with Brigada Eskwela included as a major school-based program. The findings showed that school administrators demonstrated very high levels of resource generation capability, adaptive leadership, and educational program implementation. Resource generation capability was very high in terms of setting expectations, focusing on learning, fostering collaboration, and managing resources strategically. Adaptive leadership was also very high in flexibility in decision-making, proactive problem-solving, emotional resilience, and innovative practices. Educational program implementation, which included program planning and organization, resource mobilization and support, and monitoring, evaluation, and empowerment, was likewise very highly practiced. Correlation results revealed significant positive relationships between educational program implementation and all dimensions of resource generation capability and adaptive leadership. This indicates that stronger resource generation and adaptive leadership are associated with more effective educational program implementation. The null hypothesis on no significant relationship was rejected. Regression analysis further showed that emotional resilience was the strongest predictor, followed by setting expectations for resource generation, fostering school-community linkages, managing resources strategically, proactive problem-solving, and innovative practices. The null hypothesis on no significant predictors was also rejected. The study concludes that adaptive leadership and resource generation capability are essential in strengthening Brigada Eskwela and other educational programs in DepEd Bukidnon.

**Keywords:** Resource Generation Capability, Adaptive Leadership, Educational Program Implementation, School Administrators

**How to Cite:** Mateo P. Prosia; Raul C. Orongan; James L. Paglinawan (2026) Resource Generation Capability and Adaptive Leadership on Education Program Implementation of School Administrators. *International Journal of Innovative Science and Research Technology*, 11(5), 1294-1302. <https://doi.org/10.38124/ijisrt/26may769>

## I. INTRODUCTION

Effective education program implementation remains a persistent challenge within the Department of Education where policies are often well designed but unevenly operationalized in schools (DepEd Philippines, 2025; UNESCO, 2024). Across public basic education in the Philippines national programs aimed at improving curriculum delivery and learner outcomes frequently encounter gaps in translation at the school level, particularly in widely implemented school-based initiatives such as Brigada Eskwela that require coordinated planning, resource mobilization, and active stakeholder participation. Many school administrators experience mismatches between policy mandates and actual classroom practices even as decentralization and school-based management mechanisms expand. Fluctuating budgets delayed releases and inconsistent

monitoring further weaken the coherence and sustainability of program implementation in various divisions and municipalities. This situation underscores the need to examine how leadership and organizational capacities shape the way school administrators implement education programs in DepEd settings.

A central issue in program implementation is the persistent scarcity and suboptimal management of resources which limits the capacity of school administrators to sustain new initiatives (Valerio, 2024; UNESCO, 2024). Across numerous public basic education schools in the Philippines particularly in rural and geographically isolated areas funding is limited releases are often delayed and instructional materials remain insufficient. Inconsistent financial support and weak community linkages force schools to rely on ad hoc measures

such as informal sponsorships and in-kind contributions rather than on stable school-based mechanisms like those required in Brigada Eskwela. Documents issued by international education organizations indicate that sustainable implementation depends not only on standard allocations but also on the capacity of schools to mobilize additional support and manage resources strategically. Recent analyses in the Philippine education system show that school administrators who actively pursue partnerships and diversify funding sources are more likely to maintain program continuity and improve learning conditions.

Parallel to resource constraints leadership adaptability has emerged as a critical determinant of how schools respond to complexity uncertainty and change (Rosel et al., 2025; UNESCO, 2024). The Department of Education has recorded numerous cases where school administrators increasingly face overlapping policies rapid curriculum revisions and post pandemic transitions that demand flexible responsive leadership, especially in school-based programs such as Brigada Eskwela that require coordination with local stakeholders. A qualitative investigation in rural schools suggests that leaders who adjust their strategies build trust and involve stakeholders are more effective in sustaining reform initiatives like Brigada Eskwela. Moreover, analyses of cross-national reform efforts indicate that educational reforms are more likely to succeed where leaders can interpret mandates translate them into local actions and continuously refine implementation. This evidence from school-level studies points to the need for leadership that aligns national directives with local realities and sustains program activities over time.

By examining the influence of resource generation capability and adaptive leadership on the implementation of education programs among school administrators, the current study addresses these persistent challenges in the Philippine school system. In addition to describing levels of resource generation capability and adaptive leadership among school administrators, the study aims to determine the extent to which these attributes shape the quality and consistency of education program implementation, particularly in school-based initiatives such as Brigada Eskwela. It also explores how these characteristics are interrelated and how they contribute to the efficiency and sustainability of program implementation in schools. By focusing on the interaction between resource generation capability and adaptive leadership, the study helps clarify how school administrators can better translate policies into effective practices and informs the design of leadership development and support initiatives within the Department of Education, Division of Bukidnon.

## II. OBJECTIVES OF THE STUDY

This study investigated the impact of resource generation capability and adaptive leadership on the educational program implementation of school administrators in DepEd Bukidnon, with particular focus on Brigada Eskwela during SY 2025–2026. Specifically, it aimed to: 1) assess the level of resource generation capability in terms of setting expectations, focusing on learning, fostering collaboration, and managing resources strategically; 2) determine the level of adaptive leadership in terms of flexibility in decision-making, proactive problem-solving, emotional resilience, and innovative practices; 3)

describe the level of educational program implementation in Brigada Eskwela in terms of program planning and organization, resource mobilization and support, and monitoring, evaluation, and improvement; 4) examine the relationship between educational program implementation and both resource generation capability and adaptive leadership; and 5) identify which variables, singly or in combination, best predict educational program implementation.

### ➤ *Scope and Delimitations of the Study*

This study was conducted with public school administrators across the Division of Bukidnon at both the elementary and secondary levels for the school year 2025–2026. The respondents comprised 300 school administrators selected through purposive sampling, providing a focused view of how these leaders shaped the implementation of educational programs, particularly school-based initiatives such as Brigada Eskwela, through their resource generation capability and adaptive leadership.

The investigation covered administrators who were serving in public schools with at least one year of leadership experience, including school principals, school in-charge (SIC) officers, district supervisors, and other designated school-level leaders who function as the primary decision-makers and implementers of school-based programs. Specifically, the study described and analyzed how these leaders gathered and managed resources and how their flexible leadership approaches affected the planning, execution, and sustainability of programs like Brigada Eskwela in their respective schools.

Data was gathered using structured questionnaires distributed to all participating administrators. Responses reflected self-reported perceptions and real-world practices, highlighting effective strategies, existing gaps, and the role of adaptive leadership and resource generation in the day-to-day implementation of school-based programs. While every effort was made to encourage honest and thoughtful answers, the school-based survey setting may have influenced how openly some respondents shared their views, introducing the possibility of response bias.

This study also excluded other potential factors such as cultural, economic, or broader organizational influences that may affect program implementation. Private school administrators and those with less than one year of leadership experience were not included, as the focus was on public school leaders with direct, relevant experience in resource management and leadership. In this way, the study aimed to capture the core leadership realities and implementation practices of Bukidnon's public school administrators in the context of school-based programs exemplified by Brigada Eskwela.

### ➤ *Conceptual Framework*

#### • *Resource Generation Capability*

Grounded in resource dependence theory (Pfeffer & Salancik, 2017) and school-based resource mobilization perspectives, resource generation capability refers to the ability of school administrators to secure, mobilize, and strategically manage financial, human, and material resources beyond

standard government allocations. In the Philippine context, public schools often face budget constraints, delayed releases, and fluctuating support, which hinder the implementation of national initiatives such as Brigada Eskwela (Dela Cruz, 2019; Valerio, 2023; Famero, 2024). Thus, capability is not limited to the amount of funding available but extends to the leader's skill in building partnerships, negotiating with stakeholders, and coordinating donations and volunteer efforts. This theoretical strand positions resource generation capability as a mediating condition between policy mandates and actual implementation, where stronger capacity leads to more complete and sustained program delivery, while weaker capacity results in fragmented or short-term implementation (Rosel et al., 2023; Toledo, 2025).

- *Adaptive Leadership*

Adaptive Leadership Theory (Heifetz, 1994; Heifetz, Grashow, & Linsky, 2009) provides the second anchor of this study, emphasizing the distinction between technical problems with clear solutions and adaptive challenges that require shifts in values, behaviors, and relationships. In school administration, adaptive leadership explains how heads respond to complex, uncertain, or contested situations such as fluctuating community support and uneven participation in Brigada Eskwela (Heifetz & Linsky, 2002). An adaptive leader diagnoses the challenge, engages stakeholders meaningfully, and creates conditions for collective ownership of the work, aligning with DepEd-linked professional development frameworks (SEAMEO INNOTECH, 2020; DepEd trainings, 2024). This theory frames administrators as sense-makers and change agents who interpret policy, navigate tensions, and mobilize collective action. When adaptive leadership is strong, program implementation becomes responsive, context-sensitive, and sustainable; when weak, implementation risks being inconsistent and short-lived.

- *Educational Program Implementation*

Educational program implementation refers to the translation of policies, plans, and prescribed activities into actual practices within schools, measured by the extent, depth, consistency, and quality of activities carried out over time (Penuel & Fishman, 2020; Datnow & Park, 2021). Research shows that implementation ranges from partial and fragmented to highly consistent, depending on leadership support, stakeholder involvement, and resource availability (Andrada, 2022; Valerio, 2023; Famero, 2024). In Brigada Eskwela, many schools report high implementation in preparation and partnership engagement, while others face gaps tied to limited materials and weak collaboration (Rosel et al., 2023; Famero, 2024). This variable serves as the dependent outcome in the framework, when adaptive leadership is strong and resource generation is systematic, implementation tends to be complete and sustainable; when either or both are weak, implementation is fragmented and uneven. Thus, educational program implementation provides the logical endpoint toward which resource generation capability and adaptive leadership converge, making it the focal measure of school administrators' effectiveness in DepEd Bukidnon.

### III. METHODOLOGY

- *Research Design*

This study utilized a descriptive-correlational research design to examine the relationship between resource generation capability, adaptive leadership, and educational program implementation of school administrators. The descriptive section focused on gathering data that captured the actual levels of resource generation capability, adaptive leadership, and educational program implementation as practiced by the school administrators. Information was collected using questionnaires to ensure that these variables were measured directly and consistently, and the descriptive findings provided a comprehensive understanding of how each variable appeared within the daily operations and decision-making of administrators in the school setting.

The correlational part of the study analyzed the exact nature of the relationship between resource generation capability and adaptive leadership as the independent variables, and educational program implementation as the dependent variable. This approach clarified whether resource generation capability and adaptive leadership were significantly associated with educational program implementation among school administrators. Moreover, regression analysis was used to determine which among the indicators of resource generation capability and adaptive leadership were stronger predictors of educational program implementation, with each analytic step designed to directly address the variables outlined in the title and to support a focused and accurate investigation of their impact within the educational context.

- *Respondents of the Study*

The respondents of the study were the school administrators directly involved in the implementation of Brigada Eskwela and other related school-based programs. In this study, the term school administrators refer to the school head, principal, School-in-Charge (SIC), Officer-in-Charge (OIC), and other designated school leaders who held direct responsibilities in program planning, coordination, resource mobilization, and implementation. The respondents were selected through purposive sampling because they were intentionally chosen based on their direct involvement in the variables under investigation. A total of 300 respondents comprised the final sample, and all questionnaires distributed were retrieved and accomplished completely, resulting in a 100% response rate.

- *Locale of the Study*

The study was conducted in the Division of Bukidnon under the Department of Education, Region X, Northern Mindanao, Philippines, a division characterized by wide geographic coverage, dispersed school communities, and varied access to institutional and community resources. As one of the largest divisions in the region, Bukidnon includes schools located in urban, semi-urban, and rural settings, each with differing levels of exposure to local partnerships, government support, business networks, and civic engagement. These differences make the division a relevant locale for examining how school administrators generate and mobilize resources in support of school-based programs, particularly Brigada Eskwela. The setting provides a meaningful context

for understanding how administrative leadership operates under varying resource conditions across districts.

DepEd Bukidnon’s school districts differ not only in geographic location but also in their resource environments, which may influence the extent to which school administrators can sustain program implementation. Urban districts generally have greater access to potential donors, non-government organizations, local businesses, and more active stakeholder participation, while rural districts often face greater constraints in transportation, communication, and external support. In such settings, school administrators are expected to adopt adaptive strategies to secure resources, build partnerships, and coordinate community participation in order to meet program requirements. This makes the Division of Bukidnon an appropriate locale for investigating whether resource generation capability varies across districts and how such variation affects the implementation of educational programs.

The locale is particularly significant to this study because Brigada Eskwela requires not only compliance with DepEd policy but also active coordination, stakeholder engagement, and mobilization of resources at the school level. School administrators in Bukidnon, whether in urban or rural districts, are confronted with differing levels of access to support systems that may shape their capacity to organize and sustain program activities. By sitting in this division, the research is able to explore how contextual differences in community resources and district conditions relate to the administrators’ capability to generate support and implement school-based initiatives effectively. Thus, Bukidnon serves as a suitable setting for examining the interaction of resource generation capability, adaptive leadership, and education program implementation among school administrators.

➤ *Research Instrument*

A structured survey questionnaire consisting of three parts was distributed to the respondents to collect data for the study. Each part was adapted after the instruments developed by credible researchers, with modifications made to suit the objectives and context of this research. Prior to administration, consent from the original authors was requested to ensure ethical use of their questionnaires and pilot testing was conducted to evaluate the reliability of the instrument and confirm its appropriateness for the target population.

Part 1 of the instrument was an adapted measure developed from the concepts and dimensions discussed in the 2024/5 UNESCO Global Education Monitoring Report on leadership and education finance (2024), and it was used to assess the resource generation capability of the school administrators. It consisted of four sub-variables, namely, setting expectations, focusing on learning, fostering collaboration, and managing resources strategically.

The scoring procedure for this instrument, which used a Likert scale, was observed as follows:

Numerical Rating	Range	Descriptive Rating	Qualitative Interpretation
1	1.00-1.50	Strongly Disagree	Not Practiced
2	1.51-2.50	Disagree	Poorly Practiced
3	2.51-3.50	Neutral	Moderately Practiced
4	3.51-4.50	Agree	Highly Practiced
5	4.51-5.00	Strongly Agree	Very High Practiced

Part 2 of the instrument measured the adaptive leadership of the school administrators. This questionnaire was patterned after the works of Rosel, Agodera, and Bagalanon (2025) and consisted of four aspects, to mention, the flexibility in decision-making, proactive problem-solving, emotional resilience, and innovative practices.

The scoring procedure for this instrument, which used a Likert scale, was observed as follows:

Numerical Rating	Range	Descriptive Rating	Qualitative Interpretation
1	1.0- 1.50	Never	Very Low
2	1.51-2.50	Rarely	Low
3	2.51-3.50	Sometimes	Moderately High
4	3.51-4.50	Most of the time	High
5	4.51-5.00	Always	Very High

Part 3 of the instrument measured the educational program implementation of the school administrators. The survey questionnaire was patterned after the works of Ang, Adlit, Docdoc, Comeros, and Lagnason-Pacheco (2025) and consisted of three aspects, namely program planning and organization, resource mobilization and support, and monitoring, evaluation, and improvement. The scoring procedure for this instrument, which used a Likert scale, was observed as follows:

Numerical Rating	Range	Descriptive Rating	Qualitative Interpretation
1	1.00-1.50	Never	Not Practiced
2	1.51-2.50	Rarely	Poorly Practiced
3	2.51-3.50	Sometimes	Moderately Practiced
4	3.51-4.50	Most of the time	Highly Practiced
5	4.51-5.00	Always	Very Highly Practiced

➤ *Data Gathering Procedure*

The researcher first sought approval from the Institutional Ethics Review Committee (IERC) of the University Research Office to ensure that ethical standards were observed throughout the conduct of the study. A pilot testing of the research instrument was then administered to establish its reliability and validity prior to the full implementation.

A formal letter of request was prepared and submitted to the Schools Division Superintendent of DepEd Bukidnon, Region X, to secure permission to conduct the study within the division. Upon approval, the endorsement was extended to the Public Schools District Supervisors and Districts In-Charge across the different districts of Bukidnon, authorizing the administration of the questionnaires to the identified respondents.

The approved request served as the basis for distributing the survey instruments to school administrators in both elementary and secondary levels, including integrated schools and selected private institutions. The researcher coordinated with district offices to ensure proper facilitation and retrieval of the questionnaires, thereby guaranteeing that the data collection process was systematic, transparent, and aligned with the protocols of the Department of Education.

➤ *Statistical Technique*

The researcher statistically analyzed the data responses according to the study’s requirements. Descriptive statistics

such as mean, percentage, and standard deviation were used in research questions 1, 2, and 3 to measure the level of resource generation capability, adaptive leadership, and educational program implementation of the school administrators. Meanwhile, in research question 4, the researcher used the Pearson Product Moment Correlation Coefficient at the 0.05 level of significance to determine whether there was a correlation between resource generation capability and

adaptive leadership and the educational program implementation of school administrators. Furthermore, in research question number 5, regression analysis was employed to identify the variables that best predicted school administrators' educational program implementation, with the analysis aimed at finding an equation of a line that fit the cluster of points with the fewest deviations from the line.

#### IV. RESULTS AND DISCUSSIONS

Table 1 Summary of Resource Generation Capability of School Administrators

Sub-variable	Mean	Descriptive Rating	Qualitative Interpretation
Managing resources strategically	4.82	Strongly Agree	Very High Practice
Focusing on learning	4.78	Strongly Agree	Very High Practice
Setting expectations	4.78	Strongly Agree	Very High Practice
Foster collaboration	4.73	Strongly Agree	Very High Practice
Overall Mean	4.78	Strongly Agree	Very High Practice

Table 1 reveals that the overall level of resource generation capability among school administrators was very high, with a mean of (4.78) interpreted as Strongly Agree. Managing resources strategically emerged as the strongest dimension (4.82), followed by focusing on learning and setting expectations (both 4.78), while fostering collaboration registered the lowest mean (4.73), though still within the very high practice category. These results indicate that administrators consistently demonstrate strong practices across all dimensions, with particular strength in strategic resource management.

The findings suggest that resource generation is not treated as a peripheral task but as a deliberate leadership function. Administrators combine planning, instructional focus, expectation-setting, and collaboration to sustain school operations and program implementation. This pattern reflects the resource-oriented leadership perspective of Toledo (2025), which emphasizes that deliberate planning and stakeholder engagement enhance the effectiveness of school initiatives. In practice, administrators align school needs with available support, direct resources toward learning priorities, and engage stakeholders to strengthen school-based programs.

Anchored in resource dependence theory (Pfeffer & Salancik, 2017), the results highlight that organizations must secure and manage external resources to sustain goals and maintain effectiveness. In this study, administrators with stronger resource generation capabilities were better able to support Brigada Eskwela by mobilizing financial, human, and material resources. This capability strengthens educational program implementation by reducing resource constraints and sustaining activities, thereby enhancing the school's capacity to meet DepEd mandates. The findings affirm that resource generation capability is a critical predictor of program success in the Division of Bukidnon (Rosel et al., 2023; Famerio, 2024).

Table 2 shows that the overall mean score for adaptive leadership among school administrators was 4.75, interpreted as Always and Very High. Flexibility in decision-making obtained the highest mean of (4.80), followed by innovative practices at 4.76. Emotional resilience registered a mean of 4.73, while proactive problem-solving had the lowest mean of 4.70, though all dimensions still fell within the Very High category.

Table 2 Summary of Adaptive Leadership of School Administrators

Sub-variable	Mean	Descriptive Rating	Qualitative Interpretation
Flexibility in decision-making	4.80	Always	Very High
Innovative practices	4.76	Always	Very High
Emotional resilience	4.73	Always	Very High
Proactive problem-solving	4.70	Always	Very High
Overall Mean	4.75	Always	Very High

These consistently high ratings indicate that adaptive leadership is not confined to a single behavior but is reflected in a combination of flexibility, innovation, resilience, and problem-solving. Administrators are able to balance immediate operational demands with long-term improvement needs, demonstrating responsiveness, initiative, and sound judgment in complex school settings.

The findings affirm that adaptive leadership strengthens school operations by enabling administrators to adjust to changing conditions, manage emotional demands, and introduce new approaches. This pattern supports Adaptive Leadership Theory (Heifetz, 1994; Heifetz, Grashow, & Linsky, 2009), which emphasizes continuous adjustment and shared problem-solving, and highlights its role in sustaining effective program implementation in DepEd schools, including Brigada Eskwela.

Table 3 Summary of Education Implementation Program of School Administrators

Sub-variable	Mean	Descriptive Rating	Qualitative Interpretation
Program planning and organization	4.74	Always	Very Highly Practice
Monitoring, evaluation and empowerment	4.74	Always	Very Highly Practice
Resource mobilization and support	4.73	Always	Very Highly Practice
Overall Mean	4.73	Always	Very Highly Practice

Table 3 shows that the overall mean for educational program implementation was 4.73, interpreted as Always and very highly practiced. Program planning and organization and monitoring, evaluation, and empowerment both obtained the highest mean of 4.74, while resource mobilization and support followed closely at 4.73. All indicators fall within the Very High category, confirming that administrators consistently demonstrate strong implementation practices.

The results suggest that implementation is sustained through coherent planning, systematic monitoring, and responsible resource support. This aligns with literature describing program implementation as the translation of policies and plans into actual school practices, with quality depending on leadership support, stakeholder involvement, and resource availability (Penuel & Fishman, 2020; Datnow & Park, 2021). Studies further indicate that implementation improves when programs are adapted to the school context and when leaders coordinate effectively with stakeholders (Andrada, 2022; Famero, 2024; Valerio, 2023).

This pattern supports the view that Brigada Eskwela and other school-based programs are most effective when planning, partnerships, monitoring, and resource support are integrated into routine operations (Rosel et al., 2023; Famero, 2024). DepEd guidance emphasizes that school leaders must sustain implementation through proactive management and stakeholder engagement (DepEd, 2022). In this context, administrators’ strong performance reflects the combined effect of adaptive leadership, collaborative planning, and resource mobilization in ensuring effective program delivery in DepEd Bukidnon.

Table 4 shows that both resource generation capability and adaptive leadership have significant positive relationships with educational program implementation. Resource generation capability obtained an r-value of .464 (p = .000), while adaptive leadership registered a slightly higher with r-value of .481 (p = .000). These results confirm that as administrators strengthen their ability to generate resources and demonstrate adaptive leadership, their implementation of educational programs also improves.

Table 4 Correlation Analysis of Resource Generation Capability and Adaptive Leadership on the Educational Program Implementation of the School Administrators

Variables	Educational Program Implementation	
	R-VALUE	PROBABILITY
Resource Generation Capability	.464	.000**
Setting expectations	.369	.000**
Focusing on learning	.236	.000**
Fostering collaboration	.328	.000**
Managing resources strategically	.321	.000**
Adaptive Leadership	.481	.000**
Flexibility in decision-making	.334	.000**
Proactive problem-solving	.270	.000**
Emotional resilience	.413	.000**
Innovative practices	.298	.000**

The significant relationship between adaptive leadership and program implementation highlights the importance of flexibility, resilience, and proactive problem-solving in guiding coordinated execution. This finding is consistent with literature emphasizing that implementation depends not only on policy but also on leadership support, stakeholder involvement, and the capacity to adapt strategies to local conditions (Penuel & Fishman, 2020; Datnow & Park, 2021). It aligns with the view that school leaders who interpret policy effectively and sustain organized action across the community achieve stronger implementation outcomes (Coburn, 2017; Fullan, 2016).

Similarly, the positive correlation between resource generation capability and program implementation underscores the role of planning, collaboration, and resource support in sustaining school initiatives. Studies indicate that implementation is strengthened when school heads clarify roles, involve stakeholders early, and integrate program activities into school-based planning and monitoring systems (Andrada, 2022; Valerio, 2023; Famero, 2024). In Brigada Eskwela, robust implementation is achieved when leaders coordinate preparations, secure partnerships, and embed the program within broader school improvement efforts, while gaps emerge when resources and participation are limited (Rosel et al., 2023; Famero, 2024). These findings affirm that both adaptive leadership and resource generation capability are not merely supportive but essential conditions for effective educational program implementation in DepEd Bukidnon.

Regression Analysis Showing the Extent of Relationship of Predictor Variables on the Educational Program Implementation of the School Administrators

The regression analysis revealed that six variables significantly predicted educational program implementation: emotional resilience, proactive problem-solving, innovative practices, setting expectations, fostering school–community linkages, and managing resources strategically. The model yielded  $R=0.570$ ,  $R^2=0.325$ , and  $F=23.914$  with  $p=0.000$ , indicating that 32.5% of the variance in program implementation was explained by these predictors. Emotional resilience emerged as the strongest influence, followed by expectation-setting, fostering collaboration, resource management, problem-solving, and innovation. These results confirm the rejection of the null hypothesis and highlight the combined impact of adaptive leadership and resource generation capability on program implementation.

Table 5 Regression Analysis Showing the Extent of Relationship of Predictor Variables on the Educational Program Implementation of the School Administrators

INDICATORS	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.011	.322		3.144	.002
Emotional resilience	.198	.041	.247	4.771	.000
Proactive-problem solving	.088	.038	.118	2.339	.020
Innovative practices	.092	.044	.107	2.072	.039
Setting expectations	.171	.046	.192	3.699	.000
Fostering collaboration	.123	.041	.153	2.991	.003
Managing resources strategically	.111	.049	.119	2.283	.023
R=0.570 R <sup>2</sup> =.325 F= 23.914 Sig.0.000					

Among the predictors, emotional resilience had the highest standardized beta coefficient (.247), underscoring its role as the most powerful determinant of implementation. Administrators who remain composed, adaptable, and emotionally steady are better positioned to sustain program delivery, while those who set clear expectations and foster collaboration effectively align people and resources toward school goals. The positive coefficients across all predictors further suggest that each dimension contributes meaningfully to strengthening implementation, with leadership behaviors and resource practices working in tandem to support school initiatives.

The study affirms that implementation improves when school leaders clarify roles, coordinate stakeholders, and integrate programs into school-based planning and monitoring systems (Andrada, 2022; Valerio, 2023; Famero, 2024). Research on Brigada Eskwela further supports this result, noting that implementation is stronger when administrators secure partnerships, manage resources, and sustain collaborative support, while gaps emerge when materials, funding, and participation are limited (Rosel et al., 2023; Famero, 2024). Lastly, the regression analysis underscores that adaptive leadership and resource generation capability are essential predictors of effective educational program implementation in DepEd Bukidnon.

**V. FINDINGS**

The findings of the study revealed that the level of school administrators’ resource generation capability in the southern part of DepEd Bukidnon was very high, with an overall mean of 4.78, interpreted as strongly agree and qualitatively described as very high practice. Among the indicators,

managing resources strategically obtained the highest mean of 4.82, followed by focusing on learning and setting expectations, both with a mean of 4.78, while fostering collaboration obtained the lowest mean of 4.73. These results indicate that school administrators consistently demonstrate strong resource generation practices, although there is still room to further strengthen collaboration and partnership-based mechanisms in support of Brigada Eskwela and other school programs.

The study also found that the level of school administrators’ adaptive leadership was very high, with an overall mean of 4.75, verbally described as always and qualitatively interpreted as very high. Flexibility in decision-making obtained the highest mean of 4.80, followed by innovative practices with 4.76, emotional resilience with 4.73, and proactive problem-solving with 4.70. This suggests that school administrators consistently exhibit adaptive leadership by making flexible decisions, introducing innovations, maintaining emotional steadiness, and addressing school challenges proactively.

In terms of educational implementation, the school administrators obtained an overall composite mean of 4.73, verbally described as always and qualitatively interpreted as very highly practiced. Program planning and organization and monitoring, evaluation, and empowerment both obtained a mean of 4.74, while resource mobilization and support obtained a mean of 4.73. These findings show that school administrators maintain systematic, participatory, and well-coordinated practices in the implementation of educational programs, including Brigada Eskwela.

The correlation analysis showed that educational program implementation had significant positive relationships with both resource generation capability and adaptive leadership. Resource generation capability as a whole obtained an r-value of 0.464 with a p-value of 0.000, while adaptive leadership obtained an r-value of 0.481 with a p-value of 0.000. All of their respective indicators also showed significant positive relationships with educational program implementation. These results indicate that higher levels of resource generation capability and adaptive leadership are associated with stronger educational program implementation among school administrators.

The regression analysis further showed that six variables significantly predicted educational program implementation, namely emotional resilience, proactive problem-solving, innovative practices, setting expectations for resource generation, fostering school-community linkages, and managing resources. The model yielded an R of 0.570, an R<sup>2</sup> of 0.325, and an F value of 23.914 with a p-value of 0.000. This means that 32.5 percent of the variance in educational program implementation was explained by the combined predictors. Among the predictors, emotional resilience emerged as the strongest influence, followed by setting expectations for resource generation, fostering school-community linkages, managing resources, proactive problem-solving, and innovative practices. These findings led to the rejection of the null hypothesis and confirm that adaptive leadership and resource generation capability significantly influence educational program implementation among school administrators in the southern part of DepEd Bukidnon.

## VI. CONCLUSION

The study confirmed that school administrators in the southern part of DepEd Bukidnon exhibit very high levels of resource generation capability, adaptive leadership, and educational program implementation. Strategic resource management and flexibility in decision-making emerged as their strongest practices, while collaboration and proactive problem-solving, though still highly rated, represent areas for further strengthening. These results highlight administrators' effectiveness in directing resources and adapting leadership behaviors to sustain Brigada Eskwela and other school-based initiatives.

Correlation and regression analyses demonstrated that both resource generation capability and adaptive leadership significantly influence program implementation. Emotional resilience, expectation-setting, collaboration, resource management, problem-solving, and innovation were identified as significant predictors, with emotional resilience exerting the strongest effect. This underscores the importance of composure and adaptability in sustaining program delivery, while also emphasizing the value of clear expectations and collaborative linkages in mobilizing support.

Synthesizing the findings, the study concludes that effective educational program implementation is shaped by the combined strength of leadership practices and resource mobilization. Administrators who can adapt to changing conditions, foster partnerships, and strategically manage

resources are more successful in sustaining school-based programs. These insights affirm the critical role of capacity-building interventions that reinforce adaptive leadership and collaborative resource generation, offering practical guidance for DepEd policymakers and educational leaders in strengthening Brigada Eskwela and related initiatives.

## ACKNOWLEDGEMENTS

The researcher sincerely thanks the Department of Education for granting permission to conduct this study and for their invaluable support. Deepest gratitude is extended to his adviser, Dr. Raul C. Orongan, whose trust, patience, and guidance made this research possible and worthy of publication. Furthermore, the researcher is equally grateful to his colleagues and team for their understanding and encouragement throughout this endeavor. Another appreciation is offered to his great friends who were always close by, ready to provide strength and backing. To his family, whose love and sacrifices sustained him in moments of exhaustion, this achievement is shared with them. Above all, the researcher humbly acknowledges the Almighty God the Father, whose favor and grace guided every step of this journey.

## REFERENCES

- [1]. Andrada, M. (2022). School leadership and program implementation in Philippine basic education. Manila: Educational Research Journal.
- [2]. Coburn, C. E. (2017). Policy implementation and the school context: A framework for analysis. *Educational Researcher*, 46(1), 77–87.
- [3]. Dela Cruz, J. (2019). Resource mobilization in Philippine public schools: Challenges and strategies. *Philippine Journal of Education*, 94(2), 45–60.
- [4]. Datnow, A., & Park, V. (2021). Implementation of educational reforms: Balancing fidelity and adaptation. *Journal of Educational Change*, 22(3), 321–340.
- [5]. Department of Education (DepEd). (2022). Guidelines on the implementation of Brigada Eskwela. Manila: DepEd Central Office.
- [6]. DepEd Philippines. (2025). Annual report on program implementation in basic education. Manila: Department of Education.
- [7]. Famerio, R. (2024). Community partnerships and resource support in Brigada Eskwela. *Philippine Education Review*, 12(1), 88–102.
- [8]. Fullan, M. (2016). *The new meaning of educational change* (5th ed.). New York: Teachers College Press.
- [9]. Heifetz, R. A. (1994). *Leadership without easy answers*. Cambridge, MA: Harvard University Press.
- [10]. Heifetz, R. A., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Boston, MA: Harvard Business Press.
- [11]. Heifetz, R. A., & Linsky, M. (2002). *Leadership on the line: Staying alive through the dangers of leading*. Boston, MA: Harvard Business School Press.

- [12]. Penuel, W. R., & Fishman, B. J. (2020). Design-based implementation research: Toward a new model for educational program implementation. *Educational Researcher*, 49(4), 243–252.
- [13]. Pfeffer, J., & Salancik, G. R. (2017). *The external control of organizations: A resource dependence perspective* (Updated ed.). Stanford, CA: Stanford University Press.
- [14]. Rosel, A., Valerio, M., & Toledo, J. (2023). Resource generation and program sustainability in DepEd schools. *Philippine Journal of Educational Leadership*, 15(2), 101–118.
- [15]. Rosel, A., et al. (2025). Leadership adaptability in Philippine schools: Responding to complexity and change. *International Journal of Educational Reform*, 34(1), 55–70.
- [16]. SEAMEO INNOTECH. (2020). *Professional development frameworks for school heads in Southeast Asia*. Quezon City: SEAMEO INNOTECH.
- [17]. Toledo, J. (2025). Resource-oriented leadership and school effectiveness. *Journal of Educational Administration*, 63(3), 289–305.
- [18]. UNESCO. (2024). *Global education monitoring report: Policy implementation and resource challenges*. Paris: UNESCO Publishing.
- [19]. Valerio, M. (2023). Budget constraints and resource mobilization in Philippine schools. *Philippine Education Studies*, 11(3), 67–82.
- [20]. Valerio, M. (2024). Resource management and sustainability in basic education. *Journal of Philippine Educational Policy*, 13(1), 45–60.