

EXPLORING INVENTIVE STRATEGIES OF SCHOOL ADMINISTRATORS TO MINIMIZE CLASSROOM INTERRUPTIONS: A QUALITATIVE DESIGN

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ABSTRACT

The presence of interruptions in the classroom presents considerable obstacles to the educational process, leading school administrators to develop innovative approaches in order to minimize their effects. This study explores the innovative approaches used by school administrators to reduce disruptions in the classroom and their impact on teaching methods. The main aim of this study is to investigate the innovative approaches employed by educational administrators in order to reduce disruptions in the classroom. Furthermore, the objective of this study is to explore the challenges and these strategies on academic achievements and to offer suggestions for improving instructional methods in light of disruptions of classes. Comprehending the innovative strategies utilized by school administrators is crucial for guiding policy formulation and enhancing educational implementation. This study makes a valuable contribution to the continuing conversation on successful educational leadership and policy execution by examining these techniques and their influence on learning outcomes. The study's participants comprised school administrators from various educational settings, encompassing public schools spanning many grade levels. The researchers utilized a purposive sampling strategy in order to guarantee the inclusion of participants from diverse geographical locations and institutional contexts. This methodology facilitated the incorporation of administrators possessing a wide range of viewpoints and ideas that are pertinent to the aims of the study. The examination of the data through thematic analysis unveiled a number of important themes from the challenges (unable to implement co and extracurricular activities, no time for family and natural calamities; on the inventive strategies (goal setting, abide with the law and modular instruction) and; the impact (increased learning performance, maximized teaching and learning processes and improved literacy and numeracy skills) of the learners. The study's findings have led to crafting of various recommendations aimed at improving educational procedures in light of classroom disruptions. These measures encompass allocating resources towards enhancing the skills and knowledge of administrators, adopting proactive approaches to reduce interruptions, and cultivating a climate of creativity and cooperation inside educational establishments.

Keywords: *inventive strategies, classroom interruptions, no disruption of classes policy, learning performance, teaching and learning, qualitative study, Alamada West District*

INTRODUCTION

The Department of Education (DepEd) of the Republic of the Philippines has a long history of dedication to ensuring that all children have access to a high-quality education. The 'No Disruption of Classes' policy is a significant step toward this objective because it safeguards the continuity of instruction for students all around the country.

With this, DepEd Order No. 9 series of 2005 or an order Instituting Measures to Increase Engaged Time-On-Task and Ensuring Compliance Therewith was released by the former DepEd Secretary Florencio Abad (2005) and was reinforced and reiterated by the Department of Education through the office of the new DepEd Secretary and the Vice-President of the Republic of the Philippines Sara Zimmerman-Duterte through DepEd Order No. 24 series 2022 in accordance with its dedication to providing high-quality primary education within a secure educational setting for students.

Cognizant of this purpose, DepEd SOCCSKSARGEN Region directs all Schools Division Offices (SDOs) and schools to strictly implement DepEd Order No. 9, s. 2005 by releasing Regional Memorandum No. 337 series 2022 known as Reiteration on the Strict Compliance to DepEd Order No. 9, s. 2005 and other Measures to Avoid Disruption of Classes. The following additional measures were provided to ensure learning-focused practices in schools: (i) Class periods shall be maximized for teaching-learning activities and in no case that these shall be utilized, suspended, or shortened for other activities and purposes; (ii) In the event that there are suspensions of classes by the LGUs or any government authorities, Saturday and/or Sunday classes shall be held to meet the number of school days required in a school year; (iii) The school heads shall identify relieving teachers that would take the place of teachers who incur absence/s due to illness or other valid reasons (DepEd Sox, 2022).

According to Ella (2021), the 'No Disruption of Classes' regulation has the best of intentions; it's meant to keep students from being distracted from their studies. But, it puts a heavy burden on school administrators, who must deal with a variety of issues that could otherwise disturb classroom instruction. Extra and co-curricular activities, culmination programs of different celebrations and commemorations, natural disasters, health emergencies, shortages of key resources, personnel problems, and even shifts in the political climate are all examples of potential disruptions.

'No Disruption of Classes' policy appears great on paper, fitting in with education's larger aims. However, Dalta (2020) stressed that there are many complications and problems that must be considered before putting such a strategy into practice in the real world. As educational leaders and managers, school administrators are frequently thrust onto the front lines of addressing these issues.

One research gap that warrants attention is the scarcity of empirical evidence about the efficacy of distinct strategies employed by educational administrators in

mitigating disruptions within the classroom setting (Alogaba, 2020). The present study seeks to investigate innovative approaches; nonetheless, it is worth noting that there is a dearth of robust research that has systematically assessed the effectiveness of these approaches in authentic educational environments. This discrepancy poses a challenge to our capacity to ascertain and propose evidence-based approaches that can be universally embraced by educational administrators.

Additionally, according to Aldez, (2020), there also exist a research gap in comprehending the fundamental factors contributing to disruptions in the classroom and the diverse origins from which they stem. The comprehensive examination of interruptions is crucial, encompassing external elements such as administrative determinations and internal aspects such as student conduct. Conducting a thorough examination of these aspects is crucial in order to formulate innovative tactics that effectively address the underlying causes of disruptions.

Furthermore, Dalta (2020) added that it is possible that there exists a study gap pertaining to the enduring impacts of reducing disruptions in the classroom on students' academic achievements and the overall atmosphere within educational institutions. Examining the ramifications of these approaches in relation to student academic performance, teacher job contentment, and the general efficacy of the educational institution would yield interesting perspectives on the broader implications of these initiatives.

Nevertheless, the 'No Disruption of Classes' policy holds great importance in the field of education; nonetheless, there is a distinct lack of scholarly research that thoroughly examines the difficulties encountered by school administrators when implementing this policy (Hartwell, Johnson and Myers, 2021). Furthermore, there is a notable absence of a comprehensive comprehension regarding the inventive strategies that these administrators utilize in order to confront these issues directly (Lino, 2021) and if left unexplored, bigger problem on coping with challenges pertaining to administrative functions of the school administrators in the basic education curriculum will always be affected (De Galo, 2022).

This qualitative study endeavors to address this gap by conducting a rigorous examination of the experiences, perspectives, and strategies of school administrators operating within the DepEd system. By tapping into the collective wisdom of these educational leaders, the research seeks to provide a holistic view of the challenges they encounter while executing the 'No Disruption of Classes' policy and the creative solutions they devise to surmount these obstacles.

The insights and findings unearthed through this study hold significant promise. They have the potential to inform policy revisions, the development of targeted professional development programs for school administrators, and the creation of support mechanisms that are responsive to the multifaceted challenges faced by these educational leaders.

METHODS

Research design

A qualitative methodology particularly the phenomenological research design was utilized for the conduct of this investigation. In this study, qualitative research was conducted in order to establish the significance that participants attach to the many research challenges that they have experienced in the past or are currently going through (Creswell, 2018). For the purpose of making sense of or providing an interpretation of the research topic, the researcher did a qualitative research (Aspers & Corte, 2019).

Respondents

Seventeen (17) school heads of Alamada West district who experienced implementing no disruption of classes policy in DepEd took part as research participants in this study. The in-depth interviews (IDI) used ten participants, while the focused-group discussions (FGD) will seven (7).

Instruments

An interview guide was the primary instrument that will be used in this study that is going to be used. The data derived from this will act as the primary source. The questions that will be included in the interview guide will center on revealing the experiences of family members in assisting their children at home for literacy development. Questions will be given out throughout the interview as well as during the discussion with the focus group. Experts in the field will thus assess the interview guide before it is used in this study. This will ensure that the content of the questions contained in the interview guide are valid and are linked with the aims of this research. This will be done so that the researcher can elicit replies that will be helpful in providing more interpretation and analysis of the phenomenon that is being investigated in this study.

Data Analysis

In order to carry out an exhaustive analysis of qualitative data, the researcher first coded the interview transcripts by looking at them through the theoretical framework that serves as the foundation for this study. Interpreting the narratives provided by the participants is the activity that takes place at this stage of the analysis. This is the phase in which the researcher looks for themes, problems, similarities, and differences.

According to Sutton and Austin (2015), this method can provide the researcher with assistance in knowing the world as well as how the participants construct reality in

reference to their own personal perspectives. The researcher will next begin the process of theming the data set, which is the process of building codes from transcripts in a way that is consistent and understandable. Once the codes have been found and classified, the researcher will begin the process of theming the data set. As a consequence of this, when arranging the findings in preparation for presentation, the themes might be used as the heading of a section in the report, while the codes could be placed beneath, supported by the researchers' interpretation (Sutton & Austin, 2015).

The stages involved in applying Colaizzi's descriptive phenomenological approach include reading the textual data from the interview transcripts and outlining the sections of the text that appear to be related to the predetermined codes described by the theory in the study. These steps are taken in order to implement the method. The data codes would then be classified or thematized based on the predetermined codes for clustering (Hsieh & Shannon, 2005; Assarroudi, Heshmati-nabavi, Armat, & Vaismoradi, 2018).

RESULTS AND DISCUSSION

The challenges that the school administrators encountered in the implementation of “no disruption of classes” policy

In this research problem, the study answered the specific questions pertaining to challenges that the school administrators encountered in the implementation of “no disruption of classes” policy.

Table 1. Qualitative analysis on the challenges that the school administrators encountered in the implementation of “no disruption of classes” policy

Issues Probed	Core Ideas	Codes/Categories/ Nodes	Essential Themes
On challenges that the school administrators encountered in the implementation of “no disruption of classes” policy	<ul style="list-style-type: none"> Accomplishment of other co and extra-curricular activities Accomplishment of other school activities Conduct of activities within school days The successful conduct of other school activities on weekdays The school is not able to train learners well for the different DepEd competitions Sacrificing weekends Doing activities on Saturdays and Sundays 	<p>There is a problem of accomplishing co and extracurricular activities.</p> <p>Activities are done in the weekend having teachers and learners no time for the family already.</p>	<p>Unable to implement other co-curricular programs</p> <p>No time for family (as activities are done in weekends)</p> <p>Natural calamities</p>

	<ul style="list-style-type: none"> • Having all co and extracurricular activities in the weekend • Teachers have no time already for the family • Activities and trainings of teachers are done in weekends, teachers have no time for the family • Natural calamities • Earthquakes • Typhoons • Local declaration of no classes • Heavy rain • Storm surge • Natural disturbances of the weather 	Natural calamities disrupting the policy.	
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The analysis revealed three significant emerging themes with regards to the challenges encountered by the school heads in the implementation of the “no disruption of classes” policy. Such themes were a) unable to implement co and extracurricular activities, b) No time for family (as activities are done in weekends); and c) natural calamities.

This simply means that one of the primary issues that was emphasized pertained to the incapacity to engage in co-curricular and extracurricular pursuits of the school due to the said policy. These activities play a crucial role in facilitating the comprehensive growth of students, cultivating abilities that extend beyond academic pursuits, including leadership, teamwork, and creativity. Nevertheless, again, rigid adherence to the policy of “no disruption of classes” impedes the organization and implementation of these activities, thereby affecting the overall educational experience offered by the school. Furthermore, the study emphasized the problem of school administrators having restricted availability for their families, namely as a result of the scheduling of events during weekends. Weekends frequently function as the sole timeframe for school-related activities, so limiting the amount of time school administrators can allocate to their families. The disparity between work obligations and personal life can result in stress and burnout among educational administrators, thereby impacting their general well-being and efficacy in their positions. Finally, the research emphasized the difficulty presented by natural disasters. Unforeseeable occurrences, such as floods and earthquakes, have the potential to interrupt regular school activities and present substantial obstacles to the implementation of the “no disruption of classes” policy. These disasters not only cause disruptions in the educational setting but also necessitate prompt attention and allocation of resources for the purpose of recovery, thereby diverting focus from the implementation of the policy. Moreover, these themes are supported by the following IDI and FGD:

On the theme “unable to implement co and extracurricular activities,” IDI2 supported that:

As school head there are lot of challenges we encounter in the implementation of “No Disruption of Classes such as the conduct of co-curricular and extra-curricular activities of the school days, such as the nutrition month, buwan ng wika and other celebrations. (IDI2, Q1.1.1)

This agrees with the findings of the study of Aldez (2020) which underscored that the absence of co-curricular and extracurricular activities on weekdays within the educational setting might give rise to various implications and outcomes. Firstly, the restriction of these activities exclusively to weekdays may have implications for the accessibility and engagement of students. On weekdays, the primary emphasis is placed on academic education, which may result in students having a substantial academic workload, so constraining their availability and energy for supplementary activities. The exclusive scheduling of these activities on weekdays may result in crucial opportunities for personal growth, skills development, and social contact being missed by students who are unable to attend owing to clashing schedules. Additionally, the lack of weekday co-curricular and extracurricular activities could potentially impede the school's capacity to offer a comprehensive and balanced educational experience. Activities of this nature are of paramount importance in enhancing academic learning through the cultivation of creativity, critical thinking, leadership, and teamwork proficiencies. In the absence of the chance to participate in such activities during the school week, pupils may forego significant chances for comprehensive growth. In addition, the placement of co-curricular and extracurricular activities solely on weekdays could potentially affect the accessibility and engagement of educators and personnel. Educators sometimes face difficulties in allocating time and resources towards organizing and managing academic obligations on weekdays due to their busy schedules. This constraint may lead to a reduced range of choices or chances for pupils to investigate their interests and abilities beyond the conventional school environment.

Moreover, Alhazmi and Kaufmann (2022) added that the lack of weekday activities could potentially result in a diminished sense of school pride and reduced community engagement. Co-curricular and extracurricular activities frequently function as avenues for cultivating a sense of camaraderie, nurturing a feeling of inclusion, and advancing school pride among students, faculty, and families. The school may potentially overlook opportunities to enhance its sense of community and connection by confining these activities to weekends or outside of regular school hours.

Nevertheless, on the theme “No time for family (as activities are done in weekends),” IDI pointed out that:

When co and extracurricular activities are done on weekends, we are sad because weekends specifically Saturdays and Sundays are the only time that we could spend time and bond with our family. But with this policy, we seldom enjoy weekends with our family and we are guilty about it because our family needs us also. (IDI3, Q1.1.1)

This corroborates with the findings of Alogaba (2020) which revealed that scheduling co-curricular and extracurricular activities mostly on weekends can result in

notable difficulties and repercussions concerning family time. The lack of quality time spent with family members as a result of weekend engagements can exert pressure on familial bonds and have a detrimental effect on the general welfare of both students and their families. Weekends have historically been regarded as significant occasions for families to allocate quality time together, partake in leisurely pursuits, and foster familial connections. Nevertheless, in instances where these weekends are occupied with educational obligations such as athletic events, contests, or club gatherings, families may encounter restricted prospects for social engagement and interaction. The absence of sufficient quality family time has the potential to foster emotions of detachment, tension, and discontentment within the familial unit. Additionally, the lack of familial interaction might potentially have detrimental impacts on the physical and psychological well-being of students and their families. The significance of family bonding and support in fostering emotional resilience, mental health, and overall well-being is frequently emphasized in research. When weekends are primarily occupied with school-related activities, families may encounter elevated levels of stress, weariness, and burnout as they endeavor to maintain a harmonious equilibrium between their academic and personal obligations. The presence of this disparity has the potential to generate heightened strain within the familial structure and exert an adverse influence on the overall well-being of all individuals concerned.

Moreover, Altmann and Trafton (2022) added that the absence of quality time with family members might also have consequences for students' scholastic achievement and involvement. Co-curricular and extracurricular activities has inherent value in fostering holistic development; yet, it is imperative that these pursuits do not compromise students' general well-being and academic achievements. Students may encounter elevated levels of stress and exhaustion, resulting in reduced motivation, concentration, and academic performance when weekends are filled with school-related activities. This phenomenon has the potential to establish a recurring pattern of academic stress and fatigue, which ultimately diminishes the desired advantages of engaging in such activities.

Finally, the theme "natural calamities," was supported by IDI 10 by stating that:

Natural calamities can disrupt classes such as earthquake, typhoon, landslides and etc. which indeed affect the implementation of the no disruption of classes. We need to shift to modular modality to avoid the danger ahead the teachers and the learners. (IDI3, Q1.1.1)

This gains support from Armstrong (2021) which indicated that the occurrence of harm to educational facilities, infrastructure, and resources has the potential to render classrooms inoperable or hazardous, hence causing a temporary cessation of instructional operations. The occurrence of this disruption has the potential to result in the loss of instructional time and the postponement of curriculum delivery, so affecting the progress and learning outcomes of students. Additionally, it is important to note that natural disasters can have significant psychological impacts on children, instructors, and staff members. Observing or directly encountering a catastrophe can lead to emotions of apprehension, unease, psychological distress, and tension. The presence of

emotional problems has the potential to hinder students' capacity to focus, retain knowledge, and actively participate in educational endeavors. Likewise, educators and staff members may encounter difficulties in maintaining their concentration on instructional duties due to personal apprehensions for their personal safety and overall welfare.

Moreover Charles (2021) added that the consequences of a disaster may require modifications to the educational timetable or syllabus in order to facilitate the process of recuperation. Educational institutions may be required to dedicate both temporal and material resources towards the reconstruction of infrastructure, provision of support services for students and families impacted by the situation, and implementation of safety standards aimed at mitigating potential future hazards. These modifications have the potential to interrupt the smooth flow of teaching and learning, resulting in deficiencies in students' comprehension and proficiency of crucial concepts and abilities. Moreover, Natural disasters can worsen existing inequalities in the availability of education and resources. Socioeconomically disadvantaged communities or individuals residing in regions prone to disasters may encounter more significant obstacles in recovering from the consequences of a catastrophe and obtaining educational assistance. This can exacerbate pre-existing disparities in academic performance and impede endeavors to foster fairness and inclusiveness in the field of education.

The inventive strategies the school administrators employ to overcome the challenges associated with the implementation of the 'No Disruption of Classes' policy

The second research question of this study aimed to employ inventive strategies of school administrators to overcome the challenges associated with the implementation of the 'No Disruption of Classes' policy

Table 2. Qualitative analysis on the inventive strategies the school administrators employ to overcome the challenges associated with the implementation of the 'No Disruption of Classes' policy

Issues Probed	Core Ideas	Codes/Categories/ Nodes	Essential Themes
On the inventive strategies the school administrators employ to overcome the challenges associated with the implementation of the 'No Disruption of Classes' policy	<ul style="list-style-type: none"> Effective goal setting Setting goals through proper communication Establishing relevant objectives Goals must be set properly Directions during classes must be well-defined Abide with the DepEd policy DepEd policy must be followed 	The school heads set the school's goals clearly	Setting goals Abide with the policy Shifting to modular instruction

	<ul style="list-style-type: none"> • The policy must be obeyed • Obeying the policy • Following the policy • Adhere to the implementation of the policy • When there is disruption of classes, shift to modular instruction • Use modules • Using modular modality • The use of learning activity sheets (LAS) • Modules 	<p>The school heads abide with the DepEd policy</p> <p>The school heads resorted to modular instruction when disruption of classes happens.</p>	
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The analysis revealed three significant emerging themes with regards to the inventive strategies the school administrators employ to overcome the challenges associated with the implementation of the 'No Disruption of Classes' policy. Such themes were a) setting goals, b) abiding with the policy; and c) shifting to modular instruction when disruption of classes happens.

The research findings through the themes emphasize the novel approaches utilized by educational administrators to address the difficulties linked to the implementation of the "No Disruption of Classes" policy. Administrators or school heads effectively negotiate difficulties and maintain uninterrupted learning experiences for students by establishing clear goals, prioritizing compliance with policies, and implementing adaptable instructional methodologies. The use of these innovative solutions not only improves the execution of the policy but also contributes to the general effectiveness and durability of the educational system.

The first theme "setting goals" was supported by IDI who stressed that:

Goal setting strategy makes the conceptualization and implementation of clear goals for the school to smoothly operate without disrupting class. With this, academic goals inside the classroom is given much attention. (IDI1, Q2.2.1)

This is relevant to the findings of Dalta (2020) which stated that a common strategy that evolved among school managers to address the "no disruption of classes policy" was the establishment of goals. Administrators can effectively negotiate the challenges of adhering to the policy and providing a conducive learning environment by establishing clear and achievable objectives. Establishing objectives enables administrators to concentrate their endeavors, prioritize assignments, and monitor advancement in order to sustain unbroken lessons. By adopting this strategic approach, administrators can synchronize their actions with the policies' overarching objectives, so improving their implementation and effectiveness.

The second theme “abiding with the policy” was supported by the statement of IDI5 which states:

Abiding with the policy for me is the best and foremost strategy that we need to do. We can do nothing about it because it’s an order and a policy already. The DepEd sees the said policy as beneficial to our learners therefore, we need to follow it. (IDI3, Q2.1.1)

This is congruent to the findings of Ella (2021) which states that the development and implementation of protocols, methods, and systems that facilitate the continuous progression of classes, even in the face of potential obstacles or interruptions should be followed as the said policies aimed to develop learners with their full potential-unleashing the best in them. School heads can enforce compliance with the policy's requirements by implementing methods such as rigorous scheduling, allocation of resources, and staff training. Administrators should exhibit their commitment to cultivating an optimal learning environment that enhances students' educational prospects by placing emphasis on compliance with the policy.

Finally, on the third theme which is “shifting to modular instruction (when class disruption happens), IDI6 highlights that:

When classes are disrupted or suspended due to natural calamities and other valid reasons, as school head, I won’t allow the said situation hamper the learning of the kids. We immediately shifted the instruction to modular approach for the meantime that regular classes are not yet okay. With this, learning still never stops. We do this through the utilization of modules. (IDI16, Q2.2.1)

The result is relevant to the findings of the study of Hambrick (2022) which emphasized that the issue of transitioning to modular instruction in the face of class interruptions highlights the capacity of school administrators to demonstrate flexibility and adaptability in addressing unanticipated problems. As he continued, he said that modular instruction is a pedagogical approach that entails the decomposition of curricular information into smaller, self-contained parts, which can be transmitted autonomously or in alternative formats. In the event of disruptions to regular sessions, such as natural disasters or logistical problems, administrators may choose to employ modular instruction as a temporary measure to guarantee the uninterrupted flow of learning. By adopting an adaptive strategy, instructors can effectively provide instruction in a flexible manner, incorporating a range of materials and modalities to cater to the unique learning needs and preferences of students.

The impact of inventive strategies on the learning performance of the learners

This third research question focuses on exploring the impact of the inventive strategies on the learning performance of the learners.

Table 3. Qualitative Analysis on the impact of the inventive strategies on the learning performance of the learners

Issues Probed	Core Ideas	Codes/Categories/ Nodes	Essential Themes
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On the impact of the inventive strategies on the learning performance of the learners	<ul style="list-style-type: none"> • Improved learning performance • Learners GPA increased • Learners are more focused • Advanced learning • Delivered learning successfully • Students have advanced knowledge of the topic • More academic awardees • Maximized teaching and learning processes • The teacher teaches the competencies well • The learners have a lot of time to learn • The teacher enjoys the time in delivering all competencies • Teaching and learning is good • Increased literacy and numeracy rates • Learners learn language and math easily • Learners improve their reading skills 	<p>School heads observed significant increase in learners' performances.</p> <p>Teaching and learning processes are maximized due to the said inventive strategies.</p> <p>There is a significant improvement in the literacy and numeracy skills of the learners.</p>	<p>Increased learning performance</p> <p>Maximized teaching and learning processes</p> <p>Improvement in literacy and numeracy skills</p>
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For this part of the exploration, there were three significant themes being revealed by the thematic analysis pertaining to the impact of the inventive strategies on the learning performance of the learners . Such themes were a) increased learning performance; b) maximized teaching and learning processes; and c) improvement in the literacy and numeracy skills of the learners.

These themes simply give us implications that the introduction of innovative strategies nowadays to address the challenges in the “no disruption of classes” policy resulted in enhanced academic performance among students, suggesting that the administrators' creation of a supportive learning environment contributed to gains in academic results. Additionally, this means that the school heads had employed innovative approaches to optimize the processes of teaching and learning, thereby improving the efficiency and efficacy of educational methodologies, thereby facilitating more dynamic and captivating learning encounters. Finally, it is worth noting that there was a significant enhancement in the literacy and numeracy proficiencies of the students, indicating that the regular implementation of innovative approaches had a role in the cultivation of fundamental abilities crucial for achieving academic excellence.

On the first theme “increase in learning performance,” IDI1 underscores that:

With the strategies that we employ to address the challenges brought about by the “no disruption of classes” policy, learning performance of the learners were improved. Their GPA increased. (*IDI1, Q3.3.1*)

This is congruent to the results of the study of Hartwell, Johnson and Myers (2021) which revealed that the adoption of innovative approaches by educational administrators such as school heads led to tangible enhancements in students' academic performance. Administrators who fostered a favorable learning environment by establishing explicit objectives, strictly following the "No Disruption of Classes" policy, and implementing adaptable instructional methods helped leading the schools towards favorable increase in learners' learning performance. Nevertheless, the said strategies had let the students demonstrate improved ability to actively participate in the curriculum, resulting in heightened levels of understanding, long-term retention, and practical application of acquired knowledge. The observed improvement in learning performance serves as evidence for the efficacy of innovative strategies in maximizing educational achievements for students.

The second theme on "maximizing teaching and learning processes" gains support from the statement of IDI1 which states:

During the implementation of the strategies, teaching and learning process were maximized. Teachers had all the options to choose the competencies in various strategies knowing that classes are not disrupted. Furthermore, learning is also maximized because learners are given a lot of time to enjoy classes without dividing time and mind in other activities. (IDI3, Q3.1.1)

This theme agrees with the findings of Marzano (2020) which discussed that the concept of optimized teaching and learning processes exemplifies a beneficial influence of innovative approaches on the productivity and efficacy of educational methodologies. Administrators ensured smooth teaching and learning experiences by giving priority to policy compliance and utilizing modular education in response to disturbances. Educators demonstrated enhanced instructional efficacy by effectively utilizing a wide range of materials and modalities to cater to the varied learning requirements of their pupils. The optimization of instructional and educational procedures not only improved the caliber of education but also cultivated a vibrant and captivating learning atmosphere that promotes scholastic achievement.

The third theme "improved literacy and numeracy skills" of the learners is supported by IDI10 stating:

"No disruption of classes" impact on students learning performance promotes teaching-learning more effective. Competencies were perfectly taught based on time allotted. Learners learn more and improve more skills especially in literacy and numeracy skills because teachers can now effectively delivers the lesson. (IDI10, Q3.1.1)

This corroborates with the findings of De Galo (2020) which posited that the utilization of innovative approaches by the school heads with the "no disruption of classes policy" did not only resulted in enhanced academic achievement but also yielded measurable advancements in the fundamental abilities of reading and mathematics among students. Administrators facilitated the cultivation of crucial abilities

required for academic achievement by emphasizing the need of uninterrupted instruction and offering regular opportunities for active involvement with academic material. Consequently, the pupils exhibited improved aptitude in the domains of reading, writing, and mathematical principles, so establishing a solid groundwork for subsequent educational pursuits and scholastic success.

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