



## Facilitating Factors in Implementing Educational Innovations Among Public Schools

Donna P. Peñas<sup>1</sup>, Debster M. Bacomo<sup>2</sup>

<sup>1,2</sup>State University of Northern Negros, Philippines

Corresponding Email: [donna.penas@deped.gov.ph](mailto:donna.penas@deped.gov.ph)

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### ABSTRACT

Educational innovations play a vital role in improving teaching and learning by introducing new strategies and tools that address the diverse needs of learners (Kanwal Khaskheli, 2022). Globally, practices such as adaptive learning, flipped classrooms, and AI-driven tutoring have enhanced teaching effectiveness and student engagement (Suvendu, 2024). In the Philippines, the Department of Education promotes innovative practices across curriculum, governance, and learning environments to improve educational quality (DepEd Region VI, 2022). However, the implementation of these innovations continues to face challenges, including limited resources, varying teacher readiness, and differences in stakeholder support (Noor Hanim Rahmat, 2020). This study aimed to explore and assess the facilitating factors that support the successful implementation of educational innovations in public elementary schools in the Division of Cadiz City for School Year 2025-2026. It utilized an exploratory sequential mixed-methods design, where qualitative data were first gathered through in-depth interviews with school heads, innovation teacher-coordinators, and PTA representatives. The findings were used to develop a 60-item survey questionnaire, which was administered to 150 participants using total enumeration. The results revealed that leadership support, teacher commitment, and professional development were the most influential factors in implementing educational innovations. Learner-centered practices, parental and community engagement, and strong organizational conditions also contributed significantly to sustaining these innovations. However, resource limitations and inconsistent stakeholder readiness remained key challenges. Based on these findings, a proposed instructional supervision monitoring tool was developed to guide schools in planning and sustaining innovations. This study provides practical insights for improving innovation practices and contributes to research on educational innovation in public elementary schools.

**Keywords:** Educational Innovation, Mixed-Methods Research, Facilitating Factors, Public Elementary Schools, Instructional Supervision

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## INTRODUCTION

### *Background of the Study*

In a rapidly changing world driven by technological advancements, globalization, and shifting societal needs, the role of education has never been more critical (McCall, 2024). The integration of educational innovations in public schools, such as technology-driven teaching strategies, curriculum contextualization, and learner-centered pedagogies, is transforming the educational landscape (Davi et al., 2024). Educational innovation refers to the application of new ideas and approaches that enhance learning outcomes by challenging traditional methods, fostering creativity and critical thinking, and integrating advanced teaching and assessment practices (Kanwal Khaskheli, 2022).

Globally, educational innovations such as adaptive learning platforms, flipped classrooms, and AI-driven tutoring systems have improved teaching effectiveness and student outcomes by personalizing learning and fostering greater engagement (Suvendu, 2024). These innovations enable educators to integrate technology and learner-centered approaches, thereby enhancing teaching and learning experiences and preparing students for a rapidly evolving world (Çelik & Baturay, 2024). Likewise, they aim to strengthen educational systems, improve learning outcomes, and enhance institutional competitiveness through innovative teaching practices (Popescu, 2022).

In the Philippine context, the Department of Education, through DepEd Order No. 39, s. In 2016, the Department adopted the Basic Education Research Agenda to guide stakeholders in conducting and using research to inform planning, policymaking, innovation, and program development aligned with the Department's vision, mission, and priorities (Department of Education, 2016). Central to this agenda is the enhancement of teaching practices to foster student engagement, strengthen motivation, and improve overall learning outcomes through innovative pedagogical approaches (C.G., 2024). In line with this direction, DepEd Region VI-Western Visayas, through Regional Memorandum No. 175, s. 2021 entitled Institutionalization of Educational Innovation in Region VI-Western Visayas, encourages schools, districts, and divisions to showcase innovative practices in five categories: Curriculum and Instruction; Policy, Planning, Research, and Governance; Learning Environment; Human Resource Development; and special programs such as ALS, SPED, and IPED (DepEd Region VI, 2022).

Educational innovations have the potential to transform teaching and learning; however, their implementation often faces challenges that require supportive conditions and careful consideration of new technologies and methods (McLure & Aldridge, 2023; Çelik & Baturay, 2024). Barriers arising from the education system, school environment, and teachers themselves can hinder adoption and limit learner engagement, highlighting the need for strategies that address both structural and human factors (Noor Hanim Rahmat, 2020). Recent studies in Philippine public schools have examined factors such as the role of school leadership in enhancing instructional competence and teacher motivation (Jeck et al., 2024), the availability of technological resources and infrastructure (Reyes & Grajo, 2021), and the influence of digital literacy and teacher satisfaction on online teaching adoption (Li & Yu, 2022). However, these studies often focus on isolated factors, leaving a gap in understanding how multiple facilitating factors interact, particularly in the context of public elementary schools.

This study aimed to explore and measure the facilitating factors that enable the successful implementation of educational innovations among public elementary schools in the Division of Cadiz City for School Year 2025–2026. Employing an exploratory sequential mixed-methods design, it first generated qualitative insights from school heads, innovation teacher-coordinators, and PTA representatives regarding facilitating factors and implementation challenges. These findings then served as the basis for developing a survey instrument to measure the extent of influence of identified factors, including teacher commitment, learner-centered practices, leadership support, professional development, parental and community engagement, and structural and organizational conditions. Furthermore, the integration of qualitative and quantitative results allowed for the identification of patterns and relationships, providing a comprehensive understanding of the implementation process. Finally, the findings of this study serve as the basis for formulating an intervention program aimed at strengthening facilitating factors and sustaining educational innovations in public elementary schools.

## OBJECTIVES OF THE STUDY

This study aimed to explore and measure the facilitating factors in implementing educational innovations among public elementary schools in the Division of Cadiz City for SY 2025–2026. By employing a qualitative-quantitative research design, it sought to capture both the rich descriptions of stakeholders' experiences and the measurable extent of identified factors.

Specifically, it sought to answer the following questions:

1. What are the facilitating factors that enable the successful implementation of educational innovations in public schools as assessed by school heads, innovation teacher-coordinators, and PTA representatives?



2. How do innovation teacher-coordinators, school heads, and PTA representatives describe the challenges that accompany the implementation of these innovations?

3. What is the extent of influence of the identified facilitating factors on the implementation of educational innovations in terms of:

3.1 Teacher Commitment

3.2 Learner-Centered Practices

3.3 Leadership Support

3.4 Professional Development

3.5 Parental and Community Engagement

3.6 Structural and Organizational Conditions

as assessed by innovation teacher-coordinators, school heads, and PTA representatives?

4. Is there a significant difference in the extent of influence of the identified facilitating factors on the implementation of educational innovations such as (a) teacher commitment, (b) learner-centered practices, (c) leadership support, (d) professional development, (e) parental and community engagement, and (f) structural and organizational conditions on the implementation of educational innovations among PTA representatives, innovation coordinators, and school heads?

5. What themes and patterns emerge from the integration of qualitative insights and quantitative results regarding the implementation of educational innovations?

6. What intervention program may be proposed to further strengthen the facilitating factors in sustaining educational innovations among public elementary schools?

## LITERATURE REVIEW

### *Educational Innovations in Basic Education*

Educational innovation has become an essential strategy for enhancing the quality of teaching and learning in modern educational systems (Valdés Sánchez & Gutiérrez-Esteban, 2023). Fuad et al. (2021) define educational innovation as intentional changes in teaching practices and learning processes aimed at improving student outcomes. These innovations are necessary to address evolving educational demands and the complexities of learning environments. Schools must adopt innovative approaches to ensure that teaching strategies remain relevant and effective for diverse learner needs (C.G., 2024), making educational innovation a key driver of transformation.

Advances in educational innovation stem from the need for more dynamic and responsive educational systems, encompassing both structural and pedagogical changes like curriculum redesign and technology integration (Valdés Sánchez & Gutiérrez-Esteban, 2023). Such innovations enable schools to meet emerging educational challenges and align with societal expectations, thereby facilitating a more effective learning experience. The rapid advancement of technology significantly aids this process. Shalgimbekova et al. (2024) note that integrating innovative teaching technologies enhances student engagement and motivation, creating interactive learning environments where complex concepts can be effectively conveyed and active participation is encouraged.

Innovative teaching strategies are critical to improving student experiences. Huang (2024) highlights that interactive instructional approaches, such as collaborative activities and problem-based learning, promote deeper understanding and critical thinking skills. These methods significantly enhance the overall effectiveness of educational programs and contribute to student development. Additionally, flexible learning environments and student-centered approaches play crucial roles in educational innovation. Asil El Galad et al. (2024) stress that flexible learning accommodates diverse needs, supporting inclusive education and promoting greater autonomy and engagement.

Student-centered instruction encourages learners to take responsibility for their education, improving motivation and performance (Wang, 2023). By fostering critical thinking and collaborative skills, educational innovation contributes to the holistic development of learners and the continuous improvement of educational institutions (Friesen et al., 2025). The combined effect of these innovative strategies ultimately shapes the future landscape of education, ensuring that it remains adaptive to learners' needs and societal changes.



## The Implementation of Educational Innovations in Schools

The successful implementation of educational innovations relies on collaboration among educators, administrators, and stakeholders. Valdés Sánchez and Gutiérrez-Esteban (2023) emphasize that an institution's readiness to embrace change is critical for effective innovation. Schools must create supportive learning environments that encourage teachers to explore new teaching strategies, with institutional support being essential for sustaining innovation initiatives. The effectiveness of implementation is closely tied to strong organizational commitment, highlighting the importance of fostering an environment conducive to change.

Organizational learning plays a vital role in integrating innovations within schools. Alves et al. (2023) argue that organizations that foster continuous learning are better positioned to adapt to new ideas and practices. This emphasis on organizational learning inspires both teachers and administrators to reflect on their methods and explore innovative instructional approaches. Ultimately, such processes enhance the sustainability of innovation initiatives as schools effectively incorporate new strategies into their systems.

To cultivate educational innovation, ongoing monitoring and robust support systems are necessary. McCabe et al. (2022) note that continuous evaluation and technical assistance significantly contribute to the effectiveness of educational programs. Schools prioritizing support are more likely to sustain their innovative initiatives over time, as thorough monitoring processes help institutions identify challenges and make necessary adjustments, thereby underscoring the importance of evaluation in successfully implementing innovation.

Collaboration among educators significantly enhances the implementation of educational innovations. Cojorn and Sonsupap (2024) found that collaborative professional development improves teachers' capacity to implement these innovative strategies effectively. Furthermore, the structure of an organization influences how new ideas are introduced and maintained, with Kop (2021) noting that flexible organizational structures promote teamwork, communication, and shared decision-making. Strong leadership that encourages experimentation and provides necessary resources is vital in guiding educators through the change process, ultimately ensuring that educational innovation leads to meaningful improvements in teaching and learning outcomes.

### *Teacher Commitment and Educational Innovation*

Teacher commitment is vital to the successful implementation of new educational ideas. Cabanilla et al. (2024) emphasize that dedicated teachers enhance instructional quality and improve student outcomes. Their enthusiasm for adopting innovative teaching methods is crucial; without this commitment, even the best innovations can fail.

Support from school leaders plays a significant role in boosting teacher commitment. Alzoraiki et al. (2023) found that transformational leaders who provide guidance and resources facilitate effective adoption of new practices. When teachers feel supported, they take greater ownership of their roles, highlighting that strong leadership is essential for sustained innovation in education.

Ongoing professional development is also key to sustaining teachers' commitment to new ideas. Ambon et al. (2024) indicate that continuous training enhances teachers' skills and confidence in utilizing new strategies. Teachers who engage in professional learning opportunities, such as seminars, are more inclined to embrace change, ultimately leading to improved classroom outcomes.

Furthermore, teacher participation in decision-making processes strengthens their commitment. Fuentes and Sison (2025) found that involving teachers in planning and implementing school initiatives fosters shared responsibility and motivation. This collaboration ensures that new ideas are relevant to their classrooms, enhancing the effectiveness of educational reforms.

Finally, both workload and beliefs about educational change significantly impact teacher commitment. Kanwal et al. (2023) indicate that heavy workloads can hinder engagement with new methods, while Liu and Zaman (2019) explain that teachers who see value in new approaches are more likely to implement them effectively. Additionally, strong community and parental support can further enhance commitment, as noted by Ilhavenil and Aravindan (2024). Together, these internal and external factors play a crucial role in fostering teacher commitment to innovation.

### *Learner-Centered Practices in Educational Innovation*

Learner-centered practices are crucial for effective educational change. Wang (2023) emphasizes that these approaches shift the focus from teacher-led instruction to active student participation, fostering independent growth and critical thinking. By encouraging students to take charge of their own learning, methods such as teamwork and exploratory activities help develop real-world problem-solving skills, enhancing both academic success and personal development.



Interactive learning environments are vital to this educational innovation. Chen et al. (2025) found that flipped classrooms and technology-based teaching enhance student engagement and participation, allowing learners to work at their own pace and collaborate with peers. This active involvement results in improved understanding and retention of information, making interactive teaching strategies essential for learner-centered education.

Project-based and experiential learning exemplify these practices. Liu et al. (2025) describe how engaging students in hands-on tasks and real-life situations enables them to apply theoretical knowledge, fostering creativity, teamwork, and critical thinking skills. Such practical experiences prepare students to tackle complex problems across various contexts, thereby strengthening the impact of educational innovation.

Additionally, learner-centered practices boost student motivation and confidence, as noted by Mary et al. (2024), who argue that active engagement leads to higher levels of interest and intrinsic motivation. This increased engagement enhances academic performance and supports innovation and sustainability. Collaborative learning further contributes to these practices, with Ngoc Tuong Nguyen and Thi Kim Oanh (2025) finding that teamwork activities enhance engagement, social skills, and problem-solving abilities. Technology tools support personalized learning (Huang, 2024), ensuring accessibility and fairness in education and creating a strong foundation for lasting improvements (Ranbir, 2024).

## Leadership Support in Implementing Educational Innovations

School leadership is essential for implementing successful educational change. Emma (2024) emphasizes that school leaders influence organizational culture and teaching practices, which are crucial for fostering innovation. Leaders who articulate a clear vision and provide necessary resources create an environment that encourages change. When teachers feel supported in exploring new strategies without fear of failure, they are more likely to adopt innovative practices. Effective leadership, therefore, is directly linked to the success and sustainability of new educational methods.

Transformational leadership is particularly effective in enhancing teacher motivation and engagement. Al-Thani (2025) indicates that leaders who inspire, mentor, and recognize their teachers' contributions foster a culture that embraces innovation. By establishing shared goals and aligning teachers' efforts with the school's vision, transformational leaders cultivate a strong commitment among educators to implement new teaching practices. Additionally, participatory leadership, which involves teachers in decision-making processes, further enhances the likelihood of success. Wang et al. (2022) argue that when teachers are consulted and empowered, they are more likely to embrace innovative teaching approaches, ensuring that new initiatives align with classroom realities.

Supportive school leaders play a significant role in creating collaborative environments that enhance teachers' professional growth. Research by Bucal and Lipit (2025) shows that leaders who prioritize mentoring and developing teachers elevate instructional quality. When a culture of collaboration is fostered, educators can share strategies, tackle challenges together, and co-create innovative solutions. Moreover, effective communication by leaders is crucial for reinforcing innovation implementation. Bloome (2025) highlights that clear guidance and consistent feedback help teachers navigate changes more smoothly, thus reducing resistance and building confidence in new methods.

Leadership also ensures the availability of resources and structural support necessary for innovation. Rizada (2025) notes that school administrators who allocate instructional materials, funding, and technology empower teachers in implementing new practices effectively. Additionally, Friesen et al. (2025) underscore the importance of leaders who continuously monitor, evaluate, and provide feedback to sustain innovations over time. Lastly, fostering community involvement is crucial for promoting educational innovation. As Daly et al. (2025) emphasize, building partnerships with parents and local stakeholders enhances support for new initiatives, ensuring the sustainability of educational innovations. Effective leaders are therefore vital in driving innovation and allowing schools to meet the diverse needs of their communities.

## *Professional Development for Educational Innovation*

Professional development equips teachers with the knowledge and skills necessary to implement educational innovations. Ventista & Brown (2023) emphasized that continuous learning opportunities enhance teacher competencies and improve instructional quality. Training programs that focus on active learning, reflection, and collaboration boost teachers' capacities to adopt new strategies. Consequently, professional development serves as a crucial facilitator of innovation in schools, fostering greater teacher confidence in implementing novel instructional methods.

Mentoring and coaching play a vital role in supporting the application of new instructional strategies. Hirt et al. (2025) found that guided mentorship helps teachers translate theoretical knowledge into practical applications in the classroom. Mentors provide feedback, model effective strategies, and assist teachers in overcoming implementation challenges. This individualized support enhances commitment and competence, making mentorship essential for sustaining educational innovation.



Collaborative professional development fosters peer learning and the exchange of innovative ideas. Cojorn and Sonsupap (2024) highlighted that teachers benefit from sharing experiences and co-developing teaching strategies. Such collaborative learning promotes a culture of experimentation and continuous improvement, enabling educators to adapt innovations to meet their specific classroom needs, thereby enhancing the effectiveness of professional development initiatives.

Sustained professional development promotes long-term improvement. Ambon et al. (2024) noted that one-time workshops are less effective than continuous training cycles, as ongoing learning allows teachers to refine their practices and adapt to emerging educational trends. Moreover, Narido and Qunito (2026) found that effective professional development improves leadership skills and collaboration among educators, reinforcing school-wide adoption of innovative practices and advancing the institution as a whole.

### *Parental and Community Engagement in Educational Innovation*

Involving parents and communities in education significantly enhances the success of school innovations. According to Positive Action (2023), active parental engagement reinforces students' learning by providing support, monitoring progress, and collaborating with teachers to meet individual needs. Community involvement also introduces valuable resources and expertise, making educational initiatives more sustainable. By creating partnerships between schools and communities, accountability increases and resource sharing becomes possible, allowing schools to better address students' diverse needs.

Parental involvement is linked to increased student motivation and achievement. Shebani et al. (2025) found that children with engaged parents tend to perform better academically and are more involved in school activities. This support from home complements classroom innovations, fostering better study habits and a sense of responsibility, making parental engagement crucial for adopting new educational methods.

Community engagement further enhances the resources available for schools and supports program implementation. Eden et al. (2024) highlight that local organizations can provide financial, technical, and logistical support for school initiatives, improving the feasibility and quality of innovative practices. Such contributions not only offer expertise but also introduce new ideas, significantly boosting the effectiveness of educational innovations.

School leaders play a vital role in establishing these school-community partnerships. The Australian Institute for Teaching and School Leadership (2024) states that administrators who engage with parents and communities create stronger support networks. By fostering open communication and collaboration, school leaders cultivate trust and commitment among stakeholders, which helps sustain innovative practices over time.

Finally, when parents and community members actively participate, they contribute to monitoring and evaluating educational innovations. Fuentes and Sison (2025) emphasize that stakeholder feedback can guide program improvements. Additionally, collaborative initiatives promote inclusivity, as Heni Afrianti et al. (2024) note that partnerships help marginalized students receive necessary support. Overall, community engagement is essential for the long-term sustainability and success of educational innovations, as highlighted by Lv et al. (2025).

### *Structural and Organizational Conditions Supporting Educational Innovation*

Organizational culture plays a crucial role in the adoption of innovations within schools. Akhmad Irfan et al. (2025) noted that a supportive and collaborative culture encourages educators to experiment and be creative. Schools fostering positive environments promote risk-taking and effective problem-solving. When a culture values learning and improvement, it establishes a strong foundation for innovation to flourish. Additionally, the availability of resources significantly impacts the successful implementation of innovative practices. Rizada (2025) pointed out that adequate funding, instructional materials, and technology are essential for supporting new approaches. Without sufficient resources, teachers may struggle to experiment and sustain new programs, making appropriate resource allocation vital for innovation success.

The organizational structure within schools can either facilitate or hinder collaboration and decision-making processes. According to Lapaz (2024), rigid and hierarchical structures may restrict teachers' involvement in the innovation process, while flexible and collaborative frameworks encourage shared decision-making and empower teachers to tailor innovations to their specific classroom needs. Consequently, the design of organizational structures directly affects the effectiveness of innovation. Policies and procedures also shape the adoption of new practices. Syaiful Rohim and others (2023) argued that clear policies guide teachers in implementing innovations consistently, reducing uncertainty and enhancing accountability. When policies align with innovation goals, they contribute to a more coherent program, making well-defined institutional frameworks vital for sustainable innovation.

Time management and workload considerations are important organizational factors that influence the success of innovative efforts. Jelongos and Naanep (2025) emphasized that manageable workloads allow teachers to invest more effort into new initiatives. Scheduling time for collaborative planning and professional development can significantly increase the chances of



success for these innovative efforts. Attention to workload management is critical for sustaining innovative practices, underscoring the importance of time as a structural consideration. Monitoring and evaluation systems are also essential for promoting continuous improvement. McCabe and team (2022) highlighted that systematic assessments of program implementation are key to identifying challenges and informing necessary adjustments. Feedback loops allow schools to refine strategies and enhance outcomes, making organizational structures that support effective monitoring crucial for innovation sustainability.

Leadership significantly influences the creation of conditions that support innovation. Günçavdı Alabay (2026) emphasized that when administrators align culture, structure, and resources with innovation goals, they foster teacher engagement. Effective leadership ensures that organizational conditions are conducive to experimentation, increasing the likelihood of successful adoption of new practices. Schools that incorporate flexibility into their structures are better equipped to adapt to changing circumstances. Olaleye and colleagues (2024) highlighted that resilient organizations can adjust to various challenges and evolving contexts. Flexible policies, adaptable curriculum designs, and responsive support systems enable innovations to remain relevant, underscoring the need for both structural and organizational readiness to drive educational innovation in today's dynamic landscape.

### *Challenges in Implementing Educational Innovations*

Resistance to change is a significant challenge when adopting new ideas in education. According to Valdés Sánchez and Gutiérrez-Esteban (2023), teachers often hesitate to try unfamiliar methods due to fear, skepticism, or being entrenched in old habits. This resistance can impede the implementation of new practices and reduce their overall effectiveness. To mitigate these concerns, it's essential to provide professional development and strong leadership support. Overcoming resistance is vital for the success of educational innovation, as it directly impacts how new strategies are embraced in the classroom.

Another considerable challenge is the lack of resources. Malematja et al. (2025) indicated that when materials, funding, or technology are insufficient, teachers struggle to apply new teaching strategies. Even motivated educators face difficulties in executing innovations when appropriate tools and support are lacking. Addressing these resource gaps is crucial for the successful implementation of new programs, ensuring that all teachers can effectively utilize innovative practices in their teaching.

Teacher workload and time constraints further contribute to barriers against innovation. Tarraya (2023) noted that excessive responsibilities can limit teachers' time and energy for exploring new methods. Balancing regular teaching duties with innovative initiatives necessitates careful planning. Schools need to offer adequate time and support for teachers to integrate new practices effectively. Moreover, inadequate professional development can leave educators feeling unprepared. Guzman and Aguilar (2025) highlighted that insufficient training can diminish teachers' confidence and the skills necessary for applying innovative strategies. Continuous learning and structured professional support are crucial for enabling teachers to face new challenges effectively.

Leadership also plays a critical role in fostering educational innovation. Hariyani et al. (2025) emphasized that weak leadership can undermine teachers' support and motivation, complicating the implementation of new ideas. Without clear guidance, programs may struggle to thrive. Additionally, active participation from the community and parents is essential for sustaining new initiatives. Shebani et al. (2025) noted that without parental and stakeholder engagement, schools often find it difficult to maintain innovative practices. Furthermore, cultural and structural rigidity can hinder the adaptation of new methods. Kop (2021) pointed out that strict policies can stifle creativity, indicating the need for more flexible organizational structures. Finally, as McCabe et al. (2022) highlighted, evaluating and sustaining innovation is complex; schools must establish mechanisms to monitor progress and support continuous improvement to ensure innovations endure.

## **METHODOLOGY**

### ***Research Design***

This study employed an exploratory sequential mixed-methods design to examine the facilitating factors influencing the implementation of educational innovations in public elementary schools in the Division of Cadiz City for School Year 2025-2026. The qualitative approach was used to explore the experiences, perceptions, and insights of school heads, innovation teacher-coordinators, and PTA representatives regarding the factors and challenges associated with educational innovation. The qualitative findings served as the basis for developing a quantitative instrument used to measure the extent of influence of the identified facilitating factors, thereby allowing for the integration of both qualitative depth and quantitative validation.

### ***Participants of the Study***



Participants were drawn from public elementary schools within selected districts of the division. For the qualitative phase, eight (8) participants were selected through purposive sampling, ensuring that individuals directly involved in the implementation and support of educational innovations were included. For the quantitative phase, 150 participants, composed of school heads, teachers, and PTA representatives, were included. Total enumeration was applied to capture the perspectives of all key stakeholder groups involved in educational innovation within the selected schools.

## *Instruments*

The study utilized two researcher-developed instruments. A semi-structured interview guide was used during the qualitative phase to gather in-depth information on facilitating factors, challenges, and implementation practices. For the quantitative phase, a 60-item survey questionnaire was developed based on the themes generated from the qualitative data. The questionnaire measured six facilitating factors, namely teacher commitment, learner-centered practices, leadership support, professional development, parental and community engagement, and structural and organizational conditions, using a five-point Likert scale ranging from very low extent to very great extent.

## *Validity*

To establish validity, both instruments were subjected to expert review by specialists in educational leadership, research methodology, and curriculum development. Their recommendations were incorporated to enhance clarity, relevance, and alignment with the research objectives. Reliability of the quantitative instrument was ensured through internal consistency testing, while qualitative data were carefully transcribed and subjected to systematic coding to maintain accuracy and consistency in theme identification. Before data collection, informed consent was secured from all participants, and confidentiality was strictly observed throughout the study. The interviews were conducted in a structured manner, recorded with permission, and transcribed verbatim. The survey questionnaires were administered to the selected respondents and retrieved upon completion.

Qualitative data were analyzed using thematic analysis to identify recurring patterns and themes related to facilitating factors and challenges. Quantitative data were analyzed using descriptive statistics, including mean and standard deviation, to determine the extent of influence of each factor. One-way Analysis of Variance (ANOVA) was employed to determine whether significant differences existed among the perceptions of the different groups of respondents. The integration of both qualitative and quantitative findings provided a comprehensive understanding of the facilitating factors influencing the implementation of educational innovations.

## *Ethical Considerations*

To ensure the ethical soundness of the study, the researcher adhered to general ethical principles, including fairness, beneficence, and respect for participants. The privacy and anonymity of the participants were strictly maintained, and all information provided was treated with confidentiality. Informed consent was obtained, with participants being fully informed about the nature and purpose of the study and their right to withdraw from the survey at any time without any consequences.

## **RESULTS AND DISCUSSION**

This study examined the factors influencing the implementation of educational innovations in public elementary schools using an exploratory sequential mixed-methods design. The qualitative phase involved interviews with eight participants, including teachers, school heads, and PTA representatives, which resulted in the identification of six key facilitating factors, such as teacher commitment, learner-centered practices, leadership support, professional development, parental and community engagement, and structural and organizational conditions. These themes formed the basis of the quantitative instrument used in the second phase.

The quantitative results revealed that all six facilitating factors were perceived as highly influential across all stakeholder groups. Table 1 presents the perceptions of PTA representatives, innovation coordinators, teachers, and school heads regarding the extent to which various facilitating factors influence the implementation of educational innovations in public elementary schools. The results show a strong consensus across stakeholder groups, with all factors rated to a very great extent. Teacher commitment emerged as the highest-rated factor, followed by leadership support, structural and organizational conditions, professional development, parental and community engagement, and learner-centered practices. This ranking shows that both people and systems are important for successfully and sustainably putting new ideas into education.



Table 1

Extent of Influence of Facilitating Factors on the Implementation of Educational Innovations as Perceived by Key Stakeholders

Facilitating Factors	PTA Representative (n=50)			Innovation Coordinator (n=50)			School Head (n=50)		
	M	S D	Interpretation	M	S D	Interpretation	M	SD	Interpretation
Teacher Commitment	4.946	.16	Very Great Extent	4.79	.16	Very Great Extent	4.8	.42	Very Great Extent
Learner-Centered Practices	4.912	.22	Very Great Extent	4.81	.22	Very Great Extent	4.7	.47	Very Great Extent
Leadership Support	4.902	.22	Very Great Extent	4.84	.22	Very Great Extent	4.8	.37	Very Great Extent
Professional Development	4.906	.22	Very Great Extent	4.82	.22	Very Great Extent	4.8	.41	Very Great Extent
Parental and Community Engagement	4.904	.22	Very Great Extent	4.79	.22	Very Great Extent	4.8	.39	Very Great Extent
Structural and Organizational Conditions	4.906	.22	Very Great Extent	4.80	.22	Very Great Extent	4.8	.41	Very Great Extent

**Note.** The following scale was used to interpret the mean scores: 1.00–1.80 = Very Low Extent; 1.81–2.60 = Low Extent; 2.61–3.40 = Moderate Extent; 3.41–4.20 = Great Extent; 4.21–5.00 = Very Great Extent.

As shown in Table 2, inferential analysis using one-way ANOVA revealed that there were no significant differences in the perceptions of PTA representatives, innovation coordinators, and school heads across all six facilitating factors. The p-values for all variables were greater than 0.05 (e.g., Teacher Commitment:  $F = 2.415$ ,  $p = .093$ ; Learner-Centered Practices:  $F = 1.385$ ,  $p = .254$ ; Leadership Support:  $F = 0.419$ ,  $p = .659$ ), leading to the acceptance of the null hypothesis. This indicates a high level of consensus among stakeholders regarding the importance of the identified factors.

The uniformity of responses suggests that stakeholders share a common understanding of what drives successful implementation of educational innovations. This alignment supports coordinated planning, consistent implementation, and stronger collaboration among stakeholders. It also implies that interventions designed to strengthen these factors are likely to be widely accepted and supported.

Overall, the findings highlight that the successful implementation of educational innovations depends on the interplay of committed teachers, strong leadership, continuous professional development, active parental and community engagement, and supportive organizational structures. The integration of these elements ensures that innovations are not only implemented effectively but also sustained over time, ultimately contributing to improved teaching practices and enhanced student learning outcomes.

The quantitative results showed that all six facilitating factors, including teacher commitment, learner-centered practices, leadership support, professional development, parental and community engagement, and structural and organizational conditions, were consistently rated as highly influential across all stakeholder groups. Teacher commitment emerged as the most critical factor, closely followed by leadership support and professional development. Analysis using one-way ANOVA indicated



no significant differences in perceptions among teachers, coordinators, and school heads, providing sufficient evidence to accept the null hypothesis. This consistency reflects a shared understanding among stakeholders of what drives successful and sustainable educational innovations.

The qualitative findings added depth to these numerical trends. Teachers emphasized the role of personal dedication, mentorship, collaboration, and advocacy in ensuring the continuity and effectiveness of innovations. School heads highlighted the importance of proactive leadership, clear guidance, strategic resource allocation, and fostering strong partnerships with both teachers and the community. Meanwhile, PTA representatives underscored how parental involvement and community engagement strengthen program support, reinforce learning, and help maintain innovation momentum. These narratives illuminate how the facilitating factors are enacted in daily school practices, providing context for the uniformly high quantitative ratings.

Integrating the two sets of findings reveals that effective innovation implementation relies on the interplay between human, organizational, and systemic factors. Teacher commitment ensures that programs are actively translated into classroom practice, while leadership support coordinates efforts, resolves challenges, and aligns school objectives. Professional development equips educators with the necessary knowledge and confidence, and parental and community engagement reinforces learning and shared responsibility. Structural and organizational conditions provide the necessary framework and resources for consistent program delivery. Together, these factors create an environment in which educational innovations can thrive, demonstrating that sustainability depends on a balanced combination of dedication, support, capacity, and collaboration.

Overall, the study denotes that educational innovations succeed when key stakeholders share a common vision and commitment. The alignment in perceptions across teachers, coordinators, school heads, and PTA representatives ensures coordinated planning, smooth implementation, and collective ownership of programs. Schools can leverage this shared understanding to strengthen targeted initiatives, maximize resource use, and foster a culture of continuous improvement, ultimately enhancing teaching practices and student learning outcomes.

**Table 2**

*Difference in the Extent of Influence of the Identified Facilitating Factors on the Implementation of Educational Innovations*

Facilitating Factors		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Teacher Commitment	Between Groups	.619	2	.309	2.415	.093	Not Significant
	Within Groups	18.828	147	.128			
	Total	19.447	149				
Learner-Centered Practices	Between Groups	.438	2	.219	1.385	.254	Not Significant
	Within Groups	23.231	147	.158			
	Total	23.668	149				
Leadership Support	Between Groups	.099	2	.049	.419	.659	Not Significant
	Within Groups	17.304	147	.118			



	Total	17.403	149				
Professional Development	Between Groups	.171	2	.085	.623	.537	Not Significant
	Within Groups	20.136	147	.137			
	Total	20.306	149				
Parental and Community Engagement	Between Groups	.327	2	.163	1.206	.302	Not Significant
	Within Groups	19.902	147	.135			
	Total	20.228	149				
Structural and Organizational Conditions	Between Groups	.324	2	.162	1.269	.284	Not Significant
	Within Groups	18.746	147	.128			
	Total	19.070	149				

## CONCLUSION

The findings indicate that teacher commitment is the central factor in the successful implementation of educational innovations, supported by learner-centered practices, leadership support, professional development, parental engagement, and organizational conditions. This reflects a system in which human and structural elements work together to sustain innovation. The consistent perceptions across stakeholder groups suggest a shared understanding of these factors, reinforcing their collective importance. The study supports the idea that educational innovation is not driven by a single element but by the interaction of committed individuals, strong leadership, continuous development, and supportive systems. Practically, this implies that strengthening teacher capacity, enhancing leadership, and promoting collaboration among stakeholders are essential to sustaining educational innovations.

## RECOMMENDATIONS

Based on the findings of the study, several recommendations are made:

School Heads may prioritize creating a supportive environment for educational innovations by providing guidance, monitoring program implementation, and ensuring the availability of necessary resources to strengthen leadership support and enhance program effectiveness.

Teachers/Teacher-Innovators may focus on adopting learner-centered practices, engaging in continuous professional development, and collaborating with colleagues to share best practices, thereby improving classroom implementation and student learning outcomes. PTA Representatives and the community may be encouraged to actively participate in school initiatives by involving them, providing feedback, and supporting programs that enhance student learning, fostering sustainability, and stronger collaboration between schools and stakeholders.

Curriculum implementers may provide policy guidance, resources, and professional development programs that enable schools to adopt and sustain evidence-based practices. Future studies should include larger and more diverse samples, conduct longitudinal research, and explore additional factors such as teacher motivation and policy support using mixed-method approaches.



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