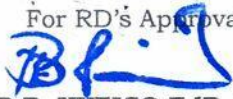


PPRD
For RD's Approval



RAMIR B. UYTICO EdD, CESO III
Regional Director



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION

Regional Advisory No. 107, s. 2026

September 22, 2026

In compliance with DepEd Order (DO) No. 8, s. 2013
this advisory is issued not for endorsement per DO 28, s. 2001,
but only for the information of DepEd NIR officials and personnel/staff.

**CONDUCT OF DATA GATHERING ACTIVITIES FOR THE STUDY "LIVED
EXPERIENCES OF SCHOOL HEADS MANAGING MOUNTAIN SCHOOLS IN
NEGROS ISLAND REGION AS BASIS FOR LEADERSHIP FRAMEWORK"**

Attached is the request from Herian V. Faulan on data gathering activities on the study "Lived Experiences of School Heads Managing Mountain Schools in Negros Island Region as Basis for Leadership Framework."

The Schools Division Superintendents of the Schools Divisions of Bacolod City, Bago City, Cadiz City, Himamaylan City, Kabankalan City, La Carlota City, Silay City, Sipalay City, Tanjay City, and Negros Occidental are given the discretion to act on this matter.

For queries, contact:

Herian V. Faulan

Email address: herian.villaruz@deped.gov.ph

Contact number: 09859823218

PPRD/JIS/Advisory_Data Gathering_ Lived Experiences of SHs Managing Mountain Schools.docx/September 22, 2026



Address: Batinguel, Dumaguete City, 6200

Email Address: nir@deped.gov.ph

Website: www.depednir.net

Letter of Request to Conduct a Study
Pangasinan State University
OPEN UNIVERSITY SYSTEMS
Alvear St. Lingayen, Pangasinan

September 16, 2026

DR. RAMIR B. UYTICO, CESO III

Regional Director
Department of Education
Negros Island Region

Sir:

I, HERIAN V. FAULAN, Teacher I at Bula National High School and a Doctor of Education student majoring in Educational Management at Pangasinan State University – Open University Systems, respectfully request permission from your good office to conduct a regional-level phenomenological research study involving selected school heads from geographically isolated mountain schools across the Schools Division Offices under the Department of Education Negros Island Region (NIR).

This study is entitled "BASKOG (RESILIENCE): LIVED EXPERIENCES OF SCHOOL HEADS MANAGING MOUNTAIN SCHOOLS IN NEGROS ISLAND REGION AS BASIS FOR A LEADERSHIP FRAMEWORK". In line with this, I intend to gather data from selected school heads, teachers, and other key informants through an interview guide and/or research questionnaire to explore their lived experiences and leadership practices in challenging school contexts. Specifically, this study aims to answer the following questions:

1. What are the lived experiences of school heads in geographically isolated mountain schools in terms of:
 - 1.1 instructional leadership
 - 1.2 administrative management
 - 1.3 community engagement
 - 1.4 resource management
 - 1.5 resilience and adaptability
 - and 1.6 crisis response?
2. What leadership challenges do school heads encounter in geographically isolated mountain schools?
3. What coping mechanisms and adaptive leadership practices do school heads employ in managing geographically isolated mountain schools?
4. What major themes and dimensions emerge from the lived experiences of school heads that may define BASKOG Leadership?

The purpose of this study is to gain a deep understanding and describe the leadership experiences of school heads in geographically isolated and disadvantaged areas, which may serve as a basis for leadership enhancement programs and policy development.

I assure your good office that all information gathered will be treated with utmost confidentiality. The identity of participants and the school will be protected, and the findings will be used solely for academic purposes.

I am sincerely hoping for your favorable response and approval of this request. Thank you very much for your kind consideration and support.

Very truly yours,


HERIAN V. FAULAN
Researcher, Doctor of Education
Pangasinan State University, Philippines

Noted by:


ANGELOU O. RAMOS, PhD
Research Adviser
Pangasinan State University, Lingayen Campus


PHILIP G. QUERODA, EdD
OUS Executive Director
Pangasinan State University, Lingayen Campus

Approved by:

FERDINAND S. SY PhD, CESO VI
Schools Division Superintendent
SDO Kabankalan City

Research Brief

Prepared by:
HERIAN V. FAULAN
Researcher, Doctor of Education
Pangasinan State University, Philippines

BASKOG (Resilience): Lived Experiences of School Heads Managing Mountain Schools in Negros Island Region as Basis for a Leadership Framework

Overview of Objectives

The main objective of this study is to explore and understand the lived experiences and leadership practices of school heads managing high-altitude, geographically isolated mountain public high schools in Negros Island Region. Specifically, it aims to:

- Examine Lived Experiences: Understand how school heads manage their daily duties across six key areas: instructional leadership, administrative management, community engagement, resource management, resilience/adaptability, and crisis response.
- Identify Leadership Challenges: Document the logistical, environmental, and institutional obstacles faced in geographically isolated settings.
- Document Coping Strategies: Uncover adaptive practices, resilience mechanisms, and problem-solving strategies used by school heads to maintain school operations.
- Define BASKOG Leadership: Identify emerging themes and dimensions rooted in the Hiligaynon concept of *Báskug* (strength, vigor, and becoming strong despite adversity).
- Develop & Validate a Framework: Formulate a context-responsive BASKOG Leadership Framework tailored to remote and high-altitude educational settings.

Statement of the Problem

This study addresses the gap between standardized, urban-centered educational leadership models and the actual realities faced by leaders in geographically isolated and disadvantaged areas (GIDA). While national policies outline general leadership expectations, they often overlook the severe resource limitations, environmental hazards, isolation, and heavy workloads characteristic of remote mountain schools.

Specifically, the study answers the following research questions:

1. What are the lived experiences of school heads in geographically isolated mountain schools regarding instructional leadership, administrative management, community engagement, resource management, resilience/adaptability, and crisis response?
2. What leadership challenges do school heads encounter in geographically isolated mountain schools?
3. What coping mechanisms and adaptive leadership practices do school heads employ to manage these schools?
4. What major themes and dimensions emerge from their experiences that define BASKOG Leadership?

Methodology

- Research Design: Qualitative Phenomenological Research Design (Moustakas' systematic phenomenological reduction). This design captures the deep, subjective meanings, reflections, and essence of the participants' experiences.
- Data Gathering Instruments:
 - In-depth, semi-structured interviews (45–60 minutes).
 - Reflective narratives and personal accounts from participants.
 - Field observations and field notes capturing accessibility, terrain, and interactions.
- Data Analysis Procedure: Moustakas' (1994) phenomenological data analysis, involving horizontalization of statements, formation of non-repetitive meaning units, theme clustering (e.g., inspiration, instruction, collaboration, engagement, resilience, governance, inclusion), structural/textural descriptions, and synthesis into core essences.
- Validation & Rigor: Expert validation of research instruments, pilot testing, bracketing, and data triangulation across three participant groups.
- Geographic Representativeness Across Provinces: Choosing 10 SDOs allows the study to sample representative upland divisions across the different SDOs capturing diverse localized terrains, dialects, and socio-cultural backgrounds.
- Feasibility and Field Safety: Conducting in-depth interviews, narrative reviews, and field observations in high-altitude mountain schools involves steep terrain, difficult travel, and safety considerations. Selecting 10 key divisions ensures the research remains logistically feasible for a doctoral dissertation within the designated timeframe and budget.
- Proportional Balance: Sampling 2 school heads per division across 10 SDOs maintains a balanced distribution across participating divisions, ensuring no single division skews the overall findings of the BASKOG Leadership Framework.

Sampling Method

- Primary Sampling Method: Purposive Sampling.
- Total Sample Size (N = 60):
 - 20 School Heads: Principals, Head Teachers, or Teachers-in-Charge assigned to public high schools in upland/mountain areas across 10 Schools Division Offices (SDOs) in Negros Island Region (2 per SDO), with at least 2 years of service in their current mountain school.
 - 20 Teachers: One teacher per participating school with 2 years of local experience.
 - 20 Parents: One parent per participating school with active involvement in school activities.

Identified 10 School Divisions

1. Himamaylan City
2. Sipalay City
3. Bago City
4. La Carlota City
5. Negros Occidental
6. Bacolod City
7. Tanjay City

8. Silay City
9. Cadiz City
10. Kabankalan City

Key Gains for the Department of Education

The Department of Education (DepEd) stands to gain several key strategic advantages from the findings of this dissertation:

- **Context-Responsive Leadership Framework:** DepEd gains a validated, context-based BASKOG Leadership Framework designed specifically for high-altitude, GIDA, and remote environments, moving away from "one-size-fits-all" leadership expectations.
- **Targeted Leadership Development Programs:** Schools Division Offices (SDOs) and professional development institutions can use the findings to design specialized technical assistance, mentoring initiatives, and leadership training programs tailored to the actual challenges of GIDA school heads.
- **Evidence-Based Policy Enhancement:** National and regional policymakers gain direct empirical evidence on GIDA realities to inform policy updates, equitable resource allocation, staffing policies, and hardship allowances in line with the Basic Education Development Plan (BEDP) 2030.
- **Strengthened Community Partnerships:** The research offers insights into effective relational and place-based leadership strategies, helping DepEd foster stronger collaborations with Local Government Units (LGUs), barangay officials, parents, and indigenous communities to sustain remote school operations.
- **Improved Retention & Support Mechanisms:** By understanding the psychological, logistical, and administrative burdens on remote leaders, DepEd can establish targeted support systems to build resilience, mitigate burnout, and improve retention among school heads and teachers in remote assignments.