



ADMINISTRATIVE MINDFULNESS, PROFESSIONAL LEARNING COMMUNITY, AND TRANSACTIONAL MANAGEMENT ON READING PROGRAM IMPLEMENTATION OF SCHOOL LEADERS

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Abstract : This study assessed the administrative mindfulness, professional learning community engagement, and transactional management on the reading program implementation of school leaders in public elementary schools in Region X, Northern Mindanao, for School Year 2024–2025. A combination of descriptive-correlational and causal-comparative research designs was employed, and the respondents were the 566 school leaders in Region 10 from the Department of Education, Division of Bukidnon, Valencia City, Malaybalay, Cagayan de Oro, Misamis Oriental, El Salvador, Camiguin, Lanao del Norte, Oroquieta City, Ozamis City, Tanguib City, and Iligan. The descriptive method was used to explain the current state of the school leaders' administrative mindfulness, professional learning community engagement, and transactional management, as well as how these factors affect the implementation of the school reading program. The correlation method was used to examine how administrative mindfulness, professional learning community engagement, and transactional management relate to the reading program implementation by school leaders, while multiple linear regression analysis was applied to identify the factors that predict the reading program implementation by school leaders.

The results highlight various factors in performing administrative mindfulness of school leaders in terms of concentration and awareness, emotional regulation and acceptance, non-judgment and acceptance of thoughts and feelings and present moment awareness; engagement level of professional learning community of school leaders practiced in the following areas, shared and supportive leadership, shared values and vision, collective learning and application, shared personal practice, supportive conditions relationship, supportive conditions structure; determining the level of transactional management of school leaders in the different roles of; implementing and improving, communicating and presenting, and relating and supporting; ascertain the level of school reading program in the following phases: orientation of the reading program, execution of the reading program, and assessment of the reading program.

There is a significant relationship between administrative mindfulness, professional learning community engagement, transactional management, and reading program implementation among school leaders. The predictors for reading program implementation in public elementary schools. The predictors for reading program implementation in public elementary schools are implementing and improving supportive conditions, relating and supporting, shared and supportive leadership, communicating and presenting, and non-judgment and acceptance of thoughts and feelings.

IndexTerms - Mindfulness, Structural Equation Modeling, Literacy, Educational Management, and Reading Program Model.

INTRODUCTION

The Department of Education is working to enhance critical thinking and comprehension through providing learners with strategies that lead to greater understanding and analysis, and concurrently developing basic reading proficiency. Yet, despite these initiatives, persistent challenges continue to exist, including a large number of low-proficiency emerging readers, a growing gap between reading fluency and comprehension, and lingering learning losses from the pandemic. These educational learning concerns and issues are further worsened by the country's poor performance in international large-scale assessments, which emphasizes the need for more effective reading interventions. Additionally, the Department of Education aims to offer inclusive reading instruction that meets the diverse needs of the learner population, such as special needs learners and diverse linguistic learners, in accordance with its emphasis on educational equity.

In response, the Department of Education is dedicated to the development and implementation of various effective reading programs aimed at addressing these ongoing literacy gaps. These endeavors are indicative of the department's fervent conviction that reading is not only a prerequisite for academic success, but also a critical lifelong learning skill. To support this commitment, the department consistently issues formal orders and memoranda to ensure that schools throughout the nation are equipped and guided in the implementation of responsive and sustainable reading literacy initiatives.

In the light of advancing fundamental literacy as a national education agenda, the Department of Education has been cognizant of the significance of early reading competence from the start and has progressively enhanced its reading program year after year. In 2002, the Reading Literacy Program was implemented in the elementary schools through DepEd Order No. 45, s. 2002, with the goal of making each child a skilled reader at the end of Grade III. Schools were urged to adopt school-based reading programs with reading assessment, fluency, and comprehension. Ten years after, DepEd Order No. 50, s. 2012 reiterated Every Child a Reader Program (ECARP), with guidelines on the proper utilization of funds to continue enhancing learners' foundational literacy skills. This was succeeded by DepEd Order No. 18, s. 2017, which ordered the allocation of ECARP funds to the Early Language, Literacy, and Numeracy Program, which will empower teachers to address gaps in early numeracy and literacy. The 3Bs Initiative Hamon: Bawat Bata Bumabasa was in 2019 initiated through DepEd Memorandum No. 173, s. 2019, that enjoined schools to promote reading and make all children independent and fluent readers at their grade. Most recently, in 2024, Catch-up Fridays implemented under the National Reading Program included the Drop Everything and Read (DEAR) activity. It does not only bridge the gaps in learning but also fosters love for reading through incorporating it with values, health, and peace education demonstrating DepEd's dedication to fostering literate, well-balanced learners.

In spite of the continuous efforts of the Department of Education in encouraging reading through its different programs and policies, numerous schools still struggle with serious challenges that hamper effective reading intervention implementation. These barriers impose significant pressure on school leaders, influencing their leadership and management actions and, ultimately, low literacy rates and poor reading skills among students. The 2022 PISA results also painted a picture of the severity of the problem when the Philippines tied with only a few countries out of the sixty-five participating ones in reading proficiency, averaging at 347 not even close to the OECD standard.

This mirrors a national illiteracy issue that requires desperate and concerted remedies. This is substantiated by studies of Tomas et al. (2021) that show many Filipino learners below the frustration level in reading since they are failing to master these basic skills, including phonological awareness and reading comprehension. Socioeconomic impediments, inadequacy in teacher training, and lack of a robust culture of reading especially in city districts as also indicated by Auletto and Sableski (2018) also heighten these conditions. Gonzalez et al. (2020) further highlighted that the absence of ongoing professional development undermines the long-term effect of reading programs. Overall, these results indicate systemic shortcomings that continue to test school leaders and require more strategic, well-supported, and inclusive reading programs.

Based on the recent research studies, administrative mindfulness, professional learning communities, and transactional management have been found to play an important role in facilitating the successful and effective implementation of reading programs. Schonert-Reichl et al. (2015) highlighted that mindfulness in school leadership improves self-awareness, emotional regulation, and intentional decision-making characteristics that enable leaders to develop responsive environments for literacy programs.

In the professional learning community (PLC) space, Smith and Johnson (2023) highlights that teacher collaboration and accountability, necessary for the sustainability of quality reading programs, are enhanced by strong structural support and shared leadership. This is also echoed by Gao, Hamid, and Mansor (2024), who concluded that transformational leadership in professional learning communities has a positive effect on teaching quality and student literacy results.

As far as transactional management is concerned, Maheshwari (2021) pointed out that clear delegation, regular communication, and acknowledging teacher performance as leadership behaviors result in better motivation and conformity to school literacy objectives. Similarly, Hieng et al. (2024) attested that transactional leadership practices have a key contribution to organizational performance and preparedness for program implementation. Together, these findings confirm that school leaders who use mindfulness, build collaborative professional cultures, and strategize are more likely to be successful in putting reading programs into action.

This study considers how administrative mindfulness, professional learning community, and transactional management of school leaders influence their reading program implementation. The results hope to illustrate and explore theories and evidence and inform recommendations for the future.

NEED OF THE STUDY.

Despite the ongoing endeavors to enhance literacy outcomes in Philippine schools, the effective implementation of reading programs is frequently impeded by leadership-related challenges and remains inconsistent. In contexts where systemic issues, resource constraints, and instructional inequalities persist, it is imperative to investigate the impact of school leadership practices on the success of literacy initiatives. This study aims to address this issue by looking at how transactional management, professional learning community (PLC) involvement, and administrative mindfulness work together as key leadership factors that affect how reading programs are carried out. It is imperative to comprehend the manner in which these leadership constructs operate in conjunction enhance academic achievement, student engagement, and reading proficiency. The study is particularly significant for

informing leadership training and development programs due to the central role of school administrators in shaping literacy outcomes. Additionally, it provides a research-based framework that educational stakeholders, such as the Department of Education, schools, and division offices, can employ to enhance the formulation of policies, the implementation of leadership practices, and the monitoring of programs. Ultimately, the research bolsters the overarching objective of improving literacy by providing school leaders and instructors with practical insights and collaborative strategies. It also contributes to the limited corpus of research that examines holistic leadership approaches in the context of reading program implementation, thereby establishing the foundation for future empirical studies in educational leadership and reform.

3.1 Population and Sample

Purposive sampling was employed to cover the entire population of elementary school leaders in Region X, who served as respondents of the study. A total of 566 elementary school leaders or administrators from the fourteen (14) divisions in the region were included. These school leaders were selected to evaluate their levels of administrative mindfulness, engagement in professional learning communities, application of transactional management, and the implementation of reading programs in their respective schools.

3.2 Data and Sources of Data

The study used four structured questionnaires to get important information about the school leaders' transactional management techniques, administrative mindfulness, professional learning community involvement, and roles in putting the reading program into action. The study used a tool made by Feldman, Hayes, Kumar, Greeson, and Laurenceau (2007) to measure administrative mindfulness. It has seventeen statements that fall into four main categories: being aware of the present moment, managing emotions, accepting thoughts and feelings without judging them, and focusing on the present moment. School leaders assessed their practices on a scale of 1 to 5, with 1 being "Never" and 5 being "Always." Each rating came with a qualitative explanation. We used a questionnaire based on Olivier, Hipp, and Huffman (2003) to find out how involved school leaders were in the professional learning community (PLC). The questionnaire focused on five areas: shared and supportive leadership, shared values and vision, collective learning and application, shared personal practice, and supportive conditions relationships and structures. People rated how involved they were on a scale of 1 to 5, with "Strongly Disagree" being the lowest and "Agree" being the highest. We used an adapted tool from Smith (2017) to measure transactional management. This tool looked at important leadership skills like implementing and improving, communicating and presenting, and relating and supporting. The answers were scored on a five-point scale with descriptors that ranged from "Not Practiced" to "Very Highly Practiced." Lastly, we used a methodology from Fullan (2016) to look at how school leaders helped put the reading program into action. This tool focuses on three main steps in putting the reading program into action: introducing it, carrying it out, and evaluating it. School leaders rated how involved they were on a scale of 1 to 5, with "Strongly Disagree" being the lowest level of involvement and "Agree" being the highest level of involvement. These tools gave us the information we needed to evaluate the main parts of school leadership that were important to the study.

3.3 Theoretical framework

The foundation of this investigation is a blend of various theories that integrate concepts from professional learning communities (PLCs), transactional leadership, mindfulness theory, and curriculum implementation to investigate the impact of leadership behaviors on school literacy programs. The Cognitive and Affective Mindfulness framework by Feldman et al. (2007) guides administrative mindfulness. It focuses on school administrators' abilities to stay aware of the current moment, control their emotions, not judge others, and be aware of themselves. These cognitive and emotional skills are very important for leaders to be able to handle tough decisions and problems in schools. Buddhist psychology backs this up even more by saying that mindfulness is a practice that helps people become clearer, more compassionate, and better leaders. Learning for Professionals The foundation for community participation comes from Olivier, Hipp, and Huffman (2003), which stresses shared leadership, collective learning, and supporting conditions in schools. Organizational Learning Theory (Senge, 1990; Argyris & Schön, 1978) supports this approach by seeing schools as learning organizations where working together and always becoming better are important for keeping innovations like literacy programs going. Smith's (2017) leadership framework and Burns' (1978) Transactional Leadership Theory are the bases for transactional management. It talks about how school leaders make sure that everyone is responsible for their work and meets their goals by making communication easier and giving assistance. These are all important parts of running structured programs like literacy interventions. Finally, Curriculum Implementation Theory (Tyler, 1960; Fullan, 2016) guides the school reading program's implementation. This theory breaks down the process into three stages: orientation, execution, and assessment. These steps help school officials develop, run, and assess reading programs so that they can see clear increases in students' reading skills. The framework says that to make a program more effective, you need to plan ahead, get stakeholders involved, and get feedback all the time.

3.4 Statistical tools

The results were summarized, translated, and analyzed using the following statistical tools:

3.4.1 Descriptive Statistics

Descriptive statistics, specifically mean and standard deviation, were used to determine the levels of administrative mindfulness, professional learning community engagement, transactional management, and the implementation of the school reading program among school leaders in the Region 10 for the SY 2024-2025.

3.4.2 Correlation Analysis

To examine the relationships among these variables, Pearson product-moment correlation was applied to assess the significance of their associations.

3.4.3 Regression Analysis

Furthermore, stepwise multiple linear regression analysis was conducted to identify which variable best predicts the implementation of the school reading program.

IV. RESULTS AND DISCUSSION

4.1 Results of Descriptive Statics for Administrative Mindfulness of School Leaders

Table 4.1: Summary of Mean Scores of administrative mindfulness of school leaders

INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
Non-Judgment and Acceptance of Thoughts and Feelings	4.14	Often	Highly Observed
Emotional Regulation and Acceptance	4.09	Often	Highly Observed
Present Moment Awareness	4.06	Often	Highly Observed
Concentration and Awareness	3.97	Often	Highly Observed
Overall Mean	4.07	Often	Highly Observed

LEGEND:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Always	Very Highly Observed
3.51-4.50	Often	Highly Observed
2.52-3.50	Sometimes	Moderately Observed
1.51-2.50	Rarely	Less Observed
1.00-1.50	Never	Not Observed

The administrative mindfulness of school leaders has an overall mean score of 4.07, which is less than the descriptive rating of "Often" that corresponds with the qualitative interpretation of "Highly Observed." The result indicates that school leaders apply mindful behaviors in practice such as being present, regulating emotions, being non-judgmental in engaging with thoughts, and maintaining sustained attention. The results also manifest that administrative mindfulness is always applied by school leaders, thus creating reflective, responsive, and emotionally balanced leadership in the learning setting. As noted, non-judgment and acceptance thoughts and feelings practices got a mean of 4.14 and an interpretation of highly observed. Emotional regulation and acceptance also have a mean of 4.09 and an interpretation of highly observed. Present moment awareness has a mean of 4.06 with an interpretation of highly observed and concentration and awareness with an interpretation of highly observed. Lastly, the school leader's administrative mindfulness practices have a descriptive rating of often and a qualitative interpretation that the school leaders highly observed them with an overall mean of 4.07. The result showed that the school leaders highly practice administrative mindfulness. This indicates that as school leaders leading the school, they embody both cognitive and affective skills in decision making. These results suggest that school leaders exhibit a strong capacity to manage their thoughts and emotions non-judgmentally, remain emotionally composed under pressure, and stay attuned to present experiences key elements of both cognitive and affective mindfulness. These findings are supported by Diotaiuti et al. (2020) and Oleksiak (2020), who assert that non-judgmental awareness allows leaders to handle stress and diverse viewpoints more objectively, which is critical in educational settings. Similarly, Mahfouz (2018) emphasized the role of mindfulness in fostering emotional regulation, allowing school leaders to engage in thoughtful, rather than reactive, responses to challenging situations. Furthermore, Kaur and Kaur (2020) Smith and Jones (2021) highlight mindfulness practices significantly reduced emotional exhaustion and improved job performance among employees and decreases emotional exhaustion and an improvement in job performance.

4.2 Results of Descriptive Statics for Professional Learning Community Engagement of School Leaders

Table 4.2: Summary of Mean Scores of professional learning community engagement of school leaders

INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
Supportive conditions-relationships	4.64	Strongly Agree	Very Highly
Supportive values and vision	4.63	Strongly Agree	Very Highly
Collective learning and application	4.62	Strongly Agree	Very Highly
Supportive conditions-structure	4.60	Strongly Agree	Very Highly
Shared and supportive leadership	4.60	Strongly Agree	Very Highly
Shared personal practice	4.57	Strongly Agree	Very Highly

Overall Mean	4.61	Strongly Agree	Very Highly
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LEGEND:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very Highly Engaged
3.51-4.50	Agree	Highly Engaged
2.52-3.50	Undecided	Moderately Engaged
1.51-2.50	Disagree	Less Engaged
1.00-1.50	Strongly Disagree	Not Engaged

The level of school leaders' professional learning community has an overall mean of 4.61 labeled as "Strongly Agree" and qualitatively defined as "Very Highly Engaged." This indicates that school leaders consistently show a high degree of engagement on all aspects of professional learning communities. Through the development of supportive relationships and shared leadership and facilitating collective learning, shared practices, and maintenance of shared values and vision, school leaders signify a high level of commitment in developing a collaborative school and improvement-focused culture. The very high degree of engagement indicates that there is well-developed Professional Learning Community structure with ongoing learning, peer support, and shared accountability actively practiced and maintained. It was shown that supportive conditions-relationships got the highest mean of 4.64 and an interpretation of very highly engaged, the supportive values and vision got a mean of 4.63 and an interpretation of very highly engaged. Further, the collective learning and application got a mean of 4.62 and an interpretation of very highly engaged. Both supportive conditions structure, and shared, and supportive leadership equally got a mean of 4.60 and interpreted as very highly engaged. Finally, the shared personal practice got a mean of 4.57 and an interpretation of very highly engage. The data revealed that school leaders demonstrate a very highly level of engagement in professional learning communities. They are actively involved in fulfilling their responsibilities, particularly in providing timely and relevant technical assistance to support the teaching and learning process. Therefore, it is an innate for school leaders to act as champions in leading and managing the school in a collaborative manner, wherein the principles of shared leadership, governance, responsibility, and accountability are consistently practiced fostering teamwork, empower stakeholders, and ensure collective success in achieving the school's goals. The findings suggest that school leaders are deeply involved in their roles within professional learning communities (PLCs). Their presence goes beyond administrative functions they are actively supporting teachers, especially when it comes to the core of the school which is the teaching and learning. As observed, school leaders ensure to lead in involving the teachers and staff to collaborate and share the responsibilities and accountabilities in the school as an everyday routine to maintain the harmonious relationship among the teachers and staff. Gao, Hamid, and Mansor (2024), found the link between transformational leadership and PLC implementation in China, support the active involvement of school leaders in shared and supporting leadership. Transformational leadership has a major impact on four core PLC components: such as, organizational learning, shared accountability, reflective conversation, and de-privatized practice. These respective features directly match the basic components of the study, where school leaders showed extremely high degrees of involvement in promoting reflective, empowering, and cooperative leadership. Hence, by establishing a culture of trust where instructors feel motivated to genuinely contribute to school-wide improvement initiatives depends much on this leadership style. In the context of supportive conditions both structural and relational the research conducted by Liu and Hallinger (2024) reveals strong evidence on their effect on professional learning community (PLC) effectiveness. Their work identifies that organized communication systems, fair distribution of leadership, and a strong sense of organizational justice has an important role in relation to the success of PLCs. These findings are corroborated by the high levels of engagement evidenced in the data, particularly in preserving clean and functional school environments, facilitating stakeholder communication, and promoting collegial relationships founded on respect and trust. For sustaining and enhancing professional work across departments and grade spans, school leaders ought to address that such supportive structures are being applied uniformly, supporting coherence and extended capacity for collaboration. Lastly, Hämäläinen and Vähäsantanen (2024) concluded that a clearly defined, collaboratively constructed vision is critical in reinforcing teachers' collective responsibility and participation in continuous professional development. This corresponds with findings, that the high rates of engagement between school leaders and establishing supportive values and vision as well as adopting collective learning and application. The shared vision identified as a guiding principle for school leaders in directing decisions, aligning instructional practices, and enhancing common direction among the teaching community.

4.3 Results of Descriptive Statics for Transactional Management of School Leaders

Table 4.3: Summary of Mean Scores of transactional management of school leaders

INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
Relating and Supporting	4.53	Strongly Agree	Very Highly
Communicating and Presenting	4.52	Strongly Agree	Very Highly
Implementing and improving	4.52	Strongly Agree	Very Highly
Overall Mean	4.52	Strongly Agree	Very Highly

LEGEND:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very Highly Practiced
3.51-4.50	Agree	Highly Practiced
2.52-3.50	Neutral	Moderately Practiced
1.51-2.50	Disagree	Less Practiced
1.00-1.50	Strongly Disagree	Not Practiced

The transactional management practices of school leaders have an overall mean of 4.52, with a descriptive rating of "Strongly Agree" and a qualitative interpretation of "Very Highly Practiced." This means that school leaders consistently demonstrate transactional management across key roles relating and supporting, communicating and presenting, as well as implementing and improving. As observed, school leaders direct the school with clarity, build trust in teams, communicate well, and make systems and processes work. This notably high level of practice demonstrates not only their capacity to get tasks done effectively, but also their commitment to creating positive relationships and a climate where responsibilities are clear, expectations are met, and collaboration is enhanced. It was shown that relating and supporting got the highest mean of 4.53 and an interpretation of very highly practiced; it was followed by communicating and supporting with a mean of 4.52 and an interpretation of very highly practiced; finally, implementing and improving got a mean of 4.52 and an interpretation of very highly practiced. The data revealed a very highly practiced transactional management for the school leaders; they gave importance to the relational aspects in leading the school, where encouragement and constructive support were given. The data also reveals that school leaders prioritize transparent communication, ensure clear instructions, and understand roles, tasks, and objectives. Furthermore, school leaders established program structures and the availability of the resources and guidelines necessary for successful implementation. Lastly, it was revealed that school leaders highly emphasized the importance of task-oriented leadership with structured guidance and reinforcement to ensure program adherence and achieve specific outcomes. The findings of this study, which show a very high level of implementation across the domains of relating and supporting, communicating and presenting, and implementing and improving, are strongly supported by existing literature. For instance, Nguyen and Walker (2018) highlighted how school leaders who cultivate supportive relationships foster trust and team cohesion, aligning with the high mean rating for relational support. Similarly, Méndez-Morse et al. (2017) emphasized that leaders who demonstrate empathy and responsiveness enhance staff engagement and effectiveness. In terms of communication, Bush and Glover (2016) found that effective school leadership is closely linked to clear articulation of goals and expectations, while Duong, Nguyen, and Pham (2020) confirmed that high communication competence among principals contributes significantly to leadership success in educational settings. Regarding the implementation and improvement domain, Leithwood and Azah (2017) reported that principals who actively monitor performance and adjust practices are perceived as highly effective, especially in turnaround schools. Likewise, Arar and Nasra (2019) documented that school leaders who use structured, transactional approaches in managing change are rated highly in terms of school improvement initiatives. Collectively, these studies affirm the strong overall mean rating of transactional management in the present study and support the conclusion that structured, goal-oriented leadership remains essential in driving school effectiveness.

4.4 Results of Correlation between the Independent Variables and the Dependent Variable

Table 4.4. Correlation between the dependent and independent variables

Independent Variables Correlated with School Leaders Reading Program Implementation	Correlation Coefficient (r)	p-value
Administrative Mindfulness	0.320	0.000**
Concentration and Awareness	0.168	0.000**
Emotional Regulation and Acceptance	0.253	0.000**
Non-Judgment and Acceptance of Thoughts and Feelings	0.332	0.000**
Present-Moment Awareness	0.276	0.000**
Professional Learning Community	0.716	0.000**
Shared and Supportive Leadership	0.625	0.000**
Shared Values and Vision	0.519	0.000**
Collective Learning and Application	0.578	0.000**
Shared Personal Practice	0.621	0.000**
Supportive Conditions Relationship	0.613	0.000**
Supportive Conditions Structure	0.699	0.000**
Transactional Management	0.760	0.000**
Implementing and Improving	0.728	0.000**
Communicating and Presenting	0.687	0.000**
Relating and Supporting	0.684	0.000**

**Correlation is significant at the 0.01 level (2-tailed)

This finding is supported by Ryan and Deci (2020), which emphasized that mindfulness is characterized by present-moment awareness and self-regulation which enhances leaders' capacity to make thoughtful, intentional decisions that directly impact the school-wide programs. Similar results were reported by Chen et al. (2022), noted that when leaders exhibit emotional intelligence, teachers can more easily manage their own emotions, and this leads to more intense engagement and instructional concentration. These findings relative to administrative mindfulness suggests that the readiness and capacity of school leaders to implement effective reading programs are strongly influenced by their ability to remain focused, self-aware, and emotionally attuned hallmarks of administrative mindfulness. Thus, Wells (2015) emphasized that mindfulness-based leadership is not only enhances the interpersonal relationships within schools, but it also supports the reflective practices which is crucial for continuous program and improvement.

4.5 Results of Regression Analysis Among the Variables

Table 4.5. Regression analysis between the independent and dependent variables

INDICATORS	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	0.291	0.148		1.961	.050
Transactional Management					
Implementing and Improving	0.250	0.050	0.257	4.962	.000
Relating and Supporting	0.134	0.044	0.137	3.056	.002
Communicating and Presenting	0.104	0.046	0.112	2.291	.022
Professional Learning Community					
Supportive Conditions Structure	0.245	0.047	0.226	5.190	.000
Shared and Supportive Leadership	0.145	0.041	0.132	3.527	.000
Administrative Mindfulness					
Non-Judgment and Acceptance of Thoughts and Feelings	0.059	0.021	0.079	2.826	.005
<hr/>					
R=	.791	R ² =	.6625	F=	155.460
				Sig.	0.000

The data indicate that implementing and improving strategies, supportive conditions–structure, and shared and supportive leadership are considered as necessary factors in the effective implementation of the school reading programs among school leaders. These findings denote the importance of strategic leadership practices and professional collaboration in ensuring program success. Notably, transactional management specifically the capacity to implement and improve the school operations come out as the strongest predictor of reading program implementation. In like manner, the presence of structural support within the professional learning communities, including resources and clearly defined systems, significantly contributes to the effective delivery of reading initiatives. The role of supportive leadership, which highly cultivates shared decision-making and collaboration among teachers and staff, also plays a critical part in the successful implementation of these programs. Additionally, the mindfulness characteristic of non-judgment and acceptance of thoughts and feelings manifests a positive, though relatively modest, the influence indicating that emotionally aware and balanced leadership contributes to sound decision-making and resilient implementation.

The regression equation formulated is:

$$Y = 0.291 + 0.250X_1 + 0.134X_2 + 0.104X_3 + 0.245X_4 + 0.145X_5 + 0.059X_6$$

Where:

Y = Reading Program Implementation

X₁ = Implementing and Improving

X₂ = Relating and Supporting

X₃ = Communicating and Presenting

X₄ = Supportive Conditions–Structure

X₅ = Shared and Supportive Leadership

X₆ = Non-Judgment and Acceptance of Thoughts and Feelings

The result of regression equation indicates that the ability to implement and improve the program (0.250) has the highest positive impact towards the dependent variable, and it was followed closely by supportive conditions–structure (0.245). This means that having a well-established systems and clearly defined roles and responsibilities directly enhances the implementation of reading programs. Shared and supportive leadership (0.145), along with the relational and communication aspects of transactional leadership relating and supporting (0.134) and communicating and presenting (0.104) also employ a meaningful influence on the program outcomes. Lastly, the mindfulness component (0.059), while the smallest contributor, reinforces the idea that the school leaders who can regulate their emotions and remain non-reactive in challenging situations may be better positioned to lead successfully the reading initiatives. As observed, based on the regression analysis results, the null hypothesis stating that administrative mindfulness, professional learning community, and transactional management do not significantly predict reading program implementation is rejected. The findings indicate that all the three domains especially transactional management and professional learning communities significantly contribute towards the success of the reading program, as evidenced by the high R² value of 0.6625 and the statistically significant p-value (0.000). These results confirm that the school leadership practices are grounded in direction, communication, supportive collaboration, and emotional regulation are essential for the effective implementation of the school reading programs.

Implementing and improving emerged as the strongest predictor, underscoring the critical role of structured and goal-oriented leadership in program success. According to the Institute of Education Sciences (2023), effective literacy programs are built on clear implementation plans that define objectives, assign responsibilities, establish timelines, and include monitoring strategies. Such systematic approaches enable leaders to steer initiatives with precision and accountability.

The dimension of relating and supporting highlights the importance of relationship building and emotional support in educational leadership. Similar results were reported by Crosby et al. (2023) which emphasized that leaders who invest in collaborative

relationships and provide emotional reinforcement enhance the effectiveness and sustainability of school programs. These practices help cultivate a positive climate where teachers feel supported and motivated.

Further, the role of communicating and presenting was also found to significantly influence reading program outcomes. The study echoes the work of Banwart (2020) emphasizes that clear and consistent communication from leaders builds trust, aligns stakeholder expectations, and fosters a shared vision key ingredients in ensuring program coherence and community involvement. Moreover, the presence of supportive structural conditions such as time, space, and access to materials directly influences implementation success. In contrast to this Leithwood et al. (2020) argue that supportive structures are vital in translating planning into practice, allowing teachers and staff to collaborate meaningfully and focus on program goals without logistical constraints. The shared and supportive leadership promotes collective ownership and collaborative engagement, both of which are essential for school-wide reading initiatives. This observation is in agreement with Wilson (2016) found that when teachers are empowered to lead within professional learning communities, instructional practices improve, and reform efforts gain traction through shared responsibility and mutual trust. The non-judgment and acceptance of thoughts and feelings, a dimension of administrative mindfulness, plays a crucial role in leadership effectiveness. The Royal Commission into Victoria's Mental Health System (2018) recommends mindfulness as a leadership tool that promotes emotional regulation, mental clarity, and balanced decision-making. These qualities enable school leaders to respond calmly and constructively to challenges encountered during program implementation.

V. CONCLUSIONS AND RECOMMENDATIONS

With close observation of the variables affecting the implementation of reading programs by school administrators, the study identifies some areas that are of critical impact in the success of such programs. School administrators showed high administrative mindfulness as they were able to focus and stay present-moment aware, manage emotions, and accept thoughts and feelings without judgment. This finding leads to the conclusion that school administrators have high cognitive and affective regulation skills, which are needed to make intentional and composed decisions in the complex school environment. Their mindfulness practices enhance mental health and stability of emotions, which are needed to ensure effective leadership.

Additionally, the study found that school leaders are highly active in professional learning communities (PLCs), that is, shared and supportive leadership, shared values and vision, collective learning and application, shared personal practices, and supportive conditions in relationships and structures. This finding leads to the conclusion that administrators actively develop collaborative cultures that enable teachers, create continuous learning, and create aligned school visions. Such activity further testifies to their commitment to inclusive decision-making and shared accountability, building pillars of effective school governance.

On transactional management, school administrators were also highly skilled in the tasks of implementing and developing, communicating and presenting, and relating and supporting. This finding testifies that leaders give clear directions, hold staff accountable, communicate effectively, and build relationships based on mutual respect and team building. The task-oriented and structured nature of their leadership style ensures efficient program implementation and stability in school operations.

Based on the findings and conclusions, the following recommendations for further research and practice are hereby offered: School leaders may continuously enhance their administrative mindfulness by engaging in reflective practices, mindfulness training sessions, and stress regulation workshops. They may initiate programs that support emotional resilience, present-moment awareness, and self-regulation, which can help them manage complex leadership demands with clarity and composure. School leaders may also model mindful behaviors in decision-making processes to encourage a calm and focused school environment. School leaders may strengthen their engagement in Professional Learning Communities (PLCs) by designing sustained collaborative structures such as peer coaching, lesson study groups, and school learning action cells. They may provide teachers with more opportunities for shared leadership, promote shared values and vision, and institutionalize systems for open feedback and communication. In doing so, they can cultivate a school culture rooted in collective responsibility, continuous improvement, and student-centered learning.

Beyond that, school leaders may enhance their transactional management practices by establishing clear and consistent systems for implementation, communication, and feedback. To strengthen leadership behaviors related to planning, monitoring, and supporting teams, they may conduct regular training and mentoring activities. Additionally, institutionalizing structured mechanisms such as performance tracking systems, regular feedback cycles, and recognition of accomplishments guide to sustain school-wide motivation and operational efficiency. Moreover, the consistent provision of technical assistance can significantly improve the competency level of teachers, ensuring that instructional goals are met effectively.

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