



# Stakeholders' Involvement: Its Influences on The Management Effectiveness of Secondary School Heads

**Ronald T. Sambajon**

Graduate School, Naga College Foundation, INC.  
Naga City, Philippines

## Abstract

This study assessed the level of stakeholder involvement and its influences on the management effectiveness of secondary school heads in Pasacao District, Division of Camarines Sur. SY 2024-2025. It employed the descriptive-correlational method. The participants were 7 public secondary school heads. A survey questionnaire was used as the primary instrument to gather data. Statistical tools used were frequency count, Percentage, Weighted Mean, Pearson Product-Moment Coefficient of Determination, and Coefficient of Determination.

Results showed that: 1) The school head assessed their level of stakeholder involvement on leading strategically with a weighted mean value of 4.64 while on managing operations and resources has a weighted mean value of 4.74; 2) On level of management effectiveness, teaching and learning had a weighted mean 4.84; while on building connection was 4.75; 3) The relationship obtained between leading strategically and teaching and learning yielded r-value of 0.83 with p-value 0.83; for developing self and others had an r-value of 0.91 and p-value of 0.013; for building connection was r-value of 0.97 and p-value of 0.023; The relationship between managing school operations and resources and teaching and learning had r-value of 0.80 and p-value of 0.055, developing self and others was 0.92 management effectiveness, leading with p-value of 0.010, and for building connections had r-value of 0.87 and p-value of 0.025 4) As to influence of stakeholders involvement on the management effectiveness, leading strategically had an  $r^2$ -value of 69% for teaching and learning, 82% for developing self and others, 76% for building connection; influence of managing operations and resources has influence in teaching and learning by 64%, for developing self and others was 84% and for building connections was 75%.

It was concluded that: 1) stakeholders were highly involved; 2) The involvement of stakeholders in management effectiveness was very effective; 3) There was a significant relationship between levels of stakeholder involvement and level of management effectiveness; 4) The influence of stakeholders' involvement had a strong influence on the level of management effectiveness of school heads, and) the policy recommendations are doable and are aligned with the attainment of vision, mission, and goals of the Department of Education.

## INTRODUCTION

Every public secondary school is headed by school leaders or heads who are also called teachers-in-charge, head teachers, and principals, who are known as stakeholders in the school. They are expected to excel strategically in their level of governance. The school heads shall have authority, responsibility, and accountability (ARA) in managing all the school's affairs. Thus, the success and failure of the school depend on the school head it has. School heads are catalysts of change. Thus, the quest to achieve quality education,

regardless of how complex and elusive it may seem, rises and falls on the kind of leadership school heads demonstrate. Leadership competency of school heads predicated the success of the school.

Education is a cornerstone of societal development, with its effectiveness largely determined by the management practices employed by school leaders. In secondary education, the role of school heads extends beyond administrative tasks to encompass collaboration with various stakeholders, including teachers, parents, students, and community members. Stakeholder involvement is considered a crucial factor in ensuring the quality of education, enhancing decision-making processes, and fostering accountability and shared responsibility.

This research focuses on the extent of stakeholder involvement and its influence on the management effectiveness of secondary school heads in the Pasacao District. The district serves as a microcosm for understanding how collaborative governance can address educational challenges and improve institutional performance. With growing demands for educational reforms and community engagement, the study examines how participatory leadership contributes to achieving educational objectives and sustainable development.

The findings of this study aim to offer insights into best practices for involving stakeholders in educational management, emphasizing the importance of collective efforts in enhancing the operational and strategic capabilities of school leaders. This research seeks to contribute to the continuous improvement of secondary education in the Pasacao District and beyond. Section 4 of the Republic Act 9155 defined a school principal as:

*“School Head is responsible for the administrative and instructional supervision of the school or cluster of schools. It is enumerated in section 7 E. The task of every school principal is that the principal as an institutional supervisor shall lead in all educational activities and programs. In this endeavor, the principal shall show professional courtesy, helpfulness, and sympathy towards teachers and other personnel. Such practices are the standard of effective school supervision, dignified administration, responsible leadership, and enlightened direction.”*

It was pointed out by Luistro (2010) during the Principals’ Forum in the National Capital Region – Philippine Secondary School Principals’ Association (NCR-PSSPA), that principals should not be confined in their offices but out in the schools where the action is. Principals, who just stay in their offices and do not personally monitor the situation in their respective schools, do not transform Philippine education. The principals should be doing the rounds, inquiring on the needs of the teachers, feeling their inadequacies, sharing their joy and sympathizing in their grief because principals should be on top of everything that happens in the school.

The Philippine Professional Standards for School Heads (PPSSH) has five domains that define the professional practice expected of a quality school head. These domains encompass a broad range of leadership practices that aim to maximize school effectiveness and ensure people effectiveness. These are: 1) *Leading Strategically*: This domain highlights the role of school heads in setting the direction, goals, and objectives of the school. It emphasizes their commitment to a strategic course of action consistent with institutional goals, ensuring that these are understood and embraced by all stakeholders. 2) *Managing School Operations and Resources*: This domain focuses on the school head's responsibility for managing systems and processes in the school, including managing human, financial, and material resources. It emphasizes the importance of transparency and accountability in the continuous delivery of basic education services; 3) *Focusing on Teaching and Learning*: This domain centers on the school head's role in promoting quality teaching and learning. It emphasizes their commitment to providing instructional leadership to improve teacher competence and learner outcomes; 4) *Developing Self and Others*: This domain highlights the school head's responsibility for personal and professional development, as well as the development of others. It emphasizes their commitment to ensuring people and team effectiveness; and 5) *Building Connections*: This domain underscores the school head's competence in engaging stakeholders in initiatives towards the improvement of school communities. It emphasizes their commitment to advocating that education is everyone’s responsibility.

In the context of partnership of schools and stakeholders, the PPSSH emphasizes building and strengthening a network of stakeholders for school and people effectiveness. This principle requires school heads to build and strengthen a network of organizational supports, including: 1) *Professional capacity of teachers and staff*: School heads are expected to support the professional development of teachers and staff, ensuring they have the skills and knowledge to provide high-quality instructions; 2) *Professional community*: School heads should foster a collaborative and supportive environment for teachers and staff, promoting professional learning and growth; 3) *Family and community engagement*: School heads are expected to actively engage families and the community in supporting the school and its students. This can involve partnerships with parents, local businesses, community organizations, and other stakeholders; and 4) *Effective and efficient management and operations of the school*: School heads are responsible for ensuring the school operates effectively and efficiently, providing the resources and support necessary for student success. By building strong partnerships with stakeholders, school heads can create a more supportive and collaborative environment for learning, ultimately leading to improved student outcomes.

School heads play a crucial role in ensuring that effective learning happens in school (DepEd, 2020). Thus, Sustainable Development Goals (SDGs), particularly SDG 4 on Quality Education, emphasize the importance of stakeholder involvement in achieving quality education. This involvement significantly influences the teaching effectiveness of secondary school heads and contributes to a more inclusive and equitable education system. Along these statements, quality education can be achieved through: 1) *Empowering School Heads*: By involving stakeholders in the education process, school heads gain valuable insights and perspectives that can inform their decision-making. This collaborative approach helps them develop more effective teaching strategies, tailor curriculum to local needs, and address challenges faced by students and teachers. 2) *Improved Curriculum Development*: Stakeholder involvement ensures the curriculum is relevant to the community's needs and aspirations. This can involve parents, community leaders, employers, and students themselves in the curriculum development process; 3) *Enhanced Teacher Support*: Stakeholders can provide valuable support to teachers, including professional development opportunities, mentorship programs, and access to resources. This can lead to improved teacher morale, motivation, and ultimately, better teaching practices; 4) *Increased Student Engagement*: When students feel heard and valued, they are more likely to be engaged in their learning. Stakeholder involvement can create a more inclusive learning environment where students feel empowered to participate and contribute to their education; 5) *The Right to Education*: The Universal Declaration of Human Rights and the Convention on the Rights of the Child recognize the right to education for all. This right includes the right to a quality education that is relevant to the needs of the individual and society; 6) *National Education Laws*: Most countries have national education laws that outline the roles and responsibilities of various stakeholders in education. These laws often emphasize the importance of community participation and the need for transparency and accountability in education governance; and 7) *International Conventions*: Such as the Convention against Discrimination in Education, further reinforce the need for inclusive and equitable education systems. These conventions promote the participation of all stakeholders in ensuring that education is accessible to all.

In conclusion, stakeholder involvement is crucial for achieving the SDGs and improving the teaching effectiveness of secondary school heads. By creating a collaborative environment where all stakeholders are involved in the education process, we can create a more equitable and effective education system that benefits all. The DepEd Order No. 24, s. 2020, known as the National Adoption and Implementation of the Philippine Professional Standards for School Heads presents the school leadership practices in order to deliver quality education to all Filipino learners. In this DepEd Order, research and innovations are emphasized, and it aims to promote a culture of research to facilitate data, driven and evidence-based innovations to improve school performance and foster continuous improvement. The Department of Education (DepEd) recognizes the need of creating a strengthened culture of research in the country to address the pressing needs of Philippine education. For this reason, the DepEd initiated the creation of DepEd Order no. 39, s. 2016 otherwise known as the Basic Education Research Agenda (BERA). The BERA aims to identify research topics that will fill critical knowledge gaps and respond to the vital concerns of the Philippine basic education, consistent with the DepEd's vision, mission, and target outcomes. Through research, the DepEd can create evidence-based policies, plans, programs, projects, and activities leading toward educational development and progress.

However, school heads focus on developing high-quality instruction, developing a strong school culture, and ensuring job-embedded professional development for school personnel. They reflect the understanding of problems and issues in the school and the need to address them. They emphasize building and strengthening a network of stakeholders for school and management effectiveness. They initiate values and concepts important in promoting school success. With regards the supervision as a crucial organizational behavior in school management. Also, the school head Highlights the importance of accountability and transparency and is anchored on the principles of inclusivity. (Dellomas and Deri, 2022)

As an empowered authority in schools, school heads perform dual roles, as administrative managers and as instructional leaders. Hence, school heads enjoy decisive latitude to dispense not only quantity but also quality education, whose by-products are learners imbued with competitive lifelong skills and desirable values to enable them to become active community participants in the future. Anything in excess or lacking in the execution of such functions ultimately creates an adverse impact on the formal education system in schools. Such an occurrence is, obviously, the responsibility of school heads. (Dellomas and Deri, 2022)

Apparently, the school head has a vital role in preserving and improving the quality of life, leading toward national and global progress (Tamban & Maningas, 2020). It is a tool of advancement in society by assisting government and business sectors in developing services, policies, and products that are responsive to the community's identified needs (Consultores, 2021). In its continuous pursuit of knowledge, research has brought dramatic developments and improvements in various disciplines (Surrey and Borders Partnership, 2020), technology (VP R&D, 2021), agriculture, social sciences, economics, and most especially in the field of education (Kapur, 2018).

Likewise, focused on providing solutions to problems directed toward achieving the development of an organized body of knowledge with which educators are concerned. It acquires and assimilates new knowledge toward achieving the electoral rigor necessary for professional development (Bertolami, 2002). Moreover, school head utilizes analytical methods in producing information needed to make improvements in educational planning, decision-making, teaching and learning, curriculum development, understanding of children and youth, use of instructional media, school organization, and education management (Boykin, 1972 as cited in Kapur, 2018)

In response to the DepEd's call for strengthened research culture, the Schools Division of Camarines Sur last 2017 initiated a plan to capacitate its selected teachers and school heads in the field through a series of capability building, training, seminars, and workshops on research writing, editing, formatting, and evaluating. In 2018, the Planning and Research section of the Schools Division of Camarines Sur created a Division Research Committee and Congressional District Research Committee in the first, second, third, fourth, and fifth districts in the province of Iloilo to inspire and encourage teachers, master teachers, and school heads to do research while providing them with rigid technical assistance in doing research in the field

The school heads have conducted research approved for funding by the Basic Education Research Fund in the Schools Division of Camarines Sur based on the Division's record from 2017 to 2019. The data showed that the majority of the teachers in the Schools Division of Camarines Sur lack the desire to provide research-based teaching strategies, techniques, approaches, and tailored assessments for better delivery of the teaching and learning process. In addition, a small percentage of the school heads have provided and created research-based solutions, school policies, decision-making strategies, and management styles for the betterment of the school and its stakeholders

In view of the multiple tasks and supervisory roles of the school heads, it is incumbent upon them to acquire supervisory skills to achieve an effective educational administration by examining the quality of their behavior and observing the relationship that exists between tasks to perform. They must set themselves open to the need for innovation and constant improvement of the total managerial and educational programs.

One of the key factors in determining stakeholders' involvement is the nature and quality of the school heads. The most significant challenge of leadership is to build and sustain an organizational culture that focuses on the continual improvement of educational reforms, teacher capacities and skills, and student learning. Good education is a product of good management. (Manongsong, 2019)

A study conducted by Kilag, Abendan and Uy (2023) states that stakeholders' involvement is influenced by various factors, including instructional leadership, school culture, and teacher quality. The study concludes that effective school leaders tailor their leadership practices to meet the unique needs of their school context. The principal's effectiveness in this role can be influenced by various factors, including the school level and context in which they operate. In the Philippines, the Department of Education has emphasized the importance of instructional leadership in improving the quality of education.

In addition, school heads must have the skills to build healthy relationships with people to establish linkage between the school and individuals or organizations. All these should be grounded on mutual trust, honesty, openness, respect, and commitment toward vision and mission. The people around the school heads are apparently big factors that affect their performance. Moreover, teachers who are supportive and cooperative are said to be a considerable force to push the school heads to be better at managing the school. (Alvarez and Delavin, 2022)

In research conducted by Magulod (2017) he believed that stakeholders' involvement refers to the decisive effect of enhancing conditions at the school level. It encompasses all important variables which are related to teaching, instruction, management, students' learning and community involvement. Effective schools focus on the achievement of students and the interplay of other factors such as learning motivation, classroom management, student learning attitude and participation. These correlates are the means to achieve high and equitable levels of student learning. They embody the idea that all children will learn the essential knowledge, concepts and skills needed, so that they can be successful.

Therefore, school heads necessarily must adhere to specific professional standards and competencies that will help them manage schools and lead people to realize a common vision and goals. In response to this, the Philippine Professional Standards for School Heads (PPSSH) came into birth as DepEd recognizes the importance of professional standards in the continuing professional development as well as the advancement of school heads based on the principle of career-long learning. The PPSSH was made into a policy through DepEd Order No. 24, 2020, otherwise known as the "*National Adoption and Implementation of the Philippine Professional Standards for School Heads*" (PPSSH) which is made to institutionalize it as a public statement of professional accountability for school heads to reflect on and assess their own practice as they aspire for and pursue professional development.

At present, this system is used mandatorily in all DepEd schools and serve as the rating system of school head's performance through the validation of means of verification of their Office Performance and Commitment Review Form (OPCRF) every end of the school year beginning school year which serve as the barometer in determining the extent of the leadership practices of school heads. At present, this validation was upgraded by employing the PPSSH domains considering determine the leadership competencies of school heads. This posed challenges and apprehensions among school heads, whether or not the new system would give them better results. In conformity or not, school heads are obliged to follow marching orders from higher authorities, and thus started to embrace this change.

Although much information was gathered on effective leadership, there is a gap in addressing the level of effectiveness in terms of the school and the leadership of school heads in the transition phase, particularly in basic education. To date, there is no study centered on the level of effectiveness of both on school stakeholders' involvement and management effectiveness of school heads in public schools in the Philippines, considering the new normal milieu. Also, most of the studies focus on school leadership practice and factors influencing in management effectiveness by the school head. Teacher quality is vital in raising learner achievement. However, teachers alone cannot bring about substantive changes without effective leadership. (OECD, 2018, p.20)

National Adoption and Implementation of the National Competency-Based Standards for School Heads (NCBSSH). In public schools found that involving teachers, parents, and students in decision-making processes led to increased motivation and morale among staff. Better organizational efficiency and school governance. Enhanced cooperation among stakeholders, fostering a sense of ownership and commitment to school goals (DO No. 32, s. 2010).

School heads shall form a team with the school teachers/learning facilitators for the delivery of quality educational programs, projects, and services. Assessed the extent of stakeholders' participation in the development, implementation, and evaluation of school

improvement plans and its correlation with school performance. It revealed that stakeholders showed significant involvement, this did always translate into better school performance (RA 9155).

The school head focuses on developing high-quality instruction, developing a strong school culture, and ensuring job-embedded professional development for school personnel, reflecting the understanding of problems and issues at the school and the need to address them. They emphasize building and strengthening a network of stakeholders for school and management effectiveness. They reflect values and concepts important in promoting school success. They regard supervision as a crucial organizational behavior in school management. They highlight the importance of accountability and transparency and are anchored on the principles of inclusivity (DO No. 42, s. 2010).

For these reasons and situations, the researcher was motivated to conduct the study to measure the level of stakeholders' involvement and influence in the management effectiveness of secondary school heads, where school heads are expected to know and perform as school leaders. For this study, the researcher purposely focused on assessing stakeholders' involvement and influences in management effectiveness among secondary school heads in Pasacao District.

Sönmez and Akyel (2017) emphasize that research knowledge can be broadened as a result of hands-on experience gained through conducting research. Likewise, real-life research tasks, realistic learning practices, and working in pairs or groups contributed to developing a positive attitude and a higher level of research knowledge (Linden et al., 2012). Furthermore, research competence requires technical writing skills with the ability to gather information and handle information evaluation, the ability to work independently and think critically, and the ability to employ designing, sampling, and analysis. Research competence can be enhanced by experiential learning (Davidson & Palermo, 2015), practical application of research abilities (Toquero, (2021), engaging in research capacity-building programs, training, seminars, and workshops, and doing research-related works and activities (Khan et al., 2016) and commitment to various research activities (Ivanenko et al. (2015). Wong (2019) stated that a comprehensive capability-building program increases research knowledge as well as improves the capability of conducting, presenting, and publishing research output.

Despite the crucial role of research in school, school heads remained static, since doing research requires capability and competence. Wise (2015) noted that school heads are facing new challenges in education, such as the increasing pressures on learners' achievement, community breakdown, lack of financial resources, and a slew of other issues, many of which coalesce to make their jobs even more difficult, which hinders their desire to conduct research in school. Moreover, teachers are not skillful in conducting action research, which may lead to poorly addressing the encountered classroom-based problems in school (Abarro & Mariño, 2016). Likewise, Abarro and Mariño (2016) report that teachers are moderately capable of drafting a research proposal and a publishable research paper or articles, which also affects their level of research competence. Thus, a change in motivational behavior and self-reflection in practice is needed in carrying out research in school (Meerah et al., 2001).

Since this study is focused on the level of stakeholders' involvement to school operations, two theories were found to support it. These are the Transactional Leadership Theory by Bernard Bass as cited by Juneja (2025), and Collaborative Leadership Theory introduced by Rachmad (2022). School heads are considered leaders in their own right. They are responsible for the welfare of their subordinates and how the organization operates. As such, the Transactional Theory articulates that it involves motivating and directing followers primarily through appealing to their interests. It is because the power of transactional leaders comes from their formal authority and responsibility in the organization. This theory works well in this study because the goals of the school are attained through obeying instructions and orders given by the school head as the leader. Thus, leading strategically and managing school operations are carried out through the motivations and directions by the leader.

In Collaborative Theory by Rachmad (2022), it emphasizes the need to develop a more inclusive and cooperative approach to leadership. The approach describes the leaders as working alongside the teams, valuing each member's contribution and encouraging active participation in decision making and task execution. Moreover, this theory stressed that leadership is not just about directing but also about building strong relationships and facilitating productive cooperation. This theory supports this study since among the concerns looked into by the present study is building connections as among the concerns of school effectiveness. Attainment of goals

is carried out through the collaboration of all concerned, like the stakeholders. Thus, the development and progress of the school is the result of collaborative efforts of stakeholders.

The role of secondary school heads, often referred to as Principals or Head Teachers, is pivotal in ensuring the overall effectiveness of educational institutions. They serve as the administrative leaders responsible for managing the day-to-day operations, fostering a conducive learning environment, and leading the academic and personal development of both students and staff. Within this context, two primary dimensions of effectiveness emerge: Stakeholders' Involvement: Its Influences on the Management Effectiveness of Secondary School Heads, also known as the principal, School heads, and Teachers in charge, as they are a stakeholder in the school in terms of Leading Strategically and Managing School operations and Resources. Building connections, Developing Self and Others, and focusing on teaching and learning for influence in Managing Effectiveness. Hence, school heads are expected to dispense a wide array of competencies in the performance of duties to realize the long-coveted global aim for quality and lifelong learning.

### Statement of the Problem

The study determined the level of stakeholders' involvement to school operations and its influence on the management effectiveness of secondary school heads and served as a basis in crafting policy recommendations, Pasacao District, Division of Camarines Sur, School Year 2024 - 2025.

Specifically, it answered the following questions:

1. What is the level of stakeholders' involvement along?
  - a. Leading strategically, and
  - b. Managing school operations and operations?
2. What is the level of management effectiveness of school heads along:
  - c. Focusing on teaching and learning;
  - d. Developing self and others; and
  - e. Building connections?
3. Is there a significant relationship between the level of stakeholders' involvement and the level of management effectiveness of school heads?
4. To what extent do the stakeholders' involvement influence the management effectiveness of school heads?
5. What policy recommendation can be crafted to strengthen the school stakeholders' partnership?

### Assumption

1. The level of stakeholders' involvement in leading strategically, managing school operations, and resources can be determined by using certain indicators.
2. The level of management effectiveness of school heads along teaching and learning, developing self and others, and building connections can be measured by certain parameters.
3. Policy recommendations can be crafted proposed to strengthen the school stakeholders' partnership.

### Hypotheses

The study is anchored on the following hypotheses:

1. There is a significant relationship between the level of stakeholders' involvement and the level of management effectiveness of school heads.
2. Stakeholders' involvement influences the management effectiveness of school heads.

### Significance of the Study

This study will be beneficial to the following individuals and school entities:

**Stakeholders.** It helps organizations understand the people and groups who have an interest in their work and can influence its success for a better outcome, building relationships, and creating sustainable change.

**School Heads.** The findings will aid leaders and administrators by providing them with facts to utilize as a foundation for developing suitable and successful ways to improve the managerial process environment.

**Teachers.** The result of the investigation will help management in looking at and managing the of school. Also, use strategies to the stakeholders' innovation and function not only for construction but in building management reliability.

**Students.** The result of the study will be beneficial to the students because they can assess their weaknesses in oral communication as well as their management engagement and strategies. With that, they will be aware that stakeholders' involvement and influence are most important in leading management effectiveness

**Parents.** The result of the study will acquaint with their environment, parents with their children's status when it comes to managing the school operation. They may provide proper guidance and full support to the educational endeavors of their children for academic success.

**Local Government Unit.** They are the closest level of government to the people. Studying them helps us understand how they function, their strengths and weaknesses, and how effectively they deliver services to their constituents.

**National Government Unit.** Can benefit from studying their peers, learning from best practices, and identifying areas for improvement. This can lead to greater efficiency, effectiveness, and impact.

**Private Individuals.** They are the building blocks of society. Studying their actions, motivations, and beliefs helps school heads understand how individuals shape social structures, influence public opinion, and drive change.

**Private Businesses.** They are the backbone of many economies, driving innovation, creating jobs, and contributing the economic growth. Understanding their dynamics, challenges and contributions.

**Department of Education Camarines Sur Officials.** The Department of Education Camarines Sur Officials will use the results of this study to exercise their leadership and initiative in the enhancement of teachers' competencies to improve and validate instructions.

**Policy Makers.** They are the individuals responsible for shaping laws, regulations, and programs that affect the lives of millions. Understanding their motivations, decision-making processes.

**Other Researchers.** This will benefit other researchers in a way that they can use the study as a reference when searching the topic presented and open an avenue for further investigation and improvements in aspects not covered by this study.

### Scope and Delimitation

The study determined the level of stakeholders' involvement in school operations and its influence on the management effectiveness of secondary school heads and served as a basis in crafting policy recommendations, Pasacao Districts, Division of Camarines Sur, School Year 2024-2025.

The level of stakeholders' involvement is focused on leading strategically, managing school operations, and resources, focusing of teaching and learning, developing self and others, and building connections. The level of management effectiveness of school heads was focused on teaching and learning, developing self and others, and building connections. These parameters were manipulated further to determine the significant relationship between the level of stakeholders' involvement and the level of management effectiveness of school heads. Additionally, the influence of stakeholders' involvement on the level of management effectiveness of school heads was also looked into. From the findings obtained, policy recommendations were proposed to strengthen the school and stakeholders' partnership.

The study excluded management of private schools, elementary schools, and the Alternative Learning System (ALS). The level of management of school effectiveness did not consider did not use the different functions of management. Moreover, the study did not include teachers and students as respondents of the study.

### Definition of Terms

For clarity, some key terms were defined conceptually and operationally as follows:

**Stakeholders' involvement.** Stakeholders consist of the entire community involved: those in leadership positions within the school, educators, principals, counselors, administrators and all the other members of a school district that students may or may not come face to face with; plus possibly architects and designers; certainly parents and the students extended family – grandparents, aunts, uncles, cousins and so on; local organizations and businesses; faith-based institutions; then, and maybe most importantly, students (Alomes, 2023). In this study, it refers to the participation of the stakeholders in different undertakings in the school geared towards its development along infrastructure and activities meant for the development of teachers and students.

Leading strategically. This refers to the role of school heads in setting the direction, goals, and objectives of the school. It emphasizes their commitment to a strategic course of action consistent with institutional goals, ensuring that these are understood and embraced by all stakeholders (PPSSH).

Managing School Operations and Resources. This focuses on the school head's responsibility for managing systems and processes in the school, including the management of human, financial, and material resources. It emphasizes the importance of transparency and accountability in the continuous delivery of basic education services (PPSSH).

**Level of management effectiveness.** This is defined as the efficiency with which an association is able to meet its objectives in the organizational environment. This means an organization that produces a desired effect or an organization that is productive without waste. (Najar, 2020). Since management may also refer to an organization, management effectiveness, as used in this study, refers to the status that the organization is managed well and is seeing to it that short or long-term goals are attained successfully.

Focusing on Teaching and Learning. This refers to the school head's role in promoting quality teaching and learning. It emphasizes their commitment to providing instructional leadership to improve teacher competence and learner outcomes.

Developing Self and Others. This refers to the school head's responsibility for personal and professional development, as well as the development of others. It emphasizes their commitment to ensuring people and team effectiveness.

Building Connections. This means the school head's competence in engaging stakeholders in initiatives towards the improvement of school communities. It emphasizes their commitment to advocating that education is everyone's responsibility.

**Policy Recommendation.** This is operationally defined as a set of guidelines to enable a better implementation of management functions in the school with the involvement of stakeholders. These policies are still within the jurisdiction of the Department of Education. They are only refined to facilitate their implementation.

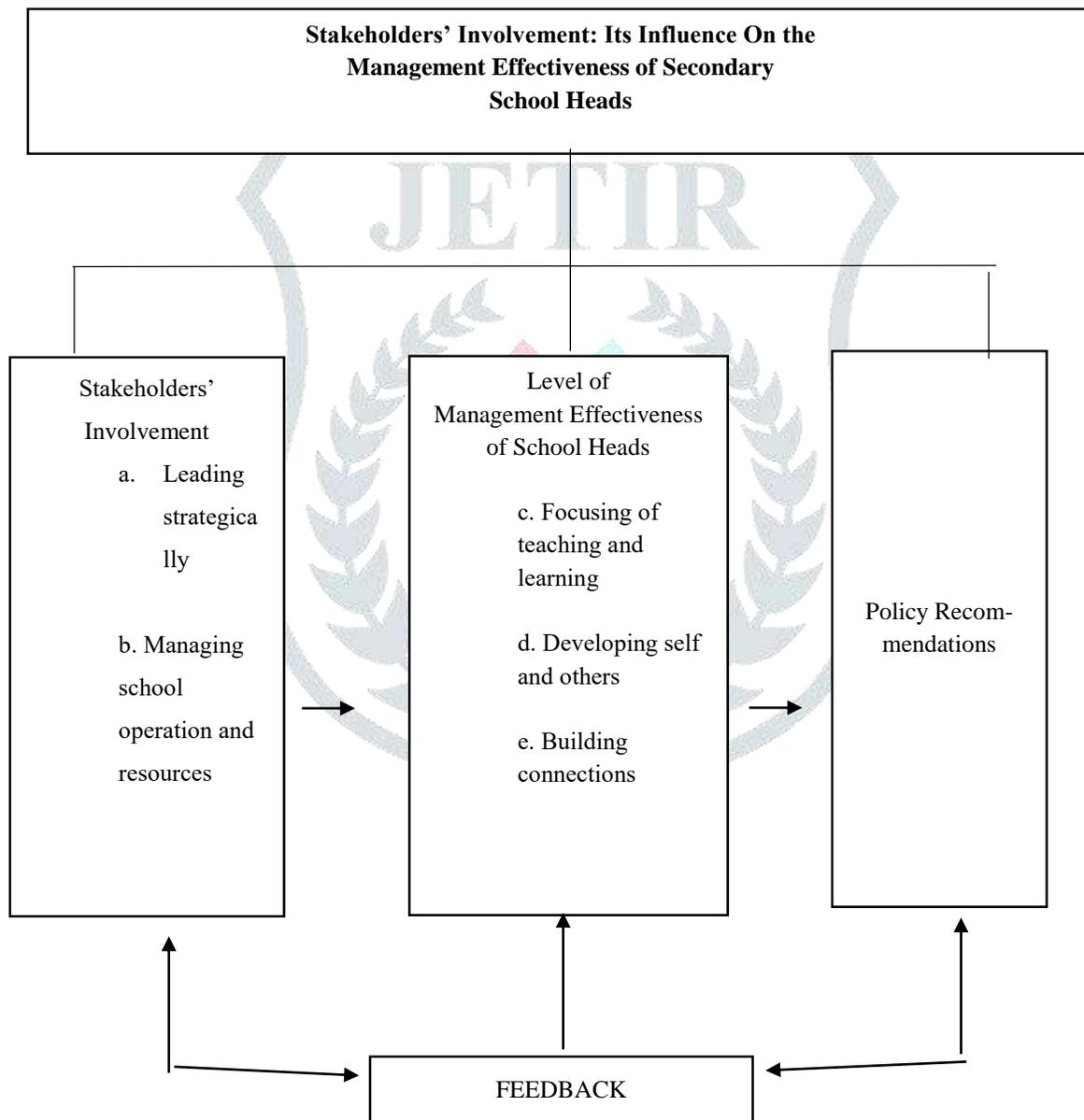
### Conceptual Framework

Stakeholders play a crucial role in shaping the effectiveness of management within educational institutions. Their involvement—whether from administrators, teachers, parents, students, government agencies, or community organizations—can significantly impact decision-making, policy implementation, and overall school performance. Effective management relies on active participation and collaboration among these stakeholders to ensure the achievement of institutional goals. This study explores the extent

of stakeholder involvement in educational management and examines its influence on the effectiveness of school administration. By understanding these dynamics, schools can develop strategies to foster more inclusive and participatory governance, ultimately leading to improved institutional outcomes.

This study is based on the premise that stakeholders’ involvement influences management effectiveness in educational institutions. It is guided by theories of participatory governance and collaborative management, which emphasize shared responsibility in decision-making.

The higher stakeholder involvement leads to improved management effectiveness, as active engagement fosters transparency, accountability, and collaborative problem-solving. The study aims to analyze these relationships to provide recommendations for enhancing stakeholder participation in educational governance.



**Figure 1**  
**Conceptual Paradigm**

The paradigm shows the relationship between stakeholders’ involvement and its influence on the management effectiveness of secondary school heads.

The first variable serves as the independent variable. It pertains to the stakeholders' involvement. Thus, it was focused on leading strategically and managing school operations and resources. The second box, which illustrates the dependent variable, was focused on the level of management effectiveness. These were measured on the light of teaching and learning, developing self and others, and building connections. The correlation between the two variables yielded information about the influence of stakeholders' involvement on the level of management effectiveness of school heads.

The findings were used as a basis in crafting the proposed policies meant to address challenges related to stakeholders' involvement and on the management effectiveness of school heads. Such policies recommended were focused on enhancing engagement processes and building stronger collaboration frameworks.

The output was presented to colleagues and stakeholders of secondary schools. They may give their reactions and further modifications of the proposed policies. In that way, participatory decision-making was done, leading to a positive acceptance of the policies recommended.

## METHODOLOGY

This section presents the research methods, design, and procedures used in conducting the research. This includes the methods used in selecting the respondents of study, the research instrument used, the data gathering procedure, and the statistical tools used in the analysis of the data to be gathered.

### Methods Used

The researcher used descriptive-correlational methods. This was found appropriate because the study described the stakeholders' involvement and its influence on the management effectiveness of secondary schools in Pasacao District, Division of Camarines Sur. The stakeholders' involvement described was focused on leading strategically and managing school operations and resources. Additionally, the level of school management effectiveness of school heads that were described revolved on teaching and learning, developing self and others, and building connections.

The correlational method was used since the level of stakeholders' involvement was correlated with the level of effectiveness of school heads along teaching and learning, developing self and others, and building connections. When the degree of correlation between the two variables were obtained, the study looked further into the extent of their relationship. The test of correlation was also a way to test the null hypotheses posed in this study.

### Respondents of the Study

All seven secondary school heads in the Pasacao District were used. There are two districts in the municipality, namely: Pasacao 1 District, where secondary schools on the northern side are found. Pasacao 2 District are a secondary school located on the south side of the municipality. As of June 2024, the two districts are composed of 9,441 students and 7 secondary school heads. The profile of the secondary school heads is shown in Table 1.

Table 1  
Profile of Secondary School Heads in Pasacao Districts

Profile	Categories	Frequency (N= 7)	Percentage
Gender	Male	6	86
	Female	1	14
Age	39 and below years	2	29
	40- 49 years	2	29
	50- 59 years	2	29
	60 years and above	1	14
	Teacher In-Charge	6	86
Number of years as School Head	Principal 1	1	14
	1-3 years	1	14
	4-6 years	3	43

	7-9 years	2	29
	10 years and above	1	14
Highest Educational Attainment	Bachelor's Degree	1	14
	Master's Degree	3	43
	Master's with units	1	14
	Doctorate Degree	2	29

### Data Gathering Tools

This study utilized questionnaires as the primary research tool in gathering the needed data. There were two (2) questionnaires used to gather information from the respondents. To determine the stakeholders' involvement, the researcher utilized and adopted from Oducado (2020). It was indicated as Part II of the questionnaire as shown in Appendix B. On the other hand, to determine the level of management effectiveness of the school heads, the researcher utilized and adopted the indicators of the five domains of the PPSSH under Career Stage 2. This stage was considered as the average stage in the career level of school heads. Hence, they were taken as respondents.

A 5-point Likert point scale was used for the respondents to indicate their responses. The weights and interpretation was 5 for highly involved, 4 for moderately involved, 3 for fairly involved, 2 for less involved, and 1 for least involved. To provide a specific description of responses for each indicator, the following scale interval and distribution were used:

Weight	Scale Interval	Interpretation
5	4.21-5.00	Highly Involved
4	3.4-4.20	Moderately Involved
3	2.61-3.40	Fairly Involved
2	1.81-2.60	Less Involved
1	1.00-1.80	Least Involved

Since the items in the questionnaire were adopted from an existing questionnaire as used in obtaining responses on the level of stakeholders' involvement, that part was no longer included in the validation of the questionnaire. However, on the level of school management of effectiveness of school heads, the researcher conducted a dry run among selected school heads in Pamplona District which is an adjacent municipality of Pasacao. The trial respondents chosen were those whose attributes were similar with those secondary school heads in Pasacao Districts. After the validation of that part of the tool, it was distributed already to the school heads in the locale of the study. This part was joined with the first part of the questionnaire and is Part III.

### Procedure of Investigation

The following were the processes that were followed in conducting the study so that the goals would be attained:

**Conceptualization of the Research Problem.** The researcher was able to conceptualize the research problem based on his experiences as a school head. Oftentimes, challenges in the school management effectiveness of school heads are encountered. With the idea that the school exists for the community, hence, the researcher thought of looking into the level of stakeholders' involvement in the school. It has been observed that their supposed engagement in school hinders and delays the realization of goals to be achieved within a prescribed period.

**Approval of the Research Proposal.** After organizing the introduction and methodology, the researcher submitted the research proposal to the office of Graduate Studies upon the endorsement of the Adviser. The manuscript was presented to the Thesis Committee of the school. After careful deliberation, the research proposal was approved.

**Seeking Permission to Conduct the Study.** The researcher organized a letter addressed to the Public Schools District Supervisors of Pasacao. A separate letter was also made for the school heads. These letters were noted by the Adviser and the Dean of

Graduate Studies. These are shown as Appendix A-1 and A-2. When the letters were approved, the researcher went to each school head in the two districts to gather data from them.

Construction of the Questionnaire. The questionnaire contained three parts. Part I contained the respondents' information background. Part II was about the stakeholders' involvement. However, this was not included in the draft of the questionnaire intended for validation. It was because it was adopted from the questionnaire of Oducado (2020). Items to elicit information from the respondents pertaining to the level of management effectiveness of school heads were presented to the trial respondents.

Validation of the Questionnaire. The researcher conducted the dry run of the questionnaire in selected secondary schools in Pamplona, an adjacent municipality of Pasacao. This was conducted to determine the clarity of the indicators and whether there would be other suggestions given for its improvement.

Administering and Retrieving the Questionnaires. The questionnaire was distributed personally by the researcher. This was resorted to so that if ever some questions were asked by them, they could be addressed at once. Hence, the questionnaire was answered well. After they were accomplished, the researcher collected them personally, too.

Statistical Analysis of Data. After the questionnaires were retrieved, the responses were tallied and processed them using appropriate statistical tool. The quantified data were placed in tabular form to facilitate analysis and interpretation.

Writing the Manuscript. After the computation of the data using appropriate statistical tools, they were analyzed and interpreted in the light of the specific questions raised

Submission of the Manuscript for Examination and Acceptance. The manuscript was submitted to the office of the Graduate Studies after it was endorsed by his Adviser. It was presented to a Panel of Examiners, who still gave suggestions. Finally, the research was approved and accepted in partial fulfillment of the degree for which the proponent is working.

Transforming the manuscript into IMRAD format, when the manuscript was finalized, accepted, and approved, the same was transformed into IMRAD format, ready for publication in a refereed research journal.

## Statistical Tools

The data gathered were subjected to different statistical measures such as frequency count, percentage, weighted mean, Pearson Product-Moment Coefficient of Correlation, and Coefficient of Determination.

**Frequency count.** This was used to quantify the demographic profile of the respondents. This directly shows the number of cases pertaining to a certain item.

**Percentage technique.** This was used together with frequency count. It shows the magnitude of individual cases in a group in relation to the whole.

**Weighted Mean.** This was used to treat the data about the stakeholders' involvement and the level of management effectiveness of school heads.

**Pearson Product-Moment Correlation Coefficient.** This was used to determine the stakeholders' involvement and the level of management effectiveness of school heads. It was also used to test the null hypothesis that there is no stakeholders' involvement and the level of management effectiveness of school heads. The null hypothesis was tested on a 0.05 level of significance.

**Coefficient of Determination.** This was used to determine the extent of influence of stakeholders' involvement on the level of management effectiveness of school heads.

## RESULTS AND DISCUSSION

This part of the study is a presentation of the analysis and discussion of the results obtained after statistical treatment of the data. The sequence of presentation followed the way they were presented in the Statement of the Problem.

### Level of Stakeholders' Involvement

A school exist for the community. Its responsibility is not only to provide education to the school-going population. It also enables development of the school physically. This is not only undertaken by the school head but a collaborative effort of different stakeholders, each playing their own role of the involvement.

Leading Strategically. This has something to do with the function of the school head manifesting his leadership skills. As a school head, he should be able to lead the organization according goals set by the Department of Education or the school itself based on its immediate needs. Hence, the level of stakeholders' involvement. The data are shown in Table 2a.

It is noteworthy to note that among the indicators shown in the table, the school heads communicate the DepEd vision, mission, and core values to the wider school community to ensure shared understanding and alignment of school policies, programs, projects and activities. This indicator received the highest weighted mean value of 4.86, indicating that they were highly involved. The indicator with the lowest rating was seen in utilizing relevant research findings from reliable sources in facilitating data-driven and evidence-based innovations to improve school performance. A weighted mean value of 4.24 suggested that the school heads were still highly involved. As a whole, the average weighted mean value obtained was 4.64. This means that the school heads were highly involved in leading strategically.

It could be deduced from the findings that the school heads have very good strategic leadership, that he could involve the stakeholders in implementing policies and programs of the school. This is indicative that the stakeholders are very cooperative in the realization of goals implemented by the school.

Table 2a  
Level of Stakeholders' Involvement along  
Leading Strategically

Indicators	Wm	Int.	Rank
SH communicates the DepEd vision, mission, and core values to the wider school community to ensure shared understanding and alignment of school policies, programs, projects and activities.	4.86	Highly Involved	1
SH implements programs in the school that support the development of learners.	4.83	Highly Involved	2
SH develops and implements with the planning team school plans aligned with institutional goals and policies.	4.76	Highly Involved	3
SH undertakes policy implementation and review in the school to ensure that operations are consistent with national and local laws, regulations and issuances.	4.69	Highly Involved	4
SH utilizes learner voice, such as feelings, views, and/or opinions to inform policy development and decision-making towards school improvement.	4.48	Highly Involved	5
SH utilizes relevant research findings from reliable sources in facilitating data-driven and evidence-based innovations to improve school performance.	4.24	Highly Involved	6
Overall Weighted Mean	4.64	Highly Involved	

Legend:

<i>Mean Range</i>	<i>Verbal Interpretation</i>
4.21-5.00	Highly Involved
3.41-4.20	Moderately Involved
2.61-3.40	Fairly Involved
1.81-2.60	Less Involved
1.00-1.80	Least Involved

The study of Sancho (2023) stated that school heads involved in their study had demonstrated exceptional job mastery in all major areas of responsibility. Hence, the school heads' achievement and contributions to the organization were of marked excellence. The findings are also supported by the Collaborative Leadership Theory. It is because this theory uses an approach where leaders work alongside with their teams, valuing each members' contributions and encouraging active participation in decision-making and task execution.

Managing School Operations and Resources. Since the school is an institution with different activities, responsibilities and functions, the school head may not be able to do it alone by himself. As such, he needs other men to help in realizing and implementing activities to attain goals. Thus, in many instances, the stakeholders' involvement is inevitable. The data are shown in Table 2b.

The data on the table disclosed that the school heads supervise staffing such as teaching load distribution and grade level and subject area assignment in adherence to laws, policies, guidelines and issuances based on the needs of the school. This was found as the indicator to have the highest mean value ( $W_m=4.83$ ) which means that the school head is highly involved. This was followed by the indicator stating that school heads manage finances adhering to policies, guidelines, and issuances in allocation, procurement, disbursement, and liquidation aligned with the school plan ( $W_m=4.79$ ). This was found to have a similar weighted mean value obtained by the indicators stating that school heads oversee school facilities and equipment in adherence to policies, guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage and disposal. Both of these indicators showed that the school heads were highly involved.

The indicators with the lowest weighted mean value were on having school heads manage emerging opportunities and challenges to encourage equality and equity in addressing the needs of learners, school personnel, and other stakeholders. This was evidenced by a weighted mean value of 4.59 and was interpreted as highly involved. Generally, the stakeholders' involvement in managing school operations and resources had an average weighted mean of 4.74, interpreted as highly involved.

Table 2b  
Level of Stakeholders' Involvement along Managing  
School Operations and Resources

Indicators	Wm	Int.	Rank
SH supervises staffing such as teaching load distribution and grade level, and subject area assignment in adherence to laws, policies, guidelines, and issuances based on the needs of the school.	4.83	Highly Involved	1
SH manages finances adhering to policies, guidelines, and issuances in allocation, procurement, disbursement, and liquidation aligned with the school plan.	4.79	Highly Involved	2
SH oversees school facilities and equipment in adherence to policies, guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage and disposal.	4.79	Highly Involved	3
SH utilizes school data and information using technology, including ICT, to ensure efficient and effective school operations.	4.76	Highly Involved	4
SH ensures school safety for disaster preparedness, mitigation and resiliency to ensure continuous delivery of instruction.	4.69	Highly Involved	5
SH manages emerging opportunities and challenges to encourage equality and equity in addressing the needs of learners, school personnel, and other stakeholders.	4.59	Highly Involved	6
Overall Weighted Mean	4.74	Highly Involved	

The data suggests that the stakeholders were highly involved in all undertakings about managing operations and resources. They are collaborative in every endeavor, such that activities and programs are successfully implemented. Sancho (2023) stated that school heads had shown outstanding commitment in ensuring efficiency, effectiveness, and fairness in discharging functions towards maximizing organizational health. Additionally, Magulod (2017) pointed out that stakeholders' involvement refers to the decisive effect of enhancing conditions at the school level. It encompasses all variables that are related to teaching, instructions, management, students' learning and community involvement. The findings were also supported by the Transactional Leadership Theory. It is because leadership comes from formal authority and responsibility. As such, the followers obey the instructions of the leader, paving the way to the attainment of the goal to any endeavor. To have a holistic view of the stakeholders' involvement, Table 2c was made to present a summary of their involvement in management effectiveness.

Table 2c  
Summary Showing the Stakeholder's Involvement in  
Management Effectiveness

Involvement	AWM	Interpretation	Rank
Leading Strategically	4.64	Highly Involved	2
Managing Operations and Resources	4.74	Highly Involved	1
Overall Mean	4.69	Highly Involved	

It can be noticed that managing operations and resources (AWM= 4.74) had a higher rating compared to leading strategically, with an average weighted mean value of 4.64. This implies that stakeholders were more involved in the management operations and resources than in leading strategically. With an overall mean of 4.69, it shows that they are highly involved in the management effectiveness of the schools. High involvement of stakeholders can be high if everyone has trust in others.

This statement was corroborated by Alvarez and Delavin, (2022) when they said that school heads must have the skills to build healthy relationships with people and establish linkage between the school and individuals or organizations. All these must be grounded on mutual trust, honesty, openness, respect, and commitment toward vision and mission. The people around the school heads are apparently big factors that affect their performance.

The findings are also supported by the Collaborative Leadership Theory. It is because this theory uses an approach where leaders work alongside with their teams, valuing each members' contributions and encouraging active participation in decision-making and task execution. In addition, this theory provide guidelines on how leaders can inspire, motivate and facilitate effective collaboration at all organizational levels.

#### **Level of Influences on the Management Effectiveness**

Since stakeholders were found to have high involvement in management effectiveness, the level of influence of their involvement was also looked into. Thus, involvement of stakeholders in teaching and learning, developing self and others, and building connections was discussed in this section.

Focusing on teaching and learning. The primary purpose of the existence of schools in the community is to educate the school-going population. Hand-in-hand with this is the responsibility of the school to the community. It is at this point where school and community relations come in. The involvement of stakeholders is seen as necessary.

Table 3a revealed that managing a learner-friendly, inclusive and healthy environment was the primary indicator that the school heads believe to be highly effective when there is stakeholders' involvement. This is supported by a weighted

Table 3a  
Influences in Management Effectiveness along  
Focusing on Teaching and Learning

Indicators	Wm	Int.	Rank
SH manages a learner-friendly, inclusive and healthy learning environment.	4.86	Highly Effective	1
SH provides technical assistance to teachers on teaching standards and pedagogies within and across learning areas to improve their teaching practice.	4.83	Highly Effective	2
SH implements learner discipline policies that are developed collaboratively with stakeholders including parents, school personnel and the community	4.76	Highly Effective	3
SH utilizes learning outcomes in developing data-based interventions to maintain learner achievement and attain other performance indicators.	4.72	Highly Effective	4
SH provides technical assistance to teachers in using learner assessment tools, strategies and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes.	4.72	Highly Effective	4
SH assists teachers in the review, contextualization and implementation of learning standards to make the curriculum relevant for learners.	4.72	Highly Effective	4
Overall Weighted Mean	4.76	Highly Effective	

mean value of 4.86. This was followed by providing technical assistance to teachers on teaching standards and pedagogies within and across learning areas to improve their teaching practice with a weighted mean value of 4.83. The indicator with lowest rating was on assisting teachers in the review, contextualization and implementation of learning standards to make the curriculum relevant for learners with weighted mean value of 4.72. As a whole, the level of management effectiveness of stakeholders' involvement is 4.76. All of these values indicated that they were very effective.

It could be deduced from the findings above that there are many advantages of involving stakeholders in management. With a school-friendly environment, the involvement of parents as stakeholders imply that they want their children to be safe in school at all times. Hence, it was the indicator found to have the highest level of effectiveness as brought about by their involvement in school management. Having a Security Guard in the campus at the gates help control unwanted mobility of students. Tanods also look into the security of the schools. With these approaches, the school campus is safe. Students would be able to focus on their studies well if the environment is friendly. The absence of bullying in the school also makes the school to have a friendly environment.

Facilities needed in teaching that are not provided by the government or the maintenance thereof are provided by the stakeholders. Parents, community members and significant others are motivated to help make the school ready a few months before classes start. This is their participation in "Brigada Eskwela". It is this period when repairs of school facilities, classroom and some instructional materials are done.

These findings are aligned with the study of Montales and Digo (2024). They revealed that one of the most important roles of school heads as instructional leaders is to guarantee a conducive environment for efficient teaching and learning. Again, the school head supervises the teachers in order to ensure quality instructional delivery. As an instructional leader of his school, he has the unique opportunity to initiate curricular changes that reflect the demands of the contemporary society. He therefore co-ordinates, supervises the curriculum and other instructional programs and evaluates various experiences.

By integrating Stakeholder transactional leadership theory, this study examines how inclusive and participatory leadership practices influence the overall effectiveness of school management. The active involvement of stakeholders is seen not just as a function of obligation but as a strategic asset that can lead to better outcomes in school governance and performance.

Developing self and others. This pertains to personal growth and professional development. As a school manager, he must see to it that he grows professionally. This responsibility should be delegated to others so that everyone improves in their performance. The data on the effectiveness of stakeholders' involvement on management effectiveness on developing self and others are shown in Table 3b.

Table 3b  
Level of Stakeholders' Involvement along  
Developing Self and Others

Indicators	Wm	Int.	Rank
SH implements the performance management system with a team to support the career advancement of school personnel, and to improve office performance.	4.86	Highly Effective	1
SH sets personal and professional development goals based on self-assessment aligned with the Philippine Professional Standards for School He	4.83	Highly Effective	2.5
SH implements professional development initiatives to enhance strengths and address performance gaps among school personnel.	4.83	Highly Effective	2.5
SH participates in professional networks to upgrade knowledge and skills and to enhance practice.	4.79	Highly Effective	4.5
SH implements laws, policies, guidelines and issuances on the rights, privileges and benefits of school personnel to ensure their general welfare.	4.79	Highly Effective	4.5
SH applies professional reflection and learning to improve one's practice.	4.76	Highly Effective	6
Overall Weighted Mean	4.81	Highly Effective	

In this domain, school heads are expected to reflect on their personal and professional development to enhance their practice in leading and developing people as they support their personnel's professional development and welfare. From the results, it can be gleaned that school heads are intensively committed to ensuring people and team effectiveness. More particularly, the survey weighed a high score of 4.86 on school heads' implementing the performance management system with a team to support the career advancement of school personnel, and to improve office performance. Thus, it was described as highly effective practice. School head implements professional development initiatives to enhance strengths and address performance gaps among school personnel gained a 4.83 weighted mean. Similarly, setting personal and professional development goals based on self-assessment aligned with the Philippine Professional Standards for School Heads also received the same weighted mean value (Wm=4.83). Meanwhile, a weighted mean of 4.76 was obtained on the indicator stating applying professional reflection and learning to improve one's practice. It could be noticed that generally, developing self and others had a general weighted mean value of 4.81 indicating that management effectiveness along this aspect was very effective.

The findings imply that the school managers are neither self-centered nor selfish. They are cognizant of the needs of others so that they would grow, too. Stakeholders' involvement here is very important that they help the school heads to come up with suggestions on how to provide others like teachers under them to grow. Supervisors are still considered among the stakeholders as per definition

Dellomas and Neri (2022) pointed out that, per comparison with other indicators, school heads in general, rarely implement a school reward system to recognize and motivate teachers, students, and stakeholders for their exemplary performance despite the DepEd's call to strengthen the Program on Awards and Incentives for Service Excellence (PRAISE) as mandated in DepEd Order 78, s. 2007.

Table 6 focused on the domain of Building Connections. It can be gleaned from the table that indicators recorded weighted means of 4.76 and are described as highly effective. Indicator 5 showed the highest weighted mean of 4.83 initiated partnerships

with the community, such as parents, alumni, authorities, industries, and other stakeholders, to strengthen support for learner development, as well as school and community improvement. Indicators 3-4 show the same weighted mean of 4.79. Building constructive relationships with authorities, colleagues, parents, and other stakeholders to foster an enabling and supportive environment for learners showed a 4.72 weighted mean highly effective. While school heads manage school organizations, such as learner organizations, faculty clubs, and parent-teacher associations, by applying relevant policies and guidelines to support the attainment of institutional goals shows the lowest weighted mean of 4.69, it also shows a highly effective description. In view of Wenceslao, Misa,

and Tugonon (2018), leadership is the inspiration and mobilization of others to undertake collective action in pursuit of the common good. Different authors of leadership books argue that there is no precise definition for describing the complex phenomenon of leadership.

Table 3c  
Level of Stakeholders' Involvement along  
Building Connections

Indicators	Wm	Int.	Rank
SH initiates partnerships with the community, such as parents, alumni, authorities, industries and other stakeholders, to strengthen support for learner development, as well as school and community improvement.	4.83	Highly Effective	1
3. SH exhibits inclusive practices, such as gender sensitivity, physical and mental health awareness, and culture responsiveness, to foster awareness, acceptance and respect	4.79	Highly Effective	2.5
4. SH communicates effectively in speaking and writing to teachers, learners, parents and other stakeholders, through positive use of communication platforms, to facilitate information sharing, collaboration and support.	4.79	Highly Effective	2.5
SH builds constructive relationships with authorities, colleagues, parents and other stakeholders to foster an enabling and supportive environment for learners.	4.72	Highly Effective	4
SH manages school organizations, such as learner organizations, faculty clubs and parent-teacher associations, by applying relevant policies and guidelines to support the attainment of institutional goals.	4.69	Highly Effective	5
SH implements a school reward system to recognize and motivate learners, school personnel and other stakeholders for exemplary performance and/or continued support.	4.69	Highly Effective	6
Overall Weighted Mean	4.75	Highly Effective	

In order to have a holistic presentation of the preceeding data, Table 3d was organized showing the summary of stakeholders' involvement on the management of the school heads. It can be noticed that all the aspects used in determining the stakeholders' involvement on the management effectiveness of the school heads.

Table 3d  
Summary of Stakeholders' Involvement on the Management  
Effectiveness of Secondary School Heads

Aspects	WM	Int.	Rank
Developing Self and Others	4.81	Highly Effective	1
Focusing on Teaching and Learning	4.76	Highly Effective	2
Building Connections	4.75	Highly Effective	3
Overall Weighted Mean	4.72	Highly Effective	

Generally, it could be seen from the table that stakeholders' involvement in the management effectiveness of the school heads was highly effective. Developing self and others had the highest average weighted mean (4.81), focusing on teaching and learning (4.76) and building connections (4.75) in that order.

The findings imply that the school heads demonstrated exceptional job mastery in all major areas of responsibility and that the stakeholders were collaborative in those tasks. As a consequence, school management was highly effective. Together with the stakeholders, the school heads' achievements and contributions to the organization were of marked excellence.

The study conducted Magulod (2017) stressed that stakeholders' involvement has a decisive effect of enhancing conditions at the school level. It encompasses all important variables which are related to teaching, instruction, management, students' learning, and community involvement. Moreover, effective schools focus on the achievement of students and the interplay of other factors such as learning motivation, classroom management, student learning attitude, and participation.

By the Transactional Leadership Theory (James MacGregor Burns, further developed by Bernard Bass): Leadership based on exchanges or transactions between leaders and followers—rewards for performance, punishments for failure. Focus is on short-term goals, efficiency, and clear structures.

### Relationship Between Stakeholders' Involvement and Level of Management Effectiveness

After knowing the level of stakeholders' involvement and the level of management effectiveness, the researcher looked into the relationship between the two variables. The data are shown in Table 4. The computation is shown in Appendix C.

In leading strategically, it was found that the correlation value obtained with teaching and learning was 0.83, indicating that the degree of correlation was high. When leading strategically was correlated with developing self and others, the r-value resulted to 0.91, which means that there was a very high correlation between the two variables. When leading strategically was correlated with building connections, computation yielded r-value of 0.87, which means that a high correlation exist between the two variables.

Based on the p-value, it was only on the relationship between leading strategically with teaching and learning that was found as not significant. This is evidenced by the p-value of 0.83. It was not significant because the p-value was higher than the 0.05 level of significance. Meanwhile, the relationship between leading

Table 4  
Relationship between Stakeholders' Involvement and Level of Management Effectiveness

Stakeholders' Involvement	Management Effectiveness	Degree of Correlation	Interpretation	p-value	Significance
Leading Strategically	Teaching and Learning	0.83	High	0.83	Not Significant
	Developing Self and Others	0.91	Very High	0.013	Significant
	Building Connections	0.87	High	0.023	Significant
Managing School Operations and Resources	Teaching and Learning	0.80	High	0.055	Not Significant
	Developing Self and Others	0.92	Very High	0.010	Significant
	Building Connections	0.87	High	0.025	Significant

Legend:

<i>Less than <math>\pm 0.20</math></i>	<i>Negligible Correlation</i>
<i><math>\pm 0.20</math> to <math>\pm 0.39</math></i>	<i>Low Correlation</i>
<i><math>\pm 0.40</math> to <math>\pm 0.69</math></i>	<i>Moderate Correlation</i>
<i><math>\pm 0.70</math> to <math>\pm 0.89</math></i>	<i>High Correlation</i>
<i><math>\pm 0.90</math> to <math>\pm 1.00</math></i>	<i>Very High (Perfect) Correlation</i>

strategically with developing self and others and building connections showed significant correlations. This supported by the p-value of 0.013 for developing self and others and 0.023 for building connections.

As to the relationship between managing operations and resources and level of management effectiveness, it was revealed that the r-value obtained for teaching and learning was 0.80 interpreted as high. For developing self and others, the p-value obtained was 0.92 which means a very high correlation exist between the two variables. When managing operations and resources was correlated with building connections, the r-value obtained was 0.87. When significance of correlation was tested, it turned out that all the p-values obtained for the three components was not significant for teaching and learning (0.055), developing self and others was significant (0.010) while with building connections was 0.025.

It could be deduced from the findings that generally, the relationship leading strategically and management operations had significant relationship with teaching and learning, developing and others, and building connections. This shows that the stakeholders in the secondary schools in Pasacao Districts are very cooperative in attaining the goals and activities in the school. Such finding connotes that the school heads exhibit good leadership performance. As such, outcomes tend to lead better and that their respective schools attain their targets and deliverables as expected. Besides, this result could be attributed to the scenario that effective school leaders are always grounded on relevant and transformational models and frameworks for them to have better understanding of educational milieu (Simuka, 2021).

### **Influence of Stakeholders' Involvement on Management Effectiveness**

The researcher also looked into the extent of influence of the stakeholders' involvement on the management effectiveness of school heads. The data are shown in Table 5.

Table 5  
Relationship between Stakeholders' Involvement  
and Level of Management Effectiveness

Stakeholders 'Involvement	Management Effectiveness	Degree of Correlation	r <sup>2</sup> -value	Interpretation
Leading Strategically	Teaching and Learning	0.83	69%	Strong
	Developing Self and Others	0.91	82%	Very Strong
	Building Connections	0.87	76%	Strong
Managing School Operations and Resources	Teaching and Learning	0.80	64%	Strong
	Developing Self and Others	0.92	84%	Very Strong
	Building Connections	0.87	75%	Strong

Legend:

<i>r</i> <sup>2</sup> -value	<i>Interpretation</i>
81% - 100%	<i>Very Strong</i>
61% - 80%	<i>Strong</i>
41% - 60%	<i>Moderate</i>
21% - 40%	<i>Weak</i>
00% - 20%	<i>Very Weak</i>

The table shows that leading strategically had a strong influence with development of self and others as supported by the  $r^2$ -value of 82%. Similarly, managing school operations and resources had influenced developing self and others by 84% which was considered as “Very Strong”. Meanwhile, leading strategically had influenced teaching and learning by 69% which means a strong influence while building connections was influenced by 76% by leading strategically. Similarly, managing school operations showed a strong influence of teaching and learning ( $r^2= 64%$ ) and in building connections ( $r^2= 75%$ ).

The data imply that stakeholders’ involvement provided a very good result in leading strategically and on management operations. The data obtained justified a strong collaboration between the school heads and the stakeholders.

### Policy Recommendations

Although the findings show a very high level of involvement of the stakeholders that eventually made the level of management of school heads very effective, the following policy recommendations may be considered:

No.	Existing Policy	Policy Recommendation
1	Automatic membership of every parent to the PTA of the school.	Voluntary membership of parents of alumni may be considered to expand membership of the PTA as well as having a broader base of stakeholders that would be sources of help to school initiatives.
2	Increasing the achievement/performance level of learners annually.	Inviting the parents to a meeting when school targets are to be discussed at the beginning of the school year. In this way, they will have an awareness, knowledge and understanding about targets to be attained and that their involvement may be increased.
3	Formulation of the School Improvement Plan (SIP).	The SIP may be done cooperatively/collaboratively by different stakeholders through the leadership of the school head.
4	Stakeholder Representation in School-Based Management (SBM).	Strengthen the School Governing Council (SGC) or equivalent body by ensuring diverse stakeholder representation. Implementing participatory budgeting allows stakeholders to contribute to financial planning and resource allocation.

### CONCLUSION

In light of the findings of the study, the following conclusions were drawn:

1. The stakeholders were highly involved in leading strategically and in management effectiveness.
2. Focusing on teaching and learning, developing self and others, and building connections was very effective as a consequence of stakeholders’ involvement.

3. The relationship between leading strategically with developing self and others and building connections was significant but not on teaching and learning. The relationship between management operations and resources with developing self and others, and building connections was significant, but not significant with teaching and learning.
4. Influence of stakeholders' involvement on management effectiveness of school heads ranged from strong to very strong.
5. Policy recommendations were deemed doable and deliverables for enhancing the management of schools.

### RECOMMENDATIONS

From the conclusions drawn, the following recommendations were advanced:

1. The school head may sustain the involvement of stakeholders so that the growth and development of the secondary schools will continue.
2. Assessment of the different aspects of school management where stakeholders were commonly involved may be done to come up with more holistic information on the involvement of the stakeholders.
3. Future studies on stakeholders' involvement may be conducted by other schools to find out their behavior in the context of school and community relationship.
4. The involvement of the members of the Parent-Teacher Association may also be looked into in future studies and determine, too, their extent of involvement is attaining the goals of the school.

### ACKNOWLEDGMENT

The researcher would like to express his heartfelt gratitude to those who have made this research possible:

Elizer R. Caculitan, PhD, the research adviser, for his unwavering guidance, support, and invaluable insights throughout the course of this research. His expertise and encouragement have been instrumental in shaping this work;

Josephine Francia R. Villanueva, PhD, LIB, EdD, the Dean of the Graduate Studies, and the Naga College Foundation, Inc. for providing the resources and environment conducive to her academic growth;

Onward O. Ognita, PhD., the chairman, Leah B. Beloro, PhD., and Juan O. Cruz Jr., PhD., the members of the Thesis Committee, for their thoughtful feedback, constructive criticism, and valuable suggestions. Their expertise and guidance have greatly enhanced the quality of this research. The researcher deeply appreciated their time and effort in reviewing her work;

Classmates and friends, "the Fourific" Toni Rose O. Esperida, Grace Michelle B. Neric and Marites B. Becilla, the researcher was deeply grateful for their encouragement, companionship, and the shared knowledge that enriched the research experience;

The teaching and non-teaching personnel of Tinalmud National High School, Rolando R. Andaya, Memorial High School, Pasacao National High School, San Antonio National High School, Dr. Lorenzo P. Zega Memorial High School, Dalupaon National High School, and Juan F. Triviño Memorial High School as respondents of the study, their willingness to share their experiences and insights were crucial in the completion of this research;

His family for their unconditional love, support, and patience throughout this entire process.

His partner, Leah B. Sambajon for her unwavering support, patience, and love during this journey. Her understanding and constant encouragement helped her stay focused and motivated;

Finally, this work was dedicated to his son Ronald Ly, his daughters, Mary Rose, whose love and inspiration have always been a driving force behind her determination to succeed; and

To all who were an integral part of this journey, the researcher was truly grateful. This achievement is shared.

**REFERENCES**

- Agravante, M. B., Digo, G. S., & Janer, S. S. (2023). Upskilling of the school heads in the new normal. *East Asian Journal of Multidisciplinary Research*, 2(6), 2509-2524.
- Alvarez, C., Delavin, E. (2022). Career stages of professional development along Philippine professional standards for school heads, *International Journal of Research Studies in Education* 2022, Volume 11(13), 55-66.
- Buban, L. M., & Digo, G. S. (2021). Management beliefs and practices of secondary school heads on instructional leadership. *International Journal of Research Granthaalayah*, 9(7), 170-178.
- Dellomas, JL., Deri RA., (2022). Leadership Practices of School Heads in Public Schools. 2-School of Graduate Studies, Sorsogon State University, Philippines. *United International Journal for Research & Technology*. Volume 04, Issue 02, 2022 | Open Access | ISSN: 2582-6832.
- Department of Education Order no.24, s. 2020. *Philippine Professional Standards for School Heads*.
- Division Memorandum no.165, s. 2023 *Division Guidelines on the Preparation, Submissions and Checking of School Forms for SY 2022-2023*.
- Dones F Jr. (2020). Leadership Practices and Professional Needs Among School Principals: A Phenomenological Study *IJRP*, 65(1), 19-28; doi:10.47119/IJRP1006511120201553.
- Gamala J., Marpa E. (2022). School Environment and School Heads' Managerial Skills: Looking into their Relationships to School's Performance *International Journal on Social and Education Sciences*, vol. 4(2), 218-235.
- Kilag, O.T., Abendan CF. K., Uy, F., Calledo, MF.S.,Diano, FM., Morales ,N.M. M. (2023). Assessing the impact of principal's instructional leadership, school level, and effectiveness in educational institutions. "Science and Education" *Scientific Journal / Impact Factor 3.848*. May 2023 / Volume 4 Issue 5.
- Lepardo Jr, R. & Caingcoy, M. (2020). School Performance, Leadership and Core Behavioral Competencies of School Heads: Does Higher Degree Matter? *Journal of Advances in Social Science and Humanities*, 6(5):1190-1196.
- Luistro, A. (2010).DepEd Secretary Luistro to school principal: You are the Department. <https://www.officialgazette.gov.ph/2010/09/26/deped-secretary-luistro-to-school-principals-you-are-the-department/>
- Magulod, G. Jr. (2017)\_Factors of School Effectiveness and Performance of Selected Public and Private Elementary Schools: Implications on Educational Planning in the Philippines. *Asia Pacific Journal of Multidisciplinary Research*, Vol. 5, No. 1, February 2017,pp. 73-74.

- Manongsong, I. (2019). School Effectiveness of Public Elementary School Heads in the Division of Northern Samar. *SSRG International Journal of Economics and Management Studies*. Volume 6 Issue 3.
- Montales, J., Digo G., (2024). Correlational Study on the Performance of School Heads and their Instructional Leadership., Sorsogon State University, Graduate School, Sorsogon City, Philippines Volume 04, Issue 03, March 2024.
- Oducado, RM. (2020). Survey Instrument Validation Rating Scale. Retrieved from [https://papers.ssm.com/sol3/papers.cfm?abstract\\_id=3789575](https://papers.ssm.com/sol3/papers.cfm?abstract_id=3789575).
- Republic Act No.9155 Governance of Basic Education Act of 2001. [https://depedtambayan.net/republic-act-no-9155/#CHAPTER\\_1](https://depedtambayan.net/republic-act-no-9155/#CHAPTER_1).
- Sancho D., (2023). Administrative Disposition And Leadership Performance Of Public School Heads, Student of the Graduate School, Cagayan State University-Andrews Campus *International Journal of Arts, Sciences and Education* ISSN: 2799 - 1091 Volume 4, Issue 3.
- Simuka, J. (2021). Relevance of Leadership Theories in Promoting Effective Leadership Practices. *Africa Journal of Leadership and Governance (AJOLG)*, 1(1), 143-157.
- Wenceslao A., Misa J., & Tugonon T. (2018). Leadership Capabilities, Management Competence and Performance of Elementary Public Administrators Volume 5, Issue 3, Date of publication: 15/06/2018.
- Juneja, Himanshu (2025). Transactional Leadership Theory – Meaning, Its Assumptions and Implications. *management Syudy Guides*, <https://www.maageentstudyguides.com>.
- Rachmad, Yoesoep Edhie (2022). Collaborative Leadership Theory. *Evora Romano Pubicacoes Internacionais, Edicao Especial 2022* doi 10.17605/OSF.10/4PU3X.