

## The school heads' roles in promoting stakeholders' collaboration and their effects to the implementation of school programs, projects and activities

Myra I. Ranillo \*

*Daniel B. Peña Memorial College Foundation, Inc., Ziga Avenue, San Juan, Tabaco City, Philippines.*

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### Abstract

This study determined the school heads' roles in promoting stakeholders' collaboration and their effects on the implementation of school programs, projects, and activities in the secondary schools of Tabaco City Division, SY 2024-2025. The researcher investigated the following: the school heads' roles in promoting stakeholders' collaboration along the lines of management of stakeholders' partnership, management of school organization, employment of inclusive practice, and community engagement, the level of performance of the school heads' roles in the above-mentioned areas, if there is a significant difference in the level of performance of school heads' roles between the internal and external stakeholders along the areas, the programs implemented that promote stakeholders' collaboration, the effects of stakeholders' collaboration on the program's implementation, the challenges encountered in the roles of school heads in stakeholders' collaboration, and the program implementation plan on stakeholder collaboration may be proposed to address the challenges. The researcher used the descriptive-survey-comparative type of research in this study. Descriptive-survey-type research was applied along the roles of school head in promoting stakeholders' collaboration, determining the level of performance on the roles of school head in the identified areas, identifying the programs implemented that promote stakeholders' collaboration, knowing the effects of stakeholders' collaboration on the programs, and knowing the challenges encountered in the roles of school head in stakeholders' collaboration. The data collected were treated using frequency count, percentage, weighted mean, and ranking. The hypothesis was tested using the F-test.

**Keywords:** School Heads' Roles; Stakeholders' Collaboration; Program Implementation Plan; Descriptive-survey-type Research; F-test

### 1. Introduction

In today's complex and dynamic educational landscape, meaningful collaboration among stakeholders has become a critical factor in achieving holistic school improvement and better student outcomes. The school heads play a central role in promoting this collaboration, ensuring decision-making is both informed and participatory. Such collaborative practices strengthen trust, accountability, and a shared sense of ownership across the school community. The active participation of stakeholders in school programs and initiatives has been shown to contribute positively to the successful implementation of educational reforms. Indeed, collaborative efforts enhance program effectiveness, promote inclusivity, and increase stakeholders' commitment to the attainment of institutional goals.

This study focused on how school heads promote stakeholders' collaboration, emphasizing how their leadership strategies, communication practices, and organizational skills contribute to fostering a shared vision and cooperative efforts within the school community. It explored how school heads build partnerships, address challenges, and utilize collaboration to support the effective implementation of school programs. By examining these practices, the study

\* Corresponding author: Myra I. Ranillo

provided valuable insights into effective administrative practices and identified strategies that can enhance stakeholder engagement, participation, and overall involvement in school governance and program implementation. Furthermore, the study addressed the need to understand the specific leadership strategies that school heads employ to unite stakeholders around shared goals and ensure effective execution of school programs.

### **1.1. Statement of the Problem**

This study determined the school heads' roles in promoting stakeholders' collaboration and their effects on the implementation of school programs, projects and activities, in the secondary schools of Tabaco City Division, SY 2024-2025. Specifically, it answered the following problems:

- What are the school heads' roles in promoting stakeholders' collaboration along:
  - Management of stakeholders' partnership;
  - Management of school organization;
  - Employment of inclusive practice; and
  - Community engagement?
- What is the level of performance of the school heads' roles in the above-mentioned areas?
- Is there a significant difference in the level of performance of school heads' roles between the internal and external stakeholders along the areas?
- What are the programs implemented that promote stakeholders' collaboration?
- What are the effects of stakeholders' collaboration on the program's implementation?
- What are the challenges encountered in the roles of school heads in stakeholders' collaboration?
- What implementation plan on stakeholder collaboration may be proposed to address the challenges?

### **1.2. Assumption of the Study**

The researcher is guided by the following assumptions:

- School heads play a significant role in promoting effective stakeholder collaboration by managing partnerships, overseeing school organizations, employing inclusive practices, and leading community engagement initiatives.
- School heads demonstrate a high level of performance in their roles across the identified areas: management of stakeholder partnership, management of school organization, employment of inclusive practices, and community engagement.
- The school programs that are implemented include the following: Brigada Eskwela, Adopt-a-School Program, School-Based Management Program, School Parent Teachers Association (SPTA) Program, Community Outreach/Feeding Program, School Governance Council (SGC) Program, Work Immersion and Career Guidance Program, School Disaster Risk Reduction Initiatives, Clean and Green Program, Gulayan sa Paaralan Program, Partnership with Local Government Units (LGU) and NGOs, Reading Advocacy Program, Literacy Advocacy Program, and Numeracy Program.
- There are positive effects on the implementation of school programs, including improved program outcomes, increased participation in school initiatives, and strengthened partnerships that support student learning and school development.
- School heads encounter various challenges in promoting stakeholders' collaboration, including limited participation, communication barriers, and conflicting interests among stakeholders, which may affect the effective implementation of school programs.
- School implementation plan on stakeholder collaboration may be proposed to address challenges.

#### **1.2.1. Hypothesis**

There is no significant difference in the level of performance in the role of school heads in promoting stakeholders' collaboration between the two groups of respondents across the identified areas in secondary schools in Tabaco City Division.

### **1.3. Scope and Delimitation**

The scope of the study covered various dimensions of school leadership practices that contribute to stakeholder collaboration and effective program implementation. Specifically, it examined four major areas of management: a. management of stakeholder partnerships; this area involved how school heads engaged, coordinated, and sustained relationships with key stakeholders, including teachers, parents, community members, and partner institutions. It focused on the strategies used to encourage active participation, open communication, and shared decision-making to

achieve common educational goals; b. management of school organization, this dimension referred to how school heads planned, coordinated, and oversaw both academic and administrative operations to ensure that programs were efficiently implemented.

It included supervising curriculum delivery, managing resources, and aligning school activities with institutional objectives; c. employment of inclusive practice, this area emphasized the efforts of school heads to create equitable learning environments that addressed the diverse needs of learners. It comprised ensuring that all individuals, regardless of background, ability, or socio-economic status, were provided with equal access to quality education and opportunities for participation in school programs; d. community engagement, this component focused on how school heads built collaborative relationships between schools and the broader community to foster active involvement. It examined initiatives that strengthened the connection between the school and external stakeholders such as local government units, non-government organizations, and other community-based partners.

The study also explored the perspectives of teachers and stakeholders to provide a comprehensive understanding of the collaborative processes that occur in educational governance. Their insights helped determine how stakeholder participation influences the effectiveness, relevance, and sustainability of school programs. The study was delimited to secondary schools in the Division of Tabaco City only; hence, the findings may not generalize to elementary schools or schools in other divisions. Likewise, it focused solely on program implementation as influenced by stakeholder collaboration and did not extensively examine other factors that may affect school performance, such as funding policies or external socio-economic conditions.

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## **2. Materials and Methods**

### **2.1. Research Method**

The researcher utilized the quantitative- descriptive survey research design, which sought to provide a clear and detailed picture of school heads' roles and promoting stakeholders' collaboration. This study focused on describing and analyzing phenomena as they naturally occur, without manipulating variables. In this study, the researcher identified the school heads' roles in promoting stakeholder collaboration and their effects on the implementation of school programs, projects and activities. Likewise, the level of performance of school heads in carrying out their various roles was examined. Based on the findings, an implementation plan was developed to address the identified challenges.

### **2.2. Respondents of the Study**

The respondents of this study consisted of internal and external stakeholders from secondary schools in the Tabaco City Division. A total of two hundred ninety-three (293) internal stakeholders were identified, including school heads and teachers, while fifty (50) external stakeholders were identified, comprising parents and guardians, community members, local government units, civil society organizations, private companies, cooperatives, and other concerned private individuals. The sample taken from the school heads, teachers from junior and senior high school, and stakeholders was three hundred forty-three (343), in which one hundred fifty-one (151) were from Tabaco National High School, thirty-two (32) from San Antonio National High School, twenty-one (21) from Bantayan National High School, thirty-one (31) from San Lorenzo National High School, ten (10) from Mariroc High School, seven (7) from Comon High School, eight (8) from Bogñabong High School, eighteen (18) from San Miguel National High School, eleven (11) from Hacienda High School, and four (4) from Malictay High School. To compute the sample, the researcher used Slovin's formula and random sampling in choosing the respondents.

### **2.3. Research Instrument**

The research instrument used in this study to elicit valuable data from the respondent is a quantitative-descriptive survey questionnaire prepared by the researcher. This instrument is composed of five parts, each designed to gather comprehensive information about the school heads' roles and the status of stakeholders' collaboration.

The first part identified the school heads' roles along four key domains: management of stakeholder's partnership, management of school organization, employment of inclusive practice, and community engagement. This section establishes a clear understanding of how school heads function within these areas of leadership. The second part of the research instrument determined the level of performance of the school heads' roles in the above-mentioned areas, providing insight into the effectiveness and consistency of their leadership practices. The third part evaluated the programs being implemented that promote stakeholders' collaboration. The fourth part assessed the effects of the stakeholder's collaboration on the program's implementation. The last part identified the challenges encountered in the roles of school head in stakeholders' collaboration.

## 2.4. Validation of the Research Instrument

The validation of the survey questionnaire was conducted at Daniel B. Peña Memorial College Foundation Inc. Tabaco City, with the participation of the researcher and the adviser of the said school. The validation process was carried out in two phases. The first phase focused on face validation, which was done by the panel members during the thesis proposal stage. The second phase focused on content validation, which was carried out by external validators as recommended by the thesis committee. A formal letter, together with the research instrument, was distributed to the external validators upon the approval of the proposal. The instrument was validated by the three (3) public school district supervisors in the Tabaco City Division.

The internal validators recommended revising certain portions of the instrument to improve grammar and clarity, ensuring that the statements were easier to understand and aligned with the objectives of the study. They also suggested focusing only on program implementation. The internal validator suggested adding an indicator under the area of community engagement in the actual survey form feedback on item number 1 (one) regarding the role of school head in managing stakeholder partnerships, indicator number six (6) on recognizing achievements and milestones of stakeholders, emphasizes the importance of appreciation in sustaining collaboration. However, this indicator is difficult to measure quantitatively due to the subjective nature of feedback, but it has been included in the instrument for consideration in future studies.

## 3. Results and Discussion

### 3.1. The Schools Heads' Roles in Promoting Stakeholders' Collaboration

This study emphasizes the essentiality of the school head roles in strengthening school-community linkages and ensuring that every stakeholder becomes a partner in the teaching-learning process. By examining the school head's leadership roles in promoting collaboration, the researcher highlights how participatory practices contribute to school improvement, program sustainability, and the holistic development of learners. Table 1 presents the results.

**Table 1** Roles of School Heads in Promoting Stakeholders' Collaboration

Roles	Internal Stakeholders (n=293)		External Stakeholders (n=50)		Overall (n=343)	
	f	%	f	%	f	%
Management of stakeholders' partnership (engaging, coordinating, and sustaining relationships with key stakeholders)	289	98.63	50	100	339	98.83
Management of school organization (planning, coordinating, and overseeing academic and administrative operations);	290	98.98	48	96	338	98.54
Employment of Inclusive practice (creating equitable learning environments that accommodate diverse needs, ensuring all individuals, regardless of background or ability)	267	91.13	46	92	313	91.25
Community engagement (involves building collaborative relationships between schools and stakeholders to foster active participation).	293	100	50	100	343	100

Table 1 implies a striking consensus among both internal and external stakeholders on the primacy of community engagement and stakeholders' partnership management, followed closely by management of school organization and employment of inclusive practice. Internal stakeholders rated community engagement as the most significant area followed by management of school organization, stakeholders' partnership management, and employment of inclusive practice. Similarly, external stakeholders placed the highest importance on stakeholders' partnership management and community engagement, with strong emphasis also given to the management of school organization and employment of inclusive practice.

Freeman (1984)<sup>1</sup>, emphasized that stakeholder theory highlights the importance of recognizing and managing the diverse interests of all individuals or groups that influence or are influenced by an organization's actions. When applied to the educational context, this theory suggests that schools function most effectively when they foster strong, collaborative relationships with their stakeholders—such as parents, teachers, students, community organizations, local government units, and non-governmental organizations (NGOs). These relationships are not merely consultative but cooperative and participatory, meaning that stakeholders share in the decision-making processes that shape school programs, policies, and priorities.

### 3.2. The Level of Performance on the School Heads' Roles in Promoting Stakeholders' Collaboration

Collaboration among stakeholders is vital because schools cannot operate in isolation; rather, they thrive when the entire community contributes to strengthen partnerships with parents, teachers, learners, community members, and external organizations. Collaboration among stakeholders is important because schools cannot operate in isolation; rather, they produce when the entire community contributes to the teaching-learning process. This study presents the level to which school heads perform their roles in promoting collaboration. By analyzing the frequency and distribution of the level of effectiveness as perceived by both internal and external stakeholders, it offers insights into how leadership practices shape the quality of school-community partnerships and contribute to comprehensive educational progress.

*Management of Stakeholders' Partnership.* It is an important responsibility of the school head to ensure that educational programs and initiatives are effectively implemented. As leaders, they are tasked with establishing strong linkages among teachers, parents, learners, community members, local government units, and other external organizations. Effective partnership management goes after coordination, it involves fostering trust, sustaining open communication, and creating participatory opportunities where all stakeholders can contribute their time, resources, and expertise toward achieving shared educational goals.

**Table 2.a** Level of Performance of the School Heads' Roles in Promoting Stakeholders' Collaboration along Management of Stakeholders' Partnership

Indicators	Internal Stakeholders		External Stakeholders		Average	
	WM	AD	WM	AD	WM	AD
Establishes open and clear communication channels with stakeholders their regular meetings, updates and feedback sessions	4.15	VS	4.12	VS	4.14	VS
Conducts meetings with stakeholders to discuss school programs and activities	4.08	VS	4.14	VS	4.11	VS
Involves actively stakeholders in a transparency decision-making process	4.04	VS	4.10	VS	4.07	VS
Provides opportunities for stakeholders to contribute to school improvement efforts.	4.12	VS	4.08	VS	4.10	VS
Encourages volunteerism and stakeholder participation and engagement in school activities	4.02	VS	4.06	VS	4.04	VS
Average	4.08	VS	4.10	VS	4.09	VS

Legend: (O) Outstanding (VS) Very Satisfactory (S) Satisfactory (F) Fair (P) Poor

(VM) Weighted Mean (AD) Adjectival Description

Table 2.a means that showing both internal and external stakeholders rated the management of stakeholders' partnership as very satisfactory strongly aligns with actual observations and experiences within secondary school settings. In practice, school heads are often seen spearheading activities that strengthen relationships with the school community, such as conducting regular consultative meetings, organizing School Governance Council (SGC) sessions, and maintaining open communication channels through letters, parent assemblies, and online platforms. These practices are evident during events like Brigada Eskwela and Adopt-a-School programs, where the participation of teachers, parents, community members, and local partners reflects genuine collaboration and shared commitment to

improving the learning environment. The “very satisfactory” ratings mirror this lived reality, where school leaders consistently facilitate partnerships that sustain school programs and reinforce mutual accountability among stakeholders.

The findings align with Bartz et al., (2018)<sup>2</sup>, who emphasized that effective school leadership relies heavily on two-way communication and active listening as the foundation of stakeholder engagement. According to Bartz et al., communication is not merely a managerial task but a relational process through which trust and shared understanding are developed between school leaders and their stakeholders. In this study, the high ratings on indicators such as establishing open and clear communication channels and conducting regular meetings affirm that school heads are effectively applying these communication principles. They consistently engage in dialogue and feedback sessions to inform, value, and empower stakeholders to participate in school initiatives. This practice supports Bartz et al.’s assertion that transparent and responsive communication enhances stakeholder confidence and promotes a shared commitment toward educational goals.

b. *Management of School Organization.* As formal organizations, the school consists of interrelated components including the school head, teachers, students, parents, and the community, all working together to promote learning and holistic development. Effective management involves planning, organizing, leading, and controlling educational processes and resources to create an environment conducive to quality teaching and learning. It provides valuable insights into how effectively they carry out their roles in the management school organization and how these efforts contribute to the achievement of the educational objectives.

**Table 2.b** Level of Performance on the School Heads’ Roles in Promoting Stakeholders’ Collaboration along Management of School Organization

Indicators	Internal Stakeholders		External Stakeholders		Average	
	WM	AD	WM	AD	WM	AD
Ensures the effective implementation of inclusive school policies and guidelines	4.22	0	4.32	0	4.27	0
Ensures effective time management and scheduling of school activities	4.28	0	4.33	0	4.31	0
Fosters collaboration among faculty, staff, and students to enhance school operations	4.24	0	4.25	0	4.25	0
Monitors and evaluates school performance to ensure accountability	4.15	VS	4.20	0	4.18	VS
Implements strategic planning and goal setting for school development	4.18	VS	4.22	0	4.20	0
Average	4.21	0	4.26	0	4.24	0

Table 2.b means the study revealed that both internal and external stakeholders perceived the school heads to be highly competent in managing school organizations, particularly in ensuring effective time management, fostering collaboration among faculty, staff, and students, and implementing inclusive school policies and guidelines. These indicators received “outstanding” ratings signifying that school heads consistently demonstrate efficiency and inclusivity in organizational leadership. The results indicate that school heads play a vital role in creating a structured, collaborative, and well-managed school environment where teamwork and stakeholder participation are prioritized. The outstanding ratings also imply that secondary school leaders are effective in extending their influence beyond the school setting by fostering trust and partnerships with parents and community members, thereby strengthening the link between the school and the broader community.

These findings can be effectively explained by Spillane (2006)<sup>3</sup>, using Distributed Leadership Theory, which emphasizes leadership as a collective and shared process rather than a task concentrated solely on the school head. This theory, advanced by Spillane, posits that leadership effectiveness increases when decision-making, planning, and responsibility are distributed across various individuals and groups within the organization. Instead of positioning leadership as a top-down process, distributed leadership focuses on collaboration, shared ownership, and capacity building.

*c. Employment of Inclusive Practice.* The systematic effort of schools to ensure that all learners, regardless of their abilities, backgrounds, or circumstances, are given equal opportunities to participate, learn, and succeed in the classroom. Rooted in the principles of equity, diversity, and social justice, the employment of inclusive practice emphasizes removing barriers to learning, adapting teaching strategies, and creating a supportive environment where every student feels valued and respected. It goes beyond simply accommodating learners with special educational needs and disabilities (SNED); it encompasses addressing differences in culture, language, gender, and socioeconomic status to promote comprehensive learning.

**Table 2.c** Level of Performance on the School Heads' Roles in Promoting Stakeholders' Collaboration along Employment of Inclusive Practice

Indicators	Internal Stakeholders		External Stakeholders		Average	
	WM	AD	WM	AD	WM	AD
Ensures that all students, regardless of background or ability, have access to quality education	4.48	0	4.52	0	4.50	0
Promotes diversity, equity, and inclusion in all school programs and activities	4.14	VS	4.25	0	4.20	0
Implements policies that support students with special needs and learning difficulties	4.32	0	4.34	0	4.33	0
Engages parents and guardians actively in supporting inclusive education	4.04	VS	4.02	VS	4.03	VS
Encourages student participation in decision-making to create an inclusive school environment	4.07	VS	4.03	VS	4.05	VS
Average	4.21	0	4.23	0	4.22	0

In Table 2.c, implies that the study indicates both internal and external stakeholders acknowledge the school's strong commitment to inclusive education, as reflected in the outstanding ratings for ensuring equitable access to quality education, implementing policies that support learners with special needs, and promoting diversity, equity, and inclusion. These results demonstrate that the school has effectively established structures that uphold inclusivity and address the needs of diverse learners. The overall outstanding underscores that the school's employment of inclusive practices is highly effective and well implemented.

The Transformative Leadership Theory articulated by Shields (2010)<sup>4</sup> provides a strong theoretical foundation for understanding how school leadership can promote inclusive and equitable educational environments. Shields argues that transformative leaders do not simply manage existing systems they actively work to reshape them so that schools become more equitable, democratic, and empowering spaces for all learners. This aligns closely with the principles of inclusive practice, which emphasize removing learning barriers and valuing diversity in the classroom. In secondary schools, this may include redesigning curriculum delivery, promote differentiated instruction, and create inclusive policies that address the needs of marginalized learners such as those with disabilities, linguistic differences, or low-income backgrounds.

*d. Community Engagement.* It is a collaborative dynamic process that strengthens the relationship between individuals, organizations, and the broader society. It involves active participation, open communication, and cooperation among stakeholders to address shared issues, solve problems, and achieve common goals. In the context of education, community engagement plays a vital role in fostering partnerships between schools and various sectors of society, such as parents, local government units, non-government organizations, and other community stakeholders. Through meaningful engagement, communities are empowered to voice their concerns, contribute ideas, and participate in decision-making processes, ensuring that educational initiatives are relevant, inclusive, and sustainable.

**Table 2.d** Level of Performance of School Heads Roles in Promoting Stakeholders' Collaboration along Community Engagement

Indicators	Internal Stakeholders		External Stakeholders		Average	
	WM	AD	WM	AD	WM	AD
Collaborates actively the community, includes with parents, alumni, authorities, industries, and other stakeholders in school programs and activities to gain support for learners' development and school and community improvement	4.45	0	4.42	0	4.44	0
Organizes outreach programs and community service activities involving students, teachers, and stakeholders	4.31	0	4.33	0	4.32	0
Facilitates partnerships with businesses, NGOs, and other institutions to provide additional resources for the school	4.21	0	4.25	0	4.23	0
Seeks and integrates feedback from the community to enhance school programs and policies	4.60	0	4.52	0	4.56	0
Organizes regular forums and events to strengthen school-community relationships	4.38	0	4.29	0	4.34	0
Average	4.39	0	4.36	0	4.38	0

Table 2.d implies that both internal and external stakeholders perceive the school's community engagement practices as outstanding, with consistently high ratings across all indicators. Internally, the highest stakeholders rated "seeks and integrates feedback from the community to enhance school programs and policies", followed by "collaborates actively with parents, alumni, authorities, industries, and other stakeholders" while "facilitates partnerships with businesses, NGOs, and other institutions to provide additional resources for the school" received a slightly lower but still outstanding. Similarly, external stakeholders provided comparable scores; when combined, the computed average signifies a strong consensus that the school performs exceptionally well in community collaboration and partnership-building.

Putnam (2000)<sup>5</sup>, emphasized that Social Capital Theory also reinforces the idea that trust, reciprocity, and collective engagement among stakeholders lead to stronger networks that support sustainable educational outcomes. Through active collaboration, schools can tap into community resources and expertise, creating a more interconnected and supportive learning environment. This shared sense of responsibility not only enhances resource mobilization but also strengthens the school's capacity to implement sustainable and impactful community engagement initiatives. In other words, the higher the level of trust and interconnectedness among stakeholders, the stronger the collaboration that supports the school's goals.

**Table 3** Test of Significance on the Difference on the Level of Performance of School Heads' Roles Between the Internal and External Stakeholders

Management of Stakeholders' Partnership						
Sources of Variation	Degree of Freedom	Sum of Squares	Mean Squares	F-value		Remark
				Computed	Critical	
Between Groups	1	0.00081	0.00081	0.41	5.32	Not Significant
Within Group	8	0.01568	0.00196			
TOTAL	9	0.01649				
Management of School Organization						
Sources of Variation	Degree of Freedom	Sum of Squares	Mean Squares	F-value		Remark
				Computed	Critical	



Between Groups	1	0.00625	0.00625	2.08	5.32	Not Significant
Within Group	8	0.02404	0.00301			
TOTAL	9	0.03029				

Table 3 implies that the study reveals the computed F-values for all four domains, management of stakeholders' partnership, management of school organization, employment of inclusive practice, and community engagement are all below the F-critical value, level of significance with 1 and 8 degrees of freedom. Thus, the null hypothesis is accepted, indicating that there is no significant difference between the perceptions of internal and external stakeholders regarding the school heads' level of performance. This result implies that both groups share a convergent view of the effectiveness of school leadership across all key domains, suggesting consistency, alignment, and mutual understanding of the school heads' roles and actions.

The findings of this study connect with those of Cabriga et al., (2024)<sup>6</sup>, who examined stakeholder collaboration and partnerships in public elementary school management in the Philippines. Their study concluded that cohesive and structured engagement mechanisms lead to more effective school management and stakeholder satisfaction, emphasizing that well-managed collaboration results in consistent support for school programs and leadership initiatives.

**Table 4** The Programs Implemented that Promotes Stakeholders' Collaboration

Programs	Internal Stakeholders (n=293)		External Stakeholders (n=50)		Overall (n=343)	
	f	%	f	%	f	%
Brigada Eskwela	293	100	50	100	343	100
Adopt-a-School Program	293	100	50	100	343	100
School-Based Management (SBM) Program	293	100	48	96	341	99.42
School Parent Teachers Association (SPTA) Program	293	100	50	100	343	100
Community Outreach/Feeding Program	241	82.25	46	92	287	83.67
School Governance Council (SGC) Program	293	100	48	96	341	99.42
Work Immersion and Career Guidance Program	293	100	48	96	341	99.42
School Disasters Risk Reduction Initiatives	253	86.35	43	86	296	86.30
Clean and Green Program	293	100	50	100	343	100
Gulayan sa Paaralan Program	293	100	50	100	343	100
Partnership with Local Government Units (LGU) and NGOs	256	87.37	47	94	303	88.34
Reading Advocacy Program	293	100	50	100	343	100
Literacy Advocacy Program	293	100	50	100	343	100
Numeracy Program	293	100	50	100	343	100

Table 4 outlines data indicating slightly lower participation rates in certain programs provide valuable insight into the diverse dynamics of stakeholder engagement in secondary schools. While overall participation remains high, the variations point to areas where targeted strategies and stronger support structures can enhance both internal and external involvement. Each of these programs Community Outreach and Feeding, School Governance Council (SGC), Work Immersion and Career Guidance, School Disaster Risk Reduction Initiatives, and LGU-NGO partnerships play a strategic role in promoting inclusive, responsive, and resilient secondary education.

The studies by Tindowen (2019)<sup>7</sup>, and Epstein (2018)<sup>8</sup>, provide strong theoretical and empirical support for the role of outreach programs in strengthening the school-community relationship and building social capital. Tindowen's research highlights that community outreach is not merely an extension activity but a strategic component of school governance. It fosters mutual trust, shared accountability, and cooperative problem-solving between schools and their communities.

**Table 5** Effects of Stakeholders' Collaboration to the Programs Implementation

Indicators	Internal Stakeholders		External Stakeholders		Average	
	WM	AD	WM	AD	WM	AD
Enhanced program efficiency and effectiveness	4.05	High	4.09	High	4.07	High
Improved community engagement and support	4.28	Very high	4.22	Very high	4.25	Very high
Strengthened policy development implementation	4.01	High	4.08	High	4.05	High
Improved decision-making process	4.34	Very high	4.24	Very high	4.29	Very high
Strengthened accountability and governance	4.25	Very high	4.18	High	4.22	Very high
Boosted community engagement and support	4.32	Very high	4.38	Very high	4.35	Very high
Enhanced Student outcomes and well being	4.12	High	4.21	Very high	4.17	High
Developed Policy and implementation	4.01	High	4.06	High	4.04	High
Empowered Community and capacity building	4.53	Very high	4.44	Very high	4.49	Very high
Increased in programs promoting diversity and social cohesion	4.10	High	4.08	High	4.09	High
Average	4.20	Very high	4.20	Very high	4.20	Very high

Table 5 implies that the results reveal that both internal and external stakeholders perceive the effects of stakeholder collaboration on school programs as overwhelmingly positive, as reflected in the very high overall average rating. Notably, the top five indicators rated as very high by both groups of respondent's community empowerment and capacity building, improved decision-making processes, boosted community engagement and support, improved community engagement and support, and strengthened accountability and governance highlight the crucial role of inclusive and participatory governance in school improvement. These areas reflect how collaboration not only enhances operational effectiveness but also builds trust, ownership, and shared responsibility among key stakeholders. The slightly lower, yet still high ratings in areas such as enhanced student outcomes and well-being, program efficiency, and policy development indicate that while strong foundations for collaboration exist, there is still room to maximize stakeholder involvement to directly influence teaching and learning outcomes.

The findings closely align with the conclusions of Murugi & Mugwe (2023)<sup>9</sup>, who emphasized that active stakeholder involvement enhances strategic planning and program execution in educational institutions. Their study found that meaningful participation of parents, teachers, local government units, and other community members increases accountability, clarifies shared goals, and strengthens program sustainability. This directly supports the present study's high ratings on governance, community engagement, and empowerment, showing that when stakeholders are engaged not merely as supporters but as co-owners of initiatives, programs become more responsive and sustainable.

**Table 6** The Challenges Encountered of School Heads' Roles in Stakeholders' Collaboration

Challenges	Internal Stakeholders		External Stakeholders		Sum of Ranks	Final Rank
	f	Rank	f	Rank		
Management of Stakeholders' Partnership						
Lack of stakeholders' interest or participation in school programs, and activities.	151	1 <sup>st</sup>	30	1 <sup>st</sup>	2	1 <sup>st</sup>
Difficulty in maintaining open and effective communication with stakeholders.	96	2 <sup>nd</sup>	23	2 <sup>nd</sup>	4	2 <sup>nd</sup>
Limited support from local government and community organizations.	72	3 <sup>rd</sup>	19	3 <sup>rd</sup>	6	3 <sup>rd</sup>
Management of School Organization						
Limited participation of stakeholders.	140	1 <sup>st</sup>	21	1 <sup>st</sup>	2	1 <sup>st</sup>
Communication barrier	71	2 <sup>nd</sup>	10	2 <sup>nd</sup>	4	2 <sup>nd</sup>
Conflicts of interest among different stakeholders.	49	3 <sup>rd</sup>	5	3 <sup>rd</sup>	6	3 <sup>rd</sup>
Employment of Inclusive Practice						
Lack of proper training for school heads on stakeholder engagement strategies	26	3 <sup>rd</sup>	12	3 <sup>rd</sup>	6	3 <sup>rd</sup>
Time constraints due to multiple responsibilities	92	2 <sup>nd</sup>	21	2 <sup>nd</sup>	4	2 <sup>nd</sup>
Limited parental involvement in school activities	138	1 <sup>st</sup>	43	1 <sup>st</sup>	2	1 <sup>st</sup>
Community Engagement						
Inconsistent participation of stakeholders in decision-making processes	65	2 <sup>nd</sup>	22	2 <sup>nd</sup>	4	2 <sup>nd</sup>
Cultural and language barriers among stakeholders	20	3 <sup>rd</sup>	8	3 <sup>rd</sup>	6	3 <sup>rd</sup>
Lack of recognition or incentives for stakeholders' contributions	127	1 <sup>st</sup>	31	1 <sup>st</sup>	2	1 <sup>st</sup>

Table 6 connotes that findings reveal that the most pressing challenges in stakeholder collaboration across different areas of school leadership revolve around participation, communication, and support. In the management of stakeholders' partnership, the top challenge identified was lack of stakeholder interest or participation in school programs and activities. This indicates that although structures for collaboration may exist, stakeholder engagement is not fully maximized possibly due to competing priorities, lack of incentives, or limited awareness of the importance of their role in educational development.

These align with the findings of Balabo (2021)<sup>10</sup>. In his study, community and stakeholder partnerships in the Philippines school-community partnership emphasized that weak communication strategies, conflicts of interest, and inadequate stakeholder mobilization contribute to low levels of consistent participation among parents and community members. He argued that while schools often have mechanisms for engagement such as meetings, programs, and committees these structures are not always accessible or responsive to the realities of parents' and stakeholders' schedules, resources, and priorities.

**Table 7** Implementation Plan to Address the Challenges

Objectives	Activities	Persons Involved	Timeline	Resources		Expected Output
Management of Stakeholders' Partnership - Lack of stakeholder interest or participation in school programs, and activities						
Enhance the management of stakeholder partnerships to improve engagement in school programs and activities.	Stakeholder mapping & needs assessment	School Head, Guidance Councilor, PTA Officers, Teachers, Parents or Guardians, Barangay Officials/ LGU Representative ICT	1 month June 2025 (BOSY)	MOOE / Local fund,	Survey materials Data base/ Internet	Comprehensive profiling and needs analysis
	Stakeholder orientation and engagement Forum		June and July 2025			Organize quarterly forum where PPA's presented
	Regular and strategic communication		3 - 6 months June to November 2025			Engage Higher attendance in school events
Management of School Organization- Limited participation of stakeholders						
Improve school organizational practices to encourage greater stakeholder participation.	Stakeholder Representation in School Committees	School Head, Guidance Councilor, PTA Officers, Teachers, Parents or Guardians, Barangay Officials/ LGU Representative ICT	Week 1 – 2 of implementation June 2025	MOOE / Local fund	Communication letter Venue and sounds,	Attend 60 – 70% invited stakeholders
	Transparent Reporting and Feedback Sessions		Quarterly March, June, September and December			Foster trust and accountability, motivating stakeholders to participate.
	Incentives Program Launch (monthly updates)		Week 3 on going (monthly or quarterly)			Increased 20% motivation and engagement from stakeholders
Employment of Inclusive Practice- Limited parental involvement in school activities						
Strengthen inclusive practices to encourage greater parental involvement in school programs.	Flexible Parent-Teacher Dialogue Session	Class Advisers, School Head, Guidance Counselor, Parents or Guardians/ Volunteers	Week 2 BOSY Monthly or as needed	MOOE / Local fund	Online Platform, Printed Digital schedules Communication materials (texts, posters, social media post Agreement form	Increased 30% in attendance at parent-teacher dialogue
	Parent Learning Circles		Quarterly March, June, September and December			Increased involvement and supportive parents

	Rotating volunteer program		Week 4 based on schedule/ event			Increased satisfaction and Feedback from parents on flexible access
Community Engagement- Lack of recognition or incentives for stakeholders' contributions						
Promote active community involvement through acknowledgment and rewards for stakeholders' contributions.	Monthly or Quarterly Spotlight Recognition	School Head, Teacher and Program Coordinator	Per Quarter and EOSY	MOOE / Local Fund,	Certificate and tokens, Event Venue, Refreshments and program materials	Recognized At least 90% stakeholders
	Stakeholder Recognition Day	PTA Stakeholders	Annually March or April (EOSY)			Recognized At least 80% stakeholders attend the event

Table 7 presents the Implementation Plan on Stakeholders' Collaboration, which is strategically developed to address the key challenges identified across four major domains: management of stakeholders' partnership, management of school organization, employment of inclusive practice, and community engagement. This plan serves as a comprehensive roadmap that ensures school initiatives are purposeful, inclusive, and grounded in shared responsibility. By detailing clear objectives, corresponding activities, assigned personnel, appropriate timelines, necessary resources, and measurable expected outputs, the plan establishes a structured and coordinated approach to improving stakeholder involvement and strengthening school–community relationships.

Kwatubana (2018)<sup>11</sup>, provides a compelling argument that sustained stakeholder engagement goes beyond mere participation in school events it plays a strategic role in strengthening the school's overall capacity to deliver quality education. According to the study, when schools actively build long-term partnerships with stakeholders such as parents, local government units, businesses, and community organizations, they can mobilize additional resources, both material and non-material. These resources may include financial assistance, infrastructure support, technical expertise, and volunteer services, all of which contribute to enhancing the school's instructional programs and student support services.

#### 4. Conclusion

From the findings of the study, the following conclusions were drawn:

- The school heads' roles in promoting stakeholders' collaboration were management of stakeholders' partnership, management of school organization, employment of inclusive practice, and community engagement.
- The level of performance on the school heads' roles along with *management of stakeholders' partnership, management of school organization, employment of inclusive practice, and community engagement* were described as outstanding. However, along with the management of stakeholders' partnership, the performance was described as very satisfactory.
- There was no significant difference in the level of performance of school heads' roles between the internal and external stakeholders.
- The programs implemented that promote stakeholders' collaboration were Brigada Eskwela; Adopt-a-School Program; School-Based Management (SBM) Program; School Parent Teachers Association (SPTA) Program; Community Outreach/Feeding Program; School Governance Council (SGC) Program; Work Immersion and Career Guidance Program; School Disaster Risk Reduction Initiatives; Clean and Green Program; Gulayan sa Paaralan Program; Partnership with Local Government Units (LGU) and NGOs; Reading Advocacy Program; Literacy Advocacy Program; and Numeracy Program.
- The effects of stakeholders' collaboration on the programs were described as *very high* along with *empowered community and capacity building; boosted community engagement and support; improved decision-making process; improved community engagement and support; and strengthened accountability and governance*. However, *enhanced student outcomes and well-being; an increase in programs promoting diversity and social*

*cohesion; enhanced program efficiency and effectiveness; strengthened policy development implementation; and developed policy and implementation were interpreted as high.*

- The challenges encountered in management of stakeholders' partnership were *lack of stakeholder interest or participation in school programs, and activities, along with management of school organization; limited participation of stakeholders; under inclusive practice was limited parental involvement in school activities; and, on community engagement, lack of recognition or incentives for stakeholders' contributions.*
- The researcher presented an implementation plan on stakeholder collaboration to address the challenges encountered.

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## Compliance with ethical standards

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