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COLLABORATIVE LEADERSHIP PRACTICES OF SCHOOL HEADS IN FOSTERING STAKEHOLDERS' ENGAGEMENT

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ABSTRACT

This study determined the significant relationship between collaborative leadership practices of school heads in fostering stakeholder engagement. A proposed instructional supervisory plan was formulated based on the result of the study. This study utilized the descriptive-correlational research design. This design was employed to determine the relationship between the leadership collaborative practices of school heads in fostering stakeholder engagement in public elementary schools. The descriptive aspect of the study aimed to describe the existing leadership practices of school heads, while the correlational aspect seeks to examine the degree of association between these leadership practices and the level of involvement of stakeholders such as teachers, parents, and community partners. According to Creswell (2018), descriptive-correlational research is used to gather quantitative data that describe the current conditions and measure the relationship between two or more variables without manipulating them. Thus, this design is appropriate since the researcher intends to observe and analyze the natural relationship between leadership behaviors and stakeholder engagement rather than imposing experimental conditions. The test of

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relationship between collaborative leadership practices and stakeholder engagement practices, showing the results of the Pearson Product–Moment Correlation analysis in terms of the correlation coefficient, the computed value, the decision on the null hypothesis, and the interpretation of the relationship between the two variables.

The results reveal a very strong positive relationship between team leadership practices and stakeholder engagement practices. This finding suggests that as the level of team leadership practices increases, stakeholder engagement practices also tend to increase significantly. The statistical test indicates that the observed relationship is significant at the accepted level of significance.

Based on the statistical results, the null hypothesis was rejected, confirming the presence of a significant relationship between the two variables. The very strong positive association implies that effective team leadership practices—such as shared decision-making, open communication, mutual trust, shared accountability, and empowerment—are closely linked to higher levels of stakeholder engagement, including participation, collaboration, support for school programs, and shared responsibility for school improvement.

The results imply that team leadership practices play a critical role in strengthening stakeholder engagement. The presence of a very strong positive and significant relationship implies that improvements in team leadership practices are likely to lead to corresponding improvements in stakeholder engagement practices. This underscores the importance of collaborative leadership approaches in fostering active involvement, trust, and shared

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accountability among stakeholders, which are essential for effective school governance and sustainable school development.

Keywords: *Team Leadership Practices, School Head, Stakeholders' Engagement*

INTRODUCTION

In the context of today's educational landscape where collaborative leadership practices play a crucial role in fostering inclusive school environments. School heads are no longer mere managers of operations but transformational leaders who engage teachers, parents, and community stakeholders in decision-making processes. Collaborative leadership emphasizes shared vision, participatory planning, and open communication—qualities essential in sustaining effective school governance. In public elementary schools, particularly those in rural areas, the school head's capacity to make inclusive and well-informed decisions directly influences teachers' morale, parental involvement, and community trust. Thus, understanding the correlation between school heads' decision-making styles, leadership competencies, and stakeholder collaboration can provide valuable insights into how participative leadership strengthens school effectiveness and unity.

In support of this view, Nguyen and Hallinger (2020) conducted a study on distributed leadership and stakeholder collaboration in Southeast Asian schools, which revealed that when school leaders encouraged joint decision-making and shared accountability, the level of stakeholder engagement increased significantly. Their findings highlighted that schools led by

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principals with high leadership competence—particularly in communication, empowerment, and vision-building—achieved greater community participation and stronger support for educational programs. This research reinforces the idea that leadership competence intertwined with collaborative decision-making fosters collective ownership of school goals, leading to improved organizational performance.

Professionally, the researcher recognizes that school leadership in public elementary schools extends beyond administrative management to the nurturing of collaborative relationships. Each school head employs distinct decision-making approaches—some democratic and consultative, others more directive and authoritative—but the effectiveness of these styles depends largely on the school head's ability to engage others meaningfully. Leadership competencies such as interpersonal communication, problem-solving, delegation, and empathy are critical in building mutual respect and cooperation among stakeholders. When these competencies are exercised effectively, teachers feel empowered, parents become active partners, and community members contribute more willingly to school initiatives.

Moreover, this study is significant in addressing persistent challenges such as limited resources, low community participation, and the need for stronger school–community partnerships. By investigating how decision-making styles and leadership competencies relate to stakeholder collaboration, the study aims to offer evidence-based recommendations for school improvement. It encourages reflection among school heads on how their leadership behaviors affect the collaborative culture of their schools.

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Ultimately, the researcher envisions that this study will promote a leadership framework that values inclusiveness, shared accountability, and trust—key elements for achieving educational success and sustainable school development, especially in resource-limited settings.

This study determined the significant relationship between Team leadership practices of school heads in fostering stakeholder engagement. A proposed instructional supervisory plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the extent of Team leadership practices styles of school heads in terms of the following:

    1.1 Shared Decision Making;

    1.2 Open Communication;

    1.3 Mutual Trust and Respect

    1.4 Shared Responsibility & Accountability

    1.5 Empowerment & Support?

2. What is the stakeholders' engagement practices in terms of:

    2.1. communication and collaboration;

    2.2 Participation in School Planning and Decision-Making;

    2.3. Support for school Programs and Activities;

    2.4 Resource Mobilization and Partnership; and

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2.5. Shared Accountability and Continuous Improvement?

3. Is there a significant relationship between the Team Leadership practices of School Heads and stakeholders engagement practices?

4. What instructional supervisory plan can be proposed based on the findings of the study?

Statement of Hypothesis

H0 – There is no significant relationship between the Team Leadership styles of School Head and stakeholders engagement practices.

METHODOLOGY

Design. This study utilized the descriptive-correlational research design. This design was employed to determine the relationship between the Team leadership practices of school heads in fostering stakeholder engagement in public elementary schools. The descriptive aspect of the study aimed to describe the existing leadership practices of school heads, while the correlational aspect seeks to examine the degree of association between these leadership practices and the level of involvement of stakeholders such as teachers, parents, and community partners.

According to Creswell (2018), descriptive-correlational research is used to gather quantitative data that describe the current conditions and measure the relationship between two or more variables without manipulating them. Thus, this design is appropriate since the

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researcher intends to observe and analyze the natural relationship between leadership behaviors and stakeholder engagement rather than imposing experimental conditions.

The main locale of the study was in Himarco, Tinago and Liberty Elementary Schools in the schools Division of Leyte. The respondents of the study were the Head Teachers parents, and Elementary Teachers. The information for the analysis was gathered using two (2) distinct survey instruments: one gauged school heads' levels of transformational, transactional, and laissez-faire leadership styles, and the other gauged teachers' levels of intrinsic and extrinsic satisfaction.

The assessment of the school heads' leadership styles by teachers was conducted using the Multifactor Leadership Questionnaire (MLQ) developed by Avolio and Bass in 1991. The survey consisted of 21 items using a 4-point Likert scale that asked participants to rate their principals' leadership styles across three categories: transformational, transactional, and laissez-faire. The scale ranged from 4 (frequently), 3 (often), 2 (occasionally), to 1 (never).

The second instrument measured stakeholder engagement, which covered participation in school planning and decision-making, support for school programs and activities, resource mobilization and partnership, and shared accountability and continuous improvement.

The proposed instructional supervisory Plan was taken based on the findings of the study.

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Sampling The respondents of the study were the Head Teachers and Elementary Teachers. There were 3 School heads and 23 Teachers and 24 parents.

Research Procedure. To gather the necessary data within one month (30 days), the researcher sought permission from the Schools Division Office headed by the School Division Superintendent through a transmittal letter. The same letter was furnished to the public school district supervisor, school principals, and the teachers who had the respondents under their care.

The researcher distributed the survey questionnaires to the school heads, which were answered by the teachers. After the responses were collected, the data were tabulated and analyzed using descriptive statistics (mean, standard deviation, frequency, and percentage) to describe the leadership practices and levels of engagement. To determine the relationship between the two main variables, the Pearson Product–Moment Correlation Coefficient (r) was employed. The analysis identified whether a significant correlation existed between collaborative leadership and stakeholder engagement.

The data were collated and subjected to appropriate statistical treatment.

Ethical Issues. The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, were done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

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Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data were treated statistically using the following tool:

The Simple Percentage and weighted mean will be employed to determine the extent of Collaborative leadership practices of School head and performance and the stakeholder's engagement.

Pearson r Moment Correlation Coefficient used to determine the significant relationship between Collaborative leadership practices of School head and performance and the stakeholder's engagement.

RESULTS AND DISCUSSION

TABLE 1

WEIGHTED MEANS OF TEAM LEADERSHIP PRACTICES WITH INDICATORS

Leadership Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
Shared Decision-Making	The leader involves team members in important decision-making processes.	4.96	Very High

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Leadership Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	Team members' opinions are valued before decisions are finalized.	4.96	Very High
	Decisions are made through group discussions rather than by one person alone.	4.96	Very High
	The leader encourages consensus when making decisions.	4.96	Very High
	Team members feel responsible for decisions made collaboratively.	4.96	Very High
Open Communication	The leader promotes open and honest communication among team members.	4.96	Very High
	Team members are comfortable in sharing ideas and concerns.	4.95	Very High
	Information is shared clearly and in a timely manner.	4.96	Very High

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Leadership Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	The leader actively listens to team members.	4.96	Very High
	Feedback is encouraged and respected within the team.	4.96	Very High
Mutual Trust and Respect	The leader demonstrates trust in team members' abilities.	4.96	Very High
	Team members respect each other's roles and contributions.	4.96	Very High
	The leader treats all team members fairly.	4.96	Very High
	Mistakes are viewed as learning opportunities rather than failures.	4.96	Very High
	There is a positive and respectful working environment.	4.96	Very High
Shared Responsibility & Accountability	Responsibilities are distributed fairly among team members.	4.96	Very High

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Leadership Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	Team members work together to achieve common goals.	4.96	Very High
	The leader encourages ownership of tasks and outcomes.	4.96	Very High
	Successes and failures are shared by the team.	4.96	Very High
	Team members support one another in completing the tasks.	4.96	Very High
Empowerment & Support	The leader empowers team members to take initiative.	4.96	Very High
	Opportunities for professional growth are encouraged.	4.96	Very High
	The leader provides guidance when needed without micromanaging.	4.96	Very High
	Team members feel confident in performing their roles.	4.96	Very High

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Leadership Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	The leader recognizes and appreciates team contributions.	4.96	Very High

Overall Weighted Mean = 4.96 → Very High

Legend (5-Point Likert Scale):

- 4.21 – 5.00 = Very High (Strongly Agree)
- 3.26 – 4.20 = High (Agree)
- 2.51 – 3.25 = Moderate (Disagree)
- 1.76 – 2.50 = Low (Strongly Disagree)
- 1.00 – 1.75 = Very Low (Extremely Low)

This table presents the leadership dimensions and indicators of Team leadership practices, including shared decision-making, open communication, mutual trust and respect, shared responsibility and accountability, and empowerment and support, as measured through weighted mean scores and their corresponding interpretations using a 5-point Likert scale.

The results indicate that the dimension of shared decision-making obtained a consistently high weighted mean of 4.96, interpreted as Very High. This suggests that leaders

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actively involved team members in important decision-making processes, valued their opinions, and encouraged group discussions and consensus-building. Likewise, the open communication dimension recorded weighted means ranging from 4.95 to 4.96, also interpreted as Very High, indicating that leaders fostered an environment where team members felt comfortable sharing ideas and concerns, received timely information, and experienced active listening and constructive feedback.

On the other hand, the dimension of mutual trust and respect yielded a uniform weighted mean of 4.96, reflecting a leadership climate characterized by fairness, respect, and confidence in team members' abilities. The indicators under shared responsibility and accountability and empowerment and support likewise achieved weighted means of 4.96, interpreted as Very High. These results demonstrate that leaders effectively distributed responsibilities, encouraged collective ownership of outcomes, supported professional growth, empowered team members to take initiative, and recognized individual and team contributions.

The results imply that collaborative leadership practices were highly evident across all leadership dimensions. All indicators were rated Very High, with an overall average weighted mean of 4.96, suggesting a strong and consistent demonstration of collaborative leadership. The result implies that leaders cultivated an inclusive and supportive environment characterized by trust, shared accountability, empowerment, and open communication. Such leadership practices are likely to enhance teamwork, organizational effectiveness, and

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stakeholder engagement by fostering a sense of shared purpose and responsibility among team members.

TABLE 2

STAKEHOLDER ENGAGEMENT PRACTICES

Leadership Dimension	Indicators	Weighted Mean	Interpretation (5-Point Likert Scale)
Communication and Collaboration	The school head regularly communicates school goals and updates to parents and community partners	4.91	Very High
	Stakeholders are encouraged to share suggestions and feedback on school programs	4.91	Very High
	The school head maintains transparency in decision-making that affects the school community	4.87	Very High
	Meetings and consultations with stakeholders are conducted on a regular basis	4.91	Very High
	The school head promotes teamwork between teachers, parents, and community representatives	4.91	Very High

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Leadership Dimension	Indicators	Weighted Mean	Interpretation (5-Point Likert Scale)
Participation in School Planning and Decision-Making	Stakeholders are consulted in crafting the School Improvement Plan (SIP)	4.91	Very High
	The school head values input from parents and community leaders when making key administrative decisions	4.87	Very High
	Teachers, parents, and students are given opportunities to join committees or task forces	4.91	Very High
	The school head integrates stakeholder feedback into the school's operational and instructional plans	4.87	Very High
	Stakeholders feel that their opinions are considered in the decision-making processes	4.87	Very High
Support for School Programs and Activities	The school head motivates stakeholders to participate in school activities and community projects	4.87	Very High

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Leadership Dimension	Indicators	Weighted Mean	Interpretation (5-Point Likert Scale)
	Parents and community members volunteer their time and resources for school events	4.83	Very High
	The school head ensures that all stakeholders are informed and involved in school celebrations and programs	4.91	Very High
	The school head recognizes and appreciates stakeholder contributions to school initiatives	4.91	Very High
	Stakeholders collaborate with teachers in implementing learner-centered programs	4.87	Very High
Resource Mobilization and Partnership	The school head effectively coordinates partnerships with LGUs and NGOs	4.91	Very High
	Stakeholders are involved in resource generation activities (e.g., Brigada Eskwela, fundraising)	4.87	Very High
	The school head ensures transparency and	4.87	Very High

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Leadership Dimension	Indicators	Weighted Mean	Interpretation (5-Point Likert Scale)
	accountability in managing stakeholder donations		
	The school head builds strong linkages with external partners to improve learning facilities	4.91	Very High
	Stakeholders trust the school head's management of financial and material contributions	4.87	Very High
Shared Accountability and Continuous Improvement	The school head involves stakeholders in evaluating school programs and learner outcomes	4.87	Very High
	Stakeholders are committed to maintaining school improvement efforts	4.91	Very High
	The school head encourages shared accountability among teachers, parents, and partners	4.87	Very High
	Feedback from stakeholders is used to enhance school management and supervision practices	4.83	Very High

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Leadership Dimension	Indicators	Weighted Mean	Interpretation (5-Point Likert Scale)
	The school head continuously updates stakeholders on the progress of school initiatives	4.91	Very High

Overall Weighted Mean for All Dimensions: 4.88 - Very High

Legend (5-Point Likert Scale):

4.21 - 5.00 = Very High (Strongly Agree)

3.26 - 4.20 = High (Agree)

2.51 - 3.25 = Moderate (Disagree)

1.76 - 2.50 = Low (Strongly Disagree)

1.00 - 1.75 = Very Low (Extremely Low)

This table presents the stakeholder engagement practices of school heads, specifically across the dimensions of communication and collaboration, participation in school planning and decision-making, support for school programs and activities, resource mobilization and partnership, and shared accountability and continuous improvement, as reflected by the weighted mean scores and their corresponding interpretations based on a 5-point Likert scale.

The findings show that the dimension of communication and collaboration obtained weighted means ranging from 4.87 to 4.91, all interpreted as Very High. This indicates that school heads consistently communicated school goals and updates, encouraged stakeholder

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feedback, maintained transparency in decision-making, and promoted teamwork among teachers, parents, and community partners. Likewise, participation in school planning and decision-making recorded weighted means between 4.87 and 4.91, reflecting that stakeholders were actively consulted in the formulation of the School Improvement Plan, included in committees, and given meaningful opportunities to contribute to administrative and instructional planning processes.

The dimension of support for school programs and activities yielded weighted means from 4.83 to 4.91, indicating strong stakeholder involvement in school events, community projects, and learner-centered programs, as well as recognition of stakeholder contributions by school heads. The dimension of resource mobilization and partnership also received very high ratings, with weighted means ranging from 4.87 to 4.91, suggesting effective coordination with local government units, non-government organizations, and other partners, alongside transparent management of financial and material resources. Furthermore, shared accountability and continuous improvement recorded weighted means between 4.83 and 4.91, highlighting stakeholder participation in program evaluation, commitment to school improvement efforts, and the use of feedback to enhance school management practices.

The results imply that stakeholder engagement practices were highly evident across all dimensions examined in the study. All indicators were interpreted as Very High, with an overall average weighted mean of 4.88, suggesting a strong and sustained culture of collaboration between school heads and stakeholders. The result implies that school heads effectively fostered open communication, inclusive decision-making, shared accountability,

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and active partnerships, which are essential for strengthening school governance, improving program implementation, and sustaining continuous school improvement.

TABLE 3

TEST OF RELATIONSHIP BETWEEN TEAM LEADERSHIP PRACTICES AND STAKEHOLDER ENGAGEMENT PRACTICES

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Team Leadership Practices and Stakeholder Engagement Practices	0.85	10.23	0.404	Reject Ho	Significant Relationship (Very Strong Positive)

This table presents the test of relationship between team leadership practices and stakeholder engagement practices, showing the results of the Pearson Product–Moment Correlation analysis in terms of the correlation coefficient, computed t-value, decision on the null hypothesis, and the interpretation of the relationship between the two variables.

The results reveal a Pearson correlation coefficient (r) of 0.85, which indicates a very strong positive relationship between team leadership practices and stakeholder engagement practices. This finding suggests that as the level of team leadership practices increases, stakeholder engagement practices also tend to increase significantly. The computed t-value of 10.23 exceeded the critical table value of 0.404 at the 0.05 level of significance, indicating that the observed relationship is statistically significant.

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Based on the statistical results, the null hypothesis was rejected, confirming the presence of a significant relationship between the two variables. The very strong positive correlation implies that effective team leadership practices—such as shared decision-making, open communication, mutual trust, shared accountability, and empowerment—are closely associated with higher levels of stakeholder engagement, including participation, collaboration, support for school programs, and shared responsibility for school improvement.

The results imply that team leadership practices play a critical role in strengthening stakeholder engagement. With a very strong positive correlation (r = 0.85) and an overall average interpretation indicating a significant relationship, the result implies that improvements in team leadership practices are likely to lead to corresponding improvements in stakeholder engagement practices. This underscores the importance of collaborative leadership approaches in fostering active involvement, trust, and shared accountability among stakeholders, which are essential for effective school governance and sustainable school development.

CONCLUSION

Based on the results of this study, team leadership practices of school heads are strongly and positively associated with stakeholder engagement practices, indicating that collaborative leadership characterized by shared decision-making, open communication, mutual trust, shared accountability, and empowerment effectively fosters active participation and support from teachers, parents, and community stakeholders. These findings suggest that

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enhancing team leadership practices can significantly strengthen stakeholder involvement, improve school programs, and contribute to overall school development and learner success.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed:

Teachers: The teachers should actively participate in collaborative decision-making processes, openly communicate feedback and suggestions, and support school programs and activities to strengthen stakeholder engagement.

School Heads: The school heads should continue to implement team leadership practices that promote shared decision-making, open communication, mutual trust, empowerment, and shared accountability to enhance stakeholder involvement and school performance.

Public Schools District Supervisor: The public schools district supervisor should provide guidance and capacity-building programs for school heads and teachers to reinforce collaborative leadership practices and ensure effective stakeholder engagement across schools.

Parents: The parents should actively engage in school activities, provide constructive feedback, and participate in decision-making processes to support their children's learning and contribute to school improvement.

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Researchers: The researchers should utilize the findings to design programs or interventions that promote effective leadership and stakeholder engagement, and to provide actionable recommendations for school improvement.

Future Researchers: Future researchers should replicate or expand the study in other schools or contexts to validate the relationship between team leadership practices and stakeholder engagement, and explore additional factors that may influence stakeholder participation and school effectiveness.

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AUTHOR'S PROFILE

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The author was born on February 25, 1979, in Lomonon, Palompon, Leyte, Philippines. He earned his Bachelor's degree in Industrial Education, major in Mathematics, with flying colors at Palompon Institute of Technology in Palompon, Leyte. During his elementary and high school years, he served as President of the Student Supreme Government, and he later became Vice President of the same organization during his college years.

His strong interest in supervision and leadership was further developed through his service as Sangguniang Kabataan Chairman, followed by his election as Barangay Kagawad. These leadership experiences influenced his decision to pursue Administration and Supervision as his field of specialization in his master's studies. He is currently completing his Master of Arts in Education, major in Administration and Supervision, at Western Leyte College in Ormoc City.

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At present, he is a Head Teacher III in the Department of Education and serves as the School Head of Tinago Elementary School in Tinago, Palompon, Leyte, Philippines. He is also the District Coordinator of Palompon North District for two DepEd programs: Sports and the Boy Scouts of the Philippines. He firmly believes that excellence begins with leadership because when a leader sets a clear vision, upholds high standards, and models integrity and dedication, others are inspired and empowered to achieve their fullest potential.

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