

# Educational Management Practices and Participation of Stakeholders

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## Abstract

This study determined the educational management practices and participation of stakeholders in Pasacao District 1, Division of Camarines Sur, Philippines for School Year 2024-2025. To realize this, the following were considered: (1) level of educational management practices; (2) level of stakeholders' participation; (3) significant relationship between the level of educational management and level of stakeholders' participation; (4) influence of educational management practices on the stakeholders' level of participation; and (5) intervention strategies to enhance stakeholders' participation. The descriptive-correlational research design was used involving all the 60 stakeholders in the district comprising of four public elementary schools. They provided the needed data through a questionnaire and unstructured interview. Data obtained were treated statistically using Weighted Mean, Pearson's Product-Moment Correlation Coefficient, and Coefficient of Determination. The study concluded that the level of educational management practices of school heads along leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources were all highly implemented. The level of stakeholders' participation were all very high in terms of decision making, communication and feedback, implementation and monitoring and evaluation and improvement. Significant correlations were found between leadership and governance with communication and feedback; implementation and monitoring as well as with evaluation and improvement; and between accountability of continuous improvement with communication and feedback as well as with implementation and monitoring. Educational management practices of school heads had mostly strong to very strong influence on the level of participation of stakeholders.

**Keywords:** Educational Management Practices, Stakeholders

## Introduction

The community in a school as well as the atmosphere is highly a product of educational management. The manner in which a school is set up is largely concerned with supporting a student's achievement, well-being, and even a sense of belonging, which is cultivated in an environment full of regard, admiration, and intent. To achieve this his positive climate and stakeholder engagement such as students, teachers, parents, and the broader community forms a combination of solid educational management strategies. More importantly, they highlight the key management strategies that enhance stakeholders' participation and a positive school culture.

One of the key components of effective educational management is to ensure that expectations of behavior are appropriate, clear, consistent, and understood by the learners. It implies developing a comprehensive school code of conduct that is developed with input from all stakeholders. Moreover, it is very important that these rules are enforced in a very strict and impartial manner. Creating a positive and secure space within the learning environment is one of the many things that support the improvement of school climate, and not the other way around. Furthermore, taking the initiative to solicit feedback through surveys, focus groups, and similar measures from all affected parties indicates a commitment to social accountability and participatory decision-making.

Meanwhile, Sustainable Development Goal 4 (SDG 4), also known as Goal 4: Quality Education, is one of the 17 Sustainable Development Goals established by the United Nations in 2015. Its overarching aim is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. SDG 4 recognizes the transformative power of education in achieving a more sustainable and equitable future for all, it aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This goal acknowledges the transformative power of education in achieving a sustainable and equitable future. SDG 4 emphasizes inclusiveness, meaning education should be accessible to everyone regardless of background. It also prioritizes equity, ensuring equal opportunities for all learners to succeed. The goal focuses on quality education, equipping learners with the knowledge, skills, and values needed for success. Lastly, SDG 4 promotes lifelong learning, recognizing that education should be available throughout life to enable individuals to adapt to changing circumstances. By achieving SDG 4, we can empower individuals, foster economic growth, and build a more sustainable and peaceful world.

As the educational landscape is constantly evolving, with schools striving to create an inclusive and nurturing environment that supports student growth and success. At the heart of this endeavor lies the concept of positive school climate and stakeholders' engagement with the school administration and management, both of which are instrumental in shaping the overall educational experience. Effective educational management practices play a crucial role in fostering a positive school climate and enhancing stakeholders' engagement.

According to the Governance of Basic Education Act of 2001, the Department of Education (DepEd) promotes shared governance through School Based Management (SBM). SBM is the government's strategy to decentralize education decision making by increasing parental and community involvement in schools (World Bank, 2018). Further, it enables active participation by empowering the key stakeholders in school communities for the continuous improvement of schools towards the attainment of students learning outcomes (DepEd, 2012). The concept of school climate and its many facets, such as the social, emotional, and physical elements that collectively contribute to the general ambiance of the school, are explored and given emphasis in this portion. This emphasizes how crucial a supportive school environment is for fostering student wellbeing, academic success, and overall development.

In the Philippines, involving stakeholders in the education system has been an ongoing challenge. Several issues hinder effective stakeholder engagement, which can have a significant impact on the quality of education, overall school development and good governance. Stakeholders are crucial for school management in the Philippines. They bring diverse perspectives and expertise, contributing to holistic decision-making. Their involvement enhances accountability and improves student outcomes. Stakeholders also mobilize resources, promote community engagement, and advocate for effective policies. Overall, their active participation is essential for the development and improvement of the

education system. Addressing this concern, requires a multi-faceted approach involving various stakeholders, including the Department of Education, school administrators, teachers, parents, community leaders, and civil society organizations. It involves creating awareness about the importance of stakeholder engagement, providing training and support, establishing clear policies and guidelines, and allocating resources effectively. By fostering a culture of collaboration, communication, and shared responsibility, stakeholders can collectively contribute to administration and enhancing the quality of education and the overall development of schools in the Philippines. Meanwhile, in the Philippine setting of Educational administration

In the study of Guzman (2022), results revealed that the stakeholders have a significant degree of involvement in the School Improvement Plan preparation, implementation, monitoring, and evaluation. Further results indicate that school performance is very good, and it does not differ regardless of the type of school. Surprisingly, they still faced challenges despite the large extent of stakeholders' involvement in the three stages of the School Improvement Plan. This current study will deal in the role of educational management practices in fostering a positive school climate and enhancing stakeholders' engagement. It acknowledges that educational leaders and administrators play a vital role in setting the tone, establishing policies, and implementing practices that promote collaboration, communication, and shared decision-making among stakeholders. By studying and understanding the impact of educational management practices on school climate and stakeholder engagement, teachers and admins are guided on how to create learning environments that empower students, nurture their potential, and foster a sense of belonging and community among all stakeholders involved.

Undertaking the present study is deemed important to the Department of Education officials since it will provide them with a reference, guide, and basis for developing strategic interventions programs in enhancing stakeholders' participation that will eventually lead to a healthy school learning and workplace environment. Additionally, it will help policy makers plan the school's initiatives and best practices that can enhance stakeholders' participation and engagement as a way in improving school climate for learning. Curriculum makers will also use this as baseline data in crafting programs to be included in the current DepEd curriculum that will address the different administrative practices that may enhance stakeholders' engagement. Learners will also obtain favorable learning environment because of the collaboration that will be brought out by the school administration and the stakeholders. The role of parents in fostering favorable learning climate for their children as learners will also take place. Similarly, the teachers may be able to provide strategic intervention that will help the administration in enhancing the stakeholders' participation and they can also be developed in terms of their participation as internal stakeholders themselves.

It is in this light that the researcher necessitated conducting this study to explore the educational management practices and their impact on creating a positive school climate and engaging stakeholders. This provides a foundation for understanding the significance of these practices and sets the stage for further examination of specific strategies, interventions, and collaborative approaches. Hence, this study was conducted.

### **Research Objectives**

In the light of the foregoing rationale, this study determined the educational management practices that encourage stakeholders' participation in Pasacao District 1, Division of Camarines Sur, Philippines for Academic Year 2024-2025. The study systematically described the level of educational management

practices along leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources and the level of stakeholders' participation in terms of decision making, communication and feedback, implementation and monitoring, and evaluation and improvement. It then evaluated the significant relationship between the level of educational management practices and the level of stakeholders' participation. Moreover, the influence of educational management practices on the level of stakeholders' participation was looked into. Finally, the study culminated to the crafting of an intervention strategy to enhance stakeholders' participation.

### Methodology

The descriptive-correlational method was applied in this study to provide a holistic idea about the study. Specifically, the descriptive method was used since the study presented a detailed and systematic description of the educational management practices and participation of stakeholders without manipulating the variables being studied (Mills and Gay, 2018). Additionally, the level of stakeholders' participation described in this study covered decision making, communication and feedback, implementation and monitoring and evaluation and improvement.

The correlation method enabled the identification and quantification of relationships among the specific variables indicating how changes corresponded to changes in another without implying causation (Mills and Gay, 2018). The two components correlated were on the level of educational management practices and level of participation of stakeholders. There were 60 respondents of the study as shown in Table 1 representing all the SGC of the 4 elementary schools in the district.

**Table 1**

*Respondents of the Study*

School	f	%
School A	15	25%
School B	15	25%
School C	15	25%
School D	15	25%
Total	60	100

A validated researcher-made questionnaire was prepared to gather relevant information. It underwent a dry-run and was tested for its reliability. Items in the questionnaire were answered using a five-point Likert scale where 1=Very Low; 2=Moderately Low, 3=Fairly Low, 4=Moderately High, and 5=Very High. When the responses were collated per item, the Weighted Mean value was determined and their equivalent interpretation was given. An unstructured interview with the respondents with the respondents supplemented the data gathered through the questionnaire. The researcher observed established research ethics like informed consent, confidentiality and anonymity and transparently disclosed AI tool usage. Data collected were treated statistically using Weighted Mean and Pearson's Product-Moment Coefficient of Correlation.

**Results and Discussion**

**Level of Educational Management Practices on Leadership and Governance.** In Table 2a, the primary practice of the schools head along leadership and governance is on decision-making process in the school which are inclusive and participatory. This is evidenced by a weighted mean value of 4.72 which means that it was highly practiced. The indicator with lowest weighted mean value was on school leaders providing adequate support and mentorship to teachers. With a weighted mean value of 4.58, this means that it was highly practiced. When the average weighted mean was computed, it yielded a value of 4.67 which meant that leadership and governance were highly practiced by school heads in educational management.

The data indicates that the school administrators highly practice their leadership and governance of the school they were assigned. The different roles and functions they are mandated to do are truly undertaken by them. Their assistance to the performance of the teachers’ tasks are also looked into by them. Additionally, the school administrators toward school governance was also highly practiced by them. Their leadership style implies a well-managed school. The teachers and other stakeholders collaborate with one another as a way to realize the goals set in the school administrator’s plan.

**Table 2a**

Level of Educational Management Practices along Leadership and Governance

Indicator	WM	Int.
Decision-making processes in the school are inclusive and participatory.	4.72	HP
School leaders effectively communicate the school’s vision and goals.	4.68	HP
There is a clear and effective system for school governance and oversight.	4.68	HP
School leaders provide adequate support and mentorship to teachers.	4.58	HP
Average Weighted Mean	4.67	HP

Note: 1.00-1.80=Rarely Practiced; 1.81-2.60=Fairly Practiced; 2.61-3.40=Sometimes Practiced; 3.41-4.20=Often Practiced; 4.21-5.00=Always Practiced

This is corroborated by the study of Mallillin (2023). He pointed out that the contribution of effective style of educational leadership management and practices of the respondents involves democratic leaders where they yield a high morale environment to generate and motivate creative solutions of effective leadership style in school organization. Additionally, he stated that instructional leadership involved in planning practice were on coordination, evaluation, and teaching improvement of learning.

**Level of Educational Management Practices on Curriculum and Learning**

The data in Table 2b show that all the indicators were all highly practiced. However, the indicator with highest rank was on teaching methods are varied and effective in promoting learning with a weighted mean value of 5.00. This was followed by assessment practices accurately reflect learners’ learning and progress with a weighted mean of 4.72. The indicator that the school provides adequate resources to support effective teaching and learning opportunities for professional development to enhance teaching skills was last in rank. However, it showed that it was still highly practiced as evidenced by its weighted mean value of 4.62. The average weighted mean obtained was 4.76 interpreted as highly practiced.

**Table 2b**

Level of Educational Management Practices along Curriculum and Learning

Indicator	WM	Int.
Teaching methods are varied and effective in promoting learning.	5.00	HP
Assessment practices accurately reflect student learning and progress.	4.72	HP
The curriculum is relevant and engaging for students.	4.68	HP
The school provides adequate resources to support effective teaching and learning opportunities for professional development are provided to enhance teaching skills.	4.62	HP
Average Weighted Mean	4.76	HP

Note: 1.00-1.80=Rarely Practiced; 1.81-2.60=Fairly Practiced; 2.61-3.40=Sometimes Practiced; 3.41-4.20=Often Practiced; 4.21-5.00=Always Practiced

It could be deduced from the data that the school heads give preferential attention to curriculum and learning. It is because the output of this provides the strength as to how the school heads manage the school through teachers’ performance in implementing matters relative to curriculum and learning of pupils. The performance of the pupils is considered how well curriculum and learning are undertaken in the school which could be traced on the level of educational management practices. In this instance, the school heads provide technical assistance to teachers towards better teaching-learning process through their supervisory function. Better teaching practices are also obtained by teachers during school LAC sessions when other teachers share their experiences and good practices in teaching. Hence, learners have better academic performance. Learners’ performance is a reflection of the teachers’ performance. This is corroborated by Aquino, Afalla, and Fabelico (2021) that school heads are agents of change who contribute a major impression on the educational milieu through their information sharing methods, creating supportive and social connections, participating in mentoring programs and fostering progress. Hence, they concluded that the variation in leadership practices experienced by school heads and teachers is absolutely vital, conforming that their reactions are fundamentally better.

**Level of Educational Management Practices on Accountability and Continuous Improvement.** The data in Table 2c show that monitoring students’ progress was highly practiced as evidenced by the weighted mean value of 4.68. This was followed by using student achievement to inform school improvement effort which was also found to be highly practiced by the schools heads as shown by its weighted mean value of 4.63. Although the indicator with the lowest weighted mean value (WM=4.48) was on having clear goals and targets for student achievement in school, yet this was found to be highly practiced by the school heads. As a whole, the average weighted mean of 4.60 indicated that the school heads strongly agreed on their level of educational management practices along accountability and continuous improvement.

**Table 2c**

Level of Educational Management Practices along Accountability and Continuous Improvement

Indicator	WM	Int.
Student progress is regularly monitored and evaluated.	4.68	HP
Data on student achievement is used to inform school improvement efforts.	4.63	HP
The school actively seeks feedback from stakeholders to improve its practices.	4.60	HP
The school has clear goals and targets for student achievement.	4.48	HP
Average Weighted Mean	4.60	HP

Note: 1.00-1.80=Rarely Practiced; 1.81-2.60=Fairly Practiced; 2.61-3.40=Sometimes Practiced; 3.41-4.20=Often Practiced; 4.21-5.00=Always Practiced

This finding implies that the school heads see and perform or practice their function on accountability and improvement. This is mostly geared towards the teachers, learners and sometimes the community. Their leadership on the development of teachers and the learners as well as themselves and the community are measured and reflected in their performance evaluation. Their plans for improvement are also articulated in their School Improvement Plan that they prepare. Hence, these support the findings that the teachers strongly agree that the school heads practice accountability and continuous improvement.

This finding is aligned with the study of Ablin (2020), she stated that School-Based management provides principals, teachers, students and parents a greater control over the education process by giving them responsibility for decisions about the budget, personnel and curriculum. Thus, through their involvement, the SBM can create more effective learning environments for learners. It was also found out that SBM practices of the school administrators and their Office Performance Review and Commitment (OPRC) rating were significantly correlated. This meant that the school administrators’ practices in SBM reflect top their OPRC rating.

**Level of Educational Management Practices on Management and Resources.** In Table 2d, it could be noticed that the school effectively manages its financial resources. This was highly practiced as indicated by a weighted mean value of 4.70. This was followed by the effective management of human resources as evidenced by a weighted mean value of 4.62. Although effective management of the school’s physical resources like buildings and equipment among others as shown by a weighted mean value of 4.52, yet this shows that it was still highly practiced by the school heads. As a whole, the average weighted mean of 4.61 shows that educational management practices along management of resources was highly practiced by the school heads.

**Table 2d**

**Level of Educational Management Practices along Management of Resources**

Indicator	WM	Int.
The school effectively manages its financial resources.	4.70	HP
The school effectively manages its human resources.	4.62	HP
The school has adequate resources to meet the needs of its students and staff.	4.58	HP
The school effectively manages its physical resource (buildings, equipment).	4.52	HP
Average Weighted Mean	4.61	HP

Note: 1.00-1.80=Rarely Practiced; 1.81-2.60=Fairly Practiced; 2.61-3.40=Sometimes Practiced; 3.41-4.20=Often Practiced; 4.21-5.00=Always Practiced

The findings imply that the management of resources in the schools are well attended to by the school heads. With this, the funds that are allocated for school development, whether they come from the MOOE or from civic spirited people of the community through their donations are used and spent wisely. Since the teachers were the ones who assessed the school heads, this gives the impression that the school heads are transparent. Effective management of human resources like the teachers and other personnel in the school was also highly practiced suggests that they are given fair loads and assignments. Hence, it could be inferred that these teachers and personnel exhibits satisfaction in their job. The adequacy of facilities for students and staff also imply that instructional goals are attained because they provide a better presentation of lessons and other activities. It could then be deduced that the performance of teachers and their students are high.

This findings are supported by the study of Callo (2022).Her study revealed that resource management in Candelaria District in terms of physical, tie, financial, human, information and communications technology and community resources were well managed. However, in the study of Rizada (2025), she found out that school heads in the elementary and secondary levels in the Division of Puerto Princesa City faced occasional problems and issues while managing their financial resources. They were lowest in physical and material resource management.

**Level of Stakeholders’ Participation in terms of Decision making.** Table 3a shows the level of participation of the stakeholders along decision making were indicated.

It can be noted in the table that the stakeholders’ highest level of involvement in decision making was put on curriculum development with a weighted mean value of 4.80. The lowest was on school policies with a weighted mean value of 4.67. Summing all the values of their levels of involvement in decision, an average weighted mean value of 4.73 was obtained.

**Table 3a**

**Level of Participation along Decision Making**

Indicator	WM	Int.
How involved were you in decisions regarding curriculum development.	4.80	VH
How involved were you in decisions regarding school budget allocation.	4.77	VH
How involved were you in decisions regarding school improvement initiatives.	4.68	VH
How involved were you in decisions regarding school policies.	4.67	VH
Average Weighted Mean	4.73	VH

Note: 1.00-1.80=Very Low (VL); 1.81-2.60=Moderately Low (ML); 2.61-3.40=Fairly High (FH); 3.41-4.20=Moderately High (MH); 4.21-5.00=Very High (VH)

The data suggest that the stakeholders were very highly involved in decision concerning school operations. It appears that the school head and other stakeholders show a very high concern in trying to address the needs of the school within their jurisdiction. Additionally, their involvement indicates that there is easy an open channels of communication among the group that they could meet and sit down together to talk about issues and problems so that at the end, the reach acceptable decisions.

The finding is corroborated by Hendriksen (2019) when he looked into the meaningful stakeholder involvement in decision making process on sustainability issues. He said that the participation and inclusiveness of stakeholders, the degree of shared knowledge production and participatory decision making process on sustainability issues is very important.

**Level of Stakeholders’ Participation in terms of Communication.** In Table 3b, the level of participation of the stakeholders along communication is shown. Effectiveness of the communication regarding school decisions was found to have the highest weighted mean value (WM=4.75). in contrast, the their comfort in expressing their opinions in the school had the lowest weighted mean value (WM=4.50).the average weighted mean of 4.65 was obtained.

**Table 3b**

**Level of Participation along Communication**

Indicator	WM	Int.
How effective was the communication regarding the school decisions.	4.75	VH
How responsive was the school to your feedback and concerns.	4.70	VH
How often did you receive updates from the school	4.65	VH
How comfortable did you feel expressing your opinions to the school	4.50	VH
Average Weighted Mean	4.65	VH

Note: 1.00-1.80=Very Low (VL); 1.81-2.60=Moderately Low (ML); 2.61-3.40=Fairly High (FH); 3.41-4.20=Moderately High (MH); 4.21-5.00=Very High (VH)

All the weighted mean values obtained regarding the level of participation of stakeholders along communication were very high. This suggests that the school management is transparent and that the ideas and opinions of stakeholders are respected and recognized. This enables them to come up with a consensus

or agreement that is highly acceptable to all. Communication is vital to decision-making as it facilitates the exchange of accurate information, ensures shared understanding, fosters collaboration, and aligns goals. It enables gathering diverse perspectives to improve decision quality, reduces uncertainty, resolves conflicts, and ensures smooth implementation by clearly conveying instructions and expectations.

The findings are aligned with the study of Qerimaj-Lushtaku and Belleqa (2025). They said that transparent and well-structured communication, enhances effectiveness in decision-making. They stated further that operational challenges such as poor coordination, technological limitations, and limited engagement of internal stakeholders hinder the decision process. Thus, effective communication is integral to managerial decision-making, and strengthening both vertical and horizontal communication channels is crucial.

**Level of Stakeholders’ Participation in terms of Implementation and Monitoring.**

The data in Table 3c shows that the highest level of the stakeholders’ participation was put on what they felt when their input was valued during the implementation of their agreement and plans. It received a weighted mean value of 4.70. The lowest weighted mean value was placed on having encountered any challenges during the implementation of school initiatives (WM=4.57). The average weighted mean obtained was 4.65.

**Table 3c**

**Level of Participation along Implementation and Monitoring**

Indicator	WM	Int.
Did you feel your input was valued during implementation.	4.70	VH
How involved were you in implementing school initiatives.	4.67	VH
How effective was the monitoring of school programs and initiatives.	4.65	VH
Did you encounter any challenges during the implementation of school initiatives.	4.57	VH
Average Weighted Mean	4.65	VH

Note: 1.00-1.80=Very Low (VL); 1.81-2.60=Moderately Low (ML); 2.61-3.40=Fairly High (FH); 3.41-4.20=Moderately High (MH); 4.21-5.00=Very High (VH)

The results show that the stakeholders’ level of participation along implementation and monitoring was very high. This means that their participation did not end in coming up with agreement and plans. It could be deduced that the leaders in these schools have very good leadership style that they could sustain the participation of stakeholders until implementing and monitoring. As such, the schools are progressive in terms of physical plant and facilities as well the operation of the school. Moreover, stakeholder involvement in project implementation and monitoring consistently highlight that active participation, consultation, and collaborative decision-making are critical drivers of project success, effectiveness, and sustainability.

This is supported by the study made by Josol, Almercz, Ynion, Palomar and Alba (2025). Their study was focused on analyzing stakeholders’ involvement and collaboration in public school project implementation in Digos City Division. They revealed that the stakeholders’ level of involvement in public schools project implementation was very high.

**Level of Stakeholders’ Participation in terms of Evaluation and Improvement.**

The data show that the highest level of participation among the stakeholders along evaluation and improvement was on the usefulness of the evaluation results in improving the school indicating a weighted mean value of 4.73. As to their overall satisfaction with their participation in school decisions, the weighted mean value obtained was 4.53. When the overall weighted mean was computed, it yielded a value of 4.64.

The results show that the stake holders had a very high level of participation along evaluation and improvement. This is indicative that the school heads has a good leadership that they could mobilize the participation of stakeholders. When this happens, the goals of implementing a plan, project, or program could be easily attained since there is collaboration and sharing of ideas on aspects that still need improvement after having obtained the results of evaluation. This is an instance of dynamic behavior in an organization like in an educational environment.

**Table 3d**

**Level of Participation along Evaluation and Improvement**

Indicator	WM	Int.
How useful were the evaluation results improving the school.	4.73	VH
School take suggestions for improving school processes.	4.70	VH
How involved were you in evaluating school programs and initiatives.	4.60	VH
Overall, how satisfied are you with your participation in school decisions.	4.53	VH
Average Weighted Mean	4.64	VH

Note: 1.00-1.80=Very Low (VL); 1.81-2.60=Moderately Low (ML); 2.61-3.40=Fairly High (FH); 3.41-4.20=Moderately High (MH); 4.21-5.00=Very High (VH)

Active stakeholders involvement in school evaluation, planning, and program implementation directly enhances educational quality, boosts performance, and fosters sustainable growth. Despite challenges like limited resources, collaborative efforts improve accountability and program relevance. Limited resources to implement programs and project in public schools is a challenge. Hence, stakeholders come up with interventions to realize plans, projects and programs they implement. Evaluation becomes a tool in measuring their strengths and weaknesses.

In the study of Guzman (2022) he stated that the stakeholders’ participation in the implementation, monitoring, and evaluation of the School Improvement Plan showed that it was very significant. Because of this, the school performance was very good. However, he noted that were still challenges they encountered despite the large extent of stakeholders’ participation.

**Relationship between the Level of Educational Management Practices and the Level of Stakeholders' Participation**

Table 4 shows that the degree of correlation were either High or Very High since the r-values ranged from 0.78 which is High to 0.99 which is Very High. However, when significance of correlation was determined, it turned out that no significant correlation exists between leadership and governance and decision making. It is because the r-value of 0.76 is lower than

**Table 4**

**Relationship between the Level of Educational Management Practices and the Level of Stakeholders' Participation**

Level of Educational Management Practices	Level of Stakeholders' Participation	r-value	Degree of Correlation	Critical Value	Int.
Leadership and Governance	Decision Making	0.76	High	0.950	NS
	Communication and Feedback	0.98	Very High	0.950	S
	Implementation and Monitoring	0.99	Very High	0.950	S
	Evaluation and Improvement	0.99	Very High	0.950	S
Curriculum and learning	Decision Making	0.84	High	0.950	NS
	Communication and Feedback	0.79	High	0.950	NS
	Implementation and Monitoring	0.80	High	0.950	NS
	Evaluation and Improvement	0.81	High	0.950	NS
Accountability of Continues Improvement	Decision Making	0.85	High	0.950	NS
	Communication and Feedback	0.99	Very High	0.950	S
	Implementation and Monitoring	0.99	Very High	0.950	S
	Evaluation and Improvement	0.95	Very High	0.950	NS
Management of Resources	Decision Making	0.93	Very High	0.950	NS
	Communication and Feedback	0.94	Very High	0.950	NS
	Implementation and Monitoring	0.95	Very High	0.950	NS
	Evaluation and Improvement	0.95	Very High	0.950	NS

the critical value of 0.950 at 0.05 level management practices showed no significant correlation with all four dimensions of level of participation. This was brought about by the lower r-values (decision-making=0.84; communication and feedback=0.79; implementation and monitoring=0.80; and evaluation and improvement=0.81) compared to the critical value of 0.950. The correlation between accountability and continuous improvement was found to have no significant correlation with decision making and on evaluation and improvement. In curriculum and learning, this level of educational management practice

showed no significant relation with all the levels of stakeholders' participation. In accountability of continuous improvement, significant correlation was noted with communication and feedback and in implementation and monitoring since the critical value of 0.950 was lower than the computed value of 0.99. In management of resources, no significant correlation was also noted with the different levels of stakeholders' participation.

It can be noted that though the levels of educational management were highly practiced and that the levels of stakeholders' participation were all very high, yet there were pairs that did not show significant correlation. This could mean that one the variables correlated was not applicable even though stakeholders showed their level of involvement. This condition of findings is parallel to study of Ugarinan (2025). She stated that age did not exert a significant influence on stakeholders' participation in school activities suggesting that engagement remained consistent across different age groups. Additionally, she revealed that positions exhibited a strong correlation with their involvement underscoring the impact of professional roles on participation.

### **Influence of Educational Practices on Stakeholders' Participation**

The study also looked into the extent of influence of the educational practices of the school heads on the participation of the stakeholders as shown in Table 5.

The table shows that the influence of the level of educational management practices of school heads on the level of stakeholders' participation range from "moderate" to "very strong". Moderate influence was only observed in leadership to decision making with a coefficient of determination value of 0.58. Influence of Leadership and governance on communication and feedback was indicated by  $r^2$ -value of 0.96; on implementation and monitoring as well as on evaluation and improvement both had an  $r^2$ -value of 0.98. For curriculum and learning, the  $r^2$ -value obtained with decision making was 0.71; with communication and feedback was 0.62; with implementation and monitoring was 0.64; and with evaluation and improvement was 0.66.

For accountability of continuous improvement, the  $r^2$ -value obtained with decision making was 0.72; with communication and feedback was 0.98; with implementation and monitoring was 0.98; while with evaluation and improvement was 0.90. For management of resources, the  $r^2$ -value obtained with decision making was 0.86; communication and feedback was 0.88; implementation and monitoring was 0.90, while with evaluation and improvement was also 0.90.

From the results shown in the table, most of the educational management practices of the school heads had strong to very strong influence on stakeholders' participation. The percentage of values indicated by the  $r^2$ -values explains the extent of influence of the independent variable to the dependent variable. For example, leadership and governance influenced the participation of the stakeholders by 58% in decision making. The remaining 42% could be about other indicators not tackled in the survey. For those with  $r^2$ -value=0.98, it means that the extent of influence of the independent to the dependent variable is 98%. The remaining 2% could be attributed to other factors or conditions not included among the indicators.

**Table 5**

**Influence of the Level of Educational Management Practices on the Level of Stakeholders' Participation**

Educational Management Practices	Level of Stakeholders' Participation	r-value	r <sup>2</sup> -value	Int.
Leadership and Governance	Decision Making	0.76	0.58	Moderate
	Communication and Feedback	0.98	0.96	Very Strong
	Implementation and Monitoring	0.99	0.98	Very Strong
	Evaluation and Improvement	0.99	0.98	Very Strong
Curriculum and learning	Decision Making	0.84	0.71	Strong
	Communication and Feedback	0.79	0.62	Strong
	Implementation and Monitoring	0.80	0.64	Strong
	Evaluation and Improvement	0.81	0.66	Strong
Accountability of Continues Improvement	Decision Making	0.85	0.72	Strong
	Communication and Feedback	0.99	0.98	Very Strong
	Implementation and Monitoring	0.99	0.98	Very Strong
	Evaluation and Improvement	0.95	0.90	Very Strong
Management of Resources	Decision Making	0.93	0.86	Very Strong
	Communication and Feedback	0.94	0.88	Very Strong
	Implementation and Monitoring	0.95	0.90	Very Strong
	Evaluation and Improvement	0.95	0.90	Very Stong

Note: 0=No Influence; 0.01-0.20=Very Weak; 0.21-0.40=Weak; 0.41-0.60=Moderate; 0.61-0.80 Strong; 0.81-1.00=Very Strong

This finding is aligned with the study of Sambajon (2025). He concluded in his study that the influence of stakeholders' involvement shoed a strong influence of the level of school management.

**Intervention Strategies**

From the data gathered, it was gleaned that there were instances where weaknesses were found. These were based from variables that did not show significant correlations. In decision making skills, this could be integrated during conferences with stakeholders by showing films or videos where decision making is practiced. Communication and feedback may be taken up during meetings when an issue or mistake has happened or occurred. For evaluation and improvement, create and validate a tool to measure how well the plan, project, program, or activity was implemented.

## Conclusions

1. The level of educational management practices of school heads along leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources were all highly implemented.
2. The level of stakeholders' participation in terms of decision making, communication and feedback, implementation and monitoring and evaluation and improvement were all very high.
3. Significant correlations were found between leadership and governance with communication and feedback, implementation and monitoring, as well as with evaluation and improvement; and between accountability of continuous improvement with communication and feedback as well as with implementation and monitoring.
4. Educational management practices of school heads had mostly strong to very strong influence on the level of participation of stakeholders.
5. The intervention strategies would enhance the level of participation of the stakeholders.

## Recommendations

1. School heads may enhance their educational management practices on the indicators found to lowest in values.
2. Stakeholders are encouraged to sustain their level of participation in activities and other initiatives implemented by the school.
3. Future studies may focus in determining significant differences in the level of stakeholders' involvement in the different schools in the district and its impact on the leadership styles of school heads.
4. Conditions that were not explained by the influence of educational management practices on the level of stakeholders' participation may be explored to bring about a very strong influence of the former to the latter.
5. The intervention strategies developed to enhance stakeholders' participation may be supported by school heads through their implementation and having the evaluated after their implementation to measure their effectiveness.

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