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Influence of Instructional Leadership and Management Practices on Stakeholder Involvement in Basic Education Schools

GLACEL JOY F. CAÑETE
Graduate School
Holy Cross of Davao College
glaceljoy.cañete@hcdc.edu.ph

ROSELYN RICAFORTE, PHD
Research Adviser
roselyn.ricaforte@hcdc.edu.ph

Abstract — Poor stakeholder involvement is a global issue. The influence of instructional leadership and management practices on stakeholder involvement was verified. Diagnostic research design, random sampling, survey approach and multiple linear regression were applied. The data from 160 teachers in public elementary schools revealed that the determinants significantly influenced the stakeholder involvement, partly supporting the Theory of Planned Behavior. Future studies may explore additional variables to ascertain the remaining 73% variance in the criterion. School leaders may strengthen leadership and management skills through continuous training and professional development programs.

Keywords: Instructional leadership, management practices, stakeholder involvement, basic education schools

I. INTRODUCTION

The lack of stakeholder involvement in the school's decision-making process undermines overall performance, as it prevents the effective use of human and material resources essential for educational success (Khadija, 2022). Research highlighted persistent challenges in this area. Lopez (2025) reported that weak stakeholder participation prevents schools from aligning their mission

and goals with community values and needs. Similarly, McDonald (2023) emphasized that stakeholder involvement in schools remains limited.

Globally, many educational institutions face challenges in stakeholder involvement. Indonesia studies showed that the Integrated Islamic Junior High School in Mojokerto experienced weak stakeholder participation in school programs (Chotimah et al., 2024). In South Africa, limited stakeholder involvement in rural education contributed to poor academic performance, inadequate resources, and weak infrastructure (Gamede & Uleanya, 2021). Likewise, Leal Filho et al. (2025) emphasized that insufficient stakeholder involvement limits the integration of diverse perspectives, expertise, and resources needed for effective educational development.

In the Philippine context, stakeholder involvement remains a challenge in many schools. In the Division of Bukidnon, low participation of community members weakened the implementation of the Brigada Eskwela Program (Colonia et al., 2024). Similarly, Bambang East Elementary School experienced declining stakeholder participation despite continuous engagement efforts (De Vera, 2022). Likewise, Bataan Peninsula State University also faced concerns related to inadequate stakeholder involvement (Park, 2024).

School personnel and partners are expected to support learners' welfare and academic performance (De Torres, 2021). However, limited stakeholder involvement continues to weaken school programs and partnerships (Jaso & Moleño, 2023). If this problem persists, educational opportunities, school development, and the effectiveness of basic education may be affected. Hence, the limited number of related studies also highlights the need for further research and practical strategies to strengthen stakeholder participation.

II. METHODOLOGY

This chapter explains the research methodologies to be used by the researchers in conducting the study. It includes the research design, locale of the study, sample and sampling technique, data gathering technique, data analysis technique, and ethical considerations.

This study employed diagnostic research design with regression analysis to examine the influence of management practices on instructional leadership and stakeholder involvement in basic education schools. Diagnostic research design is appropriate for studies that aim to identify existing conditions, determine relationships among variables, and analyze factors that may contribute to organizational effectiveness (Leuders et al., 2022).

In this study, the design was used to assess current management practices and determine their influence on instructional leadership and stakeholder involvement within the school setting. Regression analysis was utilized to measure the extent to which management practices significantly predict leadership effectiveness and stakeholder engagement. The use of this design provides a systematic and evidence-based understanding of school management conditions, allowing the researcher to identify areas for improvement and recommend appropriate interventions (Davison et al., 2023).

The study was conducted in selected central schools within the Central District of the Schools Division of Tagum City, located in Tagum City, Davao Del Norte. These schools were chosen because of their large population, strategic location, and diverse composition of stakeholders, particularly teachers, making them appropriate settings for examining the influence of management practices and instructional leadership on stakeholder involvement in basic education. The study focused on gathering data from respondents through survey questionnaires administered within the school environment to ensure accessibility, accuracy, and relevance of responses regarding the variables under investigation.

In this study, 160 selected teachers from local schools within the Schools Division of Tagum City served as the respondents. They were chosen because of their direct involvement in school management, instructional leadership, and stakeholder-related activities. As key respondents in school operations and policy implementation, teachers were considered capable of providing reliable and relevant information regarding the variables under study.

The respondents were selected using random sampling technique to ensure that each qualified teacher had an equal chance of being chosen. Their perspectives and experiences are essential in assessing the impact of management practices on instructional leadership and stakeholder involvement within the school setting.

This study utilized adapted survey questionnaires to gather data on the three main variables: Instructional Leadership, Management Practices, and Stakeholder Involvement. The questionnaire on Management Practices was adopted from Fiel-Miranda and Miranda (2018) and measured four indicators: planning, organizing, leading, and controlling functions. The questionnaire on Instructional Leadership was adapted from Esquierra (2025) and assessed the indicators of communication and collaboration, vision and goal setting, support and professional development, and empowerment and decision-making. Finally, the questionnaire on Stakeholder Involvement was adapted from Murugi and Mugwe (2023) and measured the indicators of appreciation, communication, and cooperation. These adapted instruments were used to collect the data necessary for the study.

The validity of the research instrument was ensured through evaluation by research experts. A pilot test was conducted with 30 teacher-respondents who were not included in the actual study to assess clarity and usability of the items. The pilot data were analyzed, and the overall questionnaire obtained a Cronbach's alpha of 0.97, indicating excellent reliability and internal consistency. A 4-point Likert scale was used to measure all variables, with indicators describing the respondents' current conditions. Additionally, the instruments underwent content validation by a panel of experts to ensure their relevance, clarity, and alignment with the study's objectives.

This study employed three data analysis methods: descriptive analysis, correlation analysis, and multiple linear regression analysis. The study utilized a survey questionnaire composed of 24 items for Instructional Leadership, 24 items for Management Practices, and 20 items for Stakeholder Involvement. Descriptive analysis was used through the Mean and Standard Deviation to summarize and organize the data on management practices, instructional leadership, and stakeholder involvement, providing an overall understanding of response patterns. Correlation analysis, specifically Pearson Product-Moment Correlation (PPMC), a statistical measure of the strength and direction of the relationship between two continuous variables (Turney, 2022), was used to determine the relationship between management practices and instructional leadership, as well as between instructional leadership and stakeholder involvement. Finally, multiple linear regression (MLR), a statistical technique used to examine the combined and individual effects of multiple independent variables on a dependent variable

(Roback & Legler, 2021), was employed to identify the predictive influence of instructional leadership and management practices on stakeholder involvement in basic education schools.

In the following section, the matrix containing the scale, descriptive level, and corresponding interpretation assigned to each variable involved in this study is presented. This measure is used particularly in describing the teacher attitudes, differentiated instruction, and behavioral difficulties.

Scale	***Level***	***Instructional Leadership***	***Management Practices***	***Stakeholder Involvement***
3.25 – 4.00	Very High	Very Good	Very Good	Very Strong
2.50 – 3.24	High	Good	Good	Strong
1.75 – 2.49	Low	Fair	Fair	Moderate
1.00 – 1.74	Very Low	Poor	Poor	Weak

For the interpretation scale of r-value, the following scheme was used:

Computed r	***Descriptive Interpretation***
+/- 1.00	Perfect correlation
Between +/- 0.75 – +/- 0.99	High correlation
Between +/- 0.51 – +/- 0.74	Moderately high correlation
Between +/- 0.31 – +/- 0.50	Moderately low correlation
Between +/- 0.01 – +/- 0.30	Low correlation
0.00	No correlation

Strength of the Influence

β Value Range	***Strength of Relationship***
±0.00 – ±0.09	Very Weak
±0.10 – ±0.29	Weak
±0.30 – ±0.49	Moderate
±0.50 – ±0.69	Strong
±0.70 and above	Very Strong

III. RESULTS

Included in this chapter are the descriptive, correlation, and regression and the corresponding analysis and interpretation of the statistical results. This chapter is ended with the summary of findings.

Table 1 presents the descriptive statistical results of the study, including the key variables: management practices, instructional leadership, and stakeholder involvement, along with their respective indicators. It also shows the number of respondents, standard deviation, mean scores, and corresponding descriptive levels for each variable.

TABLE 1
DESCRIPTIVE STATISTICS(N=160)

Variables	n	Standard Deviation	Mean	Descriptive Level
Instructional Leadership	**160**	**.36**	**3.61**	**Very Good**
Framing	*160*	*.42*	*3.62*	*Very Good*
Monitoring	*160*	*.42*	*3.59*	*Very Good*
Supervising	*160*	*.42*	*3.61*	*Very Good*
Fostering	*160*	*.38*	*3.65*	*Very Good*
Promoting	*160*	*.40*	*3.58*	*Very Good*
Collaborating	*160*	*.41*	*3.64*	*Very Good*
Management Practices	**160**	**.39**	**3.56**	**Very Good**
Planning Functions	*160*	*.43*	*3.58*	*Very Good*

Organizing Functions	*160*	*.42*	*3.56*	*Very Good*
Leading Functions	*160*	*.46*	*3.55*	*Very Good*
Control Functions	*160*	*.44*	*3.55*	*Very Good*
Stakeholder Involvement	**160**	**.34**	**3.71**	***Very Strong***
Appropriation	*160*	*.36*	*3.69*	*Very Strong*
Communication	*160*	*.36*	*3.72*	*Very Strong*
Cooperation	*160*	*.38*	*3.71*	*Very Strong*

Table 1 specifically shows that the instructional leadership variable obtained an overall mean of 3.61, described as very good, indicating that the instructional leadership is always observed in basic education schools. All indicators also yielded very high ratings. The corresponding standard deviation (SD = 0.36) indicates that respondents' perceptions are closely aligned. In addition, the low standard deviations across all indicators reflect a high degree of consistency and homogeneity in the responses. Similarly, management practices variable obtained an overall mean of 3.56, also described as very good, which means that management practices in schools are always observed. All indicators likewise yielded very high ratings, and the standard deviation (SD = 0.39) suggests that respondents shared similar perceptions. The consistently low standard deviations across all indicators further confirm the uniformity of responses. Lastly, stakeholder involvement obtained an overall mean of 3.71, described as very strong, indicating that stakeholder involvement in basic education schools is always observed. All indicators received very high ratings, and the standard deviation (SD = 0.34) reflects minimal variability in responses, implying that respondents' perceptions are homogeneous, similar to the other indicators.

The three variables, instructional leadership, management practices, and stakeholder involvement, obtained very high descriptive ratings, indicating that these are consistently and always observed in basic education schools. The low standard deviation values further show that

respondents shared closely aligned and homogeneous perceptions regarding the variables under study.

It is presented in Table 2 the correlational results between the predictive variables namely: instructional leadership and management practices; and the criterion variable – stakeholder involvement. Illustrated also in the table are the r-value, p-value, decision on null hypothesis and interpretation.

TABLE 2
CORRELATION TABLE (N=155)

Variables	Stakeholder Involvement			
	r-value	p-value	Decision on *Ho*	Interpretation
Instructional Leadership	.404	.000	Reject *Ho*	Moderately low, Significant Correlation
Management Practices	.306	.000	Reject *Ho*	Low, Significant Correlation

**. Correlation is significant at the 0.05 level

Table 2 shows that the correlation between instructional leadership and stakeholder involvement variables yielded a p-value of 0.000, which is lower than the 0.05 level of significance. Hence, the null hypothesis was rejected, indicating a statistically significant relationship between the variables. The computed corresponding r-value of 0.404 indicates a moderately low but significant correlation. Furthermore, the correlation between management practices and stakeholder involvement variables also yielded a p-value of 0.000, which is less than

the 0.05 level of significance. Therefore, the null hypothesis was likewise rejected, signifying a statistically significant relationship between the variables. The obtained corresponding r-value of 0.306 indicates a low but significant correlation. It is suggested that changes in instructional leadership and management practices are associated with corresponding changes in stakeholder involvement.

The results revealed that both instructional leadership and management practices have significant relationships with stakeholder involvement. However, instructional leadership demonstrated a stronger relationship with stakeholder involvement compared to management practices, indicating that leadership-related factors may have a greater influence on stakeholder participation in basic education schools.

Presented in Table 3 is the regression analysis of the predictive variables, namely: instructional leadership and management practices on the criterion variable – stakeholder involvement. Shown also are the unstandardized and standardized beta coefficient, standard error, t value, p-value, decision on null hypothesis and its corresponding interpretation.

TABLE 3
REGRESSION TABLE (N=155)

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Decision on *Ho*	Interpretation
	B	Std. Error	Beta				
(Constant)	2.197	.269	___	8.163	.000	Reject *Ho*	___
Instructional Strategies	.316	.081	.338	3.889	.000	Reject *Ho*	Significant
Management Practices	.104	.075	.120	1.385	.168	Accept *Ho*	Not Significant

Model Summary: R = .416, R-square = .173, F (2,157) = 16.451, p = .000
Level of significance: 0.05, Decision Rule: Reject Ho if p<0.05

Table 3 specifically shows that the influence of instructional leadership variable obtained a Beta coefficient of 0.338, indicating that the strength of perceived instructional leadership to influence the criterion variable is moderate. The corresponding p-value of 0.000 is lower than the 0.05 level of significance; therefore, null hypothesis is rejected, indicating that the influence is statistically significant. Moreover, the unstandardized beta coefficient of 0.316 indicates that as instructional leadership increase by 1-unit research competence will also increase by 0.316 unit holding other variables constant.

Management Practices obtained a p-value of 0.168, which is higher than the 0.05 level of significance; hence, the null hypothesis is accepted, indicating that the influence is not statistically significant. Additionally, the unstandardized Beta coefficient of 0.104 suggests that a one-unit increase in management practices is associated with a 0.104 increase in research competence holding other variables constant; however, this effect is not statistically significant.

The combined influence of instructional leadership and management practices yielded an overall p-value of 0.000, which is lower than the 0.05 level of significance; thus, the null hypothesis is rejected, indicating that their combined influence is statistically significant. Furthermore, the R^2 value of 0.173 (17.3%) indicates that instructional leadership and management practices collectively explain 17.3% of the variance in research competence of stakeholders in basic education schools. This implies that instructional leadership and management practices significantly influence the research competence of stakeholder involvement. The findings clearly show that improvements in instructional leadership and management practices can meaningfully enhance stakeholders' research abilities.

Summary of Findings

Based on statistical results, it was found specifically that:

1. Instructional leadership significantly correlates with the stakeholder involvement in basic education schools.

2. Management practices significantly correlate with stakeholder involvement in basic education schools.

3. Instructional leadership significantly influence the stakeholder involvement in basic education schools.

4. Management practices do not significantly influence the stakeholder involvement in basic education schools.

5. Instructional leadership and management practices together have a significant combined influence on the stakeholder involvement in basic education schools.

IV. DISCUSSIONS

Discussed in this chapter are the correlational, and regression analysis results of the study. The discussions are made to highlight how the results of the study support previous findings. Included here as well are the conclusions and recommendations based on the results and discussions.

Instructional Leadership, Management Practices and Stakeholder Involvement Correlation

The finding reveals that instructional leadership and management practices have significant positive relationships with research competence, resulting in the rejection of the null hypothesis. Instructional leadership showed a moderate positive correlation, implying that school heads who actively guide instruction, support professional development, and encourage collaboration greatly

contribute to improving teachers' research competence. This result strongly supports the study of Murugi and Mugwe (2023), which emphasized that effective school leadership and stakeholder involvement are essential in successfully implementing school plans and initiatives. Their study highlighted that engaging teachers, administrators, learners, and community members in decision-making fosters shared responsibility and strengthens school effectiveness, which aligns with the present findings. In the same manner, this result supports the study of Pascual (2023), revealing that school heads' leadership functions significantly affect stakeholders' participation and support in school programs and activities.

Meanwhile, management practices show a significant but lower positive correlation with research competence, indicating that administrative functions such as planning, organizing, leading, and controlling play a supportive yet essential role. This finding aligns with the study of Santos et al. (2025), which emphasized that effective management provides the structure and opportunities needed for research implementation. It also supports Kivits and Sawang (2021), who found that collaborative planning and leadership enhance institutional performance and engagement, confirming that effective management and leadership foster research competence and school development. However, the finding opposes the study of Berhanu and Gobie (2023), which revealed that stakeholder involvement in school management remained only moderate due to inadequate leadership preparation, limited resources, and weak participatory practices, suggesting that management and leadership may not always guarantee high stakeholder involvement.

Stakeholder Involvement as Influenced by Instructional Leadership and Management Practices

Stakeholder involvement, as influenced by instructional leadership and management practices, plays an important role in enhancing school effectiveness and promoting collaborative learning environments. Instructional leadership highlights the role of school heads in guiding instruction and encouraging stakeholder participation, which is supported by studies showing its positive effect on school outcomes and competency development. Likewise, it supports the study of Peng et al. (2024), which explained that applying stakeholder theory in education strengthens decision-making, accountability, and institutional performance by integrating diverse stakeholder perspectives. Together, these findings suggest that instructional leadership extends beyond

administrative tasks by building partnerships with teachers, parents, and the community, strengthening shared responsibility in achieving school goals.

Moreover, stakeholder involvement increases when leadership is participatory and inclusive. The current finding supports the study of Maturan (2025), which reported that democratic and transformational leadership styles significantly enhance stakeholder engagement in school-community programs, while Petalcorin and Tan (2026) emphasized that stakeholder engagement, along with instructional quality and governance, improves overall school effectiveness. These studies collectively support the present finding by showing that strong instructional leadership and effective management practices foster higher stakeholder involvement, leading to improved educational outcomes. However, a contrasting finding by Berhanu and Gobie (2023) revealed that stakeholder involvement may remain only moderate due to limited leadership capacity and weak participatory systems, suggesting that leadership and management practices do not always guarantee strong engagement.

V. CONCLUSION

Based on the findings, it was concluded that instructional leadership, not management practices, significantly determines stakeholder involvement. The results partly support Theory of Planned Behavior, positing that human action is guided by three kinds of considerations which are attitudes, subjective norms and perceived behavioral control.

VI. RECOMMENDATIONS

Based on the findings of the study, it is recommended that future researchers explore additional variables that may influence stakeholders' research competence beyond instructional leadership and management practices, as the present study accounted for only 17.3% of the variance, indicating that other factors remain unexamined. Variables such as organizational culture, stakeholder motivation, availability of research resources, and access to continuous professional development may provide further explanation of stakeholders' research capabilities.

Anchored in the Theory of Planned Behavior, future studies may also investigate how attitudes, subjective norms, and perceived behavioral control shape stakeholders' engagement in research activities. Additionally, employing diverse research designs such as mixed-methods, experimental, or longitudinal approaches is encouraged to gain deeper insights, establish causal relationships, and capture changes over time, ultimately contributing to a more comprehensive understanding of the factors that enhance stakeholder involvement and research competence in basic education.

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