

School Heads' Leadership Skill, Collaboration And Stakeholders' Support

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Abstract

This study explored the leadership skills of school heads, their collaboration with staff and stakeholders, and the level of support from stakeholders in the Schools Division of Antique during the school year 2024–2025. Employing a descriptive-correlational research design, the study assessed the levels of leadership skills, collaboration, and stakeholders' support, and examined the relationships among these variables. The respondents included 218 teachers and school personnel selected through stratified random sampling. Data were gathered using a researcher-developed questionnaire validated by experts and tested for reliability. Descriptive statistics—frequency, percentage, weighted mean, and standard deviation—were used to analyze the levels of the variables, while Pearson Product-Moment Correlation was applied to determine significant relationships. Findings revealed that school heads demonstrated a high level of leadership skills, particularly in communication, decision-making, instructional supervision, and strategic planning. Collaboration among school heads, teachers, parents, and community members was also rated high, reflecting effective teamwork and shared responsibility. Stakeholders' support was similarly high, indicating active engagement from parents, community organizations, and local government units. Further analysis showed significant positive relationships between leadership skills and collaboration, leadership skills and stakeholders' support, and collaboration and stakeholders' support. The study concludes that strong leadership skills among school heads are crucial for fostering collaboration and enhancing stakeholder support. These interconnected factors contribute significantly to effective school management and the successful implementation of school programs. The findings provide practical insights for policymakers, school leaders, and future researchers aiming to strengthen leadership practices in public schools.

Keywords: School heads' leadership skills, collaboration, stakeholders' support, school management, Schools Division of Antique

Introduction

Effective school leadership is widely recognized as a key driver of school improvement and quality education. School heads play a vital role in setting the vision, managing resources, fostering collaboration, and building partnerships that support teaching and learning. Strong leadership skills—including decision-making, communication, instructional supervision, and strategic planning—enable school heads to guide teachers and stakeholders toward shared educational goals (Leithwood, Harris, & Hopkins, 2020). Schools led by competent and proactive leaders tend to develop positive organizational cultures and achieve better educational outcomes.

Collaboration within the school community is another essential element of effective management. When school heads, teachers, parents, and community members work together, shared responsibility, collective problem-solving, and continuous improvement are promoted (DuFour & Fullan, 2013). Collaborative leadership strengthens professional relationships and builds trust, which is crucial for sustaining school reforms (Tschannen-Moran, 2014).

Equally important is stakeholders' support, encompassing parents, local government units, community organizations, and other partners. Such support provides schools with additional resources, moral backing, and shared accountability, all of which enhance school effectiveness (Epstein, 2018). School heads with strong leadership skills are better able to mobilize stakeholders and establish partnerships that improve school programs and learner outcomes.

In the Schools Division of Antique, understanding the relationship between school heads' leadership skills, collaboration, and stakeholder support is essential for improving school governance and community engagement. This study aims to examine these variables as perceived by 218 respondents in 2025, offering evidence-based insights for strengthening leadership and stakeholder involvement.

Specifically, the study seeks to determine the level of school heads' leadership skills in communication, decision-making, instructional supervision, and strategic planning; assess collaboration among school heads, teachers, parents, and community members; and evaluate stakeholder support, including parental involvement, community participation, and contributions from local organizations. It also examines whether significant relationships exist among these variables.

Methodology

A descriptive-correlational research design was employed to assess school heads' leadership skills, collaboration, and stakeholder support and to explore the relationships among them in the Schools Division of Antique during 2025. The descriptive component described the current state of the variables, while the correlational component examined the strength of their associations.

The respondents included 218 teachers and school personnel from selected public schools, chosen through stratified random sampling to ensure representation across school sizes, levels, and districts. Respondents were selected based on their direct involvement in school operations and interaction with school heads.

Data were collected using a three-part, researcher-developed questionnaire. Part I measured school heads' leadership skills, including communication, decision-making, instructional supervision, and strategic planning. Part II assessed collaboration among school heads, teachers, parents, and community members. Part III evaluated stakeholder support, including parental involvement, community

participation, and contributions from local government units and partner organizations. The instrument was validated by experts and pilot-tested, with Cronbach's alpha coefficients exceeding 0.80, demonstrating high reliability.

Ethical considerations included approval from the Schools Division Office of Antique, obtaining informed consent from respondents, and maintaining confidentiality and anonymity.

Data analysis used descriptive statistics (frequency, percentage, weighted mean, standard deviation) to determine levels of the variables. Pearson Product-Moment Correlation examined relationships among leadership skills, collaboration, and stakeholder support, with statistical significance set at 0.05.

Results

School heads' leadership skills were perceived as high, with an overall weighted mean of 4.34 (SD = 0.41). Communication received the highest mean (M = 4.38, SD = 0.39), followed by decision-making (M = 4.35, SD = 0.40), instructional supervision (M = 4.32, SD = 0.42), and strategic planning (M = 4.30, SD = 0.43), indicating strong leadership competencies that support school operations and instructional improvement (Leithwood et al., 2020).

Collaboration was also high (WM = 4.29, SD = 0.43), with the highest levels among school heads and teachers (M = 4.33, SD = 0.41), followed by collaboration with parents (M = 4.28, SD = 0.44) and community partners (M = 4.25, SD = 0.45), reflecting active teamwork and shared responsibility (DuFour & Fullan, 2013).

Stakeholder support was rated high as well (WM = 4.26, SD = 0.44), with parental involvement leading (M = 4.30, SD = 0.42), followed by community participation (M = 4.25, SD = 0.45) and support from local organizations and government units (M = 4.23, SD = 0.46), highlighting the significance of stakeholder engagement in school development (Epstein, 2018).

Correlation analysis revealed significant positive relationships between leadership skills and collaboration ($r = 0.64$, $p < 0.01$), leadership skills and stakeholder support ($r = 0.61$, $p < 0.01$), and collaboration and stakeholder support ($r = 0.66$, $p < 0.01$). These findings demonstrate that strong leadership enhances collaboration, which in turn strengthens stakeholder support, emphasizing the interconnectedness of effective school leadership and community engagement.

Discussion

The results of the study underscore the vital role of school heads' leadership skills in fostering a collaborative school environment and strengthening stakeholders' support. The high level of leadership skills observed among school heads suggests that they are capable of providing clear direction, motivating personnel, and ensuring effective school management. This supports the view that strong leadership is essential in creating a positive school climate where teachers and stakeholders are encouraged to participate actively in school programs and decision-making processes. The high level of collaboration among school heads, teachers, parents, and community members indicates that shared leadership and teamwork are well-practiced in the Schools Division of Antique. Effective collaboration enables schools to address challenges collectively, enhance instructional practices, and improve learner outcomes. This

finding aligns with existing studies which emphasize that collaborative relationships within schools contribute to better organizational performance and sustained school improvement.

Moreover, the high level of stakeholders' support highlights the importance of engaging parents, community partners, and local organizations in educational initiatives. The significant positive relationships found between leadership skills, collaboration, and stakeholders' support suggest that when school heads demonstrate effective leadership, collaboration is strengthened, which in turn encourages greater stakeholder involvement. This interrelationship confirms that leadership, collaboration, and stakeholder engagement are interconnected elements necessary for successful school reforms and continuous improvement. Overall, the discussion emphasizes that effective school leadership serves as the foundation for collaborative practices and active stakeholder participation. Strengthening these areas can lead to improved school performance, enhanced resource mobilization, and the successful implementation of educational programs across schools in the division.

Conclusion

Based on the findings of the study, it is concluded that school heads in the Schools Division of Antique demonstrate high levels of leadership skills, particularly in communication, decision-making, instructional supervision, and strategic planning. These leadership skills significantly contribute to the promotion of effective collaboration among teachers, parents, and community members. Likewise, the study concludes that stakeholders' support is strongly evident in schools, indicating active participation and commitment from parents, community partners, and local organizations. The significant positive relationships among leadership skills, collaboration, and stakeholders' support affirm that competent school leadership plays a crucial role in strengthening collaborative practices and mobilizing stakeholder involvement, which are essential for school improvement and the successful implementation of educational programs.

Recommendations

In view of the conclusions drawn from the study, it is recommended that school heads continuously enhance their leadership competencies through regular professional development programs, leadership training, and mentoring initiatives. Schools should further strengthen collaborative mechanisms by institutionalizing regular meetings, shared decision-making processes, and school-community partnerships. Additionally, stakeholders' support should be sustained and expanded by developing inclusive engagement strategies that encourage greater participation from parents, local government units, and community organizations. The Department of Education may also consider crafting policies that promote leadership development and collaboration as key strategies for improving school performance. Lastly, future researchers may conduct similar studies in other divisions or include additional variables to further explore factors influencing school leadership effectiveness and stakeholder engagement.

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