

Teacher Coordinator Leadership Styles and Stakeholders Engagement on Adopt a School Program: Mixed Method Study

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Abstract. This study assessed the relationship between teacher coordinator leadership styles and stakeholder engagement in the success of the Adopt-a-School Program using a mixed-methods design. Quantitative data were gathered from 171 participants through surveys, while qualitative insights were obtained from open-ended responses. Findings revealed that teacher coordinators demonstrated average levels of transformational, transactional, and laissez-faire leadership styles, excelling in providing development opportunities and enforcing procedural adherence. Stakeholder engagement was also average, with higher volunteerism but limited collaboration. Despite these moderate ratings, program implementation was very extensive, particularly in feedback mechanisms and resource improvement. Statistical analysis indicated no significant interaction between leadership styles and stakeholder engagement on implementation, nor significant differences based on implementation levels. However, qualitative data showed that inclusive leadership enhanced stakeholder participation, leading to improvements in school resources and student learning outcomes. The integration of quantitative and qualitative results highlights the importance of strategic leadership and engaged partnerships in sustaining education programs.

KEY WORDS

1. Teacher leadership styles 2. stakeholder engagement 3. Adopt-a-School Program

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1. Introduction

Teacher coordinators in the Adopt a School Program often face challenges balancing leadership styles and engaging stakeholders effectively. One major hurdle is adapting to diverse leadership approaches, whether authoritative, democratic, or laissez-faire to align with the program's goals while addressing the unique needs of students, teachers, and external partners. Coordinators must navigate the complexities of fostering collaboration among stakeholders, including school administrators, teachers, parents, and community organizations, to en-

sure seamless integration of resources and initiatives. Maintaining open communication and building trust among these groups can be difficult, especially when differing priorities or expectations arise. Effective stakeholder engagement requires strong interpersonal skills, flexibility, and a clear vision to bridge gaps and drive collective efforts toward the program's success. In South Africa, the Adopt-a-School Foundation has implemented programs that highlight the critical role of school leadership and stakeholder engagement in improving educational outcomes.

In the Bodibe district, principals underwent Executive Leadership training at Wits School of Education, enhancing their leadership capabilities. This training empowered them to effectively mobilize resources and engage stakeholders, including parents and community members, in school activities. Such collaborative efforts led to significant improvements, with matriculation pass rates increasing from 38% to 58% in Australia, particularly in Queensland, the Adopt-a-School programs have faced challenges related to the substantial time and resources required for successful implementation. Teacher coordinators and school leaders are essential in structuring involvement and maintaining consistent communication with stakeholders. The complexity of these programs necessitates a significant commitment from educators to manage partnerships effectively. Lessons learned from pilot programs emphasize the importance of clear objectives, structured involvement, and the allocation of adequate resources to overcome these challenges and achieve desired educational outcomes. In the United Arab Emirates (UAE), educational reforms have emphasized the importance of leadership development in enhancing school-community partnerships. School leaders are encouraged to engage with parents, local businesses, and community members to foster a collaborative educational environment. This approach aims to improve student outcomes by creating a supportive network that addresses diverse student needs. However, challenges such as cultural diversity and varying stakeholder expectations require school leaders to be adept in communication and community engagement strategies. Ongoing professional development programs are being implemented to equip school leaders with the necessary skills to navigate these complexities and build effective partnerships (Transform International Group, 2024). In the Philippines, the Brigada Eskwela program under the Adopt-a-School initiative underscores the importance of collaborative lead-

ership in educational settings. School administrators and teacher-coordinators are pivotal in engaging stakeholders—teachers, parents, and community members—in preparing schools for the academic year. Their leadership in fostering community participation has been instrumental in improving school facilities and resources. However, challenges such as resource limitations and varying levels of stakeholder commitment have been noted, indicating the need for continuous capacity-building and effective communication strategies to sustain engagement (DepEd Northern Samar, 2023). The Department of Education's (DepEd) Adopt-a-School Program (ASP) has been instrumental in fostering partnerships between public schools and private entities to enhance educational resources and infrastructure. A recent study assessing the ASP in the Division of Batangas Province highlighted the pivotal role of school heads and teachers in managing these partnerships. Their leadership and collaborative efforts with stakeholders have been crucial in achieving the program's objectives, ensuring adherence to educational policies, and garnering community support. The study emphasizes that the productivity of the ASP is significantly influenced by the managerial competencies of school leaders and the active participation of teachers and stakeholders (Galit, 2019). In the Philippines, the Department of Education (DepEd) has been actively promoting public-private partnerships to expedite classroom construction and enhance educational resources. Education Secretary Sonny Angara (2024) emphasized the significance of the Adopt-a-School Program (ASP) in mobilizing private-sector support to address resource gaps in public schools. By leveraging these partnerships, DepEd aims to construct new school buildings, establish additional classrooms, and provide digital devices to both learners and teachers, thereby improving the overall quality of education. In Laak North, Davao de Oro, implementing the Adopt a School Program

faces unique challenges shaped by the region's geographical and socioeconomic context. Frequent natural disasters, such as landslides and flooding, disrupt educational continuity, necessitating robust stakeholder engagement for effective recovery and support. Local government units, parents, and community organizations are vital in mobilizing resources and facilitating alternative learning modalities during these disruptions. However, the varying levels of engagement and commitment among stakeholders can impede collaborative efforts. Strengthening communication channels and fostering a unified approach are essential to ensuring that all students in Laak North have access to quality education, even in the face of adversity. Additionally, addressing the needs of marginalized groups within the community is critical to creating an inclusive learning environment that promotes educational equity for all students.

1.1. Theoretical/Conceptual Framework of the Study—The theoretical basis of this study is grounded on leadership styles and stakeholder engagement in school improvement initiatives, serves as a foundational framework. This theory, introduced by Burns (1978) and later expanded by Bass (1985), emphasizes the role of leaders in inspiring, motivating, and fostering collaboration among stakeholders to achieve shared goals. Transformational leadership is particularly relevant in educational settings where leaders must navigate complex challenges, such as resource allocation, stakeholder alignment, and program implementation. Research shows that transformational leaders enhance organizational commitment and stakeholder involvement by promoting shared vision, fostering trust, and supporting innovation (Benoliel Berkovich, 2021; Adomako Gyasi et al., 2024). Transformational Leadership Theory provides a strong theoretical underpinning for studying the dynamics of leadership and stakeholder engagement in educational settings. This theory highlights the role of leaders in creating a shared vision, inspiring

collective action, and fostering a culture of innovation and collaboration (Bass, 1985). In the context of school improvement initiatives, transformational leadership is particularly effective as it aligns with the need for adaptive and inclusive leadership to address multifaceted challenges, such as resource inequities, stakeholder misalignment, and systemic barriers to program implementation. In applying this theory to educational programs like the Adopt-a-School initiative or school-based health programs, transformational leadership becomes crucial in mobilizing resources, engaging diverse stakeholders, and sustaining commitment to shared goals. Research by Adomako Gyasi et al. (2024) demonstrates that effective leadership significantly enhances stakeholder collaboration, ensuring that programs are not only implemented but also embraced by the community. Similarly, Benoliel and Berkovich (2021) emphasize the importance of leadership in learning from organizational failures, suggesting that transformational leaders can turn setbacks into opportunities for growth and innovation. Transformational leaders achieve these outcomes by leveraging the four dimensions of this leadership style: idealized influence (serving as role models), inspirational motivation (articulating a compelling vision), intellectual stimulation (encouraging creative problem-solving), and individualized consideration (attending to the specific needs of stakeholders) (Bass, 1985). For instance, a school principal implementing a stakeholder-driven initiative might use inspirational motivation to align teachers, parents, and community members toward a shared objective, such as improving student outcomes. Meanwhile, intellectual stimulation could involve collaborative brainstorming sessions to address resource challenges or enhance curriculum delivery. By applying this theory, the study aligns with its emphasis on engaging stakeholders and addressing systemic inequities, ultimately driving sustainable improvements in school programs. In-

tegrating Transformational Leadership Theory provides a robust framework to analyze how effective leadership fosters collaborative partnerships, ensures resource efficiency, and improves educational outcomes. The indicators presented in the review of related studies, including leadership styles, stakeholder engagement, and resource allocation, have significant applications in the context of educational improvement initiatives. Leadership styles, particularly transformational and transactional, are central to influencing organizational dynamics, stakeholder commitment, and the overall effectiveness of school programs. For instance, transformational leadership has been shown to inspire trust, collaboration, and innovation, creating an envi-

ronment conducive to shared decision-making and effective program implementation (Benotiel Berkovich, 2021). Stakeholder engagement, another critical indicator, emphasizes the role of collaborative efforts among teachers, parents, community members, and policymakers in achieving program success. Studies like those by Adomako Gyasi et al. (2024) highlight the importance of aligning stakeholders' interests and fostering participatory mechanisms to ensure sustained involvement and accountability in initiatives such as the Adopt-a-School program. Resource allocation emerges as a practical indicator in bridging gaps in equity and ensuring the availability of materials and infrastructure needed for program implementation.

2. Methodology

The methodology section of this study outlines the systematic approach employed to investigate the impact of teacher coordinator leadership styles and stakeholder engagement on the effectiveness of the Adopt a School Program. This section begins by detailing the research design, which incorporates a mixed-methods approach to provide a comprehensive understanding of the dynamics at play. Quantitative data will be gathered through surveys administered to stakeholders, including teachers, parents, and community members, to quantify perceptions of leadership styles, engagement levels, and the perceived effectiveness of the program. Qualitative insights will be obtained through interviews and focus group discussions, allowing for a deeper exploration of individual experiences and perspectives. The combined use of these methodologies aims to enrich the findings by capturing both statistical trends and nuanced narratives, facilitating a robust analysis of how different leadership approaches and stakeholder involvement contribute to educational outcomes. Additionally, ethical considerations, sampling strategies, and data analysis techniques will be discussed to ensure the reliability and validity of the study's results.

2.1. Research Design—The study's research design is Convergent Parallel Mixed Methods (Creswell, J.W. and Creswell J. D., 2023). This research design integrates qualitative and quantitative data collection and analysis within the same study to provide a comprehensive understanding of a research problem. This approach's defining feature is that qualitative and quantitative data are collected simultaneously but analyzed independently. The results are then compared and merged to form

a cohesive interpretation of the findings, allowing for a deeper and more nuanced understanding of the research topic (Weber, 2024). This method is particularly useful when the strengths of both qualitative and quantitative approaches are needed to address the research questions. Quantitative data, typically derived from structured instruments such as surveys or standardized tests, provide measurable and generalizable insights into trends, relationships, or differences among variables. Conversely, quali-

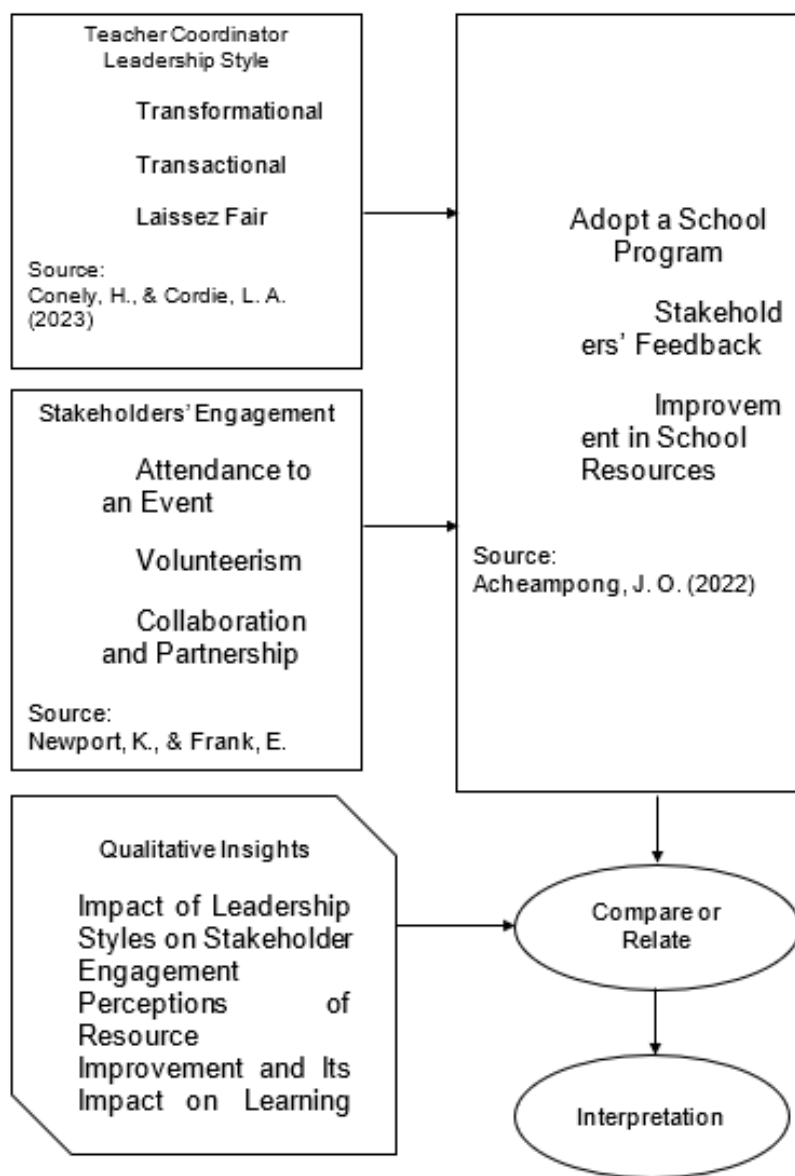


Fig. 1. Theoretical/Conceptual Framework of the Study Using Convergent Parallel Analysis

tative data, often collected through interviews, focus groups, or observations, offer rich, contextualized, and in-depth perspectives on the experiences or perceptions of participants. In a convergent parallel mixed methods design, the two datasets are equally prioritized and given independent attention during the analysis phase. These data types are merged during the interpretation stage, where researchers look for consistencies, contradictions, or complementary insights between the qualitative and quantitative results. For instance, while quantitative data may reveal statistical relationships or trends, qualitative data can explain the reasons or motivations behind these patterns, thereby providing a fuller understanding of the phenomenon (Weber, 2024). This design is particularly beneficial in educational research, where it might be used to study the impact of leadership styles on student outcomes. For example, survey data (quantitative) could measure the frequency and effectiveness of specific leadership practices, while interviews with teachers and students (qualitative) might offer insights into their personal experiences and perceptions of those practices. The convergent parallel mixed methods design is highly flexible and suited for studies requiring a balanced and integrated approach to data collection and analysis. However, careful planning is required to ensure that the qualitative and quantitative components are appropriately aligned and that their integration leads to meaningful and actionable conclusions. This method's rigorous nature makes it a robust choice for addressing complex research questions that demand a multi-dimensional perspective. In the quantitative phase, standardized surveys can be employed to measure specific leadership styles (e.g., transformational, transactional, or laissez-faire) among teacher coordinators and the extent of stakeholder engagement (e.g., levels of volunteerism, resource contributions, and participation in program activities). This phase provides measurable and generaliz-

able data, identifying patterns, trends, or statistical correlations between leadership styles and engagement levels. For instance, it could determine whether transformational leadership correlates with higher levels of community participation in the program. In the qualitative phase, the study delves deeper into leadership and engagement's contextual and experiential aspects. Through interviews or focus group discussions with stakeholders such as teachers, parents, and community members, the qualitative phase uncovers the lived experiences, perceptions, and challenges that stakeholders face in their engagement with the program. This phase provides nuanced insights into how specific leadership behaviors foster stakeholder collaboration, trust, and motivation. For example, qualitative data might reveal that teacher coordinators who employ transformational leadership styles are perceived as more inclusive and inspiring, leading to stronger community involvement. By integrating both phases, the study benefits from a convergent approach, where quantitative data reveal measurable relationships and qualitative data explain these relationships. This mixed-methods approach ensures a holistic understanding of how teacher coordinator leadership styles influence stakeholder engagement, offering actionable insights to improve program implementation. The dual applicability of quantitative and qualitative phases enhances the study's capacity to address its research objectives comprehensively and meaningfully.

2.2. Ethical Consideration—The ethical consideration section of this study will address the key principles that ensure the protection and well-being of the teacher-respondents involved. This includes adhering to confidentiality, informed consent, and the voluntary nature of participation, ensuring that the research is conducted with integrity and respect for the rights of all respondents.

Social Value

The social value of this study lies in its po-

tential to enhance educational practices and foster community involvement through the Adopt a School Program, ultimately leading to improved student outcomes. By investigating the interplay between teacher-coordinator leadership styles and stakeholder engagement, the study aims to identify effective strategies that promote collaboration among educators, parents, and community members, thereby strengthening the educational environment. Adhering to ethical research standards such as obtaining informed consent, ensuring confidentiality, and promoting transparency to ensure that participants are treated with respect and dignity. This ethical commitment not only builds trust among stakeholders but also enriches the quality of data collected, ultimately enhancing the reliability of the findings. By prioritizing ethical considerations, the study seeks to produce actionable insights that can inform policy and practice, contributing to equitable access to quality education and empowering communities to actively shape educational experiences.

Informed Consent and Assent Informed consent and assent are critical components of this study, ensuring that ethical standards are upheld throughout the research process. Informed consent involves providing potential participants such as teachers, parents, and community members with comprehensive information about the study's purpose, procedures, potential risks, and benefits, enabling them to make an educated decision about their participation. This process includes clear explanations of confidentiality measures and the voluntary nature of participation, ensuring that individuals feel comfortable and empowered to engage or withdraw at any time. For participants who may be minors or unable to provide informed consent independently, assent will be sought from them alongside informed consent from a parent or guardian, ensuring that their perspectives and willingness to participate are respected.

Vulnerability of Research Respondents

The vulnerability of research respondents in this study, particularly among marginalized groups such as low-income families and under-represented community members, necessitates careful ethical considerations to protect their rights and well-being. Participants may face challenges such as socioeconomic disparities, limited access to educational resources, or cultural biases that can impact their engagement in the research process. Recognizing this vulnerability, the study will implement measures to ensure that participants feel safe and respected, including providing a clear understanding of the research objectives and maintaining confidentiality. Additionally, the research design will prioritize voluntary participation, allowing individuals to withdraw at any point without any repercussions.

Privacy and Confidentiality

Privacy and confidentiality are paramount in this study to uphold ethical standards and protect the identities and sensitive information of participants. All data collected, including survey responses and interview transcripts, will be stored securely and accessible only to the research team. Participants will be assured that their responses will be anonymized, meaning that individual identities will not be linked to their contributions in any reports or publications. Clear communication regarding how personal information will be used and the measures in place to safeguard it will be provided to participants during the informed consent process.

Risk, Benefits and Safety

In this study, a thorough assessment of risks, benefits, and safety considerations is essential to adhere to ethical research standards. Potential risks to participants may include emotional discomfort when discussing sensitive topics related to educational challenges or personal experiences. To mitigate these risks, the study will provide participants with support resources and the option to withdraw at any time without repercussions. The anticipated benefits include con-

tributing valuable insights into effective leadership styles and stakeholder engagement within the Adopt a School Program, ultimately leading to improved educational outcomes for students and strengthened community involvement. Ensuring the safety of participants is a priority, with measures in place to protect their well-being throughout the research process.

Justice

Justice in this study refers to the ethical principle of ensuring equitable distribution of the benefits and burdens of research among all participants, particularly in the context of the Adopt a School Program. This principle emphasizes the importance of including diverse stakeholder groups, especially marginalized or underserved communities, to ensure that their voices and experiences are represented in the research findings. The study aims to engage participants from various socioeconomic backgrounds, ensuring that the insights gained are reflective of the broader community. By fostering inclusive participation and ensuring that no group is unfairly burdened or excluded, the study aligns with ethical standards that promote fairness and equity in research. Additionally, the findings will be disseminated to benefit all stakeholders, contributing to policy and practice improvements that enhance educational opportunities for all students.

Transparency

Transparency in this study is a fundamental ethical principle that ensures clarity and openness throughout the research process. This involves clearly communicating the study's objectives, methodologies, and potential impacts to all participants and stakeholders. During the informed consent process, participants will receive comprehensive information about the research, including how their data will be collected, used, and shared, as well as the measures taken to ensure their privacy and confidentiality. Additionally, the study will outline any potential risks and benefits, allowing participants to

make informed decisions about their involvement. The study fosters trust among participants and stakeholders by maintaining transparency, reinforcing the ethical commitment to integrity and accountability in research practices. This openness not only enhances the credibility of the findings but also encourages ongoing dialogue and engagement with the community, ultimately contributing to the overall quality and relevance of the research.

Qualification of the Researcher

The qualifications of the researcher in this study play a crucial role in ensuring adherence to ethical standards and the overall integrity of the research process. The researcher possesses a solid academic background in education and research methodologies, complemented by practical experience in conducting studies related to educational programs and stakeholder engagement. This expertise enables the researcher to design a robust study, effectively interact with participants, and analyze data with rigor and sensitivity. Additionally, the researcher is committed to ethical research practices, having undergone training in ethical guidelines, informed consent procedures, and issues related to participant confidentiality and welfare. Conflict of Interest

Conflict of interest in this study refers to any situation where personal, financial, or professional interests could potentially influence the research outcomes or compromise the integrity of the study. To uphold ethical standards, the researcher is committed to identifying and disclosing any potential conflicts of interest that may arise throughout the research process. This includes transparency regarding affiliations with educational institutions, funding sources, or any relationships with stakeholders involved in the Adopt a School Program. By proactively addressing these potential conflicts, the researcher aims to maintain objectivity and impartiality, ensuring that the study's findings are credible and reliable.

Adequacy of Facilities The adequacy of facilities in this study is essential to ensuring that the research is conducted in an ethical and effective manner. This encompasses having appropriate physical spaces for conducting interviews, focus groups, and surveys, as well as access to necessary technological resources for data collection and analysis. Ensuring that these facilities are accessible and comfortable for participants is crucial for fostering a supportive environment that encourages open and honest communication. Additionally, having adequate facilities allows for the proper management of data security and confidentiality, ensuring that participants' information is protected throughout the research process.

Community Involvement Community involvement is a critical aspect of this study, as it emphasizes the ethical commitment to engaging local stakeholders in the research process related to the Adopt a School Program. By actively involving community members such as parents, educators, and local organizations. The study seeks to ensure that the perspectives and needs of those most affected by the program are adequately represented and considered. This involvement not only enriches the data collected but also fosters a sense of ownership and agency among participants, promoting trust and transparency. Ethical standards dictate that the research process must respect the community's values and interests, encouraging meaningful participation and collaboration.

2.3. Research Respondents—Using Slovin's formula with a population size of 300 teachers in Laak North District of Davao de Oro and a margin of error set at 0.05 for a 95% confidence interval, the inclusion criteria for respondents in the quantitative phase of the study were carefully established to ensure that the data collected was relevant and representative of the population under investigation. The respondents were required to be teachers actively employed in the

Laak North District of Davao de Oro, ensuring they were directly involved in or affected by the leadership practices and stakeholder engagement activities of the Adopt a School Program. Teachers needed to have at least one year of experience in their current roles, as this provided sufficient exposure to the leadership styles of teacher coordinators and the program's implementation. Additionally, respondents were required to have participated in at least one activity or initiative related to the Adopt a School Program, as this would ensure they had first-hand experience and insights into the dynamics of stakeholder engagement and leadership influence. Teachers were also selected from diverse schools within the district to capture variations in leadership styles and engagement strategies across different contexts. The criteria emphasized inclusivity to encompass teachers from various grade levels and subject specializations, allowing for a comprehensive understanding of the program's impact. These inclusion criteria were designed to ensure the study's findings are robust, relevant, and reflective of the broader teaching community within the district. The qualitative phase of the study employed purposive sampling to identify participants for the In-Depth Interviews (IDI) and Focus Group Discussions (FGD). Purposive sampling is a non-probability sampling technique used to select participants who possess specific characteristics or experiences directly relevant to the research objectives. This approach ensures that the selected participants can provide rich, detailed insights into the topic under investigation—in this case, teacher coordinator leadership styles and stakeholder engagement in the Adopt a School Program. For the In-Depth Interviews (IDI), at least six teacher-respondents were selected based on their extensive involvement and experiences with the Adopt a School Program. These participants were chosen to represent a diverse range of perspectives, including those from schools with varying levels

of program implementation. The focus of the IDI was to gather detailed narratives and personal experiences about how leadership styles influenced stakeholder engagement, challenges faced, and opportunities for improvement. The smaller number of IDI participants allowed for a deeper exploration of individual experiences, ensuring that each narrative contributed significantly to the study's objectives. In the Focus Group Discussions (FGD), at least four teacher-participants were selected to foster collaborative dialogue and shared experiences. The FGD participants were chosen to represent a mix of schools and stakeholder roles, ensuring diversity of thought and experiences. This method facilitated the exploration of common themes, group dynamics, and the collective impact of leadership styles on stakeholder engagement. The group interaction during the FGD also allowed participants to reflect on and build upon each other's insights, enriching the data collected. The inclusion criteria for participants in the qualitative phase of the study were designed to ensure the selection of individuals who could provide meaningful and relevant insights into the Adopt a School Program. Participants were required to be actively involved in the program, either as teachers or stakeholders directly interacting with teacher coordinators and program initiatives. To ensure a depth of understanding, participants needed to have at least one year of experience with the program, allowing them sufficient exposure to its leadership practices and stakeholder engagement processes. Diversity was a key consideration, with participants selected from schools that exhibited varying levels of program implementation, ranging from full to partial or limited adoption and to capture a broad range of perspectives. Additionally, participants had to demonstrate a willingness to share their experiences through in-depth interviews (IDIs) or focus group discussions (FGDs) and provide consent for audio recordings to ensure data accuracy. They were also expected

to articulate their experiences and perceptions effectively, contributing rich, detailed insights to the study. For IDIs, participants with deep personal involvement in program activities were prioritized, while FGDs focused on individuals representing collaborative interactions to explore shared themes and collective dynamics. These inclusion criteria ensured the qualitative data's validity, depth, and diversity, enhancing the overall robustness of the study.

2.4. Research Instrument—The adoption of survey instruments for the quantitative phase of the study draws on established measures from Conely and Cordie (2023) and Newport and Frank (2024) to ensure reliability and relevance. From Conely and Cordie's study, the survey items focusing on lifelong learning mindsets and civic engagement were adapted to assess stakeholders' active participation and commitment in the Adopt a School Program. These items were modified to reflect the educational context, measuring how stakeholders perceive their involvement and the skills they bring to program activities. Similarly, Newport and Frank's framework for volunteerism provided a robust basis for designing survey items to evaluate the nature and extent of stakeholder contributions, including resource mobilization, time commitment, and collaboration in school initiatives. The process involved reviewing and refining the original instruments to align with the study's objectives, ensuring that the adapted tools captured leadership styles and stakeholder engagement dynamics specific to the Adopt a School Program. Pilot testing was conducted to validate the contextual applicability of the items, followed by statistical reliability checks to ensure consistency across responses. Utilizing these validated instruments, the study capitalizes on well-established metrics, enhancing the credibility and accuracy of the collected quantitative data. These adapted survey tools align with the theoretical framework and provide actionable insights into the role of teacher coordi-

nators' leadership styles in fostering stakeholder engagement. The adapted survey statements for the quantitative phase of the study were subjected to test-retest procedures and reliability testing using Cronbach's alpha at a 0.05 level of confidence (Creswell Creswell, 2024). The analysis yielded a Cronbach's alpha coefficient of 0.963, indicating excellent internal consistency. According to accepted benchmarks, val-

ues above 0.70 are considered acceptable, above 0.80 denote good reliability, and values exceeding 0.90 reflect excellent reliability. The questionnaire employed a 3-point Likert-type scale to assess dimensions of cultural competence and professional development. The corresponding scale descriptors and interpretations are presented below.

Rating Scale for Teacher Coordinator Leadership Styles and Stakeholder Engagement

Score	Scale	Descriptive Rating	Interpretation
3	2.50 – 3.00	High	The teacher coordinator leadership styles and stakeholder engagement are always manifested.
2	1.50 – 2.49	Average	The teacher coordinator leadership styles and stakeholder engagement are sometimes manifested.
1	1.00 – 1.49	Low	The teacher coordinator leadership styles and stakeholder engagement are rarely manifested.

Interpretive Descriptions of Teacher Coordinator Leadership Practices

Original Term	Alternative Description	Interpretive Meaning
Low	Emerging or Limited Leadership Practice	Reflects minimal demonstration of leadership behaviors; inconsistent or unclear influence; often passive or reactive.
Average	Developing or Moderate Leadership Practice	Shows occasional demonstration of leadership traits; some consistency in practice, but needs further strengthening.
High	Established or Strong Leadership Practice	Demonstrates consistent, strategic, and effective leadership; actively influences, motivates, and engages stakeholders.

The questionnaire used a 5-point Likert scale to determine success in the adopt a school program regarding stakeholders' feedback and improvement in school resources. Scale, descriptive rating, and interpretation are provided

below: The adoption of qualitative instruments for the study draws inspiration from the approach employed by Cook (2024) in exploring stakeholders' views on parental involvement in schooling. Cook's study utilized semi-

structured interviews to capture rich, contextual insights from diverse stakeholders, including parents, teachers, and school leaders, making it a robust reference for designing the qualitative phase of this study. Adapting this method, the study developed a semi-structured interview guide tailored to investigate teacher coordinators' leadership styles and stakeholders' engagement in the Adopt a School Program. The guide includes open-ended questions designed to elicit detailed narratives about participants' experiences, perceptions, and challenges in their roles within the program. To ensure alignment with the research objectives, the interview questions were refined to focus on themes such as the impact of leadership styles on stakeholder motivation, the nature of collaboration, and the challenges faced in program implementation.

Additionally, focus group discussion prompts were crafted to facilitate collaborative dialogue among stakeholders, enabling the exploration of shared experiences and differing perspectives. Drawing from Cook's approach, the instruments were pre-tested to confirm their clarity, relevance, and ability to evoke comprehensive responses. This adaptation allows the study to capture the nuanced dynamics between leadership styles and stakeholder engagement, providing depth to the quantitative findings. By leveraging Cook's methodical approach to qualitative data collection, the study ensures the development of an effective framework for gathering meaningful insights, which are crucial for understanding the intricacies of stakeholder relationships within the Adopt a School Program.

Scale Descriptive Ratings and Interpretation for the Adopt-a-School Program

Scale	Descriptive Rating	Interpretation
4.20 – 5.00	Strongly Agree	The success in the adopt-a-school program is highly manifested
3.40 – 4.19	Agree	The success in the adopt-a-school program is manifested
2.60 – 3.39	Neutral	The success in the adopt-a-school program is moderately manifested
1.80 – 2.59	Disagree	The success in the adopt-a-school program is rarely manifested
1.00 – 1.79	Strongly Disagree	The success in the adopt-a-school program is not manifested

2.5. Data Gathering Procedure—The guidelines for this process adhere to the policies of The Rizal Memorial Colleges, Inc. as part of the formal request, researchers delineate their intentions regarding data collection, analysis, and dissemination, aligning these with the overarching research goals. Anticipated concerns or questions from recipients are proactively addressed in this communication,

providing assurances on ethical safeguards, confidentiality measures, and the potential benefits of the study. The formal permission request explicitly seeks authorization to proceed, emphasizing the pivotal role of their support in ensuring the research's success.

Permission to conduct the study

In October 2024, before data collection, the researcher obtained necessary permissions from

the relevant authorities, including the research adviser, the Dean of The Rizal Memorial Colleges, Inc., and the top management of DepEd Davao de Oro, through the appropriate channels. This involved submitting a comprehensive research proposal outlining study design, procedures, and potential risks and benefits. The researcher provided detailed information about the study's purpose, goals, and methods for data collection, analysis, and reporting. Furthermore, in December 2024, immediately after the conducted colloquium, the researcher took steps to ensure that all participants were fully informed about the study, their rights, and the nature of their involvement. Informed consent was obtained from each participant before they participated in the study. The researcher committed to data accuracy and completeness during the last week of January 2025. The distribution and retrieval of questionnaires were conducted using a standardized and systematic approach, ensuring reliability in collecting responses from participants.

Collation and statistical treatment of data.

The researcher took time in data management. She ensured that accurate data gathered were sorted accordingly through Microsoft Ex-

cel and later transferred to JASP. All necessary information was collected. Consistency was also considered to make it relevant to the problem's statement. Reliability and validity were reviewed to lessen the degree of error in the analysis. For the quantitative component, statistical analysis will be employed to identify patterns and correlations between music and arts integration and various outcomes, such as student engagement and teacher effectiveness. This may involve using descriptive statistics, inferential statistics, and techniques like t-tests or ANOVA to assess differences among groups. On the qualitative side, thematic analysis will be utilized to analyze interview and focus group data, enabling the identification of key themes and insights regarding teachers' experiences and students' perceptions of arts integration. This dual analytical approach allows for triangulation of findings, enhancing the study's overall validity. By combining statistical evidence with rich qualitative insights, the analytical framework provides a holistic view of the impact of music and arts integration on teaching methodologies in Catechetics, ultimately informing best practices and educational policies.

2.6. Data Analysis—The study, which consists of a two-way ANOVA and qualitative analysis, is purposely conducted to explore the impact of music and arts integration on secondary school teachers' approaches to catechetics. To answer statement problems 1, 2, 3, 4, and 5 the Two-Way ANOVA will test for the interaction effects between teacher coordinator leadership styles and stakeholder engagement on program implementation success in the adopt a school program. A two-way ANOVA study would analyze the effect of teacher coordinator leadership styles and stakeholder engagement on program implementation success in the adopt a school program. This approach allows the researcher

to explore the main effects of each independent variable and any potential interaction effects between them. Post-hoc tests are essential in this study, particularly after conducting Two-Way ANOVA, to further investigate the differences among group means when significant effects are found. To answer 5, 6, and 7, the thematic analysis will be used to identify common themes and patterns in the interview and focus group data. Quantitating the frequency of themes or sentiments provided a broader understanding of qualitative findings. Combined quantitative and qualitative data to provide a comprehensive view. All data processing and analysis were performed using Jeffrey's Statistics Amazing

Program (JASP) version 0.12.20. When results followed. were yielded, discussions and interpretations

3. Results and Discussion

This chapter presents study results assessing teacher coordinator leadership styles and stakeholder engagement related to the success of the Adopt-a-School Program using a convergent parallel mixed-methods design. Quantitative findings discuss transformational, transactional, and laissez-faire leadership styles, as well as stakeholder engagement levels measured through attendance, volunteerism, and collaboration. The program's implementation is evaluated based on feedback mechanisms and improvements in school resources. Statistical analysis includes descriptive measures and a two-way ANOVA to assess interaction and group differences. Complementing the quantitative data, qualitative insights are thematically analyzed to explore how leadership behaviors and stakeholder participation influence program implementation and learning outcomes. Integrating both data strands provides a holistic understanding of the dynamics contributing to the effective execution of the Adopt-a-School Program.

3.1. Level of Teacher Coordinator Leadership Styles—Teacher coordinator leadership styles refer to the ways in which teacher-leaders guide and influence their peers and stakeholders in achieving program goals, such as those in the Adopt-a-School Program. These leadership styles are often categorized as transformational, transactional, and laissez-faire (Bass Avolio, 1994). Transformational leaders inspire and motivate, fostering collaboration and shared vision. Transactional leaders focus on task completion and reward systems, while laissez-faire leaders tend to be passive and avoid decision-making. Recent studies have shown that transformational leadership is most effective in educational settings. Suyatno et al. (2023) found that such leaders significantly improve teaching quality and stakeholder motivation. Similarly, Navarro and Panganiban (2022) reported that transformational instructional coordinators were more successful in mobilizing partnerships. In contrast, Carreon and Trinidad (2021) noted that

laissez-faire leadership negatively affects stakeholder engagement. These findings highlight the importance of adopting proactive and engaging leadership styles to ensure the success of school-based programs.

Summary of the Level of Teacher Coordinator Leadership Styles

Table 1 presents the summary of the overall levels of teacher coordinator leadership styles as perceived by participants in the implementation of the Adopt-a-School Program. The results reveal that all three leadership styles—transformational, transactional, and laissez-faire—were rated at an average level. Specifically, transactional leadership received the highest mean score ($M = 2.33$), followed closely by transformational leadership ($M = 2.26$) and laissez-faire leadership ($M = 2.25$). The overall mean across all leadership styles is $M = 2.28$, indicating that, in general, teacher coordinators demonstrate moderate levels of leadership across various domains.

These findings suggest that while teacher coordinators show some consistency in fulfilling leadership roles, there is an opportunity to strengthen their leadership practices, partic-

ularly in adopting more transformational approaches that inspire stakeholder engagement and program ownership. As Navarro and Panganiban (2022) emphasized, high-impact school

Table 1. Summary of the Level of Teacher Coordinator Leadership Styles

No	Teacher Coordinator Leadership Styles	n	Mean	Descriptive Interpretation
1	Transformational Leadership	171	2.26	Average
2	Transactional Leadership	171	2.33	Average
3	Laissez-Faire Leadership	171	2.25	Average
Mean Average		171	2.28	Average

programs are often sustained through transformational leadership that encourages innovation, collaboration, and shared vision. Moreover, Suyatno et al. (2023) highlighted that transactional leadership provides structural support but is most effective when balanced with inspirational leadership practices. Conversely, the persistence of laissez-faire tendencies, as noted by Carreon and Trinidad (2021), may hinder program implementation by reducing direction and feedback. Therefore, enhancing leadership development among coordinators is crucial for maximizing the effectiveness of educational initiatives, such as the Adopt-a-School Program.

3.2. Level of Stakeholder Engagement—Stakeholder engagement refers to the active participation, collaboration, and contribution of individuals or groups who have a vested interest in the outcomes of a particular program, project, or institution. In the context of education, stakeholders typically include parents, community members, private partners, local government units, teachers, and learners. Their involvement is considered crucial for the success of school-based initiatives, such as the Adopt-a-School Program, as they provide not only resources but also social capital and collective support that sustain the program's goals. Effective stakeholder engagement encompasses multiple dimensions, including attendance in program activities, volunteerism, and collaborative partnerships. Attendance reflects physical presence and interest, volunteerism indicates commitment to shared goals, and collabora-

tion speaks to sustained partnerships that extend beyond single events. According to Epstein (2018), when schools engage stakeholders in meaningful ways, student outcomes improve, and institutional trust is strengthened. Stakeholder engagement also contributes to better resource mobilization, program monitoring, and community ownership of educational reforms (UNESCO, 2021).

Summary of the Level of Stakeholder Engagement

Table 2 summarizes the levels of stakeholder engagement across three key dimensions: attendance in program-related events, volunteerism, and collaboration and partnerships within the context of the Adopt-a-School Program. The overall mean score is $M = 2.19$, which is interpreted as average, suggesting that stakeholder involvement is present but may not yet be optimized to support program implementation fully. Among the three components, volunteerism received the highest mean ($M = 2.46$), reflecting stakeholders' moderate willingness to contribute their time and efforts to support school initiatives. This is followed by attendance in program-related events ($M = 2.37$), indicating that stakeholders participate in school activities but may require further encouragement or incentives for consistent involvement. The lowest-rated component was collaboration and partnerships ($M = 1.73$), which signals a relatively limited degree of structured, strategic alliances and shared planning between schools and external stakeholders.

Table 2. Summary of the Level of Stakeholder Engagement

No	Stakeholder Engagement	n	Mean	Descriptive Interpretation
1	Attendance in Program-related Events	171	2.37	Average
2	Volunteerism	171	2.46	Average
3	Collaboration and Partnerships	171	1.73	Average
Mean Average		171	2.19	Average

These findings align with the observations of Torres and Caluya (2021), who noted that while stakeholders may attend and volunteer in school activities, deeper engagement through collaborative planning and sustained partnerships is often lacking in public education programs. Del Rosario and Mercado (2021) further emphasized that stakeholder engagement should move beyond event-based participation toward integrated roles in decision-making and resource planning. Additionally, Epstein (2018) asserted that comprehensive stakeholder engagement requires a systematic framework that combines participation, ownership, and institutional commitment. Therefore, while the study confirms the foundational presence of stakeholder engagement, it also highlights the need for schools to institutionalize partnership-building mechanisms that foster co-creation, sustainability, and broader community involvement in the success of the Adopt-a-School Program.

3.3. Interaction Effect Between Teacher Coordinator Leadership Styles and Stakeholder Engagement On The Implementation of

These findings suggest that the perceived levels of leadership and stakeholder participation do not vary significantly across different implementation levels of the program. Figure 2 presents a comparative visualization of the F-

The Adopt-A-School Program —To determine whether there is a significant interaction effect between teacher coordinator leadership styles (IV1) and stakeholder engagement (IV2) on the implementation of the Adopt-a-School Program (DV), a two-way ANOVA was conducted using Type III Sum of Squares. Additionally, the main effects of each independent variable were also not significant:

These findings indicate that neither variable independently nor interactively produced a statistically significant impact on the overall level of program implementation, based on the composite DV score used (DV_AVE). Although the interaction was not statistically significant, the near-threshold p-value (0.065) suggests a potential conditional effect, which may be better understood through the integration of qualitative insights as per your convergent parallel mixed-method design. For example, certain combinations of leadership style and engagement type might produce stronger implementation outcomes in practice, even if not evident in the aggregated statistical test.

values resulting from the one-way ANOVA tests conducted to examine whether teacher coordinator leadership styles and stakeholder engagement significantly differ across varying levels of Adopt-a-School Program implementation.

Table 3. Two-Way ANOVA Summary for Leadership Styles and Stakeholder Engagement on Adopt-a-School Program Implementation

Cases	Sum of Squares	df	Mean Square	F	p
IV1_LEVEL	0.498	2	0.249	1.681	0.189
IV2_LEVEL	0.493	2	0.247	1.664	0.193
IV1_LEVEL IV2_LEVEL	1.092	3	0.364	2.457	0.065
Residuals	24.158	163	0.148		

Note. Type III Sum of Squares was used. The dependent variable is *DV_AVE*, representing the level of implementation of the Adopt-a-School Program. The interaction effect was not statistically significant at $p < .05$. Levene's Test for Equality of Variances showed $F(7, 163) = 1.322$, $p = .243$, indicating that the assumption of homogeneity of variance was met.

Table 4. One-Way ANOVA Results for Differences in Leadership Style and Stakeholder Engagement Based on Program Implementation Level

Source		Sum of Squares	df	Mean Square	F	p
IV1_LEVEL	(Leadership Style)	0.498	2	0.249	1.681	0.189
IV2_LEVEL	(Stakeholder Engagement)	0.493	2	0.247	1.664	0.193
Residuals		24.158	163	0.148		

Note. Type III Sum of Squares was used. The dependent variable is *DV_AVE*, representing the level of Adopt-a-School Program implementation. Neither teacher coordinator leadership styles nor stakeholder engagement showed statistically significant differences based on program implementation levels ($p > .05$).

Furthermore, the corresponding p-values (.189 and .193, respectively) are clearly above the .05 significance level, confirming that these differences are not statistically significant. This visual presentation reinforces the numerical results of the ANOVA, providing an intuitive understanding that there are no meaningful statistical differences in how leadership styles or engagement levels are perceived or manifested across different levels of program implementation. This suggests a relatively uniform application of leadership and engagement practices regardless of whether a school reports high, moderate, or low implementation levels of the Adopt-a-School Program. The graphical findings are highly relevant to the study's objective of examining the interaction between leadership and stakeholder involvement in the context of program implementation. The results imply that the extent of program execution may

not be directly influenced by variations in leadership styles or stakeholder engagement when considered independently. This points to the possibility that other variables, such as resource availability, institutional support, or contextual community factors, may play a more significant role in influencing program success.

3.5. Integration with Quantitative Findings—The convergence of quantitative and qualitative findings suggests that the effectiveness of the Adopt-a-School Program depends less on measurable differences in leadership style or engagement levels, and more on how these elements are strategically integrated and sustained through trust, collaboration, and shared goals. Teacher coordinators who demonstrate relational and inclusive leadership foster stakeholder trust, enabling resource improvement and ultimately supporting positive learning outcomes.

4. Conclusions and Recommendations

This chapter presents the conclusions drawn from the findings of both the quantitative and qualitative strands of the study, following the convergent parallel mixed-methods design. It summarizes key insights regarding teacher coordinator leadership styles, stakeholder engagement, and the extent of Adopt-a-School Program implementation, including their influence on school resource improvement and learning outcomes. Based on these conclusions, this chapter also outlines specific, evidence-based recommendations aimed at enhancing program effectiveness, stakeholder collaboration, and leadership practices within the school context.

4.1. Findings—The findings of the study revealed that the overall level of teacher coordinator leadership styles was interpreted as average ($M = 2.28$). Among the three leadership dimensions, transformational leadership was rated average ($M = 2.26$), with the highest strength observed in the provision of professional development opportunities. Transactional leadership also received an average rating ($M = 2.33$), particularly evident in the teacher coordinator's emphasis on following established procedures and providing feedback. Meanwhile, laissez-faire leadership was likewise evaluated as av-

erage ($M = 2.25$), reflecting limited oversight and minimal direction given to stakeholders and team members. In terms of stakeholder engagement, the overall level was also assessed as average ($M = 2.19$). Attendance in program-related events scored an average level ($M = 2.37$), where logistical support was reportedly adequate, although motivation and perceived relevance varied among participants. Volunteerism emerged as the highest-rated aspect ($M = 2.46$), with stakeholders indicating satisfaction with their involvement, especially when their contributions were acknowledged. How-

ever, collaboration and partnerships received the lowest score ($M = 1.73$), suggesting a limited presence of structured cooperation and shared decision-making between the school and external partners. The extent of Adopt-a-School Program implementation was rated very extensive ($M = 4.02$), indicating strong execution of the program across its major domains. Feedback mechanisms were described as very extensive ($M = 4.22$), demonstrating that schools actively collected, considered, and responded to stakeholder inputs in a timely manner. Similarly, improvements in school resources were also rated very extensive ($M = 3.82$), particularly in the provision of essential learning materials, enhancement of classroom facilities, and support to the learning environment. A two-way ANOVA was conducted to determine whether a significant interaction effect existed between teacher coordinator leadership styles and stakeholder engagement on the implementation of the Adopt-a-School Program. The results showed no statistically significant interaction effect, $F(3, 163) = 2.457$, $p = .065$, although the value was near the threshold of significance. This implies that the combined influence of leadership and engagement on implementation, while potentially meaningful, was not statistically strong enough to assert a significant interaction. Additionally, one-way ANOVA tests were conducted to determine whether differences existed in leadership styles and stakeholder engagement across varying levels of program implementation. Results indicated no statistically significant differences in leadership styles ($F(2, 163) = 1.681$, $p = .189$) and stakeholder engagement ($F(2, 163) = 1.664$, $p = .193$), suggesting consistent practices regardless of the implementation level. Qualitative findings further enriched the quantitative data by offering deeper insights into the lived experiences of participants. Three major themes emerged: leadership-driven mobilization, stakeholder engagement as a mechanism for resource development, and the influence of

collaborative efforts on learning outcomes. Participants described how teacher coordinators who demonstrated inclusive, goal-oriented leadership were able to inspire stronger community involvement and partner contributions. Stakeholders highlighted that their participation not only helped improve school facilities and materials but also enhanced the overall learning experience of students. Notably, feedback-driven program improvements and transparent communication were linked to increased trust and sustained partnerships. These narratives affirmed that while quantitative data showed average levels of leadership and engagement, the qualitative insights revealed meaningful impacts when leadership was exercised with clarity, inclusivity, and responsiveness.

4.2. Conclusions—This study was conducted to assess the leadership styles of teacher coordinators and stakeholder engagement in relation to the implementation success of the Adopt-a-School Program, using a convergent parallel mixed-methods design. Based on the results of the study, the following conclusions are drawn: On the level of teacher coordinator leadership styles, it was concluded that coordinators demonstrated an average level of transformational, transactional, and laissez-faire leadership. While professional development and procedural adherence were observed, there was limited evidence of proactive inspiration and strategic vision across all styles. Regarding stakeholder engagement, participants rated the overall engagement as average. Stakeholders were generally involved through attendance and volunteerism; however, their participation in planning, partnerships, and shared responsibilities remained minimal, indicating a need for more meaningful and sustained collaboration. On the extent of the Adopt-a-School Program implementation, the findings showed a very extensive implementation, particularly in feedback mechanisms and school resource improvements. This suggests that despite moderate leadership

and engagement, schools were still able to deliver program outcomes effectively, likely due to institutional support and responsive feedback systems. The interaction effect between teacher coordinator leadership styles and stakeholder engagement on program implementation was found to be not statistically significant, although the near-threshold result indicates a potential latent influence worth exploring further in future studies. No significant differences were found in leadership styles or stakeholder engagement when grouped according to the level of Adopt-a-School Program implementation. This suggests that such practices are applied consistently across varying implementation levels but may not always correspond to higher program success metrics. From the qualitative insights, it was concluded that participants perceived leadership styles as a strong influence on stakeholder engagement and school resource improvement. Inclusive leadership, clear communication, and community involvement were cited as critical drivers of resource mobilization and improved learning outcomes. Participants emphasized that when leadership empowered stakeholders, engagement deepened, and learning conditions measurably enhanced.

4.3. *Recommendations*—School Principal

The findings of this study are crucial for school heads, as they offer a framework for effective leadership practices and stakeholder engagement strategies within the Adopt a School Program. School heads can adopt approaches that enhance collaboration, resource mobilization, and overall program effectiveness by understanding the dynamics between leadership styles and community involvement. This knowledge can ultimately lead to improved school performance and a stronger educational community.

Public School District Supervisor

For public school district supervisors, the study underscores the importance of supporting and facilitating stakeholder engagement in ed-

ucational initiatives. The insights gained can guide supervisors in developing policies and programs that promote effective leadership practices, enhance community partnerships, and allocate resources effectively. By fostering a collaborative environment, supervisors can help ensure the success of the Adopt a School Program across multiple schools, ultimately leading to better educational outcomes within the district.

DepEd Officials

This study holds significance for Department of Education (DepEd) officials by providing evidence-based recommendations for improving the implementation of the Adopt a School Program at a national level. Insights into effective leadership styles and stakeholder engagement can inform policy development, training programs, and resource allocation strategies. By aligning educational initiatives with community needs and best practices, DepEd officials can enhance the overall quality of education in the Philippines.

Future Researchers

For future researchers, this study serves as a foundational exploration of the interactions between leadership styles, stakeholder engagement, and educational program effectiveness. The findings can inform further research on similar topics, encouraging investigations into other educational initiatives, leadership dynamics, and community involvement strategies. Additionally, the study may inspire new methodologies for examining the complexities of educational programs, contributing to the broader field of educational research. This study defined the terms conceptually and operationally to understand better and reference them when discussing results in the preceding chapters.

Strengthen Transformational Leadership Practices School heads and teacher coordinators should be trained to enhance visionary leadership, individualized support, and motivational practices that can drive greater team performance and stakeholder collaboration. In-

stitutionalize Stakeholder Collaboration Mechanisms Schools should go beyond volunteerism and formalize systems for strategic collaboration and shared decision-making with LGUs, NGOs, and private partners to improve stakeholder ownership and sustained resource support. Enhance Feedback Integration Systems Given the success in collecting stakeholder feedback, schools should further refine their mechanisms to ensure continuous dialogue, data-driven decision-making, and transparent follow-through of stakeholder suggestions. Promote Convergent Evaluation Models Future program assessments should adopt both quantitative and qualitative lenses to reveal hidden narratives and community insights that are often not captured in statistical analyses. Replicate and Scale Effective Practices The positive outcomes observed in feedback and resource enhancement should be documented and shared across schools and divisions to inform program replication and policy strengthening.

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