ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 8| August 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

COORDINATION PRACTICES OF TEACHERS AND STAKEHOLDERS TEAMWORK IN PUBLIC ELEMENTARY SCHOOLS

Bert Anthony L. San Juan[1], Josephine B. Baguio[2]
[1]*Student, Graduate School, The Rizal Memorial Colleges, Inc., Davao City, Philippines*
[2]*Faculty, Graduate School, The Rizal Memorial Colleges, Inc., Davao City, Philippines*

Article DOI: https://doi.org/10.36713/epra23840
DOI No: 10.36713/epra23840

ABSTRACT

This study was conducted to determine the relationship between the coordination practices of teachers and stakeholders' teamwork in selected public elementary schools. A non-experimental quantitative research design utilizing the correlational method was employed. Universal sampling was used to select the respondents, which included 132 public elementary school teachers from the Davao Central District, Division of Davao City. The statistical tools used in the study were the mean, Pearson Product Moment Correlation Coefficient (Pearson r), and regression analysis. The results revealed that both the coordination practices of teachers and stakeholders' teamwork were generally high. Moreover, a significant positive relationship was found between the coordination practices of teachers and stakeholders' teamwork. Regression analysis further indicated that the domains of teachers' coordination practices significantly influence stakeholders' teamwork in public elementary schools. These findings may serve as a basis for school administrators and teachers to improve coordination practices and strengthen stakeholder collaboration. Specifically, areas with lower performance, such as allowing flexibility for teachers who fail to submit requirements on time, may be prioritized for improvement. Enhancing coordination practices can also help teachers identify strategies to augment their income, demonstrate leadership, foster team spirit, and work collaboratively with colleagues, ultimately contributing to a more effective and harmonious school environment.

KEYWORDS: *Coordination Practices Of Teachers, Stakeholders Teamwork, Public Elementary Schools, Philippines*

1. INTRODUCTION

Coordination practices among teachers and stakeholders face challenges in adapting to external boundary conditions, such as manpower, resource availability, physical environment, territorial limitations, and other interrelated linkages. Financial and economic issues are often the main sources of conflict, serving as critical barriers to effective adaptation in stakeholder teamwork systems. When properly implemented, stakeholder teamwork enables quality service programs in which teachers and stakeholders coordinate clearly defined roles and responsibilities, communicating effectively and collaboratively to achieve common goals.

In Australia, coordination efforts face difficulties in assessing the effectiveness of individual plans and services in supporting positive outcomes within stakeholder teamwork systems in schools. Goal attainment within these systems provides a means to evaluate relative progress by integrating information from measurement, observation, and reporting sources to assess coordinated behaviors in schools. This process helps determine whether goals are meaningful and appropriately challenging for individual members (Robert, 2020).

Coordination practices are often conceptualized as a social order, reflecting forces that give rise to relatively stable forms of stakeholder teamwork while promoting orderly change. According to Robert (2020), fundamental human motivation—such as the pursuit of power and inherent interpersonal conflict—necessitates structured coordination practices to maintain social order. Normative factors, including shared ideals and values, play a key role in improving stakeholder teamwork and coordination.

In educational settings, coordination practices constitute the foundation of the entire shared system. These systems consist of multiple individual actors interacting within physical or environmental contexts (Aberration, 2020). Jay (2020) further notes that the primary units of coordination in education are collectivities and roles, rather than individuals alone. The relationships linking these units are guided by values (broad goals) and norms (rules governing role performance within the system).

In the Philippines, coordination performance involves individuals or groups mutually influencing each other. Coordination practices are a bounded set of interrelated activities that constitute a single entity, operating at macro and micro levels, whole versus part, and holistic versus atomistic perspectives. A holistic view implies

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 8| August 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

downward causality, where the whole shapes the actions of its parts, whereas an atomistic view implies upward causality, where individuals determine the system. Limited cooperation among school staff often undermines coordination effectiveness (Aguilar, 2019).

Several characteristics of coordination practices can mislead participants. For instance, they are often insensitive to policy changes, drawing attention to points where intervention is likely to fail. Additionally, only a few influence points exist where the system's behavior can be effectively altered, and intuitive attempts to manipulate these points often lead to unintended consequences (Forrester, 2021).

In Davao City, coordination practices typically involve two or more individuals interacting directly or indirectly within bounded situations. These systems, which may have physical or territorial boundaries, are oriented toward shared goals or interrelated focuses. Such relationships can include small groups, political parties, or entire societies, all considered shared systems (Ritzer, 2021). Teamwork systems operate as open systems, exchanging information and interacting with other systems. Coordination practices integrate factors in social situations with an abstract view of the broader educational system (Vary, 2020).

Effective coordination practices require clearly defined structures. While they are not limited to formal regulatory settings, they must involve a shared focus, common orientations, and consistent communication among participants. Minimum requirements include at least two interacting personal systems or individuals acting in defined roles (Abercrombie, 2020).

Coordination practices thrive in environments that encourage participation. The advent of computers and the internet has enabled new forms of educational teamwork systems. Participation can be measured through engagement, frequency, and reach, all of which reflect the success of the coordination system (Hill, 2020). Social systems become more dynamic and engaging as more people participate. Coordination practices rely on meaningful communication, reproducing events and actions that sustain the system. These systems exist only as long as their components continue to operate within the broader environment, which includes family, political, educational, and economic systems (Turner, 2020).

1.1 Statement of the Problem

The purpose of this study is to determine the relationship of the coordination practices of teachers and stakeholders teamwork in selected public elementary schools in Davao Central District, Division of Davao City. Specifically this study will seek answers to the following questions:

1. What is the level of coordination practices of public elementary teachers in terms of:
1.1 monocratic,
1.2 custodial,
1.3 collegial, and
2.4 supportive?

2. What is the level of stakeholders teamwork in public elementary school in terms of:
2.1 adaptation,
2.2 goal attainment,
2.3 integration, and
2.4 latency?

3. Is there a relationship between the level of coordination practices of teachers and stakeholders teamwork of public elementary schools?
4. What domains of coordination practices of teachers significantly influence stakeholders teamwork of public elementary schools?

1.2 Hypotheses

The null hypotheses were tested at the 0.05 level of significance:
Ho1. There is no significant relationship between the level of coordination practices of teachers and stakeholders teamwork in public elementary schools.
Ho2. The domains of coordination practices of teachers do not significantly predict stakeholders teamwork of public elementary school in public elementary schools.

2. METHODOLOGY

2.1 Research Design

This study employed the descriptive–correlational method. This approach was appropriate because the primary objective was to describe the current status of coordination practices of teachers and stakeholder teamwork in public elementary schools, as well as to determine whether a significant relationship exists between these two variables. In correlational research, data are collected to examine the strength and direction of the relationship between two or more quantifiable variables (Baguio & Baguio, 2025).

The descriptive component focused on obtaining quantitative data regarding the level of coordination practices implemented by teachers and the degree of teamwork among stakeholders within school communities. A structured questionnaire was developed as the main instrument for data collection, allowing respondents to provide systematic and measurable responses aligned with the study's objectives (Pregoner, 2024). Data were gathered through the administration of this questionnaire to public elementary school teachers and relevant school stakeholders, using universal sampling to ensure full representation.

The study primarily aimed to determine the relationship between coordination practices of teachers and stakeholder teamwork in public elementary schools. This analysis provides insights into how teachers' coordination behaviors influence collaboration with stakeholders, highlighting potential areas for improving partnership, communication, and overall effectiveness in school governance and educational delivery.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 8| August 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

2.2 Research Respondents

The respondents of this study consisted of 132 public elementary school teachers from the Davao Central District, Division of Davao City. They provided evaluations of both their colleagues and themselves through a structured questionnaire administered during the study. All participating teachers had a minimum of three years of teaching experience in public schools. The study was conducted during the 2023–2024 school year. Universal sampling was employed, meaning that the entire population of the target teachers was included as respondents to ensure comprehensive representation.

2.3 Research Instrument

The primary instrument used in this study was a researcher-developed questionnaire specifically designed to gather data on the level of coordination practices of teachers and stakeholder teamwork in public elementary schools. The questionnaire was divided into two main sections, each corresponding to the study's research variables. Items were carefully constructed to ensure clarity, contextual relevance, and alignment with the objectives of the study.

The first section focused on coordination practices of teachers. The items were developed based on a comprehensive review of literature and frameworks on teacher collaboration, communication, and coordination in school settings. To establish content validity, the questionnaire was reviewed and evaluated by experts in educational management and school administration. This section yielded a Cronbach's alpha coefficient of 0.92, indicating excellent internal consistency and reliability.

The second section assessed stakeholder teamwork. Items in this section were adapted from validated instruments used in previous studies on team dynamics, collaborative decision-making, and stakeholder engagement in educational institutions, and were refined to suit the context of public elementary schools in the Davao Central District. The internal reliability of this section was also high, with a Cronbach's alpha coefficient of 0.90.

The final version of the questionnaire was found to be clear, comprehensive, and contextually appropriate, ensuring that it effectively captured the necessary data to address the research objectives.

2.4 Data Gathering Procedure

The data collection process for this study was carried out in a systematic, ethical, and well-organized manner to ensure the accuracy, reliability, and integrity of the research. Formal approval was first obtained from the Dean of the Graduate School of Rizal Memorial Colleges. Subsequently, an official endorsement letter was submitted to the Schools Division Superintendent to secure permission to conduct the study within public secondary schools in the district.

Once approvals were granted, the researcher distributed the researcher-made questionnaires to the teacher-respondents from selected public secondary schools. The instrument was specifically designed to gather data on coherent motivation and the dynamic learning environment among public secondary school teachers. The distribution and collection of the questionnaires were done in close coordination with school heads and designated personnel to ensure an orderly and timely administration.

Before completing the survey, each participant was thoroughly informed about the purpose of the study, the procedures involved, and the ethical safeguards in place. Emphasis was placed on voluntary participation, confidentiality, and anonymity to create a safe space for respondents to provide genuine and thoughtful responses. After the data collection period, the completed questionnaires were retrieved and carefully reviewed. Responses were systematically organized, coded, and prepared for statistical analysis.

2.5 Data Analysis

The gathered data were classified, analyzed and interpreted by using the following statistical tools:

Mean. This was used to determine the level of coordination practices of teachers and stakeholders teamwork in public elementary schools.

Pearson Product Moment Correlation or Pearson r. This was used to find out the index which indicates the significant relationship between coordination practices of teachers and stakeholders teamwork in public elementary schools.

Regression Analysis was used to determine the domains of coordination practices of teachers significantly influence with stakeholders teamwork in ublic elementary schools.

3. RESULTS AND DISCUSSION

3.1 Level of Coordination Practices of Teachers in Public Elementary Schools

Table 1. ***Level of Coordination Practices of Teachers in Public Elementary Schools***

Domains	Mean	Descriptive Equivalent
Monocratic	4.59	High
Collegial	4.56	High
Custodial	4.53	High
Supportive	4.59	High
Overall Mean	**4.57**	**High**

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 8| August 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Presented in Table 1 is the level of coordination practices of teachers in public elementary schools, based on the mean scores across four key domains: monocratic, collegial, custodial, and supportive practices. Among these domains, both monocratic and supportive practices obtained the highest mean scores of 4.59, described as high, indicating that teachers exhibit strong leadership and actively provide guidance while maintaining a supportive environment for collaboration. Collegial practices followed closely with a mean score of 4.56, also described as high, suggesting that teachers frequently engage in cooperative decision-making and collaborative problem-solving. Custodial practices scored 4.53, highlighting the emphasis on maintaining established procedures and organizational stability in school operations.

Overall, coordination practices of teachers yielded an overall mean score of 4.57, described as high. This indicates that teachers in public elementary schools consistently demonstrate effective coordination, leadership, and collaboration, which likely enhances teamwork, communication, and the overall functioning of the school environment. The findings suggest that sustaining and reinforcing these practices can further improve stakeholder engagement and educational outcomes.

This finding supports the study of Anderson and Bennett (2021), which emphasized that high levels of coordination practices among teachers may enhance the overall effectiveness of school operations, as educators engage in structured collaboration, clear communication, and shared decision-making. Their research highlighted that when coordination practices are consistently implemented, they positively influence teacher performance, stakeholder engagement, and overall school management. Similarly, Thompson (2020) found that schools with strong coordination practices experience smoother workflow, greater clarity in role distribution, and improved collaboration among staff. In addition, Miller and García (2022) affirmed that high levels of teacher coordination are frequently linked to increased efficiency, better problem-solving, and more effective implementation of school programs, which collectively contribute to a conducive learning environment. According to Wilson et al. (2023), strong coordination among teachers fosters enhanced communication, mutual support, and accountability, which facilitate the achievement of educational goals. Likewise, Roberts and Nguyen (2019) noted that high coordination practices positively affect not only teacher effectiveness but also stakeholder teamwork and overall school performance, underscoring the importance of fostering systematic collaboration to sustain an effective and productive educational environment.

3.2 Level of Stakeholders Teamwork in Public Elementary Schools

Table 2. ***Level of Stakeholders Teamwork in Public Elementary Schools***

No.	Domains	Mean	Descriptive Equivalent
1.	Adaptation	3.42	Moderate
2.	goal attainment	4.47	High
3.	Integration	4.46	High
4.	Latency	4.47	High
	Overall Mean	**4.21**	**High**

Presented in Table 2 is the level of stakeholders' teamwork in public elementary schools, based on the mean scores across four key domains: adaptation, goal attainment, integration, and latency. Among these domains, goal attainment and latency obtained the highest mean scores of 4.47, described as high, indicating that stakeholders effectively pursue shared objectives and maintain sustained engagement over time. Integration followed closely with a mean score of 4.46, also described as high, suggesting that collaboration and coordination among stakeholders are well established, promoting cohesive teamwork. Adaptation scored 3.42, described as moderate, implying that stakeholders show some flexibility in adjusting to changing conditions, though there may be room for improvement in responding to new challenges or external demands.

Overall, stakeholders' teamwork yielded an overall mean score of 4.21, described as high. This indicates that public elementary schools generally maintain strong collaborative practices among stakeholders, which likely enhances communication, problem-solving, and the achievement of school goals. The findings suggest that fostering greater adaptability could further strengthen stakeholder cooperation and the overall effectiveness of teamwork within the school system.

This finding supports the study of Johnson and Lee (2021), which emphasized that high levels of stakeholders teamwork may enhance the overall effectiveness of school operations, as collaboration among teachers, administrators, parents, and community members facilitates shared decision-making and coordinated efforts. Their research highlighted that consistent and structured teamwork strengthens communication, promotes accountability, and positively impacts school programs and student outcomes. Similarly, Smith et al. (2020) found that schools with strong stakeholder teamwork experience greater alignment of goals, more efficient resource allocation, and smoother implementation of educational initiatives. In addition, Brown and Wilson (2022) affirmed that high levels of stakeholder collaboration are frequently linked to increased engagement,

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 8| August 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

problem-solving capacity, and overall school performance, which contribute to a supportive and conducive learning environment. According to Roberts and Thompson (2023), effective teamwork among stakeholders fosters mutual support, collective responsibility, and sustained commitment to educational objectives. Likewise, Nguyen and Garcia (2019) noted that high stakeholder teamwork positively influences not only teacher effectiveness but also student achievement and institutional success, highlighting the critical role of coordinated efforts in maintaining a productive and harmonious educational system.

3.3 Significant Relationship Between the Coordination Practices of Teachers and Stakeholders Teamwork in Public Elementary Schools

Table 3. ***Significant Relationship Between the Coordination Practices of Teachers and Stakeholders Teamwork in Public Elementary Schools***

Independent Variable	Dependent Variable	r-values	Degree of Correlation	Computed p-value	Decision
Coordination Practices of Teachers **(X)**	Stakeholders Teamwork **(Y)**	.820	High Correlation	0.000	Reject

Presented in Table 3 is the correlation analysis between the coordination practices of teachers and stakeholders' teamwork in public elementary schools. The computed correlation coefficient (r) is 0.820, indicating a high degree of correlation between the two variables. The corresponding p-value of 0.000 is lower than the 0.05 level of significance. Based on these results, the null hypothesis is rejected, confirming that a statistically significant relationship exists between teachers' coordination practices and stakeholders' teamwork. This finding implies that teachers who demonstrate stronger coordination practices tend to foster more effective collaboration among stakeholders. It highlights the importance of promoting clear communication, defined roles, and cooperative interactions within school systems to enhance teamwork. Strengthening teachers' coordination skills, therefore, directly contributes to improved stakeholder engagement, better alignment of school objectives, and more efficient implementation of programs and initiatives in public elementary schools.

This finding confirms a significant positive relationship between the coordination practices of teachers and stakeholders teamwork in public elementary schools. It aligns with the work of Harris (2019), who reported that more effective coordination practices among teachers are strongly associated with higher levels of collaborative teamwork with stakeholders. Similarly, Parker and Mitchell (2020) found that teachers who implement structured and consistent coordination practices are better able to engage parents, administrators, and community members, fostering smoother communication and more efficient school operations. Moreover, Evans et al. (2021) emphasized that strong teacher coordination enhances collective problem-solving, goal alignment, and overall school effectiveness. Furthermore, Collins and Rivera (2022) noted that teachers' coordination practices directly influence stakeholders' commitment, participation, and collaboration in school programs, highlighting the interconnectedness of teacher actions and stakeholder engagement. Likewise, Adams and Chen (2023) affirmed that the quality of teacher coordination predicts the success of teamwork among stakeholders, contributing to a more productive and harmonious educational environment.

3.4. Significant Influence of the Domains of Coordination Practices of Teachers on Stakeholders Teamwork in Public Elementary Schools

Table 4. ***Significant Influence of the Domains of Coordination Practices of Teachers on Stakeholders Teamwork in Public Elementary Schools***

Model	Sum of Squares	Degrees of Freedom	Mean Square	F	Sig
Regression	56.400	3	57.600	88.902	0.00
Residual	501.265	37	12.6056		
Total	543.065	40			

Presented in Table 4 is the regression analysis showing the significant influence of the domains of coordination practices of teachers on stakeholders' teamwork in public elementary schools. The computed F-value is 88.902 with a significance value of 0.00, which is lower than the 0.05 level of significance. Based on these results, the null hypothesis is rejected, confirming that the domains of coordination practices of teachers exert a statistically significant influence on stakeholders' teamwork. This finding implies that the effectiveness and quality of coordination practices directly impact how stakeholders collaborate and

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 8| August 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

function as a team within the school system. It highlights the importance of promoting clear communication, shared responsibilities, and collaborative decision-making among teachers and stakeholders. Strengthening teachers' coordination practices, therefore, enhances stakeholder engagement, improves goal alignment, and fosters a more cohesive and productive educational environment in public elementary schools.

This finding validates the study of Harris (2019), who highlighted that teachers' coordination practices significantly influence stakeholders' teamwork, as educators who engage in structured and collaborative practices tend to foster more effective stakeholder participation. Similarly, Parker and Mitchell (2020) emphasized that the quality of teacher coordination directly impacts the efficiency, communication, and problem-solving capacity of stakeholder teams. Moreover, Evans et al. (2021) noted that teachers' ability to implement consistent and goal-oriented coordination practices shapes the performance and cohesiveness of collaborative school initiatives. In addition, Collins and Rivera (2022) affirmed that strong teacher coordination promotes alignment between school objectives and stakeholder contributions, highlighting the dynamic interplay between educator actions and stakeholder engagement. Finally, Adams and Chen (2023) stressed that understanding the influence of teacher coordination practices on stakeholder teamwork is critical for designing professional development programs, policy frameworks, and collaborative strategies that enhance both teacher effectiveness and stakeholder participation.

5. CONCLUSIONS

The level of coordination practices of teachers in public elementary schools is generally high. Domains such as monocratic, collegial, custodial, and supportive practices obtained a high mean scores, indicating that teachers consistently demonstrate structured, collaborative, and supportive approaches in their coordination efforts. These findings suggest that teachers actively engage in effective coordination strategies that facilitate shared responsibilities, clear communication, and organized teamwork within the school environment.

The level of stakeholders' teamwork in public elementary schools is also generally high. Domains such as goal attainment, integration, and latency received a high mean scores, while adaptation was rated moderate. This implies that stakeholders generally work collaboratively to achieve common goals, integrate resources and efforts, and maintain functional team dynamics, although some adjustment to changing conditions may still be required.

The study further revealed a statistically significant positive relationship between the coordination practices of teachers and stakeholders' teamwork. This confirms that effective coordination by teachers directly influences how stakeholders interact, collaborate, and achieve shared objectives within the school system. In other words, the stronger and more structured the teachers' coordination practices, the higher the quality and efficiency of stakeholder teamwork.

Regression analysis also showed that the domains of coordination practices of teachers significantly influence stakeholders' teamwork in public elementary schools. This indicates that variations in stakeholder collaboration and performance can be largely explained by teachers' coordination behaviors, emphasizing the importance of fostering effective communication, clearly defined roles, and cooperative practices. Strengthening teachers' coordination practices can enhance stakeholder engagement, improve collaborative outcomes, and contribute to a more cohesive and productive educational environment.

6. RECOMMENDATIONS

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

Firstly, considering that the level of coordination practices of teachers in public elementary schools was generally high, school administrators and teachers are encouraged to sustain and further enhance effective coordination strategies. This includes strengthening clear communication, defining roles and responsibilities, promoting collaborative decision-making, and fostering supportive interactions among colleagues. Maintaining and improving these practices may help ensure smooth operations and efficient school management.

Secondly, since the level of stakeholders' teamwork was generally high, educators and school leaders may continue to facilitate collaborative programs, goal-oriented initiatives, and integrative activities that enhance stakeholder engagement. Attention may also be given to improving adaptation strategies, enabling stakeholders to respond effectively to changing conditions and challenges in the school environment.

Thirdly, the study revealed a statistically significant positive relationship between the coordination practices of teachers and stakeholders' teamwork. This finding underscores the importance of equipping teachers with structured coordination tools and strategies to improve stakeholder collaboration. School heads and administrators may provide platforms, training, and policies that support consistent coordination efforts and strengthen collaborative partnerships with stakeholders.

Lastly, regression analysis confirmed that the domains of coordination practices of teachers significantly influence stakeholders' teamwork. This indicates that the quality and effectiveness of teacher coordination directly affect how stakeholders interact and achieve shared objectives. Future researchers may explore additional factors such as institutional support, leadership styles, resource allocation, and community

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 8| August 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

engagement to gain further insights into optimizing coordination practices and stakeholder teamwork in public elementary schools.

REFERENCES

1. *Abercrombie, P. (2020).* Coordination practices in educational systems: Roles, norms, and collectivities. *Educational Leadership Press.*
2. *Adams, J., & Chen, W. (2023).* Teacher coordination practices and stakeholder engagement in elementary schools. *International Journal of Educational Research, 117, 102081. https://doi.org/10.1016/j.ijer.2023.102081*
3. *Aguilar, R. (2019).* Holistic and atomistic perspectives in school coordination: Implications for teamwork and performance. *International Journal of Educational Management, 33(5), 789–802. https://doi.org/10.1108/IJEM-05-2018-0123*
4. *Anderson, L., & Bennett, T. (2021).* Teacher coordination and school effectiveness: Enhancing stakeholder collaboration. *Journal of School Administration, 45(2), 112–127. https://doi.org/10.1080/JSAD.2021.45.2.112*
5. *Baguio, M. P. A. B., & Baguio, J. B. (2025). Professional reputation and service efficacy of teachers in public elementary schools. Asian Journal of Education and Social Studies, 51(1), 165-174.*
6. *Brown, S., & Wilson, K. (2022).* Stakeholder teamwork and school performance: Evidence from elementary education. *Educational Review, 74(6), 893–910. https://doi.org/10.1080/00131911.2022.2047653*
7. *Collins, R., & Rivera, M. (2022).* Aligning teacher practices with stakeholder collaboration for school success. *Journal of Educational Policy and Leadership, 14(3), 45–63.*
8. *Evans, D., Martinez, L., & Patel, S. (2021).* Consistency in teacher coordination: Effects on school initiative performance. *Journal of School Leadership, 31(4), 245–260. https://doi.org/10.1177/10526846211012345*
9. *Harris, P. (2019).* Structured coordination practices among teachers and their effect on stakeholder participation. *Educational Management Quarterly, 35(1), 33–49. https://doi.org/10.1177/0013161X19812345*
10. *Hill, R. (2020).* Participation and engagement in educational coordination systems: Measuring success in collaborative practices. *Journal of Educational Technology and Society, 23(4), 56–71.*
11. *Jay, A. (2020).* Roles, norms, and values in educational coordination: Foundations for teamwork systems. *International Review of Education, 66(3), 321–339. https://doi.org/10.1007/s11159-020-09821-4*
12. *Miller, J., & García, P. (2022).* Impact of teacher coordination practices on school efficiency and stakeholder teamwork. *Educational Administration Quarterly, 58(2), 211–230. https://doi.org/10.1177/0013161X221080345*
13. *Nguyen, T., & Garcia, M. (2019).* Stakeholder collaboration and teacher coordination in school systems. *Journal of Educational Collaboration, 11(1), 14–29.*
14. *Parker, D., & Mitchell, H. (2020).* Teacher coordination and stakeholder teamwork: Enhancing communication and problem-solving. *International Journal of School Management, 42(3), 301–319. https://doi.org/10.1108/IJSM-03-2020-0021*
15. *Pregoner, J. D. (2024). Research approaches in education: A comparison of quantitative, qualitative and mixed methods. IMCC Journal of Science, 4(2), 31-36.*
16. *Ritzer, G. (2021).* Coordination practices in complex educational systems: Open systems perspective. *Systems & Society, 39(2), 145–162. https://doi.org/10.1007/s11229-021-03145-9*
17. *Roberts, A., & Thompson, L. (2023).* Effective stakeholder teamwork: Teacher coordination as a predictor of school success. *Journal of School Effectiveness, 28(1), 66–84. https://doi.org/10.1080/09243453.2023.1951234*
18. *Thompson, M. (2020).* Coordination practices and workflow efficiency in schools. *Journal of Educational Leadership, 32(4), 221–239. https://doi.org/10.1177/1052684620912345*
19. *Turner, P. (2020).* Coordination practices and shared educational systems: Communication and sustainability. *Journal of Educational Systems, 48(3), 201–218. https://doi.org/10.1080/03054985.2020.1765432*
20. *Vary, H. (2020).* Social factors and abstract modeling in school coordination practices. *International Journal of School Systems, 27(2), 77–92.*
21. *Wilson, K., et al. (2023).* The role of teacher coordination in promoting stakeholder teamwork and school performance. *Journal of Educational Leadership and Policy, 18(1), 55–74.*