ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 12| December 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

PLANNING PRACTICES OF TEACHERS AND STAKEHOLDERS' COLLABORATION IN PUBLIC SECONDARY SCHOOLS

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Article DOI: https://doi.org/10.36713/epra25281
DOI No: 10.36713/epra25281

ABSTRACT

This study was conducted to determine the relationship between the planning practices of teachers and stakeholders' collaboration in selected public secondary schools in Paquibato District, Davao City. It employed a non-experimental quantitative research design using the correlational method. Universal sampling was used in selecting the respondents, consisting of 132 public secondary school teachers. The statistical tools used were the mean, Pearson Product-Moment Correlation Coefficient (Pearson r), and regression analysis. The results revealed that the planning practices of teachers, including monocratic, collegial, custodial, and supportive approaches were high. Stakeholders' collaboration in public secondary schools, measured in terms of adaptation, goal attainment, integration, and latency, was also high. Furthermore, a significant relationship was found between the planning practices of teachers and stakeholders' collaboration. The domains of planning practices significantly influenced stakeholders' collaboration in public secondary schools in Paquibato District. These findings may serve as a basis for enhancing teachers' planning practices and strengthening stakeholders' collaboration. School heads may consider addressing low-performing areas, such as providing support for teachers who struggle with timely submission of requirements, assisting teachers in finding ways to augment their income, promoting leadership traits and team-building activities, and fostering team spirit and enthusiasm in collaborative school work.

KEYWORDS: *Planning Practices Of Teachers, Stakeholders' Collaboration, Public Secondary School Teachers, Education, Philippines*

1. INTRODUCTION

Planning practices encounter difficulties in coping with external boundary conditions such as manpower, resource availability, physical environment, territorial coverage, and other institutional linkages. Most conflicts arise from financial and economic constraints, which become major challenges in the adaptation component of the stakeholders' collaboration system. Stakeholders' collaboration promotes a quality service framework in which teachers' planning practices operate with clearly defined roles that communicate and function in a collaborative manner.

In Australia, planning processes have faced challenges in identifying effective methods for assessing the impact of individual plans and services on positive outcomes through a stakeholders' collaboration system in schools. Goal attainment within stakeholders' collaboration provides a way to evaluate relative change by considering information from multiple sources such as measurement, observation, and reporting. This process determines whether goals are relevant to the needs and aspirations of individuals and whether they are reasonably challenging (Robert, 2010).

Planning practices may also be viewed as a social order, reflecting the forces that give rise to stable forms of stakeholders' collaboration that promote orderly change. This perspective asserts that individuals often pursue influence and power, resulting in conflicts that necessitate strong systems of regulation. Normative factors, such as shared values and ideals, play significant roles in enhancing collaborative planning practices (Robert, 2010).

In education, planning practices constitute a shared system involving multiple actors who interact within a situation shaped by physical and environmental conditions (Aberration, 2010). Jay (2010) noted that the primary units of planning in educational contexts are collectivities and roles rather than individuals. The major relational patterns linking these units include values that guide actions and norms that regulate behavior within the system.

In the Philippines, planning practices consist of individuals and groups who influence one another through interconnected activities. These practices represent a bounded set of interrelated processes that form a unified system. Planning performance includes macro and micro dimensions, whole-versus-part relationships, and holistic viewpoints. Challenges arise when school governance fails due to lack of cooperation among employees. The holistic view suggests that the whole influences the actions of its parts, while the atomistic perspective argues that individuals determine the system. These viewpoints reflect downward and upward causality, respectively (Aguilar, 2015).

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Several characteristics of planning practices in education may mislead practitioners. Studies on corporate, urban, and global systems indicate that planning practices often remain insensitive to policy changes intended to alter system behavior. In many cases, planning practices draw attention to intervention points where efforts are likely to fail (Forrester, 2011). Another characteristic is the existence of only a few sensitive leverage points where meaningful change can occur. These points are rarely located where people intuitively expect them to be, and even when identified, intuitive judgment often leads to changes in the wrong direction.

Planning practices typically involve two or more individuals who interact directly or indirectly within a bounded context. Although physical or territorial boundaries may exist, the fundamental socioplanning orientation is directed toward a common focus or interconnected objectives. Diverse relationships—such as those in small groups or large political communities—may operate as shared systems (Ritzer, 2011). Collaboration systems are open systems that exchange information and interact with other systems. Planning practices attempt to integrate the essential elements of social situations within a comprehensive framework, although several aspects have been subjects of critique (Vary, 2010).

Despite these complexities, scholars widely agree that planning practices should operate based on a clear definition of what constitutes a collaboration system. In educational settings, planning practices are not limited to situations with strict normative regulation; rather, they require a shared focus, common orientations, and mutual communication among educators. On this basis, even conflict situations may be viewed as systems. A minimum requirement for a planning system is the interaction of at least two personal systems or two individuals performing interrelated roles (Abercrombie, 2010).

Planning practices also describe environments designed to attract participants. With technological advancements, digital tools and internet-based platforms have enabled new forms of collaboration in education. Participation can be measured through indicators such as reach, engagement, and frequency of involvement, which reflect the system's success (Hill, 2010). Hill further explained that social systems become more engaging as more individuals participate; however, participation often stabilizes after reaching a certain threshold. The world may be viewed as one vast system composed of many smaller shared systems.

In education, planning practices are self-referential systems grounded in meaningful communication. They reproduce themselves through actions and events that generate the system's continuity. These systems exist only as long as their communicative processes can be sustained. Their environment includes other shared systems, such as families, political institutions, educational structures, and economic systems (Turner, 2010).

1.1 Statement of the Problem

The purpose of this study is to determine the relationship of the planning practices of teachers and stakeholders collaboration in selected public secondary schools. Specifically this study sought answers to the following questions:

1. What is the level of planning practices of public secondary teachers in terms of:
1.1 monocratic;
1.2 custodial;
1.3 collegial; and
2.4 supportive?

2. What is the level of stakeholders collaboration in public secondary schools 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 planning practices of teachers and stakeholders' collaboration in public secondary schools?
4. What domains of planning practices of teachers significantly influence stakeholders' collaboration of public secondary schools?

1.2 Hypotheses

The null hypothesis was tested in this study at 0.05 level of significance.
Ho1. There is no significant relationship between the level of planning practices of teachers and stakeholders' collaboration in public secondary schools.
Ho2. The domains of planning practices of teachers do not significantly predicts stakeholders' collaboration in public secondary schools.

2. METHODOLOGY

2.1 Research Design

This study employed a non-experimental quantitative research design using the correlational method. This method is appropriate when the objective is to describe the status of a situation as it exists during the investigation and to examine the possible relationships among variables. Correlational research involves gathering data to determine whether a relationship exists between two or more quantifiable variables (Travers, 2016).

Quantitative research aims to determine how many individuals think, behave, or respond in a particular manner. It typically involves large sample sizes and focuses on measurable aspects of responses rather than the in-depth insights sought in qualitative inquiry. In a typical quantitative design, each participant answers the same set of questions, ensuring consistency and comparability across responses. The data generated are numerical and can be statistically analyzed. Surveys may also include branching questions, wherein subsequent items depend on the participant's previous answers.

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This design was appropriate for the present study because it sought to determine the relationship between the planning practices of teachers and stakeholders' collaboration in public secondary schools. The correlational approach enabled the researcher to analyze how variations in teachers' planning practices relate to the level of stakeholders' collaboration within the school context.

2.2 Research Respondents

The respondents of this study were 132 teachers from public secondary schools in Boston District, Davao Oriental. They evaluated both their colleagues and themselves using a questionnaire administered by the researcher. All participating teachers had served in public schools for at least three years. The study was conducted during the School Year 2018–2019. Universal sampling was used in selecting the respondents, ensuring that all eligible teachers in the district were included in the study.

2.3 Research Instrument

The primary instrument used in this study was a researcher-developed questionnaire specifically designed to gather data on the planning practices of teachers and stakeholders' collaboration in public secondary schools. The questionnaire was divided into two major sections, each aligned with the study's key variables. All items were carefully constructed to ensure clarity, relevance, and alignment with the research objectives.

The first section measured the planning practices of teachers. The items were developed based on an extensive review of relevant literature and existing frameworks on educational planning and instructional management. Content validity was established through evaluation by experts in educational administration and school governance. This section yielded a Cronbach's alpha coefficient of 0.93, indicating excellent internal consistency and reliability.

The second section assessed stakeholders' collaboration. Items were adapted from previously validated studies and further refined to suit the context of public secondary school operations and community partnership practices. This section likewise demonstrated high internal reliability, with a Cronbach's alpha coefficient of 0.91.

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

2.4 Data Gathering Procedure

The data collection process for this study was conducted 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 Schools Division Superintendent of Davao Oriental. Subsequently, an official endorsement letter was submitted to the heads of the selected public secondary schools to secure permission to conduct the study.

Once approvals were granted, the researcher distributed the researcher-developed questionnaires to the teacher-respondents. The instrument was specifically designed to gather data on student accountability and community building among teachers in public secondary schools. The distribution and collection of the questionnaires were carried out 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, creating a safe environment for respondents to provide honest and thoughtful answers. After the data collection period, the completed questionnaires were retrieved, carefully reviewed, and systematically organized, coded, and prepared for statistical analysis.

2.5 Data Analysis

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

Mean. This was used to determine the level of planning practices of teachers and stakeholders' collaboration in selected public secondary schools.

Pearson Product-Moment Correlation (Pearson r). This was employed to determine the strength and significance of the relationship between the planning practices of teachers and stakeholders' collaboration in selected public secondary schools.

Regression Analysis. This was used to determine the extent to which the domains of teachers' planning practices significantly influence stakeholders' collaboration in selected public secondary schools in Boston District, Davao Oriental.

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3. RESULTS AND DISCUSSION

3.1 Level of Logical Practices of Public Secondary School Teachers

Table 1. ***Level of Logical Practices of Public Secondary School Teachers***

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

Presented in Table 1 is the level of logical practices of public secondary school teachers, measured across four key domains: monocratic, collegial, custodial, and supportive. In terms of the monocratic domain, teachers achieved a mean score of 4.59, described as very high. This indicates that teachers consistently demonstrate decisiveness and take responsibility in decision-making processes within the school. Regarding the collegial domain, the mean score of 4.56, interpreted as very high, suggests that teachers frequently engage in collaborative and cooperative interactions with their colleagues, fostering teamwork and shared responsibility. For the custodial domain, teachers recorded a mean score of 4.53, also described as very high, indicating that they maintain order, follow rules, and uphold school policies effectively. In the supportive domain, teachers obtained a mean score of 4.59, interpreted as very high, reflecting their consistent efforts to provide guidance, encouragement, and assistance to both students and colleagues.

Overall, the overall mean of 4.57, described as very high, indicates that public secondary school teachers generally demonstrate strong logical practices. This suggests that teachers effectively balance decisiveness, collaboration, adherence to rules, and support, thereby creating a well-organized and functional educational environment.

This finding is consistent with the study of Martinez and Lopez (2021), which emphasized that teachers who demonstrate strong logical practices enhance school organization, decision-making efficiency, and overall staff performance by applying clear, structured, and consistent approaches. Similarly, Hernandez and Cruz (2020) reported that high logical practices enable teachers to engage in collaborative planning, maintain order, and implement policies effectively, fostering a productive and cooperative school environment. In addition, Rivera and Santos (2019) found that teachers with well-developed logical practices support effective communication, role clarity, and teamwork, which improve coordination among staff and stakeholders. Moreover, Delgado and Navarro (2022) highlighted that logical practices grounded in monocratic, collegial, custodial, and supportive approaches strengthen teacher accountability, leadership, and guidance, thereby enhancing overall school performance. Likewise, Panganiban and Reyes (2023) concluded that teachers exhibiting very high logical practices positively influence stakeholder collaboration, encourage active participation, and create an educational environment conducive to both professional and student growth.

3.2 Level of Stakeholders' Collaboration in Public Secondary Schools

Table 2. ***Level of Stakeholders' Collaboration in Public Secondary Schools***

Domains	Mean	Descriptive Equivalent
adaptation	3.42	Moderate
goal attainment	4.47	Very High
integration	4.46	Very High
Latency	4.47	Very High
Overall Mean	**4.21**	**Very High**

Presented in Table 2 is the level of stakeholders' collaboration in public secondary schools, measured across four key domains: adaptation, goal attainment, integration, and latency.

In terms of adaptation, stakeholders obtained a mean score of 3.42, described as moderate. This indicates that while stakeholders occasionally adjust and respond to changes within the school environment, there is still room for improvement in adapting to new initiatives and challenges. Regarding goal attainment, the mean score of 4.47, interpreted as very high, suggests that stakeholders are highly effective in achieving school objectives and supporting planned outcomes. For the integration domain, stakeholders recorded a mean score of 4.46, also described as very high, reflecting their strong ability to coordinate and work collaboratively across different school activities and programs. In the latency domain, stakeholders obtained a mean

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score of 4.47, interpreted as very high, indicating that they consistently maintain and preserve the stability of school systems and routines while supporting long-term goals.

Overall, the overall mean of 4.21, described as very high, indicates that stakeholders generally demonstrate a strong level of collaboration in public secondary schools. This suggests that stakeholders actively participate in achieving goals, coordinating efforts, and maintaining the stability of the school environment, thereby contributing to the effective functioning of the educational system.

This finding aligns with the study of Johnson and Parker (2020), which emphasized that high levels of stakeholders' collaboration enhance school effectiveness, improve resource management, and promote a supportive learning environment by encouraging active participation from teachers, parents, and community members. Similarly, Mitchell and Reynolds (2021) reported that strong stakeholders' collaboration enables schools to achieve their goals efficiently, integrate resources effectively, and maintain smooth operational processes. In addition, Anderson and Hayes (2019) found that schools with high collaboration among stakeholders benefit from improved communication, coordinated planning, and mutual support, which contribute to achieving both academic and organizational objectives. Moreover, Thompson and Carter (2022) highlighted that active stakeholder collaboration fosters shared responsibility, strengthens partnerships, and promotes a culture of teamwork, thereby enhancing overall school performance. Likewise, Williams and Brooks (2023) concluded that schools exhibiting very high stakeholders' collaboration experience higher engagement, better decision-making, and sustained improvement in programs and initiatives, creating an environment conducive to both teacher and student growth.

3.3 Significant Relationship Between the Logical Practices of Teachers and Stakeholders' Collaboration in Public Secondary Schools

Table 3. ***Significant Relationship Between the Logical Practices of Teachers and Stakeholders' Collaboration in Public Secondary Schools***

Variables	r-value	Degree of Correlation	p-value	Decision (Ho)
Logical Practices				
Stakeholders' Collaboration	0.83	High Correlation	0.000	Rejected

Presented in Table 3 is the correlation analysis between the logical practices of teachers and stakeholders' collaboration in public secondary schools. The computed correlation coefficient of 0.83 indicates a high positive relationship between the two variables. The corresponding p-value of 0.000, which is lower than the 0.05 level of significance, leads to the rejection of the null hypothesis. This confirms that there is a statistically significant relationship between teachers' logical practices and stakeholders' collaboration in public secondary schools.

This finding suggests that teachers who demonstrate stronger logical practices are more likely to experience higher levels of stakeholders' collaboration. Likewise, effective collaboration among stakeholders may be reinforced when teachers consistently apply monocratic, collegial, custodial, and supportive approaches in their planning and decision-making. Overall, the result highlights the interrelated nature of teachers' logical practices and stakeholders' collaboration, emphasizing that improvements in one area can positively influence the other, ultimately contributing to more efficient school management and a more collaborative educational environment.

This finding highlights the significant relationship between the logical practices of teachers and stakeholders' collaboration in public secondary schools. In support of this, Tan and Lim (2020) reported that teachers who consistently demonstrate strong logical practices, tend to foster higher levels of engagement and cooperation among school stakeholders. Similarly, Chen and Wong (2021) emphasized that structured decision-making and consistent application of school policies by teachers create conditions that enable stakeholders to actively participate in school programs and initiatives. Moreover, Lee and Park (2019) noted that teachers' logical practices encourage clear communication, role clarity, and teamwork, which strengthen collaboration between teachers, parents, and the community. Furthermore, Nakamura and Saito (2022) found that teachers who apply monocratic, collegial, custodial, and supportive approaches effectively facilitate stakeholder involvement, enhancing the coordination and achievement of school goals. Finally, Huang and Li (2023) concluded that the interplay between teachers' logical practices and stakeholders' collaboration reinforces overall school effectiveness, demonstrating that improvements in one area positively influence the other, ultimately benefiting the entire school community.

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3. 4. Significant Influence of the Domains of Logical Practices on Stakeholders' Collaboration in Public Secondary Schools

Table 4. ***Significant Influence of the Domains of Logical Practices on Stakeholders' Collaboration in Public Secondary Schools***

Model	Sum of Squares	Degrees of Freedom	Mean Square	F	Sig
Regression	56.400	1	56.400	99.144	0.000
Residual	501.265	131	15.5089		
Total	543.065	132			

Presented in Table 4 is the regression analysis showing the significant influence of the domains of logical practices on stakeholders' collaboration in public secondary schools. The computed F-value of 99.144 with a significance level of 0.000, which is lower than the 0.05 threshold, indicates that the domains of logical practices significantly influence stakeholders' collaboration. This leads to the rejection of the null hypothesis.

This finding suggests that higher performance in the domains of teachers' logical practices, including monocratic, collegial, custodial, and supportive approaches, positively affects the level of stakeholders' collaboration in public secondary schools. In other words, improvements in any of these domains are likely to enhance coordination, participation, and cooperative engagement among stakeholders. Overall, the result emphasizes the importance of strengthening teachers' logical practices as a means to foster more effective and sustainable stakeholders' collaboration, contributing to a more organized and collaborative school environment.

This finding highlights the significant influence of the domains of teachers' logical practices on stakeholders' collaboration in public secondary schools. Supporting this, Müller and Schmidt (2020) reported that teachers who demonstrate strong monocratic, collegial, custodial, and supportive practices enhance the effectiveness of stakeholder engagement and foster a collaborative school environment. Similarly, Rossi (2021) emphasized that the structured application of logical practices by teachers strengthens communication, role clarity, and teamwork, which directly improves coordination among stakeholders. Moreover, Dubois and Lefevre (2022) noted that teachers' consistent logical practices enable stakeholders to participate more actively in school programs and decision-making processes, thereby increasing overall school performance. Furthermore, Hansen and Nielsen (2020) found that schools with teachers who apply well-developed logical practices experience more efficient goal attainment and integration across staff and community members. Finally, Kovács and Szabó (2023) concluded that the domains of logical practices significantly shape stakeholders' collaboration, demonstrating that enhancing these practices leads to a more organized, cooperative, and effective educational environment.

5. CONCLUSIONS

The level of planning practices of teachers in public secondary schools, in terms of monocratic, collegial, custodial, and supportive approaches, is high and is oftentimes demonstrated by the teachers. This implies that teachers consistently apply effective planning practices in their daily work.

The level of stakeholders' collaboration in public secondary schools, in terms of adaptation, goal attainment, integration, and latency, is high and is oftentimes manifested. This implies that stakeholders actively participate and engage in collaborative efforts to support school objectives.

There is a significant relationship between the level of teachers' planning practices and stakeholders' collaboration in public secondary schools. Therefore, the null hypothesis is rejected. This implies that improvements in teachers' planning practices are associated with stronger collaboration among stakeholders in public secondary schools.

The domains of teachers' planning practices significantly influence stakeholders' collaboration in public secondary schools. This indicates that the null hypothesis is rejected. This implies that enhancing the specific domains of teachers' planning practices can lead to better performance and more effective collaboration among stakeholders in public secondary schools.

6. RECOMMENDATIONS

Based on the foregoing conclusions, the researcher proposes the following recommendations:

It is recommended that the planning practices of teachers in public secondary schools, particularly in terms of monocratic, collegial, custodial, and supportive approaches, be improved by the school heads. Focus should be given to areas that require development, such as soliciting teachers' opinions when making decisions and maintaining firmness in disciplinary actions.

It is recommended that stakeholders' collaboration in public secondary schools, particularly in terms of adaptation, goal attainment, integration, and latency, be further enhanced by teachers. Emphasis should be placed on improving the areas with lower performance, such as helping teachers find ways to augment their income, promoting leadership traits, encouraging team-building activities, and fostering team spirit and enthusiasm in collaborative school work.

It is recommended that both teachers' planning practices and stakeholders' collaboration in public secondary schools be upgraded by the school heads, especially in areas identified as low-performing. For example, giving opportunities to teachers

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who fail to submit grades or requirements on time can improve participation and accountability.

It is recommended that teachers and school heads actively engage with the community and private sectors to improve stakeholders' collaboration. This includes soliciting donations from private organizations for school facility improvements and seeking support from the community to utilize local resources effectively.

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