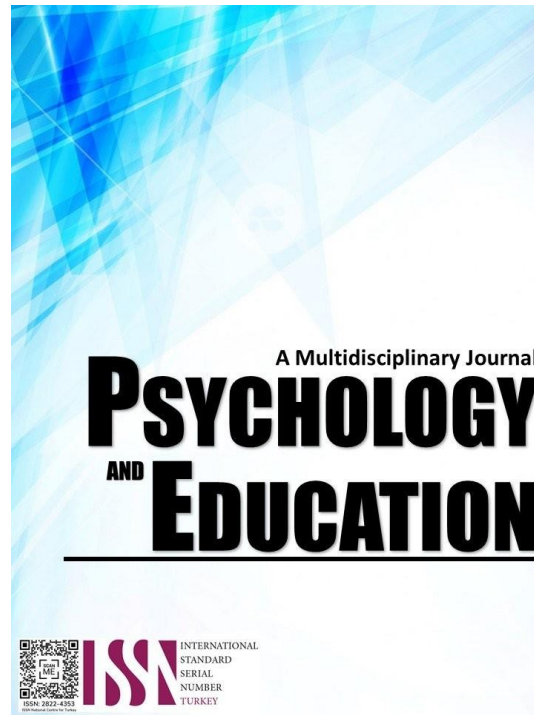


# **SCHOOL HEADS' LEADERSHIP FUNCTIONS AND EXTERNAL STAKEHOLDERS' SUPPORT TO SCHOOL PROGRAMS, PROJECTS, AND ACTIVITIES (PPAS)**



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## School Heads' Leadership Functions and External Stakeholders' Support to School Programs, Projects, and Activities (PPAs)

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### Abstract

School leadership and stakeholder involvement have been the focus of educational reforms for the past twenty years. School leadership has become a unifying element of the school community. Likewise, stakeholder involvement has been regarded as an important mover of continuous improvement efforts. Hence, these two phenomena are inseparable. This quantitative study ascertained the level of performance of the school heads' leadership functions and its relationship to the extent of stakeholders' support to schools' programs, projects, and activities. Using the descriptive correlational research design, this study utilized a researcher-made survey questionnaire and involved teachers, school heads, and barangay education committee. Results showed that the school heads exhibited an excellent performance of their instructional, administrative, and operational leadership functions. Likewise, results indicated that the stakeholders provided full support in planning, organizing, actuating, monitoring, and evaluating schools' programs, projects, and activities. Moreover, a significant difference in the assessments of the three groups of respondents on the level of performance of school heads of leadership functions was found. A significant difference was also noted on the perceptions of the three groups of respondents on the extent of stakeholders' support. Furthermore, there was a significant relationship between the level of performance of school heads' leadership functions and the extent of stakeholders' support based on the teachers' and the school heads' responses. However, a significant relationship was not established on the barangay education committee chairpersons' responses. Based on the findings, it is recommended that school heads strengthen and sustain stakeholders' support through a coalition convergence program and forge a long-lasting relationship with them.

**Keywords:** *stakeholder support, leadership functions*

### Introduction

The policy reforms implemented by the Department of Education have initiated a paradigm shift: empowering schools and the community they serve. Recognizing the roles of school stakeholders in improving basic education outcomes has been the theme of the critical changes in school operations for the last two decades.

The empowerment of the schools and their stakeholders was the result of the decentralization in the Department of Education (Domingo, 2016). This is premised on the idea that if there were people who fully understand the needs, circumstances, and goals of the learners, they would be the people on the ground – school heads, teachers, parents, and local government units.

The decentralization has also dramatically transformed the role of principals from being solely school managers whose focus is on smooth operations to becoming school leaders who constantly inspire and nurture their people. Since then, school leadership has been viewed as a vehicle of school improvement. "Leadership means the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the

organization of which they are members" (Domingo, 2016:98).

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has also put emphasis on school leadership as an important agent in achieving the Education 2030 Agenda. "School leadership has emerged as a key policy priority in line with the new vision for education articulated in the fourth Sustainable Development Goal, 'to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' (UNESCO Regional Reviews of Policies and Practices, 2016:10). Evidence from research, changing and complex expectations about the school system, and the imperative to improve education quality have initiated the shift in focus from investing in teacher training, learning materials, equipment and facilities to strengthening school governance, management and leadership.

The school as an organization operates through the concerted efforts and functions of its stakeholders. As Kipyego (2013) puts it, "Like a body, every organ is vital in playing a complimentary role in the development and running of day-to-day functioning of the body. The function of each organ is important to

the whole body, as much as they are unique to each other.” Better learning outcomes through school improvement efforts will manifest only if there is a meaningful engagement among school stakeholders. Stakeholders’ support is so crucial that it can make or break a school’s efforts and initiatives. If left unchecked, unsolicited, and unsustained, stakeholder’s support would continue to dwindle, taking the entire education system reforms back to square one. Therefore, this phenomenon is an important subject of inquiry that needs an urgent and careful analysis.

The school stakeholders, both internal and external can build a productive collaboration to make PPAs successful. Stakeholder groups can contribute with their own knowledge, skills, and experience to increase the exchange of ideas with organizations and reduce the likelihood of dissatisfaction among one or more groups (Esterhuysen, 2019 cited in Stocker and Mauricio, 2020). Involving parents, local government units, and business owners can be a positive force in making PPAs work. They just have to be informed of the school’s efforts and the contributions that they can make. A school head has to harness both human and material resources from the stakeholders. However, getting these people to partake is not easy.

Even before the pandemic, those who support the school are the same people who have been closely working with the internal stakeholders for years: a sign of stagnation. The network has not expanded. And now, as the pandemic continues to immobilize people, business, and services, many school programs, projects, and activities have to be postponed, just when the learners need them the most. Getting the entire community commit to an extensive and continuous collaboration to improve learning outcomes has become more difficult. If this problem will not be addressed accordingly, then the service provided by the school will deteriorate, thereby leaving learners in doldrums. It is in this light that the researcher was encouraged to conduct this study, to find out how school heads’ leadership functions influence stakeholder’s support to schools’ programs, projects, and activities.

## Research Questions

The study aimed to determine the level of principal’s leadership functions and stakeholder’s support to projects, programs, and activities implementation in selected secondary schools in the big divisions in the National Capital Region during the school year 2020-2021. Specifically, it sought answers to the following questions:

1. What is the level of performance of the school heads in their leadership functions as assessed by the education committee chairpersons, teachers, and school heads respondents themselves in terms of the following:
  - 1.1 Instructional;
  - 1.2 Administrative; and
  - 1.3 Operational?
2. Is there a significant difference in the assessments of the three groups of respondents on the level of the school heads’ leadership functions?
3. To what extent do stakeholders support schools’ programs, projects, and activities (PPAs) as perceived by the three groups of respondents in terms of the following:
  - 3.1 Planning;
  - 3.2 Organizing;
  - 3.3 Actuating;
  - 3.4 Monitoring; and
  - 3.5 Evaluating?
4. Is there a significant difference in the perceptions of the three groups of respondents on the extent of stakeholders’ support to schools’ programs, projects, and activities?
5. Is there a significant relationship between the level of school heads’ leadership functions and the extent of stakeholders’ support to school PPAs?
6. How may the findings of the study be utilized in crafting a stakeholders’ coalition convergence program?

## Literature Review

### School Leadership

School leadership has been a powerful acting agent in bringing meaningful reforms in the field of education. Leadership is defined as “the ability to guide, direct, and influence people” by Encarta Dictionaries. Domingo (2016) defines leadership as the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization of which they are members (p. 98). Among the many given definitions of leadership, one thing remains the same – the element of influence.

Leadership and school improvement are two inseparable entities. One cannot expect school improvement without the driving force coming from effective leaders. As a matter of fact, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has focused on school leadership in the 2030 education agenda. Aiming to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”,

UNESCO recommends to make school leadership a priority in the education development agenda by promoting a common understanding and interpretation of the concept of school leadership, ensuring a systematic integration of school leadership initiatives, and advocating for the development of effective school leadership. UNESCO has also proposed the establishment of appropriate institutional and policy frameworks for effective school leadership development by setting a clear vision anchored on national education policy, redefining roles and responsibilities of school leaders, and involving multiple stakeholders.

A review of international literature in successful school leadership by Day and Sammons (2016) reveals that effective school leadership is a crucial driver affecting student outcomes and that school leaders, particularly principals, have a key role to play. School leader influence teachers' working conditions, motivations, and capacities, and the teachers in turn, affect classroom practice and student learning. It also bridges educational policy and practice which gives way to school reform. Furthermore, school leadership links schools to their environment, thereby fitting the school's efforts with the welfare, plans, and needs of the community.

The diversity and dynamism of the people working in the school bring about growth and development. Inevitably, challenges, problems, and conflicts may also arise due to their differences. School operations is so complex that it requires the school head to possess four linked skill areas such as influencing skills, learning skills, facilitating skills, and creative skills (Day & Sammons, 2016). In addition, the school head being the highest-ranking administrator at the school level needs to oversee this whole operation and perform three leadership functions: instructional, administrative, and operational.

### Stakeholder Involvement in PPAs

When identifying stakeholders, one has to ask to whom does the school belong and who has a long-term vested interest in the success of the school and the students. "Stakeholders are those individuals who have a stake in the school. These are the individuals who you want support from to provide a positive school experience for your students. As such, most people have a stake in schools—and are thus stakeholders—but have a different role to play in schools" (American Institute for Research, 2021). In this case, families who send their children to school, the taxpayers who support government projects, the

non-government organizations who promote their advocacies, and the businesses who hire the graduates are among the school stakeholders. The Educational Glossary defines stakeholder as "anyone who is invested in the welfare and success of a school and its students including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives." It can be an individual or a group who helps in delivering intended results and maintaining worthwhile outcomes.

Stakeholders can be categorized as internal and external. Internal stakeholders are those who "work within the school system on a daily basis and who largely control what goes on there" while external stakeholders are those "outside the day-to-day work of the schools who have a strong interest in school outcomes but who do not directly determine what goes into producing those outcomes" (Council of Chief State School Officers, 2016). Internal stakeholders include the administrative staff, students, teachers, and parents. On the other hand, external stakeholders are the local government units, non-government organizations, and business community. Due to their distance from the school, these two groups of stakeholders have distinct capacity and degree of influence.

School stakeholders have different concerns and interests in the success of the school. The American Institute for Research (2020) identified what each group of stakeholders have at stake as follows: a) students are concerned for their personal success and future opportunity; b) parents are after the pride and opportunity of their children; c) school staff care about their professional efficacy and job satisfaction; d) taxpayers are eager to get a good return of their taxes; and e) the business community want to hire graduates who are equipped with knowledge and skills. Tapping these interests will surely get the stakeholders engaged in school improvement efforts.

Positive changes in the school can only be achieved if the school stakeholders manifest commitment and pledge involvement to school programs, projects, and activities. "There is a lot that has to be done, and it's going to take everybody to figure this out" (National Conference of State Legislatures, cited in Council of Chief State School Officers, 2016).

### Methodology

The descriptive-correlation method was employed in this study. According to Baker (2017), descriptive research is used when a study focuses at the present condition and the purpose is to find new truth. It collects information about variables without changing the environment or manipulating any variables. It also does not include comparison groups. Descriptive research designs “may be used to develop theory, identify problems with current practice, justify current practice, make judgments, or determine what others in similar situations are doing” (Grove, Burns, and Gray 2013:215, cited in Baker 2017).

### Participants

Respondents of this study were 375 teachers, 30 school heads, and 30 barangay education committee chairpersons of selected secondary schools in the three big divisions in National Capital Region namely Quezon City, Caloocan City, and Manila. The teacher respondents held a permanent status. In addition, the school heads and the barangay education committee chairpersons have held the position for at least three years.

### Instruments of the Study

The study utilized a researcher-made survey questionnaire. It consists of two parts. The first part focuses on the level of performance of the school heads in their leadership functions such as instructional, administrative, and operational functions. It is based on the Office Performance Commitment and Review Form (OPCRF) for School Heads and the National Competency-Based Standards for School Heads Training and Development Needs Assessment Tool (NCBSSH-TNDA TOOL). Each function contains ten indicators that were assessed using the 4-point Likert Scale: 4 – Highly Efficient, 3 – Efficient, 2 – Fairly Efficient, and 1 – Not Efficient.

The second part concentrates on the extent of stakeholder’s support to schools’ projects, programs, and activities. It is based on the Enhanced School Improvement Plan Cycle and Guidebook. It consists of the five steps in PPA implementation such as planning, organizing, actuating, monitoring, and evaluating. Each step contains five indicators. Likewise, they were evaluated using a 4-point Likert Scale: 4 – Full Support, 3 – Moderate Support, 2 – Slight Support, and 1 – No Support

### Procedure

The researcher asked permission from the offices of the Regional Director and the Schools Division Superintendents of the selected schools divisions and schools in the National Capital Region to conduct the study. After the permits had been secured, the researcher emailed the offices of the school heads and the barangay education committee chairpersons. However, no response was received so she visited the 30 secondary schools and gave printed request letters to the school heads. Likewise, proper communication and coordination were observed to reach the offices of the barangay education committee chairpersons.

To ensure the safety of the researcher and the respondents, the minimum health protocols set by the Inter-Agency Task Force, the Local Government Units Officials, and the Department of Education were strictly observed. Hence, the survey questionnaire was given to the respondents electronically using Google Forms. Link of the survey questionnaire prepared using Google Forms was indicated in the letter.

After a week of distributing the request letters, the researcher followed up on the respondents by calling each school head’s office. On the other hand, offices of the barangay education committee chairpersons needed to be visited again. The data collection was then completed after almost a month.

### Ethical Considerations

The researcher ensured that there was no conflict of interest that emerged during the conduct of the study. In addition, the information collected were kept confidential to protect the privacy of the respondents.

### Results

#### Level of Performance of School Heads in Their Leadership Functions

This part is composed of the different tables for the school heads’, teachers’, and barangay education committee chairperson respondents’ assessments on the level of performance of school heads in their instructional, administrative, and operational leadership functions.



Table 1. Respondents' Assessment on the Level of Performance of School Heads in Their Instructional Leadership Functions

Indicators	Respondents							
	Barangay Education Committee Chairpersons		Teachers		School Heads		WM	
	WM	DV	WM	DV	WM	DV	AVM	DV
1) Set standards, goals, and benchmarks for instructional progress	3.47	HE	3.87	HE	3.87	HE	3.73	HE
2) Implement and manage the curriculum	3.50	HE	3.87	HE	3.93	HE	3.77	HE
3) Meet regularly with entire teaching staff to discuss instructional improvement or effectiveness	3.51	HE	3.90	HE	3.77	HE	3.73	HE
4) Evaluate lesson plans to ensure that they are well-prepared to achieve instructional progress	3.50	HE	3.87	HE	3.73	HE	3.70	HE
5) Observe classroom instruction and learning management to keep track of curriculum delivery	3.54	HE	3.93	HE	3.87	HE	3.78	HE
6) Encourage teachers to contextualize preparation and use of instructional materials	3.54	HE	3.80	HE	3.80	HE	3.71	HE
7) Ensure utilization of a range of assessment processes and tools to measure and evaluate student performance	3.49	HE	3.83	HE	3.73	HE	3.68	HE
8) Motivate teachers to conduct action research on instructional improvement and better teaching delivery	3.49	HE	3.87	HE	3.80	HE	3.72	HE
9) Initiate research-based innovations to improve learning	3.41	HE	3.90	HE	3.87	HE	3.73	HE
10) Sustain projects, programs, and activities addressing learning deficiencies	3.55	HE	3.93	HE	4.00	HE	3.83	HE
Over-all Mean	3.50	HE	3.81	HE	3.84	HE	3.74	HE

Legend: 3.50 - 4.00 = Highly Efficient 2.50 - 3.49 = Efficient  
1.50 - 2.49 = Fairly Efficient 1.00 - 1.49 = Not Efficient

Table 2. Respondents' Assessment on the Level of Performance of School Heads in Their Instructional Leadership Functions

Indicators	Respondents							
	Barangay Education Committee Chairpersons		Teachers		School Heads		WM	
	WM	DV	WM	DV	WM	DV	AVM	DV
2) Set standards, goals, and benchmarks for instructional progress	3.47	HE	3.87	HE	3.87	HE	3.73	HE
2) Implement and manage the curriculum	3.50	HE	3.87	HE	3.93	HE	3.77	HE
4) Meet regularly with entire teaching staff to discuss instructional improvement or effectiveness	3.51	HE	3.90	HE	3.77	HE	3.73	HE
4) Evaluate lesson plans to ensure that they are well-prepared to achieve instructional progress	3.50	HE	3.87	HE	3.73	HE	3.70	HE
5) Observe classroom instruction and learning management to keep track of curriculum delivery	3.54	HE	3.93	HE	3.87	HE	3.78	HE

6) Encourage teachers to contextualize preparation and use of instructional materials	3.54	HE	3.80	HE	3.80	HE	3.71	HE
7) Ensure utilization of a range of assessment processes and tools to measure and evaluate student performance	3.49	HE	3.83	HE	3.73	HE	3.68	HE
8) Motivate teachers to conduct action research on instructional improvement and better teaching delivery	3.49	HE	3.87	HE	3.80	HE	3.72	HE
9) Initiate research-based innovations to improve learning	3.41	HE	3.90	HE	3.87	HE	3.73	HE
10) Sustain projects, programs, and activities addressing learning deficiencies	3.55	HE	3.93	HE	4.00	HE	3.83	HE
Over-all Mean	3.50	HE	3.81	HE	3.84	HE	3.74	HE

Table 3. Respondents' Assessments on the Level of Performance of School Heads in Their Administrative Leadership Functions

Indicators	Respondents							
	Barangay Education Committee Chairpersons		Teachers		School Heads		WM	
	WM	DV	WM	DV	WM	DV	AVM	DV
1) Set organizational vision, mission, goals, and objectives.	3.52	HE	3.80	HE	3.83	HE	3.72	HE
2) Motivate and engage staff to attain organizational vision, mission, goals, and objectives.	3.56	HE	3.87	HE	3.83	HE	3.75	HE
3) Ensure that school projects, programs, and activities are aligned with DepEd's vision, mission, goals, and objectives	3.50	HE	3.83	HE	3.80	HE	3.71	HE
4) Provide opportunities for professional development	3.49	HE	3.80	HE	4.00	HE	3.76	HE
5) Recognize potentials and assist in career development/promotion of teachers/staff	3.52	HE	3.80	HE	4.00	HE	3.77	HE
6) Create and maintain a positive and empowering working climate	3.52	HE	3.80	HE	4.00	HE	3.77	HE
7) Resolve problems and conflicts at the school level proactively	3.45	E	3.83	HE	3.83	HE	3.70	HE
8) Effectively communicate school needs, concerns, and issues	3.54	HE	3.67	HE	3.77	HE	3.66	HE
9) Establish network with internal and external stakeholders	3.54	HE	3.87	HE	3.73	HE	3.71	HE
10) Accept and utilize donations in accordance with existing policies	3.53	HE	3.77	HE	4.00	HE	3.77	HE
Over-all Mean	3.52	HE	3.80	HE	3.88	HE	3.73	HE

### Extent of External Stakeholders' Support to Schools' Programs, Projects, and Activities

This part is composed of the different tables for the school heads', teachers', and barangay education committee chairperson respondents' perception on the level of external stakeholders' support to school programs, projects, and activities.

Table 4. Respondents' Perception on External Stakeholders' Support in Planning School Programs, Projects, and Activities (PPAs)

Indicators	Respondents							
	Barangay Education Committee Chairpersons		Teachers		School Heads		AWM	
	WM	DV	WM	DV	WM	DV	AWM	DV
1) Attend planning meeting	3.55	FS	3.90	FS	3.87	FS	3.77	FS
2) Revisit previous school years' PPAs report	3.56	FS	3.75	FS	3.83	FS	3.71	FS
3) Identify priority improvement areas	3.57	FS	4.00	FS	4.00	FS	3.86	FS
4) Participate in needs assessment	3.53	FS	3.70	FS	3.70	FS	3.64	FS
5) Communicate immediate needs and concerns affecting learning outcomes	3.54	FS	3.70	FS	3.93	FS	3.72	FS
6) Collect necessary data needed for PPAs planning	3.50	FS	4.00	FS	4.00	FS	3.83	FS
7) Provide essential data needed for PPAs planning	3.53	FS	4.00	FS	4.00	FS	3.84	FS
Over-all Mean	3.53	FS	3.86	FS	3.90	FS	3.78	FS

Legend: 3.50 – 4.00=Full Support 2.50 – 3.49=Moderate Support  
1.50 – 2.49=Slight Support 1.00 – 1.49=No Support

Table 5. Respondents' Perception on External Stakeholders' Support in Organizing School Programs, Projects, and Activities (PPAs)

Indicators	Respondents							
	Barangay Education Committee Chairpersons		Teachers		School Heads		AWM	
	WM	DV	WM	DV	WM	DV	AWM	DV
1) Get involved in setting clear goals and expected outputs	3.57	FS	3.83	FS	3.87	FS	3.76	FS
2) Define one's roles and responsibilities	3.49	FS	3.87	FS	3.87	FS	3.74	FS
3) Take specific duties and responsibilities	3.53	FS	4.0	FS	3.97	FS	3.83	FS
4) Design data collection instruments	3.46	MS	3.60	FS	3.40	MS	3.48	MS
5) Participate actively in the advocacy campaign	3.56	FS	4.0	FS	3.90	FS	3.82	FS
6) Convince other stakeholders to participate	3.60	FS	3.70	FS	3.87	FS	3.72	FS
7) Source out funds from other stakeholders	3.58	FS	3.87	FS	3.87	FS	3.77	FS
Over-all Mean	3.53	FS	3.84	FS	3.82	FS	3.73	FS

Table 6. Respondents' Perception on External Stakeholders' Support in Actuating School Programs, Projects, and Activities (PPAs)

Indicators	Respondents							
	Barangay Education Committee Chairpersons		Teachers		School Heads		AWM	
	WM	D	WM	DV	WM	D	AWM	DV
1) Strictly follow the schedule of activities/tasks	3.55	FS	3.78	FS	3.80	FS	3.71	FS
2) Perform designated role or function	3.52	FS	3.90	FS	4.00	FS	3.81	FS
3) Ensure that the activities/tasks are aligned with the objectives	3.51	FS	3.75	FS	3.77	FS	3.68	FS
4) Utilize funds or resources judiciously	3.58	FS	3.80	FS	3.90	FS	3.76	FS
5) Adopt best practices	3.55	FS	3.70	FS	3.63	FS	3.63	FS
6) Use prescribed templates for data recording	3.55	FS	3.50	FS	3.93	FS	3.66	FS
7) Take photos for documentation	4.0	FS	4.00	FS	4.00	FS	4.00	FS
Over-all Mean	3.61	FS	3.78	FS	3.86	FS	3.75	FS

Table 7. Respondents' Perception on External Stakeholders' Support in Monitoring School Programs, Projects, and Activities (PPAs)

Indicators	Respondents							
	Barangay Education Committee Chairpersons		Teachers		School Heads		AWM	
	WM	DV	WM	DV	WM	DV	AWM	DV
1) Record milestones, challenges, and problems	3.55	FS	3.67	FS	3.80	FS	3.67	FS
2) Attend regular dialogue/meetings	3.52	FS	3.93	FS	4.00	FS	3.82	FS
3) Provide feedback to concerned persons or committees	3.57	FS	3.93	FS	3.77	FS	3.76	FS
4) Make necessary adjustments or changes to address urgent concerns and issues	3.58	FS	3.87	FS	3.90	FS	3.78	FS
5) Ensure appropriate utilization of funds or resources through auditing/liquidation reports	3.55	FS	3.93	FS	3.63	FS	3.69	FS
6) Accept and utilize donations in accordance with existing policies	3.55	FS	3.87	FS	3.93	FS	3.78	FS
7) Provide technical assistance	3.56	FS	3.77	FS	4.0	FS	3.78	FS
Over-all Mean	3.55	FS	3.85	FS	3.86	FS	3.75	FS

Table 8. *Respondents' Perception on External Stakeholders' Support in Evaluating School Programs, Projects, and Activities (PPAs)*

Indicators	Respondents							
	Barangay Education Committee Chairpersons		Teachers		School Heads			
	WM	DV	WM	DV	WM	DV	AWM	DV
1) Perform data analysis	3.48	MS	3.67	FS	3.60	FS	3.58	FS
2) Compare results with expected outputs	3.62	FS	3.83	FS	3.90	FS	3.78	FS
3) Communicate progress to the stakeholders	3.57	FS	3.80	FS	3.93	FS	3.77	FS
4) Reflect on areas that need improvement	3.51	FS	3.63	FS	3.70	FS	3.61	FS
5) Provide recommendations for sustainability or maintenance plan	3.55	FS	3.63	FS	3.60	FS	3.59	FS
6) Recognize exemplary contribution and support to programs/projects	3.52	FS	3.67	FS	3.73	FS	3.64	FS
7) Prepare accomplishment report and financial statement	3.57	FS	3.73	FS	3.80	FS	3.70	FS
Over-all Mean	3.55	FS	3.71	FS	3.75	FS	3.67	FS

## Discussion

This study aimed to determine the level of performance of school heads' leadership functions and the extent of stakeholders' support to schools' programs, projects, and activities in selected public secondary schools in the big divisions in National Capital Region (NCR) for the school year 2020-2021. Results show that there is a significant difference in the assessments of the three groups of respondents on the level of performance of school heads' leadership functions. This finding implies that the respondents' views vary according to the nature of their role and their proximity to the school setting. In terms of external stakeholders' support to PPAs, there is a significant difference in the perceptions of the three groups of respondents on the extent of stakeholders' support to schools' programs, projects, and activities. Furthermore, result shows that there is no significant relationship between the school heads' level of performance of leadership functions and the extent of external stakeholders' support to school programs, projects, and activities.

## Conclusion

The school heads have fully embraced their roles as school leaders and are no longer limited to being school managers alone. Indeed, the school heads' highly efficient performance of their instructional, administrative, and operational leadership functions exhibits their commitment to deliver educational

reforms and steer their schools toward excellence. In addition, the three groups of respondents have varying assessments of the competence of the school heads in performing their leadership functions, nevertheless the magnitude of school leadership influence in the entire school community is evident. Also, external stakeholders have cultivated a deep sense of school ownership leading to meaningful engagement and involvement in school programs, projects, and activities. The three groups of respondents have diverse perceptions of the significant contributions of the external stakeholders to school programs, projects, and activities, therefore community participation is evident. Lastly, the school heads' level of performance of their leadership functions had varying degree of impact on external stakeholders' support depending on their existing connection and the latter's proximity to school operations.

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