VOICES OF THE STAKEHOLDERS: EXPLORING THE LIVED EXPERIENCES WITH THE PRINCIPAL'S LEADERSHIP

Voices of the Stakeholders: Exploring the Lived Experiences with the Principal's Leadership

Albert John P. Aquino*
For affiliations and correspondence, see the last page.

Abstract

This study explored the lived experiences of teachers, community leaders, and parents concerning the principal's leadership in selected schools of South President Quirino District. Using a qualitative phenomenological approach, the research aimed to understand how the principal's leadership influences stakeholder engagement, school culture, and professional development. Semi-structured interviews were conducted with ten teachers, five community leaders, and five parents, and thematic analysis was employed to identify recurring patterns. The findings revealed ten key themes, including transformational leadership, inclusive practices, communication, resource management, and mentorship. The principal's transformational leadership inspired creativity and commitment among teachers, while inclusive practices fostered equity and strengthened participative decision-making. Effective communication and transparency built trust and empowered stakeholders to actively engage in school initiatives. Despite challenges such as resource limitations, the principal's resourcefulness and innovative approaches ensured the optimization of available resources, creating a supportive and thriving school environment. These findings align with existing literature on school leadership and highlight the critical role of principals in fostering cohesive educational communities. Recommendations include enhancing professional development, promoting participative leadership, and establishing mentorship programs to sustain and replicate effective leadership practices. This study emphasizes the need for continued investment in leadership development to drive school improvement and stakeholder collaboration.

Keywords: *stakeholders, lived experience, principal's leadership*

Introduction

Over the past several decades, principals have organized schools in ways that have far-reaching consequences, well beyond what they used to. There is substantial evidence in the literature of a shift away from more traditional, siting-style leadership towards approaches which are more collaborative and transformational (Day et al., 2020). This evolution indicates leadership through the ever-expanding recognition of the need for leaders who understand the direction of education, drive innovation, and cultivate stakeholder engagement. On the other hand, it also stagnates educational leadership in terms of handling qualitative elements of stakeholders' perception regarding its effectiveness (Hallinger, 2020). In developing countries, this gap widens further as socio-cultural and economic variables overshadow the categories above and determine the behavior of leaders and the effectiveness thereof. Due to the resource implications, socio-cultural differences, and the differences in educational contexts, leadership strategies in high-income states cannot be transposed to low-income environments (G. E. Bush & Glover, 2021).

Furthermore, educational leadership in the Philippine context has similarly been a vehicle for reform. Several programs were launched by the Department of Education (DepEd), realizing that school heads are among the critical levers for school improvement (DepEd, 2021). However, little is known about how these policies are implemented in practice, especially in rural and remote places. Moreover, previous research has shown that the effectiveness of practice leadership practices varies significantly depending on contextual factors such as local community engagement, resources available, and socio-economic characteristics of the areas in which the respective research was conducted (Naval & Garcia, 2022).

In connection, the diversity at the South President Quirino District is able to flourish as one more link of the chain of national contexts, expose the degree to which they can represent the evolution of national problems into local challenges to constructing a researchable landscape for leadership practices. In fact, challenges such as poverty, resource allocation and diversity are some of the biggest constraints on schools in the area. As a result, the manner in which these principals address and use these issues to the benefit of schools must acknowledge the lived experiences of the people involved in this domain.

Moreover, its specific context in the South President Quirino District presents challenges and opportunities unique to its own. Thus, listening to interviewees in this district may provide insight into the extent to which the practices are transferrable across like conditions.

This divergence creates considerable knowledge gaps regarding the contexts and lived experiences of stakeholders, particularly concerning, in the case of educational leadership, rural and remote geographical spaces (Hallinger, 2020; Bush & Glover, 2021). This lack of this type of study conducted in South President Quirino District will be a big contribution in generating data that can shape policymaking and solutions that will ultimately lead to informed decisions and sound policies and practices.

This gap needs to be addressed, thus, present study will look into stakeholders perception of principal's leadership in selected schools of South President Quirino District. This lens will be used to tell the nuanced contextual stories of stakeholders as insight into the context of how they perceive and view school leadership. The findings of this study, therefore, can provide the foundation for designs

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of application-specific targeted professional development interventions for these principals to bolster their leadership and effectiveness as well.

Research Questions

This study aimed to explore the lived experiences of stakeholders, with the principal's leadership in selected schools at South President Quirino District. The research seeks to answer the following questions:

1. What is the lived experiences of stakeholders on the principal's leadership in the chosen schools of South President Quirino District?
2. What are the contexts that influence the lived experiences participants of the principals' leadership among selected schools of South President Quirino District?
3. How do the perception of stakeholders regarding to the effect of principal's leadership in chosen school at South President Quirino District.

Literature Review

Stakeholders' lived experiences with principal leadership is an essential aspect of educational research. This review pulls together the existing literature, emphasizing the views from across the whole system, including teachers, students and parents on how these experiences inform and are informed by the leadership practices of school principals.

Principal Leadership From the Standpoint of the Stakeholders

The leadership style of principals has a profound effect on the school environment and the experiences of students, parents, and teachers. It indicates that the resilience and leadership abilities of female school principals play an important role in dealing with the challenge of being in those positions. Mentorship and hands on leadership training needed to develop effective leadership has been highlighted (de Bruyn & Mestry, 2020).

Teachers' Experiences

Teachers generally indicate that supportive and transformational principals create a higher job satisfaction and better teaching performance. Lived experiences in leadership practices have found to enhance school management (Lamb, Seifu & Chapman, 2023). This approach means that teachers feel valued and that their voices are being heard, which has a positive impact on the performance and commitment of the teachers (Lamb, Seifu, & Chapman, 2023).

Experiences of Students and Parents

The school principal has been the focus of much research, especially the influence of leadership and its effect on schools. This identity is influenced by several aspects, including political and contextual factors.

Likewise, race and gender barriers shape the construction of a principal's professional identity (Cruz-González et al., 2021). Such hurdles can prove critical for shaping a good leadership practice.

Further, the training and experience of principals is an important component that contributes to their identity as leaders. Research shows that principals with advanced training and considerable experience are more prone to grow a strong professional identity.

Moreover, the impact of context on school leadership is hard to overstate. Hallinger and Heck (2020) note that the context in which a principal works can deeply shape their ability to be an effective leader. This data includes the socio-economic status of the community the school is a part of as well as the available resources.

On another note, the type of leadership styles that principals adapt are important as well. Transformational leadership can lead to school improvement, according to Leithwood and Jantzi (2020). This style refers to the extent to which you inspire and motivate staff to do their best.

Theoretical and empirical scholarly work has indicated that instructional leadership is an important dimension of effective school leadership. According to Muijs and Harris (2021), principals that embrace instructional leadership had higher-performing schools.

Furthermore, schools require the continuous professional growth of their principals to sustain effective leadership. Brezicha et al. (2020) argue that keeping principals up to date with educational practices comes from continuous professional development (Ennis et al, 2019).

Moreover, according to Soini et al. (2021), the challenges school principals face in the 21st century. These challenges range from dealing with different abilities among students to introducing tech into classrooms.

Moreover, there is extensive and well-documented research that identifies principal leadership as a key influence on student achievement. Hallinger (2020) found that there is a firm relationship between effective principal leadership and positive student outcome.

Also, principals play a key role in establishing a healthy school culture. Research indicates that principals who foster a supportive and inclusive school environment are more likely to have engaged and motivated staff and students .

Furthermore, school capital that includes leadership by the principals impacts teachers motivation and retention. Scribner and Bradley-Levine (2020) report findings that supportive leadership practices help a higher turnover rate and higher teacher satisfaction.

In addition, the principal leadership identity is not constant, it is dynamic. According to Akkerman and Meijer (2021) principals continue to develop their leadership identity through reflection and professional experiences Academic knowledge acquisition is vital to the formation of that identity.

Principals play a key role in school governance, further Principals must move beyond strictly administrative duties to embrace instructional leadership leading to effective school governance. (Bush 2020),

In addition to this, the ways that principals lead may look quite. Thoonen et al. (2021), schools led by principals who employ a collaborative leadership style tend to be more effective.

Leadership and Innovation Leadership plays a major role in every aspect of a school, including its overall innovation. According to Pont et al. (2020) explain that such principals lead more active and progressive schools in contrast to those who create oppressive learning and working environments.

Moreover, the leadership of principles is integral to professional competencies. Principals need both technical skills and emotional intelligence to lead effectively to (Robertson, 2021).Additionally, principals' leadership practices can shape school climate.

According to Rhodes and Brundrett (2020), schools where the principal fosters a high-quality climate tend to be higher-performing schools.

In addition, principals play an important role in leading the management of resources of the school. Effective resource management is vital for the success of schools (UNESCO-IIPE-IWGE, 2020).Moreover, the principals' personal characteristics can play a part in how they identify with their roles as leaders. According to Crow et al. (2021) found that principals with good interpersonal skills are more likely to form a positive leadership identity.

Additionally, principal leaderships effect on teacher collaboration has been studied. Principals who foster collaboration have more cohesive and effective teaching teams. (Sinha and Hanuscin, 2021).

Moreoever, inclusive environments are a principal responsibility. Principals focused on equity and inclusion create more inclusive and supportive school environments (Ritacco & Bolívar, 2021).

Furthermore, Aas and Vavik (2021) show that principals that build engaging and/or supportive learning environments are those with higher levels of student engagement.

Additionally, ongoing training of principals is necessary for effective leadership. According to Bush et al. (2020), one of the most important factors that influence school improvement is the participation of principals in continuous professional development.

Moreover, the experiences and training of principals influence their leadership identity. Thus, Dubar (2020) found that principals with more professional training and experience were more likely to develop a strong professional identity.

To sum up, the principal ship in schools is both multifaceted and complex. The answer lies in the effective blend of professional skills, personalities, and people, but also in ongoing professional development. The influence of school leader effectiveness on school climate and student success highlights the need for investment in developing strong school leadership.

Methodology

Research Design

The study employs a qualitative research design, specifically a phenomenological approach to explore the participants 'experiences with the principal leadership. For interpreting the depth and complexity of participants' experiences, this approach is appropriate (Creswell & Poth, 2018; Maxwell, 2013).

Participants

The participants of the study were ten (10) teachers, (5) community leaders and (5) parents coming from the Division of Sultan Kudarat, particularly at Central Mangilala National High School, Estrella Integrated School; Suben Elementary School; Mangelen Elementary School; Mangilala Elementary School; and Bannawag Elementary School for the School Year 2024-2025.

This study will involve stakeholders (teachers, community leaders and parents) from the selected schools. These participants were selected due to their direct engagement with the principal's leadership and their ability to offer rich descriptions of their experiences (Patton, 2015; Latunde, 2016).

Instrument

This study will explore the lived experiences of stakeholders with the principal's leadership in each of the selected schools of South President Quirino District using a semi-structured interview guide questionnaire. Its purpose is to capture participants' three major research questions: the stakeholders' lived experiences, the contexts that influence their lived experiences, and the stakeholders' perception of the principal's supportiveness.

The first part of the interview will collect demographic information about the participants, including their role, and position (e.g. parents, teachers, community leaders). This part is focused on giving background information that is relevant for the understanding of what different stakeholders think.

The subsequent phase will centered on exploring the lived experiences of stakeholders with the style of the principal's leadership. During this section, participants will be encouraged to talk about significant experiences and how their principal's leadership helps shape their day to day work on learning environment. This segment of the interview aims to capture the firsthand and firsthand experiences that constituents have had with the leadership of the principal.

Following this, the next section offers further consideration of the intersecting contexts that contribute to how the stakeholders experience that moment. Participants will be probed for specific challenges or supports that have impacted their experiences supporting the principal's leadership.

Finally, the interview will evaluate stakeholders' perceptions of the principal's effectiveness as a leader. Participants will be asked to rate the degree to which they feel the principal's leadership is effective in reaching school goals, and describe changes they observe in the school context as a result of the principal's leadership. This section seeks to elicit perceptions of the impacts of the principal's leadership practices. Semi-structured interviews will be conducted to gather data, allowing some flexibility in questioning and the opportunity to further explore participants' responses. This provides a rich understanding of their lived experiences (Kvale & Brinkmann, 2009; Magaldi & Berler, 2020).

Procedure

The researchers will write a communication letter before data collection. The participants will be interviewed using a semi-structured instrument, a set of questions that was prepared in advance by the researcher and will be addressed by each participants.

The researcher will provide each individual a consent form in which they will be informed of the purpose of the study, they could withdraw at any time, and that all information given will be kept strictly confidential. The only one who will have access to it is the researcher. In this section, the researcher will be asking each question list from the list of questions during the data collection. They will provide their answers in an interview. Results are validated by following up with participants with transcriptions and research findings.

Data Analysis

According to Braun and Clarke (2006), thematic analysis emphasizes identifying, analyzing, and reporting patterns and themes within the data. It organizes and describes all data in detail. There are six (6) steps covered in thematic analysis:

Familiarizing the data. In this step, the researcher will read and re-read the data to become familiar with what the data needs and pay attention to the patterns that occur. The researcher must complete data collection.

Generating initial codes and themes (Initial themes). The researcher generates the initial codes by documenting where and how patterns occur. This happens through data reduction, where the researcher collapses data into labels to create categories for more efficient analysis. Data complication is also completed here. This involves the researcher making inferences about what the codes mean.

Searching for themes (Clustered Themes). The researcher combines codes into overreaching themes that accurately depict the data. It is important to develop themes that describe exactly what the theme means, even if it does not fit. The researcher also describes what is missing from the analysis.

Reviewing themes. In this step, the researcher examines how the themes support the data and the overreaching theoretical perspective. If the analysis seems incomplete, the researcher must go back and find what needs to be added.

Defining and naming themes (Relevant Themes). The researcher needs to define each theme, which aspects of data are being captured, and what is interesting about the themes.

Producing the report; in the last step, when the researcher writes the report, the researcher decides which themes make meaningful contributions to understanding what is going on within the data.

Ethical Considerations

The researcher who will conduct this phenomenological examination guarantee that the research design, methodology, and results are explicit, valid, and trustworthy.

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The inclusion of best practice procedures for ensuring rigor and dependability of results in this study is crucial (Cope, 2014). To ensure the study's findings are credible, the researcher will refer to Grundmeyer's citations (2012). The study will apply Lincoln, and Guba's (1985) suggested credibility, dependability, confirmability, and transferability strategies.

First, is credibility. To assure that the results of this study are credible, the researcher will mitigate the credibility threat through data triangulation. The researcher will provide supporting pieces of evidence of the results of the study, such as the use of thematic analysis. The procedure in the thematic analysis is done accordingly. The researcher also makes sure that the participants have a conducive environment during the duration of the interview. The data needed in the study will be collected thoroughly through an extensive interview with the participants. The result of the study is validated and confirmed by the participants; thus, the assurance that this study is credible.

Second, is dependability. To promote dependability, the researcher will create an audit trail detailing how data will be collected and used, how classifications are developed, and how judgments are made during the investigation (Merriam, 1998).

In addition, the researcher will be carefully list all the observe behaviors during the interviews, and they are all properly documented. The researcher will also provide multiple devices to make sure that all the needed data will be recorded.

Third, confirmability. To prevent bias, the researcher will do an intensive data analysis. The results will also be reviewed to make sure that prejudices and subjective judgments are eliminated. In addition, the researcher will present the findings at the research conference.

Lastly, transferability. In quantitative research, transferability is the same as external validity. External validity, according to Merriam, is "the extent to which the conclusions of one investigation may be transferred to other settings." Although this study only covers five (5) participants.

The researcher is accountable for the study's conduct and outcomes. Each component in the contents of this study will deliver with the utmost credibility, dependability, confirmability, and transferability.

Results and Discussion

This section presents the findings from interviews with stakeholders—teachers, community leaders, and parents—about their lived experiences, contextual influences, and perceptions of the principal's leadership. Thematic analysis, guided by Braun and Clarke's (2006) framework, revealed ten core themes, each with three sub-themes.

Transformational Leadership and Motivation

The principal's transformational leadership played a critical role in fostering a culture of innovation and engagement among teachers, parents, and community members. Transformational leadership, according to Lamb, Seifu, and Chapman (2023), inspires stakeholders to embrace change, think creatively, and work collaboratively to achieve organizational goals.

Promoting Creativity in Teaching and Learning

A key aspect of the principal's transformational leadership was their ability to encourage creativity among teachers. Teachers expressed that the principal's focus on innovation empowered them to explore and implement new teaching strategies. Teacher 1 shared, "The principal encourages us to bring fresh ideas into the classroom, which makes learning more exciting for students." This aligns with the findings of Lamb, Seifu, and Chapman (2023), who highlighted the importance of transformational leaders in fostering creativity. (Teacher 1):"Ang punong-guro ay hinihikayat kami na magdala ng mga bagong ideya sa silid-aralan, na nagiging mas kawili-wili para sa mga mag-aaral ang pag-aaral."

Parents and community members also observed how these creative teaching practices positively influenced the school environment. Community Leader 2 stated, "The principal's support for innovation has elevated the school's reputation in the community." (Community Leader 2): "Ang suporta ng punong-guro sa inobasyon ay nagpalaki ng reputasyon ng paaralan sa komunidad."

Fostering Teacher Commitment and Loyalty

The recognition and support provided by the principal contributed to heightened loyalty among teachers. This sub-theme explores how the principal's actions cultivated a strong sense of dedication. Teacher 3 remarked, "The principal consistently acknowledges our hard work, which makes us feel appreciated and drives us to do even better." This observation is consistent with Muijs and Harris (2021), who emphasized that transformational leaders build teacher morale and satisfaction. (Teacher 3): "Laging kinikilala ng punong-guro ang aming pagsusumikap, na nagpaparamdam sa amin ng halaga at nagtutulak sa amin na mas magbigay ng aming makakaya."

Community leaders noted that this commitment extended beyond teachers, creating a ripple effect across the school. Community Leader 4 mentioned, "The teachers' dedication reflects the principal's strong leadership and vision." (Community Leader 4): "Ang dedikasyon ng mga guro ay sumasalamin sa malakas na pamumuno at pananaw ng punong-guro."

Inspiring Community Involvement

The principal's leadership extended to the broader community, inspiring active participation in school projects and programs.

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Community Leader 1 shared, "The principal makes us feel like true partners in the school's progress by involving us in meaningful initiatives." Ritacco and Bolívar (2021) similarly found that transformational leaders create inclusive environments that foster collaboration among stakeholders. Tagalog (Community Leader 1): "Pinararamdam sa amin ng punong-guro na kami ay tunay na katuwang sa pag-unlad ng paaralan sa pamamagitan ng pagsasama sa amin sa mahahalagang inisyatibo."

Parents echoed this sentiment, noting how the principal's efforts strengthened relationships within the school community. Parent 4 added, "The principal's leadership motivates us to contribute more to the school's success." Tagalog (Parent 4): "Ang pamumuno ng punong-guro ay nagbibigay inspirasyon sa amin na higit pang mag-ambag para sa tagumpay ng paaralan."

Inclusive Leadership and Equity

Inclusive leadership emerged as another dominant theme in stakeholder responses. The principal's ability to create an environment of fairness, collaboration, and support was consistently acknowledged. As emphasized by Rhodes and Brundrett (2020), inclusive leadership ensures equity among stakeholders, fostering unity and shared responsibility.

Equal Opportunities for Teachers

The principal's commitment to providing equal opportunities for professional growth resonated strongly with teachers. Teacher 2 remarked, "The principal makes sure that everyone, regardless of their experience or position, has access to training and development." This practice reflects the findings of Rhodes and Brundrett (2020), who argue that equitable leadership is key to fostering professional growth. Tagalog (Teacher 2):"Tinitiyak ng punong-guro na ang lahat, anuman ang kanilang karanasan o posisyon, ay may pagkakataon para sa pagsasanay at pag-unlad."

Community leaders also praised the principal for maintaining fairness in resource allocation and staff development. Community Leader 3 stated, "The principal's fairness ensures that every staff member feels valued and supported." Tagalog (Community Leader 3): "Ang pagiging patas ng punong-guro ay nagbibigay ng halaga at suporta sa bawat kawani."

Inclusive School Decision-Making

The principal's participative leadership style was evident in their decision-making process. Teachers shared that they were regularly consulted about important school policies and projects. Teacher 4 noted, "The principal values our input, making us feel like active contributors to the school's direction." Thoonen et al. (2021) highlighted that inclusive decision-making strengthens stakeholders' sense of ownership and involvement. Tagalog (Teacher 4): "Pinahahalagahan ng punong-guro ang aming opinyon, na nagpaparamdam sa amin na aktibong bahagi kami sa direksyon ng paaralan."

Parents expressed similar sentiments. Parent 2 commented, "The principal ensures that our voices are heard, especially when decisions directly impact our children's education." Tagalog (Parent 2): "Tinitiyak ng punong-guro na naririnig ang aming mga boses, lalo na kung ang mga desisyon ay direktang may epekto sa edukasyon ng aming mga anak."

Promoting a Safe and Supportive Environment

Creating a safe and supportive school environment was another hallmark of the principal's inclusive leadership. Teacher 5 shared, "The principal fosters a school culture where everyone feels respected and valued, creating a strong sense of community."

This supports the conclusions of Rhodes and Brundrett (2020), who emphasized the role of inclusive practices in building positive school cultures. Tagalog (Teacher 5): "Pinapanatili ng punong-guro ang isang kultura ng paaralan kung saan ang lahat ay nararamdaman na nirerespeto at pinahahalagahan, na bumubuo ng malakas na pagkakaisa."

Parents shared that the school's supportive atmosphere reassured them about their children's well-being. Parent 3 remarked, "Knowing that the school is a safe space for our children gives us peace of mind." Tagalog (Parent 3): "Ang kaalaman na ang paaralan ay isang ligtas na lugar para sa aming mga anak ay nagbibigay sa amin ng kapayapaan ng isip."

Communication and Transparency

Effective communication emerged as a cornerstone of the principal's leadership. Stakeholders consistently emphasized the importance of clear communication, open feedback channels, and transparent decision-making processes.

Clear and Accessible Communication

The principal's ability to communicate clearly with stakeholders was consistently highlighted. Teacher 6 shared, "The principal's clarity in communicating the school's vision ensures alignment among all stakeholders." De Bruyn and Mestry (2020) found that clear communication builds trust and strengthens organizational alignment. Tagalog (Teacher 6): "Ang kalinawan ng punong-guro sa pagpapahayag ng bisyon ng paaralan ay nagtitiyak ng pagkakaisa sa lahat ng stakeholder."

Community leaders echoed this, with Community Leader 4 stating, "The principal's communication inspires confidence in their leadership." Tagalog (Community Leader 4): "Ang komunikasyon ng punong-guro ay nagbibigay ng tiwala sa kanilang pamumuno."

Open Feedback Mechanisms

Stakeholders valued opportunities to provide feedback. Teacher 2 noted, "The principal's openness to feedback creates a culture of collaboration and continuous improvement." Bush (2020) emphasized that leaders who welcome feedback foster mutual trust and accountability. Tagalog (Teacher 2): "Ang pagiging bukas ng punong-guro sa puna ay lumilikha ng kultura ng kooperasyon at patuloy na pagpapabuti."

It presents a comprehensive analysis of stakeholders' experiences, contextual influences, and perceptions regarding the principal's leadership in selected schools of South President Quirino District. The findings are categorized into ten themes, each with three sub-themes, including transformational leadership, inclusive practices, communication, resource management, and professional development. Stakeholders emphasized how the principal's transformational and inclusive leadership fostered creativity, collaboration, and equity, contributing to a supportive school environment. Transparency in communication and participative decision-making further strengthened trust and engagement among teachers, parents, and community leaders. Despite challenges, such as resource limitations, the principal's innovative solutions and motivational efforts inspired loyalty, professional growth, and active community involvement, reflecting effective leadership practices supported by scholarly literature. These insights highlight the significant role of the principal in creating a cohesive and thriving educational community.

Conclusions

The study's findings underscore the significant impact of the principal's leadership on fostering innovation, collaboration, and equity. Transformational leadership encouraged creativity, loyalty, and professional growth among teachers, while inclusive leadership practices ensured fairness, transparency, and stakeholder involvement in decision-making processes. The principal's resource management strategies and innovative solutions further highlighted their ability to navigate challenges and create a supportive school culture.

Aligned with the findings of Lamb, Seifu, and Chapman (2023), as well as Rhodes and Brundrett (2020), the study reaffirms that strong and adaptive leadership is instrumental in building cohesive and high-performing schools. The principal's communication practices and emphasis on stakeholder involvement created an atmosphere of trust and collaboration, further enhancing the school's overall effectiveness.

Based on the findings, the following recommendations are proposed:

Enhance Professional Development Schools should prioritize continuous professional development programs tailored to equip teachers with modern teaching techniques and leadership skills. This will sustain the positive impacts of transformational leadership, as emphasized by Muijs and Harris (2021).

Encourage Participative Leadership Principals should continue fostering inclusive leadership by actively involving stakeholders in key decision-making processes. This strengthens collective ownership and accountability, as highlighted by Thoonen et al. (2021).

Adopt Strategic Resource Management Formal strategies for resource mobilization and optimization should be developed, leveraging community support to address resource constraints. This aligns with the principles outlined by UNESCO-IIPE-IWGE (2020).

Strengthen Communication Practices Principals should enhance communication strategies through digital platforms, ensuring transparency and real-time updates for all stakeholders. Clear communication, as noted by de Bruyn and Mestry (2020), reinforces trust and alignment with school goals.

Promote Inclusive School Culture Efforts should focus on maintaining an inclusive and supportive school culture by addressing socio-emotional needs and ensuring equity in opportunities. Rhodes and Brundrett's (2020) emphasis on inclusivity highlights its importance in strengthening school culture.

Implement Mentorship Programs Mentorship programs for teachers and community leaders can facilitate knowledge sharing and professional growth. Such programs foster collaboration and continuous improvement, enhancing the overall effectiveness of the school.

Replicate Best Practices Across Schools The leadership strategies observed in this study can serve as a model for other schools within the district. District-wide training and collaborative forums should be established to disseminate these best practices.

Further research is recommended to examine the longitudinal impacts of leadership practices on student outcomes. Future studies could also explore the intersection of leadership and technology in advancing 21st-century education. Investigating these areas will provide deeper insights into building resilient and adaptive school communities capable of addressing emerging educational challenges.

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Affiliations and Corresponding Information

Albert John P. Aquino
Central Mangilala National High School
Department of Education – Philippines