

# School Heads' Perspective on Participatory Management and Stakeholders' Involvement to the Climate and Organizational Culture

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**Abstract**—The legal framework in the Philippines supports the establishment of a school climate and organizational culture through participatory management and stakeholders' involvement. By adhering to legal provisions that uphold inclusivity, collaboration, and respect for the rights of all members of the school community, Philippine educational institutions can create environments that foster holistic development, academic excellence, and positive societal impact. This study sought to find the relationship of school heads' perspective on participatory management and stakeholders' involvement on school climate and organizational culture. A descriptive-correlational research design was used in this study to measure the relationship of School heads' perspective on participatory management and stakeholders' involvement on school climate and organizational culture. The researcher requested permission to conduct the study from the Laguna Division Superintendent. After receiving the superintendent's approval, the researcher created and provided copies of the primary questionnaire to the respective respondents. The quantity of respondents established the total of questionnaires. Two to three days were given to the responders to complete the survey. On the due date, the researcher fully retrieved all the data. The questionnaires collected comprised all the information required for the study, which were arranged, condensed, examined, and evaluated. Results showed that there is a significant relationship between the School Heads' Perspective on Participatory Management and the School Climate of Large Secondary Schools. Therefore, the null hypothesis "School Heads' perspective on participatory management does not significantly relate to the school climate of Secondary Schools in the Division of Laguna." was rejected. Meanwhile, there is a partial significant relationship between the School Heads' perspective on Participatory Management and the Organizational Culture of Large Secondary Schools. Therefore, the null hypothesis "School Heads' perspective on participatory management does significantly relate to the organizational culture of Secondary Schools in the Division of Laguna." was partially rejected. Moreover, it was found that there is a partial significant relationship between the School Heads' Perspective on Stakeholders' Involvement and the School Climate of Large Secondary Schools. Therefore, the null hypothesis "School Heads' perspective on stakeholders' involvement does not significantly relate to the school climate of Secondary Schools in the Division of Laguna." was partially rejected. On the other hand, results revealed that there is a significant relationship between the School Heads' perspective on Stakeholders' Involvement and the Organizational Culture of Large Secondary Schools. Therefore, the null hypothesis "School Heads' perspective on stakeholders' involvement does not significantly relate to the organizational culture of Secondary Schools in the Division of Laguna." was rejected. Based on the conclusions, the following recommendations are advised: School heads may actively involve teachers and staff in

decision-making processes to create a more inclusive and collaborative school environment. Implement regular consultation meetings and feedback mechanisms to ensure that all voices are heard in decision-making, and may promote a positive work environment by recognizing and rewarding teachers and staff for their contributions to school development.; Educators may foster teamwork among teachers and staff to create a positive school climate and work closely with parents and the community to enhance student learning experiences, and may advocate for leadership involvement by supporting participatory management initiatives that allow teachers to contribute to school decisions; Learners may be encouraged to be involve in school decision-making through student councils or leadership programs, and may develop a sense of ownership through promoting responsibility and engagement in school activities that impact organizational culture; Community and Stakeholders may be provided with support through partnerships, mentorship programs, and resource-sharing, and may collaborate with school heads and teachers to address educational challenges and strengthen communication channels; and Future Researchers may explore additional factors that may influence school climate and organizational culture, such as teacher motivation, student involvement, and government policies, and may conduct comparative studies across different types of schools to gain a broader perspective on the effectiveness of participatory management and stakeholder involvement.

**Keywords**— School Heads; Participatory Management; Organizational Culture.

## I. INTRODUCTION

In the dynamic landscape of educational leadership, the role of school heads is pivotal in fostering a positive school climate and a strong organizational culture. One of the key approaches to effective school governance is participatory management, which emphasizes collaborative decision-making involving various stakeholders such as teachers, students, parents, and community members.

In the Philippine context, the significance of participatory management in education is firmly rooted in legal and policy frameworks that mandate stakeholder engagement in school governance. The 1987 Philippine Constitution upholds the right of citizens to participate in decision-making processes, reinforcing the principle of shared governance in educational institutions. Furthermore, Republic Act No. 9155, or the Governance of Basic Education Act of 2001, institutionalizes school-based management (SBM) and decentralizes educational governance, empowering school heads to

collaborate with stakeholders in formulating policies and implementing programs that enhance school operations. Additionally, several Department of Education (DepEd) memoranda support participatory management and stakeholder engagement. DepEd Order No. 26, s. 2022 mandates the creation of School Governance Councils (SGCs), composed of school heads, teachers, parents, students, and community representatives, to ensure inclusive decision-making. Similarly, the DepEd Stakeholder Engagement Plan (SEP) highlights various mechanisms such as Parent-Teacher Associations (PTAs) and School Improvement Planning (SIP), reinforcing stakeholder involvement in school development initiatives. These policies affirm that collaboration between school heads and stakeholders is integral to fostering transparency, accountability, and a positive learning environment.

Despite these legal and policy frameworks, the actual implementation of participatory management varies among schools. School heads face challenges such as resistance to change, lack of stakeholder awareness, and resource constraints. Understanding their perspectives on participatory management and the role of stakeholders in shaping school climate and organizational culture is crucial for identifying best practices and addressing barriers to effective governance. This study seeks to explore how school heads perceive participatory management, the extent of stakeholder involvement, and its relationship on school climate and organizational culture. By analyzing their insights, this research aims to contribute to the broader discourse on educational leadership and provide recommendations for strengthening participatory governance in schools.

### *1.1 Statement of the Problem*

*Specifically, to answer the following questions:*

- 1. What is the level of School Heads' perspective on participatory management in terms of:*
  - 1.1. Setting Goals and Objectives;*
  - 1.2. Mutual trust;*
  - 1.3. Independence in Working;*
  - 1.4. Participation in Decision Making; and*
  - 1.5. Teamwork?*
- 2. What is the level of School Heads' perspective on stakeholders' involvement in terms of:*
  - 2.1. Skill in Involving and Coordinating Financial Matters;*
  - 2.2. Communication Channels;*
  - 2.3. Linkage-building with Prospective External Stakeholders;*
  - 2.4. Stakeholders Engagement; and*
  - 2.5. Monetary and Non-Monetary Support from Stakeholders?*
- 3. What is the level of school climate of in terms of:*
  - 3.1 Safety and Security;*
  - 3.2 Relationship among Stakeholders;*
  - 3.3 Teaching and Learning Environment;*
  - 3.4 Communication;*
  - 3.5 Culture and Values;*

- 3.6 Student Engagement and Participation; and*
- 3.7 Support System?*

*4. What is the level of organizational culture in terms of:*

- 4.1. Communication Patterns;*
- 4.2. Leadership Styles;*
- 4.3. Shared Values and Beliefs;*
- 4.4. Collaboration and Teamwork;*
- 4.5. Recognition and Reward System; and*
- 4.6. Adaptability and Change Orientation?*

## **II. METHODOLOGY**

The research design used in this study is descriptive-correlational research design to measure the relationship of School heads' participatory management and stakeholders' involvement in school climate and organizational culture. Through survey questionnaires, data were gathered and analyzed to determine if they are significantly related to school improvement in large secondary schools in the Division of Laguna.

According to Heath (2023), descriptive-correlational research describes the characteristics of the group, situation, or phenomenon being studied without manipulating variables or testing hypotheses. This can be communicated through surveys, observational studies, and case studies. Both quantitative and qualitative approaches can be utilized to gather the data. In addition to making observations and subsequently comparing and analyzing them, descriptive studies frequently create knowledge concepts and offer solutions to significant problems.

## **III. RESULTS AND DISCUSSION**

This chapter focuses on the presentation, analysis, and interpretation of the information collected in this research. All specific questions in Chapter 1 under the statement of the problem were answered in this chapter supported by tables. It presents the data gathered about the significant relationship between School Heads' Perspective on Participatory Management, and Stakeholders' Involvement and School Climate and Organizational Culture of Secondary Schools. In particular, the study sought to address the following:

### *Level of School Heads' Perspective on Participatory Management*

In this study, the level of School Heads' perspective on Participatory Management refers to Setting Goals and Objectives; Mutual Trust; Independence in Working; Participation in Decision Making; and Teamwork.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 1 shows the level of school heads' perspective on participatory management in terms of setting goals and objectives.

The school head ensures that the goals and objectives align with the needs and priorities of the school community. The mean ( $M = 6.42$ ) reflects a very high level of school heads'

perception of participatory management in goal setting. Additionally, school heads consistently review, and update goals based on staff feedback. Although the mean score for this aspect is slightly lower ( $M = 6.35$ ), it still demonstrates a positive level of respondent satisfaction with the participatory approach to goal setting.

Table 1. Level of School Heads' Perspective on Participatory Management in terms of Setting Goals and Objectives

Statement	Mean	SD	Remarks
The school head actively involves staff in the process of setting goals and objectives for the school.	6.38	0.77	Strongly Agree
The school head sets goals and objectives clearly and communicates effectively to all staff members.	6.40	0.73	Strongly Agree
The school head regularly reviews and updates the goals and objectives based on feedback from staff.	6.35	0.76	Strongly Agree
The school head gives opportunities to the teachers and staff to contribute their ideas and suggestions during the goal-setting process.	6.40	0.73	Strongly Agree
The school head ensures that the goals and objectives align with the needs and priorities of the school community.	6.42	0.75	Strongly Agree
<b>Weighted Mean</b>	<b>6.39</b>		
<b>SD</b>	<b>0.71</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The level of school heads' perspective on participatory management in terms of setting goals and objectives attained a weighted mean score of 6.39 and a standard deviation of 0.71 and was verbally interpreted as *very high* among the respondents.

In summary, the school head actively engages staff in establishing goals and objectives, clearly defines and effectively communicates them to all staff members, regularly reviews and updates them based on staff feedback, provides opportunities for teachers and staff to share their ideas and suggestions during the goal-setting process, and ensures alignment with the needs and priorities of the school community. The school head actively involves staff in setting and updating goals, ensuring clear communication and alignment with the school's priorities. Regular feedback is considered, and teachers are encouraged to contribute ideas. This collaborative approach helps create meaningful and effective objectives.

Table 2 shows the level of school heads' perspective on participatory management in terms of mutual trust.

Stakeholders believe that their opinions and contributions are valued in school management, as perceived by the school heads. The mean score ( $M = 6.62$ ) reflects a very high level of school heads' perspective on participatory management concerning mutual trust. Additionally, the school head emphasizes fostering trust among stakeholders to enhance collaboration. Although the mean score for this aspect is slightly lower ( $M = 6.33$ ), it still indicates a positive level of respondent satisfaction with the school heads' participatory management in building mutual trust.

The level of school heads' perspective on participatory management in terms of mutual trust attained a weighted mean

score of 6.49 and a standard deviation of 0.66 and was verbally interpreted as *very high* among the respondents.

Table 2. Level of School Heads' Perspective on Participatory Management in terms of Mutual trust

Statement	Mean	SD	Remarks
The school head prioritizes building trust among stakeholders to strengthen collaboration.	6.33	0.84	Strongly Agree
Stakeholders have confidence in my leadership and decision-making abilities.	6.37	0.84	Strongly Agree
Trust between the school administration and stakeholders contributes to successful school programs.	6.56	0.69	Strongly Agree
The school head encourages open and honest communication to foster mutual trust in the school.	6.59	0.65	Strongly Agree
Stakeholders trust that their opinions and contributions are valued in school management.	6.62	0.64	Strongly Agree
<b>Weighted Mean</b>	<b>6.49</b>		
<b>SD</b>	<b>0.66</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

In summary, the school head focuses on building trust among stakeholders to enhance collaboration, instill confidence in their leadership and decision-making, and promote open and honest communication to foster mutual trust within the school. Stakeholders feel assured that their opinions and contributions are valued in school management, and this trust between the administration and stakeholders plays a key role in the success of school programs.

Table 3 shows the level of school heads' perspective on participatory management in terms of independence in working.

Table 3. Level of School Heads' Perspective on Participatory Management in terms of Independence in Working

Statement	Mean	SD	Remarks
The school head delegates responsibilities to teachers and staff, allowing them autonomy in their tasks.	6.48	0.73	Strongly Agree
Stakeholders are encouraged to take independent initiatives that align with school goals.	6.44	0.76	Strongly Agree
The school head provides guidance without micromanaging, promoting independence among team members.	6.34	0.90	Strongly Agree
Independence in working fosters innovation and accountability within the school.	6.40	0.82	Strongly Agree
The school head supports stakeholders in making decisions within their areas of expertise.	6.46	0.82	Strongly Agree
<b>Weighted Mean</b>	<b>6.43</b>		
<b>SD</b>	<b>0.74</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The school head entrusts teachers and staff with responsibilities, granting them autonomy in their tasks. The mean score ( $M = 6.48$ ) reflects a very high level of school heads' perspective on participatory management regarding workplace independence. Additionally, the school head offers guidance without excessive oversight, fostering a sense of independence among team members. Although the mean score is slightly lower ( $M = 6.34$ ), it still signifies positive



respondent satisfaction with the school heads' participatory management in promoting autonomy.

The level of school heads' perspective on participatory management in terms of independence in working attained a weighted mean score of 6.43 and a standard deviation of 0.74 and was verbally interpreted as *very high* among the respondents.

In summary, the school head assigns responsibilities to teachers and staff, granting them autonomy in their roles while offering guidance without excessive oversight, fostering independence among team members. Stakeholders are supported in making decisions within their areas of expertise and encouraged to take initiative in ways that align with school goals. This independence in work promotes innovation and accountability within the school.

Table 4 shows the level of school heads' perspective on participatory management in terms of participation in decision making.

The school head actively seeks input from teachers and stakeholders before making major decisions, ensuring that participatory decision-making strengthens the implementation and success of school initiatives. This method enables stakeholders to participate significantly in the decision-making process. The mean score ( $M = 6.39$ ) reflects a very high level of school heads' perspective on participatory management in terms of decision-making involvement. Additionally, stakeholders are given opportunities to voice their opinions during discussions. Although the mean score is slightly lower ( $M = 6.35$ ), it still indicates positive respondent satisfaction with the school heads' participatory approach to decision-making.

Table 4. Level of School Heads' Perspective on Participatory Management in terms of Participation in Decision Making

Statement	Mean	SD	Remarks
The school head regularly consults teachers and stakeholders before making significant school decisions.	6.39	0.88	Strongly Agree
Decision-making processes in the school are inclusive and transparent.	6.36	0.86	Strongly Agree
Stakeholders are provided with opportunities to express their opinions during decision-making discussions.	6.35	0.92	Strongly Agree
Participatory decision-making enhances the implementation and success of school initiatives.	6.39	0.85	Strongly Agree
Stakeholders feel empowered to contribute meaningfully to the school's decision-making processes.	6.39	0.89	Strongly Agree
<b>Weighted Mean</b>	<b>6.37</b>		
<b>SD</b>	<b>0.81</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The level of school heads' perspective on participatory management in terms of participation in decision making attained a weighted mean score of 6.37 and a standard deviation of 0.81 and was verbally interpreted as *very high* among the respondents.

In summary, the school head actively seeks input from teachers and stakeholders before making important decisions, ensuring that decision-making processes are inclusive and transparent. Engaging stakeholders in decision-making

enhances the effectiveness and success of school initiatives. They are given opportunities to share their opinions and feel empowered to contribute meaningfully to the school's decision-making process. The school head promotes inclusive and transparent decision-making by consulting teachers and stakeholders. This participatory approach enhances the success of school initiatives and empowers stakeholders to contribute meaningfully.

Table 5 shows the level of school heads' perspective on participatory management in terms of teamwork.

The school head actively fosters teamwork among staff, students, and stakeholders. The mean score ( $M = 6.49$ ) reflects a very high level of school heads' perspective on participatory management regarding collaboration. Additionally, the school head provides opportunities for team-building and joint problem-solving activities, promoting a culture of cooperation in the school's daily operations. Although the mean score is slightly lower ( $M = 6.37$ ), it still demonstrates positive respondent satisfaction with the school heads' participatory management in fostering teamwork.

Table 5. Level of School Heads' perspective on Participatory Management in terms of Teamwork

Statement	Mean	SD	Remarks
The school head actively promotes teamwork among staff, students, and stakeholders.	6.49	0.75	Strongly Agree
Collaborative efforts in the school are recognized and celebrated.	6.39	0.86	Strongly Agree
The school head creates opportunities for team-building and joint problem-solving activities.	6.37	0.94	Strongly Agree
Teamwork among stakeholders improves the school's overall performance and outcomes.	6.44	0.81	Strongly Agree
A culture of collaboration and cooperation is evident in the school's daily operations.	6.37	0.88	Strongly Agree
<b>Weighted Mean</b>	<b>6.41</b>		
<b>SD</b>	<b>0.81</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The level of school heads' perspective on participatory management in terms of teamwork attained a weighted mean score of 6.41 and a standard deviation of 0.81 and was verbally interpreted as *very high* among the respondents.

In summary, the school head fosters a culture of teamwork by encouraging collaboration among staff, students, and stakeholders. Through team-building activities and joint problem-solving, collective efforts are recognized and celebrated. This cooperative environment enhances overall school performance and daily operations.

#### Level of School Heads' Perspective on Stakeholders' Involvement

In this study, the level of School Heads' Perspective on Stakeholders' Involvement refers to Skill in Involving and Coordinating Financial Matters; Communication Channels; Linkage-building with Prospective External Stakeholders; Stakeholders Engagement; and Monetary and Non-Monetary Support from Stakeholders.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 6 shows the level of school heads' perspective on stakeholders' involvement in terms of skill in involving and coordinating financial matters.

Table 6. Level of School Heads' Perspective on Stakeholders' Involvement in terms of Skill in Involving and Coordinating Financial Matters

Statement	Mean	SD	Remarks
The school head effectively encourages stakeholders to contribute financial resources for school programs.	6.33	0.85	Strongly Agree
Stakeholders are actively involved in budgeting and financial decision-making processes.	6.36	0.86	Strongly Agree
Financial contributions from stakeholders are managed transparently and responsibly.	6.35	0.87	Strongly Agree
The school head regularly provides updates and reports on how stakeholder funds are utilized.	6.40	0.88	Strongly Agree
The school's financial plans align with stakeholders' expectations and inputs.	6.33	0.89	Strongly Agree
<b>Weighted Mean</b>	<b>6.35</b>		
<b>SD</b>	<b>0.84</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

School heads' approach to fostering stakeholder engagement through effective communication channels.

Table 7. Level of School Heads' Perspective on Stakeholders' Involvement in terms of Communication Channels

Statement	Mean	SD	Remarks
The school head has established clear communication channels for stakeholders to share their ideas and concerns.	6.36	0.86	Strongly Agree
Stakeholders receive timely updates about school events, initiatives, and developments.	6.28	0.81	Strongly Agree
The school head encourages open dialogue between stakeholders and the administration.	6.44	0.78	Strongly Agree
Feedback from stakeholders is actively solicited and considered in school planning.	6.36	0.82	Strongly Agree
The school head ensures that stakeholders receive timely updates about school programs and activities.	6.44	0.77	Strongly Agree
<b>Weighted Mean</b>	<b>6.37</b>		
<b>SD</b>	<b>0.77</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The level of school heads' perspective on stakeholders' involvement in terms of communication channels attained a weighted mean score of 6.37 and a standard deviation of 0.77 and was verbally interpreted as *very high* among the respondents.

In summary, the school head has implemented effective communication channels, allowing stakeholders to express their ideas and concerns. Regular updates on school events, initiatives, and developments are provided in a timely manner. Open communication among stakeholders and the administration is promoted, and their input is deliberately pursued and integrated into school planning. Additionally, the school head ensures that stakeholders stay informed about various school programs and activities.

Table 8 shows the level of school heads' perspective on stakeholders' involvement in terms of linkage-building prospective external stakeholders.

Table 8. Level of School Heads' Perspective on Stakeholders' Involvement in terms of Linkage-building with Prospective External Stakeholders

Statement	Mean	SD	Remarks
The school head actively seeks partnerships with external organizations and individuals to support the school.	6.48	0.71	Strongly Agree
The school collaborates with local businesses, NGOs, and other entities to enhance its programs.	6.49	0.67	Strongly Agree
External linkages are established to provide additional resources and expertise.	6.46	0.70	Strongly Agree
Efforts to build partnerships with external stakeholders align with the school's goals.	6.51	0.65	Strongly Agree
The school head engages external stakeholders in meaningful collaborations that benefit the school community.	6.48	0.64	Strongly Agree
<b>Weighted Mean</b>	<b>6.48</b>		
<b>SD</b>	<b>0.64</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Efforts to establish partnerships with external stakeholders are aligned with the school's objectives. The mean score ( $M = 6.51$ ) reflects a very high level of school heads' perspective on stakeholders' involvement in building external linkages. Additionally, these partnerships help secure additional resources and expertise to support school initiatives. Although the mean score is slightly lower ( $M = 6.46$ ), it still demonstrates positive respondent satisfaction with the school heads' approach to fostering external stakeholder connections.

The level of school heads' perspective on stakeholders' involvement in terms of linkage-building prospective external stakeholders attained a weighted mean score of 6.48 and a standard deviation of 0.64 and was verbally interpreted as *very high* among the respondents.

In summary, the school head actively pursues partnerships with external organizations and individuals to support the school. Collaborations with local businesses, NGOs, and other entities help strengthen school programs. These external connections provide valuable resources and expertise. Efforts to establish partnerships are aligned with the school's objectives, ensuring meaningful collaborations that benefit the entire school community.

Table 9 shows the level of school heads' perspective on stakeholders' involvement in terms of stakeholder engagement.

Table 9. Level of School Heads' Perspective on Stakeholders' Involvement in terms of Stakeholders Engagement

Statement	Mean	SD	Remarks
The school head encourages stakeholders to participate in planning and implementing school activities.	6.52	0.76	Strongly Agree
Stakeholders are regularly consulted on issues affecting the school community.	6.51	0.77	Strongly Agree
The school head involves parents, teachers, and community members in decision-making processes.	6.51	0.75	Strongly Agree
Stakeholders feel empowered and motivated to contribute to the school's success.	6.37	0.82	Strongly Agree
Engagement activities are designed to strengthen relationships between the school and its stakeholders.	6.42	0.82	Strongly Agree
<b>Weighted Mean</b>	<b>6.47</b>		
<b>SD</b>	<b>0.75</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The school head actively encourages stakeholders to take part in planning and implementing school activities. The mean score ( $M = 6.52$ ) reflects a very high level of school heads' perspective on stakeholder engagement. Additionally, stakeholders feel empowered and motivated to contribute to the school's success. Although the mean score is slightly lower ( $M = 6.37$ ), it still demonstrates positive respondent satisfaction with the school heads' approach to stakeholder involvement.

The level of school heads' perspective on stakeholders' involvement in terms of stakeholder engagement attained a weighted mean score of 6.47 and a standard deviation of 0.75 and was verbally interpreted as *very high* among the respondents.

In summary, the school head promotes active stakeholder involvement in planning and executing school activities. Regular consultations ensure that stakeholders have a voice in matters impacting the school community. Parents, teachers, and community members are included in decision-making processes, fostering a sense of empowerment and motivation to support the school's success. Engagement efforts are aimed at strengthening connections between the school and its stakeholders.

Table 10. Level of School Heads' Perspective on Stakeholders' Involvement in terms of Monetary and Non-Monetary Support from Stakeholders

Statement	Mean	SD	Remarks
Stakeholders contribute both monetary and non-monetary support to enhance school programs and initiatives.	6.33	0.84	Strongly Agree
The school recognizes and appreciates the contributions of stakeholders, both financial and non-financial.	6.52	0.64	Strongly Agree
There are structured opportunities for stakeholders to provide support, whether through donations, volunteering, or resources.	6.39	0.74	Strongly Agree
Stakeholders are informed about how their support directly benefits the school and its students.	6.47	0.67	Strongly Agree
The school actively seeks to diversify the types of support received from stakeholders.	6.46	0.69	Strongly Agree
<b>Weighted Mean</b>	<b>6.43</b>		
<b>SD</b>	<b>0.67</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The level of school heads' perspective on stakeholders' involvement in terms of monetary and non-monetary support from stakeholders attained a weighted mean score of 6.43 and a standard deviation of 0.67 and was verbally interpreted as *very high* among the respondents.

In summary, stakeholders provide both financial and non-financial support to enhance school programs and initiatives. The school values and acknowledges these contributions, whether in the form of donations, volunteer efforts, or resource provisions. Structured opportunities are available for stakeholders to offer their support, and they are kept informed about the positive impact of their contributions on the school and its students. Additionally, the school actively seeks to diversify the types of support it receives from stakeholders.

#### Level of School Climate of Large Secondary Schools

In this study, the level of School Climate of Large Secondary Schools refers to Safety and Security; Relationship among Stakeholders; Teaching and Learning Environment; Communication; Culture and Values; Student Engagement and Participation; and Support System.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 11 shows the level of school climate in terms of safety and security.

Table 11. Level of School Climate of in terms of Safety and Security

Statement	Mean	SD	Remarks
Our school ensures the physical safety of all students and staff through established security measures.	6.63	0.63	Strongly Agree
Emergency preparedness (e.g., fire drills, disaster protocols) is consistently practiced in our school.	6.65	0.64	Strongly Agree
The school environment is free from bullying, harassment, and violence.	6.45	0.77	Strongly Agree
Safety concerns raised by stakeholders are addressed promptly and effectively.	6.58	0.73	Strongly Agree
School policies promote a safe and inclusive environment for everyone.	6.60	0.69	Strongly Agree
<b>Weighted Mean</b>	<b>6.58</b>		
<b>SD</b>	<b>0.63</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Emergency preparedness (e.g., fire drills, disaster protocols) is consistently practiced in our school. The mean score ( $M = 6.65$ ) reflects a very high level of school climate in large secondary schools regarding safety and security. Additionally, the school maintains a safe environment, free from bullying, harassment, and violence. Although the mean score is slightly lower ( $M = 6.45$ ), it still demonstrates positive respondent satisfaction with the overall safety and security of the school climate in large secondary schools.

The level of school climate in terms of safety and security attained a weighted mean score of 6.58 and a standard deviation of 0.63 and was verbally interpreted as *very high* among the respondents.

In summary, our school prioritizes the physical safety of students and staff through well-established security protocols. Regular emergency drills, such as fire drills and disaster response exercises, are conducted to ensure preparedness. School fosters a secure environment, free from bullying, harassment, and violence. Any safety concerns raised by stakeholders are promptly and effectively addressed. Additionally, school policies are designed to promote a safe and inclusive atmosphere for all.

Table 12 shows the level of school climate in terms of relationship among stakeholders.

Stakeholders feel acknowledged and actively involved in the decision-making process. The mean score ( $M = 6.58$ ) reflects a very high level of school climate in large secondary schools regarding relationships among stakeholders. Additionally, community partnerships play a significant role in supporting school improvement. Although the mean score is slightly lower ( $M = 6.54$ ), it still demonstrates positive respondent satisfaction with the quality of relationships among



stakeholders within the school climate of large secondary schools.

Table 12. Level of School Climate of in terms of Relationship among Stakeholders

Statement	Mean	SD	Remarks
Teachers, parents, and students communicate openly and effectively to support school initiatives.	6.56	0.66	Strongly Agree
The school fosters strong collaboration between staff and external stakeholders.	6.55	0.69	Strongly Agree
Conflicts among stakeholders are resolved in a constructive and professional manner.	6.57	0.65	Strongly Agree
Community partnerships actively contribute to school improvement.	6.54	0.69	Strongly Agree
Stakeholders feel valued and included in the decision-making processes.	6.58	0.69	Strongly Agree
<b>Weighted Mean</b>	<b>6.56</b>		
<b>SD</b>	<b>0.64</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The level of school climate in terms of relationships among stakeholders attained a weighted mean score of 6.56 and a standard deviation of 0.64 and was verbally interpreted as *very high* among the respondents.

In summary, teachers, parents, and students maintain open and effective communication to support school initiatives. The school encourages strong collaboration between staff and external stakeholders. Any conflicts that arise are handled professionally and constructively. Community partnerships play an active role in enhancing the school, and stakeholders feel appreciated and included in the decision-making process.

Table 13 shows the level of school climate in terms of teaching and learning environment.

Teachers implement diverse and inclusive strategies to address students' learning needs. The mean score ( $M = 6.54$ ) reflects a very high level of school climate in large secondary schools concerning the teaching and learning environment. Additionally, stakeholders play a vital role in supporting a high-quality educational experience. Although the mean score is slightly lower ( $M = 6.40$ ), it still demonstrates positive respondent satisfaction with the teaching and learning environment in large secondary schools.

Table 13. Level of School Climate in terms of Teaching and Learning Environment

Statement	Mean	SD	Remarks
Classrooms are conducive to learning, with adequate resources and facilities.	6.45	0.74	Strongly Agree
Teachers provide diverse and inclusive strategies to meet students' learning needs.	6.54	0.71	Strongly Agree
The school promotes professional development opportunities for teachers.	6.53	0.69	Strongly Agree
Learning outcomes are regularly monitored and evaluated for improvement.	6.53	0.70	Strongly Agree
Stakeholders contribute to ensuring a high-quality teaching and learning process.	6.40	0.74	Strongly Agree
<b>Weighted Mean</b>	<b>6.48</b>		
<b>SD</b>	<b>0.67</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The level of school climate of large secondary schools in terms of teaching and learning environment attained a weighted mean score of 6.48 and a standard deviation of 0.67

and was verbally interpreted as *very high* among the respondents.

In summary, classrooms provide a supportive learning environment with sufficient resources and facilities. Teachers implement diverse and inclusive strategies to address students' learning needs. The school supports ongoing professional development for educators. Learning outcomes are consistently assessed and reviewed for continuous improvement. Stakeholders play an active role in maintaining a high-quality teaching and learning experience.

Table 14 shows the Level of School Climate in terms of communication.

Table 14. Level of School Climate of in terms of Communication

Statement	Mean	SD	Remarks
Important information is communicated to stakeholders in a timely and transparent manner.	6.52	0.70	Strongly Agree
The school uses multiple channels (e.g., meetings, letters, digital platforms) to share updates and gather feedback.	6.54	0.68	Strongly Agree
Stakeholders are informed about school goals, policies, and achievements.	6.60	0.62	Strongly Agree
The administration actively seeks and values feedback from all stakeholders.	6.52	0.70	Strongly Agree
Communication practices strengthen trust and collaboration in the school community.	6.51	0.70	Strongly Agree
<b>Weighted Mean</b>	<b>6.54</b>		
<b>SD</b>	<b>0.65</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Stakeholders are kept informed about the school's goals, policies, and achievements. The mean score ( $M = 6.60$ ) reflects a very high level of school climate in large secondary schools regarding communication. Additionally, effective communication practices help build trust and enhance collaboration within the school community. Although the mean score is slightly lower ( $M = 6.51$ ), it still demonstrates positive respondent satisfaction with the communication climate in large secondary schools.

The level of school climate in terms of communication attained a weighted mean score of 6.54 and a standard deviation of 0.65 and was verbally interpreted as *very high* among the respondents.

In summary, essential information is shared with stakeholders promptly and transparently. The school utilizes various communication channels, such as meetings, letters, and digital platforms, to provide updates and collect feedback. Stakeholders are kept informed about school objectives, policies, and accomplishments. The administration consistently seeks and values contributions from all stakeholders. These communication practices help build trust and enhance collaboration within the school community.

Table 15 shows the level of school climate in terms of culture and values.

Core values are effectively communicated and embraced by all stakeholders. The mean score ( $M = 6.59$ ) reflects a very high level of school climate in large secondary schools regarding culture and values. Additionally, the school honors traditions and practices that reinforce its identity. Although the mean score is slightly lower ( $M = 6.52$ ), it still demonstrates

positive respondent satisfaction with the cultural and value-driven environment in large secondary schools.

Table 15. Level of School Climate in terms of Culture and Values

Statement	Mean	SD	Remarks
The school fosters a culture of respect, inclusion, and diversity.	6.57	0.67	Strongly Agree
Core values are clearly communicated and upheld by all stakeholders.	6.59	0.62	Strongly Agree
The school celebrates traditions and practices that strengthen its identity.	6.52	0.68	Strongly Agree
Ethical behavior is consistently modeled and encouraged across the school.	6.57	0.66	Strongly Agree
The school promotes the shared vision and mission among stakeholders.	6.58	0.65	Strongly Agree
<b>Weighted Mean</b>	<b>6.57</b>		
<b>SD</b>	<b>0.62</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The level of school climate in terms of culture and values attained a weighted mean score of 6.57 and a standard deviation of 0.62 and was verbally interpreted as *very high* among the respondents.

In summary, the school cultivates an environment of respect, inclusion, and diversity. Core values are effectively communicated and embraced by all stakeholders. Traditions and practices that reinforce the school's identity are celebrated. Ethical behavior is consistently demonstrated and encouraged throughout the school community. The shared vision and mission are actively promoted among stakeholders.

Table 16 shows the level of school climate in terms of student engagement and participation.

Table 16. Level of School Climate in terms of Student Engagement and Participation

Statement	Mean	SD	Remarks
Students are encouraged to actively participate in school decision-making.	6.47	0.72	Strongly Agree
Student organizations and activities are well-supported and valued by the school.	6.56	0.70	Strongly Agree
Students feel their opinions and concerns are listened to and acted upon.	6.56	0.71	Strongly Agree
The school provides platforms for students to showcase talents and skills.	6.60	0.65	Strongly Agree
Stakeholders collaborate to create meaningful opportunities for student engagement.	6.51	0.73	Strongly Agree
<b>Weighted Mean</b>	<b>6.54</b>		
<b>SD</b>	<b>0.65</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The school offers opportunities for students to showcase their talents and skills. The mean score ( $M = 6.60$ ) reflects a very high level of school climate in large secondary schools regarding student engagement and participation. Additionally, students are encouraged to take an active role in school decision-making. Although the mean score is slightly lower ( $M = 6.47$ ), it still demonstrates positive respondent satisfaction with the level of student engagement and participation in large secondary schools.

The level of school climate in terms of student engagement and participation attained a weighted mean score of 6.54 and a

standard deviation of 0.65 and was verbally interpreted as *very high* among the respondents.

In summary, students are empowered to take an active role in school decision-making. The school values and supports student organizations and activities. Students feel heard, and their opinions and concerns are acknowledged and addressed. Opportunities are provided for students to showcase their talents and skills. Stakeholders work together to create meaningful avenues for student engagement.

Table 17 shows the level of school climate in terms of support system.

The school ensures sufficient support for students' academic, emotional, and social well-being. The mean score ( $M = 6.56$ ) reflects a very high level of school climate in large secondary schools regarding the support system. Additionally, community resources are leveraged to enhance school programs and provide additional assistance. Although the mean score is slightly lower ( $M = 6.47$ ), it still demonstrates positive respondent satisfaction with the support system in large secondary schools.

Table 17. Level of School Climate in terms of Support System

Statements	Mean	SD	Remarks
The school provides adequate support for students' academic, emotional, and social needs.	6.56	0.70	Strongly Agree
Teachers receive consistent support from the administration for classroom challenges.	6.47	0.73	Strongly Agree
Parent-teacher collaboration is strong and focused on student success.	6.48	0.73	Strongly Agree
Community resources are utilized to provide additional support for school programs.	6.40	0.73	Strongly Agree
Stakeholders feel the school administration is approachable and supportive.	6.47	0.76	Strongly Agree
<b>Weighted Mean</b>	<b>6.47</b>		
<b>SD</b>	<b>0.68</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The level of school climate in terms of support system attained a weighted mean score of 6.47 and a standard deviation of 0.68 and was verbally interpreted as *very high* among the respondents.

In summary, the school offers sufficient support for students' academic, emotional, and social well-being. Teachers receive ongoing assistance from the administration in managing classroom challenges. Strong collaboration between parents and teachers is centered on student success. Community resources are leveraged to enhance school programs. Stakeholders perceive the school administration as accessible and supportive.

#### Level of Organizational Culture of Large Secondary Schools

In this study, the level of Organizational Culture of Large Secondary Schools refers to Communication Patterns; Leadership Styles; Shared Values and Beliefs; Collaboration and Teamwork; Recognition and Reward System; and Adaptability and Change Orientation.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.



Table 18 shows the level of organizational culture in terms of communication patterns.

Table 18. Level of Organizational Culture in terms of Communication Patterns

Statement	Mean	SD	Remarks
The school ensures that information flows effectively between administration, teachers, and stakeholders.	6.57	0.65	Strongly Agree
Open communication is encouraged among all members of the school community.	6.56	0.69	Strongly Agree
Feedback from stakeholders is regularly sought and integrated into school practices.	6.52	0.69	Strongly Agree
Communication channels within the school are clear, accessible, and efficient.	6.49	0.73	Strongly Agree
Miscommunications are quickly identified and addressed constructively.	6.44	0.76	Strongly Agree
<b>Weighted Mean</b>	<b>6.52</b>		
<b>SD</b>	<b>0.67</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The school facilitates effective information flow between the administration, teachers, and stakeholders. The mean score (M = 6.57) reflects a very high level of school climate in large secondary schools regarding communication patterns. Additionally, any miscommunications are promptly identified and resolved in a constructive manner. Although the mean score is slightly lower (M = 6.44), it still demonstrates positive respondent satisfaction with the communication patterns in large secondary schools.

The level of school climate in terms of communication patterns attained a weighted mean score of 6.52 and a standard deviation of 0.67 and was verbally interpreted as *very high* among the respondents.

In conclusion, the school promotes effective information exchange among administration, teachers, and stakeholders. It promotes open communication among all members of the school community. Stakeholder feedback is actively gathered and incorporated into school practices. Communication channels are well-defined, easy to access, and highly effective. Any miscommunication is promptly recognized and resolved in a constructive manner.

Table 19 shows the level of organizational culture of in terms of leadership styles.

Table 19. Level of Organizational Culture in terms of Leadership Styles

Statement	Mean	SD	Remarks
The school head practices participatory leadership by involving stakeholders in decision-making.	6.56	0.71	Strongly Agree
Leadership in the school is characterized by fairness, transparency, and accountability.	6.52	0.77	Strongly Agree
The leadership team provides clear guidance and support to staff and stakeholders.	6.56	0.71	Strongly Agree
School heads demonstrate adaptability and responsiveness to the needs of the school community.	6.52	0.72	Strongly Agree
Leadership styles promote innovation and creativity in school programs and practices.	6.51	0.77	Strongly Agree
<b>Weighted Mean</b>	<b>6.53</b>		
<b>SD</b>	<b>0.71</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The school head embraces participatory leadership by engaging stakeholders in decision-making, while the leadership team offers clear guidance and support to staff and stakeholders. The mean score (M = 6.56) reflects a very high level of school climate in large secondary schools regarding leadership styles. Additionally, these leadership approaches foster innovation and creativity in school programs and practices. Although the mean score is slightly lower (M = 6.51), it still demonstrates positive respondent satisfaction with the leadership styles in large secondary schools.

The level of school climate in terms of leadership styles attained a weighted mean score of 6.53 and a standard deviation of 0.71 and was verbally interpreted as *very high* among the respondents.

In summary, the school head embraces participatory leadership by engaging stakeholders in decision-making. The school's leadership is defined by fairness, transparency, and accountability. The leadership team offers clear direction and support to both staff and stakeholders. School heads exhibit adaptability and responsiveness to the needs of the school community. Their leadership approach fosters innovation and creativity in school programs and practices.

Table 20 shows the level of organizational culture in terms of shared values and beliefs.

Table 20. Level of Organizational Culture in terms of Shared Values and Beliefs

Statement	Mean	SD	Remarks
The school's vision and mission are understood and embraced by all stakeholders.	6.52	0.64	Strongly Agree
Core values such as respect, integrity, and inclusivity are reflected in daily school operations.	6.62	0.62	Strongly Agree
Stakeholders share a strong sense of purpose and commitment to the school's goals.	6.48	0.69	Strongly Agree
The school cultivates an environment where ethical behavior is consistently demonstrated.	6.56	0.63	Strongly Agree
Shared values and beliefs guide decision-making and problem-solving in the school.	6.60	0.59	Strongly Agree
<b>Weighted Mean</b>	<b>6.56</b>		
<b>SD</b>	<b>0.60</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Core values such as respect, integrity, and inclusivity are consistently demonstrated in daily school operations. The mean score (M = 6.62) reflects a very high level of school climate in large secondary schools regarding shared values and beliefs. Additionally, stakeholders demonstrate a strong sense of purpose and commitment to the school's objectives. Although the average score is marginally lower (M = 6.48), it still reflects positive respondent satisfaction with the shared values and beliefs present within the climate of large secondary schools.

The level of school climate in terms of shared values and beliefs attained a weighted mean score of 6.56 and a standard deviation of 0.60 and was verbally interpreted as *very high* among the respondents.

In summary, all stakeholders understand and uphold the school's vision and mission. Core values such as respect, integrity, and inclusivity are apparent in daily school activities. There exists a collective sense of purpose and

commitment to fulfilling the school's objectives. The school fosters an environment where ethical conduct is consistently practiced. Common values and beliefs shape decision-making and problem-solving within the school.

Table 21 shows the level of organizational culture in terms of collaboration and teamwork.

The school fosters a culture of collaboration among staff, students, and parents. The mean score ( $M = 6.58$ ) reflects a very high level of school climate in large secondary schools regarding teamwork and cooperation. Additionally, teams work efficiently to achieve shared goals and address school challenges. Although the mean score is slightly lower ( $M = 6.49$ ), it still demonstrates positive respondent satisfaction with the level of collaboration and teamwork in large secondary schools.

Table 21. Level of Organizational Culture in terms of Collaboration and Teamwork

Statement	Mean	SD	Remarks
The school promotes a culture of collaboration among staff, students, and parents.	6.58	0.69	Strongly Agree
Teams work effectively to achieve common goals and address school challenges.	6.49	0.76	Strongly Agree
The school supports collaborative planning and implementation of programs and initiatives.	6.55	0.72	Strongly Agree
Stakeholders feel encouraged to contribute their skills and expertise to school projects.	6.54	0.73	Strongly Agree
Teamwork is recognized as a key driver of the school's success.	6.55	0.66	Strongly Agree
<b>Weighted Mean</b>	<b>6.54</b>		
<b>SD</b>	<b>0.68</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The level of school climate in terms of collaboration and teamwork attained a weighted mean score of 6.54 and a standard deviation of 0.68 and was verbally interpreted as *very high* among the respondents.

In summary, the school fosters a collaborative culture among staff, students, and parents. Teams work efficiently to achieve shared goals and tackle school challenges. Collaborative planning and execution of programs and initiatives are actively supported. Stakeholders are encouraged to contribute their skills and expertise to school projects. Teamwork is acknowledged as a vital factor in the school's success.

Table 22 shows the level of organizational culture in terms of recognition and reward system.

The school consistently recognizes and appreciates the outstanding performance of teachers, staff, and students. The mean score ( $M = 6.57$ ) reflects a very high level of school climate in large secondary schools regarding the recognition and reward system. Additionally, individual and group achievements are celebrated to encourage continued excellence. Although the mean score is slightly lower ( $M = 6.51$ ), it still demonstrates positive respondent satisfaction with the recognition and reward system in large secondary schools.

The level of school climate in terms of recognition and reward system attained a weighted mean score of 6.55 and a

standard deviation of 0.68 and was verbally interpreted as *very high* among the respondents.

Table 22. Level of Organizational Culture in terms of Recognition and Reward System

Statement	Mean	SD	Remarks
Outstanding performance by teachers, staff, and students is regularly acknowledged.	6.58	0.71	Strongly Agree
The school has a fair and transparent system for rewarding achievements.	6.55	0.74	Strongly Agree
Recognition programs motivate stakeholders to contribute actively to the school community.	6.57	0.71	Strongly Agree
Successes of individuals and groups are celebrated to inspire continued excellence.	6.51	0.71	Strongly Agree
The reward system aligns with the school's values and reinforces positive behaviors.	6.55	0.70	Strongly Agree
<b>Weighted Mean</b>	<b>6.55</b>		
<b>SD</b>	<b>0.68</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

In summary, the school consistently recognizes the exceptional performance of teachers, staff, and students. Achievements are rewarded through a fair and transparent system. Recognition programs encourage stakeholders to actively engage in the school community. Both individual and group successes are celebrated to foster ongoing excellence. The reward system reflects the school's values and promotes positive behaviors.

Table 23 shows the level of organizational culture in terms of adaptability and change orientation.

The school is open to adopting new practices to meet emerging challenges and change initiatives are effectively communicated and implemented in the school. The mean score ( $M = 6.57$ ) reflects a very high level of school climate in large secondary schools regarding adaptability and change orientation. Additionally, stakeholders receive support during transitions and adjustments to school policies or systems. Although the mean score is slightly lower ( $M = 6.50$ ), it still demonstrates positive respondent satisfaction with the school's adaptability and responsiveness to change.

Table 23. Level of Organizational Culture in terms of Adaptability and Change Orientation

Statement	Mean	SD	Remarks
The school is open to adopting new practices to meet emerging challenges.	6.59	0.68	Strongly Agree
Stakeholders are supported during transitions and changes in school policies or systems.	6.50	0.78	Strongly Agree
The school encourages innovation and experimentation to improve organizational performance.	6.58	0.65	Strongly Agree
Staff and stakeholders are resilient and adapt well to new circumstances.	6.54	0.71	Strongly Agree
Change initiatives are effectively communicated and implemented in the school.	6.59	0.66	Strongly Agree
<b>Weighted Mean</b>	<b>6.56</b>		
<b>SD</b>	<b>0.65</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The degree of school climate with regard to adaptability and change orientation achieved a weighted mean score of 6.56 and a standard deviation of 0.65 and was verbally interpreted as *very high* among the respondents.

In summary, the school embraces new practices to address emerging challenges. Stakeholders receive support during transitions and adjustments to policies or systems. Innovation and experimentation are encouraged to enhance organizational performance. Staff and stakeholders demonstrate resilience and adaptability to change. Change initiatives are clearly communicated and successfully implemented.

#### IV. CONCLUSION AND RECOMMENDATIONS

Based on the results of the study, the investigation has drawn the following conclusion:

Results showed that there is a significant relationship between the School Heads' Perspective on Participatory Management and the School Climate of Large Secondary Schools. Therefore, the null hypothesis "School Heads' perspective on participatory management does not significantly relate to the school climate of Secondary Schools in the Division of Laguna." was rejected.

Meanwhile, there is a partial significant relationship between the School Heads' perspective on Participatory Management and the Organizational Culture of Large Secondary Schools. Therefore, the null hypothesis "School Heads' perspective on participatory management does significantly relate to the organizational culture of Secondary Schools in the Division of Laguna." was partially rejected.

Moreover, it was found that there is a partial significant relationship between the School Heads' Perspective on Stakeholders' Involvement and the School Climate of Large Secondary Schools. Therefore, the null hypothesis "School Heads' perspective on stakeholders' involvement does not significantly relate to the school climate of Secondary Schools in the Division of Laguna." was partially rejected.

On the other hand, results revealed that there is a significant relationship between the School Heads' perspective on Stakeholders' Involvement and the Organizational Culture of Large Secondary Schools. Therefore, the null hypothesis "School Heads' perspective on stakeholders' involvement does not significantly relate to the organizational culture of Secondary Schools in the Division of Laguna." was rejected.

Based on the conclusions, the following recommendations are advised:

1. School heads may actively involve teachers and staff in decision making processes to create a more inclusive and collaborative school environment. Implement regular consultation meetings and feedback processes to guarantee that every voice is acknowledged in decision-making. School heads may develop structured programs that encourage active participation from parents, local communities, and other stakeholders in school activities

and governance. They may promote a positive work environment by recognizing and rewarding teachers and staff for their contributions to school development. Conduct professional development programs that focus on leadership, communication, and teamwork to strengthen the overall school culture; and may develop data-driven decision-making approaches to use data from surveys, feedback forms, and performance evaluations to assess and improve participatory management and stakeholder engagement strategies.

2. Educators may foster teamwork among teachers and staff to create a positive school climate and work closely with parents and the community to enhance student learning experiences. Educators may advocate for Leadership Involvement by supporting participatory management initiatives that allow teachers to contribute to school decisions.
3. Learners may be encouraged to be involve in school decision-making through student councils or leadership programs, and may develop a sense of ownership through promoting responsibility and engagement in school activities that impact organizational culture.

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