

Original Research Article
**CONTROLLING PRACTICES OF TEACHERS
AND STAKEHOLDERS COOPERATION
AMIDST PANDEMIC CRISIS IN PUBLIC
ELEMENTARY SCHOOLS**

ABSTRACT

This study aimed to determine if controlling practices significantly influence stakeholder cooperation among public secondary school teachers in Manay District, Division of Davao Oriental. It utilized a non-experimental quantitative research design employing the correlational method. The respondents included 132 teachers from public elementary schools, selected through universal sampling. Data analysis involved calculating the mean, Pearson correlation coefficient (r), and regression analysis. The findings revealed that public secondary school teachers often demonstrated a high degree of controlling practices in terms of monocratic, collegial, custodial, and supportive behaviors. Moreover, the teachers frequently manifested stakeholders' cooperation, including adaptation, goal attainment, integration, and latency. Furthermore, the study found a significant relationship between controlling practices and stakeholders' cooperation among public secondary school teachers. It also indicated that the domains of controlling practices among teachers did not significantly influence stakeholder cooperation in public elementary schools. It is recommended that school administrators implement strategies to promote a more collaborative and empowering environment for teachers, fostering greater stakeholder cooperation.

Keywords: Controlling Practices, Stakeholders cooperation, Public secondary teachers, Philippines

1. INTRODUCTION

Controlling practices has a problem in coping up with their external boundary conditions, such as their manpower, resource base, physical environment, territory and other linkages. Mostly of the conflicts is financial and economic activity which serves as the main problems of adaptation in stakeholder cooperation system [1]. Stakeholder cooperation initiates a quality service program in controlling part of the teachers with clearly defined portions that operate and communicate effectively in a collaborative manner [2].

In Australia, the controlling had difficulties in seeking a method for assessing the effectiveness of individual plans and services in supporting positive outcomes through stakeholder cooperation system for individuals in school [3]. Goal attainment in stakeholder cooperation provides a means to assess the amount of relative change by considering information from any combination of measurement, observation and/or reporting sources in controlling behavior in school. The process determine whether goals are relevant (meaningful to a person's wishes and needs) or reasonably challenging for an individual in school [4].

Controlling practices, also referred to as social order, entail the nature of forces contributing to stable forms of stakeholder cooperation systems that facilitate orderly change. This concept suggests that fundamental human motivation stems from a desire for power, leading to perpetual conflict and cooperation among individuals. Accordingly, order can only be maintained through robust governance structures. This perspective underscores the importance of normative factors, such as ideals and values, in fostering shared cooperation and controlling practices among stakeholders [5].

Controlling practices in education have become pivotal in shaping the entire shared system. In this context, controlling practices consist of a multitude of individual actors interacting within environments that possess physical or environmental aspects [6].

Thompson[7], further suggests that the primary components of controlling practices in education are collectivities and roles, rather than individual entities. The key patterns or relationships linking these units are values (guides to action) and norms (rules governing role performance within the system's values).

In the Philippines, controlling performance comprises individuals or groups influencing each other's controlling practices. It represents a cohesive set of interconnected activities forming a unified entity. The fundamental unit of controlling performance encompasses macro versus micro, whole versus part, and holistic viewpoints, contributing to challenges in school governance due to employee cooperation deficiencies. The holistic viewpoint entails "downward" causality, while the atomistic perspective implies upward causality. This suggests that the whole determines the actions of its parts, while individuals collectively shape society [8].

There are characteristics of controlling practices in education that mislead people. These have been identified in work with corporate and urban systems and in more recent work that describe concerning the worldwide pressures that are now enveloping our world. First, controlling practices are inherently insensitive to most policy changes that people select in an effort to alter the behavior of the system. In fact, controlling practices tends to draw our attention to the very points at which an attempt to intervene will fail [9].

Second characteristic of controlling practices in education is seem to have a few sensitive influence points through which the behavior of the system can be changed. These influence points are not in the location where most people expect. Furthermore, if one identifies in a model of controlling practices a sensitive point where influence can be exerted, the chances are still that a person guided by intuition and judgment will alter the system in the wrong direction [10].

Controlling practices basically consists of two or more individuals interacting directly or indirectly in a bounded situation. There may be physical or territorial boundaries, but the fundamental sociological point of reference is that the individuals are oriented, in a whole sense, to a common focus or inter-related foci. Thus, it is appropriate to regard such diverse sets of relationships as small groups, political parties and whole societies as shared systems [11]. Cooperation systems are open systems, exchanging information with, frequently acting with reference to other systems. Controlling practices attempt to combine in one framework both a conception of factors in social situations and an overall, highly abstract, outside view of the major factors involved in controlling practices as a going concern various points in formulation have been criticized [12].

Controlling practices however, is widely agreed that it should operate with some clearly defined conception of what constitutes a cooperation system. Thus, for many educators the

term controlling practices is not by any means restricted to those situations where there is binding normative regulation; but in order to qualify as cooperation system it must involve a common focus, or set of orientations and a shared mode of communication among majority of educators. Thus, on this basis there can be a system of conflict [13]. Controlling practices is a central term in educational systems. Minimum requirements for an controlling practices is partnership of at least two personal systems or two persons acting in their roles [14].

Controlling practices is a loose term for environments which, if successful, attract users to participate. The advent of computers and the internet has enabled new types of educational cooperation systems to take form. There are multiple methods of measuring participation within controlling practices. Reach, engagement, frequency of participation all tell something about the success of a cooperation system [15].

Carter [16] added that all social systems have commonalities. One is that they become more fun and interesting as more people play and participate. Another is that with each version, very quickly the population or interest reaches a plateau. Indeed, the world is one large shared system, split into many smaller shared systems. Controlling practices in education are selfreferential systems based on meaningful communication. They use communication to constitute and interconnect the events (actions) which build up the systems. It exist only by reproducing the events which serve as components of the system. They consist therefore as events, i.e. actions, which they themselves reproduce and they exist only as long as this is possible. This, of course, presupposes a highly complex environment. The environment of controlling practices includes other shared systems, the environment of a family includes for example other families, the political system, educational system, and economic system [17].

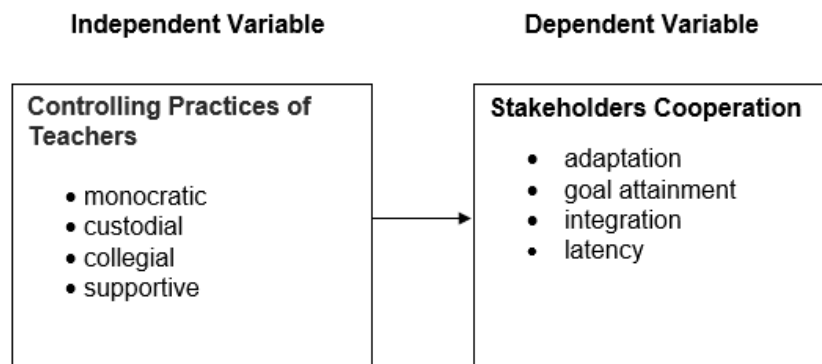


Figure 1. Conceptual Framework of the Study

2. METHODOLOGY

2.1 Research Design

This study used the non-experimental quantitative design utilizing correlation method. This method will be used when the objective described the status of the situation as it exist at the

time of the study to explore the causes of a particular phenomena. In correlation research, it involves collecting data in order to determine whether the degree of a relationship exists between two or more quantifiable variables [18].

This descriptive survey dealt on quantitative data about the said phenomenon. The quantitative aspect is an appropriate schedule for gathering the data will be designed for the target respondents to answer the questions. The process of gathering the data were based through the use of questionnaires. The focused of the study determined the level of controlling practices of teachers and stakeholders cooperation in selected public elementary schools in Manay District, Division of Davao Oriental.

2.2 Research Respondents

The respondents of this study were 132 elementary public school teachers in Manay District, Division of Davao Oriental. They evaluated both their colleagues and themselves using a questionnaire administered to them. The teachers involved in this study had served in public schools for at least three years. The study was conducted during the school year 2023-2024, and the researcher employed universal sampling to select the respondents.

2.3 Research Instrument

The research instruments used to gather data were adopted from various authors and contextualized to the local setting. Refinements to the questionnaire were facilitated with the assistance of the thesis adviser and three other validators who evaluated its content. Pilot testing was conducted in separate elementary schools to ensure the reliability and validity of the questionnaire. The consolidated results from the expert validators yielded a mean result of .711.

2.4 Data Gathering

The data were gathered through the following procedures: First, a letter of permission was obtained to conduct the study on the level of controlling practices of teachers and stakeholder cooperation in selected public elementary schools in Manay District, Division of Davao Oriental. This letter was signed and granted by the Dean of Graduate Studies of Rizal Memorial Colleges, as well as the adviser and school principal, moderators, or teachers in charge in Manay District, Division of Davao Oriental. Adequate and clear copies were printed to avoid administration problems. Next, the researchers personally administered the questionnaire to the study's respondents, requesting them to answer honestly to elicit valid and reliable data. The results were then collated, tabulated, and subjected to statistical treatment. Finally, they were analyzed and interpreted based on the study's purpose.

2.5 Data Analysis

The gathered data were classified, analyzed and interpreted by using the following statistical tools: Mean was used to determine the level of controlling practices of teachers and stakeholders cooperation in selected public elementary schools in Manay District, Division of Davao Oriental. Furthermore, Pearson Product Moment Correlation or Pearson r was used to find out the index which indicates the significant relationship between controlling practices of teachers and stakeholders cooperation in selected public elementary schools in Manay District, Division of Davao Oriental. Additionally, Regression Analysis was used to determine the domains of controlling practices of teachers significantly influence with

stakeholders cooperation in selected public elementary schools in Manay District, Division of Davao Oriental.

3. RESULTS AND DISCUSSION

3.1 Level of Controlling Practices of Teachers

Table 1. *Controlling Practices in terms of Monocratic*

Item	Mean	Descriptive Equivalent
being firm to the deadlines when it comes to the submission of the requirements of the teachers	4.46	High
being firm with the decision when disciplining the teachers	4.41	High
soliciting opinions from teacher when deciding things	3.49	Moderate
commands will be followed by the teachers	4.46	High
being firm to decision in giving sanctions impose to the teachers	4.44	High
Overall Mean	4.49	High

As shown in table 1 is the data on controlling practices of public elementary teachers in terms of monocratic. The mean ratings of this indicator were sorted out from highest to lowest: being firm to the deadlines when it comes to the submission of the requirements of the teachers yielded a mean rating of (4.46), being firm with the decision when discipline gained a mean rating of (4.41), being firm to decision in giving sanctions impose to the teachers garnered a mean rating of (4.44), commanding will be followed by the teachers had a mean rating of (4.46) and soliciting opinions from teacher when deciding things (4.49).

The data in controlling practices of public elementary teachers in terms of monocratic had overall mean rating of (4.49) with descriptive equivalent of high. This means that the controlling practices of public elementary teachers in terms of monocratic is oftentimes manifested. It indicates that the teachers believe that their administrators are firm in exercising in their administrative functions.

According to Michael[19] people will follow their leader when they believe that person has the ability to satisfy their needs. At the monocratic stage, dependency relies on power, where those in command have the authority to demand compliance. This implies that employees will obey or face penalties, with their orientation towards the boss being obedience rather than respect.

Dunleavy and Rhodes [20] highlighted that controlling practices in a monocratic setting offer significant areas for study. Key aspects discussed include motivation, communication, and leadership. One crucial element for successful controlling practices is the presence of effective leadership. Leadership, defined as the ability to influence a group toward the achievement of goals [21] plays a vital role in shaping organizational dynamics and employee behavior.

Table 2. *Controlling Practices in terms of Custodial*

Item	Mean	Descriptive Equivalent
being a father/mother to teacher	4.42	High
assisting teachers in times of needs	4.47	High
helping teachers to find ways to augment income	3.44	Moderate
taking care of teacher's well being	4.49	High
giving moral support when teachers have problems.	4.43	High
Overall Mean	4.43	High

As reflected in table 2 is the data on controlling practices of public elementary teachers in terms of custodial. The mean rating of this indicator were organized from highest to lowest: taking care of teacher's well-being yielded a mean rating of (4.49), assisting teachers in times of needs gained a mean rating of (4.47), giving moral support when teachers have problems garnered a mean rating of (4.43), being a father to teacher obtained a mean rating of (4.42) and helping teachers to find ways to augment income earned a mean Rating of (3.44).

The data on controlling practices of public elementary teachers in terms of Custodial obtained an overall mean rating of (4.43) with descriptive equivalent of high. This means that the custodial indicator in controlling practices of public elementary teachers is oftentimes manifested. It indicates that the teachers feel that their administrator is a father/mother to them, helping the teachers to find ways to augment their income, takes care of teacher's well-being, assisting the teacher in times of their needs, and gives moral support when teachers have problems.

As mentioned by Lipsky and Smith[22], the welfare of the school depends on economic resources to meet the security needs of its teachers which leads to dependence upon the organization. The basis of this custodial model is economic resources with a managerial orientation of money. The teachers in turn are oriented towards security and benefits and dependence on the organization.

Table 3. *Controlling Practices in terms of Collegial*

Item	Mean	Descriptive Equivalent
displaying leadership traits and team building with the teachers	4.51	High
coordinating with the teachers activities in school	4.57	High
creating harmonious working relationships in school with the teachers	4.54	High
having partnership with the teachers in school	4.59	High
having team spirit and enthusiasm in working with the teacher in school	4.51	High
Overall Mean	4.55	High

As presented in table 3 is the data on controlling practices of public elementary teachers in terms of collegial. The mean ratings of this indicator were arranged from highest to lowest: displaying leadership traits and team building with the teachers yielded a mean rating of (4.51), coordinating with the teachers activities in school obtained a mean rating of (4.57), creating harmonious working relationships in school with the teachers gained a mean rating

of (4.54), having partnership with the teachers in school obtained a mean rating of (4.59), having team spirit and enthusiasm in working with the teacher in school earned a mean rating of (4.51).

The data on controlling practices of public elementary teachers in terms of collegial gained the overall mean rating of 4.55 with descriptive equivalent of high. This means that the collegial indicator in controlling practices of public elementary teachers is oftentimes manifested. This connotes that teachers and administrators are treated as partner in school.

Collegial is a team concept that depends upon the management building a partnership with employees [23]. In order to know how to handle a new workforce, and deal with the complication of the new environment, the supervisors need to develop their information about attitude and behavior of individuals, and groups in organization [24].

Table 4. *Controlling Practices in terms of Supportive*

Item	Mean	Descriptive Equivalent
helping teachers when things go wrong and find a way to fix it, rather than blaming	4.57	High
giving chances to the teachers who failed to submit their grades on due time	4.56	High
being very much concern for teachers welfare	4.57	High
encouraging teachers to accomplish things in school	4.59	High
helping teachers to grow personally and professionally	4.59	High
Overall Mean	4.59	High

As viewed in table 4 is the data on controlling practices of public elementary teachers in terms of supportive. The mean ratings of this indicator were sorted from highest to the lowest: helping teachers when things go wrong and find a way to fix it, rather than blaming yielded a mean rating of (4.57), giving chances to the teachers who failed to submit their grades on due time obtained a mean rating of (4.56), being very much concern for teachers welfare gained a mean rating of (4.57), gained a mean rating of (4.59), encouraging teachers to accomplish things in school and for helping teachers to grow personally and professionally earned a mean rating of (4.59).

The data on controlling practices of public elementary teachers in terms of supportive earned the overall mean rating is 4.59 with descriptive equivalent of high. This means that the collegial indicator in controlling practices of public elementary teachers is oftentimes manifested. This indicates that teachers and administrators are helping with each other when things go wrong and find a way to fix it, rather than blaming, the administrator is giving chances to the teachers who failed to submit their grades on due time, very much concern for teachers, encouraging teachers to accomplish things in school and helping teachers to grow personally and professionally.

This is in line with the views of Amanchukwu et al.[25] this approach depends upon leadership instead of power or money. Through leadership the organization helps the employee to grow and accomplish things in the organization. The basis of this supportive model is leadership with a managerial orientation of support

Table 5. *Summary of Controlling Practices*

	Mean	Descriptive
--	------	-------------

Item		Equivalent
Monocratic	4.59	High
Collegial	4.56	High
Custodial	4.53	High
Supportive	4.59	High
Overall Mean	4.57	High

As displayed in table 5 is the summary of the controlling practices of public elementary teachers. Among the indicators are the monocratic obtained with mean rating of (3.59); collegial yielded with mean rating of (3.56); custodial gained with mean rating of (3.53) and supportive garnered the mean rating of (3.60). Supportive indicator is the highest and the lowest indicator is the custodial, though all behavior have the same mean ratings of high, indicating that all four behaviors are manifested oftentimes by administrator.

The result on the level of controlling practices of public elementary teachers obtained a mean rating ranging from (4.53) to (4.59) described as high gained with the overall mean of (4.57). This means that these controlling practices of public elementary teachers are manifested oftentimes. The result shows that supportive has the highest mean among the four behaviors indicating that controlling practices of public elementary teachers are generally helpful to their colleagues in giving them the opportunity to grow personally and professionally.

This result is in relation to the theory of Ingersoll[26], who viewed that controlling practices in many schools have the best of resources and strategies. This is due to the fact that controlling practices of teachers was being given due importance. It is one of the topmost searched items in the organization.

3.2 Level of Stakeholders Cooperation of Teachers

Table 6. *Stakeholders Cooperation in terms of Adaptation*

Item	Mean	Descriptive Equivalent
find ways to acquire sufficient resources from other sources	3.68	High
being resourceful in finding other sources of income for the school	3.59	High
ask financial help from the non-government organization for the support of school needs	3.35	Moderate
ask donations from the private sectors for school facilities improvement.	3.21	Moderate
ask help from the community for using the community's resources in school	3.32	Moderate
Overall Mean	3.42	Moderate

As displayed in table 6 is the data on stakeholders cooperation in public elementary school in terms of adaptation. The mean ratings of this indicator is arranged from highest to lowest. Finding ways to acquire sufficient resources from other sources yielded a mean rating of (3.68) or high; for being resourceful in finding other sources of income for the school obtained a mean rating of (3.59) high; for asking financial help from the non-government organization for the support of school needs gained a mean rating of (3.35) or moderate; for asking donations from the private sectors for school facilities improvement earned a mean

rating of (3.21) or moderate and for asking help from the community for using the community's resources in school got a mean rating of (3.32) or moderate.

The overall mean rating earned for this indicator is (3.42) with descriptive equivalent of moderate. This finding indicates that adaptation indicator in stakeholders cooperation in public elementary school is manifested moderately. The teachers know that their administrators are finding ways to acquire sufficient resources from other sources and resourceful in finding other sources of income for the school.

This implication is similar to the concepts of Parson [25], that social systems must cope with their external boundary conditions, such as their resource base, physical environment, territory and so on. Financial and economic activity serves to solve problems of adaptation. Social system initiates a quality service program in organization with clearly defined parts that operate and communicate effectively [28].

Adaptation or the capacity of society to interact with the environment. This includes, among other things, gathering resources and producing commodities to social redistribution. Adaptation must cope with their external boundary conditions, such as their resource base, physical environment, territory and so on. Financial and economic activity serves to solve problems of adaptation [29].

Table 7. Stakeholders Cooperation in terms of Goal Attainment

Item	Mean	Descriptive Equivalent
Clearly stating the vision of the school and planning on how to achieve that vision by influencing the teachers and students	4.48	High
Explain the goals of the school to the teachers and students	4.49	High
Initiate the revision of the VMG with the participation of the teachers and students.	4.41	High
Interpret the VMG to the teachers and students	4.48	High
Discuss clearly the VMG to the teachers and students	4.46	High
Overall Mean	4.47	High

As presented in table 7 is the data on stakeholders cooperation in public elementary school in terms of goal attainment. The items of this indicator were rated high. The mean rating are as follows: clearly stating the vision of the school and planning on how to achieve that vision by influencing the teachers and students yielded a mean rating of (4.48) or high, explaining the goals of the school to the teachers and students obtained a mean rating of (4.49) or high, Initiating the revision of the VMG with the participation of the teachers and students gained a mean rating of (4.41) or high, interpreting the VMG to the teachers and students earned a mean rating of (4.48) or high and for discussing clearly the VMG to the teachers and students got a mean rating of (4.47) or high.

The overall mean rating earned of this indicator is (4.47) with descriptive equivalent of high. This finding infers that the goal attainment indicator in stakeholders cooperation in public elementary school is manifested oftentimes. This means that the teachers clearly states the vision of their school and plans on how to achieve that vision by influencing the stakeholders and students. This indicates that the teachers explains the goals of the school to the

stakeholders and interprets the VMG to the teachers and students and discuss clearly the VMG to the teachers and students.

This results is in line with the concepts of Kiresuk et al.[30], cited that it began phasing-in the assessment of attainment of goals identified within person-centered plans. The organization was seeking a method for assessing the effectiveness of individual plans and services in supporting positive outcomes for individuals in school. Goal attainment provides a means to assess the amount of relative change by considering information from any combination of measurement, observation and/or reporting sources in school.

Table 8. *Stakeholders Cooperation in terms of Integration*

Item	Mean	Descriptive Equivalent
understanding and appreciating the individual behavior in school	4.44	High
having a clear and inspiring leadership in school	4.45	High
recognizing the cooperation among departments	4.44	High
having solidarity among the teaching and non-teaching staff in school	4.49	High
coordinating in the school activities	4.49	High
Overall Mean	4.46	High

As reflected in table 8 is the data on stakeholders cooperation in public elementary school in terms of integration. The mean rating of this indicator is arranged from highest to lowest: understanding and appreciating the individual behavior in school yielded a mean rating of (4.44) or high, having a clear and inspiring leadership in school obtained a mean rating of (4.45) or high, recognizing the cooperation among departments gained a mean rating of (4.44) or high, having solidarity among the teaching and non-teaching staff in school earned a mean rating of (4.45) or high and coordinating in the school activities got a mean rating of (4.49) or high.

The overall mean rating earned of this indicator is (4.46) with descriptive equivalent of high. The integration indicator in stakeholders cooperation in public elementary school is manifested oftentimes. This means that the teachers and stakeholders understands and appreciates the individual behavior in school and had clear and inspiring leadership in school. This indicates that the teachers was recognizing the cooperation among departments, had solidarity among the teaching and non-teaching staff in school and had coordination with the stakeholders in the school activities.

This result is in line with the ideas of Morgeson et al. [31], emphasized that functional leadership theory is useful theory for addressing specific leader behaviors expected to contribute to organizational or unit effectiveness. This theory argues that the leader's main job is to see that whatever is necessary to group needs is taken care of; thus, a leader can be said to have done their job well when they have contributed to group effectiveness and cohesion. Classroom leadership observed broad functions that a leader performs when promoting organization's effectiveness. Consideration includes behavior involved in fostering effective relationships showing concern for a subordinate manner [32].

Table 9. *Stakeholders Cooperation in terms of Latency*

	Mean	Descriptive
--	------	-------------

Item		Equivalent
being a values oriented person	4.48	High
inculcating the values of commitment to all teachers	4.41	High
respecting the individual personality of the teachers	4.49	High
encouraging good practices in school	4.49	High
reminding the teachers to practice professional ethics in school	4.44	High
Overall Mean	4.47	High

As displayed in table 9 is the data on stakeholders cooperation in public elementary school in terms of latency. The mean rating are as follows: being a values oriented person yielded a mean rating of (4.48) or high, inculcating the values of commitment to all teachers obtained a mean rating of (4.41) or high. respecting the individual personality of the teachers gained a mean rating of (4.49) or high; encouraging good practices in school earned a mean rating of (4.49) or high and for reminding the teachers to practice professional ethics in school got a mean rating of (4.44) or high.

The overall mean rating earned for this indicator is (4.47) with descriptive equivalent of high. This means that the latency indicator in stakeholders cooperation in public elementary school is manifested oftentimes. That the stakeholders is a values oriented person and inculcates the values of commitment to all teachers. This shows that the stakeholders is respecting the individual personality of the teachers, encouraging good practices in school and reminding the teachers to practice professional ethics in school.

This results is aligned with the views of Myyryand Helkama [33]who expressed that professional carries additional moral responsibilities to those held by the population in general. This is because professionals are capable of making and acting on an informed decision in situations. In the workplace stakeholders, administrators, managers and supervisors should set the standard for using ethics by showing respect, being honest, and promoting trust. Ethics are used world-wide in large schools, companies and small businesses.

Table 10. *Summary of Stakeholders Cooperation*

Item	Mean	Descriptive Equivalent
Adaptation	3.42	Moderate
Goal Attainment	4.47	High
Integration	4.46	High
Latency	4.47	High
Overall Mean	4.15	High

As displayed in Table 10, the summary of stakeholders' cooperation is presented. The mean ratings are as follows: Adaptation, with a score of 3.42, is described as moderate; Goal Attainment, with a score of 4.47, is described as high; Integration, with a score of 4.46, is also described as high; and Latency, with a score of 4.47, is similarly described as high.

Overall, the stakeholders' cooperation is assessed with an average mean score of 4.15, indicating a high level of cooperation across the board. This suggests that stakeholders are generally successful in adapting, achieving goals, integrating efforts, and responding promptly, contributing to an effective cooperative environment.

A high stakeholder cooperation in education refers to effective collaboration among various individuals and groups involved in the educational process, such as administrators, teachers, students, parents, and community members. This cooperation involves active engagement, communication, and coordination to improve academic outcomes, enhance student well-being, and create a supportive learning environment [34].

3.3 Significant Relationship Between the Controlling Practices of Teachers and Stakeholders Cooperation of Public Elementary Schools

Table 11. Significant Relationship Between the Controlling Practices of Teachers and Stakeholders Cooperation of Public Elementary Schools

Independent Variable	Dependent Variable	r-value	Descriptive Level	Computed p-value	Decision
Controlling Practices	Stakeholders Cooperation				
	Adaptation	1.43	Moderate	0.14	Reject Ho
Autocratic	Goal Attainment				
	Integration				
Custodial	Latency	1.44	Moderate	0.14	Reject Ho
	Adaptation				
Collegial	Goal Attainment	1.42	Moderate	0.12	Reject Ho
	Integration				
Supportive	Latency	1.44	Moderate	0.13	Reject Ho
	Adaptation				
Overall		1.43	Moderate	0.13	Reject Ho

As reflected in table 11 is the significant relationship between the level of controlling practices of teachers and stakeholders cooperation of public elementary schools. The overall result on the level of controlling practices of teachers and stakeholders cooperation of public elementary schools that was correlated to each indicators obtained a computed p-value of (2.13) which is higher than the r-value 0.43. Therefore, the null hypothesis is rejected and could be stated that there is significant relationship between the level of controlling practices of teachers and stakeholders cooperation of public elementary schools.

This infers that when the controlling practices of teachers and stakeholders cooperation and its indicators gained the computed p-value of 0.13 which is higher than the r-value 1.43 made to reject the null hypothesis. This implies the higher the relationship of controlling practices of teachers, the better stakeholders cooperation in public elementary school in Manay District, Division of Davao Oriental.

Asiyai[34] emphasized that there are four major frameworks of controlling practices of teachers in school organization operates are monocratic, custodial, supportive and collegial. Monocratic which refers on power, those in command have the power to demand. Custodial which refers to the welfare school that practice paternalism. Supportive this approach

depends upon leadership instead of power or money. Collegial this is a team concept that depends upon the management building a partnership with employees.

Over the last decade a large number of universities have high technology development and other facilities in the world which today is an essential node in the global value chains of many of the world's leading creations. These schools need employees with best controllings practices and the availability of people with these controllings skills is a matter of considerable strategic importance for the continued success of the school economy [36].

3.4 The Domains of Controlling Practices of Teachers Significantly Influence Stakeholders Cooperation of Public Elementary School

Table 12 The Domains of Controlling Practices of Teachers Significantly Influence Stakeholders Cooperation of Public Elementary School

Model	Sum of Squares	Degrees of Freedom	Mean Square	F	Sig
Regression	56.400	3	57.600	4.144	0.131
Residual Total	501.265	37	12.6056		
	543.065	40			

Note: Significance when $P < 0.05$ (2T)

<i>Stakeholders Cooperation</i>					
<i>Controlling Practices (Indicators)</i>		<i>B</i>	β	<i>t</i>	<i>Sig.</i>
Autocratic	Adaptation Goal Attainment Integration Latency	-.077	-.058	-.505	.613
Custodial	Adaptation Goal Attainment Integration Latency	.016	.014	.127	.897
Collegial	Adaptation Goal Attainment Integration Latency	-.219	-.207	-1.809	.073
Supportive	Adaptation Goal Attainment Integration Latency	.165	.188	1.572	.109
R		.271			0.148
R ²		.073			
F		.690			
ρ		.131			

Table 12 suggests that the domains of controlling practices of teachers do not exert a statistically significant influence on stakeholders cooperation. This is reflected in the p-values, which are all greater than 0.05. The model's p-value ($p=0.131$) further supports this conclusion. Furthermore, the R-squared value of 0.073 indicates that only 7.3% of the variation in stakeholders cooperation can be explained by the domains of controlling practices of teachers included in the study. The remaining 92.7% of the variation is left unexplained.

4. CONCLUSIONS

Based on the findings, several conclusions emerge: Firstly, the study indicates that teachers in public elementary schools exhibit high levels of controlling practices across various dimensions, including monocratic, collegial, custodial, and supportive approaches. These practices are frequently demonstrated by teachers in their interactions within the educational setting. Secondly, stakeholders' cooperation in public elementary schools, encompassing aspects such as adaptation, goal attainment, integration, and latency, is also reported to be high and commonly observed among stakeholders. This suggests a strong collaborative ethos within these schools. Thirdly, a significant relationship is identified between the level of controlling practices among teachers and stakeholder cooperation in public elementary schools. The rejection of the null hypothesis implies that higher levels of controlling practices among teachers correspond to improved stakeholder cooperation within the school community. Lastly, the study reveals that the domains of controlling practices among teachers did not significantly influence stakeholder cooperation in public elementary schools.

6. RECOMMENDATIONS

Based on the foregoing conclusions, the researcher proposes the following recommendations: It is recommended in this study that controlling practices among teachers in public elementary schools, regarding monocratic, collegial, custodial, and supportive approaches, should be improved. School heads should focus on addressing gray areas, particularly by soliciting opinions from teachers when making decisions and maintaining firmness in disciplinary actions. Moreover, stakeholders' cooperation in public elementary schools, concerning adaptation, goal attainment, integration, and latency, should be enhanced. Teachers should take the lead in fostering cooperation, especially by assisting colleagues in finding ways to increase their income, demonstrating leadership qualities, building teamwork, and fostering enthusiasm for collaborative work within the school community. Furthermore, it is recommended in this study that controlling practices among teachers and stakeholder cooperation in public elementary schools should be upgraded, particularly in areas with lower results. School heads should address deficiencies such as providing opportunities for teachers who fail to submit grades on time. Lastly, controlling practices among teachers and stakeholder cooperation in public elementary schools, particularly in areas with lower results, should focus on initiatives such as seeking donations from private sectors for school facility improvements and utilizing community resources for school-related purposes.

CONSENT (WHEREEVER APPLICABLE)

All authors declare that 'written informed consent was obtained from the respondent (or other approved parties) for publication of this case report and accompanying images. A copy

of the written consent is available for review by the Editorial office/Chief Editor/Editorial Board members of this journal.

ETHICAL APPROVAL (WHEREEVER APPLICABLE)

All authors hereby declare that the protocols of this study have been examined and approved by the appropriate ethics committee and have therefore been performed in accordance with the ethical standards laid down in the 1964 Declaration of Helsinki.

REFERENCES

1. Dentoni D, Bitzer V, Schouten G. Harnessing wicked problems in multi-stakeholder partnerships. *Journal of Business Ethics*. 2018 Jun;150:333-56.
2. Brundiers K, Wiek A. Beyond interpersonal competence: Teaching and learning professional skills in sustainability. *Education Sciences*. 2017 Mar 7;7(1):39.
3. Block K, Cross S, Riggs E, Gibbs L. Supporting schools to create an inclusive environment for refugee students. *International journal of inclusive education*. 2014 Dec 2;18(12):1337-55.
4. Jastram SM, Klingenberg J. Assessing the outcome effectiveness of multi-stakeholder initiatives in the field of corporate social responsibility—the example of the United Nations Global Compact. *Journal of Cleaner Production*. 2018 Jul 10;189:775-84.
5. Fiksel J, Fiksel JR. *Resilient by design: Creating businesses that adapt and flourish in a changing world*. Island Press; 2015 Oct 22.
6. Palechano N, Badler N, Allbeck J. *Virtual crowds: Methods, simulation, and control*. Springer Nature; 2022 May 31.
7. Thompson JD. *Organizations in action: Social science bases of administrative theory*. Routledge; 2017 Jul 5.
8. De Keyser A, Lemon KN, Klaus P, Keiningham TL. A framework for understanding and managing the customer experience. *Marketing Science Institute working paper series*. 2015;85(1):15-21.
9. Balkin JM. Free speech in the algorithmic society: Big data, private governance, and new school speech regulation. *UCDL rev.*2017;51:1149.
10. Kang R, Dabbish L, Fruchter N, Kiesler S. {"My} data just goes {Everywhere:} user mental models of the internet and implications for privacy and security. In *Eleventh symposium on usable privacy and security (SOUPS 2015)* 2015 (pp. 39-52).
11. Hoey J, Schröder T, Alhothali A. Affect control processes: Intelligent affective interaction using a partially observable Markov decision process. *Artificial Intelligence*. 2016 Jan 1;230:134-72.
12. Scott WR, Davis G. *Organizations and organizing: Rational, natural and open systems perspectives*. Routledge; 2015 Aug 7.
13. Pfeffer J, Salancik G. External control of organizations—Resource dependence perspective. In *Organizational behavior 2* 2015 Jun 1 (pp. 355-370). Routledge.
14. Collins R. *The credential society: An historical sociology of education and stratification*. Columbia University Press; 2019 Dec 31.
15. Kretschmer T, Leiponen A, Schilling M, Vasudeva G. Platform ecosystems as meta-organizations: Implications for platform strategies. *Strategic Management Journal*. 2022 Mar;43(3):405-24.
16. Carter I. *Human behavior in the social environment: A social systems approach*. Routledge; 2017 Jul 12.
17. Peters MF, Massey G. Mundane extreme environmental stress in family stress theories: The case of Black families in White America. In *Social stress and the family* 2014 Apr 23 (pp. 193-218). Routledge.

18. Pregoner JD, Baguio JB. Learning Strategies and Readiness towards Blended learning in English Subjects as Predictors of Students' Satisfaction during the COVID-19 Pandemic. *Asian Journal of Education and Social Studies*. 2024 Mar 6;50(4):170-84.
19. Michael M. The sources of social power. Volume I: A History of Power from the. 1986.
20. Dunleavy P, Rhodes RA. Core executive studies in Britain. *Public Administration*. 1990 Mar;68(1):3-28.
21. Stogdill RM. Leadership, membership and organization. *Psychological bulletin*. 1950 Jan;47(1):1.
22. Lipsky M, Smith SR. Nonprofit organizations, government, and the welfare state. *Political science quarterly*. 1989 Dec 1;104(4):625-48.
23. Kelchtermans G. Teacher collaboration and collegiality as workplace conditions. A review. *Zeitschrift für Pädagogik*. 2006;52(2):220-37.
24. Sims RR. *Managing organizational behavior*. Bloomsbury Publishing USA; 2002 Jul 30.
25. Amanchukwu RN, Stanley GJ, Ololube NP. A review of leadership theories, principles and styles and their relevance to educational management. *Management*. 2015 Jan;5(1):6-14.
26. Ingersoll RM. *Who controls teachers' work?: Power and accountability in America's schools*. Harvard University Press; 2009 Jul 1.
27. Parsons T. *An outline of the social system [1961]*. na; 2007.
28. Wenger E. *Communities of practice: Learning as a social system*. *Systems thinker*. 1998 Jun 1;9(5):2-3.
29. KRISTIANA Y, PRAMONO R, BRIAN R. Adaptation strategy of tourism industry stakeholders during the COVID-19 pandemic: A case study in Indonesia. *The Journal of Asian Finance, Economics and Business*. 2021;8(4):213-23.
30. Kiresuk TJ, Smith A, Cardillo JE. *Goal attainment scaling: Applications, theory, and measurement*. Psychology Press; 2014 Feb 25.
31. Morgeson FP, DeRue DS, Karam EP. Leadership in teams: A functional approach to understanding leadership structures and processes. *Journal of management*. 2010 Jan;36(1):5-39.
32. Wahlstrom KL, Louis KS. How teachers experience principal leadership: The roles of professional community, trust, efficacy, and shared responsibility. *Educational administration quarterly*. 2008 Oct;44(4):458-95.
33. Myyry L, Helkama K. The role of value priorities and professional ethics training in moral sensitivity. *Journal of moral education*. 2002 Mar 1;31(1):35-50.
34. Asiyai RI. Improving Quality Higher Education in Nigeria: The Roles of Stakeholders. *International Journal of higher education*. 2015;4(1):61-70.
35. Tompkins JR. *Organization theory and public management*. Waveland Press; 2023 Aug 16.
36. Taglioni D, Winkler D. *Making global value chains work for development*. World Bank Publications; 2016 Jun 10.