CONTROLLING PRACTICES OF TEACHERS AND STAKEHOLDERS COOPERATION AMIDST PANDEMIC CRISIS IN PUBLIC ELEMENTARY SCHOOLS

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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 descriptive-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 have a problem in coping with their external boundary conditions, such as manpower, resource base, physical environment, territory and other linkages. Mostly of the conflicts are financial and economic activity, which serve as the main problems of adaptation in stakeholder cooperation system [1]. Stakeholder cooperation initiates a quality service program that controls part of the teachers with clearly defined portions that operate and communicate effectively collaboratively [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 a 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 determines 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 the worldwide pressures that are now enveloping our world. First, controlling practices are inherently insensitive to most policy changes that people select to alter the system's behavior. In fact, controlling practices tend 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 that it 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, suppose one identifies a sensitive point where influence can be exerted in a model of controlling practices. In that case, the chances are still that a person guided by intuition and judgment will alter the system in the wrong direction [10].

Controlling practices basically consist 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 interrelated 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 that exchange information with and frequently actconcerning 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 the formulation have been criticized [12].

Controlling practices, however, are widely agreed upon to 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 to qualify as a cooperation system, it must involve a common

focus, or set of orientations and a shared mode of communication among majority of educators. Thus, there can be a system of conflict [13]. Controlling practices is a central term in educational systems. Minimum requirement for controlling practices is a partnership of at least two personal systems or two persons acting in their roles [14].

Controlling practices is a loose term for environments that, 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, and 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, the population of interest reaches a plateau very quickly. Indeed, the world is one large shared system, split into many smaller shared systems. Controlling practices in education are self-referential systems based on meaningful communication. They use communication to constitute and interconnect the events (actions) that build up the systems. It exists only by reproducing the events that serve as system components. They consist, therefore, of events, i.e., actions, which they reproduce and exist only as long as 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, the educational system, and the economic system.

The unique context of Manay District Elementary School itself might harbor specific issues that influence cooperation. Beyond a lack of research on elementary schools, Manay District faces challenges with overcrowding, lack of instructional materials, or inadequate technology access. These limitations could strain cooperation as teachers compete for scarce resources. Furthermore, low salaries, a heavy workload, or feelings of burnout could dampen teacher enthusiasm and willingness to collaborate. Similarly, communication gaps or a lack of trust between parents and teachers could hinder cooperation in supporting student success [17]. Finally, if the school leadership lacks a clear and shared vision for improvement, it can be difficult for teachers to feel motivated and work together towards common goals. Investigating these potential problems alongside the influence of controlling practices could provide a richer understanding of the specific challenges and opportunities for cooperation within Manay District Elementary School.

While previous research has explored the relationship between controlling practices and stakeholder cooperation in various contexts, a gap exists in understanding this dynamic specifically within public elementary schools. This study focuses on secondary school teachers, leaving a need to investigate how controlling practices might influence cooperation among elementary school educators in Manay District. Furthermore, existing research might not fully capture the challenges faced by Manay District Elementary School.

This study aimed to determine if controlling practices significantly influence stakeholder cooperation among public secondary school teachers in Manay District, Division of Davao Oriental. Specifically, it aimed to determine the levels of controlling practices and stakeholder cooperation among public secondary school teachers, determine the relationship between them, and test whether controlling practices significantly influence stakeholder cooperation.

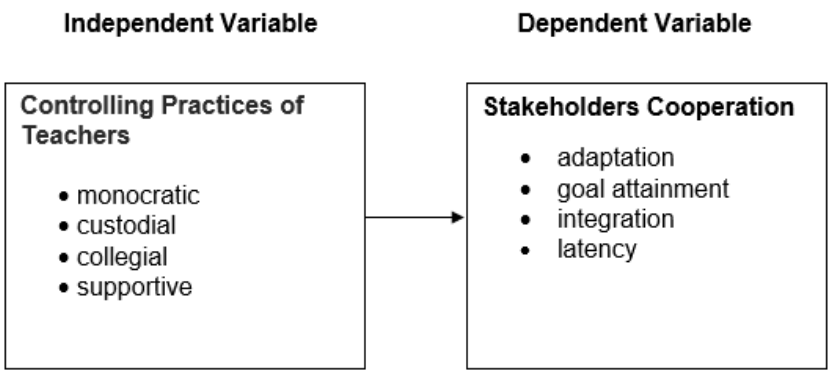

Figure 1. Conceptual Framework of the Study

2. METHODOLOGY

2.1 Research Design

This study used the non-experimental quantitative design utilizing the descriptive-correlation method. This method is used when the objective describes the situation's status as it exists at the time of the study to explore the causes of a particular phenomenon. Correlation research involves collecting data to determine whether a relationship exists between two more quantifiable variables [18].

This descriptive survey dealt with quantitative data about the said phenomenon. The quantitative aspect is an appropriate schedule for gathering the data designed for the target respondents to answer the questions. The process of gathering the data was based on the use of questionnaires. The focus 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. This sample size was calculated through Raosoft calculator using the following details: population size of 200, margin of error of 5% and confidence level of 95%.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 teacher controlling practices 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 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. Furhtermore, Pearson Product Moment Correlation or Pearson rwas 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. Addiitonally, Regression Analysis was used to determine the domains of teachers' controlling practices significantly influenced by 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 a descriptive equivalent of high. This means that the controlling practices of public elementary teachers in terms of monocratic are 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 a descriptive equivalent of high. This means that the custodial indicator in public elementary teachers' controlling practices is often manifested. It indicates that the teachers feel that their administrator is a father/mother to them, helping them find ways to augment their income, taking care of the teacher's well-being, assisting the teacher in times of their needs, and giving moral support when teachers have problems.

As mentioned by Lipsky and Smith[22], the welfare of the school depends on economic resources to meet its teachers' security needs, 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 ofCollegial*

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 a descriptive equivalent of high. This means that the collegial indicator in public elementary teachers' controlling practices is often manifested. This connotes that teachers and administrators are treated as partners 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 complications of the new environment, the supervisors need to develop their information about the attitude and behaviors of individuals and groups in the organization [24].

Table 4. *Controlling Practices in terms ofSupportive*

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 of 4.59 with a descriptive equivalent of high. This means that the collegial indicator in public elementary teachers' controlling practices is often manifested. This indicates that teachers and administrators help 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 concerned 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], who state that this approach depends upon leadership instead of power or money. Through leadership, the organization helps the employees grow and accomplish things. The basis of this supportive model is leadership with a managerial orientation of support

Table 5. *Summary of Controlling Practices*

Item	Mean	Descriptive 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 a mean rating of (3.59); collegial yielded with a mean rating of (3.56); custodial gained with a 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 the 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 an 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 allowing them to grow personally and professionally.

This result relates to the theory of Ingersoll [26], who viewed that controlling practices in many schools have the best resources and strategies. This is because controlling practices of teachers were being given due importance. It is one of the items most searched for 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 a 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 are resourceful in finding other sources of income for the school.

This implication is similar to Parson's concept [25], which states 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 adaptation problems. 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 for social redistribution. Adaptation must cope with their external boundary conditions, such as their resource base, physical environment, territory, etc. Financial and economic activity serves to solve adaptation problems[29].

Table 7. *Stakeholders Cooperation in terms ofGoal 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 schools is manifested oftentimes. This means that the teachers clearly state their school's vision and plans to achieve that vision by influencing the stakeholders and students. This indicates that the teachers explain the school's goals to the stakeholders, interpret the VMG to the teachers and students, and discuss the VMG with the teachers and students.

This result is in line with the concepts of Kiresuk et al.[30], who cited that it began phasing-in the assessment of the attainment of goals identified within person-centered plans. The organization sought 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 ofIntegration*

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 understand and appreciate the individual behavior in school and had clear and inspiring leadership. This indicates that the teachers recognized the cooperation among departments, had solidarity among the teaching and non-teaching staff in school and coordinated with the stakeholders in the school activities.

This result is in line with the ideas of Morgeson et al. [31], which emphasized that functional leadership theory is useful 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 for 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 observes broad functions a leader performs when promoting an 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*

Item	Mean	Descriptive 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 a 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 can make and act 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 worldwide in large schools, companies and small businesses.

Table 10. *Summary ofStakeholders 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, responding promptly, and contributing to an effective cooperative environment.

A high stakeholder cooperation in educationrefers 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 in Public Elementary Schools

Table 11.*Significant Relationship Between the Controlling Practices of Teachersand Stakeholders Cooperation in 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
	Goal Attainment				
Autocratic	Integration				
	Latency				

	Adaptation	1.44	Moderate	0.14	Reject Ho
	Goal Attainment				
Custodial	Integration				
	Latency				
	Adaptation	1.42	Moderate	0.12	Reject Ho
	Goal Attainment				
Collegial	Integration				
	Latency				
	Adaptation	1.44	Moderate	0.13	Reject Ho
	Goal Attainment				
Supportive	Integration				
	Latency				
Overall		**1.43**	**Moderate**	**0.13**	**Reject Ho**

As reflected in table 11, there is a significant relationship between teachers' level of controlling practices and stakeholders' cooperation in 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 indicator 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 a significant relationship between teachers' level of controlling practices and stakeholders' cooperation in 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 schools in Manay District, Division of Davao Oriental.

Asiyai[34] emphasized that there are four major frameworks for controlling teachers' practices in school organizations: monocratic, custodial, supportive, and collegial. Monocratic refers to power; those in command have the power to demand. Custodial refers to the welfare school that practices paternalism. Supportive this approach depends upon leadership instead of power or money. Collegial is a team concept that depends upon the management building a partnership with employees.

Over the last decade, a large number of universities have had 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 the best controlling practices, and the availability of people with these controlling skills is 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 in Public Elementary School

Table 12The 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	501.265	37	12.6056		
Total	543.065	40			

Note: Significance when P < 0.05 (2T)

Stakeholders Cooperation					
Controlling Practices (Indicators)		*B*	β	*t*	*Sig.*
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' cooperationcan 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 should be enhanced concerning adaptation, goal attainment, integration, and latency. 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

As per international standards or university standards, respondents' written consent has been collected and preserved by the author(s).

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