**Classroom Provision Practices of Teachers in Relation to Stakeholders’ Collaboration: A Descriptive Inquiry**

ABSTRACT

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| --- |
| Classroom provision practices, which encompass the acquisition and management of instructional materials, learning environments, and basic facilities, are closely linked to the degree of collaboration teachers maintain with stakeholders. This study aimed to determine the significant relationship between classroom provision practices and stakeholders' collaboration among public elementary school teachers in Lupon District, Division of Davao Oriental. This study followed a descriptive-correlational research design and 132 teachers were selected through universal sampling. Data were gathered via standardized questionnaires and analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses. The findings revealed that both classroom provision practices and stakeholders’ collaboration were rated at a high level. Correlation analysis showed a significant positive relationship between the two variables. Furthermore, multiple regression analysis indicated that all domains of classroom provision practices significantly influenced stakeholders’ collaboration, with efficiency emerging as the strongest predictor. The study is limited to Lupon District, which may affect the generalizability of the results. Nonetheless, the findings suggest that strengthening professional development, promoting inclusive teaching strategies, and enhancing community partnerships can improve classroom provision practices and stakeholder collaboration, ultimately supporting a more effective and inclusive educational environment. Future researchers may explore additional factors influencing classroom provision practices and stakeholder collaboration, such as school leadership, institutional policies, and technological innovations, to provide deeper insights into fostering stronger teacher-stakeholder relationships and more effective classroom management strategies. |

*Keywords*: Classroom Provision Practices, Stakeholders' Collaboration, Descriptive-Correlational, Public Elementary Schools, Education

1. INTRODUCTION

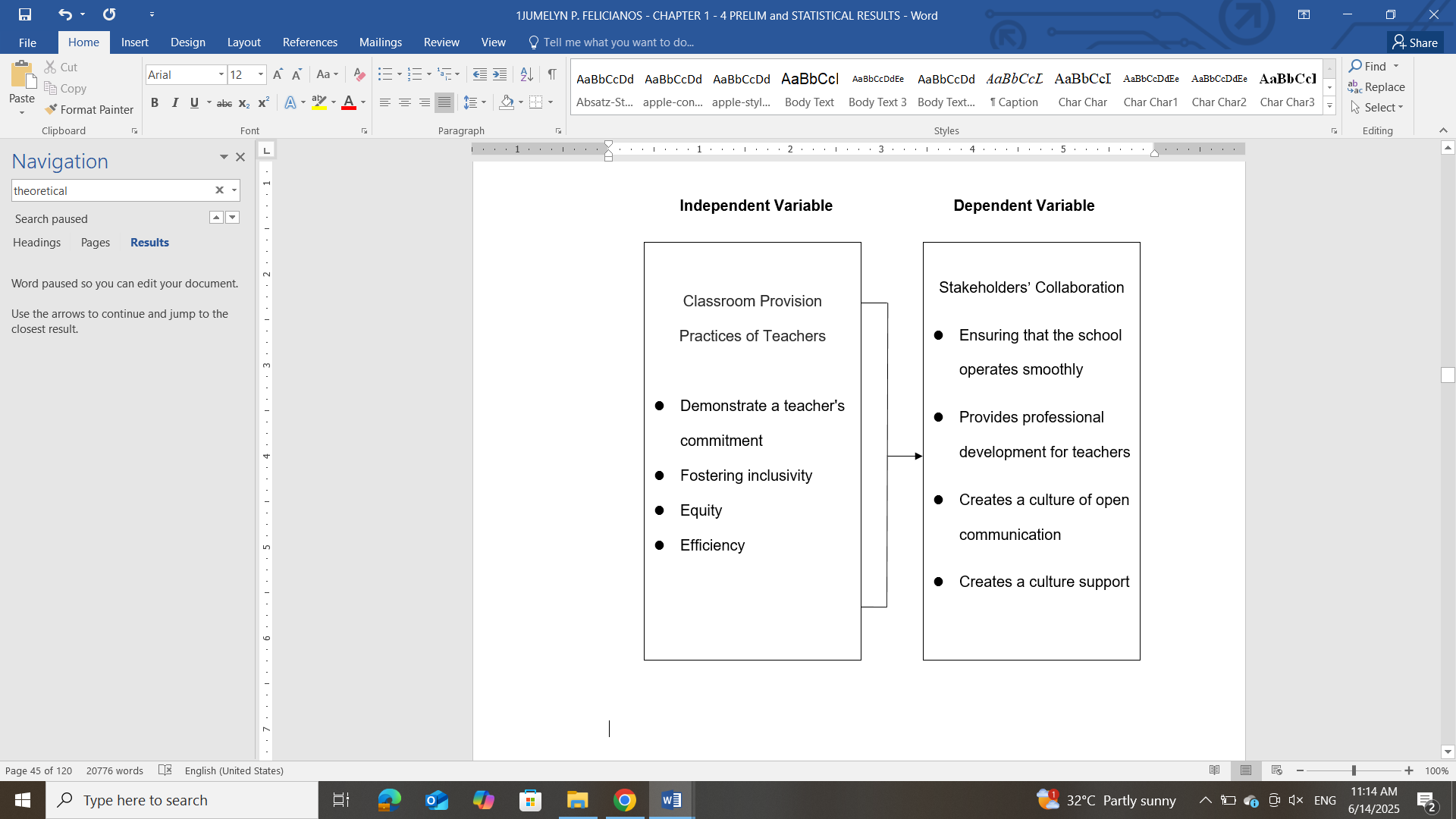
Stakeholder collaboration plays a pivotal role in enhancing academic performance and institutional effectiveness in secondary schools. In higher education, collaboration among stakeholders plays a crucial role in shaping both academic performance and institutional effectiveness. Stakeholders which comprise faculty, administrators, students, government bodies, and industry partners, each bring unique perspectives and resources to the educational landscape. As the demand for improved student outcomes and institutional accountability grows, the synergy among these groups becomes increasingly significant (Maqhubela, 2025; Yamoah & Quansah, 2025). In recent years, the importance of stakeholders’ collaboration in educational settings has gained recognition; however, its practical implementation continues to face significant challenges (Penuel et al., 2020). In many schools, particularly in public elementary institutions, there exists a disconnect between the efforts of teachers and the level of engagement among stakeholders such as parents, community leaders, and local government units. Effective stakeholder collaboration in schools can yield numerous benefits, including increased stakeholder engagement and buy-in, improved communication and relationships, enhanced problem-solving and decision-making, and greater alignment of efforts toward shared goals. Stakeholder collaboration can enhance school leadership practices, it can also present challenges and considerations for school leaders. These may include managing diverse perspectives and interests, fostering trust and communication among stakeholders, and balancing the need for collaboration with the need for timely decision-making and action (Cabriga & Ching, 2024). Despite policies promoting shared governance and participatory management, the collaboration between schools and stakeholders remains inconsistent, limited, or even absent in some contexts. This lack of synchronized effort undermines the effective delivery of educational resources and classroom provisions, thereby affecting teaching and learning outcomes. When stakeholders are not meaningfully involved, the burden of providing classroom needs often falls solely on teachers, leading to resource strain and diminished educational quality (Spencer, 2023).

Globally, countries implement diverse collaborative models to improve educational outcomes through stakeholder engagement, varying in scale, structure, and impact. The rationale for including countries such as Finland and Japan, widely recognized for their high-performing education systems, is to highlight best-practice models of sustained stakeholder collaboration. Finland’s education system, for instance, thrives on strong cooperation among schools, families, and municipalities, fostering inclusive school development and resource provision (Ahtiainen et al., 2021). Similarly, in Japan, local boards of education, business sectors, and parents actively contribute to school activities and resource mobilization (Ishida & Okitsu, 2022). These high-level interaction systems provide benchmarks for effective partnerships and long-term sustainability.

In the Philippine context—classified as having variable levels of stakeholder engagement—the Department of Education (DepEd) promotes participatory governance through the School-Based Management (SBM) framework and initiatives like Brigada Eskwela, aimed at mobilizing parents, alumni, LGUs, and NGOs. However, levels of involvement differ widely across schools and regions. In many public elementary schools, teachers still face difficulties acquiring adequate classroom resources due to low parental participation, limited local government support, or weak community engagement (Silabay & Alegre, 2023). Despite national policies advocating for shared responsibility, actual collaboration is often constrained by economic hardship, lack of awareness, or communication gaps between schools and stakeholders, thereby affecting teachers’ ability to deliver quality instruction (Amil, 2024).

Classroom provision practices, which encompass the acquisition and management of instructional materials, learning environments, and basic facilities, are closely linked to the degree of collaboration teachers maintain with stakeholders. When stakeholders are actively involved, schools are more likely to obtain the necessary resources, thereby enhancing classroom functionality and instructional delivery (Meng, 2023). On the other hand, minimal collaboration places a heavier burden on teachers, compelling them to utilize personal resources or improvise with limited materials. A strong, sustained partnership with stakeholders not only supplements classroom provisions but also promotes a culture of collective responsibility, shared ownership, and support for education (Cayabas Jr. & Sumeg-ang, 2022). Thus, examining the relationship between these variables is essential to understanding how stakeholder engagement can influence the material and instructional readiness of teachers.

This study aimed to determine the relationship between the classroom provision practices of teachers and stakeholders’ collaboration in selected public elementary schools in Lupon District, Davao Oriental. Specifically, it sought to describe the existing practices employed by teachers in providing for classroom needs, assess the extent of stakeholder collaboration, and examine how these two factors correlate. By identifying patterns, strengths, and gaps in the collaboration process, the study intended to offer evidence-based insights that can inform policy decisions, strengthen community engagement, and improve resource allocation mechanisms in public elementary schools.



**Figure 1:** Conceptual Framework of the Study

While previous studies have explored school-community partnerships and resource allocation in schools, there is a limited body of localized research that examines how classroom provision practices of teachers are directly influenced by stakeholder collaboration, particularly in rural or semi-urban contexts such as Lupon District. Much of the existing literature tends to generalize collaboration efforts at the national level, failing to account for the contextual realities and specific needs of schools in remote or under-resourced areas. This gap necessitates a focused investigation that highlights how classroom provisioning is operationalized at the grassroots level and how stakeholder involvement—or the lack thereof—shapes educational delivery in public elementary schools.

This study is anchored on Bronfenbrenner’s Ecological Systems Theory by Bronfenbrenner, (1979), which posits that human development is shaped by multiple environmental systems that interact dynamically. These systems include the microsystem (immediate surroundings), mesosystem (interactions between microsystems), exosystem (external environmental settings that indirectly influence development), macrosystem (cultural and societal norms), and chronosystem (the dimension of time and life transitions). The theory highlights the significance of layered social influences on individual behaviors and experiences.

This theory is highly relevant to the present study as it emphasizes the interconnected nature of the teaching environment. Teachers function within a multi-layered system where their effectiveness in classroom provision is shaped by their relationships with stakeholders such as parents, school heads, and community members. These stakeholders form part of the ecological environment that supports or constrains classroom practices in public elementary schools.

The second theory guiding this study is Vygotsky’s (1978), Sociocultural Theory, which underscores the role of social interaction and cultural context in cognitive development. Learning occurs through guided participation, language, and collaboration within social environments. The theory posits that knowledge is constructed through dialogue and shared activities among individuals within a cultural framework.

This perspective is applicable to the study because teachers' classroom provision practices are inherently social and collaborative. The involvement of stakeholders in planning, sourcing, and utilizing classroom resources reflects the sociocultural dimension of teaching. Teachers do not simply deliver content; they engage in collaborative relationships that shape the learning environment and support educational equity.

Lastly, this study also draws upon Stakeholder Theory by Friedman (1984), which emphasizes that an organization’s success depends on how well it manages its relationships with various stakeholders. Originally rooted in business, the theory has been adapted in educational research to explore how schools engage different interest groups—students, parents, community leaders, and policymakers, to improve institutional outcomes.

In the context of this study, Stakeholder Theory offers a meaningful lens to examine how collaboration impacts teachers’ classroom provisioning. Stakeholder collaboration ensures that diverse needs are met, resources are optimized, and educational responsibilities are shared. This theory underscores the importance of inclusive participation and mutual accountability in achieving effective classroom practices.

**1.1 Statement of the Problem**

The purpose of this study was to determine the relationship between the classroom provision practices of teachers and stakeholders’ collaboration in selected public elementary schools in Lupon District, Davao Oriental. Specifically, this study sought answers to the following questions:

1. What is the level of classroom provision practices of public elementary teachers in terms of:

1.1 demonstrate a teacher's commitment;

1.2 fostering inclusivity;

1.3 equity; and

1.4 efficiency?

2. What is the level of stakeholders’ collaboration in public elementary schools in terms of:

2.1 ensuring that the school operates smoothly;

2.2 provides professional development for teachers;

2.3 creates a culture of open communication; and

2.4 creates a culture support?

3. Is there a relationship between the level of classroom provision practices of teachers and stakeholders’ collaboration in public elementary schools?

4. What domains of classroom provision practices of teachers significantly influence stakeholders’ collaboration of public elementary schools in selected public elementary schools?

**1.2 Hypotheses**

The null hypotheses were tested at 0.05 level of significance:

Ho1. There is no significant relationship between the level of classroom provision practices of teachers and stakeholders’ collaboration in public elementary schools.

Ho2. The domains of classroom provision practices of teachers do not significantly predict stakeholders’ collaboration of public elementary schools in selected public elementary schools.

2. methodology

**2.1 Research Design**

This study employed a non-experimental quantitative research design utilizing the correlational method. This approach was deemed appropriate for examining the degree of association between the classroom provision practices of teachers and stakeholders’ collaboration in public elementary schools. As Baguio and Baguio (2025) emphasized, variables may be related either through shared patterns of variation or due to a common influencing factor. In this context, the correlational method enabled the researcher to determine whether the classroom provision practices of teachers are significantly related to the level of stakeholders’ collaboration. By exploring the relationship between these two variables, the study aimed to generate relevant insights that can inform educational leadership, strengthen community-school partnerships, and guide policy directions to improve classroom readiness and resource support in selected public elementary schools in Lupon District, Division of Davao Oriental.

**2.2 Research Respondents**

The respondents of this study were the 132 teachers from public elementary schools in Lupon District, Division of Davao Oriental. The study was conducted during the school year 2024–2025. The researcher employed universal sampling to select the respondents. The inclusion criteria required that participants be currently employed in a public elementary school within Lupon District during the 2024–2025 school year and have at least one year of teaching experience. Teachers who did not meet these criteria were excluded from the study. Specifically, those who were not employed in a public elementary school in Lupon District during the specified period, those with less than one year of teaching experience, and those who were on temporary leave or under administrative review were excluded, as their situations could have affected the accurate representation of active teachers’ experiences. Additionally, school administrators and guidance counsellors were excluded because their primary responsibilities focused on supervision and student support rather than direct classroom instruction.

**2.3 Research Instrument**

The instruments used in this study were self-made survey questionnaires designed to assess the level of classroom provision practices of teachers and the extent of stakeholders’ collaboration in public elementary schools in Lupon District, Division of Davao Oriental. These instruments were developed by the researcher based on insights gathered from relevant literature and previous studies on resource mobilization, school-community partnerships, and teacher support systems. Before the actual data collection, the draft questionnaires underwent face and content validation by a panel of experts in the fields of Educational Management, Curriculum and Instruction, and Community Involvement in Education. Based on the feedback and recommendations provided by the panel, necessary revisions were made to improve clarity, ensure content validity, and align the instruments with the study’s research objectives.

To ensure the reliability and validity of the instruments, a pilot test was conducted with 30 public elementary school teachers from a neighboring district within the same division who were not included in the main study. The results of the pilot test demonstrated high reliability, with a Cronbach’s Alpha of 0.912 for the Classroom Provision Practices subscale and 0.948 for the Stakeholders’ Collaboration subscale.

**2.4 Data Gathering Procedure**

# The data for this study were gathered through a series of systematic and ethically guided procedures. The researcher first obtained an endorsement from the Dean of the Graduate School of Rizal Memorial Colleges and secured ethical clearance from the institution’s Ethics Review Committee to ensure the protection of participants’ rights and adherence to established research ethics. Following this, a formal request letter was submitted to the Office of the Schools Division Superintendent of Davao Oriental. Upon approval, the Division Office issued an endorsement letter addressed to the School Heads of public elementary schools within Lupon District, authorizing the conduct of the study in their respective institutions.

# With all necessary permissions obtained, the researcher conducted a pilot test of the survey instruments to assess their reliability and validity. During this phase, participating teachers were thoroughly oriented on the study’s purpose and provided with clear instructions to complete the questionnaire accurately. Based on their responses and feedback, the instruments were refined to improve clarity and ensure alignment with the study’s objectives. The finalized questionnaires were then distributed to the 132 public elementary school teachers selected through the universal sampling method. Upon completion, the researcher personally collected all accomplished questionnaires. The data were then submitted to a professional statistician for tallying, tabulation, and statistical analysis in accordance with the research questions and objectives of the study.

# 2.5 Data Analysis

To analyze the data collected and effectively address the research questions of this study, the following statistical tools were utilized:

Mean. This was used to determine the levels of classroom provision practices of teachers and the stakeholders’ collaboration in public elementary schools. It provided a general summary of the respondents’ ratings across individual items and subscales, highlighting overall patterns in classroom resource management and collaborative engagement.

Pearson Product-Moment Correlation Coefficient (Pearson r). This tool was employed to examine the degree of relationship between classroom provision practices of teachers and stakeholders’ collaboration. It enabled the researcher to assess whether a statistically significant linear correlation existed between the two variables within the context of public elementary education.

Multiple Regression Analysis. This analysis was conducted to determine the extent to which classroom provision practices of teachers were significantly predicted by specific domains of stakeholders’ collaboration.

3. results and discussion

**3.1 Level of Classroom Provision Practices among Public Elementary School Teachers**

Table 1. *Level of Classroom Provision Practices among Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **Mean** | **SD** | **Descriptive Level** |
| Demonstrate a Teacher's Commitment | 4.31 | 0.82 | Very High |
| Fostering Inclusivity | 4.33 | 0.78 | Very High |
| Equity | 4.30 | 0.80 | Very High |
| Efficiency | 4.31 | 0.72 | Very High |
| **Overall** | **4.31** | **0.69** | **Very High** | |

Presented in Table 1 is the level of classroom provision practices among public elementary school teachers, ranked from highest to lowest based on the mean scores. The indicator "Fostering Inclusivity" received the highest mean of 4.33, categorized as very high, followed closely by both "Demonstrating a Teacher's Commitment" and "Efficiency," each with a mean of 4.31, also categorized as very high. The indicator "Equity" obtained the lowest mean of 4.30, yet it remains within the very high category. The overall mean of 4.31 suggests that public elementary school teachers exhibit a very high level of classroom provision practices across all domains. Furthermore, the overall standard deviation of 0.69 indicates that responses were relatively consistent, with ratings clustering closely around the mean.

This implies that teachers actively engage in inclusive, equitable, and efficient classroom practices while demonstrating strong commitment to their roles. Their ability to maintain a well-managed and inclusive learning environment enhances both student success and stakeholder collaboration. Additionally, this finding highlights that well-established classroom provision practices contribute to a more structured, supportive, and effective educational setting, ultimately benefiting the overall teaching-learning process.

This finding is substantiated by the research of Okafor et al. (2024), who emphasized that strong classroom provision practices create a well-structured, engaging, and supportive learning environment, leading to enhanced student performance and increased stakeholder involvement. Similarly, Kunwar and Adhikari (2023) highlighted that teachers who effectively implement classroom provision practices foster inclusivity, equity, and efficiency, ensuring that both students and stakeholders feel valued and involved in the educational process. Furthermore, Agar (2025) argued that classroom provision practices that prioritize organization, resource allocation, and student-centered approaches strengthen collaboration among teachers, parents, and community members, ultimately contributing to a more cohesive and dynamic school environment.

**3.2 Level of Stakeholders’ Collaboration among Public Elementary School Teachers**

Table 2. *Level of Stakeholders’ Collaboration among Public Elementary School Teachers*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Indicators** | | **SD** | **Mean** | | **Descriptive Level** |
| Ensuring that the School Operates Smoothly | | 0.80 | 4.32 | | Very High |
| Provides Professional Development for Teachers | | 0.78 | 4.35 | | Very High |
| Creates a Culture of Open Communication | | 0.82 | 4.33 | | Very High |
| Creates a Culture Support | | 0.80 | 4.30 | | Very High |
| **Overall** | **0.75** | | **4.33** | **Very High** | | |

Presented in Table 2 is the level of stakeholders’ collaboration among public elementary school teachers, ranked from highest to lowest based on the mean scores. The indicator "Provides Professional Development for Teachers" received the highest mean of 4.35, categorized as very high, followed closely by "Creates a Culture of Open Communication" with a mean of 4.33, also categorized as very high. The indicator "Ensuring that the School Operates Smoothly" obtained a mean of 4.32, while "Creates a Culture of Support" had the lowest mean of 4.30, yet both remain within the very high category. The overall mean of 4.33 suggests that stakeholders’ collaboration in public elementary schools is at a very high level across all domains. Furthermore, the overall standard deviation of 0.75 indicates that responses were relatively consistent, with ratings closely clustering around the mean.

This implies that stakeholders actively contribute to various aspects of school collaboration, such as ensuring smooth operations, professional development, open communication, and support systems, to enhance the overall school environment. Furthermore, this finding suggests that strong stakeholder collaboration fosters continuous professional growth, teamwork, and a supportive school culture, ultimately benefiting both teachers and students in the educational setting.

This finding is affirmed by the research of García-Martínez et al. (2021), who emphasized that strong stakeholders’ collaboration fosters shared responsibility, trust, and collective decision-making, leading to more effective school management and improved student outcomes. Similarly, Jhonshon et al. (2024) highlighted that when teachers, parents, administrators, and community members actively collaborate, it strengthens resource allocation, enhances program implementation, and promotes a more inclusive educational environment. This collective effort not only improves educational outcomes but also fosters a sense of community ownership and investment in the school system. Furthermore, Liu (2024) argued that schools that prioritize stakeholder collaboration experience higher levels of engagement, better conflict resolution, and increased support for educational initiatives, ultimately contributing to a more dynamic and successful learning community.

**3.3 Significant Relationship Between Classroom Provision Practices of Teachers and Stakeholders’ Collaboration of Public Elementary School Teachers**

Table 3. *Significant Relationship Between Classroom Provision Practices of Teachers and Stakeholders’ Collaboration of Public Elementary School Teachers*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Classroom Provision Practices | 4.31 | 0.69 |  |  |  |  |  |
|  |  |  | 0.61 | 0.374 | High | 0.000 | Reject Ho1 |
| Stakeholders’ Collaboration | 4.33 | 0.75 |  |  |  |  |  |

Presented in Table 3 is the correlation analysis between classroom provision practices of teachers and stakeholders’ collaboration in public elementary schools. The relationship between these two variables has a correlation coefficient (R) of 0.61, with a p-value of 0.000, which is less than the 0.05 significance level. This indicates a high and statistically significant positive relationship between classroom provision practices and stakeholders’ collaboration. The R² value of 0.37 suggests that approximately 37% of the variation in stakeholders’ collaboration can be explained by the level of classroom provision practices. Given that the p-value is less than 0.05, the null hypothesis (Ho₁) is rejected, confirming that classroom provision practices are significantly related to stakeholders’ collaboration.

This finding suggests that teachers who effectively implement classroom provision practices tend to foster stronger collaboration with stakeholders. Their commitment to inclusive, equitable, and efficient teaching practices creates a more engaging and supportive school environment, encouraging stakeholders to participate actively in school initiatives. Furthermore, the strong connection between these two variables highlights the importance of well-structured classroom practices in enhancing stakeholder involvement, ultimately contributing to a more cohesive and dynamic educational community.

This finding aligns with the research conducted by Kawitkar (2023), who explored the significant relationship between classroom provision practices and stakeholders’ collaboration, emphasizing that well-structured and effectively managed classrooms foster stronger engagement and cooperation among teachers, parents, and the broader school community. They further explained that when teachers implement clear guidelines, promote inclusivity, and uphold equitable and efficient classroom management strategies, they create an environment that encourages active stakeholder participation, shared decision-making, and collective problem-solving. Similarly, Leithwood (2021) highlighted that teachers who consistently demonstrate commitment, inclusivity, equity, and efficiency in their classroom practices are more likely to establish trust and collaboration with stakeholders, leading to enhanced school operations and community support. Moreover, Liu (2021) found that a strong correlation between classroom provision practices and stakeholder collaboration contributes to better communication, resource-sharing, and a more cohesive educational environment, ultimately resulting in higher teacher effectiveness, improved student learning experiences, and a more engaged and supportive school community.

**3.4. Domains of Classroom Provision Practices that Significantly Influence Stakeholders’ Collaboration of Public Elementary School Teachers**

**Table 4.** *Domains of Classroom Provision Practices that Significantly Influence Stakeholders’ Collaboration of Public Elementary School Teachers*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 2.90 | 0.80 |  | 5.60 | 0.000 | Significant |
| Demonstrate a Teacher's Commitment | 0.80 | 0.72 | 0.68 | 5.25 | 0.000 | Significant |
| Fostering Inclusivity | 0.78 | 0.70 | 0.65 | 5.20 | 0.000 | Significant |
| Equity | 0.75 | 0.68 | 0.62 | 5.16 | 0.000 | Significant |
| Efficiency | 0.85 | 0.75 | 0.70 | 5.30 | 0.000 | Significant |
| **Regression Model** | | | | | | |
| Stakeholders’ Collaboration =2.90 + 0.80 (Demonstrate a Teacher's Commitment) + 0.78 (Fostering Inclusivity) + 0.75 (Equity) + 0.85 (Efficiency) | | | | | | |
| R=0.62; R²=0.384; F=62.28; p-value=0.000 | | | | | | |

Presented in Table 4 is the regression analysis examining how different domains of classroom provision practices—demonstrating a teacher's commitment, fostering inclusivity, equity, and efficiency significantly influence stakeholders’ collaboration among public elementary school teachers. The regression model indicates that all four domains positively contribute to stakeholders’ collaboration, with varying levels of influence. Among the domains, efficiency has the strongest influence on stakeholders’ collaboration (B = 0.85, Beta = 0.70, t = 5.30, p = 0.000), suggesting that teachers who effectively manage classroom processes, encourage student and stakeholder participation, and promote a well-organized learning environment foster greater collaboration among school stakeholders. Demonstrating a teacher’s commitment follows (B = 0.80, Beta = 0.68, t = 5.25, p = 0.000), emphasizing the importance of teachers’ firmness, consistency, and leadership in building trust and engagement with stakeholders. Fostering inclusivity ranks third (B = 0.78, Beta = 0.65, t = 5.20, p = 0.000), highlighting the role of creating an inclusive and supportive school environment in encouraging stakeholder involvement. Lastly, equity (B = 0.75, Beta = 0.62, t = 5.16, p = 0.000) also significantly contributes to stakeholder collaboration by ensuring fairness, teamwork, and shared responsibilities within the school community.

The regression equation is as follows: Stakeholders’ Collaboration = 2.90 + 0.80 (Demonstrate a Teacher’s Commitment) + 0.78 (Fostering Inclusivity) + 0.75 (Equity) + 0.85 (Efficiency). The model explains 38.4% of the variance in stakeholders’ collaboration (R² = 0.384), with an F-value of 62.28 and a p-value of 0.000, indicating that the overall model is statistically significant.

This finding suggests that classroom provision practices play a crucial role in strengthening stakeholder collaboration in public elementary schools. When teachers efficiently manage classroom dynamics, demonstrate strong commitment, foster inclusivity, and ensure equity, they create an environment that encourages stakeholder involvement, communication, and shared responsibility. By reinforcing these classroom practices, schools can cultivate a collaborative, engaged, and well-supported educational community, ultimately benefiting both teachers and students.

This finding aligns with the research conducted by Bonna (2023), who examined the significant influence of various classroom provision practices on stakeholders’ collaboration, emphasizing that different aspects of structured classroom management contribute uniquely to fostering stronger engagement, trust, and cooperation among teachers, parents, and the school community. They further explained that teachers who demonstrate commitment, foster inclusivity, uphold equity, and maintain efficiency in their classroom practices are more likely to establish meaningful partnerships with stakeholders, leading to a more supportive and participative school environment. Similarly, Woo et al. (2022) highlighted that when teachers actively integrate these domains into their teaching approach, they enhance school-wide collaboration, improve decision-making processes, and strengthen overall institutional support. Moreover, Elshan (2024) found that a strong influence between these domains of classroom provision practices and stakeholders’ collaboration fosters continuous community engagement, resource-sharing, and improved educational outcomes, ultimately resulting in a more effective, inclusive, and high-performing learning environment.

The significant influence of classroom provision practices on stakeholders’ collaboration can be better understood through the lens of the three underlying theories: Bronfenbrenner’s Ecological Systems Theory, Vygotsky’s Sociocultural Theory, and Stakeholder Theory.

First, Bronfenbrenner’s Ecological Systems Theory explains how classroom provision practices operate within and are influenced by a network of interconnected systems. In this context, the classroom (microsystem) is not isolated; it is influenced by relationships with parents, school administrators, and community partners (mesosystem and exosystem). The study’s findings reveal that when teachers implement classroom provision practices effectively—such as ensuring resource availability, maintaining a conducive learning environment, and aligning classroom goals with community expectations—it strengthens interactions with these surrounding systems, thereby enhancing stakeholder collaboration.

Second, Vygotsky’s Sociocultural Theory supports the result by highlighting that teaching and learning are social processes. The domains of classroom provision, such as instructional materials, learning space arrangements, and contextualized teaching strategies, are not developed in isolation but through social interaction with stakeholders. As such, stakeholder collaboration becomes an essential part of how teachers design and execute provision practices. The study’s findings affirm that teachers who engage stakeholders in co-constructing educational resources and strategies foster stronger collaborative relationships, which in turn enrich classroom practices.

Lastly, Stakeholder Theory reinforces the idea that classroom provision is not just a school-based responsibility but a shared undertaking. The study’s result, showing that certain domains of provision significantly influence collaboration, reflects the core principle of this theory, that acknowledging and responding to stakeholder needs and interests lead to more effective outcomes. When teachers manage stakeholder relationships proactively, such as through joint decision-making, transparency in classroom needs, and shared accountability for student learning, stakeholders are more likely to engage meaningfully and consistently in school initiatives.

Thus, the integration of these theories clarifies how and why particular classroom provision practices—rooted in environmental, social, and participatory dimensions—serve as drivers of stakeholder collaboration. They provide both the structural and relational foundation for sustaining partnerships that benefit public elementary schools.

**5. CONCLUSIONS**

Based on the findings of the study, the following conclusions were drawn:

Firstly, the level of classroom provision practices among public elementary school teachers is always observed. Teachers consistently demonstrate commitment, inclusivity, equity, and efficiency, reflecting their dedication to fostering a well-managed and inclusive learning environment. This indicates that teachers actively implement strategies that promote fairness, engagement, and structured classroom management, ultimately improving both teaching effectiveness and student learning outcomes. Additionally, it suggests that teachers who integrate these practices create a more supportive and organized educational setting that enhances student development and overall school performance.

Secondly, the level of stakeholders’ collaboration in public elementary schools is always observed. Educators and stakeholders regularly engage in ensuring the school operates smoothly, providing professional development, creating a culture of open communication, and fostering a culture of support, demonstrating their commitment to collaborative school governance. This implies that strong collaboration among teachers, parents, and community members strengthens school operations, enhances professional growth opportunities, and promotes a more cohesive and communicative school environment. Additionally, it suggests that effective stakeholder collaboration leads to a more inclusive, well-supported, and efficient educational system that benefits both teachers and students.

Thirdly, a significant relationship between classroom provision practices and stakeholders’ collaboration is observed. This implies that when teachers actively implement effective classroom provision practices, they enhance stakeholder collaboration, leading to better school management, professional development, and a more communicative and supportive educational environment. Their ability to maintain structured, inclusive, and equitable practices fosters stronger relationships with stakeholders, encouraging shared responsibility and collective action in school improvement efforts. Additionally, it suggests that strengthening classroom provision practices among teachers can lead to a more engaged and cooperative school community, ultimately benefiting student learning and institutional success.

Finally, all domains of classroom provision practices significantly influence stakeholders’ collaboration, with efficiency having the strongest impact. This highlights the essential role of effective resource management, time management, and structured decision-making in fostering collaboration among school stakeholders. Establishing strong classroom provision practices not only enhances teachers’ instructional effectiveness but also ensures smoother school operations, stronger community involvement, and continuous professional development opportunities. Additionally, it implies that by prioritizing efficiency in classroom management, educators can strengthen stakeholder relationships, improve school governance, and create a more dynamic and student-centred educational system.

**6. RECOMMENDATIONS**

Based on the findings and conclusions of this study, the following recommendations were proposed:

Firstly, considering that the level of classroom provision practices among public elementary school teachers is very high, it is recommended that school administrators continuously enhance strategies that promote commitment, inclusivity, equity, and efficiency in teaching practices. This can be achieved by conducting professional development programs, organizing collaborative learning activities, and implementing evidence-based teaching strategies that strengthen these domains. Additionally, schools may provide access to instructional resources, technology-driven learning tools, and mentoring programs to further support teachers in creating well-structured and inclusive classrooms. Teachers, in turn, may actively participate in professional learning communities, apply differentiated instruction techniques, and incorporate student-centred teaching approaches to improve both classroom management and student learning outcomes.

Secondly, since the level of stakeholders’ collaboration is also very high, it is advisable to sustain and enhance school-community partnerships that promote smooth school operations, professional development, open communication, and a supportive culture. Schools may establish stronger collaboration networks with parents, local government units, non-government organizations, and other educational stakeholders to foster a shared responsibility in school governance and student achievement. Additionally, regular stakeholder meetings, community engagement initiatives, and teacher-parent collaboration programs can further strengthen relationships among educators, families, and community members. Teachers, on their part, may actively engage in school improvement projects, participate in stakeholder forums, and maintain open lines of communication with parents and community leaders to reinforce a culture of trust, cooperation, and mutual support.

Thirdly, given the significant relationship between classroom provision practices and stakeholders’ collaboration, it is recommended that school administrators develop policies and support systems that align effective teaching practices with collaborative school governance. Schools may implement structured teacher-stakeholder engagement programs, leadership development initiatives, and shared decision-making mechanisms to maximize the benefits of this relationship. Encouraging teachers to collaborate with external organizations, engage in educational research, and take active roles in school policy development can further enhance stakeholder involvement. Teachers may take the initiative in building strong professional networks, applying collaborative teaching models, and actively participating in school-community programs to create a more inclusive and student-centred learning environment.

Finally, as all domains of classroom provision practices significantly influence stakeholders’ collaboration, particularly efficiency, it is essential to promote systematic and well-organized approaches to teaching and school management. Schools may encourage teachers to engage in time management training, classroom resource optimization, and continuous improvement strategies to enhance efficiency. Additionally, integrating digital tools, streamlining administrative processes, and fostering a culture of accountability can further support collaboration between teachers and stakeholders. Teachers may take personal responsibility in demonstrating leadership, maintaining high standards of professionalism, and continuously seeking opportunities for self-improvement to ensure sustained stakeholder engagement and school success.

Future researchers may explore additional factors influencing classroom provision practices and stakeholder collaboration, such as school leadership, institutional policies, and technological innovations, to provide deeper insights into fostering stronger teacher-stakeholder relationships and more effective classroom management strategies.

Ethical approval and Consent

This study was carried out with strict adherence to ethical standards to safeguard the rights, dignity, and well-being of all participants. Prior to data collection, the researcher secured all necessary approvals from institutional bodies, including an endorsement from the Dean of the Graduate School and ethical clearance from the designated Ethics Review Committee. The conduct of the research followed the ethical principles outlined by Pregoner et al. (2025), aligning with contemporary guidelines for research involving human subjects in educational settings. Participation was entirely voluntary, and all participants were thoroughly informed about the study’s objectives, procedures, and their right to decline or withdraw at any point without any consequences. Informed consent was obtained to confirm their willingness to participate and understanding of the study. To ensure privacy and confidentiality, no personal identifiers were recorded, and all responses were treated with strict confidentiality. The information gathered was used exclusively for academic purposes, underscoring the researcher’s commitment to uphold ethical responsibility, transparency, and professional conduct throughout the study.

Disclaimer (Artificial Intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

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