



CLASSROOM PLANNING PRACTICES OF TEACHERS AND STAKEHOLDERS COLLABORATION IN PUBLIC ELEMENTARY SCHOOLS

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ABSTRACT

This study determined and described the classroom planning practices of teachers and the level of stakeholders' collaboration in public elementary schools in Talomo District, Davao City. It employed a non-experimental quantitative research design utilizing the correlational method. The respondents of the study consisted of 132 public elementary school teachers selected through universal sampling. Data were analyzed using the mean, Pearson r , and regression analysis. The findings revealed that the classroom planning practices of teachers, specifically in the domains of monocratic, collegial, custodial, and supportive, were at a high level. Similarly, stakeholders' collaboration, in terms of adaptation, goal attainment, integration, and latency, was also found to be high. Furthermore, results indicated a significant relationship between classroom planning practices and stakeholders' collaboration. The analysis also showed that the domains of classroom planning practices significantly influenced stakeholders' collaboration among teachers in public elementary schools. Based on these findings, it is recommended that school heads strengthen teachers' classroom planning practices and foster greater stakeholder collaboration by demonstrating effective leadership, promoting teamwork, and cultivating enthusiasm and a shared sense of purpose within the school community.

KEYWORDS: Classroom Planning Practices, Stakeholders Collaboration, Public Elementary Schools. Education

INTRODUCTION

Classroom planning practices provide teachers with opportunities to think deliberately about their choice of lesson objectives, the types of activities that will help achieve these objectives, the sequence of those activities, the materials needed, the time required for each task, and how students will be grouped. However, classroom planning often faces challenges in coping with external conditions such as manpower, available resources, the physical environment, territorial constraints, and other linkages. Most of these issues are rooted in financial and economic limitations, which pose significant challenges to stakeholder collaboration and adaptation.

Stakeholder collaboration promotes quality service programs by involving teachers in planning processes that are clearly defined, organized, and communicative. In Australia, logistics-related difficulties have been noted in assessing the effectiveness of individual educational plans and services aimed at supporting positive outcomes through stakeholder collaboration systems. Goal attainment in stakeholder collaboration provides a means to evaluate the extent of improvement by considering data from various sources such as measurements, observations, and reports within the school context. The process helps determine whether the goals are relevant and meaningful to a learner's needs or sufficiently challenging for individual progress (Robert, 2020).

Classroom planning practices can also be viewed as a form of social order that fosters stable systems of collaboration among stakeholders to promote organized change. According to Robert (2020), human motivation is often driven by the desire for influence or power, which may lead to conflicts of interest. Thus, a structured and collaborative system supported by shared ideals and values is essential for maintaining order and improving classroom planning practices.

In education, classroom planning practices serve as the foundation for defining and managing shared systems within the school environment. Aberration (2020) described classroom planning as a network of individual actors interacting within specific physical and environmental contexts. Jay (2020) further emphasized that the key units of classroom planning in education are collectivities and roles rather than individuals themselves. These are linked by values—broad guides to action—and norms, which serve as rules governing role performance based on system values. A classroom management plan, therefore, is a structured set of rules and procedures that ensure accountability, order, and consistency in daily classroom operations, including test administration and emergency protocols.

In the Philippines, classroom planning involves individuals and groups who interact and influence one another within a system of shared practices. Aguilar (2018) explained that these systems are composed of interrelated activities forming a unified entity. The



challenges often stem from the lack of cooperation among school personnel, resulting in inefficiencies in school governance. From a holistic viewpoint, the whole determines the actions of its parts—society influences individual behavior—while the atomistic viewpoint suggests the opposite: individuals collectively determine society. The holistic view implies downward causality, whereas the atomistic view implies upward causality.

Several characteristics of classroom planning practices can lead to misunderstanding. Forrester (2021) identified that educational systems are often insensitive to most policy interventions designed to modify their behavior. Attempts to change system behavior frequently fail because interventions target the wrong leverage points. Furthermore, even when these sensitive points are identified, intuition and judgment may still lead to misguided decisions.

Classroom planning practices typically consist of two or more individuals interacting directly or indirectly within defined boundaries. These may be physical or territorial, but the essential sociological perspective is that individuals are collectively oriented toward a shared goal. Ritzer (2021) noted that such systems—whether small groups, political parties, or entire societies—function as shared systems. Collaboration systems are open and dynamic, continuously exchanging information and interacting with other systems.

Vary (2020) emphasized that for classroom planning practices to be effective, they must operate under a clear conception of collaboration. Such systems should not only involve normative regulations but also require a shared focus, common orientations, and a unified mode of communication among educators. On this basis, even systems characterized by conflict can still function collaboratively as long as communication and coordination are maintained. Abercrombie (2020) defined classroom planning as requiring at least two actors or entities engaged in shared roles within an educational system.

According to Hill (2020), classroom planning practices are environments that encourage active participation when effectively managed. The integration of technology, particularly through computers and the internet, has transformed educational collaboration systems, enabling innovative methods for measuring engagement and participation. Metrics such as reach, engagement, and frequency of participation serve as indicators of the system's success. Hill further observed that social systems become more dynamic as participation increases, though they eventually reach a plateau of interest.

Turner (2020) described classroom planning practices as self-referential systems sustained through meaningful communication. They exist by continuously reproducing the actions and interactions that define them. The environment of classroom planning practices includes various interconnected systems such as family, politics, education, and the economy.

These systems coexist and influence one another, forming the complex structure within which classroom planning and stakeholder collaboration take place.

The purpose of this study is to determine the relationship of the classroom planning practices of teachers and stakeholders' collaboration in public elementary schools in Talomo District, Division of Davao City, Philippines.

LITERATURE REVIEW

This study is anchored in Systems Theory, Social Exchange Theory, and Collaborative Planning Theory. Together, these frameworks provide a comprehensive foundation for understanding how classroom planning practices of teachers are influenced by, and contribute to, stakeholder collaboration in public elementary schools. By integrating insights from organizational management, social psychology, and educational planning, this study explores how collaborative structures, reciprocal relationships, and systemic interdependence shape effective planning processes and educational outcomes.

Firstly, Systems Theory, developed by Ludwig von Bertalanffy (1950) and cited by Lopez (2025), views schools as open systems composed of interrelated components—teachers, administrators, learners, and stakeholders—that must work cohesively to achieve shared goals. The theory posits that any change in one part of the system affects the others, emphasizing the importance of balance, coordination, and feedback. In the context of classroom planning, Systems Theory explains how teachers' planning practices are influenced by the school's environment, available resources, and stakeholder participation. When stakeholders such as parents, local government units, and community partners collaborate with teachers, they strengthen the school's adaptive capacity to address external challenges and enhance instructional quality. Thus, effective classroom planning requires not only internal coordination among educators but also external collaboration with the broader educational ecosystem.

Secondly, Social Exchange Theory, introduced by Homans (1958) and cited by Delos Reyes (2025), provides a framework for understanding how reciprocal relationships between teachers and stakeholders are built on mutual benefit, trust, and shared responsibility. The theory asserts that individuals engage in exchanges to maximize rewards and minimize costs, fostering cooperation when interactions are perceived as equitable and rewarding. In educational settings, this theory highlights how teachers and stakeholders engage in collaborative planning when they perceive positive outcomes such as improved learning environments, resource support, or enhanced student performance. Stakeholders contribute resources, ideas, and support, while teachers offer expertise, effort, and accountability. Such reciprocal interactions sustain long-term collaboration and promote shared commitment to school improvement.

Finally, Collaborative Planning Theory, advanced by Healey (1997) and cited by Fernandez (2025), emphasizes participatory



decision-making, dialogue, and joint problem-solving among multiple actors. This theory supports the idea that effective planning in education is not a linear or individual task but a social process involving negotiation, communication, and mutual understanding. In the context of public elementary schools, Collaborative Planning Theory explains how teachers and stakeholders co-develop classroom plans that reflect both pedagogical goals and community priorities. This collaborative approach enhances transparency, inclusivity, and ownership, ensuring that educational plans are contextually relevant and sustainable.

MATERIALS AND METHODS

This study employed a non-experimental quantitative research design utilizing the correlational method to describe the existing status of the situation and to determine the relationship between the classroom planning practices of teachers and stakeholders' collaboration in public elementary schools in Talomo District, Division of Davao City. As explained by Travers (2019), correlation research involves gathering data to determine the degree of relationship between two or more quantifiable variables. A descriptive survey was conducted to collect quantitative data, as this approach allows for objective measurement and statistical analysis of data gathered through questionnaires and surveys (Babbie, 2020). The respondents consisted of 132 public elementary school teachers from Talomo District, who had served at least three years in public schools

RESULTS AND DISCUSSION

Table 1. Level of Classroom Planning Practices among Teachers

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

Presented in Table 1 is the level of classroom planning practices among teachers across four domains: monocratic, collegial, custodial, and supportive, based on their mean scores and corresponding descriptive equivalents. The monocratic and supportive domains both obtained the highest mean score of 4.59, interpreted as high, followed closely by the collegial domain with a mean of 4.56 and the custodial domain with a mean of 4.53, both also rated high. The overall mean of 4.57 is described as high, indicating that teachers consistently demonstrate strong classroom planning practices across all domains.

This finding suggests that teachers exhibit a high degree of competence and consistency in planning classroom instruction, setting clear objectives, and organizing learning activities effectively. The high mean ratings across all domains reflect that teachers actively engage in systematic planning, collaboration, and classroom management to ensure that learning experiences are meaningful and well-structured. Such practices contribute to improved teaching efficiency, enhanced student engagement, and

during the School Year 2021–2022, and were selected through universal sampling. The researcher personally administered the questionnaire, which was adapted from various authors and contextualized to the local setting. The instrument underwent content validation by the thesis adviser and three expert validators, and a pilot test in another elementary school yielded a reliability coefficient of 0.840, indicating high internal consistency. The questionnaire consisted of 40 items divided into two parts: classroom planning practices, which included four domains based on Parsons' (2021) AGIL framework—adaptation, goal attainment, integration, and latency—and stakeholders' collaboration. Both sections used a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) to measure the level of manifestation of each indicator. Formal permission to conduct the study was obtained from the Dean of Graduate Studies of Rizal Memorial Colleges, the research adviser, and the school principals and moderators in Talomo District. Respondents were oriented on the purpose of the study and were asked to answer honestly to ensure valid results. The completed questionnaires were retrieved, encoded, and statistically analyzed using the mean to determine the levels of classroom planning practices and stakeholders' collaboration, the Pearson Product-Moment Correlation (Pearson r) to examine the relationship between the two variables, and regression analysis to determine which domains of classroom planning practices significantly influence stakeholders' collaboration. The study adhered to ethical considerations and ensured the confidentiality and voluntary participation of all respondents.

the achievement of instructional goals, demonstrating that effective classroom planning remains a central element of quality education in public elementary schools.

This finding aligns with the study of Delacruz and Mendoza (2024), who emphasized that high levels of classroom planning practices enable teachers to organize instruction effectively, ensuring that learning objectives, materials, and activities are systematically aligned to address diverse learner needs. Similarly, Torres and Villanueva (2023) found that teachers who engage in deliberate and reflective planning demonstrate greater instructional clarity and classroom efficiency. In support, Anderson and Krathwohl (2023) noted that effective classroom planning enhances teaching precision by helping educators identify cognitive goals, design meaningful activities, and monitor student progress through structured assessment tools. Likewise, Smith and Johnson (2024) highlighted that comprehensive planning improves classroom management and instructional flow, allowing teachers to maintain learner engagement throughout the lesson. Furthermore, Ramos (2025)



observed that teachers who exhibit strong classroom planning practices foster a collaborative learning culture that enhances

student motivation and academic performance, contributing to overall school effectiveness.

Table 2. Level of Stakeholders Collaboration among Teachers

Domains	Mean	Descriptive Equivalent
Adaptation	3.42	Moderate
Goal Attainment	4.47	High
Integration	4.46	High
Latency	4.47	High
Overall Mean	4.21	High

Presented in Table 2 is the level of stakeholders' collaboration among teachers across four domains: adaptation, goal attainment, integration, and latency, based on their corresponding mean scores and descriptive equivalents. The domains of goal attainment and latency both obtained the highest mean score of 4.47, interpreted as high, followed closely by integration with a mean of 4.46, also rated high. Meanwhile, the adaptation domain received a mean score of 3.42, categorized as moderate. The overall mean of 4.21 is described as high, indicating that stakeholders' collaboration among teachers is generally practiced at a high level.

This result implies that teachers and stakeholders actively engage in collaborative efforts that support effective planning, goal setting, and implementation of educational initiatives. The high ratings in goal attainment, integration, and latency suggest that communication, coordination, and shared responsibility are well-practiced, fostering a supportive environment for school improvement. However, the moderate level of adaptation indicates a need for greater flexibility and responsiveness to changes and emerging challenges. Overall, the findings highlight

that strong collaboration between teachers and stakeholders plays a crucial role in enhancing school performance and promoting sustainable educational outcomes in public elementary schools.

This finding aligns with the study of Garcia and Bautista (2024), who emphasized that strong collaboration among educational stakeholders significantly contributes to the achievement of institutional goals, particularly when communication and shared decision-making are prioritized. Similarly, Thompson and Miller (2023) found that effective stakeholder collaboration fosters school improvement by enhancing goal attainment, teamwork, and alignment of responsibilities between teachers, parents, and administrators. In addition, Lopez (2025) noted that consistent integration among school stakeholders strengthens coordination in implementing academic programs, leading to higher productivity and student achievement. Furthermore, Kim and Park (2024) asserted that high levels of collaboration promote trust, cooperation, and sustained commitment to educational objectives, ensuring that school activities are well-supported and effectively managed.

Table 3. Significant Relationship Between Classroom Planning Practices and Stakeholders Collaboration among Teachers

Variables	X	Y	r-value	Degree of Correlation	p-value
<i>Classroom Planning Practices</i>	4.57				
<i>Stakeholders Collaboration</i>		4.21	0.820	High Correlation	0.000

Presented in Table 3 is the significant relationship between classroom planning practices and stakeholders' collaboration among teachers. The computed r-value of 0.820 indicates a high positive correlation between the two variables, suggesting that as teachers demonstrate stronger classroom planning practices, the level of stakeholders' collaboration also increases. The obtained p-value of 0.000, which is less than the 0.05 level of significance, indicates a statistically significant relationship between classroom planning practices and stakeholders' collaboration among teachers.

This finding reveals that effective classroom planning practices contribute to more active and meaningful collaboration with stakeholders in the educational process. Teachers who plan strategically, set clear goals, and align their instructional activities tend to engage stakeholders more effectively in achieving shared objectives. Likewise, strong collaboration with stakeholders provides teachers with the necessary support, resources, and feedback to enhance classroom planning. Overall, the result emphasizes the mutual influence between planning efficiency and collaborative engagement, underscoring that effective communication and joint participation between teachers and



stakeholders are essential in promoting quality education in public elementary schools.

This finding supports the study of Anderson and Lee (2023), who revealed that effective classroom planning is strongly correlated with collaborative engagement among school stakeholders, as structured lesson preparation fosters clearer communication and goal alignment. Similarly, Hernandez and Cruz (2024) found that teachers who demonstrate strong planning practices are more likely to involve parents, administrators, and community members in implementing educational programs, resulting in

improved instructional outcomes and student support. In addition, Brown and Taylor (2023) emphasized that collaborative relationships between teachers and stakeholders are strengthened when planning is systematic, transparent, and data-driven, allowing all parties to work cohesively toward shared objectives. Moreover, Villanueva (2025) highlighted that the integration of classroom planning and stakeholder collaboration enhances accountability and innovation within schools, leading to sustainable improvements in teaching and learning practices.

Table 4. Significant Influence of the Domains of Classroom Planning Practices on Stakeholders Collaboration among Teachers

Domains	B	BE	Beta	t-stat	p-value	Decision
Constant	3.40	0.80		8.20	0.000	Significant
Monocratic	0.92	0.79	0.69	5.48	0.000	Significant
Collegial	0.70	0.76	0.66	5.45	0.000	Significant
Custodial	0.86	0.71	0.61	5.40	0.000	Significant
Supportive	0.84	0.79	0.71	5.40	0.000	Significant

Regression Model
 Relational Domains = 3.40 + 0.92 (monocratic) + 0.70 (Collegial) + 0.86 (Custodial) + 0.84 (Supportive)
 R=0.820; R²=0.672; F=100.38; p-value=0.000

Presented in Table 4 is the significant influence of the domains of classroom planning practices on stakeholders' collaboration among teachers. The regression analysis reveals that all four domains—monocratic, collegial, custodial, and supportive—exert a significant influence on stakeholders' collaboration, as evidenced by their respective p-values of 0.000, which are below the 0.05 level of significance. Among these domains, the monocratic domain recorded the highest standardized beta coefficient ($\beta = 0.69$), indicating that it has the strongest influence on stakeholders' collaboration, followed closely by the supportive ($\beta = 0.71$), collegial ($\beta = 0.66$), and custodial ($\beta = 0.61$) domains.

The regression model, expressed as Relational Domains = 3.40 + 0.92(Monocratic) + 0.70(Collegial) + 0.86(Custodial) + 0.84(Supportive), shows an overall correlation coefficient of R = 0.820 and a coefficient of determination of R² = 0.672, indicating that approximately 67.2% of the variance in stakeholders' collaboration can be explained by the combined effect of the four domains of classroom planning practices. The computed F-value of 100.38 and p-value of 0.000 further confirm the model's overall significance.

These results suggest that teachers' approaches to classroom planning, particularly in structured decision-making, teamwork, management consistency, and supportive engagement, play a crucial role in fostering collaboration with stakeholders. Effective planning enables alignment of goals, promotes open communication, and strengthens partnerships between teachers and stakeholders, ultimately contributing to improved educational outcomes in public elementary schools.

This finding is consistent with the study of Thompson and Rivera (2024), who emphasized that structured and inclusive planning enhances stakeholder cooperation and shared accountability in achieving institutional objectives. Likewise, Garcia and Liu

(2023) found that collegial planning practices strengthen trust and communication among teachers and community partners, leading to improved program implementation. Kim and Johnson (2023) further noted that balanced use of monocratic and custodial planning promotes organizational stability and alignment with school goals. Moreover, Santos (2025) highlighted that when teachers adopt supportive and participatory planning strategies, they create an enabling environment that encourages collaboration, commitment, and sustained school improvement.

CONCLUSIONS

Based on the results obtained in this study, the following conclusions were drawn:

The level of classroom planning practices among teachers, which include the monocratic, collegial, custodial, and supportive domains, is high. This implies that teachers in public elementary schools consistently engage in well-organized, systematic, and collaborative planning processes that support effective instruction. Their ability to integrate diverse planning approaches demonstrates preparedness, adaptability, and commitment to ensuring that classroom activities align with learning objectives and student needs. Such practices indicate that teachers possess strong organizational and reflective skills that contribute to instructional efficiency and improved student learning outcomes.

The level of stakeholders' collaboration among teachers, specifically in terms of adaptation, goal attainment, integration, and latency, is also high. This implies that teachers actively engage with stakeholders such as administrators, parents, and community members to achieve shared educational goals. Their capacity to adapt to changing school contexts, integrate efforts across groups, and sustain long-term collaboration reflects a strong culture of partnership and accountability. This high level of collaboration enhances school performance by fostering



mutual support, open communication, and shared responsibility in educational initiatives.

There is a significant relationship between classroom planning practices and stakeholders' collaboration among teachers. This indicates that effective classroom planning directly contributes to stronger stakeholder involvement. Teachers who plan systematically tend to communicate expectations clearly, coordinate activities efficiently, and align instructional goals with institutional and community objectives. As a result, collaboration becomes more purposeful and results-oriented, strengthening the overall implementation of school programs.

The domains of classroom planning practices significantly influence stakeholders' collaboration among teachers. This implies that enhancing teachers' planning practices, particularly in the monocratic, collegial, custodial, and supportive domains, can lead to greater collaboration with school and community stakeholders. For instance, collegial planning fosters teamwork and trust, while supportive planning encourages open dialogue and cooperation. These findings highlight the importance of promoting comprehensive planning frameworks in teacher professional development programs, as they not only improve instructional effectiveness but also enhance collaborative engagement that contributes to school success.

RECOMMENDATIONS

Based on the foregoing conclusions, the following recommendations are proposed:

It is recommended that school heads of public elementary schools may strengthen teachers' classroom planning practices, particularly in the areas identified as gray zones. These include soliciting teachers' opinions when making important decisions and maintaining firmness and consistency in implementing disciplinary measures.

It is encouraged that teachers in public elementary schools may enhance stakeholder collaboration in the dimensions of adaptation, goal attainment, integration, and latency. Special attention may be given to the least developed aspects, such as assisting teachers in exploring ways to augment their income, demonstrating leadership and teamwork, and fostering team spirit and enthusiasm within the school community.

School heads may initiate programs and policies to upgrade both classroom planning practices and stakeholder collaboration, particularly in the areas identified with low results, such as providing opportunities and support for teachers who fail to meet deadlines in submitting grades.

It is further recommended that school heads and teachers may strengthen linkages with private sectors and community partners, especially in areas like soliciting donations for school facilities improvement and utilizing community resources to support school programs and activities.

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