

Integrative Leadership and Social Equilibrium In Private Secondary Schools in Region XI: Basis For a Strategic Plan

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ABSTRACT

This study examined **integrative leadership** practices among school heads and the status of **social equilibrium** in private secondary schools in Region XI, Philippines, including associated contextual challenges and the relationships among key variables. It further explored the influence of institutional characteristics and stakeholder profiles on both constructs, addressing a gap in empirical evidence on the leadership–social equilibrium nexus in private education settings. Grounded in Transformational Leadership Theory, Systems Theory, and Ecological Systems Theory, the study employed a descriptive-correlational design within an Input–Process–Output framework. Data were collected from 350 private secondary schools using validated survey instruments and analyzed through descriptive and inferential statistics. Findings revealed that integrative leadership was moderately manifested ($M = 3.47$), indicating that practices such as **collaborative decision-making**, **inclusivity**, **vision alignment**, and **adaptive leadership** are present but not yet consistently strong or fully institutionalized. Gaps were noted in valuing stakeholders' input, addressing systemic biases, maintaining consistent communication of vision, and strengthening adaptive responses to emerging challenges. Similarly, social equilibrium was found to be moderate ($M = 3.48$), with equity in resource distribution rated high, while cultural diversity and inclusion, conflict resolution mechanisms, and community engagement remained uneven in implementation. Persistent gaps were observed in addressing discrimination, strengthening inclusive conflict processes, and sustaining community partnerships. Challenges related to **cultural tensions**, **resource inequities**, **conflict and miscommunication**, and **low community involvement** were assessed as generally slightly serious, indicating manageable but existing concerns that require strategic attention. Inferential analysis showed no significant relationship between **integrative leadership** and **social equilibrium** ($r = -0.048$, $p = 0.373$), suggesting that social equilibrium is shaped by multidimensional institutional and contextual factors beyond leadership practices alone. Additionally, no significant relationships were found between leadership and school head profile, or between social equilibrium and school profile, reinforcing the complexity of these constructs within educational systems. The study concludes that while **integrative leadership** and **social equilibrium** are evident in private secondary schools, both remain in a developmental stage and are not yet fully institutionalized. Strengthening inclusive governance structures, enhancing adaptive leadership capacity, and implementing standardized institutional support and monitoring mechanisms are recommended to promote sustainable and equitable school development.

Keywords: integrative leadership, social equilibrium, collaborative decision-making, inclusivity, vision alignment, adaptive leadership, cultural tensions, resource inequities, conflict and miscommunication, and low community involvement

INTRODUCTION

Integrative leadership has become a pivotal concept in contemporary educational management, particularly within private secondary schools, where institutional complexities require balanced, collaborative, and adaptive leadership approaches. Educational institutions today operate within increasingly dynamic social, cultural, and organizational environments that demand leadership systems capable of fostering inclusivity, organizational coherence, and stakeholder engagement. In this context, integrative leadership is a comprehensive framework that synthesizes collaborative, ethical, transformational, and adaptive dimensions to address multifaceted institutional challenges.

Globally, private educational institutions continue to confront issues related to educational inequities, resource disparities, and social fragmentation. The increasing privatization of education has intensified concerns about equitable access to quality learning opportunities, particularly among marginalized groups. International organizations such as the United Nations Educational, Scientific, and Cultural Organization have emphasized the need for educational systems that promote inclusivity, fairness, and social cohesion while ensuring that education remains accessible regardless of socioeconomic status.

In the Philippine educational setting, private secondary schools continue to play a crucial role in educational delivery. However, these institutions also face persistent challenges associated with cultural diversity, equitable resource allocation, stakeholder participation, and institutional harmony. In Region XI, particularly in Davao, private schools operate in culturally and socioeconomically diverse communities, requiring educational leaders to adopt responsive and integrative leadership approaches. These realities underscore the importance of examining how leadership practices influence social equilibrium within school systems.

Social equilibrium refers to the condition of balance, harmony, and inclusivity within educational institutions, in which stakeholders experience fairness, respect, and collaborative relationships. Existing literature suggests that effective leadership significantly influences organizational climate, stakeholder engagement, and institutional stability. Nevertheless, although numerous studies have explored leadership styles and academic performance, empirical evidence remains limited regarding the relationship between integrative leadership and social equilibrium, particularly in private secondary schools in Region XI.

Hence, this study aimed to determine the relationship between integrative leadership and social equilibrium in private secondary schools in Region XI. The findings of the study are expected to contribute to educational leadership literature and provide practical insights for school administrators, policymakers, and future researchers in developing leadership strategies that promote inclusivity, collaboration, and institutional harmony.

Statement of the Problem

The study aimed to determine the relationship between integrative leadership and social equilibrium in private secondary schools in Region XI.

Specifically, it sought to answer the following questions:

1. What is the profile of private secondary schools in terms of:
 - a. type of school;
 - b. number of students;
 - c. number of teachers;
 - d. number of years in operation;
 - e. location; and
 - f. number of awards received?
2. What is the profile of school heads of private schools in terms of:
 - a. age;
 - b. gender;
 - c. marital status;
 - d. highest educational attainment;
 - e. position;
 - f. bachelor's degree;
 - g. length of service as school head;
 - h. number of awards received; and
 - i. number of seminars or training attended related to integrative leadership?
3. What is the level of manifestation of the integrative leadership style of school heads in private secondary schools in Region XI as perceived by themselves and other stakeholders in terms of:
 - a. collaborative decision-making;
 - b. inclusivity;
 - c. vision alignment;
 - d. and adaptive leadership?
4. What is the level of status of social equilibrium in private secondary schools in Region XI as perceived by the school heads and other stakeholders in terms of:
 - a. Cultural Diversity and Inclusion
 - b. Equity in Resource Distribution
 - c. Conflict Resolution Mechanism
 - d. Community Engagement?
5. What is the level of seriousness of the challenges encountered in achieving social equilibrium through integrative leadership as perceived by school heads and other stakeholders?
6. Is there a significant relationship between the level of manifestation of the integrative leadership style of school heads and the level of status of social equilibrium in private secondary schools in Region XI?
7. Is there a significant relationship between the level of manifestation of the integrative leadership style of school heads in private secondary schools in Region XI and the profile of school heads?
8. Is there a significant relationship between the level of status of social equilibrium in private secondary schools in Region XI and the profile of schools?
9. What strategic action plan can be developed based on the results of the study?

Scope and Delimitations

This study focused on determining the relationship between integrative leadership and social equilibrium in private secondary schools in Region XI. It specifically examined the manifestation of integrative leadership through collaborative decision-making, inclusivity, vision alignment, and adaptive leadership. Likewise, the study assessed social equilibrium

through cultural diversity and inclusion, equitable resource distribution, conflict-resolution mechanisms, and community engagement. The respondents were selected school heads and stakeholders from private secondary schools within Region XI. The study was delimited to quantitative data gathered through survey questionnaires and statistical analyses.

Review of Related Literature

Existing literature emphasizes that integrative leadership combines transformational, adaptive, ethical, and participatory approaches into a unified framework that addresses organizational complexities in educational institutions. Fry and Egel (2021) emphasized that sustainable leadership practices require ethical alignment, stakeholder engagement, and long-term institutional goals. Similarly, Leithwood (2021) highlighted that equitable school leadership ensures fairness in decision-making and promotes inclusivity within school systems.

Studies further suggest that collaborative leadership strengthens organizational trust, institutional coherence, and stakeholder engagement. Kilag et al. (2023) found that management empowerment significantly improves school effectiveness and teacher involvement. Hayes et al. (2021) also emphasized that open communication and participatory governance are essential in maintaining institutional stability, particularly during periods of uncertainty and change.

Moreover, transformational and adaptive leadership dimensions contribute significantly to institutional resilience and organizational improvement. Mbithi et al. (2021) explained that adaptive leadership enables educational institutions to respond effectively to emerging challenges and changing educational demands. Similarly, Rivera-McCutchen (2021) stressed the importance of compassionate leadership in promoting supportive and inclusive school environments.

Literature on social equilibrium highlights the importance of organizational harmony, inclusivity, and equitable stakeholder relationships in sustaining positive school climates. Integrative leadership supports these outcomes by fostering participatory governance, ethical leadership practices, and collaborative institutional systems. Existing studies collectively indicate that leadership integration contributes significantly to institutional effectiveness, stakeholder engagement, and organizational sustainability.

Theoretical Framework

This study was anchored on Systems Theory, Transformational Leadership Theory, and Adaptive Leadership Theory. Systems Theory explains that educational institutions function as interconnected systems where leadership practices influence organizational coherence and institutional effectiveness. Transformational Leadership Theory emphasizes the role of leadership in inspiring stakeholders toward shared goals, while Adaptive Leadership Theory highlights the importance of flexibility and responsiveness in addressing institutional challenges. These theories collectively provide the conceptual foundation for understanding how integrative leadership influences social equilibrium within private secondary schools.

Conceptual Framework

Input

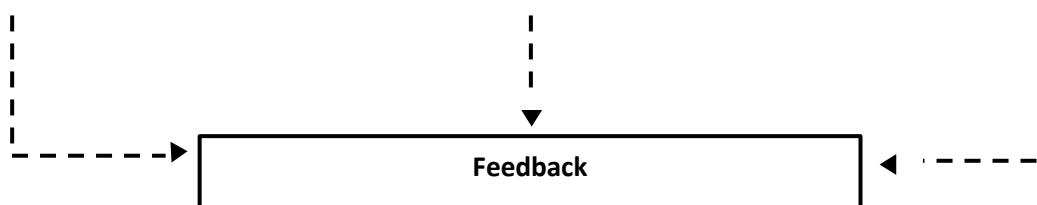
1. Profile of private secondary schools
2. Profile of school heads of private schools
3. Manifestation of the integrative leadership style of school heads in private secondary schools in Region XI as perceived by themselves and other stakeholders
4. Status of social equilibrium in private secondary schools in Region XI as perceived by the school heads and other stakeholders
5. Level of seriousness of the challenges encountered in achieving social equilibrium through integrative leadership as perceived by school heads and other stakeholders

Process

- Quantitative Descriptive Research
- Correlational Research
- Survey/ Questionnaire
- Descriptive statistics
- Inferential statistics

Output

Strategic Action Plan for enhancing integrative leadership And social equilibrium in private secondary Schools in region xi



METHODOLOGY

This study employed a quantitative descriptive-correlational research design to determine the relationship between integrative leadership and social equilibrium in private secondary schools in Region XI. The descriptive method was utilized to determine the levels of manifestation of integrative leadership and social equilibrium, while the correlational method was employed to identify significant relationships among variables.

Research Design

The descriptive-correlational design was deemed appropriate for the study because it enabled the researcher to systematically examine existing conditions and determine relationships among variables without manipulating the research environment. This design enabled the study to generate comprehensive data on leadership practices and social equilibrium in private secondary schools.

Research Steps

The study began with an extensive review of related literature and studies relevant to integrative leadership and social equilibrium. After identifying the research gap, the researcher developed the survey instrument and secured necessary approvals from the concerned authorities and participating schools. Data collection was conducted through survey administration, followed by data organization, statistical treatment, interpretation, and formulation of conclusions and recommendations.

Data Collection and Sample Selection

The study's respondents comprised 350 stakeholders from selected private secondary schools in Region XI. Appropriate sampling procedures were utilized to ensure adequate representation from participating schools. Survey questionnaires were distributed personally and through school coordinators. Respondents were informed of the study's objectives and ethical considerations prior to participation.

Data Analysis Methods

The data gathered were analyzed using descriptive and inferential statistical tools. Frequency counts and percentages were used to describe the profiles of schools and school heads. The weighted mean and standard deviation were used to determine the levels of manifestation of integrative leadership and social equilibrium. Correlation analysis was utilized to determine the significance of relationships among variables at the 0.05 level of significance.

Research Hypotheses and Validation

The following null hypotheses were tested at the 0.05 level of significance:

1. There is no significant relationship between integrative leadership and social equilibrium in private secondary schools in Region XI.
2. There is no significant relationship between integrative leadership and the profile of school heads.
3. There is no significant relationship between social equilibrium and the profile of schools.

Study Limitations and ethical considerations

The study was limited to selected private secondary schools in Region XI and focused only on the variables included in the conceptual framework. Ethical protocols were strictly observed throughout the study. Informed consent was secured from respondents, while confidentiality, anonymity, and voluntary participation were ensured. Respondents were also informed of their right to withdraw from the study at any point without consequence.

RESULTS AND DISCUSSION

SOP 1. What is the profile of private secondary schools in Region XI?

The findings revealed that most private secondary schools in Region XI were sectarian institutions, with corporate-owned schools comprising the largest ownership category. Most schools had student populations ranging from 100 to 499 learners and employed 25 to 74 teachers. The majority had been operating for less than 20 years and were primarily located in rural areas. In terms of recognition, most schools had received between 1 and 10 awards. These findings suggest that private secondary schools in Region XI are generally small- to medium-sized institutions operating within diverse organizational and geographical contexts, which may influence leadership practices and institutional dynamics.

SOP 2. What is the profile of school heads in private secondary schools in Region XI?

The findings showed that school heads were predominantly middle-aged professionals with varied educational backgrounds and leadership experiences. Most respondents possessed advanced academic qualifications, occupied administrative or principal positions, and had attended leadership-related seminars and training programs. The results indicate that school leaders in Region XI generally possess the academic preparation and professional exposure necessary to manage educational institutions and implement leadership practices.

SOP 3. What is the level of manifestation of integrative leadership in private secondary schools in Region XI?

The findings revealed that integrative leadership among school heads was moderately manifested across all dimensions, with an overall mean of 3.47. Vision alignment obtained the highest mean, followed by inclusivity, adaptive leadership, and collaborative decision-making. These findings suggest that school leaders demonstrate foundational integrative leadership practices; however, institutional gaps remain in strengthening participatory governance, communication systems, and stakeholder engagement.

SOP 4. What is the status of social equilibrium in private secondary schools in Region XI?

The status of social equilibrium in private secondary schools was rated as moderate, with an overall mean of 3.48. Equity in resource distribution received the highest rating and was the only dimension rated high, while cultural diversity and inclusion, conflict resolution mechanisms, and community engagement remained moderate. These findings indicate that schools maintain relatively stable and harmonious environments but continue to experience challenges related to inclusivity, communication, and institutional collaboration.

SOP 5. What is the level of seriousness of challenges encountered in achieving social equilibrium?

The overall seriousness of the challenges encountered in achieving social equilibrium was perceived as slightly serious, with a mean of 2.47. Resource inequities emerged as the most notable concern and were interpreted as moderately serious, while cultural and social tensions, conflict and miscommunication, and low community involvement were interpreted as slightly serious. These findings imply that although schools generally maintain organizational stability, underlying structural concerns persist within school systems, particularly regarding equitable access to resources and stakeholder participation.

SOP 6. Is there a significant relationship between integrative leadership and social equilibrium?

Statistical analysis revealed no significant relationship between the overall manifestation of integrative leadership and the overall status of social equilibrium. However, selected dimensions demonstrated weak but significant relationships. Collaborative decision-making showed a weak positive relationship with equity in resource distribution, suggesting that participatory leadership practices contribute to more equitable institutional systems. Conversely, adaptive leadership showed a weak negative relationship with equity in resource distribution, indicating variations in how adaptive leadership practices influence institutional equity outcomes.

SOP 7. Is there a significant relationship between integrative leadership and the profile of school heads?

The findings revealed no statistically significant relationship between school heads' profile variables and the level of manifestation of integrative leadership. Variables such as age, gender, educational attainment, position, civil status, field of specialization, years of service, awards received, and seminars attended did not significantly influence the practice of integrative leadership. These findings suggest that integrative leadership practices are more strongly shaped by institutional culture, organizational expectations, and professional standards than by demographic or personal characteristics of school heads.

SOP 8. Is there a significant relationship between social equilibrium and the profile of schools?

The findings indicated no statistically significant relationship between the status of social equilibrium and the school profile variables, including type of school, ownership, enrollment size, number of teachers, years in operation, location, and awards received. Although weak associations were observed in selected variables, these remained statistically non-significant. The findings imply that social equilibrium is influenced more by internal leadership practices, institutional culture, and stakeholder relationships rather than by structural or demographic characteristics of schools.

SOP 9. What strategic action plan can be developed based on the results of the study?

Based on the study's findings, a strategic action plan was developed to strengthen integrative leadership and promote social equilibrium in private secondary schools in Region XI. The proposed plan focuses on enhancing collaborative decision-making, strengthening inclusivity practices, improving communication and monitoring of institutional vision, reinforcing adaptive leadership capacities, addressing resource inequities, strengthening conflict resolution systems, and fostering sustainable community partnerships. The action plan also emphasizes continuous professional development, stakeholder engagement, and policy enhancement to support a more inclusive, equitable, and balanced school environment.

SUMMARY

This study investigated the relationship between integrative leadership and social equilibrium in private secondary schools in Region XI. Findings revealed that integrative leadership among school heads was moderately manifested across all dimensions, while social equilibrium was likewise rated at a moderate level. The study further found that resource inequities and issues of community involvement remain notable challenges for schools in sustaining social equilibrium. Statistical analyses showed that there was generally no significant relationship between the overall manifestation of integrative leadership and social equilibrium, although selected indicators exhibited weak but significant relationships. Overall, the findings suggest that while integrative leadership practices are present in private secondary schools, there remains a need for stronger institutional systems for inclusivity, collaboration, communication, and adaptive governance.

CONCLUSIONS

- Integrative leadership among school heads in private secondary schools in Region XI is moderately manifested, particularly in areas related to vision alignment, inclusivity, adaptive leadership, and collaborative decision-making.
- The status of social equilibrium within private secondary schools is also moderate, indicating that schools maintain relatively balanced and harmonious environments while still facing challenges related to equity, inclusivity, and community engagement.
- The overall relationship between integrative leadership and social equilibrium was found to be non-significant, although selected dimensions demonstrated weak but significant relationships, particularly between collaborative decision-making and equity in resource distribution.
- Resource inequities, communication gaps, and limited stakeholder participation remain among the primary concerns affecting social equilibrium within private secondary schools.
- Integrative leadership remains a vital leadership framework for promoting organizational coherence, institutional collaboration, and equitable educational environments in contemporary private school systems.

RECOMMENDATIONS

- Schools may strengthen equitable and context-responsive support systems to address differences in resources, size, and institutional needs.
- Educational institutions are encouraged to institutionalize continuous professional development programs focusing on collaborative decision-making, inclusivity, adaptive leadership, and equity-driven practices.
- School heads may enhance integrative leadership by strengthening stakeholder participation, improving communication systems, and promoting inclusive and adaptive leadership practices.
- Schools are encouraged to strengthen social equilibrium through policies that promote equity, inclusivity, cultural awareness, conflict resolution, and sustainable community engagement.

- Schools may implement targeted interventions to address resource inequities, improve communication systems, strengthen diversity programs, and reinforce school-community partnerships.
- Educational institutions may adopt a holistic approach that integrates leadership practices, organizational culture, and stakeholder engagement in sustaining social equilibrium.
- Leadership development programs may focus on strengthening integrative leadership competencies regardless of demographic or professional background.
- Schools are encouraged to strengthen organizational culture, participatory governance, and collaborative systems that promote fairness, inclusivity, and institutional harmony.
- A comprehensive action plan may be implemented to strengthen monitoring systems, stakeholder feedback mechanisms, inclusive leadership practices, and institutional accountability in achieving social equilibrium.

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AI DECLARATION STATEMENT

AI-supported tools helped with grammar and structure in creating this article. No AI tools were used to collect, analyze, or interpret data; all authors are credited for their academic contributions.

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