

External Stakeholders' Initiative, Support, and Involvement in the Goals of the Schools

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Abstract

The study aimed to determine the involvement of external stakeholders in the programs, projects, and activities of schools in the Division of Iloilo, Iloilo, Philippines, for the School Year 2019-2020. The researchers used a descriptive survey research design and employed purposive convenience sampling. The data was gathered through a validated survey questionnaire. The results showed that most stakeholders were 43 or older, female, married, with permanent employment, and residing in the barangay. They had the initiative, support, and involvement in the schools' programs, projects, and activities. The level of initiative was similar when classified by educational attainment and occupational status but differed when classified by sex, age, civil status, and residence. The level of involvement was similar when categorized by age, educational attainment, occupational status, and residence. The study found substantial relationships between the levels of participation of external stakeholders.

Keywords

External stakeholders, initiative, support, involvement, School goals, Division of Iloilo, Department of Education.

INTRODUCTION

The quality of education is crucial for the growth of today's children, who are preparing to become future adults. Schools ought to foster students' curiosity and provide them with the resources they need to improve as people. Any civilization that wants to flourish economically, socially, and politically must start with education. Schools play a critical role in determining destiny by supporting the holistic development of a country's future people.

This study emphasizes the importance of stakeholders in school management, working with school leaders to create conducive environments for teaching and learning. External stakeholders, such as parents, play a crucial role in supporting the education system. Stakeholders are working committee members responsible for crafting the School Improvement Plan and actively participating in school activities. Strengthening the partnership between schools and stakeholders can lead to positive outcomes for learners and the school [1].

This article highlights how crucial it is for educators to establish trusting bonds with all parties involved in the school community, such as parents, board members, local government representatives, alumni, and socio-civil organizations—harmonious labor results from a positive interaction between educators and stakeholders, which benefits pupils [2].

For the 2019–2020 academic year, this research sought to ascertain external stakeholders' initiative, support, and engagement in the initiatives, programs, and activities of schools in the Division of Iloilo, Iloilo, Philippines.

LITERATURE REVIEW

Conceptual Literature

Stakeholders actively participate in school programs, activities, and projects, including PTA conferences, assemblies, parent's day, illiteracy reduction, reading intervention, and recovery programs. Additionally, they help persuade members of the civic community to offer support on noteworthy occasions.

Stakeholder participation in school activities, including health, nutrition, value formation, sports competitions, student funding, maintenance week, and urgent calls for involvement, enhances positive youth interaction and promotes school-based management despite government resources, considering individual and community diversity[3].

Productive educational collaborations involve parents and teachers recognizing the child's purpose and maintaining dynamic roles. Together, they can achieve more. To help kids learn more and realize their full potential, all parties involved in education must do their duties well. The ultimate goal is to help all children achieve the desired educational outcomes.

Stakeholders, including students, parents, teachers, and the community, play a crucial role in a school's success. Their engagement is vital for improvement, as demonstrated by Lagunitas Elementary School's collaborative efforts on various projects.

The school pathway was completed through parental collaboration and City Personnel linkage, with retired faculty members supporting the ICT/e room window grill. Vice President Jejomar Binay gifted school bags and supplies to students, inspiring them to attend school. Stakeholders were honored for their contributions and resource sharing.

Stakeholder involvement is crucial for successful school programs, projects, and activities. It is essential to understand key stakeholders, their communication preferences, needs, and acceptable outcomes. Early engagement reduces risks and increases buy-in.

Related Studies

Foreign Study

This study on school stakeholder involvement highlights the importance of leaders' influence and resource utilization for academic excellence. Nakuru Municipality's public primary school performance needs to improve despite government funding. According to the survey, school management committees actively participate in decision-making, and most schools welcome stakeholder participation. However, more parental involvement, increased funding for participatory activities, and increased parental participation are needed to improve academic achievement [4].

This study highlights the crucial role of external stakeholders in developing generic skills for Vietnamese students, including curriculum modification, training, internship supervision, and evaluation, influenced by their interests, university location, and status [5].

This study on the coronavirus pandemic's impact on Estonia's distance learning system found that according to 872 postings from the Facebook group "Homeschooling with Technology," educational technologists were instrumental in handling the problem, and outside parties assisted local stakeholders [6].

The research found that Kenyan public secondary school boards need to adequately involve critical stakeholders in strategy formulation, resulting in little progress in implementation. They recommend improved involvement for better success [7].

This study in Nyamira County, Kenya, found that school leadership significantly influences strategic plan implementation, with teacher commitment positively correlated. The study recommends increased management commitment and managerial skills [8].

Local Studies

The study highlights the importance of parent participation in attaining educational objectives and the role of stakeholders in school-initiated activities [9]. In addition to supporting students' academic growth, socialization, and communication, schools also prioritize their well-being by encouraging collaboration and communication. The success of DepEd's educational reforms depends on a solid partnership between schools and stakeholders.

In Davao del Sur schools from 2014 to 2015, The study discovered a modest level of stakeholder engagement in school-initiated activities and school-based administration[3]. Results showed moderate participation, with SBM implementation exceeding the minimum standard and significantly affecting stakeholder participation in

school-initiated activities.

The study on stakeholder involvement in Secondary Schools' School Improvement Plans found that despite significant involvement, school performance remained good regardless of school type, suggesting that stakeholders may not guarantee high school performance, with 75 participants involved[10].

Internal stakeholders, especially administrators and faculty, are more aware of and accept the VMGO, making the College of Arts and Sciences highly acceptable. The study on stakeholders' awareness and acceptance of Leyte Normal University's Vision, Mission, Goal, and Objectives[11].

Relevance of Related Literature and Studies

The reviewed literature and studies provided a comprehensive and relevant body of supporting materials for the researcher's research work. They helped determine stakeholders' involvement in school programs and projects, collected valuable data, and prepared readers for understanding the study's concepts. In-depth discussions of published and unpublished reports from foreign and local research was provided.

STUDY'S OBJECTIVE

This study aimed to ascertain external stakeholders' initiative, support, and engagement in the programs, initiatives, and activities of the schools in the Division of Iloilo, Iloilo, Philippines, for the 2019–2020 academic year. This study specifically attempted to respond to the following queries:

1. What is the age, sex, civil status, level of education, employment, and place of residence of the external stakeholders?
2. How invested are external stakeholders in the schools' programs, projects, interventions, and interdepartmental collaborations when categorized by age, sex, civil status, educational attainment, occupational status, and place of residence, as well as when considered collectively?
3. When categorized by age, sex, civil status, educational attainment, occupational status, and place of residence, and when considered collectively, how supportive are external stakeholders of the schools' workforce, financial support, fundraising initiatives, and donations?
4. As a whole and when broken down by age, sex, civil status, educational attainment, occupational status, and place of residence, how involved are external stakeholders in the programs, projects, and activities of the schools in the areas of appropriation, communication, cooperation, follow-up, and maintenance?
5. When categorized by age, sex, civil status, educational attainment, employment position, and place of residence, are there notable disparities in the degree of external stakeholders' efforts in the schools' programs, projects, and activities?
6. Does the degree of external stakeholders' support for the schools' programs, initiatives, and activities fluctuate

significantly depending on the individual's age, sex, civil status, level of education, employment, and place of residence?

7. Do stakeholders' levels of participation in the schools' programs, initiatives, and activities change significantly based on their residence, age, sex, civil status, educational attainment, and occupation?
8. Do the stakeholders' initiatives, support, and participation in the schools' projects, programs, and activities have any meaningful connections?

Null Hypotheses

Based on the above-stated problems, the following null hypotheses were formulated:

1. The degree of external stakeholders' initiative regarding the schools' programs, initiatives, and activities does not significantly differ based on age, sex, civil status, educational attainment, employment position, and place of residence.
2. When grouped by age, sex, civil status, educational attainment, employment position, and place of residence, there are no appreciable variations in the degree of external stakeholders' support for the schools' initiatives, programs, and activities.
3. Classifying stakeholders by age, sex, civil status, educational attainment, employment position, and place of residence does not reveal any appreciable disparities in the degree of their engagement in the schools' programs, initiatives, and activities.
4. The stakeholders' initiative, support, and participation in the school's initiatives, programs, and activities do not significantly correlate.

THEORETICAL FRAMEWORK OF THE STUDY

According to the Community of Practice hypothesis, a community of practice is a collection of individuals who regularly engage with one another, share similar interests, and learn from one another. Schools deal with difficulties and issues, and this idea is pertinent when educators and other parties collaborate to accomplish shared objectives [12].

The researcher's study on external stakeholder involvement in schools highlights the importance of a community of practice, where regular sharing of learning, insights, and best practices leads to success.

CONCEPTUAL FRAMEWORK OF THE STUDY

Based on persona, the study analyzed external stakeholders' initiative, support, and involvement in the Division of Iloilo for the 2019-2021 school year. Results showed that stakeholder characteristics (sex, age, civil status, education, employment, and residency) are linked to their involvement in organizational activities as independent variables in this framework. Initiative (projects, programs, assessments of the Medical Technology Assessment Program (MTAP), Support (people, money, contributions), and Involvement (appropriation, communication, cooperation)

are the dependent variables. It looks at how demographic variables affect collaborative involvement inside the company, support systems, and stakeholder participation in initiatives. In Figure 1.

Paradigm of the Study

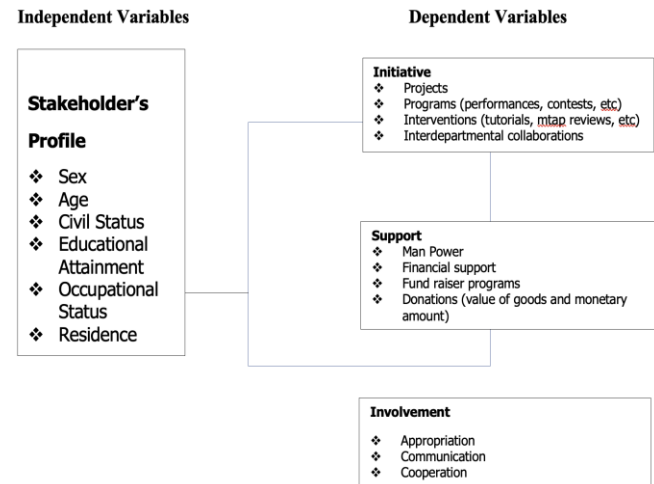


Figure 1. Schematic Diagram showing the differences between variables

METHODOLOGY

Research Design

As per the research, the work used a descriptive survey research design to gather data on the present condition and find new truths. This design helps focus on important aspects, while a correlational design provides facts based on scientific judgment through correlation analysis of two variables [13].

Respondents and Sampling Plan

The study involved external stakeholders in the Division of Iloilo, Philippines, including parents, LGUs, business people, civil servants, and religious organizations. Purposive convenience sampling was used to select respondents based on criteria such as specialist knowledge or willingness to participate in the research [14].

The study classified respondents based on sex, age, civil status, educational attainment, occupational status, and residence. Males and females were categorized as males and females. At the same time, the ages ranged from young to old. Civil status was categorized as single, married, or widow. Educational attainment was categorized as elementary, high school, college, or more, and occupational status as permanent, contractual, or job hire.

Data Gathering Instrument

The researcher used a survey questionnaire to gather data on external school stakeholders. The questionnaire consisted of four parts: a questionnaire asking about stakeholders' profiles, a questionnaire assessing their initiative in school programs, a questionnaire assessing their support for school programs, and a questionnaire assessing their involvement in school activities. The questionnaire was content-validated to

ensure its appropriateness, correctness, meaningfulness, and usefulness in inferences made by researchers. The questionnaire measured the level of initiative among stakeholders using a three-point scale. The questionnaire also assessed respondents' support for school programs, financial support, fundraiser programs, and donations. The results were interpreted to provide insights into the involvement of stakeholders in schools' programs, projects, and activities [15].

Reliability is the consistency of an instrument, ensuring consistent results. This study tested the reliability of a motivation measurement instrument on 30 external stakeholders in Pototan, Iloilo, Philippines. Cronbach's Alpha was used to measure reliability, with a coefficient of 0.80 or more. The results showed that external stakeholders' initiative and support for school programs, projects, and activities were reliable, indicating no need for amendments [16].

Data Gathering Procedure.

After confirming the instrument's validity and reliability, the researcher requested permission from the university president and the graduate school dean to administer it to respondents in the Iloilo division. By the actual number of respondents, questionnaires were duplicated. The researcher then sent a letter asking the various external stakeholders to participate as study respondents.

The researcher personally gave the questionnaires to the identified respondents. As soon as the questionnaires were completed correctly, retrieval began. The Statistical Package for Social Sciences (SPSS) analyzed and interpreted the data.

Data Analysis

The study analyzed the data using statistical methods, including frequency count, percentage, mean, Mann-Whitney U-test, Kruskal Wallis H-test, and Spearman rho. A significance criterion of 0.05 alpha was established. The mean was utilized to categorize respondents according to factors and determine average replies. Significant variations in initiative, support, and engagement levels were found

using the Mann-Whitney U-test. Differences in school goals and stakeholder participation were assessed using the Kruskal Wallis H-test.

Ethical Considerations

According to the Code of Ethics, researchers had to anticipate potential ethical dilemmas while drafting their studies. Thus, by telling the participants about the study, the researchers complied with moral norms. The study did not reveal the participants' identities to preserve their privacy. They received assurances that the data they submitted would be kept private and utilized exclusively for study. To protect the secrecy of their findings, the researchers deleted the data they had gathered after storing it for four months [17].

RESULTS AND DISCUSSIONS

Profile of Stakeholders

Most respondents were female, 43 years old and above, married, college-level/graduate, permanent status, and residing in the barangay.

Level of External Stakeholders' Initiatives

Table 1 shows the level of initiative from external stakeholders in the schools' programs, initiatives, and activities using the questionnaire items. A high level of external stakeholder initiative was present in the schools' programs, initiatives, and activities (M=2.38). Participating in learner programs like Family Day and Quarterly Culminating Activities was considered extremely initiative. It had the highest mean (M = 2.72), followed by offering support at home and school (M = 2.62). The highest mean was joining General PTA assemblies, PTC conferences, and guidance counseling. However, the questionnaire's items with the lowest mean were those that related to aiding in the construction of school buildings and other infrastructure (M = 2.03), helping with the creation and upkeep of various parks (M = 2.10), and crafting and implementing the School Improvement Plan (M = 2.15), which were both rated as moderately initiative.

Table 1. Level of External Stakeholders' Initiatives to the Programs, Projects, and Activities of the School when Taken as a Whole

| | Items | Mean | Remarks | Rank |
|----|--|-------------|----------------|-------------|
| 1 | Helps construction of school buildings and other infrastructures | 2.03 | M | 15 |
| 2 | Participates in the rehabilitation and maintenance of buildings | 2.16 | M | 12 |
| 3 | Involve in Clean, Green, Orderly, Beautiful and safe school | 2.58 | H | 4 |
| 4 | Helps in the construction and maintenance of different parks | 2.10 | M | 14 |
| 5 | Crafts and implements the School Improvement Plan | 2.15 | M | 13 |
| 6 | Participates in programs for learners such as Family Day and Quarterly Culminating activities | 2.67 | H | 2 |
| 7 | Intervene in the programs for a specific academic need (e.g. reading, numeracy, etc.) | 2.33 | H | 8 |
| 8 | Involve in activities for learners such as contests and performances to showcase their talents | 2.42 | H | 7 |
| 9 | Participated in professional development programs that aimed to improve instructional quality | 2.31 | M | 10 |
| 10 | Collaborate between teachers in different grades or content areas | 2.32 | M | 9 |

| Items | | Mean | Remarks | Rank |
|---|---|-------------|----------|------|
| 11 | Collaborate time-tracking strategies that show how much time teachers spend | 2.29 | M | 11 |
| 12 | Involve in specific school events, programs, and activity | 2.49 | H | 5 |
| 13 | Established partnerships among stakeholders through different school activities | 2.45 | H | 6 |
| 14 | Volunteer support at home and school | 2.62 | H | 3 |
| 15 | Join in General PTA assemblies, PTC conferences and Guidance Counselling | 2.72 | H | 1 |
| Mean of Stakeholders' Initiative | | 2.38 | H | |

Scale of Mean 1.00 – 1.66 Low (L); 1.67 -2.32 Moderate (M); 2.33 – 3.00 High (H)

External Stakeholders' Support to the Programs, Projects, and Activities of the School

The mean scores in Table 2 demonstrate the support the various external stakeholders give to the schools' programs, projects, and activities in labor, funding, fundraising initiatives, and donations. Workforce (M=2.29) and financial support (M=2.29) had the highest means, ranking 1.5 and 2.00, respectively, while fundraiser programs (M=2.00), ranking 4th, had the lowest means. This result suggests that schools should concentrate on organizing fundraising events to fund school projects, programs, and activities.

Table 2. External Stakeholder's Support to the Programs, Projects, and Activities of the Schools by Categories

| Items | Mean | Description | Rank |
|----------------------|-------------|-------------|------|
| Man Power | 2.29 | M | 1.5 |
| Financial Support | 2.29 | M | 1.5 |
| Fund Raiser Programs | 2.00 | M | 4 |
| Donations | 2.21 | M | 3 |
| Mean | 2.20 | M | |

Scale of Means: 1.00 – 1.66 Low (L); 1.67 -2.32 Moderate (M); 2.33 – 3.00 High (H)

Using the items in the questionnaire, Table 3 illustrates the degree of support that external stakeholders have for the programs, projects, and activities the schools offer. The degree of external stakeholders' support for the school's initiatives, programs, and activities (M=2.20) was assessed as moderate. The questionnaire's items that were deemed to have the highest mean were attending meetings and assemblies (M=2.70), which came in first place; responding to school programs and activities (M=2.59), which came in second place; and participating in clean-up drives (M=2.57), which came in third place. Nevertheless, the questionnaire's items with the lowest mean were volunteering during the construction of buildings and facilities (M = 1.84), which came in at number 20, sponsoring projects, events, and contests (M = 1.95), which came in at number 19, and aiding in the execution of fundraiser programs (M = 1.96) and promoting fundraiser programs (M = 1.96), which came in at number 17.5.

Table 3. Level of External Stakeholders' Support to the Programs, Projects, and Activities of the Schools when Taken as a Whole

| Items | | Mean | Remarks | Rank |
|--------------------------------|--|------|---------|------|
| A. Man Power | | | | |
| 1 | respond in school programs and activities | 2.59 | H | 2 |
| 2 | participate in clean-up drives | 2.57 | H | 3 |
| 3 | help in the rehabilitation of buildings | 2.09 | M | 12 |
| 4 | assist the school in beautification programs | 2.37 | H | 4.5 |
| 5 | volunteer during the construction of buildings and facilities | 1.84 | M | 20 |
| <i>Mean</i> | | 2.29 | M | |
| B. Financial Support | | | | |
| 6 | attend meetings and assemblies | 2.70 | H | 1 |
| 7 | contribute financially to school programs | 2.33 | H | 6 |
| 8 | donate to specific programs only, such as Family Day and Brigada Eskwela | 2.37 | H | 4.5 |
| 9 | sponsor projects, events and contests | 1.95 | M | 19 |
| 10 | contributes to the improvement of learning or instructional materials | 2.08 | M | 13 |
| <i>Mean</i> | | 2.29 | M | |
| C. Fund Raiser Programs | | | | |
| 11 | assist in planning fundraiser activity | 1.97 | M | 16 |

| Items | | Mean | Remarks | Rank |
|---|---|-------------|----------|------|
| 12 | help in executing the programs in fundraisers | 1.96 | M | 17.5 |
| 13 | patronise the fundraiser events | 2.06 | M | 14.5 |
| 14 | advertise programs in a fundraiser | 1.96 | M | 17.5 |
| 15 | ensure fair and balanced conduct of fundraising activities | 2.06 | M | 14.5 |
| <i>Mean</i> | | 2.00 | M | |
| D. Donations | | | | |
| 16 | donate cash or kind in all school programs | 2.14 | M | 10.5 |
| 17 | donate cash or kind in selected school projects only | 2.24 | H | 8 |
| 18 | donate cash or kind in the curriculum programs and activities | 2.14 | M | 10.5 |
| 19 | donate cash or kind through the general PTA | 2.29 | H | 7 |
| 20 | contribute cash or kind when our community is involved | 2.23 | H | 9 |
| <i>Mean</i> | | 2.21 | M | |
| Mean of External Stakeholder's support | | 2.20 | M | |

Scale of Means: 1.00 – 1.66 Low (L); 1.67 -2.32 Moderate (M); 2.33 – 3.00 High (H)

Level of External Stakeholders' Involvement

Using the mean of the questionnaire items, Table 4 displays the overall amount of stakeholder involvement in the schools' programs, projects, and activities. When considered as a whole, it demonstrates a high degree of stakeholder involvement in the schools' programs, projects, and activities (M=2.28). Attending meetings regularly (M=2.65) had the highest mean, followed by participation in school projects and activities (M=2.48), peaceful communication with other stakeholders (M=2.48), and a high level of dedication to the school's values (M=2.47), which had the second-highest mean. On the other hand, initiation of solicitations and promotions had the lowest mean (M=1.95), followed by supervision of volunteers (M=2.04) and client engagement on behalf of the school (M=2.08), all of which indicated a moderate level of involvement.

Table 4. Level of Stakeholders' Involvement in the Programs, Projects, and Activities of the Schools when Taken as a Whole

| Items | Means | Remarks |
|--|-------|---------|
| respond to solicitations | 2.45 | H |
| prompt in volunteer works | 2.29 | H |
| ready to commit in cash or kind | 2.30 | H |
| enthusiastic donor | 2.19 | M |
| checks on gratuity | 2.12 | M |
| engages the client on behalf of the school | 2.08 | M |
| represents the school in the community | 2.11 | M |
| initiates solicitations and promotions | 1.95 | M |
| active supporter of the school | 2.35 | H |
| devote to the school's values | 2.47 | H |
| volunteers my skills and labour | 2.26 | H |

| Items | Means | Remarks |
|---|-------------|----------|
| volunteers my expertise in my profession | 2.17 | M |
| participate in committees | 2.27 | H |
| join committees for school improvement | 2.17 | M |
| oversee volunteers | 2.04 | M |
| regularly attend meetings | 2.65 | H |
| suggest future plans and improvements | 2.26 | H |
| participate in school projects and activities | 2.48 | H |
| maintain harmonious communication with other stakeholders | 2.48 | H |
| encourage other external stakeholders to support the school and community | 2.44 | H |
| Mean of Stakeholders' Involvement | 2.28 | H |

Scale of Means: 1.00 – 1.66 Low (L); 1.67 -2.32 Moderate (M); 2.33 – 3.00 High (H)

Differences in the Level of Stakeholders' Initiative to the Programs, Projects, and Activities of the Schools

Using the Mann-Whitney U-test, Table 5 compares the degree of initiative shown by stakeholders in the schools' programs, initiatives, and activities by age, sex, and place of residence.

According to the study, age, sex, or place of residence did not significantly affect the degree of initiative shown by stakeholders about school programs, initiatives, and activities. With a p-value of 0.099 and a U-test of 7272.50, there was no discernible difference between young and senior stakeholders. There was no discernible difference between the male and female respondents, and the null hypothesis was not rejected. Additionally, the survey showed no noticeable differences between respondents from Poblacion and barangays.

Table 5. Difference in the Level of Stakeholders' Initiative to the Programs, Projects, and Activities of the Schools According to Sex, Age, and Residence

| Variable | Mean Rank | Sum of Ranks | U-test | p-value | Remarks |
|-----------|-----------|--------------|---------|---------|-----------------|
| Age | | | | | |
| Young | 136.78 | 17234.50 | 7272.50 | 0.099 | Not Significant |
| Old | 121.52 | 15918.50 | | | |
| Sex | | | | | |
| Male | 121.48 | 10933.00 | 6838.00 | 0.233 | Not Significant |
| Female | 133.05 | 22220.00 | | | |
| Residence | | | | | |
| Barangay | 124.57 | 8471.00 | 6125.00 | 0.566 | Not Significant |
| Poblacion | 130.59 | 24682.00 | | | |

p>0.05 Not Significant

Table 5 shows no significant differences in stakeholders' initiative levels in schools' programs, projects, and activities based on civil status, occupational status, and educational attainment, indicating no significant differences between married and widowed individuals.

The study revealed significant differences in stakeholders' initiative levels based on educational attainment, with college

stakeholders having higher initiative levels than elementary and high school respondents.

The study revealed significant differences in initiative levels among stakeholders for schools' programs, projects, and activities, with permanent stakeholders showing higher levels than contractual and job-hire stakeholders.

Table 5. Differences in the Degree of Stakeholder Initiative to the School's Programs, Projects, and Activities by Classification by Educational Attainment, Occupational Status, and Civil Status

| Variable | Mean Rank | df | H-test | p-value | Remarks |
|------------------------|-----------|----|--------|---------|-----------------|
| Civil Status | | | | | |
| Single | 133.08 | 2 | 0.473 | .790 | Not Significant |
| Married | 128.21 | | | | |
| Widow | 120.15 | | | | |
| Educational Attainment | | | | | |
| Elementary | 86.36 | 2 | 21.836 | 0.000 | Significant |
| High school | 101.40 | | | | |
| College | 144.60 | | | | |
| Occupational Status | | | | | |
| Permanent | 146.29 | 2 | 16.685 | 0.000 | Significant |
| Contractual | 108.28 | | | | |
| Job hire | 108.34 | | | | |

p> 0.05 Not Significant

Difference in the Level of Stakeholders' Support to the Programs, Projects, and Activities of the Schools

The study found significant differences in stakeholders' initiatives regarding schools' programs, projects, and activities based on occupational status. Permanent stakeholders' initiatives were significantly higher than those of Contractual and job-hire stakeholders. The null hypothesis, which suggested no significant differences, was rejected. The H-test was 16.685 with a p-value of 0.000, indicating substantial differences in stakeholders' initiatives.

The null hypothesis was not rejected, and the study indicated no significant difference in the support of school programs, initiatives, and activities between male and female respondents based on sex.

The study revealed a significant difference in stakeholders' support for schools' programs, projects, and activities based on residence. Poblacion stakeholders show higher support than barangay stakeholders, rejecting the null hypothesis and suggesting no significant difference.

Table 6. Sex, age, and place of residence all affect how supportive stakeholders are of the schools' programs, projects, and activities

| Variable | Mean Rank | Sum of Ranks | U-test | p-value | Remarks |
|-----------|-----------|--------------|---------|---------|-----------------|
| Age | | | | | |
| Young | 141.33 | 17807.50 | 6699.50 | 0.009 | Significant |
| Old | 117.14 | 15345.50 | | | |
| Sex | | | | | |
| Male | 129.71 | 11673.50 | 7451.50 | 0.911 | Not Significant |
| Female | 128.62 | 21479.50 | | | |
| Residence | | | | | |
| Barangay | 149.93 | 10195.50 | 5002.50 | 0.007 | Significant |
| Poblacion | 121.47 | 22957.50 | | | |

p> 0.05 Not Significant

Table 7 reveals no significant differences in stakeholders' support for schools' programs, projects, and activities based on civil status, occupational status, and educational attainment. The Kruskal Wallis H-test showed no significant differences, indicating that single stakeholders' support is similar to that of married and widow stakeholders. The null hypothesis was not rejected, indicating no significant differences in stakeholders' support for schools' programs, projects, and activities based on civil status.

The study revealed significant differences in stakeholders' support for schools' programs, projects, and activities based on educational attainment and occupational status. College stakeholders showed higher support than Elementary and High school stakeholders, while permanent stakeholders showed higher support than contractual and job-hire stakeholders. The null hypothesis, indicating no significant differences, was rejected, indicating that the level of support for schools' programs, projects, and activities was influenced by occupational status.

Table 7. Differences in the Level of Stakeholders' Support to the Programs, Projects, and Activities of the Schools when Classified According to Civil Status, Occupational Status, and Educational Attainment

| Variable | Mean Rank | df | H-test | p-value | Remarks |
|------------------------|-----------|----|--------|---------|-----------------|
| Civil Status | | | | | |
| Single | 131.87 | 2 | 0.614 | 0.736 | Not Significant |
| Married | 129.10 | | | | |
| Widow | 116.15 | | | | |
| Educational Attainment | | | | | |
| Elementary | 90.45 | 2 | 15.335 | 0.000 | Significant |
| High school | 106.40 | | | | |
| College | 142.01 | | | | |
| Occupational Status | | | | | |
| Permanent | 145.33 | 2 | 16.530 | 0.000 | Significant |
| Contractual | 118.55 | | | | |
| Job hire | 100.82 | | | | |

p> 0.05 Not Significant

Difference in the Level of Stakeholders' Involvement in the Programs, Projects, and Activities of the Schools

Table 7 reveals the differences in stakeholders' involvement in schools' programs, projects, and activities based on age, sex, and residence. A significant difference was found in age-based involvement, with a U-test value of 6463.00 (p-value of 0.003). However, no significant difference was found when age was classified, suggesting older stakeholders had higher involvement than younger respondents. The null hypothesis, according to which

age-based involvement did not differ significantly, was disproved.

The study rejected the null hypothesis that there was no significant difference in the engagement of stakeholders in school programs, initiatives, or activities depending on sex.

The study found that stakeholders' participation in school initiatives, programs, and activities varied significantly depending on where they lived. Poblacion stakeholders showed higher involvement than barangay respondents, rejecting the null hypothesis.

Table 7. Variations in the Degree of Stakeholder Participation in the Schools' Programs, Projects, and Activities by Sex, Age, and Place of Residence

| Variable | Mean Rank | Sum of Ranks | U-test | p-value | Remarks |
|-----------|-----------|--------------|---------|---------|-----------------|
| Age | | | | | |
| Young | 143.21 | 18044.00 | 6463.00 | 0.003 | Significant |
| Old | 115.34 | 15109.00 | | | |
| Sex | | | | | |
| Male | 129.51 | 11656.00 | 7469.0 | 0.935 | Not Significant |
| Female | 128.72 | 21497.00 | | | |
| Residence | | | | | |
| Poblacion | 143.01 | 9724.50 | 5473.50 | 0.005 | Significant |
| Barangay | 123.96 | 3428.50 | | | |

p> 0.05 Not Significant

Table 8 reveals variations in stakeholders' involvement in schools' programs, projects, and activities based on civil status, occupational status, classified according to sex, and educational attainment using the Kruskal Wallis H-test.

The study discovered no discernible variations in the engagement of stakeholders in school programs, initiatives, or activities according to the null hypothesis, married and widowed people, civil status, or single participation.

The study revealed significant differences in stakeholders' involvement in schools' programs, projects, and activities based on educational attainment and occupational status. College stakeholders participated more than elementary and high school stakeholders, while permanent stakeholders participated more actively than contractual and job-hire stakeholders. The null hypothesis was rejected.

Table 8. Disparities in Stakeholders' Level of Participation in School Programs, Projects, and Activities by Classification by Civil Status, Occupational Status, and Educational Attainment

| Variable | Mean Rank | df | H-test | p-value | Remarks |
|-------------------------------|-----------|----|--------|---------|-----------------|
| <i>Civil Status</i> | | | | | |
| Single | 133.57 | 2 | 2.296 | 0.736 | Not Significant |
| Married | 129.68 | | | | |
| Widow | 103.41 | | | | |
| <i>Educational Attainment</i> | | | | | |
| Elementary | 97.73 | 2 | 20.913 | 0.000 | Significant |
| High school | 100.20 | | | | |
| College | 144.42 | | | | |
| <i>Occupational Status</i> | | | | | |
| Permanent | 144.68 | 2 | 17.374 | 0.000 | Significant |
| Contractual | 123.76 | | | | |
| Job hire | 97.40 | | | | |

p> 0.05 Not Significant

Relationships Among the Levels of Stakeholders' Initiative, Support and Involvement in the Programs, Projects, and Activities of the Schools

The researcher utilized the Spearman Rho to examine the correlation between stakeholders' initiative, support, and involvement in schools' programs, projects, and activities. Table 9 reveals a significant relationship between stakeholders' initiative and support for schools' programs, projects, and activities. A high level of stakeholders' initiative

increases support for these programs, indicating a substantial or marked relationship.

With a Spearman rho of 0.497 and a p-value of 0.000, the study discovered a strong or noteworthy association between stakeholders' initiative and engagement in schools' programs, initiatives, and activities.

With a Spearman rho of 0.842 and a p-value of 0.000, the study discovered a strong or noteworthy association between stakeholders' support and engagement in schools' programs, initiatives, and activities.

Table 9. Relationships Among the Levels of Stakeholders' Initiative, Support, and Involvement in the Programs, Projects, and Activities of the Schools

| Correlations | | | | | |
|----------------|---------------------------|-------------------------|---------------------------|----------------------|---------------------------|
| | | | Stakeholders' initiatives | Stakeholders support | Stakeholder's involvement |
| Spearman's rho | stakeholders' initiatives | Correlation Coefficient | 1.000 | 0.566** | 0.497** |
| | | Sig. (2-tailed) | | 0.000 | 0.000 |
| | | N | 257 | 257 | 257 |
| | stakeholders support | Correlation Coefficient | 0.566** | 1.000 | 0.842** |
| | | Sig. (2-tailed) | .000 | | .000 |
| | | N | 257 | 257 | 257 |
| | stakeholder's involvement | Correlation Coefficient | .497** | .842** | 1.000 |
| | | Sig. (2-tailed) | .000 | .000 | |
| | | N | 257 | 257 | 257 |

** . Correlation is significant at the 0.01 level (2-tailed).

THE FINDINGS OF THE STUDY

The study analyzed stakeholders' initiatives, support, and involvement in schools in barangays. Most respondents were 43 or older, female, married, college-level, and graduate with permanent employment. Initiative was high, with both males and females having high levels. Age was also high, with older respondents having higher levels. Civil status was high among single, married, and widowed respondents. Educational attainment was moderate among stakeholders, with moderate support among single, married, and widowed respondents. Permanent status had high support among contractual and job-hire respondents. Place of residence was moderate among both Poblacion and barangay respondents.

CONCLUSIONS

The Schools Division of Iloilo primarily consists of female, married, college-level, and graduate individuals aged 43 and above with permanent employment and residing in the barangay. They have initiative toward the schools' programs, projects, and activities, but their involvement in some programs is moderate. The level of participation varies based on factors such as educational attainment, occupational status, and residence. However, only sex and civil status differ. There are substantial relationships between the level of external stakeholders' initiative, support, and involvement in the schools' programs.

RECOMMENDATIONS

External stakeholders should oversee school construction and maintenance, ensuring proper implementation based on program and cost. They should also be involved in the School Improvement Plan. School heads should encourage volunteers, seek sponsors, execute fundraising programs, initiate solicitations, and engage with clients. DepEd school officials should be committed to their tasks and support the

school's mission, vision, goals, and objectives. Parallel studies on external stakeholders' initiative, support, and involvement in school programs are recommended to validate the results.

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