

STAKEHOLDERS' PARTICIPATION IN SCHOOL ACTIVITIES AMONG PUBLIC SECONDARY SCHOOLS AT CONGRESSIONAL DISTRICT II, BATANGAS PROVINCE

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ABSTRACT

This study determined the stakeholders' participation in school activities in the Congressional II District, Batangas Province, with the ultimate goal of proposing collaborative activities to enhance stakeholder involvement. Specifically, the study examined the participation of internal stakeholders such as teachers, student leaders, and administrators, as well as external stakeholders, including parents, barangay officers, and non-government organizations, in public secondary schools. Furthermore, it assessed the extent to which stakeholders' roles and functions manifested in school activities relative to Brigada Eskwela, PTA meetings, and Disaster Risk Reduction Management, and identified the relationships and differences in participation between the two groups of respondents. This study employed descriptive and quantitative research methods, utilizing a survey questionnaire as the primary data collection instrument distributed in every school. The findings revealed that internal stakeholders played a greater role in school activities, while external stakeholders participated to a lesser extent. The proposed collaborative activities aim to increase stakeholder engagement, particularly among external stakeholders, for more effective school programs and improved participation in school-related activities.

Keywords: Stakeholder Participation, School Activities, Internal Stakeholders, External Stakeholders, Collaborative Activities, Brigada Eskwela, PTA Meetings, Disaster Risk Reduction Management

INTRODUCTION

Education plays a crucial role in offering a well-rounded general knowledge that helps individuals in society reach their full potential. It supports both personal growth and collective progress by equipping learners with essential skills and competencies needed to function effectively in their communities. Through education, individuals become capable, responsible, and productive citizens who actively contribute to societal development.

The Philippine Constitution, Article XIV Section 1, emphasizes that the State shall protect and promote the right of all citizens to quality education at all levels and ensure its accessibility to everyone. In line with this mandate, the government allocates significant funding for education across elementary, secondary, and tertiary levels. Schools are not only institutions for academic learning but also spaces where students discover their talents, interests, and potential for growth.

In the philosophy of objective theory, contractual existence is determined by outward actions rather than internal intentions. Similarly, in schools, stakeholders play a significant role in supporting leadership and creating a conducive environment for teaching and learning. These stakeholders include administrators, teachers, students, parents, local officials, and community members whose participation influences educational outcomes and school development.

Stakeholder involvement is strengthened through DepEd Memorandum No. 1147, s. 2024, which highlights the importance of collaboration between schools and external partners in enhancing educational activities. External stakeholders such as parents, LGUs, and NGOs contribute to school programs and initiatives, helping improve learning experiences through shared responsibilities and resources.

Collaboration among stakeholders also promotes effective resource allocation. Schools often face financial limitations; thus, partnerships with communities, private organizations, and NGOs help address these gaps. Contributions such as donations, volunteer work, and sponsorships for school activities enrich the learning environment while easing the burden on school resources.

Furthermore, stakeholder engagement improves communication, transparency, and accountability in school governance. When parents and community members actively participate in

decision-making, they become more invested in school development. Activities such as town hall meetings, PTA gatherings, and participatory planning sessions ensure that diverse feedback is considered in addressing student and school needs.

Stakeholders also play a critical role in implementing programs such as Brigada Eskwela, PTA meetings, and School Monitoring, Evaluation, and Plan Adjustment (SMEPA). These activities demonstrate collaboration among schools, families, and communities. However, observations reveal that external stakeholders often have lower participation compared to internal stakeholders due to lack of awareness, time constraints, and limited communication.

Despite government initiatives such as the Child-Friendly School System, Republic Act 8525 (Adopt-A-School Program), and Republic Act 9155, which aim to strengthen stakeholder involvement, challenges still exist. Some stakeholders remain unaware of their roles, while others prioritize personal and work-related responsibilities over school participation, leading to low attendance at school activities.

Additional challenges include scheduling conflicts, limited access to communication channels, transportation issues, and a lack of interest or awareness of school programs. These factors contribute to inconsistent stakeholder participation, particularly among external stakeholders such as parents and barangay officials, thereby affecting the overall effectiveness of school-community collaboration.

In response to these challenges, this study seeks to identify and improve stakeholder participation in school activities. As a Grade 11 Coordinator, the researcher recognizes the importance of strengthening collaboration between internal and external stakeholders. Through this study, collaborative strategies and interventions enhance engagement, improve communication, and ultimately support better educational outcomes for both learners and the school community.

STATEMENT OF THE PROBLEM

This study aimed to determine the management capabilities of head teachers of public secondary schools in the Division of Batangas.

Specifically, this study was guided by the following objectives:

1. Assess the extent of manifestations of the roles and functions of stakeholders in school activities in relation to:

- 1.1 Brigada Eskwela;
- 1.2 PTA meetings; and
- 1.3 Disaster Risk Reduction Management.

2. To identify the challenges encountered by internal and external stakeholders in their involvement in the implementation of school activities.

3. Propose collaborative strategic activities to strengthen the participation of external stakeholders in school activities.

SCOPE AND DELIMITATION

This study focused on the stakeholders' participation in school activities in Congressional II District, Batangas Province S.Y. 2022–2023. It aimed to determine the participation of internal stakeholders such as teachers, student leaders, and administrators, as well as external stakeholders such as parents, barangay officers, and NGOs in selected public secondary schools. Additionally, the researcher assessed stakeholders' participation in planning, decision-making, implementation, and evaluation using Brigada Eskwela, PTA meetings, and SMEPA as key school activities.

The study was delimited to selected schools in Congressional District II, specifically Mabini, Tingloy, and San Pascual, involving a total of 476 stakeholders. It used a descriptive-survey research method and employed a researcher-developed questionnaire as the primary data-gathering instrument.

REVIEW OF RELATED LITERATURES

Stakeholders and Their Participation. One of the traits that distinguishes man is the ability to communicate. The stakeholders are the people involved in giving a message, particularly in participating in a school organization. In Philosophy, the traits of a man are examined first through verbal, nonverbal, or written modes of communication. The principal and head teachers are the internal stakeholders who transmit messages to students, parents, and LGUs, who are the internal stakeholders

and the recipients of the messages. All the information is being decoded and the goals and plans of the school about different school activities.

Section II of Article XIV of the Philippine Constitution emphasizes the importance of establishing, maintaining, and supporting a comprehensive, adequate, and integrated education system that meets the needs of the people and society. Parental involvement is essential in shaping productive individuals who contribute to national progress. Effective management of stakeholder engagement and participation is crucial and requires a well-defined strategy with clear objectives, timelines, budgets, and assigned responsibilities. Additionally, staff members should be informed about the program, understand its purpose, and recognize its potential impact on project outcomes.

Individuals place importance on the value of their strengths and gifts. It offers both direct and indirect support to a person's growth and development. Family, school, and community stakeholders are sources of connection, love, resources, and learning opportunities. It serves as a source of expertise in careers and hobbies. It becomes the source of inspiration, hope, and resilience.

From the Philosophy of John Locke, "The mind is furnished with ideas by experience alone". Management of the organization will not have any progress if the process is empty. Experiencing and engaging with different stakeholders will make them learn how to set goals and objectives. In this way, it is consistent with "no man is an island"; it can help management come up with different ideas, not just through the flow of their own judgment, but also by hearing other perspectives from external parties involved in the organization. Suggestions from stakeholders and their involvement can make a difference. Students' performance, even in academics, may affect this.

On the other hand, stakeholders play distinct roles and functions in engaging with school activities. It allocate time to secure the upcoming school activities, provide feedbacks and ideas for the continuous development in management, support and assist the school meeting overall objectives, organize the information sources, analyzing and evaluating announcement of the school meeting, create more effective participative environment for the institution., provide strategic direction in the school system activities, discuss relevant concerns and provide assistance support within the organization, show support by participating in fundraisers, attending school events, or becoming a member of the school organization., and participate in the decision-making processes of the institution, Friendman and Miles (2020).

Beyond the traditional definition, organizations are defined by their goals and their connections with stakeholders. Managers play a key role in resolving conflicts, even in difficult or limited situations, while championing the stakeholder concept. This concept identifies stakeholders as groups essential to the organization's growth and sustainability.

Stakeholder engagement is a key strategy employed by well-established organizations in both the private and public sectors, particularly when addressing complex issues or managing large-scale projects. Its primary aim is to foster collaboration and build consensus around effective solutions. This approach not only supports organizations and professionals in navigating an increasingly dynamic and competitive business environment but also drives systemic change toward sustainable development.

Pile and Gilchrist (2020) highlighted that educators, as teachers, coaches, and consultants, often feel the immense burden of managing everything from stakeholder and family engagement to reopening plans. This pressure can lead to a constant state of fear—fear of making mistakes, facing consequences, and negatively influencing entire communities if things go wrong. To address this, assigning clear responsibilities for stakeholder engagement is vital to achieving project goals and increasing the likelihood of fulfilling the project's purpose effectively.

Stakeholders in education are people, and people are the heart of the education system. The heart of education is about not only the students, teachers, school administrators, parents, but also the leaders and the people. In short, the heart of education is a strong, good partnership among the stakeholders. It should be able to play the expected roles successfully; it should also earn respect and trust. This may sum up what the Great Aristotle said, "Educating the mind without educating the heart is no education at all."

In many countries, stakeholder involvement plays a significant role in decision-making processes. Parents, teachers, students, non-teaching staff, and elected stakeholders actively participate in school activities and meetings, often serving on school governing bodies and holding school officer

roles. The term "stakeholders" reflects the idea that certain groups and individuals share a common interest, or "stake," in an institution's operations and success.

A study conducted in Philippine public schools revealed that stakeholder involvement significantly enhances corporate governance, fostering a more democratic approach by decentralizing planning and decision-making to individual schools. This, in turn, contributes to improved academic performance. The common saying in education, "no child is dull," is widely supported by educators. However, this creates a philosophical inconsistency—if all children are capable, why do some not perform well? The researcher highlights that several factors contribute to this disparity in student outcomes.

School Activities.

In relation to this is Socrates' philosophy: "We do not learn, we just remember." The process of accepting all the knowledge at once is not easy, but with practice, people learn and remember everything. In remembering, it is much easier for us to understand the importance of something. Stakeholders will not learn without doing in actual or experiencing in actual, the school activities that were adopted by schools, and it has a positive impact on the connection with internal and external stakeholders like parents, teachers, LGUs, and students, and have an important role in their own growth and on how they will express their personality.

Improving schools and ensuring their effectiveness has become a primary concern for education authorities, administrators, and teachers, all of whom are focused on reforming existing systems. Many educational systems have recognized that school-based decision-making and management have the potential to enhance education quality. Stakeholders play a crucial role in activities that focus on "learning by doing" and practical application. Without active participation in these activities, stakeholders will not truly learn or engage. If individuals are not aware of the importance of participating in school activities, their involvement will be minimal.

Republic Act 8525, which established Brigada Eskwela, was enacted during the presidency of Fidel Ramos. The Adopt-a-School Program aims to foster volunteerism and encourage partnerships between public and private sectors in education. The primary goal of Brigada Eskwela is to address challenges faced by the Department of Education by creating strong connections with local communities. The program mobilizes thousands of volunteers, including parents, alumni, civic groups, local businesses, non-governmental organizations, teachers, students, and individuals, who dedicate their time and skills to performing classroom repairs, maintenance, and cleanup activities in public schools.

The Oxford Advanced Learner's Dictionary (7th edition) defines planning as the process of making plans for something, prompting us to reconsider what a plan is: a set intention or goal to achieve. In business or management, planning is the first key function performed by managers to determine the actions needed to address future situations and achieve organizational goals. Plans are prearranged actions designed in the present to guide future steps toward fulfilling the organization's objectives. Therefore, planning is the means by which managers shape the organization's future and ensure progress toward its goals.

Furthermore, planning can be the process by which managers analyze current conditions to determine how to reach a desired future state. In planning, the management function produces and integrates objectives, policies, and strategies. From the above, it is obvious that planning is the process of deciding what objectives will be pursued within a future time frame and how to achieve them.

One effective strategy for monitoring progress is to use a schedule such as daily, weekly, and monthly status reports, and to monitor by checking them to provide updates, set due dates and milestones, and ensure that all teams are on track. There is a need to regularly check in with the team on progress and listen to feedback. Hence, implementation is an iterative process, so the work is never-ending once it reaches the main goal. Processes can change mid-course, and unforeseen issues or challenges can arise. Sometimes, original goals will need to shift as the project itself changes.

Parents are generally willing to participate in the Brigada Eskwela program if they are properly informed about it and understand its goals, and they will offer their support. For working parents who are unable to participate, accommodations will be made. An action plan will also be developed to address the reasons for their non-participation. However, despite the support from stakeholders during the annual Brigada

The Parents-Teachers Association (PTA) is dedicated to ensuring the welfare and development of students, which is why parents are actively involved in the administrative management of secondary schools. This involvement reflects the PTA's commitment to collaborative engagement within the school system. By participating in school administration, the PTA provides valuable support to the government's efforts to promote self-help and community-driven initiatives. Furthermore, the association plays a key role in fostering discipline among students by contributing to policy development. This study seeks to examine

The organization of PTA meetings is the school's best means of communication with the parents of the school pupils/students. In this gathering, information and ideas about the child are exchanged, and plans for furthering their best subject areas are fully developed. The schools, to understand the children and plan the best possible education for them, must work very well with the community through PTAS members to achieve immediate goals and objectives.

Furthermore, the major influence of parents and teachers is to bring them together to discuss local school problems and projects and find possible solutions. The aims of forming a parents' and teachers' association are to look into the affairs of the pupils and students to ensure the free and fair running of the school, which would determine the general behavior of the students.

The aims of forming a parents' and teachers' association are to look into the affairs of the pupils and students to ensure the free and fair running of the school, which would determine the general behavior of the students. Also, to give parents the opportunity to get advice on planning, decision-making, and implementation that concern the care and training of students and the organization.

PTA Involvements. By examining parents' and teachers' perceptions, educators and parents should gain a better understanding of effective practices for promoting parental involvement and student achievement. In addition, Martinez (2020) linked parent involvement to several school constructs, including attending parent-teacher conferences and participating in extracurricular activities.

From the researcher's observation, some students expect their parents to attend the meeting, especially for the announcement of honor students. The students feel motivated and inspired by the presence of the parents in school. Hence, In Psychology, the Maslow hierarchy of needs, love, and belongingness includes intimacy, family, and a sense of connection. This is a strong foundation for the child to feel safe and accepted.

Educators agree that children can do better in school when their parents get involved in their learning. Parents serve as partners of teachers in education, according to FlipScience (2020), because education is no longer kept within the school.

As home facilitators, parents plan an important role. However, educational stakeholders must pay attention to factors that may affect students' performance positively or negatively. Factors can be considered like the role of the parents, for the parents, children and other family members to encourage a learning atmosphere.

For instance, if the students are experiencing some problems in certain subjects, the parents will be responsible for providing help. Also, Parents play an important role in leading to self-growth and development of their children. In schools, whatever may be the problems that children go through regarding academics or any other areas; they should be communicating with their parents.

Parents are sources of security, encouragement and help their children in providing solutions to their problems. One responsibility of parents is the role of teaching and guiding their children as they mature toward adulthood. Schools have felt the pressure to court family involvement. Mendoza (2021) further cited the fact parental involvement impact learning in schools all throughout the world. Whether the school has all it needs or deserves more, involved parents make a difference. Community involvement in education is frequently viewed as essential to creating high-achieving institutions. From the observation, many parents have different priorities to make and find hard time to attend the meeting. One of the irrefutable truth in education is if the parent is involved in the schools it will promote students success and achievement.

In connection with that, according to Larson (2019), communication between school and home is essential for effective and meaningful parent engagement and should involve all stakeholders, including parents, teachers, administrators, LGU's and NGO's to comply with the system of integrated support for the students, schools need to build partnership with parents and develop mutual

responsibility for children's success. There will be no longer an option if the parents will be included in the education of children, because it is a must, it is required.

The main goal now is to have a better connection and communication between parents and educators of the numerous advantages of parent involvement. It is not only the teachers' fears are the main concerns but also there are many obstacles and they prioritize it more than their involvement experience. Many parents are willingly want to stay at home by their children. There are hindrances to parent involvement like time, uncertainty about what to do and their own importance, cultural barriers, and lack of a supportive environment. It is also states that mostly schools and families are more likely to get in touch when the student is having problems at school.

According to Ne Kely (2020), the concept of School-home partnership emphasizes the collaboration between schools and families. The collaboration acknowledges the significant roles that both schools and households hold to establish a smooth connection between two settings. Parent involvement has been shown to be an important variable that positively influences the performance of the students. More schools are observing the importance of parents' involvement and encouraging family to become more involved in the school program. Due to this recent trend, it has become essential to understand what is meant by parents' involvement to the class performance on school.

Taylor and Davis (2022) brought attention to the significant impact of educational inequities on the success of school-home partnerships. Beyond specific meeting to attend, school activities can influence the parents to often mentioned a conflict between their ability to be physically present, engage and know the corresponding responsibilities assigned to them. This was especially a problem in single-parent households of families with a working mother. A small amount of social support among parents surveyed made it harder for them to overcome problems such as family financial situation and ingrained family routines. Advice from the community or support from specific family members could help parents find ways to make time attending meetings.

According to DepEd Order No. 54, Series of 2009, revised guidelines mandate that every public school must establish a Parents-Teacher Association (PTA). The primary purpose of the PTA is to provide a platform for discussing school-related issues and finding solutions. Additionally, it aims to ensure active parental involvement and cooperation in the effective implementation of school programs and activities.

Parents are well-versed in child psychology and development, enabling them to understand their children's needs at various stages of growth. This makes parents uniquely positioned to offer valuable insights and advice to teachers when necessary. Schools can invite individual parents for discussions and orientations focused on their children's welfare, including aspects such as personal hygiene, behavior, and overall progress. This collaboration strengthens the support system for the child's development.

External Stakeholders. In connection with the researcher's study, essentialism in philosophy highlights the belief that people and things possess natural, inherent, and unchanging characteristics that define their essence. The Essentialist movement advocates for a core curriculum focused on essential knowledge, delivered to students in a systematic and disciplined manner. This approach emphasizes academic rigor to ensure that foundational knowledge and skills are effectively transmitted.

A non-governmental organization (NGO) operates independently of government influence and is typically non-profit. Also referred to as civil society organizations, NGOs are established at community, national, or international levels to address social or political objectives, such as humanitarian aid or environmental protection. Their activities often focus on areas like health and emergency response, education, infrastructure development, advocacy for minority rights, support for underprivileged individuals, and crime reduction. NGOs are gaining prominence due to their distinctive and remarkable attributes, as well as their ability to address issues effectively and innovatively.

NGO-local government partnerships are designed to create a collaborative framework aimed at driving effective local development initiatives. The core of this collaboration is to establish a system that ensures efficient and responsive service delivery, tailored to meet the needs and aspirations of the community. While the effectiveness of such partnerships can theoretically be assessed through interviews, focus group discussions, and performance outcomes, challenges remain. Many citizens report a lack of tangible results from projects, programs, or school activities that rely on NGO-local government cooperation, raising concerns about their overall impact. This suggests that planning and

implementation processes may not fully align with the community's expectations or lack clear evidence of success. Strong collaboration during the planning stage could mitigate obstacles in execution, but the weak link between planning, implementation, and monitoring often results in outputs that are intangible or unmeasurable, diminishing the perceived effectiveness of these efforts.

NGOs fulfill two essential roles: they either act as service delivery channels by providing welfare, technical, legal, and financial assistance to underserved populations or collaborate with community-based organizations to deliver basic services and infrastructure. Often, NGOs address the gaps left by incomplete or insufficient government service delivery. While governments in developing countries are typically seen as the drivers of the development process, NGOs have gained prominence due to their distinctive characteristics, innovative approaches, and demonstrated capabilities in addressing pressing social and economic challenges. In the Philippines, various laws and policies have been established to facilitate the effective participation of non-governmental organizations (NGOs) in local governance. This shift occurred in the context of the country emerging from two decades of autocratic rule under the Marcos regime, during which governance was highly centralized. The aim of these laws is to promote democratization at the local level, empowering citizens to actively engage in decision-making processes that reflect the specific needs and aspirations of their communities. This framework ensures that local governance is more inclusive and responsive to the people it serves.

The Philippine Constitution introduced several reforms, including the principle of local autonomy, which emphasizes the state's duty to institutionalize the involvement of non-governmental organizations (NGOs) in the country's development. It specifically encourages the establishment of non-government, community-based, and sectoral organizations to help promote national welfare (Article II, Section 23). The Constitution also acknowledges the importance of respecting the role of people's organizations, empowering them to advocate for collective interests through peaceful and lawful means (Article XIII, Section 15). Additionally, it guarantees the right of the people and their organizations to participate meaningfully in decision-making processes across social, political, and economic spheres, ensuring the establishment of effective consultation mechanisms (Article XIII, Section 16). These constitutional provisions underscore the importance of including NGOs in fostering democratic governance and development.

Resolution No. 328 S. 2019, in alignment with the Local Government Code of 1991, emphasizes the role of the Batangas MJF Lions Club, Inc. in collaborating with people's organizations and non-governmental organizations (NGOs). Section 34 of the Local Government Code stresses that local government units (LGUs) must encourage the formation of organizations that can actively engage in efforts toward local autonomy. This includes involvement in school-based initiatives like Brigada Eskwela. Additionally, Section 35 allows the Lions Club, Inc. to participate in joint ventures and other cooperative agreements with NGOs and people's organizations. These partnerships are aimed at providing basic services, building community capacity, creating livelihood projects, and developing local enterprises to improve the social and economic conditions of the people.

Furthermore, Rotary Club of Batangas stated in their vision the plan of organization in business, professional and civic leaders dedicated to all the people including humanitarian and civic service, improving lives in our ever-changing community, ever putting into practice Rotary's Motto, "SERVICE ABOVE SELF". This means that their objective to ensure the continuity of quality services being rendered each year, creating our action plans, reviewing our resources, identifying our club strength as well as resolving our weaknesses.

In the Philippines there are four kinds of LGUs in the province, city, municipality and barangay. The promotion of general welfare is the essence of the powers granted to such LGUs. As such, they shall ensure and support the preservation and enrichment of culture, promote health and safety, enhance the right of the people to a balanced ecology, encourage and support the development of appropriate and self-reliant scientific and technological capabilities, improve public morals, enhance economic prosperity and social justice, promote full employment among their residents, maintain peace and order, and preserve the comfort and convenience of their inhabitants" (Section 16, Local Government Code of 1991).

This serves as the basis why the researcher conducted this study. The importance of the participation of the external stakeholders and being involved and aware of the main objective of this transmission is to preserve intellectual and moral values and standards. Schools are the main settings to

transfer this knowledge with the disciplined efforts of teachers, principals and admin to the internal stakeholders.

Hence, Plato's thought allegory possesses a universal quality that makes it easier to grapple with man's nature. Allegory also provides practical answers to some of man's most pressing conundrums. External stakeholders are confuse and having a difficult problem or question of the importance of school activities, like Brigada Eskwela, PTA meeting and SMEPA meeting. Stakeholders need more strategic plan to become aware of the importance of these school activities. Plato's allegory is a depiction of the truth, and he wants us to be open-minded about change, and seek the power of possibility and truth.

Parents help the school and many secondary schools had at their signs of reading "parents may go beyond the point". As time went on, they will be realization that for any secondary school to be able to meet her stated objectives that administration should not only be concentrated in the hands of experts but also those directly concerned about the students which are parents and teachers.

In other words, there was the realization of conceptualization of the school as a micro society. It was highly considered necessary the more people be involved in school administration instead of learning decision-making. Over the years, the democratization of schools administered of almost turning full circle for the signs at school gate banning parents from going beyond particular points are now gradually weaning out. Parents and teachers agencies in different state of the federation have entered into association seem to be geared towards improving communication between educations.

The approach is also sometimes referred to as self-managing schools, site based management, or local management. The assessment of several impact evaluations of school based management found that school based management changed the dynamics in the school because of changes in the behavior of parents. These changes led to positive impacts on repetition rates, failure rates, and learning outcomes.

The aims of forming parents teachers association is to look into the affairs of the pupils and students to ensure the free and fair running of the school which would determine the general behavior of the students. Also, to give the parents the opportunity of getting advice about the planning, decision making and implementing which concern with the care and training of the students and the organization

Internal Stakeholders. It reported that school leaders wishing to enhance the levels of trust among the stakeholders should consider these indicators of participative management effectiveness in carrying out their leadership duties and responsibilities. The school heads, principals, head teachers being considered as school managers give direction to their respective organization, lead the group of people and other resources, set the direction and make a decision on how to use all the possible resources attain the mission, vision, goals, objectives and targets of the school system.

Moreover, in most case the community and stakeholders are only viewed as beneficiary and hurdle in implementing the project. The school administrator, therefore, plays a vital part in the implementation and supervision of various school programs, projects and activities. School administrator is the major source and the driving forces that uphold the welfare of the school. Their positions, significant to the educational development and academic growth and performance of the pupils.

Furthermore, school administrators are expected to be good managers of school because good management is expected to every manager and leader of any certain unit, department or division of people professionally working together. As everyone finds a school manager who handles the entire system well, the people in the educational environment are seen to behave in a pattern of unity, direction, solidarity, harmony leading them in attaining the common goal that is to make the pupils appreciate learning as manifested in the achievement test result.

In addition, the school principal nowadays is empowered by the DepEd to manage their respective school, the authority and the supervision. Regarding the roles and function of the school administrators. The ability to handle people is a skill that can be acquired. To work effectively with the subordinates, the school administrator must develop the proper technique of handling peoples. They must look also to different aspects.

The school administrator postulated a good human relation that is the most important factor in the work of school administrator. The ability to handle people is a skill that can be acquired. The secret to have an effective subordinate should have developed the proper technique of handling people. One of the most important foundations is to build a trust.

In addition, school administrator must look into different aspects of running a public elementary school. It includes the staff development-school heads and teachers must understand the different programs. School administrator should see to it that there is no communication gap between the stakeholders, it should be established that teachers, parents, students and LGU's joining hands in the proper development of Filipino citizens. Moreover, democratic leadership should always be applied in administration and supervision. Teachers' suggestions and opinions should always be heard. In decision making, the voice of the majority must prevail, however, in doing so, there should be some limitations.

It is generally expected that all heads of institutions are head teachers, master teachers and principals. The implementation should be able to organize and participate in teacher association activities single handled to ginger the staff and students. Therefore the home and schools must work hand in hand to achieve full educational objectives. Parents are experienced people who are conversant with child psychology and development.

As a result, principals might see their shortcoming and involved in a more effective approach to school administration. The result of the study may provide reliable information on the nature of principal's leadership in schools, to school board of education. From this, they may redefine the policy on which subsequent school administration policies will be formulated. Therefore, this would enhance effective teaching/learning and administration in our secondary schools. Other researchers might find the study useful particularly the function of PTA in school administration of discipline.

Dor (2022) compared the attitudes of teachers and school counselors toward parents' involvement in school. The major influence of the parents and teachers is to bring together parents and public teachers to discuss local school problems and project and find possible solution in resolving problems. In the Philippines, to achieve the Education for All (EFA) objectives by 2015, the Department of Education is pursuing policy reforms under the Basic Education Sector Reform Agenda (BESRA). Key Reform Thrust 1 (KRT1) of BESRA is School-Based Management (SBM). SBM underscores the empowerment of key stakeholders in school communities to enable them to actively participate in the continuous improvement of schools towards the attainment of higher pupil/student learning outcomes.

Schools should always be ready to connect with the community stakeholders, in order to facilitate whatever problems in schools' plant facilities and resources. It is known that by majority of schools cannot exist alone in the community and in order that schools will be progressive, and its goals will be realized, community connection should be strengthened.

Various studies support the idea that 'it is the leadership of the school that makes a difference between mediocrity and excellence. One can always point to the principal's leadership as the key to success of a school that is vibrant and has a reputation of excellence in teaching. Indeed, the school manager is the keystone in the building of effective schools. There is a positively significant correlation between effective principals and effective schools.

Collaborative Strategic Activities. Teamwork plays a crucial role in the success of organizations by promoting collaboration and idea sharing, which sparks innovation and drives efficiency. When individuals work together, they are able to combine their strengths, tackle challenges creatively, and achieve higher levels of productivity. For stakeholders, fostering a culture of teamwork helps build a unified and cooperative environment, essential for achieving shared goals. By utilizing collaborative strategies, organizations can ensure that teams are aligned, focused, and able to deliver on projects and objectives in a timely and effective manner, ultimately contributing to overall success and growth.

According to Celestine (2021), showing employees how to work together can be more effective than telling them. Collaborate with your peers often to model the behavior in team. Asking someone for ideas and use the suggestions. It is important to have a schedule of planning, in where there is a presence of process of brainstorming sessions with groups of employees. Request a team to review a report or proposal work and provide feedbacks. When your employees see that you are engaging in these activities, it can help motivate the stakeholders to participate.

On the other hand, an important issue that sprouted for collaborative organizations in operation is the relationship between the organization, its environment through external and internal and the strategy chosen for implementation. First, is to set clearly defined goals for each team and know the objectives and promote creativity. One benefit of collaboration is the innovation that it may result from

differing viewpoints coming together, it encourages the employees to think outside of the box and offer non-traditional ideas. This can help encourage and motivates the employees to come up with more efficient, effective solutions and propel your company forward.

Hence, one of the aspects of collaborative strategy is the selection of members. The importance of collaborating expressed in patterns of involvement, trust, and commitment, collaborating action as an expression of purpose. Its indicator for strategy and recruiting well motivated in terms of trust and probity as well as prepared participants in terms of allocation of time and resource. Collaborative groups representing different sectors face extraordinary difficulties in overcoming differences.

Furthermore, the vision of collaborative organization integrated into sharing vision and integration with the broader environment as collaborative action institutional framework. Its indicator is to reflect the participation and expectations of all members, to shared feelings to the stakeholders to solve common problems in the institution. It involves the members from different sectors and often critical to a collaborative organization's success and frequently problematic.

The stakeholders from internal and external participated in school activities. The organizational structure of a collaborative effort sets the tone for responsible behavior within the team. A well-defined strategy serves as a roadmap, aligning actions with the overall goal and providing a clear direction for implementation. However, issues such as misuse of authority, emerging conflicts, and inequitable resource allocation can hinder the effectiveness of the collaboration. To ensure the success of the collaborative scheme, it is crucial to foster open and transparent communication between internal and external stakeholders, enabling smooth coordination and resolving any issues that may arise along the way.

The plan and delivery of collaborative organization acquire and organize resources to deliver activity against purpose or task. The implementation of the strategic plan according to allocation of roles and responsibilities and adaptation to the need and demands. Hence, insufficient implementation of the strategic plan because of existence of disharmony and conflict between the members of collaborative

Additionally, the organization can be supported by external stakeholders such as local government unit, non-government units and parents who guide on and evaluate the organization's function. Professional help by support staff normally on internal stakeholders including administrators, teachers and student leaders can be regarded as essential. The fact that a collaborative organization treats its members in equal terms can be seen by the position of the political and managerial strategic group in relation to advisors and support staff.

It all forms a straight line, which reflects the networking character of the collaborative organization. In short, there is no managerial apex in this type of organization. The assembly constitutes the highest possible decision-making body having a say on crucial matters by hearing both sides. A collaborative strategic plan begins with a clear vision statement that defines the shared purpose, such as creating an inclusive and thriving environment through partnerships with educators, parents, local government units (LGUs), and non-governmental organizations (NGOs). The mission statement supports this vision by emphasizing the core purpose of fostering partnerships to enhance resources, engagement, and innovative practices. Key goals include strengthening partnerships, enhancing resource allocation, promoting inclusive participation, improving communication channels, and monitoring progress.

To strengthen partnerships, the plan suggests conducting stakeholder mapping, hosting regular forums, and formalizing agreements with key partners. Enhancing resource allocation involves launching fundraising campaigns, applying for grants, and organizing resource-sharing programs. Inclusive participation is achieved by forming diverse advisory councils, implementing volunteer programs, and providing training sessions for stakeholders. Improving communication channels includes creating a centralized online portal, establishing a monthly newsletter, and leveraging social media for updates and engagement. Monitoring and evaluating progress entails developing Key Performance Indicators (KPIs), conducting biannual evaluations, and sharing findings in annual reports to refine strategies.

The plan requires resources such as stakeholder representatives, project managers, communication tools, and a dedicated budget for events and campaigns. Success is measured by increased engagement, completed projects, and stakeholder satisfaction. Regular reviews, feedback

integration, and updates ensure the plan remains dynamic and responsive to emerging needs, fostering accountability and inclusivity in achieving shared goals.

Collaborative strategic activities can significantly enhance school programs by leveraging the strengths and resources of various stakeholders. One impactful activity is organizing a “Community Partnership Day,” where parents, Local Government Units (LGUs), and Non-Governmental Organizations (NGOs) come together to discuss and implement projects that address school needs. For instance, parents can volunteer to assist with classroom beautification, while LGUs may provide logistical or financial support for school infrastructure improvements. NGOs can also contribute by conducting workshops on environmental sustainability, mental health, or specialized skill-building for students.

Another effective initiative is establishing a “Resource Sharing Program,” where local businesses and community members donate educational materials, technology, or other resources. This could be complemented by a school-hosted fundraising event like a fun run or charity fair, which promotes community involvement and generates funds for extracurricular activities or facility upgrades. Collaborative mentorship programs can also be introduced, pairing students with professionals from the community to inspire career pathways and life skills development.

Additionally, inclusive planning workshops can be held to ensure that all stakeholders, including students, parents, and community leaders, contribute to the design of school events, fostering a sense of ownership and shared responsibility. Schools can also collaborate with healthcare providers and NGOs to organize health and wellness days offering free check-ups, vaccinations, and health education for students and their families. These activities not only improve school programs but also strengthen the bonds between the school and the community, creating a supportive network that benefits all involved.

Collaborative strategic activities bring together various stakeholders to enhance school programs and student outcomes. One example is a “Brigada Eskwela” campaign, where parents, Local Government Units (LGUs), and community members work alongside teachers and students to clean, repair, and improve school facilities before the start of the school year. This initiative fosters teamwork and creates a more conducive learning environment. Another example is a career orientation day, where NGOs and local professionals are invited to speak with students about different career paths, providing mentorship and practical advice that can inspire future aspirations.

A community reading program is another excellent activity, where parents, alumni, and local volunteers spend time reading with younger students to improve literacy skills and instill a love for learning. Schools can also organize tree planting or environmental cleanup drives in partnership with LGUs and environmental NGOs to promote sustainability and environmental awareness among students. Additionally, a “Parent-Teacher-Student Congress” can be held, where stakeholders collaboratively discuss challenges and create action plans for improving school policies and activities.

Collaborative strategic activities in schools are supported by a variety of benefits that strengthen the overall educational environment. First and foremost, involving external stakeholders such as parents, local government units (LGUs), and non-governmental organizations (NGOs) fosters a sense of shared responsibility. When stakeholders work together, they bring diverse perspectives and resources, which can address challenges more effectively. For instance, partnerships with NGOs can provide additional expertise and specialized programs, like mental health workshops or environmental education, that may not be available through the school alone.

Collaboration also enhances resource allocation. Schools often face budget constraints, but by working with the community, they can secure donations, materials, and even volunteer labor. For example, businesses and local organizations can contribute school supplies, offer internships for students, or sponsor extracurricular activities. This not only enriches the learning experience but also reduces the financial burden on the school.

Finally, collaborative efforts can improve student outcomes. When students see their community actively supporting their education through mentorship programs, volunteering, and extracurricular opportunities, it boosts their confidence and motivation. This collaborative approach cultivates a supportive network that extends beyond the classroom, reinforcing the importance of education and creating a nurturing environment for student success.

THEORETICAL FRAMEWORK

The study was anchored on the Human Relations Theory developed by Elton Mayo, who conducted experiments designed to improve productivity and laid the foundation for the human relations movement. The focus of this theory was on changing working conditions, where every change tested was met with an improvement in performance. It also emphasized giving attention to employees and making them feel valued. This gave rise to the idea that employees were more motivated by personal attention and a sense of belonging than by money or working conditions.

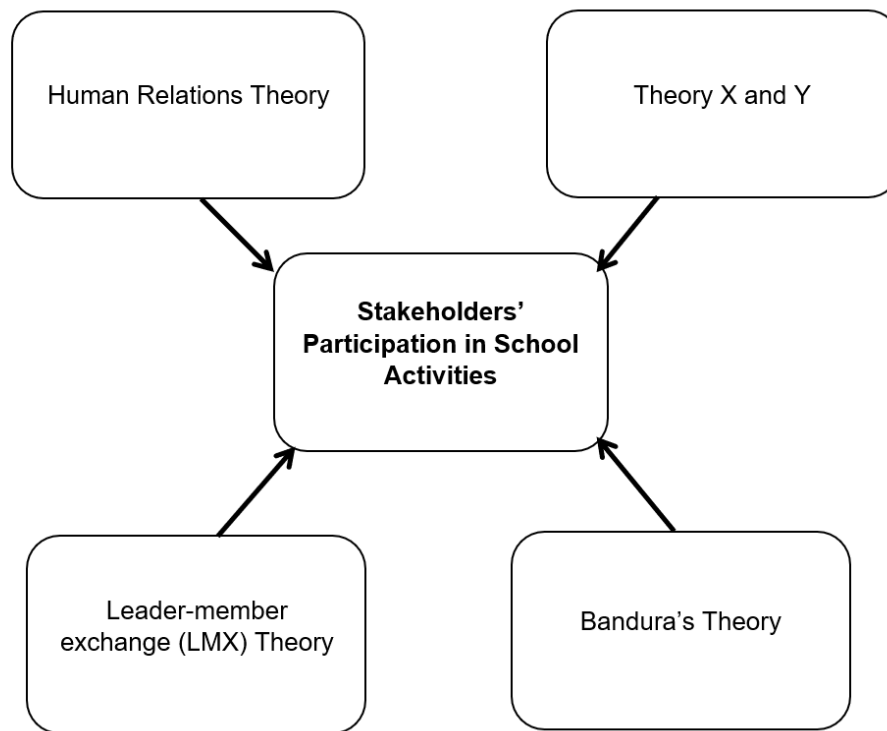
This theory influenced the researcher's study by focusing on the challenges encountered by stakeholders, such as miscommunication. It suggested that improving stakeholders' performance in participating in school activities required making them feel included and welcomed within the institution. It also emphasized involving them in planning, decision-making, implementation, and evaluation of school activities such as Brigada Eskwela, School Monitoring Evaluation Plan and Adjustment (SMEPA), and Parents Teachers Association (PTA). This served as a key to building stronger connections when there were no barriers between internal and external stakeholders.

In addition, the American social psychologist Douglas McGregor introduced Theory X and Theory Y in his book, where two different management styles were guided by perceptions of employee motivation. Managers who assumed that employees were apathetic or disliked their work followed Theory X, which was authoritarian in nature. Meanwhile, Theory Y was used by managers who believed that employees were responsible, committed, and self-motivated, resulting in a participative management style that fostered a more collaborative environment, whereas Theory X led to micromanagement.

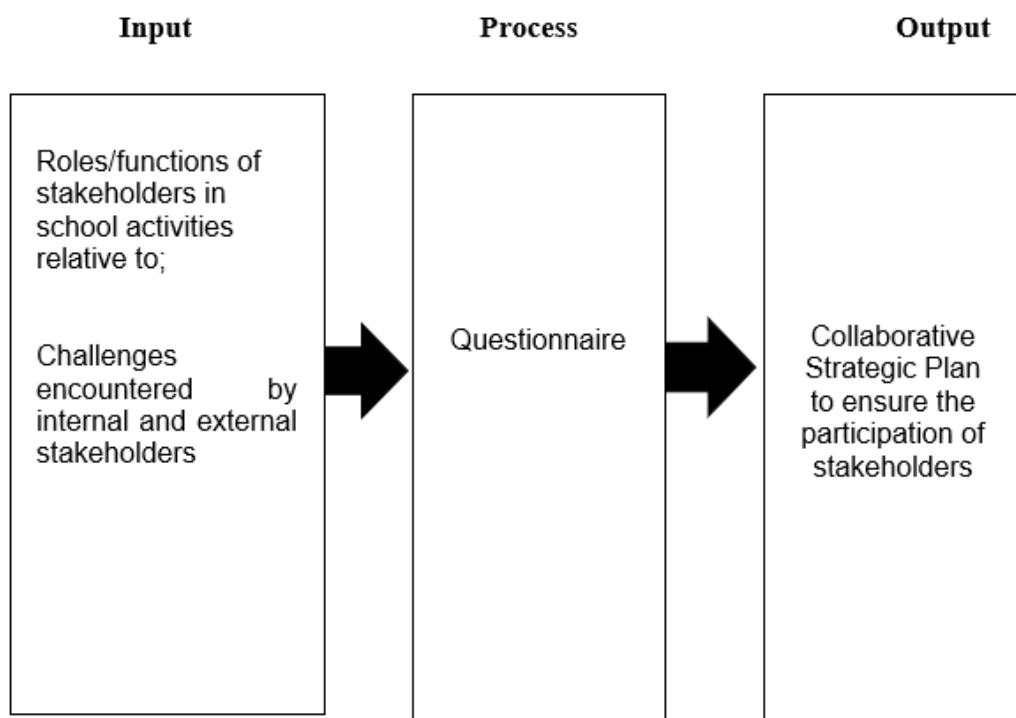
This theory was beneficial to the study by promoting participative management and a collaborative environment among internal and external stakeholders. In applying Theory Y, not only internal stakeholders such as student leaders, teachers, and administrators were considered, but also external stakeholders including parents, barangay officials, and NGOs. This allowed for equal opportunities in addressing challenges such as discomfort in social interactions. It also helped ensure that internal stakeholders did not feel pressured when helping or volunteering in school activities.

The third theory, the Leader-Member Exchange (LMX) Theory, which was initially called the Vertical Dyad Linkage Theory, was introduced by George Graen. It emphasized the dyadic relationships between leaders and individual subordinates, focusing on effective outcomes and the factors that determined whether leaders and subordinates developed high-quality relationships. In relation to the study, it explained that leaders or principals did not treat all stakeholders equally, and some maintained closer relationships with certain stakeholders. It emphasized that leaders should establish trust and mutual respect and involve stakeholders in important activities and decisions.

According to Bandura's theory, as cited by Agquiz (2011) in her thesis, the concept of observing parents' attitudes in the development of student behavior was reflected in Bandura's Social Learning Theory, which emphasized the importance of observing and modeling the behavior, attitudes, and emotional reactions of others. It focused attention on the willingness of stakeholders to participate and socialize, as well as the recognition of their suggestions and opinions in school activities.



CONCEPTUAL FRAMEWORK





METHODOLOGY

Research Design

The study utilized a descriptive method of research to assess stakeholders' participation in Congressional District II, Batangas.

Research Design

To gather the necessary data, the researcher used a researcher-made questionnaire, which was supported by in-depth documentary analysis.

Questionnaire.

The main instrument used in gathering data was the researcher-made questionnaire, which consisted of three parts

Part I dealt with the respondents' assessment of their participation in school activities. Followed by a questionnaire, which determined the challenges met by the respondents

Construction. A questionnaire was constructed to suit the particular purposes of the study. The researcher read articles and modules about the performance of internal and external stakeholders and the challenges encountered through the involvement and implementation. The information gathered from these articles and modules served as references for the self-constructed questionnaire. The questionnaire consisted of three parts, each containing ten items that answered statement of the problem number two, which focused on the challenges encountered by the stakeholders and their level of participation in school activities relative to planning, decision-making, and implementation. Each item under every category was answered using a checklist applying a Likert scale, wherein respondents placed a checkmark on their chosen responses. Consultations were done with the adviser, who gave critiques on the comprehensiveness, conciseness, and relevance of the items. After a series of item modifications, the adviser approved the questionnaire as ready for study and subject for further face and content validation.

Validation. After the construction of the questionnaire with the help of the adviser, the questionnaire was presented to a group of research practitioners, consisting of principals, teachers, supervisors, and panelists. Their suggestions and corrections were incorporated into the final draft. The researcher then had the final copy reproduced for administration.

Administration. The researcher sought the approval of the administrator through a formal letter. With approval granted, the researcher administered the questionnaire. Given the approval and endorsement by the Schools Division Superintendent and the principal, the researcher distributed the questionnaires to the respondents. The researcher communicated the purpose of the study to the target respondents and sought their approval and honest cooperation for the success of the study. After this, the questionnaire was distributed, and the respondents were given time to accomplish the survey. Lastly, the questionnaires were collected from the respondents while ensuring the confidentiality and anonymity of their personal details and information. Queries from the respondents were also answered and clarified.

Retrieval. After the respondents finished the survey, the proponent discussed again the confidentiality and anonymity of the responses. After the retrieval of the questionnaires, the researcher waited for the adviser's recommendation that the gathered data would be consolidated and forwarded to the statistician..

Scoring of responses. In analyzing and interpreting the responses given by the respondents, the researcher used a scale continuum where the questionnaire items were scored on a 4-point scale, with 4 as the highest and 1 as the lowest. Descriptive interpretations were also provided to qualify the numerical values.

DATA GATHERING PROCEDURES

After securing permission from the school heads and principals to use their school stakeholders in the conduct of the fieldwork. To collect data, a formal request letter was written and addressed to the Schools Division Superintendent, seeking permission to conduct the study in various schools within the Division of Batangas Province. The letter was personally delivered to provide further clarification regarding the purpose of the study. Upon receiving approval from the Schools Division Superintendent,

arrangements were made with the district supervisor of the concerned district for the distribution of the questionnaire. Once the respondents had completed the questionnaires, the researcher promptly retrieved the forms. The responses were then tallied, tabulated for statistical analysis, and interpreted based on the items outlined in the questionnaire. The researcher also conducted the informal interview and focus group discussion to gathered qualitative support and for the confirmation of the quantitative data

STUDY LIMITATIONS AND ETHICAL CONSIDERATIONS

The study observed key ethical considerations to ensure the protection and well-being of the participants. Voluntary participation was ensured through the use of a consent form, which participants signed as proof of their agreement after the terms were fully explained by the researcher. Participants were also given the freedom to refuse participation or withdraw from the study at any point if they felt uncomfortable. To prevent any harm, the researcher anticipated possible risks and hazards related to the environment, social context, and the participants themselves. Anonymity was maintained by protecting the identity of the participants through the use of pseudonyms or aliases. Confidentiality was also strictly observed during data analysis and reporting, ensuring that personal responses were not disclosed to the public. Access to data was limited, identifying information was removed, and codes or numbers were assigned to participants to further protect their privacy.

RESULTS AND DISCUSSION

SOP 1. Assess the extent of manifestations of the roles and functions of stakeholders in school activities in relation to:

- 1.1 **Brigada Eskwela.** Educational institutions are expected to connect learners and other stakeholders with teachers and the administration through school activities. School activities in “learning by doing”, in pragmatism are an important role of the stakeholders. If there are no sense of action in actual, stakeholders will not learn. If people are not aware of participating and involving in different school activities. To note, the composite mean of 3.67 shows that the stakeholders manifestations of the roles/functions in brigade eskwela was greatly manifested. As can be seen, respondents cited that there was great manifestation of the diverse a volunteer participation in schools’ maintenance and repairs activities. Also, prioritizing the attendance of being involved in cleaning, decorating and preparing classrooms. Results indicate that in Brigada Eskwela internal stakeholders were participative.

Table 1
Extent of Manifestations of the Roles/Functions of Internal Stakeholders in School Activities Relative to Brigada Eskwela

As a stakeholder, I...	Internal			External		
	WM	VI	R	WM	VI	R
1. interface my job and responsibilities in delineating to support school activities like Brigada Eskwela.	3.72	GM	6.5	2.00	SM	4
2. collaborate and support partnership engagements, plans and programs for a safe learning environment	3.72	GM	6.5	1.85	SM	7
3. diverse a volunteer participation in schools’ maintenance and repairs activities.	3.85	GM	1.5	1.65	LM	9
4. communicate –based organizations to get total community commitment for collaborative programs and projects including Brigada Pagbasa.	3.14	MM	10	3.42	GM	1
5. collect efforts from various partnership engagements in the local and national level to address learning gaps and social issues	3.80	GM	3.5	1.95	SM	5
6. prioritize the attendance of being involved in cleaning, decorating and preparing classrooms in school organization.	3.85	GM	1.5	1.77	SM	8

7. impose the spirit volunteerism to give support to the school project plans in brigade	3.80	GM	3.5	2.75	MM	2
8. support the existing and proven Deped programs and project partnership components such as Gulayan sa Paaralan, WASH in Schools (WINS), and other projects.	3.46	GM	8	2.72	MM	3
9. suggest ideas for promoting the implementation of Brigada Eskwela guidelines.	3.57	GM	9	1.92	SM	6
10. address the resource gaps by contributing to the performance of the school in terms of programs and projects	3.80	GM	3.5	1.46	LM	10
Composite Mean	3.67	GM		2.15	SM	

Legend: (GM) Greatly Manifested; (MM) Moderately Manifested; (SM) Slightly Manifested; (LM) Least Manifested

1.2 PTA Meetings. The analysis shows that internal stakeholders, particularly parents and teachers, are highly involved in school activities, with a weighted mean of 3.97, indicating strong participation in planning, implementation, and PTA-related programs. In contrast, external stakeholders such as LGUs, NGOs, and community organizations have lower participation, with a weighted mean of 1.46, mainly due to limited time, competing responsibilities, and communication gaps. Despite this, their involvement remains important in providing support and resources for school improvement. These findings support studies emphasizing the value of stakeholder participation in improving educational outcomes. Overall, stronger engagement strategies are needed to enhance collaboration between internal and external stakeholders for better school performance.

Table 2.

Extent of Manifestations of the Roles and Functions of Internal and External Stakeholders in School Activities Relative to PTA Meetings

As a stakeholder, I...	Internal			External		
	WM	VI	R	W M	VI	R
1. provide mechanism to ensure the proper coordination with the other member of the organization.	3.76	GM	6	1.92	SM	7
2. apply an avenue for discussing relevant concerns about the school.	3.74	GM	7	2.08	SM	5
3. effectively responds and support to the school promotion of their common interest	3.84	GM	3	1.81	SM	9
4. involve to the organization as a significant partner of school	3.35	GM	10	3.43	GM	1
5. cooperate and open dialogue to promote welfare and importance of PTA meeting.	3.72	GM	5	1.98	SM	6
6. participate in organizing the election of the PTA officers and ensuring the president-elect shall sit as representative of the general assembly.	3.93	GM	2	2.16	SM	4
7. coordinate with the presentation and discussion of the PTA's program projects, financial statements, reports and other matters.	3.97	GM	1	2.49	SM	2

8. consult with other members of the community to solicit support or active participation in school activities.	3.58	GM	8	2.21	SM	3
9. participate in the school's inspection and acceptance committee and as an observer in the school's procurement activities	3.39	GM	9	1.83	SM	8
10. prioritize my time to attend every PTA meeting in the school organization.	3.75	GM	4	1.46	LM	10
Composite Mean	3.70	GM		2.14	S M	

Legend: (GM) Greatly Manifested; (MM) Moderately Manifested; (SM) Slightly Manifested; (LM) Least Manifested

1.3 Disaster Risk Reduction Management. The results show that internal stakeholders such as teachers, principals, and parents play a strong role in school activities, especially in disaster risk reduction management (DRRM), with a high composite mean of 3.76, indicating active involvement in planning, implementation, and monitoring. However, some gaps remain, particularly in areas like feedback and transparency, which received lower ratings, suggesting the need for improved engagement. External stakeholders show lower participation overall, with a composite mean of 2.17, mainly due to time constraints, competing priorities, and communication barriers, although they still contribute through feedback and limited involvement in school activities. The findings support Republic Act No. 9155, which emphasizes shared responsibility in school governance, and highlight the importance of stronger communication and collaboration strategies.

Table 3.
Extent of Manifestations of the Roles/Functions of Internal and External Stakeholders in School Activities Relative to Disaster Risk Reduction Management

As a stakeholder, I...	Internal			External		
	WM	VI	R	WM	VI	R
1. immediately respond to issues and concerns affecting the effectiveness and efficiency of programs	3.85	GM	4	2.1	SM	6
2. attend to the school-based initiated interventions for the continuous improvement of the school.	3.89	GM	3	2.09	SM	4
3. respond to the invitation of the school to attend the school monitoring evaluation plan and adjustment (smepa) for easy understanding in the delivery of information.	3.90	GM	2	1.83	SM	9
4. give feedbacks about the transparency board about the key results area on access, quality, and governance.	3.47	GM	10	3.30	GM	1
5. participate in the presentation of the school to resolve issues, concerns, gaps, problems and provide a possible solutions and recommendations	3.80	GM	5	1.96	SM	7

6. communicate with other stakeholders about the progress and changes of the quarter school monitoring evaluation plan and adjustment	3.79	GM	6	1.85	SM	8
7. understand the purpose of the school monitoring evaluation on the implementation in school programs and project.	3.94	GM	1	2.73	MM	2
8. present information for school management to sustain the school's health and performance	3.73	GM	7	2.39	SM	3
9. provide objective information that can inform decision-making for the continuous improvement and desired outcomes of the school	3.65	GM	8	2.02	SM	5
10. give possible actions and interventions	3.60	GM	9	1.58	LM	10
Composite Mean	3.76	GM		2.17	SM	

Legend: (GM) Greatly Manifested; (MM) Moderately Manifested; (SM) Slightly Manifested; (LM) Least Manifested

SOP 2. Identify the challenges faced by the respondents

The results indicate that both internal with a mean of 1.39 and external stakeholders with a mean of 2.35 encounter challenges in participating in school activities, including social discomfort, scheduling conflicts, and limited engagement in meetings. These issues contribute to low involvement in programs such as Brigada Eskwela due to insufficient support and resources. This is supported by Republic Act No. 9155, which emphasizes shared governance in education and the active participation of stakeholders in school management, as well as DepEd Order No. 2, Series of 2015, which promotes inclusive stakeholder engagement in school programs. Overall, the findings highlight the need to strengthen coordination, communication, and stakeholder participation to improve school program implementation and outcomes.

Challenges Encountered by the Internal Stakeholders in their Involvement in the Implementation

As a stakeholder I...	WM	VI	R	WM	VI	R
	Internal Stakeholders			External Stakeholders		
1. I prioritize other works and do not have enough time to attend school meetings and activities.	1.40	VR	2	2.22	R	8
2. I usually forgot the meeting and unaware of the announcements.	1.36	VR	4	2.13	R	9
3. I am encountering problems socializing with other stakeholders because I am not comfortable.	2.08	R	1	2.53	O	2
4. The event of the meeting is not relevant and beneficial to my perspective in life.	1.35	VR	5	2.52	O	3

5. My schedule is not fit to the time and date given in the school meeting.	1.22	VR	9.5	2.66	O	1
6. I do not feel welcome with the institution.	1.30	VR	7.5	2.41	R	5
7. I feel pressured in helping out or volunteering at school.	1.33	VR	6	2.46	R	4
8. I have problems in financial and transportation issues.	1.22	VR	9.5	2.37	R	6
9. I find hard time to have access in communicating with the school management.	1.37	VR	3	2.25	R	7
10. I am not interested in social gatherings and attending meetings.	1.30	VR	7.5	1.94	R	10
Composite Mean	1.39	VR		2.35	R	

Legend: **(VO)** Very Often; **(O)** Often; **(R)** Rare; **(VR)** Very Rare

SUMMARY

This study aimed to determine the level of participation of stakeholders in school activities of public schools in Congressional District II, Batangas Province. Specifically, it sought answers to the following questions: what was the extent of manifestations of the roles/functions of stakeholders in school activities relative to Brigada Eskwela, PTA meetings, and Disaster Risk Reduction Management.

Moreover, this study covered the challenges encountered by internal and external stakeholders in their involvement in the implementation, and lastly, based on the findings, collaborative strategic activities were proposed to strengthen the participation of external stakeholders.

The researcher used the descriptive type of research design with a researcher-made questionnaire as the major instrument in gathering data. The respondents of the study were composed of 281 internal stakeholders and 195 external stakeholders from Tingloy Senior High School (TSHS), Anselmo A. Sandoval Memorial National High School (AASMNHs), and San Pascual Senior High School (SPSH).

CONCLUSIONS

The study concluded that the extent of manifestations of roles and functions of internal stakeholders was highly manifested, while external stakeholders slightly manifested their roles in school activities such as Brigada Eskwela, PTA meetings, and Disaster Risk Reduction Management. The main challenge encountered by internal stakeholders was difficulty in socializing with other stakeholders due to discomfort, while external stakeholders were mainly hindered by scheduling conflicts with school meetings. Lastly, the developed collaborative strategic activities were found to have the potential to improve and enhance the level of participation of stakeholders in school activities.

RECOMMENDATIONS

Based on the findings and conclusions drawn from the collected data, the researcher recommended that the proposed innovative activities be presented to school authorities for in-depth evaluation and approval. It was further recommended that the implementation and application of the proposed innovative activities be utilized by the involved and concerned teachers. Lastly, future researchers were encouraged to conduct further studies on the topic to determine the effectiveness of the said interventions and to support continuous improvement in stakeholder participation in school activities.

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Above all, she gave thanks and praise to Almighty God for the wisdom, strength, and perseverance granted to her, which made the successful completion of this research possible.

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