

# Stakeholders Participation In School-Initiated Activities: Basis for Annual Improvement Plan

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### **CERTIFICATE OF ORIGINALITY**

This is to certify that I assume full responsibility for the work entitled **“STAKEHOLDERS PARTICIPATION IN SCHOOL-INITIATED ACTIVITIES: BASIS FOR ANNUAL IMPROVEMENT PLAN,”** submitted as a requirement for the degree of **Doctor of Philosophy in Educational Administration and Supervision** at the Graduate School, PHINMA Cagayan de Oro College; that the work is my own, that this is original work as specified in the acknowledgment or the references and that this has never been submitted to this or any other school for a degree or other requirements.

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## APPROVAL SHEET

This dissertation titled “**STAKEHOLDERS PARTICIPATION IN SCHOOL-INITIATED ACTIVITIES: BASIS FOR ANNUAL IMPROVEMENT PLAN,**” prepared and submitted by **Fatima O. Ugarinan** in partial fulfillment of the requirements for the degree, Doctor of Philosophy in Educational Administration and Supervision, has been examined and is recommended for ORAL EXAMINATION.

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## ABSTRACT

Stakeholders' participation in school-initiated activities has been questionable when linked to its impact on local governance and educational outcomes. This study explored a dynamic landscape between stakeholders' participation and school-initiated activities in the Division of Valencia City. Specifically, it examined the respondents' profile, assessed the level of stakeholders' participation in school-initiated activities with respect to curricular activities and extracurricular activities, and determined the relationship between the stakeholders' participation in school-initiated activities and each of their profiles. The study involved three hundred twenty (320) elementary school stakeholders in the aforesaid division employing purposive sampling procedures during School Year 2023-2024. A modified questionnaire was employed, and the data were analyzed using descriptive correlation methods or research and descriptive statistics such as frequency, mean, standard deviation, Pearson Correlation Coefficient, and one-way ANOVA.

Findings indicate that age does not exert a significant influence on stakeholders' participation in school activities, suggesting that engagement remains consistent across different age groups. Conversely, stakeholders' positions exhibit a strong correlation with their involvement in all listed activities, underscoring the impact of professional roles on participation. Moreover, while years of service demonstrate varying degrees of correlation with different activities, tenure notably affects engagement in certain domains such as Curricular Activities and Brigada Eskwela. These results provide valuable insights into the dynamics of stakeholder engagement within educational settings and emphasize the importance of tailored strategies to promote inclusive participation. By understanding the nuanced influences of age, position, and tenure on engagement, educators and policymakers can develop targeted initiatives that enhance collaboration and foster a supportive school environment conducive to educational excellence and community cohesion. It is recommended that stakeholders utilize the Annual Implementation Plan to support the school's initiated activities.

**Keywords:** *Stakeholders' Participation, School-Initiated Activities.*

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**TABLE OF CONTENTS**

|  |      |
|--|------|
| TITLE PAGE   | 1362 |
| CERTIFICATE OF ORIGINALITY   | 1363 |
| APPROVAL SHEET   | 1364 |
| PANEL OF EXAMINERS   | 1365 |
| ABSTRACT   | 1366 |
| ACKNOWLEDGEMENT  | 1367 |
| DEDICATION   | 1368 |
| TABLE OF CONTENTS  | 1369 |
| LIST OF TABLES   | 1370 |
| LIST OF FIGURES  | 1371 |
| CHAPTER ONE: INTRODUCTION  | 1372 |
| CHAPTER TWO: METHODOLOGY   | 1383 |
| CHAPTER THREE: RESULTS AND DISCUSSIONS                               | 1386 |
| CHAPTER FOUR: ANNUAL IMPROVEMENT PLAN ON STAKEHOLDERS' PARTICIPATION | 1397 |
| CHAPTER FIVE: CONCLUSIONS  | 1400 |
| REFERENCES   | 1401 |
| APPENDIXES   | 1406 |



**LIST OF TABLES**

| <b>Table</b> |   | <b>Page</b> |
|--------------|---|-------------|
| <b>A</b>     | <b>Distribution of Respondents</b>  | <b>1384</b> |
| 1            | Distribution of Respondents' Profile  | 1386        |
| 2            | Distribution of Stakeholders' Participation in School-Initiated Activities with Respect to Curricular Activities                    | 1387        |
| 3            | Distribution of Stakeholders' Participation in School-Initiated Activities with Respect to Extra-Curricular Activities              | 1389        |
| 4            | Distribution of Stakeholders' Participation in School-Initiated Activities with Respect to Brigada Eskwela                          | 1390        |
| 5            | Distribution of Stakeholders' Participation in School-Initiated Activities with Respect to Reading Activities                       | 1391        |
| 6            | Distribution of Stakeholders' Participation in School Initiated Activities with Respect to Health and Nutrition Services            | 1392        |
| 7            | Summary of the Respondents' level of Stakeholders' Participation in School-Initiated Activities                                     | 1394        |
| 8            | Result of the Test on Relationship between the Stakeholders' Participation in School Initiated Activities and each of their Profile | 1395        |
| 9            | Matrix of School Improvement plan   | 1398        |

## LIST OF FIGURES

| Figure  | Page |
|---|------|
| 1. A Schematic Presentation Showing the Interplay between the Independent, Dependent, and Moderating Variables of the Study | 1381 |
| 2. The Map of the Division of Valencia City   | 1383 |

## CHAPTER ONE INTRODUCTION

### *A. Background of the Study*

A high-quality education system is one that supports students' acquisition of information and the skills they need for the twenty-first century. It is pertinent to the needs of students, communities, and society, and satisfies the unique objectives and results of each school. Some of the most frequent causes of students skipping school include inadequate teaching-learning experiences from teachers, inept faculty on school rosters, poorly run school systems by school administrators, and a lack of leadership potential and misguided governance on the part of school administrators (Grauwe, 2022). This will return to how the schools adopt and practically actualize the school improvement plan (Edge, 2020).

Under the Basic Education Sector modify Agenda (BESRA), the Department of Education is working to modify policies in order to meet the Philippines' Education for All (EFA) goals by 2015. Within three consecutive years, a school will implement particular interventions outlined in the expanded School Improvement Plan (SIP) (Department of Education, 2022). SIP improves shared governance by providing opportunities for community and school stakeholders to collaborate on developing and proposing actions to address priority improvement areas.

The achievement gap has long been a topic of discussion for those working for educational fairness since schools face numerous challenges in providing all kids with the education they require. Disparities in pupils' academic performance are a problem that schools face nowadays. A school's capacity to lower class numbers, buy necessary supplies, and give instructors worthwhile training may be stifled by stagnant financing. Meeting the needs of pupils who live in poverty is another challenge for schools.

Furthermore, school administrators used school improvement plans since overcoming such difficult problems required creativity. All pupils were guaranteed access to fair learning environments that provided quality education in lieu with these all-inclusive agendas. SIPs pinpoint the challenges that students encounter, including limited access to technology, and create a strategy to get around them. Although schools are thought to offer suitable learning settings for students, stakeholders' significance cannot be overlooked. They unquestionably provided a substantial contribution to a number of elements, particularly when creating a plan for school improvement. Since they are necessary for the full development and success of every school-initiated activity, schools continue to acknowledge their crucial significance. Furthermore, stakeholders have a big influence on the development and progress of the students.

Therefore, it is the duty of the school and its stakeholders to guide and assist the students while fostering a fun environment that will help them reach their full potential and gain confidence. In this way, the school is in charge of fostering the development of responsible citizens in collaboration with relevant stakeholders. Given the scenario, the researcher, who has experience working as a teacher in the educational system, wants to ascertain how involved stakeholders are with context variables. The study examined the connection between the involvement of stakeholders in school-initiated activities. The findings might yield particular participation, which could be linked to activities started by the school. The researcher is adamant that one important element contributing to the success of DepEd's educational reforms and school-initiated initiatives is a solid collaboration between stakeholders and the school.

### *B. Literature and Related Studies*

This presents the literature and studies relevant to the current study. From the theories, concepts, and studies on the participation of stakeholders in school-initiated activities as the basis for the school improvement plan, the researcher collected some evidence that supports this research study in formulating a conceptual framework.

### *C. Stakeholders Profile*

Involving stakeholders entailed collaborating with others, utilizing available resources, and assisting them in achieving shared objectives. A skilled manager looks for ways in which the interests and abilities of each individual can contribute to the good of the whole. The head teacher tried to create an environment in which this can happen in the school. Given that the government has provided compulsory and free primary education, the school management must involve all stakeholders in the decision-making process. According to the Department of Education (2020), the stakeholders in the education sector are concerned about poor performance, while the MOOE is doing its best to alleviate the problem. It is anticipated that incorporating stakeholders into school administration procedures would improve elementary school performance.

Using consideration and ownership to make all members of an organization feel like true stakeholders is the essence of modern leadership. It is possible to connect their personal objectives with the more general corporate goals by identifying and comprehending the reasons behind their involvement. The greatest sense of ownership occurs when these two levels naturally nest together and people start to claim the organization's accomplishments as their own.

#### *D. Age*

Many schools involved parents in school-based or school-related activities. This constituted stakeholders' involvement rather than stakeholders' engagement. Stakeholder involvement can take many different forms within the school, according to Harris and Goodall (2019). While teachers see their involvement as a way to enhance behavior, stakeholders see it as a way to support students. Study showed that most stakeholders who are very active in supporting school-initiated activities were 40-50 years old.

#### *E. Position*

According to Peters (2022), schools with a successful reputation typically have high levels of stakeholder participation. According to Mwai Kimu (2023), a society must raise its degree of educational involvement, and this begins with the backing of its stakeholders. He asserted that teachers would serve as the primary conduit for stakeholders to the school. Stakeholder-school relationships can be strengthened through them. For students to succeed and for stakeholders to be involved, the teacher-student interaction is essential.

Further, stakeholders must be considered a constant and principal component of the curriculum (Nihat, 2018). Most of the organization's heads/presidents are always active by leading the programs and projects in school. They go on to say that if parents support school-based instruction at home, then school success is certain. Positive results from parent involvement in education included improved academic achievement, motivation, school attachment, responsibility and confidence, improved social adaption, less discipline issues, and higher student attendance and school satisfaction.

#### *F. Length of Service*

Involving the stakeholders in their children's education is equal to stating that the school is proactive in bringing about changes or development among the pupils as claimed by Sapungan (2019). Teachers and school administrators have a greater likelihood of implementing quality transformation in education when stakeholder involvement increases. Most of the stakeholders stayed and gave their support to the school as long as their children were studying in that school. Perhaps when the children stayed in primary school for six (6) years, the stakeholders, as the parents, also rendered support for six (6) years.

Stakeholder involvement in the Philippines is ambiguous, according to Nierva (2019). He further remarked that the techniques for including stakeholders needed to be improved, particularly those that encouraged parents to actively participate in their children's education both at home and at school. The way parents raised their children is one of the many historical behaviors that have shaped Filipino culture. Being a school supporter for many years by a stakeholder was based upon how active and willing to participate each individual was in real life.

However, the Philippines is facing different problems that are causing and greatly affecting families. Thus, like other countries, the country continually sought solutions to bridge the gap by inviting many stakeholders to support the school's main projects and programs.

#### *G. Stakeholders Participation*

The environmental, social, and economic elements that have a significant impact on students' academic lives are provided by stakeholders. It had been noted that the first step towards getting active in education may be for stakeholders to be willing to speak with instructors about their kids' progress (Ciriaka, 2018). Schools, families, and community organizations working together to improve learning often resulted in children doing better in school, staying in school longer, and enjoying school more. Parental involvement over the past ten years showed that students with involved parents were more likely to receive better grades and test scores, enroll in higher-level programs, get promoted, pass their classes, earn credits, attend school regularly, have better social skills, behave better, adjust well to school, and graduate to postsecondary education, regardless of family income or background (Dietel, 2019). High student academic accomplishment was regularly linked to parental involvement, according to research.

Olmstead (2018) distinguished between proactive and reactive parent involvement. Reactive involvement is when parents participated in school-organized events like volunteer work, family get-togethers, and parents' meetings. On the other hand, proactive involvement referred to parents helping their kids with their schoolwork, talking about school activities, and monitoring their progress. To sum up, parents needed to understand their roles and responsibilities in their children's education. Every parent should have the desire to participate in any educational activity for their children, both at home and at school.

The majority of parents are having a hard time earning a livelihood because they are too busy working. They do not have a steady job and lack education, which gave them many excuses to be diverted from the required supervision of their children's life in many areas. One may wonder if parents can still devote themselves fully to their children or if they are making enough effort to ensure that their children learn effectively in light of the challenges of single parenthood, poverty, family crises, and the growing participation of women in areas of community and national development.

Parents are required to provide for, safeguard, and care for their children in accordance with family law principles. It was their duty to take care of their children's bodily and emotional requirements and to raise them in a way that would enable them to successfully engage in society's activities. The basic rights of children to education, food, clothing, shelter, and health care must be

upheld by their parents. Parents should be aware of the school's needs and objectives. They can participate in school-related activities on occasion or join parent-teacher groups and school governing bodies. Parents who viewed education as a tool for their kids' success were typically very involved in their education (Van, 2021). In most cases, cultural sensitivity was highly relevant to the assumptions made about the home.

#### *H. School Governing Council*

All parties involved played a part in decision-making, either directly or through representation. Participation was also strongly tied to how the government, corporate community, community, and educational stakeholders engaged. To promote the implementation of school-based management and translate the shared governance principle stated in RA 9155, the School Governing Council (SGC) served as the overall coordinating body of all committees, associations, and organizations inside their respective schools. It offered a platform for collaboration among parents, students, educators, community members, and the school principal in order to constantly enhance student learning outcomes (Taylor & Baker, 2019).

When considered individually, a high descriptive rating was found for actively participating in the various activities that the schools started. These are particularly those related to the Parent-Teachers Association (PTA) conferences, general assemblies, and parents day activities. Thus, taking part in school activities aimed at reducing illiteracy in schools, particularly as visiting mentors in the school reading intervention program and the reading recovery program. They were persuading members of the civic community to lend support to schools, particularly during special events like teacher's month and scouting engagement (Allawan, 2022).

Transparency is built to serve easy access to processes, institutions, and information (Risteska et al., 2018). Stakeholder accountability, resource use transparency, and enhanced management techniques can all enhance the quality of education (Abebe, 2021).

Also, accountability is linked to management and concepts of participation, decentralization, empowerment, and transparency. Accountability at schools is necessary to meet the objectives of efficiency and democracy, and PTA leaders have political influence in three areas: accountability, monitoring, and enforcement (Maile, 2018). However, in order to maintain control and hold instructors accountable, principals should keep an eye on things and supply information (Hanberger, 2020). Therefore, both public and private school decision-makers ought to answer to institutional stakeholders and the general public.

Moreover, school-based parental involvement included establishing communication with the teachers about children's performance in school, participation in school meetings, participation in the life of the school, and participation in various formal bodies like school committees and parents' associations (Pomerantz, 2021). It entailed parents' active involvement in school settings, such as parent-teacher meetings and extracurricular activities that provided opportunities for the parents to interact with teachers, school administrators, and other parents (Epstein, 2021).

#### *I. Local Government Unit*

According to Yap (2019), volunteering in various school-related activities that are related to the health and nutrition of schoolchildren is especially important during school feeding programs, nutrition month activities, and the like. Students eagerly participated in worthwhile volunteer work in the school community, such as value-formation activities and sports competitions that fostered positive interactions among the young people.

#### *J. Alumni*

Roth (2018) asserted that involvement in organized activities throughout elementary school is favorably correlated with success in school, civic engagement, and, to a lesser extent, the workplace in young adulthood. According to Morrissey (2018), there was a proven correlation between adult educational achievement and alumni participation in terms of income and career choice. Additionally, Morrissey revealed a decline in hazardous behavior and delinquency. Because engaging in these well-rounded activities may have an impact on their future achievement, these factors explained why students should balance their life with their studies and extracurricular activities.

#### *K. School Initiated Activities*

According to a study by Cabardo (2020), the following areas received a moderate rating for the degree of stakeholder participation: volunteering for various school-related activities pertaining to the nutrition and health of the students, particularly during school feeding programs, nutrition month activities, and similar events. Additionally, it enthusiastically participated in worthwhile volunteer work within the school community, such as value-building activities, sports competitions that fostered constructive interactions among young people, and helping the school community find funding so that students can compete in both academic and extracurricular events. Additionally, it demonstrated a willingness to participate in the Brigada Eskwela school maintenance week by providing some of the necessary resources (financial, material, and labor); and responding to the schools' requests regarding urgent activities involving stakeholders, such as the arrival of visitors and the execution of evaluations pertaining to the school improvement plan.

### *L. Curricular Activities*

Curriculum management is a collection of the school's processes and organization for developing, designing, and implementing the program's structure, organization, content, assessment of outcomes, pedagogy, etc. It should be soundly managed with faculty engaged in the ownership of the process while fostering and promoting innovation (AACSB International, 2020).

The planning, execution, and evaluation of the curriculum are important processes in curriculum management (Ornstein & Hunkins, 2019). Matkovic et al. (2019) had demonstrated the significance of stakeholders in curriculum activities and developed a process model tool to identify them. Other authors, such as Khan and Law (2019), highlighted the importance of inclusion and participation of all interested stakeholders in curricular activities. Numerous disciplines, including nursing and health sciences, engineering, biomedicine, tourism, hospitality, and events education, had employed documented methods including stakeholders in curriculum building (Benckendorff et al., 2019).

Further, the public is the diverse and broad stakeholders and contributors to curricular activities in school, as they represented the society, culture, and environment that the new or improved curricula aimed to serve and transform. As a result, individuals had an obligation to participate in the learning process as students, mentors, or facilitators and to voice their thoughts, worries, and goals on the goal, content, and effects of curricular innovation. By offering networks, resources, and chances for learning, research, and innovation that tackled regional and worldwide problems and opportunities, the general public can also support curriculum innovation.

Lavery (2021) pointed out that under the Education for All policy, regions must set standards and measure schools' progress toward those standards using the test results of children in each school. Thus, parents know the importance of academic activities and understand their involvement in their child's progress. They volunteered to participate when a minimal fee was involved, especially when students were required to take a national achievement test or even compete at the local, regional, and national levels.

In fact, the law under the Education for All 2015 Program required school improvement. Parents have to be informed in writing and potentially through school meetings, classroom meetings with their child's teacher, or PTA and community events that their child's school is making adequate yearly progress (Lavery, 2021).

### *M. Extra-Curricular Activities*

Divergent views existed on the definition of an extracurricular activity. Pro-social pursuits like dancing, team sports, and the performing arts were a few examples of extracurricular activities. Academic groups and intramural sports, on the other hand, were examples of in-school engagement activities. Participants' future achievement may be positively impacted by varying degrees of activity involvement and participation. Additionally, studies have shown that the kind of extracurricular activities and the degree of involvement of stakeholders can have an impact on people's development (Eccles, 2018).

In studying education, specifically curriculum, researchers used to keep an eye on students' development, teachers' evaluations, or the relationship between students and teachers. Indeed, the curriculum consisted partly of teachers were transmitting knowledge and skills to students. However, parental influence on the curriculum, especially on informal curricula like extracurricular activities, had become a research focus in recent years. The main reason was that students' involvement in extracurricular activities depended on parents' support, materially and spiritually, as it did not fall under the purview of formal curriculum. It required extra expenditures such as application fees, transportation, and time (Ashbourne & Andres, 2019). This can be seen as a function of growing pressure on parents. Although, they realized if they put too much pressure on their children, they rebelled and developed emotional problems, the skills and abilities. Also, they developed via extracurricular activities which were seen as being beneficial to their future and were more important (Stirrup et al., 2018).

Therefore, parents' involvement in extracurricular activities and the influence of parents' involvement on students' participation and development in extracurricular activities were becoming significant areas of research. In terms of parental involvement, parents' roles in affecting their children's engagement in activities were discussed first. These were based on analysis of these roles. It can be determined whether parents' behavior is born from parental support or parental pressure. The influence of parental support and pressure on students' participation and development was an important topic of discussion since parents played an important role in educating their children. It was beneficial to children's growth if their parents provided them with proper concern and guidance.

Reviews of previous studies indicated that most students reported being involved in more than one type of extracurricular activity. Ashbourne and Andres identified three possible roles for stakeholders when suggesting extracurricular activities to their children: enforcer, facilitator, and encourager. The enforcer parent intended to ensure their child engaged in activities that benefited their future or that of a common activity, such as swimming, which almost every child participated in. Therefore, they pushed their children to engage in these activities regardless of the child's personal interests. They also frequently expressed dissatisfaction with their children's performance and development. The enforcer parent's actions were harmful to children's development.



Moreover, students were less likely to enjoy activities when burdened by parental pressure (Sánchez-Miguel, 2018). Another study found that parents' (especially fathers) frequent involvement in their children's activities would lead to reduce interest and negative development in their children. These gradually lose confidence in their abilities (Simpkins et al., 2020). Encouraging children to explore their identity and potential was viewed as these parents' main responsibility in terms of their children's extracurricular activities (Stirrup et al., 2018). Although, enabling children to guide their own participation in activities was beneficial to their enjoyment (Anderson et al., 2018). Children's lack of goal orientation should not be ignored. One study stated that parental motivation greatly influenced their children's behaviors and motivation (Beiswenger, 2020). This finding can be connected to other studies that found that parental support is positively associated with students' increased motivation to be engaged in extracurricular activities (Fawcett, 2019). Therefore, it is vital for parents to have a positive attitude towards their children's engagement and motivate them to achieve in their activities and to grow beyond themselves. Although, there were numerous studies on students' levels of motivation and extracurricular activities, studies on the effects of parental motivation on children's motivation were still limited.

Parents taking on the role of encourager were found to be more likely to combine their suggestions with their children's ideas, which meant they would guide their children to develop interests and participate in activities that they think would benefit their children's development (Ashbourne & Andres, 2019). The general claim was that parents encouraged their children to participate in specific activities that would develop abilities and skills that would be useful in their future.

However, one finding suggested that parents' encouragement of children's participation in some activities was related to their own childhood memories and family histories (Stirrup et al., 2018). In this study, parents expressed that they encouraged their children to be involved in activities they had participated in when they were young because these activities brought them happiness and taught them practical skills. Therefore, according to various studies, students can build more self-awareness by choosing their own extracurricular activities and maintaining close family bonds by following their parents' paths. Overall, many studies indicated that parents' involvement in extracurricular activities was recognized as an important influence on children's participation and performance (Hoyle, 2021). The findings suggested that some parental behaviors were linked to positive student behavior, whereas other parental behaviors might decrease children's motivation.

For example, Anderson et al. (2018) found that children were more engaged, achieved more, and experienced more enjoyment in activities when their parents had taken on supportive roles. They can transfer the encouragement and energy from their parents into their extracurricular activities. Some gaps still existed in the literature on stakeholders' roles in children's extracurricular activities, making it difficult to reach a common conclusion about which behaviors benefited children's development and which were detrimental. Therefore, it cannot provide a general standard for a stakeholders' role in their children's extracurricular activities. They found this depending on children's differences, such as age, gender, and family background. Different children could have different relationships with their parents, which might mean that similar forms of parental behavior can be seen as supportive to some children and as pressure to others. Therefore, more variables should be created to explore children's feelings and reactions to parental involvement in their extracurricular activities. Parents can better modify their behaviors and provide their children with the most appropriate support (Anderson et al., 2018).

In many studies, financial resources have been discussed as a factor affecting students' access to extracurricular activities. Family structure and parents' opinions of activities were highly linked to the amount of money they were willing to spend on their children's engagement in these activities.

For instance, one study claimed that compared to children from single-parent families, children from two-parent families were likelier to participate in extracurricular activities (Ashbourne, 2019). This could be because single-parent families tended to have lower household incomes than traditional families. Therefore, it was more difficult for students from single-parent households to be involved in extracurricular activities (Dunn et al., 2018).

The majority of studies on parents based their research findings on interview data. According to their responses, although different parents have different expectations of their children, some valued character development, some valued contributing to their children's futures, whereas others valued their children's current happiness. It was evident that parents were more likely to invest their money in activities that they most considered (Dunn et al., 2018). Compared to the arts and academic clubs, parents' financial support was focused on sports the most, as participation in sports was the costliest, with fees required for equipment and professional coaching (Dunn et al., 2018).

Stakeholders' investment of time and concern in students' extracurricular activities were included in the topic of parental support. Many studies found that parents spent time talking with their children to build an understanding of their progress and plans for their activities. The warmth students received from their parents was considered parental support that promoted their development (Anderson et al., 2018). This type of parental support was shown most in encourager parents, who believed in allowing their children to explore their potential when making their own decisions. Parents should guide children rather than lead them (Ashbourne, 2019).

With a higher rate of parental concern, students' motivation towards activities was likely to be ignited. Thus, leading to students' positive engagement and development. For example, one study described parental concern as "parental warmth" and "parental reinforcement," their findings suggested that children tended to develop more interests in specific activities. They were willing to spend more time on them if their parents placed emphasis on these activities and cared about their feelings and progress (Fletcher et al., 2020).

Furthermore, stakeholders' support greatly influenced the number of activities children were involved in. The more encouragement they received from their parents, the more activities they became involved in (Anderson et al., 2018). Indeed, parental support enabled children to develop higher levels of adaptive motivation. This indicated that the more positive parents are, the more likely children are to become active in extracurricular activities (Mansour, 2019). Stakeholders' support was shown concretely in their financial investment in the time and concern spent on their children's activities.

Theory and research on positive youth development, according to Gardner et al. (2018), highlighted the transition of human development and implied that fostering supportive, good relationships with others and social institutions promoted healthy growth. In light of this viewpoint, structured activities, like extracurriculars had encouraged healthy growth due to the possibilities and support they offer. In contrast to less favorable after-school programs for teenagers. Participating in organized activities increased a student's likelihood of respecting diversity, following the rules, and contributing as a team member in clubs, sports, or scouts.

Participating in extracurricular activities therefore affected development in both positive and bad ways. This was still of interest for a number of reasons. It included low levels of participation and alienation reported by students. The developmental increased in underachievement and school disengagement. There was also evidence of an increase in the amount of time adolescents spend unsupervised by adults (Fredricks, 2020). Scholars were still investigating the advantages and disadvantages. According to Fredricks, involvement in extracurricular activities was associated with better academic results, such as higher test scores, grades, and levels of school engagement and desired for further education.

However, Barber (2019) had pointed up potential drawbacks to certain extracurricular activities. A certain scenario of a coach who treated the team disrespectfully. Students may discover that their involvement has negative repercussions if club members excluded others or become overly involved in all of the activities planned for every free moment. In any case, it was critical to understand why kids ought to participate in constructive activities and how to prevent the detrimental effects of over participation. To be eligible to play sports, students who participated in extracurricular activities may need to maintain good behavior. Students may be inspired to engage in the activity by their eligibility and give it their all academically. Participating in a speech competition can boost a student's self-esteem. Joining a scout or youth club can help them build their character and make connections with the community. Lastly, volunteering or performing community service may foster in a kid a sense of empathy for others. It was critical to comprehend the precise effects of each activity on students and the kinds of constructive growth that take place.

However, when talking about students dropping out of school, it is not a secret that they do not always have a connection with the school. Teenagers who wished to participate in any kind of activity seemed to face obstacles related to money or education. There were typically requirements to participate in any school-sponsored extracurricular activity, including regular attendance, no disciplinary referrals, and minimum grade point averages. For instance, Reeves (2018) asserted that enhanced attendance, behavior, and academic achievement were strongly correlated with students' participation in extracurricular activities.

#### *N. Brigada Eskwela*

The responsibility of upholding the pledge to prioritize education for the development of the nation fell on the Department of Education. It has come up with many strategies to provide every Filipino with high-quality education over the years (Carreon, 2021). Brigada Eskwela gave the Filipino concept of togetherness. The Bayanihan Para sa Paaralan (Working Together for Schools) has given it a new meaning. Brigada Eskwela showed a picture of people from many parts of society like fixing fences, washing windows and doors, and repainting walls and blackboards. Other pictures showed volunteers fighting floods and storms to help communities hit by natural calamities, and neighborhood men carrying a bahay kubo (nipa hut) on their shoulders together.

Brigada Eskwela served as a tool to remind everyone that everyone had a stake in education. These included parents, students, the community, the private sector, and the government (Ablong, 2018). One significant stakeholder in the youth's education was the community in which they were raised. According to Celestial's (2019) research, small schools required support from larger schools in order to execute the program in the same manner. This is due to the fact that large schools typically have more involved stakeholders because they are longer established and typically have a location in the center of a city or municipality.

According to the Olavar's (2019) study, managerial abilities have an impact on both teacher and student performance as well as the use of Brigada Eskwela in schools. Since the leader is responsible for overseeing the program's whole execution, it can be difficult because problems can occur during any stage of the program's or activity's execution. Furthermore, according to Torres (2021), different leadership or management techniques must be used in order to increase success and draw volunteers and participants to school-initiated events like Brigada Eskwela. This is to guarantee that the leader or head of the school has a backup plan ready for any issue that may come up.



Furthermore, Galang (2020) found that the most notable elements in the execution of Brigada Eskwela were the actions of school heads, such as capacity development programs, resource mobilization, strong involvement, systematic communication, support and collaboration, and team player. This was also confirmed by the study of Mondina (2022), who stressed that the level of implementation of school activities and projects like Brigada Eskwela is high despite the impact of the pandemic. As a result, despite the disaster and crisis surrounding the spirit of cooperation, volunteerism and friendship were still evident. It was indisputable that school preparation in terms of facilities and surroundings was important.

Additionally, Oco's (2022) study found that participation in school-led activities and projects, as well as one's performance and happiness were significantly influenced by a safe and suitable learning environment at school. Since the school and its staff cannot address the requirements of the school alone, stakeholder participation must be a reality in order to do this. For this reason, the school and its leader needed to be aware of the tactics that would draw in volunteers, funders, and participants.

In addition, Nicdao (2019) also revealed that clear explanations and presentation of goals and objectives helped stakeholders understood the Brigada Eskwela program and convinced them to participate and volunteer. According to Cortez (2018), Brigada Eskwela was the school program or activity in which parents, volunteers, and students participated the most. Parents had a significant role as partners and observers.

Additionally, Lacanilao's (2020) research found that there was a notable variation in the degree of involvement of stakeholders in school-related activities such as Brigade Eskwela with regard to planning, decision-making, information gathering, and execution. Time management, managerial, and even social skills were promoted by students who took part in school events like Brigada Eskwela. Additionally, it motivated individuals to assist others, volunteer, and take part in community events (Christison, 2019).

The successful execution of school activities was significantly impacted by the involvement of stakeholders. According to Balinas (2018), secondary schools generated moderate amounts of resources and had moderate levels of support from stakeholders in terms of engagement. Lastly, Jungay (2019) argued that while there had always been a high degree of volunteerism among stakeholders, it was only somewhat high when it came to financial problems, namely if the stakeholders were from low-income families.

#### *O. Reading Activity*

The Philippine Informal Inventory Manual (2018) stated that the Phil-IRI is an informal reading inventory consisting of graded passages designed to evaluate each student's performance in oral reading, silent reading, and listening comprehension. The goals of these three evaluation formats determined the student's levels of independence, teaching, and frustration. Designing or modifying classroom, small group, or individualized instruction to meet the needs and skills of the students could be done using the data from this metric. In order to instill literacy as a value in every family, the school should assist all families in realizing that reading was the child's first subject, the house was the child's first classroom, and the parent was the child's first instructor (Stone, 2019).

The benefits of parental involvement in their children's literacy and general education programs were well-established. Studies indicated that parental involvement in their children's education had a positive impact on their performance in elementary and secondary school. This resulted in improved academic performance, increased cognitive ability, improved problem-solving abilities, increased school enjoyment, improved attendance, and fewer behavioral issues at school.

Further, the quality of programming depended largely on a well-trained, well-supported staff. To bridge the gap between evidence and practice, it was often necessary to provide training and technical assistance that build staff competencies in program content and implementation. Many were using TA strategies to improve the quality of programs. The technical assistance program consisted of the analyses, decisions, and actions that the organization had undertaken to create and sustain competitive advantages (Dess, 2020).

Reading is probably one of the most important skills children obtain. Children needed to learn to read so they can learn about different subjects and be able to function well in society. According to the Alliance for Excellent Education (2018), one significant risk factor for dropping out of school is reading achievement level. Reading is a fundamental skill needed to be successful in life. Unfortunately, learning to read can be quite frustrating for kids with reading problems. Students frequently encountered challenges that were too great to overcome, and others never developed their reading skills. Without the right support, some people never get past the obstacles that prevented them from learning to read.

In 2020, the National Reading Panel (NRP) (2021) issued a report that identified key skills and methods important to reading achievement. Following extensive research, the NRP determined that reading education should focus on five areas: vocabulary, fluency, phonics, phonemic awareness, and text comprehension. Phonemic awareness is hearing, identifying, and manipulating individual sounds (phonemes) in spoken words. Teachers knowledgeable about phonemic awareness can help students with their word reading, reading comprehension, and spelling abilities. Teaching pupils to manipulate phonemes using the alphabet's letters and concentrating on just one or two phoneme manipulation techniques rather than multiple sorts is the most effective way to teach phonemic awareness. The relationships between spoken and written language sounds were easier for students to comprehend after

receiving phonics instruction. Because it fostered comprehension of the alphabetic principle—the orderly and predictable correspondences between spoken sounds and written letters were crucial. According to Shaywitz (2018), effective intervention programs for students with reading disabilities provided systematic, direct instruction in phonemic awareness and phonics. The program must teach students to apply these skills to reading and writing.

#### *P. Health and Nutrition Services*

According to a research team at Rai University India (2019), malnutrition is a major underlying cause of child morbidity and mortality in low-income settings because they have less access to food production and health facilities. It caused high rates of infections and poor mental development. It was a marker of risk of long-term functional impairment, including poor educational and intellectual performances. The supplementary feeding program aimed to improve the nutritional status, stimulate regular attendance at health centers, and introduce nutrition education.

In the Philippines, between 2013 and 2018, 28% of children under five suffered from moderate to severe malnutrition. Additionally, malnutrition is thought to be a contributing factor in about one-third of pediatric fatalities. Children that were very wasted (weak) were at a significant risk of dying if they do not receive the proper care. Malnutrition's long-term impacts included decreased adult earning capacity and impaired learning and development. By the age of two, stunting's long-term consequences on a child's development cannot be reversed if it is not prevented (Zambrano, 2019).

The supplemental feeding program is a sizable initiative that served a significant number of people through local governments, international organizations, and support contributors. In order to improve nutritional status or prevent deterioration in health and nutrition, such a program is primarily designed to distribute food to children aged six months to six years. It can be implemented in emergency situations, as well as in response to structural vulnerability and chronic food and nutrition insecurity. They typically choose target groups based on factors like economic level, age, or geographic region in order to administratively tailor treatments. The poorest urban slums and the most underprivileged rural locations may be selected by the program. The selection of eligible children is based on their nutritional vulnerability, and eligibility for program participation is frequently determined by anthropometric measurements such weight-for-height indices. In many supplemental feeding programs, a weekly or less frequent take-home food ration is distributed through health facilities and schools. In certain nations, the initiative is seamlessly incorporated into primary healthcare services, providing growth monitoring, oral rehydration, family planning, health and nutrition education, vaccination, and other preventive and curative services all at the same time (World Health Organization, 2018).

Accordingly, supplementary feeding is a short-term, consoling type of intervention that involved giving meals to chosen members of a certain target group in order to prevent malnutrition. A supplementary feeding program's main goal is to give the target malnourished persons one-third of the necessary energy intake in order to enhance their nutritional status. Along with important nutritional habits and growth monitoring, it also seeks to enhance the child's and the other family members' knowledge, attitudes, and behaviors.

Despite this accomplishment, the typical Filipino still consumes food on a daily basis. Their daily needs cannot be met by it; even if they could purchase food. They lack the skills necessary to make a balanced, nutrient-dense meal, and malnutrition would not be treated. It would take a creative revolution in rural life to teach mothers what constituted healthy family nutrition. Before precise recommendations may be made, more research is required. Families and underprivileged children should be given what they needed in the interim. Research on malnutrition has also been done, with an emphasis on control measures, the influence it had on people's health, and how it affected their capacity to learn and perform academically in school (Rinzler, 2019).

On the effects of malnutrition and poor nutrition on students' academic performance, Chinyoka (2019) conducted a study on the impact of poor nutrition on academic performance among Grade 7 learners in the case of Zimbabwe. Finding mitigation strategies and policies aimed at lessening the detrimental impact of inadequate nutrition on kids' academic performance served as its primary goal. One of the biggest threats to human health is still malnutrition. It showed an impact on a child's growth and development in all domains, including academic achievement.

Further, the study of Chinyoka is grounded in Maslow's Motivational and Needs Theory. Focus groups, interviews, and observations were employed as data gathering methods in this study's qualitative phenomenological case design. The results showed that hunger impacted cognitive and physical development, which in turn reduced students' survival, health, and academic performance. Poverty is exacerbated by malnutrition since it raises medical expenses. Additionally, it demonstrated that students in Grade 7 who were malnourished and hungry were unable to focus and learn. They were less able to attend class, and could not take physical labor and athletics seriously. Nutritious gardens must be implemented at the household, school, and community levels going ahead. Achieving long-term reductions in malnutrition requires addressing the underlying causes of the condition, including food insecurity, poverty, population increase, and socioeconomic instability.

#### *Q. Objectives of the Study*

The main purpose of this study was to determine the stakeholders' participation in school-initiated activities in Valencia City for School Year 2023-2024. Specifically, this aimed to describe the respondents' profile, describe the profile of the respondents, assess the level of stakeholders' participation in school-initiated activities, determine the significant relationship between the stakeholders' participation in initiated activities and each of their profiles, and design an annual improvement plan on stakeholders' participation based on the findings of the study.

#### *R. Theoretical Framework*

The stakeholders' theoretical framework served as the basis for this investigation. Freeman (1984) presented the Stakeholders' Theory of Participation in his groundbreaking study. According to this notion, everyone who has an impact on or is impacted by the organization is a part of the stakeholder ecosystem. "Any individual or group of people who have an interest in a particular issue and whose interests are believed to affect or be affected by the achievement of the organization" is how Freeman (2010) defines a stakeholder. With its tenets and presumptions, the Stakeholder Theory was thought to offer an appropriate framework for examining stakeholder involvement in school-initiated initiatives. This aimed at improving students' academic performance in Philippine government-aided primary schools.

According to the theory's application in education administration, everyone has a responsibility to provide education for all. The theory made it clear that all parties involved in education have a duty to fulfill their responsibilities in order to achieve the goals of education (Harrison, 2019).

Furthermore, according to the notion, companies must include a variety of stakeholders in management if they are to be sustainable (Freeman, 1984). Internal and external stakeholders are the two categories into which institutional stakeholders fall. While external stakeholders are secondary and have an interest in the institution but no formal contract, internal stakeholders are important and have legal contracts with the institution (Stuud, 2020). Therefore, external stakeholders are viewed as secondary because their effect is felt indirectly. Whereas, internal stakeholders have the ability to either influence or be affected by the institution. Over time, the institution's existence would collapse without the backing of these stakeholders (Harrison, 2019).

When analyzing the fundamental ideas of Freeman's (1984) groundbreaking works on the Stakeholder Theory, it was thought that organizations such as schools included a variety of stakeholders who either influenced or were influenced by stakeholder involvement in school-initiated activities (Hong, 2019).

In this case, the linkages between the school's operations and its stakeholders served as the Stakeholders' Theory's unit of study rather than the actual school. These connections sought to understand the importance of the ties' formation. The school administration has taken a number of steps that involved certain stakeholder groups in a variety of school-initiated initiatives. Quality educational outcomes, according to Ayeni and Ibukum (2018), required ongoing enhancements to the school's instructional procedures and operations. Enhancing each improvement in a continuous learning process is the aim.

#### *S. Conceptual Framework*

The study aimed to determine the level of participation in school-initiated activities in Valencia City Division, School Year 2023-2024. The independent variables of this study included age, sex, and length of service. Furthermore, the dependent variable referred to the stakeholders' participation in school-initiated activities whose subsections were curricular, extra-curricular, Brigada Eskwela, reading, and health and nutrition services.

This study anticipated that there was a substantial correlation between stakeholders' participation on school initiated activities with respect to curricular, extra-curricular, Brigada Eskwela, reading, and health and nutrition services, and respondents' profile. It also assumed that there was no significant relationship between the stakeholders' participation on school initiated activities and each of their profile.

By implementing the annual improvement plan, stakeholders were better equipped to be aware of their participation in school-initiated activities. This enhanced awareness facilitated more effective communication and collaboration among all parties involved, leading to a more cohesive and supportive educational environment. The plan included initiatives to increase stakeholders' awareness of the importance of their participation through workshops, seminars, and informational campaigns, helping them understand how their involvement positively impacted the school community.

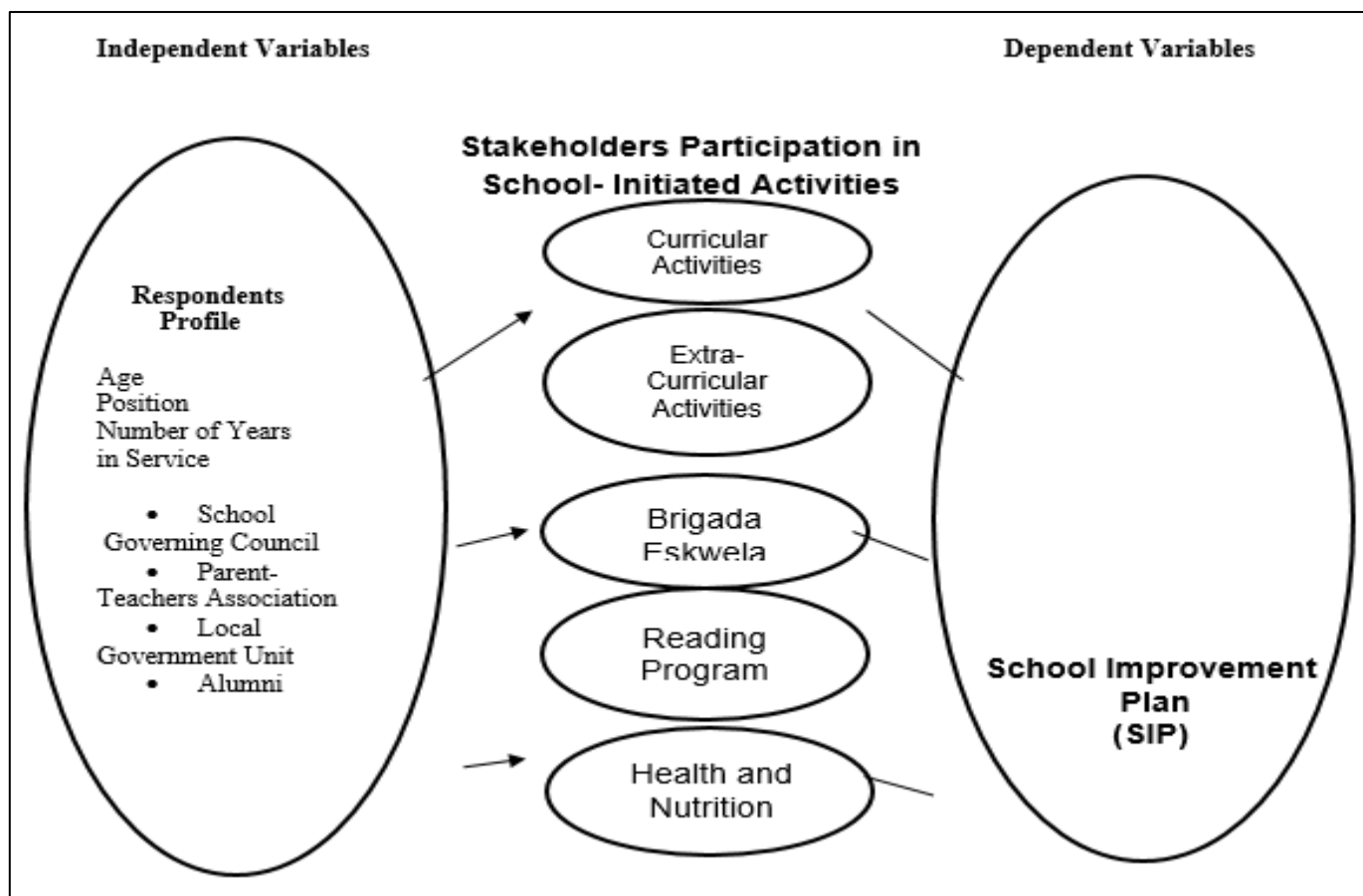


Fig 1: Schematic Presentation Showing the Interplay of the Independent and Dependent Variables in the Study

#### T. Statement of the Problem

This study intended to determine the level of participation in school-initiated activities in Valencia City Division, School Year 2023-2024. The result of the study would be the basis for the annual improvement plan.

It specifically answered the following questions:

- How are the respondents distributed in terms of age, position, and years in service?
- What is the level of stakeholders' participation on school-initiated activities with respect to curricular, extracurricular, Brigada Eskwela, reading, and health and nutrition services?
- Is there a significant relationship between the stakeholders' participation in school-initiated activities and each of their profiles?
- Based on the findings of the study, what annual improvement plan on stakeholders' participation can be designed?

#### U. Hypothesis

Problems 1, 2, and 4 were hypotheses-free. On the basis of Problem 3, the null hypothesis was formulated and tested at a 0.05 level of significance.

- Ho1: There is no significant relationship between the stakeholders' participation on school-initiated activities and each of their profiles.

#### V. Significance of the Study

Considering the stakeholders' participation in initiated activities, the researcher believes that this study would be beneficial to the following:

The administration would provide them with a clear understanding of the stakeholders' involvement in the learners' school-based programs to help them cope with the challenges and provide quality learning to learners. Stakeholders. This may help them understand that their involvement in school-based programs will contribute to the success of the other programs.

Teachers would become better educators and community members because they would understand their role in the learning process and how it impacts their effectiveness as teachers and their interactions with stakeholders.

The pupils would benefit from the study's findings because this can be an eye-opener for them, as the support of the stakeholders from the different school-initiated activities is a strong force in laying the foundation for their quality and effective learning.

The results would give a comprehensive picture of the stakeholders' involvement in the learners' school-based programs, assisting them in overcoming obstacles and delivering high-quality instruction. It makes it easier for students to comprehend how their participation in school-based initiatives will support those initiatives' success.

#### Scope and Limitations

The focused of the study was to determine the stakeholders' participation in school-initiated activities in selected schools in the selected public elementary school stakeholders of Valencia City, School Year 2023-2024. The respondents of the study were the three hundred twenty (320) public elementary school stakeholders in the division mentioned above.

The independent variables were limited to the respondents' profile in terms of age, position, and length of service. Indeed, the dependent variables were limited to stakeholders' participation in school-initiated activities such as curricular activities, extra-curricular activities, Brigada Eskwela, reading activities and health and nutrition services.

#### W. Definition of Terms

To have a clearer and better understanding of the concepts and terms used in the study, the following terms are defined theoretically and operationally:

- **Age.** This is the duration of a person's or a school stakeholder's life, expressed in years since birth, typically characterized by a certain stage or level of mental or physical development and involving capacity and legal responsibility.
- **Alumni.** This refers to the people who used to be pupils in the school. The alumni association brings former pupils together to maintain a connection with their school and fellow graduates.
- **Brigada Eskwela.** This is a reference to the yearly occasion that brought together all schools and a large number of volunteers who devoted their time and energy to getting schools ready for the next school year. In the Philippines, it is a national program designed to get public schools ready for classes to start.
- **Curricular Activities.** This refers to activities that relate to the work done in school.
- **Extra-Curricular Activities.** This refers to an activity, that falls outside the realm of the normal curriculum of the school.
- **Health and Nutrition Services.** This speaks to students' general health and wellbeing. Certain initiatives, like the Department of Education's feeding program, are designed to improve the children's health and nutrition values and behaviors, guarantee that 85% to 100% of the beneficiaries attend class, and restore at least 70% of the severely wasted and wasted beneficiaries to normal nutritional status at the end of 100–120 feeding days.
- **Local Government Unit (LGU).** This refers to government units that are considered major partners in basic education because of their access and legal basis to provide supplementary funding support that is sustainable and earmarked for basic education-the Special Education Fund (SEF). LGUs are the primary concern in answering some needs in school and are the initiators of many activities in school.
- **Length of Service.** This refers to the recording of a person's working experience and expertise. Specifically, it relates to the years as the length of service to a person as an officer of any school organization.
- **Management.** This is a platform where parents, students, instructors, community members, and the head of the school may collaborate to constantly improve the learning results of the kids.
- **Position.** This refers to a person with a responsible position in an organization, especially in a school organization.
- **Parent-Teachers Association (PTA).** This is a reference to the Parent Teacher Association, a school-based group that works to improve the learning environment for kids. Students' parents collaborate with educators to support school initiatives, donate funds for school supplies, and volunteer in classrooms.
- **Reading Program.** This refers to reading activity, which is a consistent school-wide approach to reading instruction. It is an overarching framework that provides clear direction to stakeholders and teachers on aiding pupils by preparing the materials and important prior activities for the success of school-reading activity.
- **School Improvement Plan (SIP).** This refers to the School Improvement Plan (SIP), which helps a school achieve academic success by helping identify areas of weakness and implementing solutions to achieve the goals. The elements of a SIP include the vision for the plan, comprehensive needs assessment, prioritizing needs, setting goals and timelines, and collaboration.
- **School Government Council (SGC).** This refers to the general coordinating body of all committees, associations, and organizations inside their respective schools that will help to strengthen the implementation of school-based programs and translate the shared governance principle stated in RA 9155.



## CHAPTER TWO

### METHODOLOGY

This section presents the methods and procedures used in the study. It includes the research design, research setting, respondents and sampling procedure, research instruments, validation of instrument, data gathering procedure, categorization of variables, and statistical treatment of the data.

### A. Research Design

This study used the descriptive-correlational method of research. It is descriptive and designed to assess the participation of stakeholders in school-initiated activities as the basis for the annual improvement plan. According to Jacobs (2018), descriptive studies collect data to answer questions about a subject or topic of study. Descriptive research uses surveys to explore individual preferences, attitudes, interests, practices, and concerns. One major benefit of such methodology is that it posited expertise with the participants rather than the researcher (Burns, 2019). This study also used the correlational research method, in which subjects' scores on two variables were measured without manipulating variables to determine a relationship (Price, 2018). Moreover, it was correlational because it attempted to trace the relationship between the stakeholder's participation and school-initiated activities.

### B. Study Setting

The study was conducted among the parents of the different elementary schools in Valencia City, Province of Bukidnon. The City of Valencia comprises ten (10) districts, ten (10) Integrated Schools, seven (7) High Schools, and forty-nine (49) elementary schools.

Valencia was created into a Municipality on January 16, 1961, by virtue of Executive Order No. 360 issued by then President Carlos P. Garcia. Forty (40) years after, Valencia was converted into a City on January 12, 2001, by virtue of Republic Act No. 8985, otherwise known as the City of Valencia in the Province of Bukidnon as approved by then President Joseph E. Estrada. It is then dubbed the “City of Golden Harvest” due to its major crop products like rice, corn, sugarcane, pineapple and banana. Valencia City is a 2<sup>nd</sup> Class Component City comprising thirty-one (31) barangays.

In this study, ten (10) central elementary schools within Valencia City Division were part of the research area, and the stakeholders of the different respective schools were expected to participate as study respondents. The researcher considered only the central schools because sampling was applied, and the sampled schools could provide the data needed for the study. The selection of the research location was strategically planned with various considerations like teacher populations, accessibility of the school location in terms of distance and transportation, and security of the place.

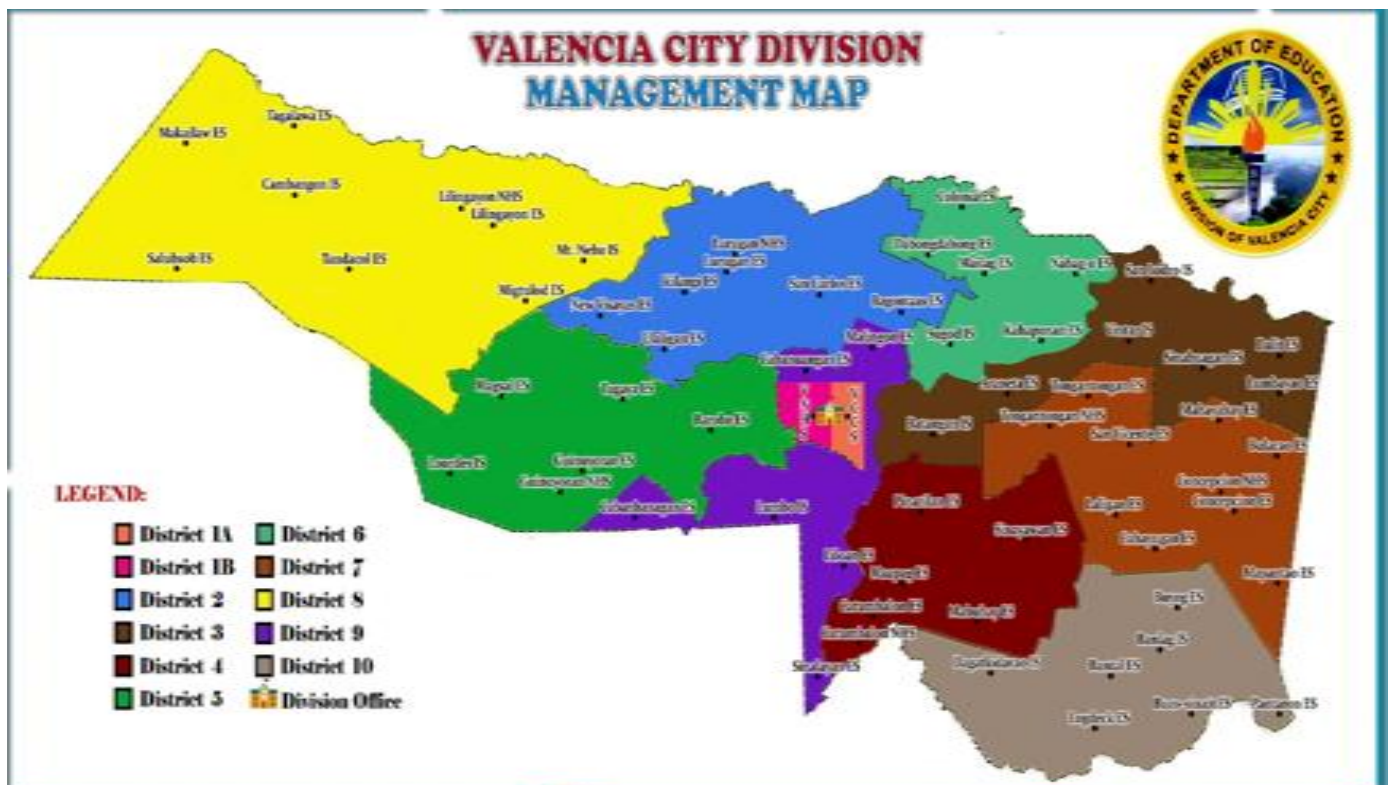


Fig 2: Map of the Division of Valencia City  
Source: DepEd Valencia City Division

*C. Research Respondents*

The respondents of the study were the three hundred twenty (320) public elementary school stakeholders such as the School Governing Council, Local Government Unit, Parent-Teacher Association (PTA), and alumni of the selected school in the division of Valencia City.

Table A: Distribution of Respondents

| District     | School                                    | Number of Respondents |
|--------------|---|-----------------------|
| 1            | Valencia City Central School              | 32                    |
| 2            | Bagontaas Central School                  | 32                    |
| 3            | Batangan IS (Elementary Only)             | 32                    |
| 4            | Sinayawan Central School                  | 32                    |
| 5            | Guinoyoran Central School                 | 32                    |
| 6            | Mailag Central School                     | 32                    |
| 7            | Laligan Central School                    | 32                    |
| 8            | Lilingayon Elementary School              | 32                    |
| 9            | Lumbo Integrated School (ES Only)         | 32                    |
| 10           | Dagat Kidavao Integrated School (ES Only) | 32                    |
| <b>Total</b> |   | <b>320</b>            |

*D. Sampling Technique*

To obtain the sample size, the researcher used purposive sampling to arrive at the three hundred twenty (320) stakeholders. Random sampling was then applied to every central school.

*E. Research Instruments*

The instrument for gathering information was the adopted and self-made and validated questionnaires based on the variable used in the study. The instrument was subjected to the reliability and validity tests. It has a Cronbach alpha of 0.92 and interpreted as excellent.

This covered the participation of stakeholders in school-initiated activities as the basis for the annual improvement plan for the School Year 2023-2024. Other ideas and indicators were accumulated from the different authors and related studies. The survey questionnaire is composed of two parts:

The first part of the questionnaire dealt with the respondents' profile in terms of age, position, and length of service on stakeholders' participation.

The second part of the questionnaire is a self-made questionnaire that underwent validation for test and retest. The questionnaire assessed stakeholders' participation based on the functions of participation. The subsections in this part included areas such as curricular, extra-curricular, Brigada Eskwela, reading, and health and nutrition services. Stakeholders were evaluated on participation using the following scale: always, very often, occasionally, seldom, and never.

*F. Validity and Reliability*

In this study, the second part of the questionnaire is a researcher-made questionnaire that has a Cronbach Alpha value of 0.92 and interpreted as excellent that underwent validation for test and retest to thirty (30) teachers who are not part as target respondents. The questionnaire assessed stakeholders' participation using the following scale: always, very often, occasionally, seldom, and never. This subsection included curricular, extra-curricular, Brigada Eskwela, reading, and health and nutrition services.

*G. Categorization of Variables*

To facilitate the analysis and interpretation of data, the following categories were used:

➤ *Part I. Respondents Profile*• *Age*

- ✓ ( ) 51-60 years old
- ✓ ( ) 41-50 years old
- ✓ ( ) 31-40 years old
- ✓ ( ) 21-30 years old

- *Position*

- ✓ ( ) Officer  
 ✓ ( ) Not an Officer

- *Number of Years in the Service*

- ✓ ( ) 12 years and above  
 ✓ ( ) 7-11 years  
 ✓ ( ) 0-6 years

- *System of Scoring*

➤ *PART II. Stakeholders' Participation in School-Initiated Activities*

| Scale | Range     | Description | Interpretation |
|-------|-----------|-------------|----------------|
| 5     | 4.21-5.00 | Always      | Very High      |
| 4     | 3.41-4.20 | Very Often  | High           |
| 3     | 2.61-3.40 | Occasional  | Moderate       |
| 2     | 1.81-2.60 | Seldom      | Low            |
| 1     | 1.00-1.80 | Never       | Very Low       |

#### *H. Data Gathering Procedure*

Before gathering the data, the researcher herself prepared letters and personally delivered them to the Office of the Schools Division Superintendent for approval. After it was approved by the Schools Division Superintendent, the researcher again prepared letters and personally delivered them to school heads for approval. The permission was required, and after the school heads' permission, the researcher distributed the questionnaire to the elementary school stakeholders based on the sampled schools. There were three hundred twenty (320) respondents involved in the study. They were briefed shortly to let them know the purpose and the mechanics of the study. The respondents were given ample time to answer the questionnaire. The researcher retrieved these questionnaires afterward. The respondents were assured of the strict confidentiality of their answers.

#### *I. Statistical Treatment of the Data*

The data was summarized, translated, and analyzed through the following techniques:

Descriptive statistics was used, such as frequency, percentage, mean and standard deviation, to describe the independent variables, particularly the stakeholders' participation. Also, the Pearson Product-Moment Correlation Coefficient or Pearson  $r$  was used to establish the relationship between the independent and dependent variables.

#### *J. Ethical Considerations*

Quantitative research requires the researcher to anticipate ethical issues in the research process and set strategies to address them. Importantly, ethical issues do not occur only during data collection (Creswell, 2016; Creswell & Poth, 2018). They also arise at the beginning of the research, during data collection, data analysis, and interpretation of the results (Creswell, 2016). In this study, the following ethical considerations are made:

The conduct of this study was approved by the institution's administrative committee, Schools Division Superintendent, and school administrators and ethics committee. Then, the participants signed the informed consent form to agree to participate in this study. Additionally, they are not forced to participate and can withdraw from the study at any time. Finally, the participants were assured of adequate anonymity and confidentiality.



## CHAPTER THREE

### RESULTS AND DISCUSSIONS

This section presents the results of stakeholders' participation in school-initiated activities in the Division of Valencia City. The data are presented in tabular following the problems stated. Together, these sections provide a comprehensive framework for presenting, interpreting, and applying the outcomes of a research endeavor.

#### A. Problem 1. How are the Respondents Distributed in Terms of Age, Position and Length of Service?

This study explores the distribution of respondents in terms of age, position, and length of service within the context of school-initiated activities. Understanding the demographic profile of stakeholders is crucial for identifying trends and tailoring engagement strategies to different groups. By examining how respondents are distributed across various age groups, positions within the school, and lengths of service, this research aimed to provide a comprehensive overview of the stakeholder landscape. The results highlighted demographic patterns that may influence participation levels and engagement dynamics, offering valuable insights for developing targeted initiatives to enhance stakeholder involvement. Ultimately, this analysis would contribute to a deeper understanding of the stakeholder composition, enabling more effective planning and implementation of school improvement efforts.

Table 1: Distribution of Respondents' Profile

| Variables         | Category               | Frequency  | Percentage    |
|-------------------|------------------------|------------|---------------|
| Age               | 51 years old and above | 44         | 13.75         |
|                   | 41-50 years old        | 115        | 35.94         |
|                   | 31-40 years old        | 109        | 34.06         |
|                   | 21-30 years old        | 52         | 16.25         |
|                   | <b>Total</b>           | <b>320</b> | <b>100.00</b> |
| Position          | Officer                | 240        | 75.00         |
|                   | Not an Officer         | 80         | 25.00         |
|                   | <b>Total</b>           | <b>320</b> | <b>100.00</b> |
| Length of Service | 12 years and above     | 62         | 19.38         |
|                   | 7-11 years             | 122        | 38.13         |
|                   | 0-6 years              | 136        | 42.50         |
|                   | <b>Total</b>           | <b>320</b> | <b>100.00</b> |

Table 1 presents the distribution of the respondents according to age. The data revealed that 115 (35.94%) belonged to the 41 to 50-year-old category, which obtained the highest frequency. It meant that individuals in the 41 to 50-year-old age group were the most active participants in school-initiated activities. This could be due to their experience and established roles within the community, making them more likely to be involved in such initiatives. It indicated that stakeholders in the 41 to 50-year-old category were crucial to the success of school-initiated activities. Their engagement could provide stability and continuity in these activities, as they likely have a vested interest in the outcomes. As perceived, the prominence of the 41 to 50 respondents highlighted the importance of targeting this demographic for future school-initiated activities. Their involvement could lead to more effective and sustained engagement in the school's programs and initiatives.

On the other hand, the data revealed that 44 (13.75%) belonged to the 51-year-old and above, which obtained the lowest frequency. It implied that individuals aged 51 years and above were less likely to participate in school-initiated activities. This lower participation rate may be due to various factors such as retirement, health issues, or reduced direct involvement with school-age children. It indicated that there may be barriers preventing older stakeholders from engaging in school-initiated activities. These could include physical limitations, lack of interest, or a perception that these activities are more suited to younger individuals. As observed, the lower frequency of participation among those 51 years old and above could reflect a generational gap in engagement with school-related events. Schools might need to explore targeted strategies to better involve this demographic.

According to Turner and Childs (2020), the distribution of respondents by age had significantly influenced the participation of stakeholders in school-initiated activities. Their research indicated that younger stakeholders, including parents of young children and newly graduated teachers, tended to show higher levels of engagement and enthusiasm for participating in school activities. In contrast, older stakeholders, such as long-tenured staff and senior community members, may participate less frequently due to different life stage priorities or previous experiences.

In terms of the distribution of the respondents according to position, the data revealed that Officer got the highest frequency of 240 (75.00 %). It meant that the majority of the respondents held officer-level positions, suggesting that their perspectives were heavily influenced the overall findings of the study. It indicated that officers formed the largest segment of the workforce or respondent pool, highlighting their critical role and possible majority stake in organizational dynamics and decision-making processes. As perceived, the high frequency of officer respondents underscored their importance within the organizational hierarchy, potentially pointing to their vested interest in the surveyed topics.

On the other hand, the data revealed that 80 (25.00%) belonged to the Not an Officer category, which obtained the lowest frequency. It implied that individuals not holding officer positions were less represented in the survey sample, potentially indicating a disparity in the visibility or involvement of non-officer roles in organizational surveys or studies. It suggested that officers dominated the respondent pool, possibly skewing the perspectives and priorities captured in the data towards those typically associated with higher-ranking positions within the organization. As observed, the lower frequency among respondents classified as Not an Officer highlighted a potential gap in understanding the experiences and viewpoints of employees in non-managerial or non-leadership roles.

According to Smith and Brown (2021), the distribution of respondents according to their positions within the school community significantly affected their participation in school-initiated activities. Their study revealed that school administrators, teachers, and support staff exhibited varying levels of engagement based on their roles and responsibilities. Administrators often participated in these activities due to their leadership roles and obligations to promote a cohesive school culture. Teachers were typically involved in enhancing their professional development and fostering better student relationships, while support staff participation varied depending on their perceived relevance and direct impact on their duties.

In terms of the distribution of the respondents according to the length of service, the data revealed that 6 years below got the highest frequency of 130 (42.50%). It meant that a significant portion of stakeholders involved in school-initiated activities were relatively new to their roles, with 0 to 6 years of service. This might reflect a dynamic and possibly younger workforce or volunteer base actively participating in these activities. It suggested that newer community or organization members were eager to engage and contribute to school-initiated activities. Their high participation rate could be driven by enthusiasm and a desire to make a meaningful impact early in their tenure. As perceived, this trend highlighted the importance of supporting and retaining these newer stakeholders to maintain their engagement over time. Providing continuous training, recognition, and opportunities for growth could help sustain their participation and further their contributions to school-initiated activities.

On the other hand, the data revealed that 62 (19.38%) belonged to the 12 years and above category, which obtained the lowest frequency. This meant that stakeholders with 12 years or more of service were less involved in school-initiated activities than their less experienced counterparts. It could be due to various factors, including potential burnout, shifts in responsibilities, or a transition to roles that were less directly involved with school activities. It suggested that long-serving stakeholders might have different priorities or might feel that newer members should take on more active roles in these activities. Their lower participation rate might also indicate a need for refreshed engagement strategies tailored to more experienced members. As observed, the lower frequency of participation among those with more years of service could reflect a natural progression where seasoned members transition into mentorship or advisory roles rather than active participation in day-to-day activities.

According to Martinez and Lopez (2020), the number of years in service played a crucial role in determining stakeholders' participation in school-initiated activities. Their study indicated that stakeholders with more years of service tended to have higher levels of engagement in these activities. This increased participation was attributed to their deeper familiarity with the school environment, stronger relationships with other stakeholders, and a more significant investment in the school's long-term success.

*B. Problem 2. What is the Level of Stakeholders' Participation in School-Initiated Activities with Respect to Curricular, Extracurricular, Brigada Eskwela, Reading, and Health and Nutrition Services?*

This study explored the level of stakeholders' participation in various school-initiated activities, specifically focusing on curricular, extracurricular, Brigada Eskwela, reading, and health and nutrition services. Stakeholder engagement was a critical factor in the overall success and development of educational institutions. Thus, the active involvement from parents, teachers, students, and community members could significantly enhance the quality of education and student outcomes. By examining the extent of participation in these key areas, this research aimed to identify strengths and areas for improvement, thereby providing valuable insights for fostering a more collaborative and supportive school environment. The results of this study would shed light on the current state of stakeholder involvement and offer recommendations for increasing engagement and effectiveness in school-initiated activities.

Table 2: Distribution of Stakeholders Participation in School-Initiated Activities with Respect to Curricular

| Indicators<br>As a stakeholder...   | Mean | SD   | Description |
|---|------|------|-------------|
| I assist school community in sourcing out funds for pupils to be able to participate in academic competitions.                                      | 4.39 | 0.58 | Always      |
| I participate actively in the different activities initiated by the schools especially regarding reading day and National Reading Month activities. | 4.31 | 0.54 | Always      |
| I take part in the remediation activity given to pupils who failed to catch up the lesson.  | 4.30 | 0.51 | Always      |
| I assist teachers by initiating to make indigenized and localized instructional materials.  | 4.21 | 0.58 | Always      |

|  |             |             |                   |
|--|-------------|-------------|-------------------|
| I support the school and teachers by planning and implementing different interventions to aid pupils' learning.  | 4.20        | 0.60        | Very Often        |
| I support clubs to enhance the knowledge of pupils in the particular field such as debate, match league, book clubs and poetry clubs.  | 4.18        | 0.63        | Very Often        |
| I support the school paper publications through giving funds or inviting speakers to improve pupils' knowledge about the field of journalism.  | 4.12        | 0.60        | Very Often        |
| I participate in school activities directed towards the reduction of illiteracy in schools, especially as a visiting mentor in the school reading intervention program and the reading recovery program of the school. | 3.82        | 0.72        | Very Often        |
| <b>Overall</b>   | <b>4.19</b> | <b>0.59</b> | <b>Very Often</b> |

*Legend:*

*4.21-5.00 Always/Very High 1.81-2.60 Seldom/Low*

*3.41-4.20 Very Often/High 1.00-1.80 Never/Very Low 2.61-3.40 Occasional/Moderate*

Table 2 presents the distribution of stakeholders' participation in school-initiated activities with respect to **curricular activities** with an overall mean of 4.19 (SD = 0.59), described as **Very Often** and interpreted as **High**. It meant that the school consistently integrated curricular activities into its educational program, with a high frequency of implementation. This suggested a strong commitment to providing a comprehensive and enriching academic experience for students. It indicated that the school is effective in incorporating various curricular activities that enhanced students' learning experiences. These activities likely included projects, interactive lessons, field trips, and other educational initiatives that supplement traditional classroom instruction. As observed, the overall mean score reflected the school's success in regularly implementing curricular activities that engaged and enriched students' academic experiences. This suggested that the school is proactive in providing diverse and dynamic learning opportunities that cater to different learning styles and interests.

According to Smith and Johnson (2021), providing funds to support extracurricular activities and projects played a crucial role in enhancing student engagement and enriching the school experience. Their study explored the impact of financial support on the implementation of various extracurricular initiatives, such as clubs, competitions, and cultural events. The research underscored the importance of adequate funding for extracurricular activities, as it allowed schools to offer diverse opportunities for student involvement and personal growth. Moreover, financial support enabled schools to organize events, purchase necessary resources, and facilitate meaningful experiences that contribute to students' holistic development.

In line with this, the indicator **As a stakeholder, I assist the school community in sourcing out funds for pupils to be able to participate in academic competitions**, got the highest mean of 4.39 (SD = 0.58), described as **Always** and interpreted as **Very High**. This meant that the school community made a strong and consistent effort to ensure that students had the financial support needed to participate in academic competitions. This suggested a high level of commitment to fostering academic excellence and providing students with opportunities to showcase their talents and skills on broader platforms. As observed, the very high mean score reflected the school's success in mobilizing resources to support students' participation in academic competitions. This may involve organized fundraising events, grant applications, and partnerships with external entities that contribute to the financial backing needed for these activities.

According to Smith and Anderson (2021), assisting the school community in sourcing funds for pupils to participate in academic competitions played a crucial role in enhancing students' educational experiences and achievements. Their research indicated that financial support for academic competitions not only enabled broader participation but also fostered a competitive spirit, improved academic performance, and boosted students' confidence and motivation. The study underscored the importance of community involvement in fundraising activities, highlighting how it could bridge financial gaps and provide equitable opportunities for all students to engage in academic challenges. Additionally, it emphasized that such initiatives could lead to a stronger sense of community and shared purpose within the school environment.

On the other hand, the indicator **As a stakeholder, I assist teachers by initiating to make indigenized and localized instructional materials**, got the lowest mean of 3.82 (SD = 0.72), described as **Very Often** and interpreted as **High**. This meant that while there was a notable effort to assist teachers in creating indigenized and localized instructional materials, this area may not be as strongly emphasized or consistently implemented as other curricular activities. It suggested that while the initiative was valued, there might be challenges or gaps in fully realizing its potential. It indicated that although the initiative to assist in making indigenized and localized instructional materials was recognized and appreciated, there was room for improvement. The variability in the scores suggested that the level of support and implementation might be inconsistent across different contexts or among different teachers. As perceived, the data highlighted the importance of culturally relevant pedagogy and the potential impact of localized instructional materials on student engagement and learning. Strengthening this area could lead to more meaningful and relatable learning experiences for students, promoting better educational outcomes. By enhancing support for teachers in this initiative, the school could further enrich the curriculum and ensure that it reflected the diverse cultural contexts of its students.

According to Gomez and Rodriguez (2020), assisting teachers in creating indigenized and localized instructional materials significantly enhanced the relevance and effectiveness of education. Their study showed that when instructional materials were tailored to reflect local culture, traditions, and language, students exhibited higher levels of engagement and comprehension. This approach also fostered a deeper connection to the curriculum and improves educational outcomes.

Table 3: Distribution of Stakeholders' Participation in School-Initiated Activities with Respect to Extra-Curricular Activities

| Indicators<br>As a stakeholder...  | Mean | SD   | Description |
|--|------|------|-------------|
| I engage in volunteer work in our school community (value formation activity, sports competition) that enhances positive interaction among the youth.            | 4.46 | 0.50 | Always      |
| I assist school community in sourcing out funds for students to be able to participate in non-academic competitions.   | 4.41 | 0.54 | Always      |
| I help convince civic community minded members to extend assistance to schools especially during special activities like sports, scouting activities and others. | 4.36 | 0.68 | Always      |
| I participate actively in the different activities initiated by the schools especially in training players in different sports.                                  | 4.35 | 0.67 | Always      |
| I support pupils' organization advocacy in clean up drive, tree planting activity and enhancing talent competitions.   | 4.34 | 0.63 | Always      |
| I help organize arts and athletics culmination program.  | 4.34 | 0.59 | Always      |
| I facilitate sports enhancement programs that may help pupils' sports performance.   | 4.32 | 0.59 | Always      |
| I provide funds to help realize an activity or a project.  | 4.30 | 0.68 | Always      |
| Overall  | 4.36 | 0.61 | Always      |

Legend:

4.21-5.00 Always/Very High; 1.81-2.60 Seldom/Low

3.41-4.20 Very Often/High; 1.00-1.80 Never/Very Low; 2.61-3.40 Occasional/Moderate

Table 3 presents the distribution of stakeholders' participation in school-initiated activities with respect to **extracurricular activities** with an overall mean of 4.36 (SD=0.61), described as **Always** and interpreted as **Very High**. This meant that the school places a significant emphasis on offering extracurricular activities, with consistent and frequent engagement in such initiatives. This suggested a robust commitment to providing students with opportunities for holistic development beyond the academic curriculum. **It indicated that** the school's extracurricular program was highly effective and well-supported, as evidenced by the consistent participation and involvement of students and staff. This further indicated a vibrant and dynamic school environment that valued diverse interests and promoted student engagement outside the classroom. **As perceived**, the data underscored the significance of extracurricular activities in enriching the educational experience and promoting student well-being. The school's commitment to offering such activities reflected its dedication to nurturing students' holistic development and fostering a supportive and inclusive learning environment. Efforts to continue expanding and enhancing the extracurricular program could further enrich the student experience and contribute to overall school success.

According to Johnson and Smith (2021), school-initiated extracurricular activities were vital to students' holistic development and academic success. Their study explored the impact of extracurricular programs on students' engagement, social skills, and overall well-being. The research emphasized the significance of extracurricular activities in providing students with opportunities for personal growth, leadership development, and exploring diverse interests outside of the classroom. Participation in extracurricular activities had been linked to improve school attendance, higher levels of motivation, and enhance academic performance.

In line with this, the indicator **As a stakeholder, I eagerly engage in meaningful volunteer work in our school community (value formation activity, sports competition) that enhances positive interaction among the youth**, got the highest mean of 4.46 (SD = 0.50), described as **Always** and interpreted as **Very High**. This meant there was a strong culture of volunteerism and community engagement within the school, with students eagerly participating in meaningful activities that contributed to the betterment of their school community. This suggested a high level of enthusiasm and commitment among students toward making a positive impact in their environment. **It indicated that** the school had successfully fostered a supportive and inclusive environment that encourages students to actively participate in volunteer activities aimed at enhancing positive interactions among peers. It indicated a holistic approach to education that prioritized academic excellence, character development, and social responsibility. **As observed**, the very high mean score in this indicator reflected the effectiveness of the school's efforts in promoting and facilitating meaningful volunteer opportunities for students. These activities likely included value formation activities and sports competitions, which served as platforms for students to collaborate, learn, and grow.

According to Santos and Ramirez (2020), school-initiated extracurricular activities, such as volunteer work and sports competitions, contributed significantly to positive youth development and social interaction within the school community. Their study investigated the impact of these activities on students' engagement, character development, and interpersonal skills. The research highlighted the importance of providing students with opportunities to engage in meaningful volunteer work and participate



in sports competitions as part of their extracurricular involvement. These activities fostered a sense of belonging, promoted teamwork, and encouraged leadership skills among students, ultimately enhancing the overall school environment.

On the other hand, the indicator **As a stakeholder, I provide funds to help realize an activity or a project**, got the lowest mean of 4.30 (SD=0.68), described as **Always** and interpreted as **Very High**. This meant that while providing funds for activities or projects was consistently done, aspects of this process could be further optimized or improved upon. It suggested that although funding was consistently available, there might be room for enhancing the efficiency or effectiveness of how funds were allocated or utilized. **It indicated that** while there was a strong commitment to providing financial support for activities or projects, there might be areas where the allocation or management of funds could be optimized. This could include identifying potential areas for cost savings or exploring alternative funding sources to maximize the impact of available resources. **As perceived**, the data highlighted the importance of ensuring that funding processes were transparent, efficient, and responsive to the school community's needs. By continuously reviewing and improving funding mechanisms, stakeholders could ensure that resources were effectively utilized to support the realization of meaningful activities and projects that benefited students and the school community as a whole.

According to Smith and Johnson (2021), providing funds to support extracurricular activities and projects was crucial in enhancing student engagement and enriching the school experience. Their study explored the impact of financial support on the implementation of various extracurricular initiatives, such as clubs, competitions, and cultural events. The research underscored the importance of adequate funding for extracurricular activities, as it allowed schools to offer diverse opportunities for student involvement and personal growth. Moreover, financial support enabled schools to organize events, purchase necessary resources, and facilitate meaningful experiences that contributed to students' holistic development.

Table 4: Distribution of Stakeholders' Participation in School-Initiated Activities with Respect to Brigada Eskwela

| Indicators<br>As a stakeholder...  | Mean | SD   | Description |
|--|------|------|-------------|
| I help in preparing the facilities of the school for the opening of classes, including minor repair of school buildings, repainting, cleaning up, of furniture and fixtures, and similar activities. | 4.50 | 0.55 | Always      |
| I participate in Brigada Eskwela- "School-Based Implementation and Monitoring".  | 4.41 | 0.58 | Always      |
| I take part in the schools' maintenance week dubbed as Brigada Eskwela by extending some of the needed resources (financial and materials needed).   | 4.40 | 0.56 | Always      |
| I help increase public awareness by initiating different information drive activities.   | 4.40 | 0.58 | Always      |
| I participate in making the school organized, ready for the calamities, conducive to learning, and to have a consensus in school materials, facilities, and equipment.                               | 4.39 | 0.66 | Always      |
| I help to protect their children's rights until they are old enough to make their own way in the world.  | 4.38 | 0.68 | Always      |
| I participate in the different activities initiated by the schools especially building construction and repair, cleaning of clogged canals and landscaping.  | 4.38 | 0.51 | Always      |
| I help establish partnerships by inviting different civic organizations to be part in schools' Brigada Eskwela activities.   | 4.31 | 0.62 | Always      |
| Overall  | 4.39 | 0.59 | Always      |

*Legend:*

*4.21-5.00 Always/Very High; 1.81-2.60 Seldom/Low*

*3.41-4.20 Very Often/High; 1.00-1.80 Never/Very Low; 2.61-3.40 Occasional/Moderate*

Table 4 presents the distribution of stakeholders' participation in school-initiated activities with respect to **Brigade Eskwela** with an overall mean of 4.39 (SD = 0.59), described as **Always** and interpreted as **Very High**. This meant that there was a strong and consistent commitment to Brigada Eskwela, reflecting a highly engaged and active school community. This implied that the school prioritizes the maintenance and improvement of its physical environment through collaborative efforts. **It indicated that** the school's efforts in organizing and executing Brigada Eskwela were highly effective and well-supported. This pointed to a strong culture of volunteerism and community spirit within the school, where stakeholders were motivated to contribute time, effort, and resources for the betterment of the school facilities. **As observed**, the very high mean score reflected the success and impact of Brigada Eskwela activities. These activities likely included classroom repairs, cleaning drives, and other maintenance tasks that enhanced the school's infrastructure and ensured a safe and welcoming environment for students and staff.

According to Tizon and Ocampo (2020), the Brigada Eskwela initiative in the Philippines played a crucial role in fostering community involvement and improving school infrastructure. Their research highlighted that this program, which involved volunteer work from parents, teachers, students, and other community members, significantly enhanced the physical condition of schools and promoted a sense of ownership and responsibility among stakeholders. Also, Tizon and Ocampo found that Brigada Eskwela not only addressed the immediate needs of schools but also strengthened the relationships between schools and their communities. By engaging various stakeholders in collaborative efforts to repair and maintain school facilities, the program cultivated a spirit of bayanihan (communal unity and cooperation) essential for educational institutions' sustainable development.

In line with this, the indicator **As a stakeholder, I help in preparing the facilities of the school for the opening of classes, including minor repairing of school buildings, repainting, cleaning up, refurbishing of furniture and fixtures, and similar activities**, got the highest mean of **4.50 (SD=0.55)**, described as **Always** and interpreted as **Very High**. This meant there was a strong and consistent commitment from the school community toward preparing the school facilities for the start of the school year. It implied a proactive approach to ensuring that the school environment was well-maintained and ready for students, reflecting a high level of dedication and responsibility among stakeholders. **It indicated that** the school's efforts in organizing these preparatory activities were highly effective and well-supported. The very high mean score reflected the successful mobilization of resources and participation from various stakeholders, ensuring that the school's physical environment was conducive to learning at the beginning of the school year. **As observed**, the very high mean score demonstrated the success and impact of these preparatory activities. The school community's involvement in such tasks likely created a sense of ownership and pride in the school, contributing to a positive and collaborative atmosphere.

According to Del Rosario et al. (2021), the Brigada Eskwela initiative in the Philippines significantly contributed to the preparation of school facilities for the opening of classes. Their study highlighted the importance of this program in mobilizing community resources and volunteer efforts to conduct various activities such as minor repairs of school buildings, repainting, cleaning up, refurbishing furniture and fixtures, and similar tasks. Del Rosario et al. emphasized that Brigada Eskwela promotes a sense of collective responsibility among stakeholders, including parents, teachers, students, and local community members, towards maintaining and improving school facilities. The program fostered collaboration and cooperation, which was essential for creating conducive learning environments and ensuring the smooth commencement of classes each academic year.

On the other hand, the indicator **As a stakeholder, I help establish partnerships by inviting different civic organizations to be part of schools' Brigada Eskwela activities**, got the lowest mean of **4.31 (SD = 0.62)**, described as **Always** and interpreted as **Very High**. This meant that while there was an effort to involve civic organizations in Brigada Eskwela activities, it may not be as frequent or consistent as other aspects of Brigada Eskwela. It implied that there may be challenges or limitations in establishing partnerships with civic organizations for this particular purpose. **It indicated that** while there was recognition of the importance of engaging civic organizations in Brigada Eskwela, the level of involvement may vary or be less frequent. This could be due to factors such as limited resources, competing priorities, or logistical constraints that hindered the establishment of partnerships. **As perceived**, the data highlighted the potential benefits of collaborating with civic organizations in Brigada Eskwela activities, such as access to additional resources, expertise, and community support. Strengthening partnerships in this area could enrich the impact of Brigada Eskwela and contributed to the overall success of school improvement efforts. A shared vision for community development and student success should guide efforts to enhance collaboration with civic organizations.

According to Quimbo et al. (2020), the involvement of various civic organizations in Brigada Eskwela activities played a crucial role in strengthening partnerships and community engagement in school initiatives. Their study highlighted the significance of collaboration between schools and civic groups in mobilizing resources, expertise, and support for Brigada Eskwela campaigns. Quimbo et al. emphasized that inviting different civic organizations to participate in Brigada Eskwela activities fostered a sense of shared responsibility and ownership of school facilities among stakeholders. By engaging civic organizations, schools could access additional resources, manpower, and expertise, leading to more comprehensive and impactful efforts to prepare school facilities for the opening of classes.

: Distribution of Stakeholders' Participation in School-Initiated Activities with Respect to Reading Activities

| Indicators<br>As a stakeholder...  | Mean        | SD          | Description   |
|--|-------------|-------------|---------------|
| I invite other stakeholders to be part of this very important reading activity in school.<br>Like National Learning Camp, and Reading Month.       | 4.38        | 0.64        | Always        |
| I assist school in sourcing out funds for the reading program and donate reading materials.  | 4.34        | 0.65        | Always        |
| I initiate the establishment of a functional reading hub and support the maintenance of school reading facilities.                                 | 4.33        | 0.56        | Always        |
| I engage in different activities related to the implementation of program, assist in the monitoring and attend forum on the status of the program. | 4.31        | 0.60        | Always        |
| I serve as advocate for the school reading program activities and attend interactive literacy activities between parents and their children.       | 4.31        | 0.60        | Always        |
| I participate in reading remediation activities like Project Care for the Non-Readers and providing resources.                                     | 4.32        | 0.68        | Always        |
| I participate in reading monitoring and evaluation.  | 4.29        | 0.66        | Always        |
| I serve as a source of information in different reading strategies.  | 4.25        | 0.62        | Always        |
| <b>Overall</b>   | <b>4.31</b> | <b>0.61</b> | <b>Always</b> |

Legend:

4.21-5.00 Always/Very High; 1.81-2.60 Seldom/Low

3.41-4.20 Very Often/High; 1.00-1.80 Never/Very Low; 2.61-3.40 Occasional/Moderate

Table 5 presents the distribution of stakeholders' participation in school- initiated activities with respect to **reading activities** with an overall mean of 4.31 (SD = 0.61), described as **Always** and interpreted as **Very High**. This meant the school had a consistent and strong commitment to promoting reading activities. It implied that reading was highly valued as a fundamental skill and a crucial aspect of the school's educational program. **It indicated that** the school's efforts in organizing and executing reading activities were highly effective and well-supported. This pointed to a strong belief in the importance of literacy development and a concerted effort to provide students with opportunities to engage with reading materials in various forms and contexts. **As observed**, the very high mean score reflected the success and impact of reading activities within the school. These activities likely included initiatives such as library programs, reading clubs, literacy events, and reading-focused classroom activities, which contribute to creating a vibrant reading culture.

According to Cruz et al. (2021), school-initiated reading activities were instrumental in promoting literacy skills and fostering a culture of reading among students. Their study emphasized the importance of structured reading programs and initiatives in enhancing students' reading proficiency and comprehension. They highlighted that reading activities organized by schools provided students with opportunities to explore different genres, develop vocabulary, and cultivate critical thinking skills. These activities often included read-aloud sessions, book clubs, reading challenges, and author visits, creating engaging and immersive experiences for students.

Further, the engagement with external stakeholders underscored the school's commitment to creating a supportive and enriching reading environment. By working together with the broader community, the school could enhance the effectiveness and reach of its reading programs, ultimately benefiting students' academic success and overall development.

According to Jones and Smith (2019), involving various stakeholders in school-initiated reading activities enriched the literacy environment and promotes community engagement. Their study underscored the importance of collaboration between schools, parents, community organizations, and local businesses in supporting reading initiatives. Jones and Smith highlighted that inviting external stakeholders to participate in reading activities fostered a sense of ownership and collective responsibility for promoting literacy. This involvement could take various forms, such as organizing reading events, providing resources and materials, offering volunteer support, and sponsoring literacy-related programs.

On the other hand, the indicator **As a stakeholder, I serve as a source of information in different reading strategies**, got the lowest 4.25 (SD = 0.62), described as **Always** and interpreted as **Very High**. This meant that the school consistently provided information in different reading strategies; there may be areas for improvement or expansion in this aspect. This implied that although the initiative was valued and implemented, there might be opportunities to enhance further the effectiveness or breadth of the strategies provided. **It indicated that** while the provision of information on reading strategies was consistently available, there may be opportunities to deepen students' understanding and application of these strategies. This could involve providing more targeted support, resources, or opportunities for practice and feedback. **As perceived**, the data underscored the importance of continuously improving and expanding the range of reading strategies offered by the school. By providing comprehensive support in this area, the school can better equip students with the skills and tools necessary for successful reading comprehension and academic achievement. Efforts to strengthen the provision of information on reading strategies can contribute to fostering a culture of literacy and empowering students to become proficient and lifelong readers.

According to Brown and Garcia (2020), schools played a crucial role in providing information and guidance on various reading strategies to students, parents, and educators. Their study highlighted the importance of schools serving as a source of information for effective reading instruction. Brown and Garcia emphasized that schools could facilitate workshops, training sessions, and informational materials to disseminate knowledge about different reading strategies. These strategies may included phonics instruction, comprehension strategies, vocabulary development, and fluency-building techniques.

Table 6: Distribution of Stakeholders' Participation in School- Initiated Activities with Respect to Health and Nutrition Services

| Indicators<br>As a stakeholder...   | Mean | SD   | Description |
|---|------|------|-------------|
| I volunteer in the different activities related to the health and nutrition of the school children especially during school feeding programs. | 4.39 | 0.62 | Always      |
| I participate in the different activities initiated by the schools regarding school nutrition month program.                                  | 4.36 | 0.57 | Always      |
| I serve as an advocate of "No to Malnutrition Program" and assist in monitoring the wasted pupils in school.                                  | 4.34 | 0.65 | Always      |
| I invite other stakeholders to be an active participant in ensuring good nutrition among school children.                                     | 4.32 | 0.63 | Always      |
| I help the school look for other resources or funds in the school nutrition program.  | 4.27 | 0.61 | Always      |
| I initiate the establishment of school feeding center.  | 4.25 | 0.64 | Always      |
| I donate feeding supplies like vegetables, fruits and etc.  | 4.24 | 0.64 | Always      |

|   |             |             |               |
|---|-------------|-------------|---------------|
| I be part in planting Gulayan sa Paaralan to allocate vegetables to the School Feeding Program. | 4.20        | 0.62        | Always        |
| <b>Overall</b>  | <b>4.29</b> | <b>0.62</b> | <b>Always</b> |

*Legend:*

*4.21-5.00 Always/Very High; 1.81-2.60 Seldom/Low*

*3.41-4.20 Very Often/High; 1.00-1.80 Never/Very Low; 2.61-3.40 Occasional/Moderate*

Table 6 presents the distribution of stakeholders' participation in school-initiated activities with respect to health and nutrition services with an overall mean of 4.29 (SD = 0.62), described as Always and interpreted as Very High. This meant the school had a consistent and strong commitment to providing health and nutrition services. It implied that the school recognized the importance of addressing its students' health and nutritional needs and was dedicated to promoting their well-being. It indicated that the school's efforts in organizing and executing health and nutrition services were highly effective and well-supported. This pointed to a proactive approach to ensuring that students had access to essential health services, nutritional education, and resources to support their overall well-being. As perceived, the data highlighted the significance of prioritizing health and nutrition services in promoting students' physical, mental, and academic well-being. The high commitment to these initiatives underscored the school's dedication to holistic student development and ensuring that students had the support they needed to thrive inside and outside the classroom. Continued emphasis on health and nutrition services could create a positive school culture and foster lifelong wellness habits among students.

According to Smith and Johnson (2021), school-initiated activities significantly promoted health and nutrition services within educational settings. Their study underscored the importance of schools in fostering healthy habits among students through various initiatives such as nutrition education, physical activity programs, and access to nutritious meals. Smith and Johnson highlighted that schools could collaborate with community health organizations, implement health education curricula, and provide resources for healthy food options in school cafeterias. These efforts contributed to the overall well-being and academic success of students.

In line with this, the indicator As a stakeholder, I volunteer in the different activities related to the health and nutrition of the school children, especially during school feeding programs, got the highest mean of 4.39 (SD = 0.62), described as Always and interpreted as Very High. This meant that there was a strong commitment from individuals within the school community to actively participate in activities related to the health and nutrition of the students, particularly during school feeding programs. This implied a high level of awareness and dedication to promoting the well-being of the students. It indicated that the involvement of stakeholders in such activities was highly effective and contributed significantly to the overall success of health and nutrition initiatives within the school. This points to a collaborative approach where individuals come together to ensure the well-being of the students and the success of these important programs. As observed, the very high mean score reflected the success and impact of volunteer participation in health and nutrition-related activities, particularly during school feeding programs. Volunteers likely played a crucial role in assisting with meal preparation, distribution, monitoring, and other tasks that ensured the smooth operation of these programs.

According to Patel and Lee (2019), volunteering in school feeding programs and other health-related activities significantly contributed to the promotion of students' health and nutrition. Their study emphasized the role of volunteers in ensuring the success and sustainability of such initiatives by providing support during meal preparation, distribution, and educational sessions on healthy eating habits. They highlighted the positive impact of volunteerism on enhancing the effectiveness of school-based health and nutrition services, ultimately benefiting the overall well-being of students.

On the other hand, the indicator As a stakeholder, I be part of planting Gulayan sa Paaralan to allocate vegetables to the school feeding program, got the lowest mean of 4.20 (SD = 0.62), described as Always and interpreted as Very High. This meant that participation in planting activities to allocate vegetables to the school feeding program was consistently high, and there may be room for further enhancement or expansion in this aspect. It implied that although the initiative was valued and implemented, there might be opportunities to increase participation or improve the efficiency of vegetable production. It indicated that while participation in planting activities was consistently available, there may be opportunities to optimize the process or increase the variety and quantity of vegetables produced. This could involve exploring new gardening techniques, expanding the garden area, or involving more stakeholders in the planting and maintenance process. As perceived, the data underscored the importance of integrating locally sourced vegetables into the school feeding program and promoting sustainable gardening practices. While participation in planting activities was commendable, efforts to optimize vegetable production and enhance student involvement could further contribute to the success and sustainability of the school feeding program. Continued emphasis on gardening initiatives could foster a greater sense of ownership and connection to healthy eating habits among students, ultimately promoting their overall health and well-being.

According to Garcia et al. (2020), engaging in activities such as Gulayan sa Paaralan (school gardening) to grow vegetables for the school feeding program had shown positive effects on students' health and nutrition. Their study underscored the importance of incorporating gardening initiatives into school health and nutrition services to promote access to fresh produce and encourage healthy eating habits among students. Garcia et al. highlighted the role of such initiatives in fostering a sustainable approach to school feeding programs while also providing educational opportunities for students to learn about agriculture, nutrition, and food sustainability.



Table 7: Summary of the Respondents' Level of Participation in School-Initiated Activities

| Variables                     | Mean        | SD          | Interpretation   |
|-------------------------------|-------------|-------------|------------------|
| Curricular Activities         | 4.19        | 0.59        | High             |
| Extracurricular Activities    | 4.36        | 0.61        | Very High        |
| Brigada Eskwela               | 4.39        | 0.59        | Very High        |
| Reading Activities            | 4.31        | 0.61        | Very High        |
| Health and Nutrition Services | 4.29        | 0.62        | Very High        |
| <b>Overall</b>                | <b>4.31</b> | <b>0.60</b> | <b>Very High</b> |

*Legend:*

*4.21-5.00 Always/Very High; 1.81-2.60 Seldom/Low*

*3.41-4.20 Very Often/High; 1.00-1.80 Never/Very Low; 2.61-3.40 Occasional/Moderate*

Table 7 shows the summary of responses on the level of stakeholders' participation in school-initiated activities with an overall mean of 4.31 (SD = 0.60), interpreted as Very High. It means that the school-initiated activities were consistently well-received and positively evaluated by the stakeholders. This suggested a strong level of satisfaction and effectiveness in the implementation of these activities, indicating that they were meeting or exceeding the expectations of the participants. It indicated that the school-initiated activities were significantly impacting the overall school environment and the well-being of the stakeholders. The high mean score reflected the success and effectiveness of these initiatives in addressing the diverse needs and interests of the school community. As perceived, the data highlighted the school's commitment to fostering a supportive and enriching environment for its stakeholders. The high satisfaction and engagement with school-initiated activities underscored a culture of collaboration, innovation, and continuous improvement within the school community. Efforts to sustain and build upon this success can further enhance the overall quality of education and the well-being of the stakeholders.

According to Santos and Rodriguez (2021), school-initiated activities played a crucial role in promoting student engagement, holistic development, and community involvement. Their study explored the diverse range of activities implemented by schools to enhance educational experiences and foster a sense of belonging among students and stakeholders. By providing opportunities for extracurricular and co-curricular involvement, schools contributed to students' academic success, social skills development, and overall well-being.

In line with this, the variable extracurricular activities got the highest mean of 4.36 (SD = 0.61), interpreted as Very High. It meant that the school placed a significant emphasis on providing diverse extracurricular activities for its students. This implied a strong commitment to holistic education, recognizing the importance of activities beyond the academic curriculum in nurturing students' talents, interests, and social skills. It indicated that the school's extracurricular offerings effectively met students' needs and interests. The high level of participation and satisfaction suggested that these activities contributed positively to students' personal development, social interaction, and overall well-being. As perceived, the data highlighted the importance of extracurricular activities in complementing the academic curriculum and promoting a well-rounded education. The high level of engagement with these activities underscored the school's commitment to nurturing students' talents, fostering their interests, and promoting a positive school culture. Continued investment in extracurricular programs could further enhance the overall student experience and contribute to their holistic development.

According to Johnson and Smith (2020), extracurricular activities initiated by schools had been shown to have numerous benefits for students, including improved academic performance, social skills development, and overall well-being. Their study explored the impact of extracurricular activities on student engagement and achievement, highlighting the importance of providing diverse opportunities outside the regular curriculum. Johnson and Smith emphasized that extracurricular activities enhanced students' sense of belonging, motivation to learn, and interpersonal skills. Moreover, involvement in these activities had been linked to reduce absenteeism and dropout rates, contributing to positive educational outcomes.

On the other hand, the variable curricular activities got the lowest mean of 4.19 (SD = 0.59), interpreted as High. It meant that while curricular activities were well-received and valued, there may be opportunities for further enhancement or expansion in this area. This implied that although the initiative was effective, there might be areas for improvement or additional activities to enrich the academic curriculum. As perceived, the data underscored the importance of continuously enhancing and refining curricular activities to meet the evolving needs of students and the demands of the academic landscape. While the current offerings are effective, efforts to innovate and diversify curricular experiences could further enrich the educational experience and better prepare students for success in the modern world. Continued investment in curricular development could improve student engagement, learning outcomes, and overall academic excellence.

According to Garcia and Martinez (2021), school-initiated curricular activities played a vital role in enhancing students' academic performance and holistic development. Their study investigated the impact of curricular activities on student learning outcomes and engagement in the classroom. Garcia and Martinez found that incorporating curricular activities into the educational curriculum fostered active learning, critical thinking, and problem-solving skills among students. Furthermore, these activities

provided opportunities for hands-on experiences and practical application of theoretical knowledge, leading to deeper understanding and retention of subject matter.

*C. Problem 3. Is there a Significant Relationship between the Stakeholders' Participation on School- Initiated Activities and Each of their Profiles?*

This study explored the significant relationship between stakeholders' participation in school-initiated activities and their individual profiles. Understanding how demographic and socio-economic factors influenced engagement could provide critical insights into fostering a more inclusive and active school community. By analyzing the correlation between stakeholders' profiles—such as age, educational background, occupation, and socio-economic status—and their involvement in curricular, extracurricular, Brigada Eskwela, reading, and health and nutrition services, this research aimed to uncover patterns and disparities in participation. The results of this study did not only highlight the key factors that drive or hinder stakeholder engagement but also offer targeted strategies to enhance involvement across diverse community segments.

Table 8: Result of the Test on Relationship between the Stakeholders' Participation in School- Initiated Activities and Each of their Profile

| Respondents' Profile     | Stakeholders' Participation in School-Initiated Activities |  |  |  |  |   |
|--------------------------|--|--|--|--|--|---|
|                          | Curricular Activities                                      | Extracurricular Activities                 | Brigada Eskwela                            | Reading Activities                         | Health and Nutrition Services              | Overall                                     |
|                          | <i>r-value</i><br><i>p-value</i>                           | <i>r-value</i><br><i>p-value</i>           | <i>r-value</i><br><i>p-value</i>           | <i>r-value</i><br><i>p-value</i>           | <i>r-value</i><br><i>p-value</i>           | <i>r-value</i><br><i>p-value</i>            |
| <b>Age</b>               | 0.143<br>0.0510<br>NS                                      | 0.259<br>0.0630<br>NS                      | 0.121<br>0.1006<br>NS                      | 0.248<br>0.0710<br>NS                      | 0.143<br>0.0905<br>NS                      | <b>0.1828</b><br><b>0.0752</b><br><b>NS</b> |
| <b>Position</b>          | <b>0.114</b><br><b>0.0381*</b><br><b>S</b>                 | <b>0.254</b><br><b>0.0210*</b><br><b>S</b> | <b>0.125</b><br><b>0.0181*</b><br><b>S</b> | <b>0.324</b><br><b>0.0282*</b><br><b>S</b> | <b>0.414</b><br><b>0.0189*</b><br><b>S</b> | <b>0.2462</b><br><b>0.0249</b><br><b>S</b>  |
| <b>Length of Service</b> | <b>0.105</b><br><b>0.0230</b><br><b>S</b>                  | <b>0.115</b><br><b>0.0243</b><br><b>S</b>  | <b>0.245</b><br><b>0.0030</b><br><b>S</b>  | <b>0.175</b><br><b>0.0372</b><br><b>S</b>  | <b>0.295</b><br><b>0.0313</b><br><b>S</b>  | <b>0.187</b><br><b>0.0238</b><br><b>S</b>   |
| <b>Overall</b>           | <b>0.121</b><br><b>0.0374</b><br><b>S</b>                  | <b>0.209</b><br><b>0.0361</b><br><b>S</b>  | <b>0.1637</b><br><b>0.0406</b><br><b>S</b> | <b>0.249</b><br><b>0.0454</b><br><b>S</b>  | <b>0.284</b><br><b>0.0469</b><br><b>S</b>  | <b>0.205</b><br><b>0.0413</b><br><b>S</b>   |

Legend: \*significant at  $p < 0.05$  alpha level S – significant; NS – not significant

Table 8 presents the test of the relationship between the stakeholders' participation in school-initiated activities and their profiles, which included age, position, and years of service. It displayed the Pearson Correlation Coefficient ( $r$ ) and the  $p$ -value for the relationship between these profiles and specific school activities such as curricular activities, extracurricular activities, Brigada Eskwela, reading activities, and health and nutrition services. For a relationship to be considered significant, the  $p$ -value must be less than 0.05. This analysis aimed to determine which aspects of stakeholders' profiles were most influential in driving participation in these varied school activities. It implied that understanding these relationships could help design more effective strategies to increase participation in school activities. It suggested that certain demographic factors may be more crucial than others in influencing stakeholder engagement. It indicated that targeted interventions could be developed based on the significant profile factors to enhance overall participation. As observed, identifying these key factors could lead to a more strategic approach to engaging stakeholders. As perceived, the results of this analysis could inform school administrators and policymakers on where to focus their efforts to achieve higher involvement in school-initiated activities.

The significant results from the table implied that stakeholders' **position and length of service** had a notable influence on participation in school-initiated activities. It suggested that stakeholders in higher or more influential positions were more actively engaged in curricular activities, extracurricular activities, Brigada Eskwela, reading activities, and health and nutrition services, as indicated by the  $p$ -values less than 0.05. It indicated a strong relationship between the responsibilities or roles held by stakeholders and their level of involvement in school activities. As observed, those in leadership or central positions showed higher participation rates, likely due to their role requirements and influence. As perceived, enhancing participation among all stakeholders might require encouraging those in less central positions to take on more active roles, ensuring broader engagement.

Further, the **length of service** also demonstrated significant relationships with several activities, including curricular activities, Brigada Eskwela, and reading activities. However, it did not significantly relate to extracurricular activities and health and nutrition services, which had  $p$ -values greater than 0.05. This implied that the length of service impacts participation in certain activities but not all of them. It suggested that stakeholders with longer tenures were more likely to be involved in core educational and community activities, reflecting their deeper commitment and familiarity with the school's operations and needs. As observed, these seasoned stakeholders manifested valuable experience and institutional knowledge to initiatives like curricular activities, Brigada Eskwela,

and reading activities, enhancing their effectiveness. As perceived, newer stakeholders might benefit from targeted encouragement and mentorship to increase their engagement in these critical areas.

Furthermore, it was evident that **age** did not have a significant relationship with any of the school-initiated activities, as all the p-values related to age were greater than 0.05. It suggested that stakeholders of different ages were equally likely to participate in curricular activities, extracurricular activities, Brigada Eskwela, reading activities, and health and nutrition services. It implied that age diversity did not affect the level of engagement in these school activities, suggesting that participation initiatives did not need to be age-specific. As observed, the uniform distribution of participation across age groups highlighted the inclusivity of school programs. As perceived, the results suggested that other factors, rather than age, might be more critical in influencing stakeholders' engagement in school activities. This underscored the importance of focusing on roles and tenure over age when developing strategies to increase stakeholder participation.

#### ➤ *Discussions*

Three hundred twenty (320) elementary school stakeholders completed the survey questionnaires. In terms of demographics, when participants were grouped by age (13.75% or 44), respondents belonged to the 51-year-old and above category. Regarding their stakeholders' position, the highest frequency (75.00% or 240) belonged to the officer, and (42.50% or 136) respondents have six (6) years below in service.

The study's findings revealed insightful patterns regarding the relationship between stakeholders' profiles and their participation in school-initiated activities. Age, as indicated by the non-significant p-values across all activities, suggested that chronological age did not significantly influence how stakeholders engaged in school activities. This finding implied that regardless of age, stakeholders were equally likely to participate in initiatives such as curricular activities, extracurricular activities, Brigada Eskwela, reading activities, and health and nutrition services.

Conversely, stakeholders' positions within the school exhibited a significant correlation with their participation levels across all listed activities. The consistently low p-values indicated that stakeholders' roles, whether as teachers, administrators, or support staff, strongly influenced their involvement in school-initiated activities. This underscored the pivotal role of professional responsibilities in shaping engagement levels among school stakeholders.

Moreover, the analysis of length of service revealed a nuanced relationship with participation. While years of service demonstrated significant correlations with curricular activities, Brigada Eskwela, and reading activities, it showed non-significant correlations with extracurricular activities and health and nutrition services. This suggested that longevity in service enhanced participation in certain types of activities but may not influence involvement in others.

#### *D. Problem 4. Based on the Findings of the Study, What Annual Improvement Plan on Stakeholders' Participation can be Designed?*

This study explored the development of an annual improvement plan based on findings related to stakeholders' participation in school-initiated activities. By thoroughly analyzing the current levels of engagement in curricular, extracurricular, Brigada Eskwela, reading, and health and nutrition services, this research aimed to identify specific areas where stakeholder involvement can be enhanced. The findings would serve as a foundation for designing a comprehensive improvement plan that targets key challenges and leverages existing strengths. The ultimate goal is to create actionable strategies that encourage greater participation from parents, teachers, students, and community members, thereby fostering a more supportive and dynamic educational environment. The results of this study would provide a detailed roadmap for schools to systematically improve stakeholder engagement and drive continuous improvement in educational outcomes.

## CHAPTER FOUR

### ANNUAL IMPROVEMENT PLAN ON STAKEHOLDERS' PARTICIPATION

#### A. Introduction

Stakeholder participation is a critical component of successful school management and development. Engaging a diverse array of stakeholders—including teachers, parents, community members, and local businesses—ensures a comprehensive approach to educational initiatives and fosters a collaborative environment conducive to student success. This study explores the extent and nature of stakeholder involvement in various school activities and how this participation can inform and enhance the school improvement planning process.

The importance of stakeholder participation in school-initiated activities cannot be overstated. These activities, from curricular and extracurricular programs to community service initiatives like Brigada Eskwela and health and nutrition services, are vital for creating a supportive and dynamic educational environment. By analyzing the levels and types of involvement among different stakeholders, this study sought to identify key areas where engagement can be improved, thereby contributing to more effective and inclusive school management strategies.

Thus, the findings of this study would serve as a foundation for developing a robust Annual Improvement Plan that leverages the strengths and addresses the gaps in stakeholder participation. By understanding the current state of involvement and identifying the factors that influence participation, school leaders can create targeted strategies to foster greater collaboration and commitment from all stakeholders. Ultimately, this research aims to highlight the pivotal role of stakeholder engagement in driving school improvement and ensuring that educational initiatives are aligned with the needs and aspirations of the entire school community.

#### B. Rationale

The findings of the study provided a comprehensive understanding of the current landscape of stakeholder participation in school-initiated activities. This understanding is crucial for several reasons. By identifying the levels and nature of stakeholder involvement, school administrators and policymakers can pinpoint areas where engagement is strong and areas that require additional support or intervention. This targeted approach ensured that efforts to boost participation are efficient and effective, addressing specific gaps and leveraging existing strengths.

The study highlighted the various factors influencing stakeholder participation, such as age, position, and years of service. Understanding these factors allows for developing tailored strategies that better accommodated stakeholder groups' diverse needs and motivations. For instance, if the study finds that younger stakeholders are less involved, schools can implement specific programs or communication strategies to engage this demographic more effectively.

Furthermore, by providing a detailed analysis of how stakeholder participation impacts school activities, the study offered invaluable insights for creating an Annual Improvement Plan. The annual improvement plan is designed to enhance areas with lower participation rates and build on successful initiatives, ensuring a holistic approach to school improvement. In essence, the study shed light on current participation trends and equips school leaders with the knowledge needed to foster a more inclusive, collaborative, and effective educational environment.

#### C. General Objectives

➤ *From the findings of the study, an improvement plan was formulated with the following objectives:*

- To increase the overall level of participation among all stakeholder groups, including teachers, parents, students, and community members, in school-initiated activities ;
- identify the key barriers to stakeholder participation and develop strategies to overcome these challenges, ensuring more inclusive and accessible involvement in school activities ;
- recognize and utilize the unique strengths and contributions of different stakeholder groups to enrich the school community and support student success ;
- enhance communication channels and outreach efforts to effectively inform and engage stakeholders about school initiatives and opportunities for participation ; and
- build and strengthen collaborative partnerships between the school and various stakeholders, fostering a sense of shared responsibility and community involvement in educational outcomes.

Table 9: Matrix of Annual Improvement Plan

| <b>Year 1. Participation</b> |  |   |                   |  |                       |                         |  |
|------------------------------|--|---|-------------------|--|-----------------------|-------------------------|--|
| <b>Areas of Concern</b>      | <b>Specific Objectives</b>                                       | <b>Strategies/ Activities</b>                                   | <b>Time Frame</b> | <b>Persons Involved</b>                  | <b>Source of Fund</b> | <b>Estimated Budget</b> | <b>Expected Outcome</b>  |
| Curriculum Activities        | Increase stakeholders engagement in curricular activities.       | Conduct interactive workshops and seminars                      | Quarterly         | Teachers, Curriculum Developers          | School Budget         | ₱15,000                 | Enhanced stakeholders participation and improved learning outcomes   |
|                              | Provide professional development for teachers.                   | Offer training sessions on innovative teaching methods          | Bi-annual         | School Heads, External Trainers          | Government Grant      | ₱25,000                 | Teachers equipped with advanced teaching strategies                  |
|                              | Strengthen community involvement in curricular activities.       | Organize community meetings and feedback sessions               | Monthly           | School Heads, Parents, Community Members | PTA Fund              | ₱10,000                 | Increased community support and collaboration                        |
|                              | Enhance resource availability for curricular activities.         | Develop a resource-sharing platform among schools               | Annually          | Teachers, Administrators                 | Donations             | ₱15,000                 | Improved access to educational resources                             |
|                              | Monitor and evaluate the effectiveness of curricular activities. | Implement regular assessment and feedback mechanisms            | Quarterly         | Evaluation Team, Students, Teachers      | School Budget         | ₱25,000                 | Data-driven improvement and higher curricular activity success rates |
| <b>Year 2. Enhancement</b>   |  |   |                   |  |                       |                         |  |
| <b>Areas of Concern</b>      | <b>Specific Objectives</b>                                       | <b>Strategies/ Activities</b>                                   | <b>Time Frame</b> | <b>Persons Involved</b>                  | <b>Source of Fund</b> | <b>Estimated Budget</b> | <b>Expected Outcome</b>  |
| Curriculum Activities        | Increase engagement through technology integration.              | Introduce digital learning tools and platforms                  | Quarterly         | IT staff, teachers, students             | School Budget         | ₱25,000                 | Enhanced learning experiences through technology.                    |
|                              | Foster collaboration between schools and local businesses.       | Establish partnerships for resource and expertise sharing       | Annually          | School heads, Local businesses           | Business sponsors     | ₱10,000                 | Increased resources and real-world learning opportunities            |
|                              | Expand professional development scope for teachers.              | Advanced training in digital and innovative teaching techniques | Bi-annual         | Teachers, External trainers              | Government Grant      | ₱15,000                 | Teachers proficient in cutting-edge educational practices.           |
|                              | Promote student-led initiatives and projects                     | Encourage student councils to organize curricular activities    | Quarterly         | Students, Teachers                       | School Budget         | ₱10,000                 | Greater student leadership and initiative.                           |
|                              | Continuously assess and refine curricular activities.            | Use feedback to make iterative improvements                     | Quarterly         | Evaluation team, students, teachers      | School Budget         | ₱15,000                 | Ongoing improvement and adaptation                                   |

|                               |  |   |                   |  |                       |                         | of curricular activities.                                    |
|-------------------------------|--|---|-------------------|--|-----------------------|-------------------------|--|
| <b>Year 3. Sustainability</b> |  |   |                   |  |                       |                         |  |
| <b>Areas of Concern</b>       | <b>Specific Objectives</b>                             | <b>Strategies/ Activities</b>                             | <b>Time Frame</b> | <b>Persons Involved</b>                  | <b>Source of Fund</b> | <b>Estimated Budget</b> | <b>Expected Outcome</b>                                      |
| Curriculum Activities         | Ensure sustainability of curricular improvement        | Create a sustainability plan for ongoing initiatives.     | Annually          | School heads, teachers                   | School Budget         | ₱15,000                 | Long-term integration of successful practices                |
|                               | Institutionalize stakeholder participation frameworks. | Formalize stakeholder roles and responsibilities.         |                   | School heads, parents, community members | PTA Fund              | ₱10,000                 | Clear and consistent stakeholder involvement.                |
|                               | Expand outreach and involvement to broader community.  | Host community-wide educational fairs and events.         | Annually          | School heads, community leaders          | Community Fund        | ₱15,000                 | Stronger community-school relationships and support.         |
|                               | Continue leveraging technology for enhanced learning.  | Maintain and update digital learning platforms and tools. | Annually          | IT staff, teachers, students             | School Budget         | ₱15,000                 | Sustained use of technology to support curriculum.           |
|                               | Regularly review and adapt the improvement plan.       | Conduct annual reviews and make necessary adjustments.    | Annually          | Evaluation team, school heads, teachers  | School Budget         | ₱15,000                 | Continuous improvement and responsiveness to changing needs. |



## CHAPTER FIVE

### CONCLUSIONS

Based on the results and discussions presented, the following conclusions were drawn:

The demographic analysis of the stakeholders revealed a diverse group with varying ages, positions, and years of service. Notably, a significant portion of the stakeholders (13.75% or 44 respondents) were aged 51 and above, and the most represented position was the officers (75.00% or 240 respondents). Additionally, a considerable number of stakeholders (42.50% or 136 respondents) had between 0 to 6 years of service. These demographics suggested a mix of experience and perspectives, which was beneficial for a well-rounded approach to local governance and school initiatives.

Stakeholders' participation in Brigada Eskwela had shown a significant positive impact on the school's physical environment, fostering a sense of community and collective responsibility among parents, teachers, and students. The collaborative efforts had led to improve facilities and resources, such as well-maintained classrooms, cleaner school grounds, and updated educational materials, creating a more conducive learning environment for students.

Furthermore, these joint initiatives helped cultivate a culture of volunteerism and civic engagement within the community, as individuals witness the tangible benefits of their contributions. The data suggested that regular involvement in Brigada Eskwela boosted morale and enhanced stakeholders' commitment to other school-initiated activities, such as curricular programs and extracurricular events, reinforcing their integral role in the educational ecosystem. This increased participation facilitated better communication and cooperation among stakeholders, leading to more effective problem-solving and decision-making processes. Brigada Eskwela benefited the school's infrastructure and strengthened the bonds between the school and its community, promoting a culture of shared ownership, pride, and continuous improvement, ultimately contributing to the holistic development of the students and the school as a whole.

However, age did not appear to significantly influence stakeholders' participation in school-initiated activities. This finding suggested that regardless of age, stakeholders were equally inclined to engage in various educational initiatives such as curricular activities, extracurricular activities, Brigada Eskwela, reading activities, and health and nutrition services. Therefore, efforts to promote participation should not be constrained by age-related assumptions but rather focus on inclusive strategies that appeal to stakeholders of all age groups.

Moreover, stakeholders' positions within the school community significantly impacted their participation levels across all listed activities. Whether in teaching, administrative, or support roles, stakeholders' professional responsibilities played a crucial role in determining their engagement. This underscored the importance of role-specific approaches in encouraging active involvement in school activities tailored to the distinct contributions and responsibilities of each stakeholder group.

While length of service showed varying degrees of influence on participation depending on the activity, overall tenure did correlate significantly with involvement in certain types of activities such as curricular activities and Brigada Eskwela. This suggested that longer-serving stakeholders may possess institutional knowledge and deeper commitments that drive their participation in these areas. However, the non-significant correlations with extracurricular activities and health and nutrition services indicated that other factors beyond tenure may influence engagement in these specific domains.

In conclusion, these findings highlighted the multidimensional nature of stakeholder participation in school initiatives, influenced by age, position, and length of service. To enhance overall engagement, schools should adopt inclusive strategies that acknowledged and leveraged their stakeholders' diverse profiles and responsibilities. By doing so, educators could foster a more collaborative and supportive environment that enhanced educational outcomes and strengthened community ties within the school setting.

#### A. Recommendations

➤ *Based on the Conclusion Drawn from the Study, the Following Recommendations are Provided:*

- Stakeholders may actively participate in all curricular activities to enhance their learning experiences and overall academic performance. This engagement would help develop their critical thinking, problem-solving, and collaborative skills.
- Teachers may encourage stakeholders to actively engage in curricular activities by creating a motivating and interactive classroom atmosphere. Recognize and reward pupils' efforts and achievements to maintain high levels of participation and enthusiasm.
- School heads may foster a collaborative culture among staff, encouraging the sharing of best practices and innovative approaches to curricular activities. This would enhance the overall quality of education provided to pupils.

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**APPENDIX A  
(CO-AUTHORSHIP FORM)**

PHINMA Cagayan de Oro College URSSC Research Technical Committee Carmen, Cagayan de Oro City

**RESEARCH CO-AUTHORSHIP CERTIFICATION FORM**

This is to certify that I have agreed to be the co-author of the study **STAKEHOLDERS PARTICIPATION  
IN SCHOOL-INITIATED ACTIVITIES:  
BASIS FOR ANNUAL IMPROVEMENT PLAN**  
proposed by **FATIMA O. UGARINAN**.

CONNIEBEL C. NISTAL, PhD

Name and signature of co-author & date signed

*This form should be part of the attachment to the protocol which will be submitted to URSSC Research Technical Committee and to any form that contains research reported in co-authored work that has been published, accepted for publication, or submitted for publication. Completed forms should be included at the front (after the Abstract) of each copy of the research submitted for examination and library deposit.*

## **APPENDIX B**

### **PROPOSED PAPER APPROVAL FORM SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES**

#### **STAKEHOLDERS PARTICIPATION IN SCHOOL-INITIATED ACTIVITIES: BASIS FOR ANNUAL IMPROVEMENT PLAN**

FATI MA O. UGARINAN  
(Name of Researcher)

CONNIEBEL C. NISTAL, PhD  
(Name of Adviser and Signature) Co-Author

PROPOSED PAPER: APPROVED ERLINDA A. QUIRAP, PhD  
Member, URSSC Research Technical Committee

PEPA V. PONTILLAS, PhD  
Member, URSSC Research Technical Committee

CARMELITA O. ELBANBUENA, PhD  
Member, URSSC Research Technical Committee

GERLINDA G. CORPUZ, PhD  
Chairperson, URSSC Research Technical Committ



## APPENDIX C

### RESEARCH INFORMED CONSENT

#### *Title of the Study*

STAKEHOLDERS PARTICIPATION IN  
SCHOOL INITIATED ACTIVITIES:  
BASIS FOR ANNUAL IMPROVEMENT PLAN

#### • **RESEARCHER INFORMATION**

Name: FATIMA O. UGARINAN

Station: Valencia City Central School

Contact Details: 09356946146/ EMAIL: fugarinan@gmail.com

#### • **PURPOSE OF THE STUDY**

You are invited to participate in a research study that aims to investigate the action research writing on issues affecting teacher performance. The purpose of this study is to better understand the factors that contribute to the research skills and teacher performance. The findings will be used to inform the development of research plans and initiatives that can benefit teachers and the educational community.

#### • **PROCEDURES**

You will be asked to complete a questionnaire or participate in interviews, depending on your preference. The questionnaire/interview will involve questions about action research writing and teacher performance. The estimated time for participation is approximately 20 - 30 minutes only on the day of your scheduled time. Your responses will be recorded for research purposes only.

#### • **RISKS AND BENEFITS**

Participation in this study does not involve any known risks beyond those typically encountered in daily life. By participating, you contribute valuable insights that can inform the improvement of research development plans for educators. Your perspectives may also benefit your own professional growth in research.

#### • **CONFIDENTIALITY AND PRIVACY OF DATA**

Every piece of information we learn about you as a consequence of this study will be kept secure and completely private. The researcher has made it clear that all data collection, storage, and publication related to this research study will be done in a way that respects confidentiality, privacy, and anonymity both before and after those processes. For a period of 10 years after the study is finished, all data produced during the research study will be appropriately maintained in paper or electronic form. Thank you for carefully reading the information in this form and for your voluntary participation in this survey.

#### • **VOLUNTARY PARTICIPATION**

Your participation in this study is entirely voluntary. You have the right to refuse to participate or withdraw from the study at any time without penalty or consequence. By signing below, you indicate that you have read and understood the information provided above and that you voluntarily consent to participate in this research study.

### CONSENT

By signing this permission form, I certify that I have read the instructions, understand them, and had the opportunity to ask questions. I understand very well that participation in this activity is entirely optional and that I am free to decline for any reason and without incurring any fees. I am completely aware of this. I voluntarily agree to take part in this study.

Signature\_\_\_\_\_

Date\_\_\_\_\_

## APPENDIX D

### REQUEST LETTER TO CONDUCT STUDY

**CAGAYAN DE ORO COLLEGE**  
LETTER REQUEST TO CONDUCT STUDY

January 19, 2024

DR. JESNAR DEMS S. TORRES  
Schools Division Superintendent  
DepEd. Division of Valencia City  
Valencia City, Bukidnon

Dear Dr. Torres

Greetings!

I have the honor to request permission from your good office to conduct a research study. This is in view of my Dissertation, titled **"PARTICIPATION OF STAKEHOLDERS ON SCHOOL-INITIATED ACTIVITIES: BASIS FOR SCHOOL IMPROVEMENT PLAN"** in partial fulfillment of the requirements leading to the Degree Doctor of Philosophy in Educational Administration at PHINMA Cagayan de Oro College.

Rest assured that the data collected will be used for the purpose of this study only and will be kept with confidentiality. Your assistance on this matter will be greatly appreciated.


Sincerely yours,  
**FATIMA O. UGARINAN**  
Researcher

Noted by:  
**BRAZIEL L. ORGACHUY, PhD**  
Dean

Approved by:  
**JESNAR DEMS S. TORRES, PhD, CESO V**  
Schools Division Superintendent

Max Street 31, Carmen, Cagayan de Oro City, Misamis Oriental, Philippines 9000  
www.coc.phinma.edu.ph | +63 88 858 5867 | 0917 376 5125

**APPENDIX E**  
**APPROVED LETTER TO CONDUCT STUDY**


  
Republic of the Philippines  
**Department of Education**  
REGION X  
**SCHOOLS DIVISION OF VALENCIA CITY**


RECEIVED  
15 FEB 2024



1<sup>st</sup> Endorsement  
February 15, 2024

Respectfully returned to CORNELIO F. PETALCORIN, Elementary School Principal III, Maling Central School, Valencia City, Bukidnon, this Division, interposing NO OBJECTION to the enclosed request for permission of FATIMA O. UCLARINAN, Teacher III, to pursue her post graduate studies at Cagayan De Oro College (PHENMA), Cagayan De Oro City, subject to the following conditions:

1. that her schooling shall be done strictly outside of office hours and shall not in any way interfere with the performance of her official duties.
2. that she shall not use any government property nor make use of her classroom/office in furtherance of her study.
3. that this permission shall be subject to IMMEDIATE REVOCATION the moment it is found that her study outside office hours is prejudicial to the best interest of the service.

  
**JESNAR DEMAS S. TORRES, PhD., CESO V**  
Schools Division Superintendent

 Address: Lapu-lapu St., Poblacion, Valencia City, Bukidnon  
Telephone No: (088) 828-4415  
Website: <https://deped-valencia.org>

**APPENDIX F**  
**QUESTIONNAIRE – CHECKLIST**  
 (To be filled up by the stakeholders)

**STAKEHOLDERS PARTICIPATION IN SCHOOL-INITIATED ACTIVITIES: BASIS FOR ANNUAL IMPROVEMENT PLAN**

Good day!

I am a PhD Educational Administration student at Cagayan de Oro College-PHINMA Education Network, currently taking a Dissertation. In partial fulfillment of the requirements, I am currently conducting a study on “*Stakeholders’ Participation in School-Initiated Activities: Basis for Annual Improvement Plan*”.

Kindly answer the following questions as honestly as you can and to the best of your knowledge. This survey will take approximately 5-10 minutes.

Rest assured, all information you will disclose will kept confidential and used only for this study. Thank you very much!

Sincerely yours,

**FATIMA O. UGARINAN**

**CONSENT**

I voluntarily give my consent to participate in this study. I have read the information above or the said information was read to me. I was given the opportunity to ask questions and these were answered satisfactory and to my contentment.

Very truly yours,

Respondents Signature

➤ *Part I. Respondents’ Profile*

- Directions: Please check the cell that corresponds to your answer to each item.

• Name (Optional) \_\_\_\_\_

➤ *Age*

- ( ) 51-60 years old
- ( ) 41-50 years old
- ( ) 31-40 years old
- ( ) 21-30 years old

➤ *Position*

- ( ) Officer
- ( ) Not an Officer

➤ *Number of Years in the service*

- ( ) 12 years & above
- ( ) 7-11 years
- ( ) 0-6 years

➤ *PART II. Stakeholders' Participation in School-Initiated Activities*

- Direction: Please read the following statements and indicate your answer by checking the columns of your choice. Use the following option.

- ✓ 5 Always
- ✓ 4 Very Often
- ✓ 3 Occasionally
- ✓ 2 Seldom
- ✓ Never

## Curricular Activities

| Indicators<br>As a stakeholder...   | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| I assist school community in sourcing out funds for pupils to be able to participate in academic competitions.  |   |   |   |   |   |
| I participate actively in the different activities initiated by the schools especially regarding reading day and National Reading Month activities.   |   |   |   |   |   |
| I take part in the remediation activity given to pupils who failed to catch up the lesson.  |   |   |   |   |   |
| I assist teachers by initiating to make indigenized and localized instructional materials.  |   |   |   |   |   |
| I support the school and teachers by planning and implementing different intervention to aid pupils' learning.  |   |   |   |   |   |
| I support clubs to enhance the knowledge of pupils in the particular field such as debate, match league, book clubs and poetry clubs.   |   |   |   |   |   |
| I support the school paper publications through giving funds or inviting speakers to improve pupils' knowledge about the field of journalism.   |   |   |   |   |   |
| I participate in school activity directed towards the reduction of illiteracy in schools especially as visiting mentor in the school reading intervention program and the reading recovery program of the school. |   |   |   |   |   |

## Extra-Curricular Activities

| Indicators<br>As a stakeholder...  | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|
| I engage in volunteer work in our school community (value formation activity, sports competition) that enhances positive interaction among the youth.            |   |   |   |   |   |
| I assist school community in sourcing out funds for students to be able to participate in non-academic competitions.   |   |   |   |   |   |
| I help convince civic community minded members to extend assistance to schools especially during special activities like sports, scouting activities and others. |   |   |   |   |   |
| I participate actively in the different activities initiated by the schools especially in training players in different sports.                                  |   |   |   |   |   |
| I support pupils' organization advocacy in clean up drive, tree planting activity and enhancing talent competitions.   |   |   |   |   |   |
| I help organize arts and athletics culmination program.  |   |   |   |   |   |
| I facilitate sports enhancement programs that may help pupils' sports performance.   |   |   |   |   |   |
| I provide funds to help realize an activity or a project.  |   |   |   |   |   |

## Brigada Eskwela

| Indicators<br>As a stakeholder...  | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|
| I help in preparing the facilities of the school for the opening of classes, including minor repair of school buildings, repainting, cleaning up, of furniture and fixtures, and similar activities. |   |   |   |   |   |
| I participate in Brigada Eskwela- "School-Based Implementation and Monitoring".  |   |   |   |   |   |
| I take part in the schools' maintenance week dubbed as Brigada Eskwela by extending some of the needed resources (financial and materials needed).   |   |   |   |   |   |
| I help increase public awareness by initiating different information drive activities.   |   |   |   |   |   |
| I participate in making the school organized, ready for the calamities, conducive to learning, and to have a consensus in school materials, facilities, and equipment.                               |   |   |   |   |   |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| I help to protect their children's rights until they are old enough to make their own way in the world.   |  |  |  |  |  |
| I participate in the different activities initiated by the schools especially building construction and repair, cleaning of clogged canals and landscaping. |  |  |  |  |  |
| I help establish partnerships by inviting different civic organizations to be part in schools' Brigada Eskwela activities.                                  |  |  |  |  |  |

## Reading Activities

| <b>Indicators<br/>As a stakeholder...</b>   | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|---|----------|----------|----------|----------|----------|
| I invite other stakeholders to be part of this very important reading activity in school, like National Learning Camp and Reading Month.          |          |          |          |          |          |
| I assist school in sourcing out funds for the reading program and donate reading materials.   |          |          |          |          |          |
| I initiate the establishment of a functional reading hub and support the maintenance of school reading facilities.                                |          |          |          |          |          |
| I engage in different activities related to the implementation of program, assist in the monitoring and attend forum on the status of the program |          |          |          |          |          |
| I serve as advocate for the school reading program activities and attend interactive literacy activities between parents and their children.      |          |          |          |          |          |
| I participate in reading remediation activities like Project Care for the Non-Readers and providing resources.                                    |          |          |          |          |          |
| I participate in reading monitoring and evaluation.   |          |          |          |          |          |
| I serve as a source of information in different reading strategies.   |          |          |          |          |          |

## Health and Nutrition Services

| <b>Indicators<br/>As a stakeholder...</b>   | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|---|----------|----------|----------|----------|----------|
| I volunteer in the different activities related to the health and nutrition of the school children especially during school feeding programs. |          |          |          |          |          |
| I participate in the different activities initiated by the schools regarding school nutrition month program.                                  |          |          |          |          |          |
| I serve as an advocate of "No to Malnutrition Program" and assist in monitoring the wasted pupils in school.                                  |          |          |          |          |          |
| I invite other stakeholders to be an active participant in ensuring good nutrition among school children.                                     |          |          |          |          |          |
| I help the school look for other resources or funds in the school nutrition program.  |          |          |          |          |          |
| I initiate the establishment of school feeding center.  |          |          |          |          |          |
| I donate feeding supplies like vegetables, fruits and etc.  |          |          |          |          |          |
| I be part in planting gulayan sa paaralan to allocate vegetables to the school feeding program.   |          |          |          |          |          |



**APPROVAL TO USE OR ADAPT THE QUESTIONNAIRE**