Stakeholder's Involvement to School-Initiated Activities of District I Secondary Schools: Basis for Enhanced Community Partnership Program of Activities

PAULINA DE TORRES
Principal III
Paharang Integrated School

An Action Research
Presented to
The Department of Education
BATANGAS CITY DIVISION
Batangas City

Abstract:-

➢ *Introduction*

Schools help learners acquire skills in socialization, communication, and development of their academic ability. Equally, schools are venues that deliver a place for parents and other stakeholders to get involved in the teaching-learning processes and other educational reforms of the Department of Education (DepEd). However, the development of quality education is not a monopoly of the school. Hand-in-hand with the school are people who complement and supplement each other in achieving the desired educational goals for the learners. Hence, school personnel and other school partners must be attentive to the learners' welfare and performance in school. They have the responsibility to be involved and be sensitive enough to the learners' problems and or development in school. With their aid in the learners' education, positive cooperation and communication between the school and them will foster the leaners' progress and better academic performance will be attained.

With the given scenario, the researcher having been involved in the educational system as school head, would like to determine stakeholders' involvement as related to context variables. For that purpose, the relationship between stakeholders' involvement and pupils' academic performance was examined. With these pronouncements, a deeper understanding of stakeholders' involvement to the academic performance of the learners of Paharang Integrated School is necessary. The results could provide specific participation which can be associated with school-initiated activities. The researcher strongly believes that a strong partnership between stakeholders and school is one powerful factor for the success of DepEd's educational reforms and school-initiated activities.

➢ *Research Questions*

This study aimed to determine the level of stakeholder's involvement to school-initiated activities in District I Secondary Schools with the end view of proposing strategies to increase stakeholders' engagement. Specifically, this covered profile of respondents as to household and community; school and stakeholders' assessment as to their involvement to school-initiated activities on regard to leadership and governance, learners' achievement; and implementation of school's programs and reforms. Likewise, this also looked into the issues and challenges met by the school on regard to stakeholder's involvement to school-initiated activities.

➢ *Scope of Action Research*

The descriptive research design was utilized in this study in finding out the stakeholders' involvement in the school-initiated activities of Paharang Integrated School and Talumpok Integrated School. As explained by Fraenkel (2010), descriptive method is a process of gathering, analysing, classifying, and tabulating data about a prevailing phenomenon, practices, beliefs, processes, trends, cause and effect relationship and then making adequate interpretation of the data collected with or without the aid of statistical method. This involves data gathering about existing conditions supported with descriptive analysis of gathered information from the said survey. Also, the design ensured to answer the questions raised since it followed a certain process of collecting and obtaining the necessary and accurate information needed in making this paper. Specifically, the information used in the study came from the perceptions and insight of the respondents through a researcher-conducted survey with the use of a designed questionnaire.

➢ *Problem Analysis and Preliminary Data Gathering*

Prior to the distribution of the questionnaire, the researcher sought the permission from the Schools Division Superintendent, Public School District Supervisor and the school head of Talumpok Integrated School allow in gathering data to teachers and stakeholders to be the study's respondents. After being granted with the permission, she personally approached and administered the questionnaire to the people concerned so that questions that might surface will be given immediate answer. After all the data needed were collected, appropriate statistical tools such as frequency and weighted mean were used to assume the precision of statistical computation.

➢ *Formulating Inferences*

Preliminary data gathered determined the level of stakeholders' participation to the school-initiated activities with the aim of proposing school-based management strategies may be proposed to increase stakeholders' collaboration.

➢ *Experimentation and Action*

Researcher-constructed questionnaire was used as the main tool in gathering data for this study. It consisted of three parts. The first part of the questionnaire was on the profile of respondents in terms of whether they came from the household or the community. Meanwhile, the second part of the questionnaire dealt with the assessment of stakeholders on their level of involvement to school-initiated activities on regard to leadership and governance, learners' achievement, and implementation of school's programs and reforms. Meanwhile the third part covered the issues and challenges met by school on regard to stakeholders' involvement to school-initiated activities.

➢ *Findings, Conclusions and Recommendations*

1. **Majority of the household stakeholders were parents while teachers were foremost from the community.**
2. **As perceived rom the study, majority of the respondents involved themselves to a great extent as they provide moral support to school's curricular initiatives when it comes to leadership and governance while on regard to learners' achievement, they eagerly engage in meaningful volunteer work in their school community such as value formation activity or sports competition, that enhances positive interaction among the youth to a great extent. In addition, results showed that to a great extent, respondents support the professional learning and growth that is available to all staff members of the school when it comes to the implementation of the school's programs and reforms.**
3. **On regard to the issues and concerns, presenting the project reports to the stakeholders were agreed to be primarily met by respondents.**
4. **On the basis of these findings, this study proposed school-based management strategies to increase stakeholders' collaboration and have meaningful involvement to school-initiated activities.**

➢ *Recommendations*

1. **The proposed school-based management strategies can be subjected for further review for enhancement prior to implementation. Part of this can be dealt with special and upgraded activities, which can be provided for the school heads and teachers to recognize the change as an implication to good practice and training.**
2. **Teachers and principals' relationship can further be developed through activities that would create harmonious relationship towards building strong collaboration with stakeholders.**
3. **Consultations within the community must be further enhanced to involve stakeholders in the development of school culture, where the interests of the students and the needs of the community are considered.**
4. **Similar studies may be conducted in other schools to determine the effectiveness of school culture to students' academic achievement.**

I. INTRODUCTION

Schools help learners acquire skills in socialization, communication, and development of their academic ability. Equally, schools are venues that deliver a place for parents and other stakeholders to get involved in the teaching-learning processes and other educational reforms of the Department of Education (DepEd). However, the development of quality education is not a monopoly of the school. Hand-in-hand with the school are people who complement and supplement each other in achieving the desired educational goals for the learners. Hence, school personnel and other school partners must be attentive to the learners' welfare and performance in school. They have the responsibility to be involved and be sensitive enough to the learners' problems and or development in school. With their aid in the learners' education, positive cooperation and communication between the school and them will foster the leaners' progress and better academic performance will be attained.

Schools are considered as places which provide appropriate learning environment for learners, but the importance of stakeholders cannot be ignored. Undeniably, they contribute significantly to various components of learners particularly in improving their academic performance. Their pivotal role still continues to be recognized by schools as they are essential for the complete development of the personality and career of learners. More so, stakeholders have a very important impact on the learners' growth and development. Thus, the school and the stakeholders have the significant responsibility of leading and supporting the learners and in creating an enjoyable environment so that the latter's potential and self-confidence can develop well. In this manner, the school in partnership with pertinent stakeholders have the responsibility of nurturing the learners to become responsible citizens of the world.

With the given scenario, the researcher having been involved in the educational system as school head, would like to determine stakeholders' involvement as related to

context variables. For that purpose, the relationship between stakeholders' involvement and pupils' academic performance was examined. With these pronouncements, a deeper understanding of stakeholders' involvement to the academic performance of the learners of Paharang Integrated School is necessary. The results could provide specific participation which can be associated with school-initiated activities. The researcher strongly believes that a strong partnership between stakeholders and school is one powerful factor for the success of DepEd's educational reforms and school-initiated activities.

II. REVIEW OF LITERATURE

The theory of Psychosocial Development of Erickson (cited by McLeod, 2013), if children are encouraged and reinforced for their initiative, they begin to feel industrious and confident in their ability to achieve goals. If this initiative is not encouraged, if it is restricted by parents or teacher, then the child begins to feel inferior, doubting his own abilities and therefore may not reach his or her potential. The involvement of the parent becomes a crucial factor to the success of the child, the very reason that greater involvement is expected during this stage. On the other hand, as the child ages, their psychosocial development changes especially when they reach adolescence.

Parents are important in providing environmental, social and economic factors, which have powerful effects on pupils' academic lives. It's been documented that parents' readiness to contact teachers about their children's improvement is possibly the first step to becoming involved in education (Ciriaka, 2003). When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. According to Dietel (2004), parental involvement over the past decade, indicates that regardless of family income or background, students with involved parents are more likely to earn higher grades and test scores, enrolled in higher-level programs, be promoted, pass their classes, earn credits, attend school regularly, have better social skills, show improved behaviour, adapt well to school and graduate to postsecondary education. Research has consistently indicated that parental involvement is integral to high student academic achievement.

Olmstead (2013) classified parent involvement into reactive and proactive involvement. Reactive involvement means parents attend to school programs that are organized by the school such as parents' meetings, family gatherings, or volunteering whereas proactive involvement is the participation of parents in assisting their children, completing homework, discussing school activities, and following the children's improvement. In conclusion, parents need to be aware of their roles and responsibilities in educating their children. The desire to engage in any activity related to their children's education both at home and in school involvement should be owned by each parent.

Majority of parents are finding it more and more difficult to make a living, like their busy at work, no permanent job and uneducated are present enough reason to be distracted from the expected monitoring in various aspects of children's life. The trials of single parenthood, poverty, family crises and the ever increasing involvement of women in various areas of community and national development makes one to ask questions as to whether parents are still able to be dedicated to their wards; or whether they are putting enough efforts towards effective learning of among their children.

According to the principles of family law, parents are obliged to maintain, protect and care for their children. They were required to accept responsibility for the physical and emotional needs of their children and to raise their children in such a way that they can adapt to society and participate successfully in its activities. Parents are obliged to protect the fundamental rights of their child to education, food, clothing, shelter, and health care. Parents should understand the needs and goals of the school, and their involvement can range from occasional attendance of school functions to membership of parent–teacher organisations and school governing bodies. A parent who sees the school as an instrument for the achievement of his or her children is usually significantly involved in schools (Van DerWesthuizen, 2002). In most cases, we find that cultural sensitivity is extremely relevant to the assumptions made about the home.

➤ *Research Questions*

This study aimed to determine the level of stakeholder's involvement to school-initiated activities in District I Secondary Schools with the end view of proposing strategies to increase stakeholders' engagement. Specifically, this covered profile of respondents as to household and community; school and stakeholders' assessment as to their involvement to school-initiated activities on regard to leadership and governance, learners' achievement; and implementation of school's programs and reforms. Likewise, this also looked into the issues and challenges met by the school on regard to stakeholder's involvement to school-initiated activities.

➤ *Scope of Action Research*

The descriptive research design was utilized in this study in finding out the stakeholders' involvement in the school-initiated activities of Paharang Integrated School and Talumpok Integrated School. As explained by Fraenkel (2010), descriptive method is a process of gathering, analysing, classifying, and tabulating data about a prevailing phenomenon, practices, beliefs, processes, trends, cause and effect relationship and then making adequate interpretation of the data collected with or without the aid of statistical method. This involves data gathering about existing conditions supported with descriptive analysis of gathered information from the said survey. Also, the design ensured to answer the questions raised since it followed a certain process of collecting and obtaining the necessary and accurate information needed in making this paper. Specifically, the information used in the study came from

the perceptions and insight of the respondents through a researcher-conducted survey with the use of a designed questionnaire.

➢ *Problem Analysis and Preliminary Data Gathering*

Prior to the distribution of the questionnaire, the researcher sought the permission from the Schools Division Superintendent, Public School District Supervisor and the school head of Talumpok Integrated School allow in gathering data to teachers and stakeholders to be the study's respondents. After being granted with the permission, she personally approached and administered the questionnaire to the people concerned so that questions that might surface will be given immediate answer. After all the data needed were collected, appropriate statistical tools such as frequency and weighted mean were used to assume the precision of statistical computation.

➢ *Formulating Inferences*

Preliminary data gathered determined the level of stakeholders' participation to the school-initiated activities with the aim of proposing school-based management strategies may be proposed to increase stakeholders' collaboration.

➢ *Experimentation and Action*

Researcher-constructed questionnaire was used as the main tool in gathering data for this study. It consisted of three parts. The first part of the questionnaire was on the profile of respondents in terms of whether they came from the household or the community. Meanwhile, the second part of the questionnaire dealt with the assessment of stakeholders on their level of involvement to school-initiated activities on regard to leadership and governance, learners' achievement, and implementation of school's programs and reforms. Meanwhile the third part covered the issues and challenges met by school on regard to stakeholders' involvement to school-initiated activities.

➢ *Findings*

The following significant findings were revealed from the study.

1. Profile of stakeholders in terms of the following household and community. Stakeholder involvement means working with people and using the resources as they are and helping them to work together to realize agreed ends and goals. The following tables present the frequency of stakeholders according to household and community.

1.1 Household. Promoting the welfare of the children is the foremost concern of the people who live with the child, the household members. On this, the school setting is a responsibility often shared by the household and the education sectors. It can be said then that achieving the goals of the school-initiated activities hinges on the continued commitment from, and strong links between these two sectors. With this, results on the profile of respondents in terms of household are shown in Table 1.

Table 1:- Respondents' Profile in Terms of Household

Household	Frequency	Percentage
Parents	9	75
Guardians	1	8.33
Employer	1	8.33
Students	1	8.33
Total	**12**	**100**

As can be seen from the table, majority of the respondents from the group of the household were parents with frequency distribution of nine or 75 percent while there were only one from each group of guardians, employer, and students.

1.2 Community. Unquestionably, the people, groups or organizations in the community who have interest or concern in the school are considered stakeholders. They can affect the school's actions, objectives, and policies. Results on the number of members of the community who are considered as partners of the school are presented in Table 2.

Table 2:- Respondents' Profile in Terms of Community

Community	Frequency	Percentage
Immersion Partners	1	4.35
Teachers	12	52.17
School Administrator	2	8.69
NGO	2	8.69
Local Government Officials	3	13.04
Board Members (Government)	0	0
Alumni	1	4.35
Socio-Civic Groups	1	4.35
Others	1	4.35
Total	**23**	**100**

To note, the biggest number of stakeholders as shown in the results from Table 3 was on teachers, with 12 or 52.17 percent while there were no stakeholders who got involved in the school's initiated activities. However, it can be deduced from these results that the school were able to involve a number of stakeholders from the community as can be perceived from the diverse list. Involving all these members of the community, can be inferred to have given greater community support which may had led to better process and school culture.

2. Assessment of Respondents on Stakeholders' Involvement to School-initiated Activities

Schools seeking improved outcomes, usually have one or more members or stakeholders on the inside of the organization who often share the school's vision and passion for student success, and who have personal stake in the performance of the school and its students. This part identifies the stakeholders' involvement in the school-

initiated activities. The following tables presents the results on respondents' assessments on stakeholders assessment of respondents on stakeholders' involvement to school-initiated activities on regard to leadership and governance, learners' achievement, and implementation of school's programs and reforms.

2.1 Leadership and governance. Significantly, the school's stakeholders have contributed to great extent to the school's leadership and governance as shown by the composite mean of 3.59. Results are shown in Table 3.

Table 3:- Stakeholders' Involvement to School-initiated Activities on Regard to Leadership and Governance

Stakeholders...	WM	VI
1. ensure that historically underrepresented groups benefit from leadership development opportunities in my school	3.6	GE
2. join in performance reviews and accountability measures to ensure they are strategic and aligned with improvement efforts	3.49	ME
3. participate in meetings related to decision-making and implementing strategic plans	2.71	ME
4. value and center perspectives from all members of the learning community in decision making	3.26	ME
5. engage in leadership practices to promote educational equity	3.77	GE
6. adhere to shared governance of the school	3.74	GE
7. engage in partnerships with local civic, business, and service organizations specifically related to educational equity	3.66	GE
8. ensure that climate in my school is safe and positive for everyone	3.83	GE
9. express my feelings, desires, and opinions in my school without fear of retaliation	3.63	GE
10. work harmoniously with (co)-teachers and superior/s	3.69	GE
11. provide moral support to school's curricular initiatives	3.91	GE
12. respect differences in beliefs and opinions	3.77	GE
Composite Mean	**3.59**	**GE**

One of the current international trends in educational reform is the devolution of decision-making powers from central government to school level. This trend is related to a move towards institutional autonomy, the so-called site-based (i.e. school-based) management of institutions, which refers to the issue of self-management of the institution. It can be noted from the results that majority of the respondents revealed that stakeholders' engagement relative to school's leadership and governance were more on provision of moral support to school's curricular activities to a great extent. This got the highest weighted mean of 3.91. This was immediately followed by engaging in leadership practices to promote educational equity and respecting differences in beliefs and opinions, with similar high weighted mean of 3.77; and adhering to shared governance of the school, weighted mean of 3.74.

The result supports the findings of Rutherford & Jackson (2006) with the implementation of School-Based Management, principals have new roles. Instead of the usual traditional, legal and functional authority for the total management of the school, principals or school heads are encouraged for building a policy that promotes community participation and collaboration because educating a child is a concerted and collaborated effort. On this, it can be realized that they stakeholders had direct interactions or have hands-on participation on the activities itself. As cited by Ryan (2013), parents have greater involvement in the elementary level. However according to Hill (2009) said that parents were more participative when the children were still young or in their primary years and slowly dwindled when the children reached the secondary level. It was observable that parents' participation remarkably declined at some point. At this level, greater independence was given to the student resulting to a lesser parent involvement almost in all aspects of student life at school.

2.2 Learners' Achievement. Results on the school and stakeholders' involvement to school-initiated activities on regard to learners' achievement are shown in Table 4.

Table 4:- Stakeholders' Involvement to School-initiated Activities on Regard to Learners' Achievement

Stakeholders…	WM	VI
1. assist school community in sourcing out funds for students to be able to participate in academic and non-academic competitions	3.71	ME
2. volunteer in the different activities related to the health and nutrition of the school children especially during school feeding programs, activities in the nutrition month and the like	3.63	ME
3. willingly took part in the schools maintenance week dubbed as Brigada Eskwela, Adopt-a-School by extending some of the needed resources (financial, material, labor)	3.29	ME
4. help convince civic community minded members to extend assistance to schools especially during special activities like teacher's month, Brigada Eskwela activities and others	3.83	GE
5. participate actively in the different activities initiated by the schools especially regarding PTA conferences, general assemblies and parents day activities	3.8	GE
6. eagerly engage in meaningful volunteer work in our school community (value formation activity, sports competition) that enhances positive interaction among the youth	3.91	GE
7. 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	3.74	GE
8. contribute to the improvement of pupils' academic achievement through their attributes and competencies	3.71	GE
9. get involved in the budget planning for this school	3.23	GE
10. highly support and get involved in designing school programs for leaners' development	3.34	GE
Composite Mean	**3.29**	**GE**

To note, the composite mean of 3.29 showed that to a great extent, school and the stakeholders have active participation in the school's initiated activities when it concerns the learners' achievement. This was supported by the highest weighted mean of 3.91, on that stakeholders eagerly engage in meaningful volunteer work in our school community (value formation activity, sports competition) that enhances positive interaction among the youth, 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, weighted mean of 3.74, and contribute to the improvement of pupils' academic achievement through their attributes and competencies and assist school community in sourcing out funds for students to be able to participate in academic and non-academic competitions, with similar weighted mean of 3.71.

It must be understood from these findings that as children's education increasingly occur across a range of settings, parents are uniquely positioned to help ensure that these settings best support their children's specific needs, especially on their academic performance. Thus, parental involvement remains pivotal to children's academic success. Parents must exert a lot of effort to partner with the school to develop children's cognitive development. Their participation on this aspect must go hand-in-hand with the school's effort to achieve progress of the pupils.

Meanwhile, according to the Theory of Psychosocial Development of Erickson (cited by McLeod, 2013), if children are encouraged and reinforced for their initiative,

they begin to feel industrious and confident in their ability to achieve goals. If this initiative is not encouraged, if it is restricted by parents or teacher, then the child begins to feel inferior, doubting his own abilities and therefore may not reach his or her potential.

2.3 Implementation of School's Programs and Reforms.

Stakeholders' participation in school's programs and reforms has great potentials for removing mistrust and distance between people and schools by nurturing transparency of information and a culture of mutual respect and by jointly pursuing improvement of school by sharing vision, process, and results. Individual and organizational behavioral changes are critical to increase the level of participation. Results on the level of participation of stakeholders to school's programs and reforms are shown in Table 5.

As can be noticed, the composite mean of 3.46 showed that to a moderate extent, stakeholders have been involved the school's programs and reforms as evidenced by the highest weighted mean of 3.80 on that to a great extent, stakeholders support for professional learning and growth is available to all staff members at the school. This was immediately followed that to a great extent as well, stakeholders collaborate for the purpose of decision-making related to school policies and practices, weighted mean of 3.77, and that stakeholders also have opportunities to contribute to school-wide rules, norms, and expectations and help in the improvement efforts on changing systems, policies, and adult practices to better support students, rather than 'fixing' students, with similar weighted mean of 3.71.

Table 5:- Stakeholders' Involvement to School-initiated Activities on Regard to Implementation of School's Programs and Reforms

Stakeholders…	WM	VI
1. collaborate for the purpose of decision-making related to school policies and practices	3.77	GE
2. have opportunities to contribute to school-wide rules, norms, and expectations	3.71	GE
3. support for professional learning and growth is available to all staff members at my school	3.80	GE
4. help in the improvement efforts on changing systems, policies, and adult practices to better support students, rather than 'fixing' students	3.71	GE
5. provide/help find locations in the community to be utilized for school and classroom projects, events, and instruction	3.26	ME
6. regularly participate in community events and activities as a representative of my school.	3.20	ME
7. am a proactive partner/s in education like in the Adopt-a-School Program	3.23	ME
8. personally participate as education partner/s through Brigada Eskwela, wherein I am part of the army of volunteers who assemble to repair and prepare classrooms in time for the opening of classes	3.34	ME
9. help in the mobilization, management and raising needed school resources	3.31	ME
10. organize a summit where parents and the community are considered as 'doers', partners, and participants in education reform	3.23	ME
Composite Mean	**3.46**	**GE**

When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. According to Dietel (2004), parental involvement over the past decade, indicates that regardless of family income or background, students with involved parents are more likely to earn higher grades and test scores, enrolled in higher-level programs, be promoted, pass their classes, earn credits, attend school regularly, have better social skills, show improved behaviour, adapt well to school and graduate to postsecondary education.   Research has consistently indicated that parental involvement is integral to high student academic achievement.

Similarly, results support what Emilie (2011) had emphasized that involving other members in the community and organizations to work together and promote environmental learning and environmental management practices in schools is vital to improving school programs, creating a conducive learning environment in the school and providing support to teachers for school activities, amongst others. As further pointed out by Epstein (2012), when

parents, teachers, students, and others view one another as partners in education, a caring community forms around students and begins its work. It is through this partnership that stakeholders (teachers, students, parents, and organizations) learn from each other and engage through practices in relation to the school programs. Stakeholders are learning from each other through a process of social participation as referred to the concept of communities of practice.

III.   ISSUES AND CHALLENGES MET BY SCHOOL IN REGARD TO STAKEHOLDERS INVOLVEMENT TO SCHOOL-INITIATED ACTIVITIES

Stakeholders have critical role to play in sustaining school's improved outcomes. However, there are factors that may affect the school's overall performance as the improved outcomes achieved can easily fade the next time. Results on the issues and challenges met by school in regard to stakeholders' involvement to school-initiated activities are shown in Table 6.

Table 6:- Issues and Challenges Met by School in Regard to Stakeholders' Involvement to School-Initiated Activities

Indicators	WM	VI
1. Sourcing of project funds	3.11	A
2. Communicating the details of the project to the stake holders	3.11	A
3. Presenting project reports to the stakeholders	3.14	A
4. Raising the commitment of involvement to school activities	3.11	A
5. Directing and motivating stakeholders to be involved in school activities	3.11	A
6. Lack of stakeholders participation in school initiated programs and projects	3.00	A
7. Inability of school personnel to influence outside stakeholders	2.43	D
8. Resistance of stakeholders towards educational innovation and programs	2.86	A
9. Open dialogue about challenges and solutions for school	2.94	A
10. Initiating and sustaining stakeholder participation	3.03	A
11. Capitalizing on the financial assets of community partners and funding streams to support programs and activities aligned with their common vision	3.06	A
Composite Mean	2.99	A

Results from Table 6 showed that generally, respondents agreed that they had met problems in getting stakeholders total participation to school's initiated activities as revealed by the composite mean of 2.99. This was supported by the highest weighted mean of 3.14 to which majority of the respondents cited that they had a problem on presenting project reports to the stakeholders. However, respondents disagreed that they had problem on having the school personnel in influencing outside stakeholders as shown by the lowest weighted mean of 2.43.

Accordingly, as cited by Inchley et al. (2007), school personnel, such as school administrators, teachers, coordinators and food service staff, have unique roles in the context of school initiatives. As can be inferred,aAdmittedly, educators face unique challenges in their efforts to increase parent and other stakeholders' involvement in school. There are more impersonal school environments that may present difficulties to parents as they attempt to develop new relationships among learners and to understand how to be involved Furthermore, young adolescents may discourage particular parent involvement activities when they perceive the activity as diminishing their autonomy. In addition, this is the age at which there are changes in both adolescents' and parents' beliefs about the boundaries of parental authority, which then leads adolescents to engage their parents less and parents to decrease their engagement with their children (Daddis, 2011).

Results suggest then that parent and other stakeholders' involvement represents their commitment of resources and time to the academic sphere of their children's lives. Epstein (2010) identified six forms of involvement: establishing home environments that support learning; facilitating effective communication between school and home; helping the school and supporting students; learning at home; participating in school decision-making processes; and working with other stakeholders (i.e., students, school staff, community) to strengthen the school.

IV. PROPOSED SCHOOL-BASED MANAGEMENT STRATEGIES TO INCREASE STAKEHOLDERS' COLLABORATION

According to Bartle (2007), stakeholder involvement means working with people and using the resources as they are and helping them to work together to realize agreed ends and goals. On this, in order to lift up and raise the school to a place that suits all 21st century learners, help needs to come from many parts of the community. The leading roles should be alternated according to the need and focus of the particular aspect of the transformation of the school.

It is believed that school success must be purposely developed and managed to optimize the chance to live out the mission, become the school's vision, and fulfill the educational purpose and responsibilities. It is then recognized that collaboration between and among principals, teachers and stakeholders is contributory factor to achieve the school's goals and objectives. In order to improve and create positive collaboration from and among the school and stakeholders, the researcher suggests that a change in the sense of direction in getting the involvement of stakeholders must be in place. This may include factors that may help improve the involvement of stakeholders under study.

Activity 1: Whole Community Engagement

School administrators/teachers will collaborate with parents and community members for school improvement and or fundraising activities to fund school projects. This project may encourage parents to team up with schools for fund-raising activities to support students' projects.
- Collect recyclable materials to be sold or exchanged with school supplies.
- Health wellness activities like fun run and zumba for a cause
- Brigada eskwela advocacy to SOLID EAST District to solicit their support

Activity 2: OutReach sa Barangay
- Get the teachers and go and knock on people's doors or barangay halls and talk with them for school development and for the well being of students under their jurisdiction.
- Share your dreams for enhanced community-school partnerships.

Activity 3: Create a Community Resource Map
- Conduct Parenting support. Connect to less fortunate parents and invite a resource person to inspire them

Activity 4: Reinventing School Challenge
- Principals must get teachers, some local business on board and hold an annual stakeholder-partnership night ball wherein stakeholders will be recognized and awarded for their invaluable participation and engagement to school's projects. On this, students will communicate what they hope and wish for their school and encourage the community to ask for continued mentoring and support.
- The principals, together with the teachers and students, will reach out to stakeholders by sharing their dreams for enhanced community-school partnerships, asking people what matters to them, asking them how they might help and showing their passion and compassion. An invitation that reconnects collaborates, and shares experiences, skills and time must be extended.

V. CONCLUSIONS

From the findings, the following conclusions were drawn:

1. Majority of the household stakeholders were parents while teachers were foremost from the community.

2. As perceived rom the study, majority of the respondents involvex themselves to a great extent as they provide moral support to school's curricular initiatives when it comes to leadership and governance while on regard to learners' achievement, they eagerly engage in meaningful volunteer work in their school community such as value formation activity or sports competition, that enhances positive interaction among the youth to a great extent. In addition, results showed that to a great extent, respondents support the professional learning and growth that is available to all staff members of the school when it comes to the implementation of the school's programs and reforms.

3. On regard to the issues and concerns, presenting the project reports to the stakeholders were agreed to be primarily met by respondents.

4. On the basis of these findings, this study proposed school-based management strategies to increase stakeholders' collaboration and have meaningful involvement to school-initiated activities.

RECOMMENDATIONS

1. The proposed school-based management strategies can be subjected for further review for enhancement prior to implementation. Part of this can be dealt with special and upgraded activities, which can be provided for the school heads and teachers to recognize the change as an implication to good practice and training.

2. Teachers and principals' relationship can further be developed through activities that would create harmonious relationship towards building strong collaboration with stakeholders.

3. Consultations within the community must be further enhanced to involve stakeholders in the development of school culture, where the interests of the students and the needs of the community are considered.

4. Similar studies may be conducted in other schools to determine the effectiveness of school culture to students' academic achievement.

REFERENCES

[1]. Bartle P., (2007). Participatory Management: Methods to Increase Staff Input in Organizational

[2]. Decision Making: accessed available at http://cec.vcn.bc.ca/cmp/modules/pm-pm.htm

[3]. Bronn, P. S., & Bronn, C. (2003). A reflective stakeholder approach: Co-orientation as a basis for communication and learning. *Journal of Communication Management, 7,* 291-303.

[4]. Cunningham, C. (2004). Engaging the community to support student success. *Teacher Librarian, 31,* 33-36.

[5]. Emilie, S. (2011). Eco-School handbook: Striving for sustainability in Seychelles schools. Ministry of Education.

[6]. Epstein, J. L., & Van Voorhis, F. L. (2001). More than minutes: Teachers' roles in designing homework. *Educational Psychologist, 36*(3), 181-193.

[7]. Epstein, J. (2010). School/family/community partnerships: Caring for the children we share. (2010). Phi Delta Kappan, 92 (3), pp. 81-95. Retrieved on March 19, 2013 from http://0-web.ebscohost.com.wam.seals.ac.za/ehost/pdfviewer/pdfviewer?sid=24dda 9be-68f8-4d8f-bb9c-f699103229fc%40sessionmgr113&vid=2&hid=103

[8]. Daddis, C. (2011). Desire for increased autonomy and adolescents' perceptions of peer autonomy: Everyone else can; Why can't I? Child Development.; 82:1310–1326. [PubMed: 21466540]

[9]. Desimone, L., Finn-Stevenson, M., & Henrich, C. (2000). Whole school reform in a low-income African American community: The effects of the CoZi model on teachers, parents, and students. *Urban Education, 35*(3), 269-323.

[10]. Halawah, I. (2005). The relationship between effective communication of high school principal and school climate. *Education, 126,* 334-345.

[11]. http://www.sedl.org/pubs/fam32/5.htm

[12]. Inchley J, Muldoon J, Currie C. (2007). Becoming a health promoting school: Evaluating the process of effective implementation in Scotland. Health Promot Int; 22(1):65-71.

[13]. Institute of Medicine (2005). Preventing Childhood Obesity: Health in the Balance. Washington, DC: National Academies Press.

[14]. Jaakson, K. (2010). Engagement of organizational stakeholders in the process of formulating values statements. *Atlantic Journal of Communication, 18,* 158-176.

[15]. Koschmann, M. (2007). Communicative study of stakeholder relationships in the nonprofit sector: A conceptual foundation. *Conference Papers -- National Communication Association,* 1-27.

[16]. Lewis, K. L., Richardson, B. K., & Hamel, S. A. (2003). When the "stakes" are communicative: The lamb's and the lion's share during nonprofit planned change. *Human Communication Research, 29,* 400-430.

[17]. Lewis, K. L. (2007). An organizational stakeholder model of change implementation communication. *Communication Theory, 17,* 176-204.

[18]. Osganian, SK, Hoelscher, DM, Zive M, Mitchell, PD, Snyder P, Webber LS. (2003). Maintenance of effects of the Eat Smart school food service program: Results from the CATCH-ON study. Health Educ Behav; 30(4):418-33.

[19]. Rutherford, D. & Jackson, L. 2006. Setting Up School Partnership: Some Insights from Birmingham's Collegiate Academies. School Leadership and Management, 26(5), 437- 451.

[20]. Shumow, L. and Miller J.D. (2001). Parents' At-Home and At-School Academic Involvement with Young Adolescents. Volume: 21 issue: 1, page(s): 68-91

[21]. Smith, BL. (2009). Citizens, stakeholders and the policy community. In: Public Policy and Public Participation: Engaging Citizens and Community in the Development of Public Policy. Halifax, NS: Atlantic Regional Office, Health Canada, 2003. Available at: http://www.phac-aspc.gc.ca/canada/regions/atlantic/Publications/Public_policy/4-eng.phps.

[22]. Tilbury, D., & Wortman, D. (2004). Engaging People in Sustainability, Commission on Education and Communication. IUCN, Gland, Switzerland and Cambridge, UK.