STAKEHOLDERS' INVOLVEMENT AND THE PERFORMANCE LEVEL OF SECONDARY SCHOOLS IN AREA II-A OF LEYTE DIVISION

Venus Amaba

Celestino De Guzman Memorial National High School, Department of Education, Philippines

Abstract

This study delved into the level of stakeholders' participation in the school operation and management in the public secondary schools of Area II-A, Leyte Division. Also, this investigated the performance level of the schools and the relationship between the level of participation of the stakeholders and the performance of the schools. This utilized the descriptive correlational design. The instrument was a researcher-made questionnaire, that used inputs from SBM tool or template for assessment. The questionnaire is composed of two parts. (Part 1) elicited data about the level of involvement of the stakeholders in the school management and operation in terms of: a) leadership and governance; b) curriculum and learning; c) accountability and continuous improvement; and d) management of resources, where respondents shared their level of agreement regarding the involvement of the community as (1) strongly disagree; (2) disagree; (3) neutral; (4) agree and (5) strongly agree. (Part 2) obtained responses and level of agreement on the schools' performance based on their OPCRF, KRA, 4 in a 5-point Likert Scale of Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD), with a value of 5,4,3,2,1, respectively. The respondents of this study were the 130 teachers from the 13 schools in Area II-A in the division of Leyte who were chosen through purposive random technique. The data were treated and analyzed via mean and standard deviation. The stakeholders' engagement was assessed through the verbal descriptions derived from the mean ranges calculated by (5-1=4) then the difference is divided by four (4) as the greatest value of the scale (4÷5= 0.8). Number one (1) which is the least value of the scale was added. The significant relationship between the level of community engagement and school performance was identified via Pearson r. Results showed that the stakeholders are highly involved in the different facets of school-based management and operation. The overall performance of the schools is outstanding. The results revealed a significant positive relationship between the level of stakeholders' involvement in the school operation and management and the performance of the secondary schools. It is recommended that more initiatives must be adopted to boost the participation of the stakeholders for the attainment of schools' mission, vision and goals.

Key words: stakeholders' involvement, school-based management, school performance

1. INTRODUCTION

Community involvement in school operations has always been important in the educational context. This helps every institution fulfill its missions and attain its goals. In addition to addressing academic needs, social and civic capabilities, and improving student learning outcomes, the active community involvement in educational programs promotes an expanded learning environment that extends beyond the classroom.

The school community include the different groups of stakeholders who are expected to create a support system for the schools to meet its goals. Epstein (2018) states that the school-community partnership entails educators, parents, and community members and other stakeholders who work together to share knowledge and information, guide the students, solve problems, and recognize successes.

Stakeholders play a crucial role in school management and operation. This requires active engagement and collaboration to ensure efficient administration and achieve the vision and mission of providing equal access

to quality education for all youth. They also enhance learner performance and educational quality by directly or indirectly helping schools achieve their goals Bruns, et al., 2011; Darrel, et al., 2020).

In the Philippine educational setting, the Department of Education emphasized the empowerment of stakeholders in school communities through Basic Education Sector Reform Agenda (BESRA), Key Reform Thrust (KRT 1), enabling them to be actively involved in school-based management (SBM) aimed at improving and attaining higher students' learning outcomes (Department of Education, 2012). The enabling policies covered in SBM recognize the significance of the involvement of stakeholders in school operation and management, specifically within the four principles, namely leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources. This is intended for the improvement of the capacity of school system to be on track so as to achieve the goals of Education for All (EFA) thrust (Department of Education, 2012).

Apparently, the context of SBM accentuates the invaluable role of the community and stakeholders for the furtherance of school's vision, mission, and goals. De Torres (2021) suggested that the school and community linkage is crucial for achieving school goals parental involvement in school programs and reforms can help reduce mistrust and gaps between people and schools. This is achieved through transparency, mutual respect, and shared vision.

The continued endeavors of the DepEd to implement initiatives directed towards providing every Filipino learner with quality, equitable, culturally-based, and complete basic education, which includes providing quality learning resources, suitable technology for modern teaching, and assistance in improving and maintaining necessary facilities in public schools and learning centers require the support of the stakeholders (Department of Education, 2020). Hence, policies are imposed to maximize the participation of the community and stakeholders in school operation and management.

In consonance to the mandate, schools also adopt initiatives that will boost partnerships and engagement with the community. For instance, the public secondary schools in area II-A of Leyte Division are implementing activities to involve parents and other stakeholders to cater to the learning needs of the students. These practices are tangible, for instance, thru *Brigada Eskwela*, where various organizations, private entities, and local agencies provide financial, healthcare, and labor assistance. Also, the schools ensure continuity of its linkage with the community through meetings to disseminate school programs and projects (PAPs). The participation of the schools in civic activities is seen as a mechanism that strengthens the connection to the local government and community. The implementation of various DepEd programs that the schools implement also draw participation from parents and the community.

Although the linkage between the schools and community is apparent, the researcher believes that it is essential to assess the level of stakeholders' involvement in school management and operation to determine ascertain its impact and relevance to the performance of the schools. This is in consonance to the assertion of De Torres (2021) that examining the impact of partnership practices on service discharge and performance is essential for developing new plans to strengthen stakeholders' participation in school programs. Hence, this study was conducted, which mainly aimed to assess the level of the stakeholders' involvement in the school operation and management based on SBM principles and to determine whether there is a significant relationship between the level of school performance and the level of community participation in the discharge of services and duties by the school bodies.

1.1. Theoretical Framework

The context of this study is anchored on the concept of the Stakeholder Theory, which emerged in the 1980s to address the dynamism and complexity of organizational environments. It emphasizes the importance of considering all stakeholders in strategic management, aiming to create value for customers, suppliers, owners, employees, and local communities. This theory is particularly relevant in the educational context, where the role of parents, teachers, and the community is crucial in strategic planning for quality education (Freeman, et al., 2020). The study highlights the importance of these stakeholders in bridging operational gaps.

In addition, this research takes into account the open system theory, which emphasizes the importance of organizations as groups working together to achieve common goals. This model helps businesses thrive in diverse environments by understanding the impact of their environment on decision-making, conflict resolution, and resource distribution. Public schools, in particular, benefit from this open system, as stakeholders' involvement is essential in planning and implementing programs (Lee, 2020). This study recognizes the importance of the participation of stakeholders in the implementation of school programs and projects. Thus, this also aims to improve and intensify the linkage between schools and the community.

Another theory considered in this study is the Epstein's theory of overlapping spheres of influence outlines six types of involvement in school, family, and community partnerships as cited by Lacanilao (2020). The theory suggests that students succeed when both internal and external influences work together to promote their learning and development. The six types of involvement include parenting, communication, volunteering, learning at home, decision-making, and community collaboration. These interactions build a support system for the planning and implementation of activities aimed at attaining the mission of the schools. The external context in which students live supports and enhances academic learning and success. The context of this study assesses the relevance of the school-community partnerships in the school management and operation that affect the learning outcomes and the overall school performance.

1.2. Conceptual Framework

The research paradigm clarifies the goal and flow of the study. This provides the concepts that the study investigates and an understanding of the variables and relationships that serve as the foundation of the study.

Figure 1 highlights the independent and dependent variables considered in conducting this investigation. The stakeholders' involvement in the school management and operation based on SBM principles, namely leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources are the independent variables from which the level of stakeholders' participation was identified to determine whether it has a significant relationship with the level of performance of secondary schools in the area II-A of Leyte Division, which is the dependent variable.
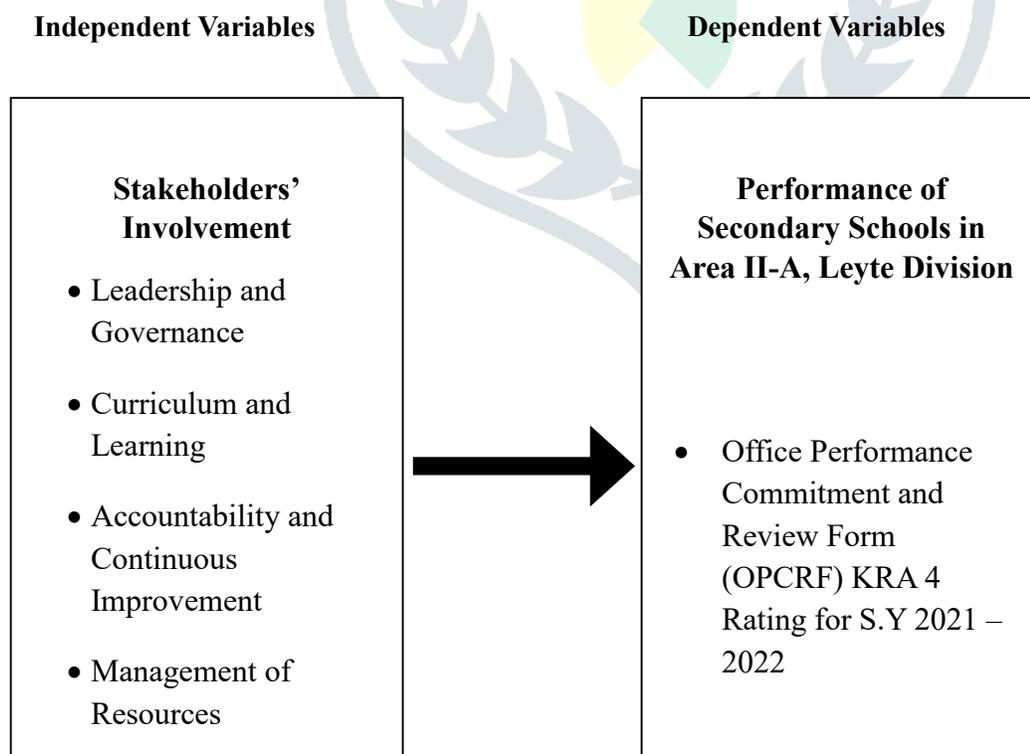
Independent Variables   **Dependent Variables**

Stakeholders' Involvement	Performance of Secondary Schools in Area II-A, Leyte Division
• Leadership and Governance • Curriculum and Learning • Accountability and Continuous Improvement • Management of Resources	• Office Performance Commitment and Review Form (OPCRF) KRA 4 Rating for S.Y 2021 – 2022

Figure 1. Research Paradigm

1.3. Statement of the Problem

The study basically aimed to identify the level of stakeholders' involvement in the school operation and management and the level of performance of the public secondary schools in Area II-A, Leyte Division.

Specifically, this sought answers to the following questions:

1. What is the level of stakeholders' involvement in the school operation and management as perceived by the teachers in terms of the following?
   - 1.1. Leadership and Governance
   - 1.2. Curriculum and Learning
   - 1.3. Accountability and Continuous Improvement
   - 1.4. Management of Resources
2. What is the performance level of the public secondary schools in Area II-A of Leyte Division for school year 2021- 2022 based on OPRCF, KRA 4?
3. Is there a significant relationship between the level of stakeholders' involvement in the school operation and management and the performance level of the public secondary schools in Area II-A, Leyte Division for school year 2021-2022

1.4. Null Hypothesis

H_{01} There is no significant relationship between the level of stakeholders' involvement in the school operation and management and the performance level of the public secondary schools in Area II-A, Leyte Division for school year 2021-2022.

1.5 Significance of the Study

The results of this investigation serve as basis in planning and redesigning the programs and activities that are instrumental to the increase in the level of participation of the stakeholders in the school operation and management. Specifically, this is of significance to the following:

This study provides valuable insights for administrators, schools, and stakeholders in the educational sector, emphasizing the importance of establishing community linkage and implementing practices that gain their support. The results are considered helpful for the schools to strengthen school-community partnerships and encourage community participation.

From the results of this study, the community and stakeholders are aided in understanding their responsibilities and the system of school-community linkage, thereby reducing doubts about the efforts of schools to gain their cooperation.

Also, the teachers who are responsible for linking with community organizations can benefit from this investigation, as they can use intervention planning to obtain support from stakeholders.

This study includes the assessment parental participation in school programs and projects, as it is crucial for achieving educational goals. As one of the primary components of school community, parents' support is very essential. Hence, this investigation helps parents understand their roles in attaining the goals of the schools and in shaping their children's future.

The interventions that are adopted by schools to boost the participation of the stakeholders in school management and operation catalyzes an apt response to the learning needs of the students. This allows the schools to provide quality education. Therefore, as this investigation allows the stakeholders understand their roles and responsibilities, students will be provided with a support system that will help them increase their level of achievement.

This study provides a foundation for future research and enables them to address the gaps not tackled in previous studies and will serve as a reference for similar research.

1.6. Scope and Limitation

This study examined the level of stakeholders' involvement in the school operation and management based on SBM principles and the performance level of the public secondary schools in the Area II-A of Leyte Division. This focused on the performance of the schools for school year 2021-2022. The aim is to determine if the stakeholders' involvement impacts school performance and design an intervention plan to enhance school-community partnerships. The researcher emphasized the importance of stakeholders' cooperation for the attainment of the school goals.

This study only elicited the data on the lens of the teachers' perceptions and observations. Hence there is a possibility that the feedback and assessment of school heads, parents and other stakeholders may vary from the result of this study, which consequently calls for further research.

2. LITERATURE REVIEW

Research endeavors require foundational viewpoints and findings of studies to clarify the gap that a present study addresses. This provides concepts that the context of an investigation is assimilated with. Hence, this section presents the different perspectives and results of studies that served as the foundation of this endeavor.

2.1. Stakeholders' Involvement in School Management

Stakeholders are essential to the management and administration of schools. They collaborate with the school to improve the teaching and learning environment. Engaging multiple stakeholders in school management leads to improved learner performance, quality education, and efficient school management, with a diverse governing body positively impacting these outcomes (Bruns, et al., 2011; & Santibanez 2006).

Darrel et al. (2020) & Bruns et al. (2011) put forth that stakeholders are the essential members of the working committee that play a crucial role in ensuring their active participation in school activities to contribute to the school's learning environment and in the achievement of its learning outcomes.

Behtoui (2019) accentuated the potential of community and stakeholders' engagement practices in public schools to improve academic performance, particularly for underprivileged students, by providing access to education resources through funded programs, institutional mediation, and extracurricular activities organized by teachers and school adults.

Also, the inclusion of external stakeholders aims to tackle the persistent issues within the school system, including high dropout and failure rates, inadequate parental and community involvement, and limited school infrastructure (Mchunu, 2019). It is substantial to promote involvement, decision-making, and idea sharing among stakeholders in order to foster a sense of accountability and ownership for school reform.

Generally, stakeholders have a vital role in the school management and operation that influences across different dimensions.

2.2. Leadership and Governance

Leadership and governance are a dimension in SBM implementation, which entails a leadership network that ensures the education system is relevant and responsive to diverse communities' contexts, providing vision and direction. Relative to this, the Department of Education emphasizes the importance of innovative strategies in ensuring that all members of the school community are heard and able to contribute (Department of Education, 2012).

Leadership and governance are primarily handled by school principals. They are tasked with managing the varying interests of various stakeholders to achieve the school's goals and objectives. They must make decisions that meet the expectations of these stakeholders, as argued by Darrel et al. (2020)

and De Torres (2021). However, not all decisions made by principals align with stakeholder expectations, as some may go against some, while protecting others. Secondary school principals can use their experience to strike a balance, as all stakeholders are needed in achieving school goals and objectives. Ignoring the stakeholders in the educational system can lead to the inability of schools to effectively handle the pressure in the system.

The study of Bryk (2010); Mapp & Kuttner (2013) revealed that leadership styles of principals can impact school performance, with no single style being optimal. Democratic and situational leadership improve performance, while autocratic and laissez-faire styles degrade it. Shared leadership with stakeholders like teachers, parents, businesspeople, and community members improves student performance without reducing school leaders' influence and educational quality. This indirect impact on student achievement is due to trusting and collaborative climates.

Additionally, Werdiningsih (2020) suggested that schools must establish effective communication channels with the community to promptly address students' needs and concerns. Public relations management can enhance the role of school committees to enhance communication between schools and student guardians and support program implementation to achieve educational goals.

On the other hand, Sanders (2016) & Bryk (2010) ascertained that sharing leadership practices between principals and teachers enhances working relationships, improves learner performance, and improves education quality. Principals influence learning by establishing a culture that supports professional growth and taking specific measures to support teachers' personal development through direct observations and interactions. In this aspect, the support of other stakeholders through feedbacking based on the learning outcomes evinced by their children's performance matters.

2.3. Curriculum and Learning

The curriculum and learning facet of SBM implementation speaks about school management where learning systems are collaboratively developed and continuously improved and anchored on the community and learners' contexts and aspirations.

To ensure an improvement in the learners' performance and the provision of quality education, which includes adjustments, localization, and contextualization of the curriculum, principals are encouraged to implement a community-school strategy of shared leadership, create a social hub for teachers, parents, administrators, and community members, and promote open communication and collaboration (Warren, 2005; Mapp & Kuttner, 2013). Effective communication between principals and school governing bodies is fundamental for aligning their work with school and student goals, allowing teachers to focus on student engagement and development, and enhancing learner performance and educational quality.

Santibanez (2006) asserts that a school governing board comprising various stakeholders enhances student achievement and educational quality. Relative to ensuring an optimum development among the learners, Hofosha (2012) went on to state that in order to improve learner performance and the quality of education, shared decision- making is important for efficient planning and management.

Also, Marti et al., (2018) discussed that schools and communities are interconnected, with schools educating their children and the community supporting their vision and mission. Parental engagement is linked to improved attendance, behavior, and academic achievement, making it imperative for schools to establish effective communication strategies to foster strong relationships and promote student success.

2.4. Accountability and Continuous Improvement

This aspect of SBM implementation pertains to establishing a collaboratively developed accountability system that is transparent, inclusive, and responsive to monitor performance, address gaps, and provide a platform for feedback and remedies.

Aung et al. (2019) asserted that parents, school committee members, and local authorities are the most involved groups in children's learning and school development.

In relation to the learners' need for support, parents are the main stakeholders who can directly assist the teachers and school in ensuring improvement. Thus, sharing an accountability with them is necessary. Maluleke (2014) advocates for coordination and cooperation between schools and families, promoting effective communication and collaboration. Parents should be fully engaged in their children's education, as they know their children better. However, Munje and Mncube (2018) found that educators' perceptions of parent non-involvement do not account for contextual realities that limit their involvement. While parental participation in education can have social and emotional benefits, certain contextual challenges can hinder long-term parental engagement.

Bry (2010) & Charamba (2016 support the idea that a partnership between families, communities, and schools is substantial for learners' performance and school success. Parental involvement in their children's learning leads to improved performance and quality of education. Schools with strong ties benefit from such partnerships, and parental sense accountability and participation enhances community and school relationships through mutual understanding.

Warren (2005) further explained that A successful school community program involves managing academic and social support services while maintaining relationships with various institutions. Strong school-community ties enable the development and implementation of effective plans to establish a system that forges continuous improvement in school functionality and effectiveness.

2.5. Management of Resources

The management and resources facet in SBM ensures that resources are collectively and judiciously mobilized and managed with transparency, effectiveness, and efficiency. Stakeholders are involved in the decision-making, planning, mobilization, adjustment and inventory of resources (Department of Education, 2012).

School governing bodies (SGBs) are crucial in fostering community partnerships in schools. They connect families to teachers, resources, and services, and students and teachers to community opportunities. SGBs coordinate partner efforts with learning goals, involving residents and parents in school operations. The effectiveness of collaborating with community services influences the effectiveness of supplemental resources in supporting student learning.

Parents, as educational stakeholders, contribute resources to schools to support learners' success and foster community pride, potentially impacting the school's overall success (Waters, 2011).

2.6. School Performance

School performance is a crucial aspect of education that directly impacts the effectiveness and quality of the educational system. It refers to students' ability to function well in the classroom and achieve their learning goals. School performance can be measured using various labels and indicators, such as successful or failed students (Colombo and Rosales 2022; & Janczukowicz, 2018).

Community engagement positively impacts school achievement through extensive community engagement activities resulting in increased institutional-level public high school performance (Khan et al. 2020).

To achieve quality education and improved learners' performance in secondary schools, a coordinated effort among all stakeholders in the education sector is necessary, as education innovation cannot be achieved if stakeholders operate independently. Collaborative partnerships with non-profits and government agencies can enhance schools' academic capacity, address learning challenges, and define problems. These partnerships involve problem definition, action planning, and implementation, bringing local knowledge and strengthening community power. Collaborative leadership can also positively impact learners' learning growth, enhancing their overall learning experience (Warren, 2005).

On the other hand, Amalia et al. (2022) purported that effective performance management in schools is substantial for aligning individual and organizational objectives. Monitoring and evaluating student performance is essential for identifying improvement areas and providing necessary support. Medina et al. (2019) suggest a holistic approach involving all stakeholders, including educators, school authorities, parents, and the community, to address administrative gaps. This holistic approach ensures that schools are equipped to meet their goals effectively.

3. Research Methodology

3.1. Design

The study utilized a descriptive-correlational design, which is a non-experimental method to examine the relationship between variables in a single group, sometimes at multiple levels. This design aims to describe the interconnection among variables without inferring causal relationships, revealing the strength and direction of the relationship without modifying or controlling them (Sharma, 2019). Through the descriptive correlational approach, this study examined the relationships between the level of stakeholders' involvement in the SBM implementation and the performance level of the public secondary schools in Area II-A of Leyte Division based on the data gathered, analyzed and interpreted. This highlights the influence of the extent of participation of the stakeholders on the implementation of schools' programs and projects aimed at improving the learners' achievement level that determines the overall effectiveness of the management and operation system of the institutions.

3.2. Setting

This study was conducted in Area-II A of Leyte Division that involved 13 public secondary schools in the municipality of Capoocan, Carigara, Barugo, Jaro, and Tunga, namely Libertad National High School, Don Mariano Salvacion Memorial National High School, Pinamopoan National High School, Asuncion S. Melgar National High School, Carigara National High School, Jugaban National High School, Carigara School of Fisheries, Barugo National High School, Calingcaguing National High School, Celestino De Guzman National High School, Sta. Rosa National High School, Gregorio Catenza National High School, and Granja Kalinawan National High School.

The survey was carried out within the area because of proximity reasons. The secondary schools in these municipalities operate under the supervision and control of the Department of Education that share common goal in fostering quality education and encounter similar challenges in obtaining the optimum involvement of the stakeholders in the implementation of PAPs. This study is significant as community involvement is crucial for school management. It aims to determine how stakeholders' participation affects the schools' achievement level and contribute to strengthening school-community linkages, thereby improve learners' progress. The findings were expected to contribute to achieving the goals, mission and vision of the schools.

3.3. Respondents and Sampling Procedure

This study involved 130 teachers in the public secondary schools in Area II-A, Leyte Division. Because teachers function as key agents in building school and community partnerships, utilizing their expertise and experience in fostering connections with their school's local community.

Ten teachers, whose teaching experience ranges from 3 years and above, from each of the 13 schools were surveyed. These respondents were chosen using purposive random method by the researcher with the assistance of the school heads as they are expected to have wide experience in dealing with stakeholders. They were asked to provide information regarding the level of involvement of the stakeholders in the facets of SBM and the performance level of their schools. The distribution of the research respondents is presented in the following table.

Table 1
Distribution of Respondents

Name of School	Number of Teacher-Respondents
Libertad National High School	10
Don Mariano Salvacion National High School	10
Pinamopoan National High School	10
Asuncion S. Melgar National High School	10
Carigara national High School	10
Jugaban National High School	10
Carigara School of Fisheries	10
Barugo National High School	10
Calingcaguing National High School	10
Celestino De Guzman National High School	10
Sta. Rosa National High School	10

Gregorio Catenza National High School	10
Granja Kalinawan National High School	10
Total Number of Respondents	**130**

3.4. Instrument

This study utilized a researcher-made questionnaire wherein the indicators in each dimension in school management are taken from the SBM tool or template for assessment.

The first part (Part 1) of the questionnaire asked for data about the level of involvement of the stakeholders in the school management and operation in terms of: a) leadership and governance; b) curriculum and learning; c) accountability and continuous improvement; and d) management of resources. This elicited response from the respondents according to their level of agreement regarding the involvement of the community as (1) *strongly disagree*; (*2) disagree; (3) neutral; (4) agree and (5) strongly agree.* The second part (Part 2) obtained responses and level of agreement on the schools' performance based on their OPCRF, KRA 4.

3.5. Data Gathering Procedure

The researcher obtained permission from various offices before conducting a study. Approval and permission to conduct the study was obtained from the concerned offices. Then during the data gathering stage, the questionnaire was distributed to the purposively selected respondents and retrieved after the allotted time. The data was tabulated, analyzed, and interpreted. The responses of the respondents were kept confidential until disclosure of the information is needed and agreed upon by concerned individuals. The results were used for intervention planning to strengthen the linkage between schools and stakeholders.

3.6. Validity and Reliability

To ensure that the research instrument was valid, five research experts, including master teachers in the secondary schools within Barugo, Leyte were asked to evaluate and modify the questionnaire, which was then used in a dry run with 30 teacher-respondents to ensure relevance and consistency of the results that align with the purpose of the study.

3.7. Categorization and Scoring of Variables

Hickle (2022) defines variables as characteristics or attributes of an individual, group, educational system, or environment that are relevant to a research study. Understanding variables is crucial as they are the basic units of information studied and interpreted in research studies. Eads (2022) asserts that a strong understanding of variables leads to more accurate statistical analyses and results, achieving the desired study outcome.

The proceeding table shows scoring guidelines in assessing each variable in the survey. To objectively assess the level of involvement of the stakeholders, the 5-point scale *mean* ranges with specific verbal interpretations derived from the adjectival equivalent was used. To determine the minimum and maximum length of the scale, the range is calculated by (5-1=4) then the difference is divided by four (5) as the greatest value of the scale (4÷5=0.8). Number one (1) which is the least value of the scale was added. The length of the scale is presented in the proceeding page.

Table 2

Scoring Guidelines

Part 1 Extent of Involvement of the Stakeholders in School Operation and Management

Scale	Mean Range	Description Rating	Interpretation
5	4.21 – 5.00	Strongly Agree	Highly Involved
4	3.41 – 4.20	Agree	Moderately Involved
3	2.61 – 3.40	Neutral	Involved
2	1.81 – 2.60	Disagree	Fairly Involved
1	1.0 – 1.80	Strongly Disagree	Rarely Involved

Table 3

Part 2 School Performance based on OPCRF, KRA 4 (Parents Involvement and Community Partnership)

Scale	Mean Range	Description Rating	Interpretation
5	4.21 – 5.00	Always	Outstanding
4	3.41 – 4.20	Often	Very Satisfactory
3	2.61 – 3.40	Sometimes	Satisfactory
2	1.81 – 2.60	Rarely	Unsatisfactory
1	1.0 – 1.80	Never	Poor

3.8. Statistical Treatment

This used the mean and standard deviations in identifying the level of stakeholders' involvement in the different dimensions of SBM implementation and the level of performance of public secondary schools. The frequency and percentage were also used to analyze the data that identified the school performance level. To determine the relationship between the level of school-community engagement and the level of school performance, the *Pearson r* correlation coefficient was used.

The results, interpretation and analysis of the data are used as basis for developing an intervention plan that increases the level of engagement of the stakeholders in the activities to boost the school and community network and improve the students' achievement.

4. RESULTS AND DISCUSSION

This section provides interpretation and analysis of the data that were statistically treated and are presented based on the sequence of the problems.

4.1. Problem 1.a. What is the extent of stakeholders' involvement in school operation and management as perceived by the teachers in terms of Leadership and Governance?

Table 4

Extent of stakeholders' involvement in Leadership and Governance

Indicators	Mean	SD	Description	Interpretation
1. Stakeholders and community are involved in revisiting and adjusting the vision, mission and goals of the school to respond to the emerging needs of the school community.	4.76	0.43	Strongly Agree	Highly Involved
2. Stakeholders actively participate through dialogues in formulating relevant policies and guidelines in updating and adjusting community initiatives.	4.65	0.55	Strongly Agree	Highly Involved
3. Community stakeholders participate in school activities as needed in accordance to their roles and responsibilities agreed upon.	4.74	0.58	Strongly Agree	Highly Involved
4. Stakeholders are involved in formulating the school improvement plan (SIP).	4.79	0.41	Strongly Agree	Highly Involved
5. Stakeholders are informed about the progress of education development programs through feedback system.	4.62	0.72	Strongly Agree	Highly Involved
6. Stakeholders perform their assigned task to contribute to the attainment of school vision, mission, and goals.	4.64	0.62	Strongly Agree	Highly Involved
7. Stakeholders are given with opportunities for leadership competencies enhancement	4.60	0.70	Strongly Agree	Highly Involved
8. Stakeholders are involved in the decision-making to respond to emerging opportunities and challenges.	4.68	0.62	Strongly Agree	Highly Involved
Overall	**4.69**	**0.58**	Strongly Agree	Highly Involved

4.21-5.00- *Strongly Agree/ Highly Involved;* **3.41-4.20-** *Agree/ Moderately Involved;* **2.61-3.40-** *Involved;* **1.81-2.60-***Disagree/Fairly Involved;* **1.0-1.80-** *Strongly Disagree/Rarely Involved*

The table shows the level of the stakeholders' involvement in the implementation of school-based management relative to leadership and governance. The overall mean is 4.69, which is described as "Strongly Agree" and interpreted as "Highly Involved". This indicates that the teacher-respondents strongly agree on the tangible high involvement of the stakeholders, which is supported by the low standard deviation of 0.58, suggesting that the responses among teachers are consistent.

Indicator 4, which is about the participation of the stakeholders in the SIP formulation has the highest mean of 4.79 and strongly agreed by the teachers, interpreted as "highly involved", is the facet where there is an optimum participation from the stakeholders. This is also supported by the lower standard deviation, suggesting that the responses of the respondents are highly consistent.

On the other hand, though the mean of 4.60 for indicator 7 is the lowest, which is about the provision of opportunities for stakeholders for their leadership competencies enhancement, it still suggests a high level of involvement from the stakeholders and that the schools capacity building among the community members as one of its top priorities.

The high involvement level across other indicators, with means ranging from 4.62- 4.78 depicts a strong positive perception on the involvement of the stakeholders in the different aspects of leadership and governance as part of the school operation and management.

Although the indicator 5, which is about feedback system has a slightly higher standard deviation, indicating that there is a variability in the responses of the respondents, all the other relatively low SDs suggest that there is consistency in the assessment of the teachers on the extent of stakeholders' involvement.

The data reflects a strong linkage between the schools and the stakeholders that is contributory to the attainment of the goals embedded in leadership and governance. Considering the viewpoints of the authors cited in this study, the high stakeholders' participation in SIP development was indicates the importance of participatory decision-making in educational settings. This aligns with the focus of the Department of Education (2012) on creative approaches involving all community sections. The collaborative leadership during the SIP formulation process leads to more effective implementation strategies

Indicator 7 has the lowest mean score but shows significant involvement in leadership skill development, reflecting a focus on capacity building for long-term school governance. This is in consonance to the assertion of De Torres (2021) and Darrel et al. (2020) that principals must manage stakeholder expectations and support leader growth to prepare the community for effective school management.

Moreover, indicator 5 reveals varying opinions on the effectiveness of feedback mechanisms. This aligns with the viewpoint of Werdiningsih (2020) emphasizing the significance of efficient communication. Despite the generally positive perception of feedback systems, the high variability suggests areas for improvement to ensure equal information and involvement for all stakeholders involved.

Problem 1.b. What is the extent of stakeholders' involvement in school operation and management as perceived by the teachers in terms of Curriculum and Learning?

Table 5

Extent of Stakeholders Involvement in terms of Curriculum and Learning

Indicators	Mean	SD	Description	Interpretation
1. Stakeholders participate in curriculum contextualization and localization to make it relevant to the community life and appropriate to the needs and interest of the learners.	4.58	0.71	Strongly Agree	Highly Involved
2. Stakeholders are involved in the collaborative monitoring of the learning system using the appropriate tools that ensure holistic growth and development of the learners and the community.	4.64	0.56	Strongly Agree	Highly Involved
3. School assessment processes and results are shared with the stakeholders.	4.68	0.58	Strongly Agree	Highly Involved
4. The community and stakeholders participate in developing and mentoring learners' awareness and practice of good citizenship.	4.66	0.63	Strongly Agree	Highly Involved
5. Stakeholders are aware of the learner-centered, rights-based, and inclusive principles of education.	4.69	0.57	Strongly Agree	Highly Involved
6. Stakeholders practice learner-centered principles in education in providing support to school.	4.68	0.53	Strongly Agree	Highly Involved
Overall	**4.66**	**0.60**	**Strongly Agree**	**Highly Involved**

4.21-5.00- *Strongly Agree/ Highly Involved;* **3.41-4.20-** *Agree/ Moderately Involved;* **2.61-3.40-** *Involved;* **1.81-2.60-***Disagree/Fairly Involved;* **1.0-1.80-***Strongly Disagree/Rarely Involved*

The data depicts a high involvement of stakeholders in the aspect of curriculum and learning. The overall mean, which is 4.66 indicates a strong agreement among the teachers on the positive partnership between the schools and the community.

The highest mean score of 4.69 and a standard deviation of 0.57 for indicator 5 displays that stakeholders demonstrate a high level of understanding of learner-centered, rights-based, and inclusive education principles.

On the other hand, the lowest mean of 4.64 and standard deviation of 0.56 for indicator 2 still reflects a high involvement of the stakeholders as strongly and consistently agreed by the respondents. This reflects that the stakeholders actively participate in the collaborative monitoring of the learning system to ensure learners' growth and development.

The mean score of 4.68 and a standard deviation of 0.58 for indicator 3 show that schools successfully communicate evaluation procedures and findings to stakeholders and that transparency is observed. Furthermore, as shown by a mean score of 4.66 and a standard deviation of 0.63, stakeholders actively support and mentor students in good citizenship principles and practices.

Lastly, the mean score for indicator 6 which is 4.68 reveals a strong agreement among respondents on the support of the stakeholders in fostering learner-centered principle in education.

The data shows high stakeholder involvement in curriculum and learning domain, aligning with Warren's (2005) community-school approach that promotes open communication, teamwork, and shared leadership, enhancing community relations in education. The results are also aligned with the perspective of Santibanez (2006), suggesting that a school governing board with multiple stakeholders improves student performance and quality of education through shared assessment processes.

Problem1.c. What is the extent of stakeholders' involvement in school management as perceived by the teachers in terms of Accountability and Continuous Improvement

Table 6

Extent of Stakeholders Involvement in terms of Accountability and Continuous Improvement

Indicators	Mean	SD	Description	Interpretation
1. The stakeholders are engaged in clarifying and defining their specific roles and responsibilities.	4.83	0.38	Strongly Agree	Highly Involved
2. Community stakeholders contribute to the development of an accountability system that covers both school-based and community-wide management of education. .	4.78	0.42	Strongly Agree	Highly Involved
3. The school involves the stakeholders in initiating initiated periodic performance assessments.	4.91	0.29	Strongly Agree	Highly Involved
4. Community stakeholders are invited to participate in setting up an accountability system for school-based management processes, structures and mechanisms.	4.82	0.38	Strongly Agree	Highly Involved
5. Stakeholders are engaged in the development and operation of an appropriate accountability assessment system	4.85	0.36	Strongly Agree	Highly Involved
6. Stakeholders continuously and collaboratively review and enhance accountability systems' processes, mechanisms and tools	4.79	0.41	Strongly Agree	Highly Involved
Overall	**4.83**	**0.37**	**Strongly Agree**	**Highly Involved**

4.21-5.00- Strongly Agree/ Highly Involved; 3.41-4.20- Agree/ Moderately Involved; 2.61-3.40- Involved; 1.81-2.60-Disagree/Fairly Involved; 1.0-1.80- Strongly Disagree/Rarely Involved

The data consistently reveal a high involvement of stakeholders in the context of accountability and continuous improvement. The overall mean, which is 4.83 and the low standard deviation manifest that the stakeholders assume responsibility and accountability in the schools' management processes and operations, directed towards providing and meeting the needs of the learners.

The highest mean of 4.91 and low standard deviation of 0.29 for indicator 3 show the optimum involvement of the stakeholders in evaluating and enhancing the schools' performance.

On the other hand, the lowest mean, which is 4.78 and a standard deviation of 0.42 for indicator 2 still indicate a high involvement of the stakeholders and is strongly agreed by the teacher-respondents. However, this also calls for possible area of improvement to foster further engagement of the stakeholders to contribute to accountability system development.

The high mean scores reflected by the data support the perspective of Aung et al. (2019), emphasizing the necessity of collaborations among families, communities, and educational institutions for efficient school management, improved student performance, and academic achievement. This highlights the importance of active participation from parents, school committee members, and local government in children's education.

The lowest mean score of 4.78 suggests that stakeholder involvement in the accountability system construction could be improved, despite considerable involvement. This is in accordance to the viewpoint of Munje and Mncube (2018), highlighting the need to remove obstacles to promote regular and engaged participation.

Problem1.d. What is the extent of stakeholders' involvement in school management as perceived by the teachers in terms of Management of Resources?

Table 7

Extent of Stakeholders Involvement in terms of Management of Resources

Indicators	Mean	SD	Description	Interpretation
1. Stakeholders are aware that a regular resource inventory is available and is used as the basis for resource allocation and mobilization	4.77	0.42	Strongly Agree	Highly Involved
2. Resource inventories are systemically developed and stakeholders are engaged in a collaborative process to make decisions on resource allocation and mobilization.	4.72	0.45	Strongly Agree	Highly Involved
3. Stakeholders regularly engaged in the planning and resource programming and actively participate in the implementation of the education plan.	4.68	0.61	Strongly Agree	Highly Involved

4. Stakeholders are engaged and share expertise in the collaborative development of resource management system	4.74	0.52	Strongly Agree	Highly Involved
5. Stakeholders collaboratively participate in the development and implementation of monitoring, evaluation, and reporting processes on resource management	4.70	0.59	Strongly Agree	Highly Involved
6. Stakeholders support a system of partnership for improving resource management.	4.66	0.59	Strongly Agree	Highly Involved
Overall	*4.71*	*0.53*	***Strongly Agree***	***Highly Involved***

4.21-5.00- *Strongly Agree/ Highly Involved;* **3.41-4.20-** *Agree/ Moderately Involved;* **2.61-3.40-** *Involved;* **1.81-2.60-***Disagree/Fairly Involved;* **1.0-1.80-** *Strongly Disagree/Rarely Involved*

The table shows the assessment of the respondents on the level of stakeholders' involvement in the management of resources. The overall mean of 4.71 depict a strong agreement among the respondents on the high involvement of the stakeholders across indicators in the aspect of management of resources. This suggests a strong linkage between the schools and the community.

The highest mean for indicator 1, which is 4.77 indicates that stakeholders are aware of the regular resource inventory, which serves as the basis for resource allocation and mobilization, indicating their active engagement in its use. With the low standard deviation, it is shown that there is a consistent agreement among the respondents on the positive engagement of the stakeholders in the management of schools' resources.

On the other hand, the indicator "Stakeholders support a partnership system for improving resource management" though has the lowest mean score of 4.66 still indicate a significant degree of involvement.

As all the mean scores range between 4.21 - 5.00, these indicate highly significant stakeholders' involvement in resource management domains like planning, implementation, monitoring, assessment, inventory, decision-making, and partnership assistance, indicating strong cooperation among stakeholders.

These results are consistent with the framework of school-based management (SBM), which emphasizes stakeholder participation and transparent, effective resource mobilization (Department of Education, 2012). Additionally, these underscore the significant role that School Governing Bodies (SGBs) play in fostering linkage between the community and schools to make resources accessible, and coordinating community initiatives with academic objectives (Waters, 2011).

4.2. *Problem 2*. What is the school performance level based on OPCRF, KRA 4?

Table 7
Level of School Performance based on OPCRF, KRA 4 (Parents' Involvement and Community Partnership)

Indicators	Mean	SD	Description	Interpretation
1. Our school has established linkages with the stakeholders.	4.51	0.75	Always	Outstanding
2. Our school collaborates with the stakeholders in decision-making, curriculum adjustments, and resource mobilization, through dialogues, conferences or assemblies.	4.45	0.76	Always	Outstanding
3. Our school involves the stakeholders in designing programs and projects and formulation of school improvement plan to meet the needs of the learners and school community.	4.43	0.83	Always	Outstanding
4. The stakeholders are well-informed about the school operational system, development plans, and the progress and results of the resource management process as well as the school accomplishments.	4.42	0.80	Always	Outstanding
5. Our school recognizes the participation and accomplishment of the stakeholders	4.32	0.90	Always	Outstanding
6. Our school provide the stakeholders opportunities to practice and develop leadership potentials, exercise their roles, and perform their duties and responsibilities.	4.39	0.81	Always	Outstanding
7. Our school promptly submits records of Quarterly PTA/GPTCA Meetings	4.37	0.83	Always	Outstanding
8. Our school keeps and submits records of grants, donations, etc.	4.38	0.85	Always	Outstanding

	Mean	SD		
9. Our school promptly submits financial and liquidation report and consistently observe transparency.	4.40	0.77	Always	Outstanding
10. Our school involves stakeholders in the planning and implementation of implementation of school programs and projects.	4.01	0.85	Often	Very Satisfactory
11. Our school acquires instructional materials and generate resources through the support of stakeholders.	4.23	0.93	Always	Outstanding
12. Our school involves stakeholders in addressing issues and concerns to ensure an open and conducive learning environment.	4.48	0.75	Always	Outstanding
Overall	*4.36*	*0.82*	*Always*	*Outstanding*

Note: 4.21-5.00- Always/ Outstanding; **3.41-4.20-** Often/ Very Satisfactory; **2.61-3.40-** Sometimes **/** Satisfactory; **1.81-2.60-** Rarely/Unsatisfactory; **1.0-1.80-** Never/Poor

The table presents the level of performance of the schools across indicators as specified in the OPCRF, KRA 4. The overall mean of 4.36 reflects an outstanding performance of the institutions involved in this study. This also indicates that there is a consistent high level of parental involvement and positive school-community relationship that aided the schools to meet their goals.

The indicator, which is "Our school has established linkages with stakeholders," has the highest mean score of 4.51 reflects that the schools outstandingly maintain strong linkage with stakeholders, thereby promote a support system needed in meeting the educational goals.

Conversely, the school's "Involvement of stakeholders in the planning and implementation of school programs and projects" aspect has the lowest mean score of 4.01. This resonates a potential improvement despite being rated as "Very Satisfactory" which is indicative of regular involvement of stakeholders in program design and implementation.

The schools' performance in community and parental involvement is generally high, ranging from 4.01-4.51, with most indicators falling in the "Always" and "Outstanding" categories. This reveals a strong commitment to stakeholder engagement, transparency, and teamwork. However, some indicators may receive slightly lower ratings. The success and effectiveness of the schools can be attributed to its successful establishment of partnerships with stakeholders, which contributes to its overall success.

The data underscore the importance of strong stakeholder relationships in achieving educational objectives. These align with the views of Khan et al. (2020) and Warren (2005), who argue that cooperative relationships among stakeholders in the education sector improve school performance by addressing learning obstacles, utilizing community resources, and creating a safe environment. The emphasis on collaborative action for effective education innovation aligns with the importance of coordinated efforts across stakeholders.

4.3. Problem 3. Is there a significant relationship between the level of stakeholders' involvement and the school performance level based on OPCRF, KRA 4?

Table 8

Relationship Between the Level of Stakeholders Involvement and School Performance

		Leadership and Governance	Curriculum and Learning	Accountability and Continuous Improvement	Management of Resources
School Performance	r	0.393	0.352	0.36	0.33
	P	<.001*	<.001*	<.001*	<.001*
		S	S	S	S

Legend: r= Pearson r correlation; P = probability value; S-Significant, NS-Not Significant, * = Significant at 0 .05 level

The data illustrates the significant relationship between several facets of school success and the degree of stakeholder involvement, as assessed along four dimensions, namely curriculum and learning, leadership and governance, accountability and continuous improvement, and resource management. The correlation coefficient (r) shows the significant relationship between each facet of school performance and stakeholders' involvement in the school operation and management based on SBM.

The table reflects that there is a significant medium positive relationship between the school performance and the stakeholders' participation in leadership and governance as indicated by correlation coefficient of .393 at p value of <.001, which means this is significant at 0.05 level. This suggests that the increase in the level of stakeholders' involvement causes an improvement in the leadership and governance of the schools.

The relationship between stakeholders' involvement and the school performance relative to curriculum and learning is moderately positive, as indicated by the correlation coefficient (r) of 0.352. At the 0.05 level, this association is statistically significant, as indicated by the p-value of <.001. This implies that the schools' curriculum and learning outcomes will probably improve as stakeholders get more involved.

The moderately positive relationship between stakeholders' involvement and the school performance in line with accountability and continuous improvement is indicated by the correlation coefficient (r) of 0.360. At the 0.05 level, the association is statistically significant, as shown by the p-value of <.001. This implies that improved accountability and continuous improvement procedures within the school generally correspond with increased stakeholders' involvement.

The relatively significant positive relationship between the involvement of stakeholders and the school performance in management of resources is shown by the correlation coefficient (r) of 0.330, indicated by the p-value of, <.001 and statistically significant at 0.05 level. This suggests that more effective resource management in the schools is correlated with higher levels of stakeholders' involvement.

Generally, the study reveals a strong correlation between stakeholders' involvement and the level of school performance in the aspects of accountability, curriculum, leadership, governance, and resource management, thus rejecting the null hypothesis of this study. It underscores the importance of including stakeholders in decision-making processes to enhance overall performance in educational institutions.

The results support the viewpoints of Bruns et al. (2011), Santibanez (2006), Darrel et al. (2020), Behtoui (2019), and Mchunu (2019) that stakeholders play a crucial role in decision-making processes within educational institutions. Their involvement is closely linked to aspects of school performance. The stakeholders are essential for creating a supportive environment for teaching and learning, improving student performance and facilitating effective school administration. Their support and cooperation with the schools are instrumental in addressing issues like high dropout rates, poor infrastructure, etc. Their presence is substantial in encouraging ownership and accountability for school reform initiatives.

5. CONCLUSIONS

Based on the data that were statistically treated, analysis and interpretation, the following conclusions are drawn:

1. The level of stakeholders' involvement in the school operation and management in line with SBM principles is high. This implies a positive assessment and perception on the participation of the stakeholders in the implementation of school programs and projects.
2. The performance of the secondary schools in terms of establishing linkage with the stakeholders and community is outstanding. This indicate that the institutions have established strong relationships with stakeholders that fosters a welcoming learning environment. These collaborations, facilitated by partnerships with parents, companies, community organizations, and local authorities, have been proven to improve student achievement and school performance.
3. There is a strong relationship between stakeholders' involvement and school success, with higher involvement positively correlated with better leadership, governance, accountability, and resource

management. This underscores the importance of stakeholders' participation in decision-making and comprehensive school reform programs, promoting better instructional settings and overcoming the challenges in the school operation and management.

4. Although there is a considerably high involvement of the stakeholders in school operation and an outstanding performance of the schools, there are areas in SBM implementation that need potential improvement to increase the level of school-community participation in the specific dimensions.

5. The stakeholders' involvement is essential in achieving the educational goals through providing support system to the schools in order to meet the needs of the learners, thereby provide quality education

6. RECOMMENDATIONS

From the conclusions drawn, the following recommendations are formulated:

1. Enhance stakeholder engagement in schools by increasing their participation in projects and activities, empowering them through regular communication, cooperative decision-making forums, and training programs, thereby enhancing their involvement.

2. Support community collaborations to build connections with stakeholders, boost cooperation with local government agencies, companies, parents, and community groups, enhancing student success and overall school performance.

3. Prioritize stakeholders' involvement in resource management, leadership, governance, and accountability to ensure positive outcomes in school management and operation.

4. Address areas for improvement in SBM implementation, evaluate stakeholder engagement procedures, and develop tailored plans through surveys and input to improve school-community participation,

5. Use stakeholders' support system to meet the students' needs and achieve educational goals. Utilize available resources and impose a cooperative strategy to improve education and encourage student achievement. Active participation in establishing a favorable learning environment and resolving educational obstacles is also recommended.

REFERENCES

Amalia H. N., Ari, Puspita A. M. I., Lestari A. F., & Frieyadie, F. (2022). Application of decision tree and naive bayes on student performance dataset. Jurnal Pilar Nusa Mandiri, 18(1):53-58. http://DOI: 10.33480/pilar.v18i1.2714

Aung, N. N., Arunberkfa, N., Hague, M., Luxchaigul, N., & Vadevelu, K. (2019). Community Participation in Education: A Case Study of Taungzalat School in Kalay, Myanmar. Journal of Education in Black Sea Region, 5(1), 98–117. https://jebs.ibsu.edu.ge/jms/index.php/jebs/article/view/193.

Behtoui, A. (2019). Swedish young people's after-school extra-curricular activities: attendance, opportunities and consequences. *British Journal of Sociology of Education*, *40*(3), 340-356. DOI: 10.1080/01425692.2018.1540924

Bruns, B., Filmer, D., & Patrinos, H.A., (Eds). (2011). Making schools work through accountability reforms. In Making schools work: New evidence on accountability reforms (pp. 211-251). World Bank. https://doi.org/10.1596/9780821386798_CH05

Bryk, A. S. (2010). Organizing schools for improvement. Phi Delta Kappan, 91(7), 23–30. https://doi.org/10.1177/003172171009100705

Colombo, S. M. L., Margarita, F., & Rosales, A. (2022). School performance in the learning of high school students. International journal of social sciences, 5(3):167-175. http://doi: 10.21744/ijss. v5n3.1920

Darrel, A. P., Anietie, R., & George, A. (2020). Stakeholders consultation for secondary educational goals achievement in public schools in Rivers State. Global Scientific Journal, 8(2), 3408–3429. https://www.globalscientificjournal.com/researchpaper/Stakeholders_Consultation_for_Secondary_Educational _Goals_Achievement_in_Public_Schools_in_Rivers_State.pdf

Department of Education. 2012. Implementing Guidelines on the Revised School-Based Management (SBM) Framework, Assessment Process and Tool (APAT). In DepEd Order No. 83, s. 2012. Retrieved from https://www.deped.gov.ph/

Department of Education (2020). DepEd programs and projects. Retrieved from https://www.deped.gov.ph/

Epstein, J.L (2018). School, family, and community partnership: Preparing educators and improving schools. 2nd ed. *Routledge*. Retrieved from https://books.google.co.th/

Freeman, R.E., Phillips, R., & Sisodia, R. (2020). Tensions in stakeholder theory, business and society. *Sage Journals,* 59 (2), 213-231. https://journals.sagepub.com/doi/abs/ 10.1177/0007650318773750

Hofosha, D. (2012). The implementation and challenges of school improvement program in government secondary schools of Oromia special zone surrounding Finfine [Master's thesis, Addis Ababa University]. Addis Ababa University. http://etd.aau.edu.et/handle/123456789/8025

Janczukowicz, K. (2018). A school performance: A teaching tool or real art?. 89-104. doi: 10.26881/BP.2018.1.05

Khan, W., Ullah, O., & Raza, K.K. (2020). Community involvement for school effectiveness. *The Spark*, 5 (1). Retrieved from https://www.researchgate.net/publication/346487281.

Lacanilao, R.T. (2020). Stakeholders' participation in school activities in public secondary schools in Los Baños, Laguna. *Asian Journal of Social Sciences and Management Studies,* 7 (3). http: DOI:10.20448/journal.500.2020.73.208.218

Lee, K. (2020). What is an open system in management? Study.com. Retrieved from https://study.com/ learn/lesson/open-system-management-theory-model-examples.html

Mapp, K. L., & Kuttner, P. J. (2013). Partners in education: A dual capacity-building framework for family-school partnerships. SEDL. https://www2.ed.gov/documents/family-community/partners-education.pdf

Maluleke, S. G. (2014). Parental involvement in their children's education in the Vhembe district: Limpopo [Master's thesis, University of South Africa]. UNISA. https://uir.unisa.ac.za/bitstream/handle/10500/18814/dissertation_maluleke_sg.pdf?sequence=1&isAllowed

Medina, M. A., Cosby, G., Grim, J. (2019). Community Engagement Through Partnerships: Lessons Learned from a Decade of Full-service Community School Implementation. Journal of Education for Students Placed at Risk (jespar), 24(3):272-287. doi: 10.1080/10824669.2019.1615923

Mchunu, H. T. (2010). Stakeholder involvement by the school management teams in managing change: A case study in selected Kwamashu secondary schools [Master's thesis, University of South Africa]. UNISA. http://hdl.handle.net/10500/4142

Munje, P. N., & Mncube, V. (2018). The lack of parent involvement as hindrance in selected public primary schools in South Africa: The voices of educators. Perspectives in Education, 36(1), 80–93. https://www.researchgate.net/publication/328323917_The_lack_of_parent_involvement_as_hindrance_in_selected_public_primary_schools_in_South_Africa_The_voices_of_educators

Sanders, M. (2016). Leadership, partnerships, and organizational development: Exploring components of effectiveness in three full-service community schools. School Effectiveness and School Improvement, 27(2), 157–177. https://doi.org/10.1080/09243453.2015.1030432

Santibanez, L. (2006). Why we should care if teachers get A's: Teacher test scores and student achievement in Mexico. Economics of Education Review, 25(5), 510–520. https://doi.org/10.1016/j.econedurev.2005.08.001

Sharma, S. (2019). Descriptive research designs. A Quantitative Ex Post Facto Study for one-to-one mobile technology. Horizons University Paris. Retrieved from https://www.researchgate.net/

Warren, M. (2005). Communities and schools: A new view of urban education reform. Harvard Educational Review, 75(2), 133–173. https://doi.org/10.17763/haer.75.2.m7181510321674438

Waters, E. (2011). The roles of educational stakeholders and influencing factors. Yahoo Contributor Network.

Werdiningsih, W. (2020). Manajemen humas dalam meningkatkan peran komite sekolah di PAUD Sabila Ponorogo. Al-Idaroh: Jurnal Studi Manajemen Pendidikan Islam, 4(1), 108-122. https://typeset.io/papers/manajemen-humas-dalam-meningkatkan-peran-komite-sekolah-di-3d27ejrhuq