



STAKEHOLDERS' PARTICIPATION IN SCHOOL IMPROVEMENT PLAN AND SCHOOL PERFORMANCE OF SECONDARY SCHOOLS

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ABSTRACT: The quantitative approach, particularly correlational research design, was used to assess the extent of stakeholders' participation in the School Improvement Plan preparation, implementation, monitoring, and evaluation and its connection to school performance. There are 75 participants in the study who are composed of 15 heads of school, 15 teachers, 15 students, 15 officers of the PTA, and 15 officers of the Barangay. These participants are members of the school's planning team. The questionnaire serves as the principal instrument of the analysis. The data analysis was carried out using ANOVA and Pearson r: frequency, percentage, and weighted mean. The study results revealed that the stakeholders have a significant degree of involvement in the School Improvement Plan preparation, implementation, monitoring, and evaluation. Further results indicate that school performance is very good, and it does not differ regardless of the type of school. Surprisingly, they still faced challenges despite the large extent of stakeholders' involvement in the three stages of the School Improvement Plan. There is no significant difference in terms of the degree to which the different stakeholder groups engage in the three stages of the school improvement plan and type of school. Also, the same result was found that there was no significant difference between the performance of the school and the type of school. Another finding using the Pearson r revealed that there is no significant relationship between the extent of stakeholders' participation in the three stages of the School Improvement Plan and school performance. This suggests that the degree of stakeholders' involvement may not guarantee a very high school performance.

KEYWORDS: school improvement plan, school performance, community stakeholders, community involvement, school-based management

INTRODUCTION

Education has been seen throughout the world as one of the foundations that, in this regard, will uplift one's life or the status of a country. This also encourages people to acquire new quality awareness, attitudes, and skills that train their abilities and realize the growth of the country as a whole (Hofosha (2012). The change in the time and needs of society has forced education to develop and how it is handled.

The fight to achieve quality education has become the subject of debate around the world, with many believing it will lead to the development of the nation. As a developing country, the Philippines is restructuring its educational system to meet the demands of the global market—specifically, those people living in a knowledge-based society that demands human resources in the form of knowledge workers who can manage both the local economy and the global economy (Abulencia 2012).

The Department of Education has stepped out of its box from a centralized educational system that believed one size fits all to make education very important to society, particularly to learners. According to the 2001 Republic Act 9155, known as the Governance of Basic Education Act, it seeks to improve school-based management by devolving education governance to its educational stakeholders. They serve as a critical answer to the persistent challenges the school system faces, particularly in terms of high dropout rates, quality educational service, high repeat levels, and limited school holding ability.

This educational reform, where it is a governance structure, transfers power and authority as well as resources to the school level on the basis that the school heads, including the teachers, key community members, and parents, know the root and solution to their own school system's issues. The notion gives way to the School Improvement Plan being produced and developed to become more open, more efficient, and more productive through an improved cycle of school planning and communication, and it is one of the critical dimensions of school-based management in providing educational services to the learners.

The School Improvement Plan, as established by the Department of Education (2015), is a roadmap that sets out specific initiatives that a school undertakes within a period of three (3) consecutive school years, with the support of the community and other stakeholders. In addition, it seeks to enhance the three primary basic education outcome areas: access, quality, and governance. It is evidence-based, results-based, and focused on the child or learner. The plan focuses on school-based management (SBM) and is organized by the School-Community Planning Team (SPT), which has been the basis for the Annual Action Plan (AIP) for the school. Through the School Improvement Plan, stakeholders have the opportunity to get involved in the planning, implementation, monitoring, and evaluation of their improvement plans that could help the school perform functionally and be able to clarify the need for interventions.

Multiple stakeholder engagement leads to effective school management, according to Bruns, Filmer, and Patrinos (2011). Santibanez (2006), in her study, similarly shows that having a school council that includes a wide range of stakeholders has a positive impact on student outcomes. For this purpose, engaging stakeholders and encouraging them to make decisions and propose ideas for school change are essential, giving them a sense of ownership and responsibility. Hofohsa (2012) further concluded that mutual decision-making is the foundation of effective planning.

So the question now is, how comprehensive is the participation of the various stakeholders in the planning, implementing, monitoring, and evaluating of their school improvement plan? What are the numerous obstacles to implementing the School Improvement Program, and how does it impact the success of the school?

Through a partnership with the group, the concept of the School Improvement Program was formulated. Community stakeholders are familiar with the problems, particularly in their own school context, according to Department of Education Secretary of Education Luistro (2015). They have the capacity to learn about these problems and to incorporate solutions. He firmly believed in community leaders being able to turn their schools into more successful ones.

The School Community Planning Team was formed to deal with this growth. It is a school team consisting of internal and external stakeholders assembled to identify school problems and issues and to assess strategically relevant solutions through a collaborative process.

There are three (3) phases in the School Improvement Plan: Assess, Plan, and Act. This process includes defining the Priority Improvement Area, formulating strategies, and tracking implementation progress. Hence, the active involvement of all educational stakeholders is highly necessary. Those stakeholders evaluate the school improvement program, prepare it, and execute it.

The three key outcome areas of basic education: access, quality, and governance act as the School Improvement Plan's school success metrics, where access tests the number and rate of dropouts by cause. In addition, quality tests the number of learners who have completed the school year, the national achievement test, and the level of literacy. On the other hand, school-based management appraisal standards, child-friendly school survey performance, stakeholder participation, learner-teacher ratio, learner-classroom ratio, learner-toilet ratio, and learner-seat ratio.

Each school has its own problems and problems that have to be solved. In her study, Pascual (2017) found that the School Improvement Plans help directors, teachers, and the school council answer the questions: "What are we going to focus on now?" And "What are we going to leave until later?" The program is, in turn, letting educational stakeholders know where they are and where they want to be. In turn, through this program, educational partners will identify the needs that need to be addressed and take steps to resolve these concerns correctly.

Observations by the researcher on the enormous influence of various educational stakeholders on school matters and school performance made him interested in delving into this report, and mainly that he is part of the School Planning Team. The review of the degree to which different educational stakeholders engage in the process of making the school improvement plan influences the success of the school as well as the difficulties in executing the school improvement plan, which are the reasons why this study was conceptualized. The study has developed an action plan to resolve the established issues and concerns that hinder the progress of the School Improvement Plan implementation. This research evaluated the school performance of Isabela Province's 1st Congressional District, which consisted of Cabagan, Delfin Albano, Tumauini, San Pablo, Sta. Maria, and Santo Tomas.

CONCEPTUAL FRAMEWORK

Over the years, the continuous progress of education has never been overlooked. This has been one of the world's leading problems over the past thirty years, trying to make reforms in schools and striving to make them more successful and competitive (Hofosha 2012).

Policy formulation is key to successful school reform. Hopkins (1986) offers guidelines for creativity and the basis for comprehensive and sustainable planning at the state, local, and school levels. In connection with this, the Philippine education system embraces new educational trends and policies. They are making sure it can respond to the changing needs of time and can enhance every Filipino's quality of life. Hence, the foundation for the all-rounded growth of any nation is a quality education (MOE 1994; Lockheed and Verspoor 1991).

In addition, the Department of Education has updated its framework to include multiple stakeholders in the preparation, execution, monitoring, and assessment of school and learner development programs through R.A. 9155 of 2001, or the Basic Education Governance Act of 2001.

The birth of the country's school-based management became the main answer to the perennial problems our educational system faces, particularly with regard to the students' learning outcomes. Therefore, in order to allow more concrete strategies and practical learning, the School Improvement Plan has been developed as one of the critical components of school-based management to ensure that community members put their best foot forward and provide solutions to the challenges posed by our educational system in terms of dropout rate, repeat rate, and national achievement testing. Additionally, Br. Armin A. Luistro (2015), Secretary of the Department of Education, firmly believes that community members are very familiar with the issues in their own school background, and they have the capacity to consider and apply solutions to the difficulties they face. The different stakeholders implement three stages under the School Improvement Program, namely: evaluate, prepare, and act. It is here that planning, execution, monitoring, and assessment take place. The goal of the School Improvement Plan is to offer strategies or solutions to the pressing issues that the learners face, hoping that it will help improve the students' learning outcomes as well as their success at school. This project is designed to ensure that each learner has access to the quality education he/she really deserves. However, this can only be done if all stakeholders have a positive attitude towards the process of enhancing learning outcomes and recognize that they have to be operating as a team (Mekangko 2013).

Similarly, Stoll and Dean Fink (1996) believed that establishing a good sense of collaboration with parents would make a significant contribution to the learner's success. Thus, this study aims to evaluate the extent of the involvement of the various stakeholders in the planning, implementation, monitoring, and evaluation of the school improvement plan to determine how far their participation can influence the learning outcomes of their students in terms of the school's performance.

Problems with implementing the School Improvement Plan emerge when there is a lack of cooperation from the various stakeholders, stakeholder opposition to implementing programs, and insufficient professional education leadership (MOE 2006). In support of this, Mesele (2011) and Frew (2010) also concluded that lack of program knowledge, low level of stakeholder involvement from program planning to program evaluation, as well as inadequate educational funding, lack of furniture and other equipment, and inadequate leadership skills were factors influencing failure in the execution of the School Improvement Plan. Such obstacles could hinder the schools' progress in achieving their goal of improving student learning outcomes (MOE 2007).

Strong leadership and commitment to change must be evident among educational stakeholders to understand the power of the School Improvement Plan. Plan International (2014) considered them to be the key elements that help to achieve the goal of the school improvement plan by increasing the quality of primary education for children; attaining the enrolment, enrollment, and completion rates that meet the goals of Education for All; achieving equal access for both girls and boys to school; and achieving better prospects for completing school. To be able to achieve these goals, school reform must ensure that teachers are professional and motivated; promote active learning strategies that are assisted by adequate teaching and learning aids; promote the active participation of children and parents in school governance; ensure a safe, sound, and efficient learning atmosphere that provides a

meaningful curriculum. Therefore, effective leadership in education needs comprehensive target setting, preparation, executing, and assessment specific to teaching (Hopkins 1988).

Education stakeholders will work as a team to provide students with a comfortable and supportive learning environment, which will make a difference for their respective communities later on, as espoused by Bangayan-Manera (2020). Schools are institutions that can train children to contribute to the development of the society in which they work by equipping them with knowledge, attitudes, and skills valuable to society (Dimmock 2000). From this point of view, schools are believed to be the formal educational institutions where future citizens are formed through the teaching and learning process that promotes all students to develop their abilities to a high level (Aggrawal 1985; Dodd and Kontal 2002).

Studies by Rutter et al. (1979); Mortimore et al. (1986); and Purkey and Smith (1983) say that schools can and do improve the achievement of learners. In general, the schools that make a difference for the better are described as effective schools.

Moreover, Mortimore (1991) describes a successful school as one in which the success of the learners from consideration of their intake is more significant than could be predicted. Alternatively, put another way, a successful school brings additional value to the outcomes of its graduates (Sammon, Hillman, and Mortimore, 1995). Therefore, schools are institutions that provide students with educational services that later mold them into the people they will become in the future. Accordingly, school improvement is one of the leading educational programs initiated and adopted by many countries to provide quality education (Plan International, 2004).

Furthermore, when there is a vibrant classroom, when teachers and school administrators are educated and informed, and when families and communities play an active role in supporting schools, children can learn to their full potential (Stephen and Mundy 2014).

Based on the results from the research studies and their objective evaluations, these can also serve as sources of information when taking steps to enhance learning outcomes, school success, and the participation of stakeholders in the School Improvement Plan for students.

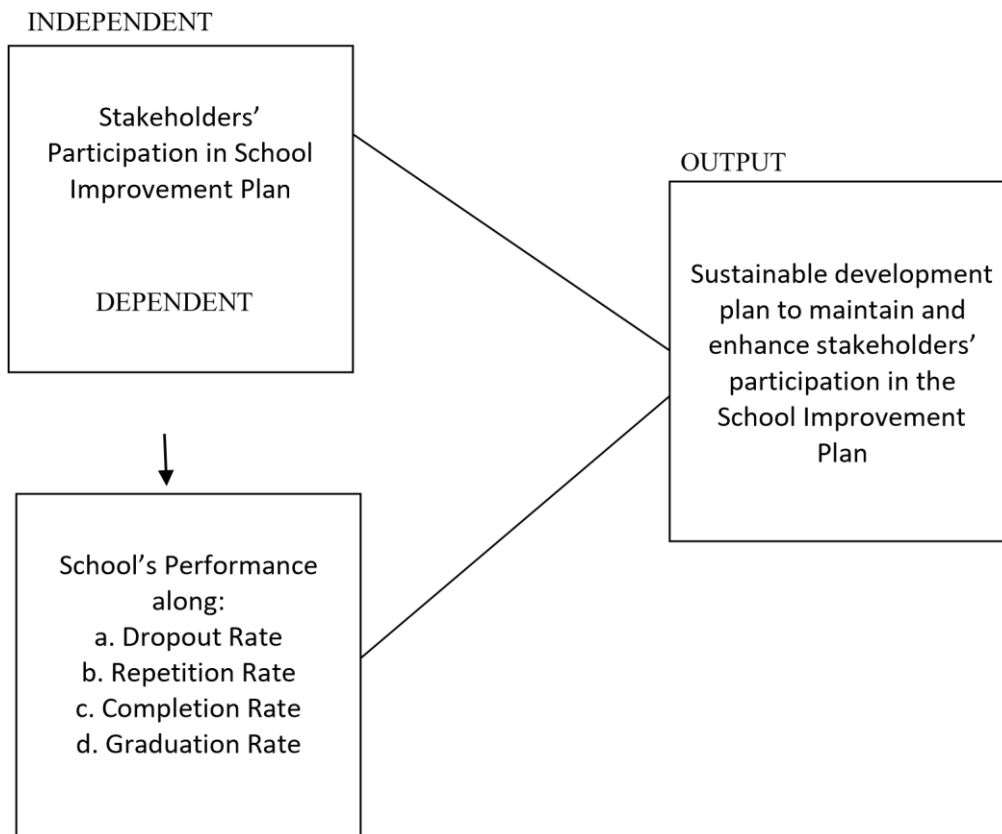


Figure 1 Research paradigm showing the input, process, and output of the study.

The illustration above indicates that the school performance calculated in terms of dropout rate, repeat rate, completion rate, and the graduation rate is affected by the involvement of stakeholders in the School Improvement Plan preparation, execution, tracking, and evaluation. A sustainable development plan is created to sustain and enhance the extent of participation of the various stakeholders in the three phases of the School Improvement Plan.

STATEMENT OF THE PROBLEM

The aim of this study was to establish the relationship between the level of stakeholders' participation in the planning, implementation, monitoring and evaluation of the School Improvement Plan and the school performance of Isabela 's District I, Public Secondary Schools.

Specifically, it sought to answer the following questions:

1. What is the profile of the school in terms of type?
2. What is the extent of participation of the different groups of stakeholders in the School Improvement Plan along: 2.1 planning,
2.2 implementation, and
2.3 monitoring and evaluation?

3. Is there a significant difference in the extent of participation of the different groups of stakeholders in the three stages of the School Improvement Plan with respect to the type of school?
4. What is the extent of compliance of the participant-schools as measured by their school performance in terms of their SIP targets along:
 - 4.1 Dropout Rate,
 - 4.2 Repetition Rate,
 - 4.3 Completion Rate,
 - 4.4 Graduation Rate?
5. Is there a significant difference in the School Performance of the participant schools with respect to school type?
6. Is there a significant relationship between the extent of the participation of stakeholders in planning, implementation, monitoring, and evaluation of the School Improvement Plan and the School Performance of participant schools?
7. What are the challenges encountered by the participant stakeholders in the planning, implementation, monitoring, and evaluation of the School Improvement Plan?
8. What plan of action can be developed to sustain the participation of the stakeholders in the planning, implementation, monitoring, and evaluation of the School Improvement Plan?

RESEARCH METHODOLOGY

RESEARCH DESIGN

Throughout this report, the descriptive correlational research design identified the profile of the stakeholders and the degree to which they engaged in the preparation, implementation, and assessment of the School Improvement Plan, the degree to which they met the goals set in the SIP, the problems faced by the various stakeholders in the three phases of the School Improvement Plan and the School Performance.

The correlational study was used to assess whether there is a substantial relationship between the extent to which all stakeholders engage in SIP and School Performance planning, implementation, monitoring and evaluation.

RESEARCH PARTICIPANTS

The analysis involved a total of 75 participants. The stratified sampling technique was used to represent the 6 municipalities of District I of Isabela Province, namely: Cabagan, Delfin Albano, San Pablo, Sta. Maria, Tumauni, and Sto. Tomas. Random sampling was employed by draw lots to decide the participant schools. The number to be chosen in each municipality's draw lots to reflect the sample size was based on the proportion of schools per municipality. This includes the various stakeholders involved in the School Improvement Plan planning,

implementation, monitoring, and assessment. They belong to the School Improvement Plan Team of the different participant schools listed in Table 1.

Table 1: Number of Participant-Schools and participants of the study

Municipality	Participant-School	No. of samples
Cabagan	Delfin Albano National High School	5
	Alfreda Albano National High School	5
	Alfreda Albano National High School	5
Delfin Albano	Ragan Sur National High School	5
	San Antonio National High School	5
Tumanuini	Fermeldy National High School	5
	Lalauanan National High School	5
	Regional Science High School	5
	Tumauini National High School	5
Santa Maria	Buenaventura G. Masigan National High School	5
	Santa Maria High School	5
San Pablo	St. Paul Vocational and Industrial High School	5
	San Pablo National High School	5
Santo Tomas	Santo Tomas National High School	5



Total

75

INSTRUMENTATION

A standardized questionnaire was derived from the methodology used by Pascual (2017) conducting the research on 'Stakeholder Participation in the Planning, Implementation, Monitoring, and Assessment of The School Improvement Plan (SIP) Towards School Productivity' and Miguel (2015) conducting 'School-Based Management Practices in the Districts of Amulung' respectively. They are updated by the researcher and classified to fit the requirements of the present analysis. The questionnaire consists of four sections. Part I elicited information on the participants' profile, while Part II sought to gather data on the level of involvement of the various stakeholders in the preparation, execution, monitoring, and evaluation of the School Improvement Program. Part III was aimed at understanding the problems faced by the different stakeholders in the three phases of the School Improvement Program, and Part IV was aimed at evaluating the school performance of participating schools.

DATA GATHERING PROCEDURE

The researcher had complied with the institutional research guidelines and regulations in the course of doing the analysis. In the offices of the Vice President for Academics of St. Paul University Philippines, the Dean of the Graduate School of St. Paul University Philippines, the Institutional Ethics Review Board of SPUP (IERB) and the office of the Superintendent of the Schools Division of Isabela, a letter of approval for conducting the study was requested.

The permission was accepted, and the researcher personally conducted the questionnaire among the different school participants.

The researcher sent a letter of consent to the various District I school heads of Isabela Province, authorizing him to collect information from the various participant schools within the school planning team.

Upon acceptance of the school head's letter of consent, the researcher met separately and gave a letter of consent to the school planning team, who was the study's key characters to explain to them the nature of the researcher's method. The researcher told them that all of their comments would be handled confidentially.

DATA ANALYSIS

The collected data were tabulated, categorized, and analyzed. When interpreting and analyzing descriptive data, descriptive statistics such as frequency counts, percentages, means, and standard deviation were used.

Frequency and Percentage. This has been used to describe the respondents' profile and the challenges faced by the participant-stakeholders in the SIP 3 stages.

Weighted Mean. This was used to determine the scale of stakeholder participation in the 3 phases of the School Improvement Plan and all performance indicators.

T-test/Analysis of Variance. This was used to analyze whether there is a significant difference between the extent of stakeholders' participation in the 3 phases of the School Improvement Plan.

Pearson Product Moment Correlation. It was used to evaluate whether there is a clear connection between the level of the participation of all stakeholders in SIP planning, execution, monitoring, and evaluation and School Performance.

The weighted means were interpreted with the following scales:

The scale used to measure the weighted mean for the extent of the involvement of stakeholders in the three stages of the School Improvement Plan and the degree to which participant schools comply with the performance metrics set objectives:

Scale	Descriptive Interpretation
4.2-5.0	Very Great Extent
3.4-4.19	Great Extent
2.6-3.39	Moderate Extent
1.8-2.59	Low Extent
1.00-1.79	Very Low Extent

The scale used in interpreting the weighted means for the dropout rate and the repetition rate

Scale	Descriptive Interpretation
0.00-0.99	Very High Performance
1.00-2.49	High Performance
2.50-3.99	Moderate Performance
4.00-4.99	Low
5% and above	Very Low

The scale used in interpreting the weighted means for the dropout rate and the repetition rate:

Scale	Descriptive Interpretation
0.00-0.99	Very High Performance
1.00-2.49	High Performance
2.50-3.99	Moderate Performance

Performance	4.00-4.99	Low
	5% and above	Very Low Performance

RESULT

The summary of the findings that the researcher derived from the data collected, analyzed, and interpreted is presented in this chapter. Conclusions were drawn from the findings, and recommendations were formulated.

1. School profile

The majority of schools in District I of Schools Division of Isabela are large schools.

2. Extension of involvement of the various stakeholders in the three stages of the school improvement plan

The extent to which schools and teachers engage in the planning, implementation, and monitoring and assessment is reflected in a Very Great Extent, whereas SSG, PTA, and Barangay officials have a Great Extent of involvement in the SIP's three phases.

3 .A significant difference in the degree to which the various stakeholders engage in the three stages of the School Improvement Plan with respect to the type of school

There is no significant difference in the extent of stakeholders' involvement in SIP planning, implementation, monitoring, and assessment with respect to school type.

4. The Participant's school performance-Schools during the three school years

In the last three school years, the participant-schools have had a very high performance in the dropout rate, repeat rate, and graduation rate. The large school and the middle school have a high rate of completion results while the small school has a very high performance.

5. Check of significant difference between school and school results

There is no significant difference in the participant schools' school performance with respect to dropout rate, repeat rate, completion rate, and graduation rate with respect to school type.

6. Check for Significant Partnership Between Extent of Stakeholder Participation in School Improvement Plan planning, implementation, monitoring, and assessment and school performance.

There is no significant relationship between the extent of stakeholders' participation in the School Improvement Plan planning, implementation, monitoring and evaluation and School Performance

7. Challenges the participating stakeholders encountered in the School Improvement Plan planning, implementation, monitoring, and evaluation.



The lack of quality time due to multiple assignments to get involved in the planning of the SIP is the stakeholders' most experienced challenge.

CONCLUSION

Based on the results, the School Improvement Plan has been successful in increasing community stakeholders' engagement in the school's programs. This helps community members to understand educational processes more deeply and to help with schooling goals. However, the great extent of participation in the School Improvement Plan may not guarantee a very high school performance.

RECOMMENDATIONS

1. Schools can keep their stakeholders involved in the School Improvement Plan
2. Schools may broaden the community 's participation in the various educational processes to allow stakeholders to understand better the various developments DepEd wants to accomplish for school and learners growth.
3. Schools should reconsider the consistency and efficacy of their School Improvement Plans.
4. Schools can assess the quality of stakeholder inputs in achieving all of the planned plans' desired goals and objectives.
5. The study results can be disseminated with the help of school administrators to the participant-schools.
6. The study results can be confirmed with the inclusion of more variables.



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