

Fostering Collaboration and Stakeholders' Engagement at the Bayugan Central District Elementary Schools

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Abstract. This study explored the collaboration among stakeholders in Bayugan Central District Elementary Schools Agusan del Sur, focusing on the extent of collaborations and community benefits of their partnership through engagement, activities, projects, donations, and training programs. Using a descriptive correlational design and structured questionnaires, the research assessed these collaborations benefits to resource access, School-Based Management (SBM) performance, and overlapping community benefits. Grounded in the Overlapping Spheres of Influence Theory, Social Capital Theory, and Community of Practice Theory, the study highlights the importance of cooperation between schools, families, and communities in creating an inclusive and effective learning environment. Findings reveal generally strong collaboration manifested in structured participation, collaborative learning, and partnership activities, positively impacting resource availability, SBM performances and Overlapping influences. The study proposes a strategic collaboration plan based on the results to further improve sustainability and stakeholder collaboration with three (3) Strategic goals on Increasing inclusive stakeholder engagement, enhance access to educational resources and lastly, Strengthening SBM performance. This research offers valuable insights for stakeholders, educators, and policymakers to enhance collaborative governance and community empowerment in school management.

Keywords: *school-based management, stakeholders, collaboration, partnership, community benefits*

Introduction

Stakeholder participation in prevailing learning environments is regarded as a vital factor in enhancing collaboration and the learning process in establishing an inclusive learning community. The involvement of stakeholders such as parents, teachers, local leaders, and community members is essential to building responsive and dynamic learning and teaching environments. Several studies found that effective communication and interaction with stakeholders not only foster academic excellence but also sustain a positive relationship with the community (Smith and Williams, 2024; Sompron, 2024). According to Liu (2021), healthy partnerships are formed when there is appropriate participation of the community, which can result in academic and social development. It is advised that learning establishments adopt collective leadership and decision-making processes to support innovation and foster a sense of ownership among the parties involved.

Effective and efficient stakeholder participation is not sustained by many education systems around the world. Research suggests that despite the importance of collaboration, schools must recognize systemic barriers that prevent effective stakeholder participation, such as ambiguity in communication plans, absence of community engagement frameworks, and insufficient resources (UNESCO, 2023; Darling-Hammond et. al., 2022). These barriers often lead to deprivation of chances to improve the quality, equity, and social cohesiveness of education. Organization for Economic Co-operation and Development (OECD, 2022) states that without actual stakeholder partnership, education reforms and innovations have a lower probability of creating a sustainable impact.

At a national level, the Philippine education system has many gaps in stakeholder engagement, despite the implementation of policy frameworks such as the School-Based Management (SBM) and the Enhanced Basic Education Act of 2013 (Republic Act No. 10533). Although the stakeholders are encouraged to be involved in initiatives like the Enhanced School Improvement Plan (E-SIP), the report published by the Department of Education (DepEd, 2022) also notes that their success pivots on the gaps in the implementation, inadequate capacity-building of the school heads, and a lack of awareness raised by the community. According to research conducted by Reyes and Medillo (2023), although mechanisms for stakeholder engagement are employed, most schools face the challenge of developing meaningful and long-lasting cooperation, which overall influences academic performance and community

development.

Bayugan City schools have incorporated the Enhanced School Improvement Plan (E-SIP) whereby the School Planning Team (SPT) has played a critical role in laying out preparation and implementation of programs together with stakeholders. Diamante (2022) demonstrates that the Bayugan schools demonstrate a great degree of involvement in the planning processes with stakeholders. However, there were some anecdotal evidence and initial assessments suggested that there was a difference in the extent and intensity of stakeholder partnership in collaboration across schools. Although fewer schools have managed resources successfully and strengthened meaningful partnerships through initiatives, donations, and training programs, others face difficulties in sustaining engagement, highlighting the need for a more strategic and inclusive approach.

This research determined the collaboration among the stakeholders of the Bayugan Elementary Central district through various initiatives, partnerships, donations, and training programs. It had assessed the level and impact of such collaborations on resource access, SBM Level Performance, and overlapping influences. The study results will be utilized to provide a powerful strategy collaboration model that will help improve stakeholder engagement and sustainable education growth.

Research Methodology

This study utilized a descriptive-correlational research design to examine the extent of stakeholder collaboration in Bayugan Central District Elementary Schools and determine its relationship to community benefits. This design was appropriate for describing existing engagement practices while assessing associations among variables without manipulating conditions. The approach enabled the quantification of engagement processes, partnership activities, and perceived benefits to resource access, School-Based Management (SBM) performance, and overlapping influences. The research was conducted in Bayugan Central District of the DepEd Bayugan City Division, encompassing eleven elementary schools of varying sizes and SBM levels. These schools served as the setting due to their active implementation of the Enhanced School Improvement Plan (E-SIP), which emphasizes structured stakeholder involvement. The respondents included both internal stakeholders school administrators, SBM coordinators, teachers, and student leaders and external stakeholders’ parents, NGO representatives, and community leaders. Using Cochran’s formula, a total sample of 239 participants was determined, ensuring proportional representation across stakeholder groups. A cluster random sampling technique was applied to minimize bias and capture diverse perspectives. Data was gathered using a structured questionnaire developed by the researcher and validated by educational experts. The instrument assessed engagement processes, partnership activities, and collaboration benefits. Data collection involved administering surveys to selected respondents following ethical protocols. Responses were quantified using weighted means based on a five-point Likert scale. Statistical analyses included frequency and percentage, weighted mean, Spearman Rho to determine relationships to test differences across school profiles. These techniques aligned with the study’s objective of evaluating stakeholder collaboration and its resulting benefits.

Results and Discussion

This section analyzes and interprets the data collected, presented in both descriptive and tabular formats. It discusses the results in the context of the research problem outlined in the preceding chapter, providing a comprehensive and logical examination of the findings.

Extent of Schools’ Collaboration with Stakeholders: Engagement Process

Table 1 data indicate that schools in the study have a setting are high-level stakeholders’ engagement. Most of the items fall within the strong or very strong categories of collaboration, which implies that the working mechanisms (meetings, committees, programs) are well-established and that the stakeholders are not only present but are actually adding to the processes of decision making and learning. This confirms international trends that show that collaborative decision-making and joint leadership are beneficial to educational attainment and community relations (Smith and Williams, 2024; Sompron, 2024; Liu, 2021).

Table 1 data on the Extent of schools collaboration with stakeholders in terms of the engagement process reveals that on Variable Structure participation has an Overall weighted mean of 4.26, which can be interpreted as strong collaboration zone, which means that, on average, stakeholders are actively involved in the organizational and governance structures of the schools, which confirms to the literature that regular and systematic participation leads to planned engagement is further justified as a key contributor to transparency, trust, and devotion at the global level and is also important to surpass the obstacles to meaningful engagement (UNESCO, 2023; Reyes and Medillo, 2023; OECD, 2022). Those studies assert the importance of systematic stakeholder engagement in building school-community relationships and enhancing the educational outcome (Lopez & Bauyot, 2025; Campbell, 2024).

Table 1
Extent of schools’ collaboration with stakeholders in terms of engagement process

Indicators	Wtd		Verbal	
	Mean	SD	Description	Interpretation

Structured Participation			Always manifested	Very strong collaboration
1.Stakeholders are regularly attending the school meetings and assemblies	4.67	0.568	Always manifested	Very strong collaboration
2. Stakeholders participate in school programs and events.	4.61	0.612	Always manifested	Very strong collaboration
3. Stakeholders attend the School Based Management Phases/Cycle	4.00	0.750	Frequently manifested	Strong collaboration
4. Stakeholders are members of the school committees.	4.25	0.826	Frequently manifested	Strong collaboration
5. Stakeholders from marginalized groups are included in school activities and decision-making.	3.75	0.817	Frequently manifested	Strong collaboration
Overall Weighted Mean	4.26	0.464	Frequently manifested	Strong collaboration
Collaborative Learning				
10. Stakeholder's feedback is used to improve school programs.	4.47	0.685	Frequently manifested	Strong collaboration
9. Stakeholder Collaborative learning sessions are scheduled regularly.	4.26	0.776	Frequently manifested	Strong collaboration
6. Stakeholders sponsored or headed a school program or events.	4.09	0.733	Frequently manifested	Strong collaboration
7. Stakeholders contribute to professional development activities for teachers/staff.	4.00	0.698	Frequently manifested	Strong collaboration
8. Stakeholders are invited to share expertise or best practices in learning sessions.	3.91	0.807	Frequently manifested	Strong collaboration
Overall Weighted Mean	4.16	0.552	Frequently manifested	Strong collaboration

Legend: 1.00-1.49- Not at all/Very unsatisfactory; 1.50-2.49-Rarely /Unsatisfactory; 2.50-3.49-Manifested/Fairly satisfactory; 3.50- 4.49- Frequently manifested/Satisfactory; 4.50-5.00- Always manifested/Very satisfactory

The trend indicates obstacles that have been recorded in the literature regarding the weaker formal inclusion of marginalized groups in governance relative to operational cooperation, and claims that additional capacity building and inclusion are required (Sompron, 2024; Reyes and Medillo, 2023; OECD, 2022).

The results indicates that all the weighted averages are 4.26 and 4.16 within the "Strong" collaboration range. Structure Participation receives a slightly higher score than Collaborative Learning, implying that there is a little more regular participation. Nevertheless, the differences are evident in the aspects connected to involving the marginalized stakeholders in item 5 and the frequency of the shared expertise learning sessions, which means that these are the primary domains that may be enhanced. Such positive results include the fact that the stakeholder feedback score of 4.47 indicates that stakeholders not only seek input actively, but their input is being utilized in a meaningful way to enhance school programs. The theoretical framework of the issue of the significance of collaborative governance process and community involvement finds a reflection in this study (Epstein and Sheldon, 2022; OECD, 2022).

Extent of Schools' Collaboration with Stakeholders: Partnership Activities

Table 2 indicates the degree of school partnership with community stakeholders under four thematic groups, such as projects, linkages, donations, and trainings with mean scores of 3.50-4.49 representing often manifested or strong collaboration. The weighted means in all 20 items fall between 3.60 and 4.34 with a range of SD of between 0.495 and 0.803. The indicators are almost fully covered in the bracket of strong collaboration, and the overall weighted averages of the clusters on projects =4.05, linkages =4.04; donations =4.12 and training =4.09 indicates high frequency of collaborative practices manifesting. The minimum mean (3.60 in the case of the Item 9, with the name of the linkages with stakeholders sustainable over time) needs to be addressed.

The information above validates that the schools are cooperating with the stakeholders in substantive ways. The highest mean 4.24 on item 1 “ The school initiates collaborative projects that address community needs effectively show that the school is not only cooperating with but also customizing initiatives according to the needs of the local domain though item 3 scores the lowest mean of

3.84 “ Collaborative projects between schools and stakeholder are implemented on time shows that implementation have a slight delay due to process and resources because projects needs to be approved unanimously and requires the engagement of everybody from the planning, development, delivery and evaluation nevertheless miscommunication, discrepancy of priorities and lack of resources made the process slower as stated by Department of Education (2022).

Table 2

Extent of schools' collaboration with stakeholders in terms of partnership activities

Indicators	Wtd Mean	SD	Verbal Description	Interpretation
Projects				
1.The school initiates collaborative projects that address community needs effectively.	4.24	0.615	Frequently manifested	Strong collaboration
2. Stakeholders actively participate in school-led community projects.	4.18	0.780	Frequently manifested	Strong collaboration
3.School-community projects are well-publicized and encourage stakeholder engagement.	4.03	0.730	Frequently manifested	Strong collaboration
4. The school and stakeholders' collaborative projects outcomes positively impact the local community.	3.95	0.746	Frequently manifested	Strong collaboration
5. Collaborative projects between schools and stakeholders are implemented on time.	3.84	0.718	Frequently manifested	Strong collaboration
Overall Weighted Mean	4.05	0.534	Frequently manifested	Strong collaboration
Linkages				
1. Stakeholders regularly communicate with the school to strengthen linkages.	4.24	0.667	Frequently manifested	Strong collaboration
2. The school maintains strong partnerships with local businesses and organizations such PNP, BFP, DSWD, DTL, ..	4.21	0.726	Frequently manifested	Strong collaboration
3. Collaborative linkages to Local and national agencies and NGO's contribute to improved educational resources and ..	4.10	0.693	Frequently manifested	Strong collaboration
4. Stakeholders feel valued and included in the decision-making process regarding linkages.	4.05	0.659	Frequently manifested	Strong collaboration
5. The school's linkages with stakeholders are sustainable over time.	3.60	0.803	Frequently manifested	Strong collaboration
Overall Weighted Mean	4.04	0.495	Frequently manifested	Strong collaboration
Donations				
1. The stakeholder donations significantly improve the quality of education provided by the school.	4.34	0.667	Frequently manifested	Strong collaboration
2. Stakeholders are satisfied with how their contributions support educational initiatives.	4.21	0.558	Frequently manifested	Strong collaboration
3.The school actively seeks donations to enhance its programs and facilities.	4.13	0.561	Frequently manifested	Strong collaboration
4. Stakeholders are regularly informed about the impact of their donations due transparency board and School head ...	3.97	0.801	Frequently manifested	Strong collaboration

5. Donations from stakeholders are utilized transparently by the school in amount and kind including services such as labor.	3.97	0.814	Frequently manifested	Strong collaboration
Overall Weighted Mean	4.12	0.472	Frequently manifested	Strong collaboration
Trainings				
1.. Stakeholders actively participate in training sessions provided by the school.	4.19	0.813	Frequently manifested	Strong collaboration
2. The school organized training programs such as Livelihood Skills training such dress making, cooking, make-up, nail care..	4.14	0.826	Frequently manifested	Strong collaboration
3. The school organized collaboration on training programs leads to improved community outcomes.	4.08	0.647	Frequently manifested	Strong collaboration
4. The school organized training initiatives enhance stakeholders' skills and knowledge relevant to education.	4.03	0.654	Frequently manifested	Strong collaboration
5. The school evaluates and improves its training initiatives based on stakeholder feedback.	4.01	0.615	Frequently manifested	Strong collaboration
Overall Weighted Mean	4.09	0.528	Frequently manifested	Strong collaboration

Legend: 1.00-1.49- Not at all/Very unsatisfactory; 1.50-2.49-Rarely /Unsatisfactory; 2.50-3.49-Manifested/Fairly satisfactory; 3.50- 4.49- Frequently manifested/Satisfactory; 4.50-5.00- Always manifested/Very satisfactory

Well-established linkages show that the highest item 4.24 and the lowest 3.50 indicates a well-connected partnership with the government and non-governmental agencies, frequent contact, and inclusion of stakeholders in making decisions but sustainability of the said linkages needs to improve as stated by Reyes and Medillo that although the mechanism is place but lack of coherence in implementation and awareness sometimes becomes a barrier to success. This indicates a need to engage in more long term and tactical approaches are needed.

Donation-related items shows that the highest 4.24 which is item number 14, "Stakeholder donations significantly improve the quality of education and the lowest mean 3.97 on item 11 regarding the transparency imply that the stakeholders engagement is true and systematic for it reach as sustainable impact (OECD, 2022) and conformed by Sompron (2024) that ownership to the school objectives ultimately leads to better educational performance but transparency of the donations need to be enhance for accountability and transparency will make the stakeholders trust the school for more future collaborations as stated by Pato and Camarines Norte State College, 2023. Collectively, partnership is also building trust to contribute to the overall development and success of both students and the wider community by Diamante (2023).

Whereas training-related items mean is 4.09 with item 17 is the highest mean of 4.19 and item 20 is the lowest with 4.01 mean illustrate that they are committed to capacity building that can be of benefit not only to the school but also to the community at large but the feedbacking mechanism needs to be improved for mediocre practice of feedbacking just for compliance cannot creative positive relations (Torrero, 2020).

All these results are in line with world and regional studies which state that partnership activities are important in resource mobilization, trust development, and quality improvement of education (Diamante, 2022; Darling-Hammond et al., 2022; UNESCO, 2023).Moreover, these are consistent with the rest of the academic literature on stakeholder collaboration in education, which points out that long-term mutually advantageous relationships are the core of enhancing educational results. The overall high mean scores of all clusters indicate that schools are very successful in incorporating collaborative practices in their working framework, yet specific focus on sustainability and timeliness could contribute further to increasing the effectiveness of such partnerships (Cabriga & Ching, 2024; Sompron, 2024; Lopez and Bauyot, 2025).

Extent of Benefits Derived from Stakeholder Collaboration: Access to Resources

The level of success of community collaboration and stakeholder engagement in improving accessibility to different resources in the school is shown in Table The weighted averages of the five individual indicators are in the range of 4.10-4.31 on a 5-point Likert scale, with the weighted average being 4.22. As the legend shows, these values are located in the range of the most often manifested and the most satisfactory categories, which means that the respondents always see the radiant, positive effect of collaborative activities on the availability of resources.

Standard deviations of the individual items (between 0.661 and 0.789) and the overall standard deviation (0.505) are relatively low, which indicates that the perceived benefits are distributed among many people and are also consistently experienced.

Analytically, the indicators explain that there is a balanced distribution of benefits in a number of resource domains. The largest

individual weighted mean-4.31 that corresponds to the enrichment of extracurricular resources like sports and arts, which reveals a rather successful collaboration that conformed study of Smith and Williams that stakeholder focuses on addressing educational challenges that directly affects student rather than infrastructure upgrades, an average score of over 4.10 in item 3, indicating that collaborations with community members and organizations (such as local NGOs, the Philippine Army, PNP, LGU, BFP, DSWD, and DOH) are slightly less on school facilities and Infrastructure mainly because government offices have allotted budgets for these areas of concern in education and they rather invest on innovations that directly affects the learners. The average of 4.22 in stakeholder donation indicates the direct donation of these resources to the learning needs of the students and the lowest score, 4.10 school facilities and infrastructure, is in the comfort zone of the "Very satisfactory" band, which confirms the fact that community involvement significantly enhances the physical learning environment but more focus on extracurricular resources than infrastructures as stated by Sales (2024).

Table 3

Extent of benefits derived from community collaboration and stakeholders' engagement in terms of access to resources

Indicators	Wtd Mean	SD	Verbal Description	Interpretation
1. Collaborative projects have increased the availability of extracurricular resources (sports, arts, etc.) for students.	4.31	0.689	Frequently manifested	Very satisfactory
2. Stakeholders Donations have directly supported students' learning need such as TV and cleaning supplies	4.27	0.690	Frequently manifested	Very satisfactory
3. Our school has received more educational materials (books, technology, etc.) due to active stakeholder collaboration	4.23	0.789	Frequently manifested	Very satisfactory
4. The school collaborative efforts with stakeholders have improved our access to training and professional development opportunities.	4.17	0.661	Frequently manifested	Very satisfactory
5. The school partnerships with community members and organizations have led to better school facilities and infrastructure such as the Barangay, NGOs such as Eagles, Karancho and National Organization such as Philippine Army, PNP, LGU, BFP,DSWD and DOH.	4.10	0.729	Frequently manifested	Very satisfactory
Overall Weighted Mean	4.22	0.505	Frequently manifested	Very satisfactory

Legend: 1.00-1.49- Not at all/Very unsatisfactory; 1.50-2.49-Rarely /Unsatisfactory; 2.50-3.49-Manifested/Fairly satisfactory; 3.50- 4.49- Frequently manifested/Satisfactory; 4.50-5.00- Always manifested/Very satisfactory

These findings show that community collaboration and stakeholder engagement are not only seen as common and healthy but also play a fundamental role in ensuring a wide array of resources that facilitate academic and extracurricular development of students. The statistics are indicative of a strong collaborative model whereby various parties, such as the local barangay units and other national bodies, play the role of donating material resources as well as expertise especially on extracurricular resources, and this creates the environment that would support comprehensive education development as stated by Paraiso (2022). The uniformity was also indicated by the low standard deviations, and this again gives confidence that these benefits are prevalent among the school community. On the whole, the table indicates the effective, multi-component strategy of the resource improvement, based on the cooperative interaction (Cabriga and Ching, 2024; Smith and Williams, 2024; Diamante, 2022).

Extent of Benefits Derived from Stakeholder Collaboration: SBM Performance

Table 4 reveals the weighted means and standard deviations of a set of indicators that reflect the intensity with which community collaboration and stakeholder engagement can affect school-based management performance. The indicators fall into three thematic domains: (i) Improvement in Leadership and Governance, (ii) Improvement in Curriculum and Instruction, (iii) Improvement in Accountability and Continuous Improvement and (iv) Improvement Management of Resources . The table has five items of each domain, the weighted mean (Wtd Mean) and standard deviation (SD), a verbal description and interpretive comment. Mean weight of each domain and the mean of all the indicators are also calculated.

Table 4

Extent of benefits derived from community collaboration and stakeholders' engagement in terms of school-based management performance

Indicators	Wtd Mean	SD	Verbal Description	Interpretation
Improvement in Leadership and Governance				
1. The school assists and participates in the formation or election of School Governance Council (SGC) and SPTA	4.21	0.660	Frequently manifested	Strong collaboration
2. The SGC/SPTA helps in developing a long-term program and strategic directions that addresses the..	4.09	0.632	Frequently manifested	Strong collaboration
3.The stakeholders such as the SGC help in building network that facilitates communication between and	4.03	0.631	Frequently manifested	Strong collaboration

4.The School Improvement Plan is regularly reviewed by the SGC/SPTA and in the preparation of Program Adjustment .	4.02	0.641	Frequently manifested	Strong collaboration
5. The School Improvement Plan phase 1, formulation and implementation involve various stakeholders	3.95	0.700	Frequently manifested	Strong collaboration
Overall Weighted Mean	4.06	0.462	Frequently manifested	Strong collaboration
Improvement in Curriculum and Instruction			Frequently manifested	Strong collaboration
1. The SGC/SPTA supports the localization and customization of the curriculum aligned with the	4.36	0.683		
2.The SGC/SPTA assists in enhancing domains in the curriculum that need improvement	4.26	0.698	Frequently manifested	Strong collaboration
3. The SGC/SPTA assists in making methods and resources that are learner and community-friendly, enjoyable, ..	4.24	0.653	Frequently manifested	Strong collaboration
4.The SGC/SPTA is involved in the design, improvement and enrichment of the curriculum	4.20	0.607	Frequently manifested	Strong collaboration
5.The SGC/SPTA contributes to the crafting/ planning of the curriculum offering, inclusive and special programs	4.15	0.661	Frequently manifested	Strong collaboration
Overall Weighted Mean	4.24	0.489	Frequently manifested	Strong collaboration
Improvement of Accountability and Continuous Improvement				
1.The SGC/SPTA helps convince civic community—minded members to extend assistance to schools especially during..	4.51	0.621	Always manifested	Very Strong collaboration
2.The SGC/SPTA participates actively in the different activities initiated by the schools especially regarding SPTA	4.43	0.682	Frequently manifested	Strong collaboration
3.The SGC/SPTA answers the call of the schools in terms of the urgent activities that needs stakeholders' participation..	4.20	0.574	Frequently manifested	Strong collaboration
4.The SGC/SPTA participates in the regular review, monitoring and evaluation of participatory assessment of..	4.19	0.619	Frequently manifested	Strong collaboration
5. The SGC/SPTA eagerly engages in meaningful volunteer work in school community (value formation..	4.12	0.604	Frequently manifested	Strong collaboration
Overall Weighted Mean	4.29	0.429	Frequently manifested	Strong collaboration
Management of Resources				
1.The SGC/SPTA assists school community in sourcing out funds for students to be able to participate in academic..	4.28	0.586	Frequently manifested	Strong collaboration
2.The SGC/SPTA actively takes part in the schools' maintenance week dubbed as Brigada Eskwela by..	4.17	0.540	Frequently manifested	Strong collaboration
3.The SGC/SPTA attends regular dialogue for planning and resource programming, that is accessible and inclusive,..	4.03	0.628	Frequently manifested	Strong collaboration
4.The SGC/SPTA joins regular monitoring, evaluation, and reporting processes of the school's resource management	3.93	0.664	Frequently manifested	Strong collaboration
5.The SGC/SPTA helps develop a system that manages the network and linkages which strengthen and sustain ..	4.07	0.677	Frequently manifested	Strong collaboration
Overall Weighted Mean	4.10	0.440	Frequently manifested	Strong collaboration

Legend: 1.00-1.49- Not at all/Very unsatisfactory; 1.50-2.49-Rarely /Unsatisfactory; 2.50-3.49-Manifested/Fairly satisfactory; 3.50- 4.49- Frequently manifested/Satisfactory; 4.50-5.00- Always manifested/Very satisfactory

Across 20 items, the mean scores are between 4.0 and 4.5 on a 5-point Likert scale, and have SDs of 0.54 to 0.70, indicating a relative lack of dispersion and indicating an agreement between respondents.

The weighted mean of the domain Leadership and Governance is 4.06 (SD = 0.462). Item 1 with 4.21 is the highest which means that stakeholder always attended their selection of new leaders but when the start of the formulation and implementation earned the lowest of 3.95 which means that not all actors in a school have the same understanding of their role as change agents as stated by Torrero (2020). The small difference in SDs (0.631 0.700) is indicative of subtle differences in perception regarding the extent to which the SGC/Parent Teacher Association (PTA) is engaged in the following governance activities. This coincides with the theoretical foundations of the analysis of shared leadership, communication, and trust-building as the main components of good governance (Epstein and Sheldon, 2022; Ritonga et al., 2024; Campbell, 2024) that further supported by Torrero (2020) that it become a mediocre practice of being part of the school or just for compliance but never taken by heart.

The weighted mean in the "Curriculum and Instruction" field increases to 4.24 (SD = 0.489). The ratings 4.36 of item 1 is the highest indicates that stakeholder supports what is beneficial to the learners as supported by Reyes and Medillo, (2023) that stakeholders supports and offers extra academic instructions such as Activities such as remedials, change of curriculum and enrichment programs to address learning gaps and the lowest is item 2 crafting and planning because they stakeholders mindset is that formulation and implementation is part of the work of the school administrators and choose the easiest way of handling it to them (Diamante, 2022).

The highest average is observed in the domain of "Accountability and Continuous Improvement (overall weighted mean =

4.29, SD = 0.429). Object on civic mobilization (4.51) is the highest because it address learning gaps that foster student engagement and participation in volunteering (4.12) is the lowest which mean that some stakeholders don't take the collaboration seriously and only for compliance (Torrero 2020). More so, financial constraints undermine the engagement process as agreed by Scherer et al (2024) that even in situations that all are willing to talk, exchange ideas and collaborate on projects, these may not even take off if there is a insufficient funding resources.

Further on Improvement on management resources where the item 1 on SGC/SPTA helps in sourcing funds to participate students in academic activities (4.28) is the highest, and item 4 on the SGC/SPTA joins regular monitoring, evaluation and reporting processes of the school's (3.93) is the lowest indicates that some stakeholders don't take the collaboration seriously and only for compliance (Torrero 2020). More so, supported by the Reyes Madillo (2023) that although participation mechanism are in place but the lack of coherence in implementation and awareness of stakeholders sometimes becomes the barrier to the success and needs tactical approaches to reformed these . These findings highlight the critical role of the community in the accountability and ongoing improvement cycles that are critical to sustainable educational innovation (Ballard et al., 2020; Ritonga et al., 2024; Campbell, 2024).

The prevalently high weighted means in all domains are indicative of a strong and enduring partnership between schools and community stakeholders, particularly in the leadership, curriculum design, and accountability functions. The description of the verbal description is frequent and highlights that this is not a once in a lifetime occurrence but a daily occurrence of school management. The marginally greater mean in the Accountability domain indicates that the schools view community partners as having been especially important in transparency, mobilization of resources, and constant improvement.

Considering the comparatively low standard deviations, the results obtained suggest a high level of agreement among the respondents, which increases the reliability of the results. Practically, these findings reveal that the Schools Governance Council and parent teacher associations are practically embedded into the governance systems, curriculum differentiation and ongoing monitoring systems of schools. Such a degree of coordination probably results in improved suitability of educational curricula to local demands, improved accountability processes, and a more participative decision-making culture (DepEd, 2022; Torrero, 2020).

Future efforts must build on this inertia by making additional structuralization of mechanisms of stakeholder contributions, increasing financial contributions, and ensuring that the desirable collaborative dynamics are realized and intensified in all schools in the domain (Reyes and Medillo, 2023).

Test of Significant on Relationship Between Stakeholder Collaboration and Community Benefits.

Table 5 records the Spearman rank order relationships shows the relationship between Stakeholder Collaboration and Community Benefits to three levels of community benefit, i.e. the Access to Resources, SBM Performance and Overlapping Influences.

This indicates that there is a very significant relationship between the schools' engagement process and access to resources ($p=.334$; $p=.000$); SBM performance ($p=.563$; $p=.000$); and overlapping influences ($p=.578$; $p=.000$). This means that there is a direct relation for as the stakeholders engage in school programs, events and even up to planning and decision making, these will also result to great community benefits. The higher the degree of collaboration between stakeholders is also the higher the positions of community benefits.

Table 5
Spearman correlation analysis between stakeholder collaboration and community benefits

Schools' collaboration with stakeholders		Access to Resources	SBM Performance	Overlapping Influences
Engagement process	Correlation Coefficient	.334**	.563**	.578**
	p-value	.000	.000	.000
	Decision on H ₀	Reject H ₀	Reject H ₀	Reject H ₀
	Interpretation	Significant	Significant	Significant
	Correlation Coefficient	.315**	.472**	.541**
Partnership activities	p-value	.000	.000	.000
	Decision on H ₀	Reject H ₀	Reject H ₀	Reject H ₀
	Interpretation	Significant	Significant	Significant

**significant @ $p < .01$

As it has been observed and experienced, when the stakeholders are actively involved in programs, events, and planning and decision-making processes in schools, the stakeholders end up having a sense of ownership and commitment. The alignment encourages them to give resources, share experience, and offer stable support which directly enhances the facilities, quality of instruction and management efficiency in the schools. Such cooperation helps to develop open communication and group accountability and builds trust and collaboration in the school community. Inclusive engagement is associated with improved mobilization of resources and more resilient education settings (Smith & Williams, 2024 and Diamante, 2022).

Moreover, partnership activities with stakeholders show a significant relationship with benefits in terms of access to resources ($p = .315$; $p = .000$); SBM performance ($p = .472$; $p = .000$); and overlapping influences ($p = .541$; $p = .000$). There is great advantage for schools if they collaborate with stakeholders since these are the same persons who will take pride if the schools gain recognition. Schools that use such partnerships use the broader community networks, technical support, and financial resources as well as new practices that enhance delivery of schools. Such partnerships build up social capital, developing a web of mutual support, where stakeholders are proud of their contributions and the success of the school. The school-community relationship that develops as a result of such partnerships tends to result into long-lasting involvement and visibility to the school.

This supports with the results of the studies of Reyes and Medillo (2023) and Cabriga and Ching (2024), found out that stakeholder collaboration positively affects access to resources and academic achievement by promoting a shared vision and unified action among the stakeholders. Especially positive Overlapping Influences suggest that the collaboration will strengthen the process of integration of resources, knowledge, and actions across various sectors and increase the total effects on the community benefits. High positive and significant correlations with "SBM Performance" point to the fact that collaborative practices are also associated with the effectiveness of schools in applying the School-Based Management Level, improving coordination and common decision-making. Despite the relatively lower level of association with the "Access to Resources," it is still positive and significant which means that through collaborative processes, schools can access external resources, but to a lesser degree compared to other benefits. Through the enhancement of stakeholder cooperation, schools will not only be able to enhance their performance as to operations, but also develop more integrative, transverse advantages that will appeal to the community at large. These findings support the theoretical frames and the available empirical studies, which highlight the synergy and social capital generated in the framework of partnering schools with their communities (Epstein and Sheldon, 2022; Kujala et al., 2022; Binasoy, 2024).

Conclusions

The Strategic Collaboration plan is crafted from the above findings having three (3) as follows: Strategic goals on Increasing Inclusive stakeholder engagement thru formalizing the marginalized group membership on committee and joint expertise learning sessions; Enhance access to educational resources securing new stakeholders and having transparency on donations, and lastly, Strengthening SBM performance thru multi-stakeholder governance monitoring dashboard and feedback forums

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