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## **Bridging the gap: Level of stakeholders' support among schools of Tacloban city Philippines**

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### **Abstract**

Almost every project implemented by the school involves stakeholders that take the central role in task accomplishment. Stakeholders are instrumental in the successful implementation of agency programs. This descriptive and causal-comparative study aims to identify the stakeholders' support to the 63 schools of the Schools Division of Tacloban City from January – June 2019. To gather the data needed for the investigation, relevant documents containing the school profile and stakeholder's support will be analyzed and collected as part of the study. As it was discovered in this study that the number of volunteer affects the stakeholders' support in terms of Brigada Eskwela's total generated resources. Likewise, in as much as the support received stakeholders differ among school. Careful prioritization of activities and resources should be the focus. A follow-up study may be conducted to monitor the progress of the stakeholders' support.

**Keywords:** book relevance, research, high school student, online search engine

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### **1. Introduction**

Almost every project implemented by the school involves stakeholders that take the central role in task accomplishment. The educational process and schools seeking for improvement bring forth the interaction between the institution and stakeholders. This interaction is taken further to the realm of students' welfare and outcome<sup>[1]</sup>. Those stakeholders mentioned sharing a close interaction or interconnection between them. They reinforce and exert its effect on learners' social education to also pass the principles and values inherent in the community and school system<sup>[2]</sup>.

This marriage of stakeholders where the students learn from school and home settings shape the learner's character, disposition, and personality. The roles played by stakeholders is a game-changer for the organization or institution as a whole<sup>[3]</sup>. The school system acts as a system of checks and balances, where internal stakeholders such as the school board oversee the district staff in terms of the implementation and administration of educational system<sup>[4]</sup>.

A phenomenon involves school performance as a primary basis for engaging internal and external stakeholders in achieving identified goals<sup>[5]</sup>. It was observed that on a global scale, stakeholder contributed about 13 percent of the educational cost of the expected educational outcome of which such trend was dependent on the location and route and activity of the school<sup>[6]</sup>. In another study, it was found out that stakeholders influenced projects in two ways, for the scholarly impact of the educational system, posted a 66 percent influence rating while in term of societal impact to the school system, it posted a 46 percent influence rating<sup>[7]</sup>. Thus, revealing a higher impact on the educational outcomes of projects and policies implemented at school.

In the Philippines, stakeholders' support and help are varied but highly appreciated. This had led to various development and

improvement in services provided by schools. From the implementation of television programs as educational videos to the establishment of state-of-the-art laboratories, stakeholders have paved the way for some noticeable innovations<sup>[8]</sup>.

The Department of Education (DepEd) recognized stakeholders as partners in educational progress<sup>[9]</sup>. Nothing is more authentic than in the yearly observance of the National Schools Maintenance Week, otherwise known as the Brigada Eskwela. It is an annual event where members of the communities, local stakeholders, internal and external stakeholders play an essential role in the activity's successful implementation<sup>[10]</sup>.

In this study, the researchers assessed the level of support received by schools from stakeholders in terms of the total resources generated during the "Eskwela Brigada". We argued that school profile variations result in variances in the level of support received per district learning center.

### **2. Related Literature**

The stakeholder can either be a person or a group who shares a common interest with an organization, invested and impacted the system of the said organization. Such an impact is felt not only by the student or teacher but the school as a whole<sup>[11]</sup>. To attract stakeholders, schools should give more authority to them as a matter of shared interest and maximization of the partnership<sup>[12]</sup>. In another study conducted by the United States Department of Education (2007), it was found out that stakeholders play a critical role in sustaining educational outcomes<sup>[13]</sup>. Participation on the part of the stakeholders is thought to enhance the educational decision-making quality<sup>[14]</sup>. Increasing the scope and access of stakeholders can inadvertently improve the quality of instructional and curricular decisions<sup>[15]</sup>.

The increased visibility would then ensure that both parties are aware of the goal setting and the progress in achieving the goal.

A transparent relationship calls for a black-and-white exchange of information, an open system of communication between partners<sup>[16]</sup>. For the school to offer more services to students and developed, there should be reciprocation between stakeholders and schools. Giving stakeholders a chance to evaluate the system which makes the relationship not only practical but also efficient<sup>[17]</sup>. Connectedness and synergy of both parties can lead to better decisions and bring about increasing levels of commitment, morale, and motivation<sup>[18]</sup>.

In the Philippines, it was found out that there are eight (8) significant stakeholders for education with varying funding capabilities. These stakeholders are as follows; (1) alumni, (2) business industry, (3) civil, cultural, and social organization, (4) the community and the society, (5) overseas Filipino workers, (6) parents and students, (7) regulatory agencies under the national government, and (8) the world community<sup>[19]</sup>.

Stakeholders have a substantial impact on the country that their presence is felt during the observance of the National Schools Maintenance Week or the Brigada Eskwela which started way back 2008 and became the main activity every second week of May. The entire region of Samar, Leyte, and Biliran generated Php 334,000,000.00 worth of volunteer hours, material and supplies donations<sup>[20]</sup>. The purpose of having the Brigada Eskwela is to create a conducive and safe environment for students to learn. It is a way for the school to improve facilities, salvage fixtures and renovate the architecture of the school surrounding to help learners be free from the draft and unnecessary inconveniences that may interrupt their learning<sup>[21]</sup>. The intensity of this statement is further heightened by Undersecretary for Legislative Affairs Umali on the expansion of purpose Brigada Eskwela, which states<sup>[21]</sup>.

“The concept of Brigada Eskwela is dynamic and expanding, aside from beautifying and cleaning the schools, it also tackles issues on safety and preparedness during disasters and natural calamities with the hope that such effort would last year-round. It is best to note, that Brigada Eskwela is an avenue to encourage out of school youth to go back and finish their schooling by involving them in the activity.”

### 3. Materials and Methods

This study will employ a descriptive and causal-comparative research designs<sup>[22]</sup> since the purpose of the study is to examine and identify the stakeholders' support to the 64 schools of the Schools Division of Tacloban City on January – June 2019 as it exists and in its present state as well as to examine the interaction between independent variable and the dependent variable. The researcher employed a complete enumeration for all identified schools.

Since the study involves getting information or profile data from schools and not actual respondents, this study will not be utilizing any respondents as information collection takes place collected documents as a source of evidence and data. Documents are considered as a primary and subsidiary tool in descriptive research<sup>[23]</sup>. Through documentary analysis is commonly practiced under qualitative research, the nature of this study, and the direction of the problem places it on the opposite of the spectrum<sup>[24]</sup>.

Since numerical data will be collected from documents garnered from all schools under the Tacloban City Division, and not to mention that these data will be subjected statistical treatment, it

is fitting to be placed under quantitative research design. The use of documentary sources in place of actual respondents is acceptable in descriptive research as it only warrants superficial or facts are given and seen on documents performing simple analysis or documentary survey and not the qualitative side or discourse analysis of finding the deeper connection between lines and establishing themes<sup>[25]</sup>.

The researcher first seeks the approval of a request-letter addressed to the City Schools Division Superintendent. Later, another request-letter, together with the Letter of Endorsement from the City Schools Division Superintendent, sent to all Public Schools District Supervisors and School Administrators in the Tacloban City Division will be submitted for approval. Upon approval of the said request-letters, documents about school profile and stakeholders' support received by the school during Brigada Eskwela were requested and collected.

Pearson's R Product Moment Correlation was utilized thoughtfully in determining the relationship between school profile and stakeholders' support received. While, in determining the difference in support received from the stakeholders among schools in each district, Repeated Measures Analysis of Variance (ANOVA) was utilized carefully.

## 4. Results and Discussion

**4.1 District:** The Schools Division of Tacloban City has ten (10) District Learning Center arranged from I to X. It can be gleaned that majority of the schools are found in the first district, with 13 schools or 20.60 percent. It is followed by the second district with 11 schools or 17.50 percent and 7 schools or 11.10 percent for the third district. While the rest of the schools were distributed to the other district learning centers identified in this study. The data manifested that the majority of the schools under the division are concentrated in the first three districts.

**4.2 School Level:** Majority of the schools under the Schools Division of Tacloban City are elementary level with 43 schools or 68.30 percent. Likewise, there are 20 secondary schools or 31.70 percent.

**4.3 School Category:** The Schools Division of Tacloban City has all four school categories: small, medium, large, and mega. It can be noted that majority of the schools are found classified under the medium category with 34 or 54.00 percent. There are 13 large schools or 20.60 percent and 11 mega schools or 17.50 percent. Lastly, there are 5 small schools or 7.90 percent.

**4.4 Number of Teachers:** The Schools Division of Tacloban City has 2,187 teachers distributed across ten districts. Majority of which are found in the fourth district which posted 409 teachers or 18.70 percent. It is followed by the first district with 300 teachers or 13.72 percent, second district with 255 teachers or 11.66 percent, and tenth district with 226 teachers or 10.33 percent. While the rest of the teachers were distributed to the other district learning centers identified in this study. The mean number of teachers in all district was pegged at 35.07 or 35 teachers with a standard deviation of 44.28.

**4.5 Number of Volunteers:** School-based and external focal persons help ensure the effective implementation of educational programs for public schools. These volunteers play a very vital

role in school programs' outcomes. Majority of volunteers fall under the first category with 2500 volunteers or below. It posted a frequency of 54 schools or 85.70 percent. It is followed by 5 schools or 7.90 percent having more than 10,000 volunteers, and 2 schools or 4.80 percent having a range of 2501 to 5000 volunteers. Lastly, only one school or 1.60 percent had 5001 to 7500 volunteers. The mean number of volunteers in all district was pegged at 2114.33 or 2115 volunteers with a standard deviation of 3,779.63.

**4.6 Distance from the Division Office:** Majority of the schools are with 5 kilometer radius of the Schools Division of Tacloban City with 31 schools or 49.20 percent. Moreover, sixteen (16) schools or 25.40 are 6 to 10 kilometers away from the division office. It is followed by 9 schools which is 16 to 20 kilometers away. Lastly, seven (7) schools or 11.10 percent are 11 to 15 kilometers away from the division office. The mean distance of schools from the division office was pegged at 7.0821 kilometers with a standard deviation of 5.26.

**4.7 Level of Stakeholder's Support:** In categorizing stakeholders' support as per 2019 Brigada Eskwela Implementing Guidelines [26], the level of support in terms of "Brigada Eskwela" Total Generated Resources can be divided into two categories since there are definite set of criteria per school level: elementary and secondary, respectively. Under the elementary level, it was noted that most schools, that is 19 schools or 42.20 percent generated resources amounting to Php 100,000.00 to Php 299,999. Moreover, under the secondary level, it was noted that most schools, that is 7 schools or 38.90 percent generated resources amounting to over Php 1,000,000. The grand weighted mean for generated resources from 63 schools were pegged at 1,723,008.54 with a standard deviation of 4,608,090.67.

**4.8 Interaction between School Profile and Stakeholders' Support:** A relationship exists between the level of stakeholders' support in terms of Brigada Eskwela's Total Generated Resources and the school's number of volunteer.

**Table 1:** Relationship between the Schools's Profile and the Stakeholders' Support

Profile	Coefficient	value	p-value
District		0.081 <sup>ns</sup>	0.527
School Level		0.148 <sup>ns</sup>	0.246
School Category		0.211 <sup>ns</sup>	0.096
Number of Teachers		0.225 <sup>ns</sup>	0.076
Number of Volunteers		0.427 <sup>**</sup>	0.001
Distance from the Division Office		0.032 <sup>ns</sup>	0.802

**4.9 Comparison of Stakeholders' Support among Districts:** The result of the comparative analysis of stakeholders' support in terms of Brigada Eskwela's Total Generated Resources among groups, relative to the level of support. Though the districts arrived at the same adjectival assessment, they differed in numerical outcome. To ascertain whether the noted difference was significant. The computed t-value of 0.048 is lower compared with the level of significance of 0.05 and is found to be significant. This implies that the schools under the Schools

Division of Tacloban City differ in terms of stakeholders' support in terms of the Brigada Eskwela's Total Generated Resources.

**Table 2:** Comparison of Stakeholders' Support among Schools (Is this One-Way ANOVA?)

Stakeholder Support among Districts	
F-value	0.732
Level of Significance	0.048
Interpretation	Significant
Decision	Reject Ho

**4.10 Interpretation and Discussion**

It was discovered that the number of volunteers greatly affect the total generated resources during "Brigada Eskwela". Stakeholder involvement shows how an individual or a group works with other people and utilize resources in realizing scholastic goals. It is a phenomenon that involves school performance as a primary basis for engaging internal and external stakeholders in achieving identified goals [5]. Revealing a higher impact on outcomes of projects and policies implemented at school [7]. The Department of Education (DepEd) recognized stakeholders as partners in educational progress [9]. Members of the communities, local stakeholders, internal and external stakeholders play an essential role in the activity's successful implementation [10].

The relationship between support and number of volunteer is the central theme of the Stakeholder Theory [27]. It is focused on the concept that an individual or a group can cause a change to a system and, in like manner, is affected by the organization. Benefits gained from stakeholders ensures continual observance of their rights and participation in the system [28].

Lastly, it was found out that there is a difference in the stakeholders' support received by schools. It can be further connected to the different types and quantity of volunteers involved in the implementation of the Brigada Eskwela. Since school have different interests, preoccupation and perceptions, prior literature cited suggests that the school must share and align its vision with that of target stakeholder, encourage and sustain a collaborative environment with that of the stakeholders. A transparent relationship calls for a black-and-white exchange of information, an open system of communication between partners [16].

**5. Conclusions and Recommendations**

In the entirety of the study, it is concluded that there was dominance in terms of in the number of schools per district were noted in the first three District Learning Centers, Elementary level and medium school dominance existed under the division. Furthermore, most of the schools were in close proximity from the division office. Majority of the total generated sources during Brigada Eskwela were found within the first District Learning Center. Of the profile variates of the schools, almost all proved to have no significant influence to stakeholders' support in terms of Brigada Eskwela's total generated resources except number of volunteers. This study confirmed the argument put forward by Freeman that an individual or a group can cause a change to a system and, in like manner, is affected by the organization. There is a difference in stakeholders' support in terms of Brigada Eskwela's total generated resources among schools. Lastly, grounded to the reach of the conclusion of the study, it is recommended that careful use of planning of activities, aligning

the vision of the school with that of the interest of the stakeholder should be the focus. Series of meetings, assessment and research should be conducted to truly understand and properly deliver school programs. Likewise, in as much as the support received stakeholders differ among school. Careful prioritization of activities and resources, both manpower and financial should be the focus. Moreover, they must see areas needing improvement to encourage more support from stakeholders and have a balanced support for all schools. Since the study highlighted external support received by the school, another study may be conducted that focused on internal support received by the school, factors affecting and ways of improving it. Since the study is limited to one locality, future studies can be conducted in other cities or municipalities needed for comparability of the result and to validate the findings of the study. A follow-up study may be conducted to monitor the progress of the stakeholders' support received and total generated resources. This study provides a description of the lived experiences of high school students. The students shared experiences of feeling that the current library is not that relevant though the services felt make up to lack of updated resources. They view that the facility needs innovation and updating that would respond to the needs of the high school students.

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