

Stakeholders' Collaboration as Determinant to School Performance

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Abstract:

The study was conducted to examine the relationship between stakeholders' collaboration and school performance of the secondary schools in the Division of Surigao del Sur. Respondents of this research were the internal and external stakeholders of all respondent schools under study. Through a standardized survey questionnaire from the Revised SBM Framework, Assessment Process and Tools (APAT), this study used the descriptive-evaluative survey method combined with documentary analysis of NAT results to address the extent of stakeholders' collaboration as determinant to school performance. This design further assessed the findings using frequency counting, weighted mean, and Pearson Product Moment Correlation.

Keywords: Stakeholder, Collaboration, School Performance

1. Introduction

The continuing challenge besetting school systems worldwide is how to improve school performance. Innovation employed by all stakeholders towards better school performance addresses utmost importance to the quality of stakeholders' collaboration in the schools. And, researchers' claimed that the respondents of this study play an important role in the success of efforts for enhanced levels of schools effectiveness. The interactions of decision-makers and education stakeholders had provided abundant opportunities for partnerships with the goal of putting the best, most actual practices into action (WISE Journal 2013).

2. Methodology

This study utilized the descriptive-evaluative survey method combined with documentary analysis of NAT results to address the research questions adequately. It is descriptive in the sense that the investigation attempts to accumulate information and data regarding the extent of stakeholders' collaboration as determinant to school performance through a standardized survey questionnaire from the Assessment Process and Tools (APAT) of the Revised SBM Framework.

3. Discussions

On Respondents' Profile

Findings revealed that majority of respondents from internal are females while from external are males. This data showed that teaching profession was dominated by women. However, parents also believed that males have good leadership potential that means that they can do much of the management of the parents-teachers' affairs in the school and community organizations. One reason for this is that taking care of students in school is seen as an "extension of motherhood" and for this situation, a "natural" job for women. According to (UNESCO 2009), teaching is becoming an increasingly female-dominated profession with men making up less than one in four new recruits, official figures revealed. Moreover, the International Women Online Journal of Education (2013) quoted that leadership has carried the notion of masculinity and the belief that men make better leaders than women is still common today, and that women are reluctant to accept responsibilities despite the changing

perceptions of secondary school stakeholders.

Generally, the respondents are matured whom were vigorous and have enough experiences as teachers, administrators and school-community leaders. The schools of Surigao del Sur Division and PTA/SGC officers were administered by mature heads. This data signifies that middle-aged teachers would enter the group of school managers as their service lengthens. The scenario is similar to the findings of Buranday (2010) that most teachers in Caraga Region got promoted between the ages of 40 and 60, but it has nothing to do with the implementation of School-Based Management in elementary level in the same region.

Data on educational attainment showed that majority are with master's degree units for internal respondents, while bachelor's degree holders for external. This data conforms with Lerio (2006) that educational attainment of school heads are significantly related to the extent of implementation of SBM in the division of Surigao del Sur. And as far as external stakeholders are concerned, people are holding the position in their respective barangays as indicated in RA 9155 Governance of Basic Education Act Section 1.2 V, the parents and the community shall be encouraged for active involvement in the education of the child.

Regarding training and seminars attended by the internal and external stakeholders, a majority of them were sent only to training for SBM within the school and cluster level only. Also, data revealed that the higher level of a seminar on SBM, the lower number of participants coming from the schools and other groupings. This situation exists because the division office would only choose the heads to attend the division, regional and national training who after that echoed in the cluster and school level. The data coincide with Lerio (2005) that there is a significant relationship

between the in-service training and extent of SBM implementation in the Division of Surigao del Sur.

On the position of the respondents to SGC/PTA, data shows that all school heads are appointed as chief executive officer; teachers occupy the position of the secretary while all SSG presidents were members. Among the external stakeholders, parents are chosen chairperson and others were members of the SGC. This data conform to the study of Casas (2003) who found out those policy-makers and administrators dominated the managerial process in the academic, non-academic, and financial aspects of school management and further concluded that decision-making among the four educational institutions in Davao City was influenced by the position in the organization.

Regarding the experience of respondents, results showed that majority of the respondents were new in the service. The finding showed that there are more entry of new teachers and officers in the system. This data also revealed that most school heads have more years of experience as school managers. On the other hand, all external stakeholders have less length of service as members of the SGC because the term of office of the SGC officers is only two years only. This data signifies that most of the teachers and SGC officers still need a lot of training since they were considered beginners in the teaching and SGC position. The study of Buranday (2010) concluded that being long in the service is not a guarantee or assurance of a high level of performance.

As to occupation of the external stakeholders, the majority of them worked in the farm, and while they are waiting for their crops to be harvested, they engaged in fishing. These findings revealed that students do not come from wealthy families, and their income could only suffice the basic needs of the family. As a result, students' performance is affected because

they could hardly meet the requirements in school and that they might not be able to pursue college education considering the economic status of their parents. Worst, they might not be able to complete high school education if that is the case. This data only suggests that school has to find ways and means for its students to finish high school hence collaboration of stakeholders is indispensable.

On the support of external stakeholders to the school, they have assisted in acquiring school facilities, provided transportation during school activities and giving honorarium of teachers. The result showed that most of the external stakeholders are very supportive to the school and this implies further that school and community organizations are reaching out, connecting and collaborating with one another. This data was supported by the study of Doloricon (2010) that resource generation for the acquisition of facilities in Tandag Districts was implemented to complement with the limited MOOE.

On School Performance

Table 10. 3-Year Division NAT Performance of Fourth Year Students

SUBJECTS	SCHOOL YEAR			AVERAGE
	2011-2012	2012-2013	2013-2014	
Filipino	53.17	59.38	57.67	56.74
AP	61.94	64.03	61.90	62.62
Mathematics	65.62	65.85	69.05	66.84
Science	56.48	57.76	50.90	55.05
English	63.43	66.18	64.17	64.59
CTST	55.90	50.64	50.10	52.21
OVER-ALL	59.42	60.64	58.97	59.68

With respect to the NAT performance of secondary schools of Surigao del Sur division for the last three years from School Year 2011-2012, 2012-2013 and 2013-2014 in six learning areas, results shows that trend varies from one school year to another and from one subject

area to another. These learning areas include English, Science, Math, Filipino, Araling Panlipunan and Critical Thinking Skills. This data revealed that only Mathematics had an increasing trend of NAT results for the last three years and obtained the average highest mean percentage score of 66.84 but still falls under nearing mastery level. This data is very unusual and a commendable sign of improvement over the years considering that Mathematics is a challenging learning area. This result implies that most of the students have almost mastered the competencies in Mathematics. This impact was through the concerted efforts and collaboration of the Division personnel who are providing review materials and worksheets; school heads and teachers who are implementing the School Improvement Plan (SIP); and other stakeholders that includes Surigao del Sur State University Extension Services who have conducted enhancement activities in some of the respondents' schools in preparation for the National Achievement Test.

On the other hand, among the six learning areas, Critical Thinking Skills got the lowest rating of 52.21 followed by Science, which is 55.04 but still under nearing mastery level. This result explained that most of the students are poor in critical thinking which is a very crucial skill that should be mastered by the 21st-century learners because it involves making strong, reasoned judgments. This trend is also true in Science subject. This result conforms to the study of Alzate (2005), Isiang (2005) and Yara (2007) which have shown that achievement levels in Science were pegged under nearing mastery level only.

Based on the institutional profile of NAT results from all respondent schools, the majority of the students have not mastered the desired competency in the classroom. And to address the situation, school implementation should consider something to be done with the collaboration

On the Extent of Stakeholders' Collaboration

Table 11 Leadership and Governance

Principles	Internal Stakeholders		External Stakeholders		Average	
	Mean	VI	Mean	VI	Mean	VI
1. In place is a Development Plan(e.g. SIP) developed collaboratively by the stakeholders of the school and community.	3.74	GE	3.26	SE	3.50	GE
2. The development plan(e.g. SIP) is regularly reviewed by the school community to keep it responsive and relevant to emerging needs, challenges and opportunities.	3.26	SE	3.12	SE	3.24	SE
3. The school is organized by a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of the stakeholders.	3.38	SE	3.28	SE	3.33	SE
4. A leadership network facilitates communication between and among school and community leaders for informed decision-making and solving of school-community wide-learning problems.	3.37	SE	3.23	SE	3.30	SE
5. A long-term program is in operation that addresses the training and development needs of school and community leaders.	3.33	SE	3.07	SE	3.20	SE
Average Mean	3.42	SE	3.19	SE	3.3	SE

Legend: GE-Great Extent; SE-Some Extent; LE – Less Extent; and NE –No extent

Finding shows that internal stakeholders who are the catalysts and front liners for inclusive collaboration are implementing the School-Based Management (SBM) and School Improvement Plan (SIP). Principals encouraged teachers, school governing council members, parents, and other community members to participate in the crafting of the School Improvement. This result explained that their lack of awareness positively affects the implementation of the program. Schools seeking improved

of stakeholders to develop an intervention to resolve the deficiency. The data adheres to the study of San Antonio (2010) that helping students, who are prepared to learn in school, should be a joint effort between the school and the community.

outcomes usually engaged other stakeholders for better outcome.

The situation in the school according to Molnar (2014), parents are not completely aware of all that happens in the classroom. They are only familiar with their child and their child's stories of school, rather than understanding the larger school scene. Also, the Morales (2010) study revealed the significant relationship between the level of awareness and extent of participation of stakeholders in the development of Felisberto Verano National High School-Tigao Annex vis-à-vis the crafting of SIP. Moreover, the study of Millan (2010) found out that the SIP in Surigao del Sur Division was implemented to a great extent increasing its NAT result.

As to Curriculum & Instruction, the learning facilitators and managers in secondary schools in Surigao del Sur Division covered in this study have provided the minimum requirements for a learner and community-friendly learning

environment including facilities that made the teaching-learning process enjoyable, safe, inclusive, accessible, and aimed at developing self-directed learners. It implies then a necessary quality assurance processes to prepare the school for accreditation through Philippine Accreditation System for Basic Education (PASBE). The standards have been established through a consensus of stakeholders of Basic Education (DepEd Order No. 83, s. of 2012).

As to Accountability and Continuous Improvement, all stakeholders have both “Moderate Extent.” This data means that every member of the School Governing Council or for any committee is already aware of their individual duties and responsibilities. These statements are manifested in their constitution and by-laws specifying their functions, roles, duties, and responsibilities. They also have organizational and functional charts. Likewise, they assigned teachers and members of the council to take care of a particular SBM principle. This provision was also reflected in their action plans and assessment meetings where every member was made to report its accomplishments thus implies regular or periodic evaluation to prevent recurrence of the same problems. This results conforms to the study of Oman as revealed by AI-Maqbali (2005) that majority of the participants agreed that schools should have more power on administrative matters. However, a small minority of them did not want school management to be given more authority for fear of rigorous auditing and did not wish to be held accountable for failure to achieving the required level of school performance. Abelardo (2012) also found out that Monitoring and Evaluation Mechanisms in Don Julian Rodriguez Sr. Elementary School in Davao City has a positive impact on school performance.

On the Management of Resources, internal and external stakeholders have common adjectival result with “Some

Extent”. This finding was revealed by the community stakeholders in updating the human and material resources as against programs, projects, and activities for the whole year. The meager resources of the school made them tap the external stakeholders to help them realize their plans and activities. This result implies that they have already a blueprint guiding them to implement the year-round activities. Moreover, Morales (2010) found out that stakeholders are not very much aware of taking into account the development of the school and must be noted that decision-making is acted in a regular dialog. Although Berandoy (2010) found out that decision-making approaches have no correlation to the performance of faculty and staff, Markowitz (1996) had stressed that permitting the workers of an organization the opportunity to have a certain level of decision making will give them a sense of satisfaction and considered worthwhile.

When findings on Extent of Stakeholders’ Collaboration and School Performance were revealed regarding correlation, leadership, governance and school performance showed a significant relationship. This result explained that this dimension or principle has only a slight influenced on the achievement level of the students. Evidence indicates that leadership and governance impact on student learning occurs primarily through indirect influence on teachers or the curriculum, teaching approaches, and level of instructors’ cooperative learning (Leithwood, 2009).

Meanwhile, the result showed that there is a significant relationship between curriculum and instruction and school performance. This data means that curriculum and instruction had affected the school performance. Decent teaching significantly influences the learning of the students. And it is presumed that higher quality teachers will engage in advanced

quality teaching practices leading to improved student outcomes (Boe, 2008).

Moreover, data revealed that there is a significant relationship between accountability and continuous improvement and school performance which means that accountability and continuous improvement has influenced the achievement level of students. Raymond and Hanusheck (2009) revealed in their study that the introduction of the accountability system in the United States had a clear impact on student achievement.

And between management of resources and school performance accepting data showed no significant relationship between the management of resources. This data connotes that this principle has not influenced the achievement level of the student. Parallel to this finding are the study of Marbas (2011) on SBM Grant and NAT results of Anecito Barbarona Elementary School in Davao City for SY 2009-2010 which revealed a weak correlation between SBM Grant and NAT result.

Identifying certain principles of stakeholders' collaboration as closely associated with school performance helps educators in prioritizing their focus on efforts to improve the extent of partnership between stakeholders. These findings call the attention of educators seeking to enhance the system of administering, leading and managing schools that participants in school governing council will have a well-balanced representation from diverse stakeholders. Thus, the use of a model prepared will serve as an instrument for both, the internal and external stakeholders to guide them for the improvement of the student as well as school performance.

The ECB Model

“The stronger the stakeholders' collaboration, the better outcomes are likely to occur in schools.”

Figure illustrates the ECB Model of Effective Stakeholders' Collaboration. In the model, the first box is the first step in the collaboration process which is to enhance knowledge and abilities of the teachers, students, and parents. This process is a must to make them aware and be reoriented with their duties and responsibilities to be updated with the latest trends on instructional competencies is considered as a determinant of solid stakeholders' collaboration.

The second box is the second step in the collaboration process which is to build relationship and communication. These relationships are most important to leaders of the partnering organizations, but as the partnership moves forward, and more individuals become involved, the culture of healthy relationships becomes necessary at all levels of the organization. Relationships must be built and maintained at the site level and among the teachers and staff within each group. Strong relationships are the foundation of healthy communication. While informal conversations may be sufficient during the initial communication process among organizational leaders, as the process continues, becomes more complicated, and more individuals become involved, it is more important for transparent communications processes to be in place.

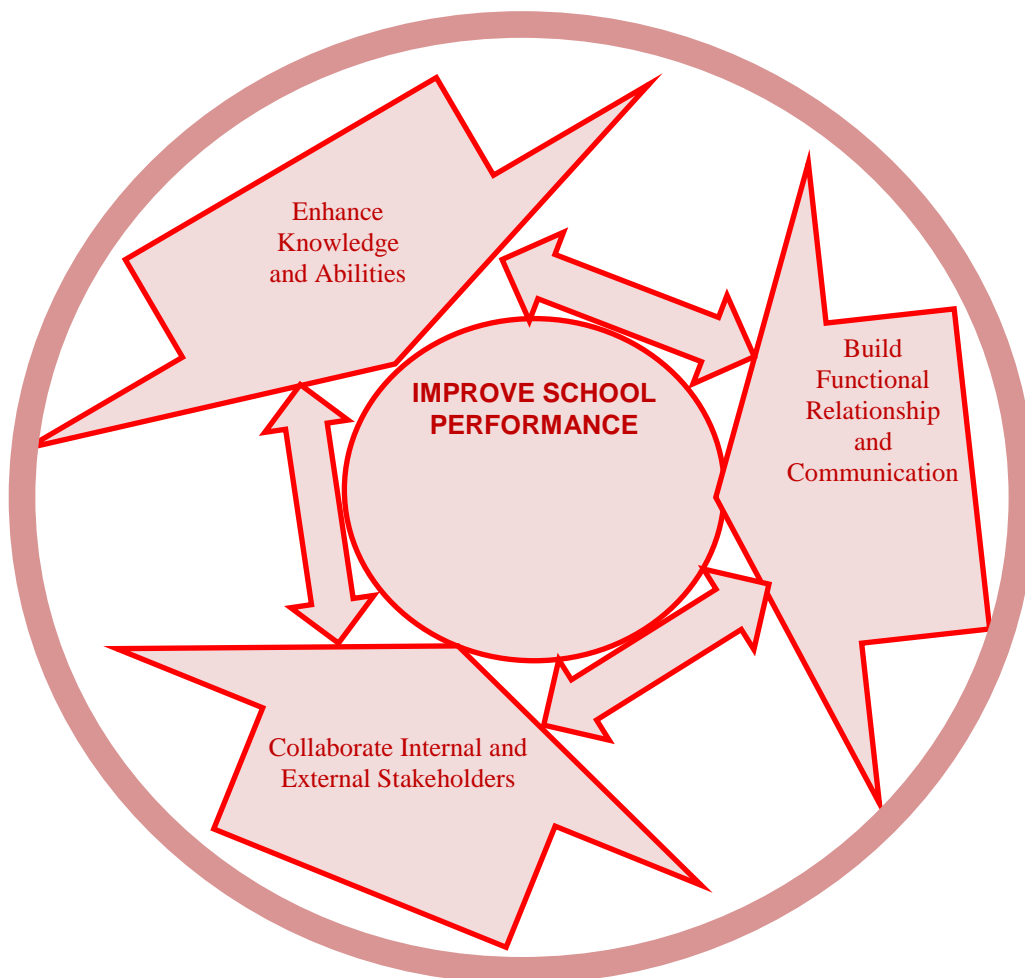
The third box is the final step in the collaboration process which is to involve internal and external stakeholders. It is a procedure that does not signify the end of the process, but the beginning. It is not a measure calling for something new, but a call for organizational leaders to continually revisit the previous steps as the partnership moves forward.

The model proposed in this dissertation, aside from being compatible with the findings of Wood and Gray (1991),

also draws support from the various theories of leadership discussed in the literature review. ECB Model is an acronym that means **E** stands for Enhance Knowledge and Abilities; **C** stands for Collaborate Internal and External Stakeholders while **B** represents for Build Relationship and Communication to Improve School Performance. This concept of this model is cyclical since every variable in every box would interact with the other variable in the other box. The arrow in the model signifies that every variable interlinks its function to the other variable towards the achievement of improving school performance.

teachers and student council president) and external stakeholders (LGU, PTA President, and Parents) who are working together as partners towards holistic development of the students. Working together includes planning, implementing, monitoring and evaluating the desired actions agreed and given to the school as well as to the students, in particular.

Likewise, this model made use of the term enhancement that particularly deals with the continuous improvement of teachers' competence in the delivery of teaching-learning processes that is directed towards the improvement of student learning capabilities.



Moreover, the term collaboration in this model refers to the involvement of internal stakeholders (the head teacher,

4. Conclusions

School Heads and Teachers are encouraged to pursue graduate and post-graduate courses and attend seminars appropriate to them for continuous professional growth and development. The conduct of an orientation/reorientation seminar on the Revised SBM through a localized designed curriculum may be pursued to enhance the participation of stakeholders towards optimum academic performance of the school. In addition, the conduct of a division level training seminar using the intervention of this research undertaking, the Instructional Competence Enhancement Program may be enforced given priority in order to increase the NAT result.

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