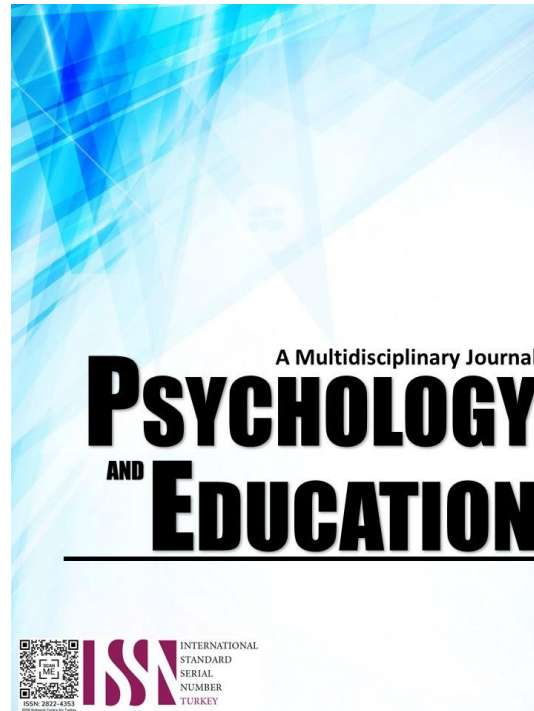


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## Stakeholders' Involvement in School Strategic Planning as Correlate of Implementation Commitment and School Performance: Inputs for Enhanced Intervention Program

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### Abstract

Stakeholder involvement in school strategic planning plays a critical role and requires crucial abilities in order to get important insight and support the achievement of organizational goals. The researcher motivated to conduct the study to determine the stakeholders' involvement in the school strategic planning as correlate of implementation commitment and school performance of the last mile schools or schools located in geographically isolated and disadvantaged areas. The researcher utilized the descriptive method of the research of the survey type to gather the perceptions of the school leaders, teachers, local government unit officers, and parents on the extent of involvement of stakeholders in school strategic planning and their level of commitment to the implementation of the school strategic plan as regards the dimensions of the enhanced basic education learning continuity plan. A correlational method of research was utilized by the researcher to determine the relationship between stakeholders' involvement in school strategic planning and commitment to the implementation of the school strategic plan and school performance. A total of 353 participants composed of 19 school leaders, 154 teachers, 90 local government unit officers, and 90 parents served as respondents of the study in the division of Rizal. The gathered data were statistically treated using mean, weighted mean, t-test, and Pearson r. The extent of involvement of stakeholders' involvement in school strategic planning as regards the dimensions of the Enhanced Basic Education School Learning Continuity Plan as perceived by the internal stakeholder respondents was at a Very High Extent. There were no significant differences in the perceptions of the internal school stakeholder and external stakeholder respondents on the extent of involvement of stakeholders in school strategic planning for the Enhanced Basic Education Learning Continuity Plan Dimensions. The level of commitment of stakeholders in the implementation of the School Strategic Plan as perceived by the internal and external stakeholder respondents was Very High. There was a significant difference in the perceptions of the internal and external stakeholder respondents on the level of commitment of stakeholders in the implementation of the school strategic plan. The performance of the last mile school is at a marginal level. There was a weak correlation between the extent of involvement of stakeholders in the school strategic planning and the performance level of last mile school respondents in terms of enrollment rate, dropout rate, and completion rate.

**Keywords:** *stakeholders, strategic planning, school performance, correlate of implementation*

### Introduction

Education is one of the organizations that was hit hard during the COVID-19 outbreak. In May 2020, around 85% of schools were closed worldwide (The World Bank, 2020) that led to educational stakeholders to develop strategies to continue learning. The schools implemented different learning modalities including virtual platforms to lessen long-term impacts in education while observing guidelines set by Centers for Disease Control guidelines. Republic Act No. 9155 known as the Governance of Basic Education Act of 2001 stipulated that school heads should be empowered by strengthening their leadership goals within the context of transparency and local accountability. RA 9155 likewise encourages local leaders to improve their schools and learning centers as reflected in DepEd Order No. 40 s. 2015 entitled, "Guidelines on K to 12 Partnerships," reiterating the need for the Department of Education to enter partnerships with various stakeholders.

The need for stakeholders was magnified when DepEd recognized the exemplary assistance of more than 130 external partners to learners and teachers for their continued support in basic education especially in the implementation of the Basic Education Learning Continuity Plan (BE-LCP) during a Virtual Partners' Appreciation program with the theme, "Celebrating Partnership Amidst the Pandemic" (DepEd, 2021). To address the needs of education, the governments and the civil society concerted efforts to develop long-term strategies and mobilize resources and expertise which is urgently required (GCE, 2020). The same is happening in every school. The Department of Education states in the DepEd Order No. 44, s. 2015 that the School Improvement Plan (SIP) is a roadmap that lays down specific interventions that a school, with the help of the community and other stakeholders, will undertake within a period of three consecutive school years. Porter (2021) stated that involving the community is easier now than ever before because technology reduces the time it takes to engage a disparate group of people and improves the quality of their discussions.

The DepEd, on its part, developed the Basic Education Learning Continuity Plan for School Year 2020-2021 to provide clear guidance to all offices, learning centers, learners, parents, partners, and stakeholders in response to the challenges brought by the pandemic. Internal and external stakeholders were engaged for inputs in the design of learning delivery strategies and operational direction in the development of the BELCP (DepEd Order No 12, s. 2020). After a year of implementation, DepEd CALABARZON calibrated the BE- LCP issued through DepEd Order No. 12 s. 2020 to capture changes and priorities in its implementation and came up with the Enhanced BE-LCP for SY 2021-2022 which utilized the framework One Region, 21 Solutions. The EBELCP identified five dimensions and ensures that the school and stakeholders are working together to see how the dimensions, focus on learning, reaching the marginalized, safe operations, well-being and protection, and education financing, can help improve learning outcomes, school operations, and provide solutions to ensure learning continuity despite public emergencies and emphasize the shared responsibility among all concerned agencies for safer schools and safer children (NEDA, 2021).

In cognizance of the challenges brought by the COVID-19 pandemic, the Department of Education secretary, Leonor Magtolis-Briones (2021) stressed that people cannot continue doing things the way they used to, and it is necessary to innovate, act, and work together amidst the pandemic. It is also imperative to work and learn from the past. With the Theme, “Bayanihan para sa Paaralan,” the National Brigada Eskwela activities focused on the preparations and partnership endeavors that will support the implementation of the Basic Education-Learning Continuity Plan (BE-LCP) including the multiple learning delivery modalities. In this regard, the researcher would like to know the extent of involvement of stakeholders in school strategic planning as regards the dimensions of the Enhanced Basic Education School Learning Continuity Plan such as a focus on learning, reaching the marginalized, safe operations, well-being and protection, and education financing. The researcher would like to conduct the study on schools belonging to Geographically Isolated and Disadvantaged Areas (GIDA) also known as Last Mile Schools to have a clearer view of stakeholders’ involvement in school strategic planning as regards the dimensions of EBELCP, and how committed they are as regards affective, normative, and continuance commitment, and variables of key performance indicators such as enrollment rate, dropout rate, and completion rate.

School-Based Management enumerated in dimension 6 the internal stakeholders as the school heads, teachers, students and parents of students and their associations who directly work for the improvement of school performance. However, for this study and due to the time that it was conducted, limiting the mobility of the parents due to health protocols implemented by the Inter-Agency Task Force for COVID-19, the researcher opted to categorize parents as part of the external stakeholders together with local government unit officers since it is also defined in DepEd Order 026, s. 2022 entitled, “Implementing Guidelines on the Establishment of School Governance Council” which is also pursuant to Republic Act 9155 that external stakeholders refer to the individuals or organizations who are not directly involved in or affected by the daily educational operations of the school but have strong interest in collaborating with and/or supporting the school to address its concerns and improve its performance that may include the parents and guardians, community members, local government units, civil society organizations, other national government agencies and government-owned and controlled corporations, international organizations, private companies, business enterprises, corporate foundations, cooperatives, and other concerned private individuals. For the internal stakeholders, the researcher included the school leaders and teachers as the respondents of the study since DepEd Order 026, S. 2022 identified internal stakeholders as individuals who are directly and immediately involved in or affected by the daily educational operations of the school.

### Research Questions

This study aimed to determine stakeholders’ involvement in school strategic planning as correlate of implementation commitment and school performance which served as bases for an enhanced intervention program in the Division of Rizal for the school years 2018-2019 to 2020-2021. Specifically, it sought answers to the following questions:

1. What is the extent stakeholders’ involvement in school strategic planning as regards the dimensions of the Enhanced Basic Education School Learning Continuity Plan (EBELCP) as perceived by the internal and external stakeholders?
  - 1.1 Focus on Learning;
  - 1.2 Reaching the Marginalized;
  - 1.3 Safe Operations;
  - 1.4 Well-being and Protection; and
  - 1.5 Education and Financing?
2. Is there a significant difference between the internal



and external stakeholders' extent of involvement in strategic planning as regards the above-mentioned dimensions?

3. What is the level of commitment of the internal and external stakeholders in implementing the school strategic plan as regards the following dimensions as perceived by themselves?

3.1 Affective commitment

3.2 Normative commitment

3.3 Continuance commitment

4. Is there a significant difference in the level of commitment of the internal and external stakeholders in implementing the School Strategic Plan as regards the abovementioned dimensions?

5. What is the level of performance of Last Mile Schools in the Division of Rizal in terms of the following aspects for the school years 2018-2019 to 2020-2021?

5.1 Enrolment Rate;

5.2 Drop-Out Rate; and

5.3 Completion Rate?

6. Is there a significant relationship between the extent of internal and external stakeholders' involvement in school strategic planning and the following variables?

6.1 Commitment to implement the plan; and

6.2 School performance?

7. What enhanced intervention program could be proposed by the researcher based on the findings of the study?

## Methodology

This study utilized the descriptive method of the survey type of research to determine the extent of involvement of the external and internal stakeholders in school strategic planning. According to Harden (2019), a survey is a series of questions for the purpose of collecting information about a particular subject. The descriptive correlational type of research was used to discover relationships among variables. Specifically, this study determined the relationship between the extent of involvement of stakeholders in strategic planning to their level of commitment in the implementation of the school strategic plan and to the school's performance. McCombes (2020) claims that correlational research is a type of nonexperimental research. The researcher measures two variables, finds a relationship between them, and evaluates their statistical relationship to control extraneous variables.

## Participants

The sources of the data for this study were the 19 school leaders, 154 teachers, 90 parents, and 90 the Local Government Unit officers came from the last mile schools of the Schools Division of Rizal Province composing of a junior high school and 18 public elementary schools. The researcher utilized purposive sampling in determining the LGU officers and parents as respondents of the study.

## Instruments of the Study

The study's data collection instrument is a researcher-created questionnaire checklist validated by experts in the field. The development of the questionnaires' indicators was guided by the dimensions of the Enhanced Basic Education School Learning Continuity Plan: Focus on learning, reaching the marginalized, safe operations, well-being and protection, and education and financing. The perception of the two groups of respondents was treated and analyzed to determine their extent of involvement in school strategic planning. The developed questionnaire determined their level of commitment in the implementation of the school strategic plan as regards the following dimensions: affective, normative, and continuance. The indicators that determined the school performance about enrollment rate, completion rate, cohort-survival rate, and drop-out rate are included in the questionnaire. The results of the gathered data were treated and analyzed. It determined the relationship between the extent of school strategic planning, level of commitment, and school performance.

## Procedures

The research study was conducted by following a systematic procedure. First, the researcher asked for permission from the proper authorities by sending a letter to the Schools Division Superintendent of the Province of Rizal requesting permission to conduct the study in the selected schools. After receiving approval from the Superintendent of Schools, the researcher visited the school leaders of the last mile schools and asked for their permission in the administration of the survey questionnaire.

After securing the permission of the school heads, the researcher proceeded to administer the questionnaire. After visiting the schools, the researcher proceeded to Local Government Units and administered the survey questionnaire after securing permission from the local authorities. The LGU officers comprised of the Punong Barangay, Barangay Kagawad who represent the Committee on Education, Committee on Family



and Children, Committee on Environment and Energy, and Committee on Health and Nutrition. The survey questionnaires that provided the data required for this research study were successfully obtained by the researcher.

## Results

Table 1. Summary of the Extent of Involvement of the Stakeholders in School Strategic Planning as regards the Dimensions of the Enhanced Basic Education School Learning Continuity Plan

EBELCP DIMENSIONS	Respondents								
	Internal Stakeholders			External Stakeholders			Overall		
	WM	SD	VI	GWM	SD	VI	WM	SD	VI
1. Focus on Learning	3.44	0.84	VHE	3.29	0.99	VHE	3.37	0.90	VHE
2. Reaching the Marginalized	3.35	0.90	VHE	3.28	0.99	VHE	3.32	0.93	VHE
3. Safe Operations	3.61	0.73	VHE	3.13	0.82	ME	3.37	0.84	VHE
4. Well-Being and Protection	3.51	0.83	VHE	3.01	0.84	ME	3.26	0.89	VHE
5. Education and Financing	3.62	0.76	VHE	3.01	0.68	ME	3.26	0.72	VHE
Grand Weighted Means	3.51		VHE	3.23		ME	3.37		VHE
Standard Deviations	0.80			0.87			0.88		

It could be gleaned from the table that the both internal and external stakeholders involvements in the last miles school were at very high extent in school strategic planning in the new normal. The diverse perception of the internal and external stakeholders presents the need for a review of dimensions rated at Moderate Extent for possible improvement that may result in maximizing its potential. A careful analysis reveals that the two dimensions rated at moderate extent by the external stakeholders include the two indicators rated at Low Extent namely: avail services of Telemedicine and Tele dentistry offered by health care facilities if not possible to physically consult and provision of mental health to teaching and non-teaching personnel monitored as confirmed COVID-19 case patient. These indicators would likely need an enhanced intervention program to maximize its potential to be conducted by the school in collaboration with the stakeholders.

Table 2. Summary of Significant Difference in the Perceptions of Stakeholder Respondents on the Extent of Stakeholders Involvement in School Strategic Planning

EBELCP DIMENSION	Respondents				Comp t-Value	Critical t-Value (α=05, df=251)	Decision	Remarks
	Internal Stakeholders		External Stakeholders					
	WM	SD	WM	SD				
Focus on Learning	3.44	0.84	3.29	0.99	1.77			
Reaching the Marginalized	3.35	0.90	3.28	0.99	0.77			
Safe Operations	3.61	0.73	3.13	0.82	1.62			
Well-Being and Protection	3.51	0.83	3.01	0.84	1.62	1.967	Fail to Reject the Ho.	Not Significant
Education and Financing	3.62	0.76	3.42	0.68	1.40			
Grand Weighted Means	3.51		3.23		3.37			
Standard Deviations	0.80		0.87		0.88			

The table reveals that there are no significant differences in the perceptions of the internal and external stakeholders in terms of the five dimensions of the Enhanced Basic Education Learning Continuity Plan. The table reflected that their perceptions are in concurrence with each other which also agrees with the articulation of Torres (2021) stating that the Department of Education and the academic community together with the outside stakeholders need to come together to address the immediate educational needs of the learners during the shift from teaching-learning responsibilities to student learning responsibilities during the academic ease.

This could also mean that both groups of stakeholders agree on their involvement in the school strategic planning in the best and safest way possible due to the limitations brought by COVID-19. DepEd recognized the involvement and assistance of stakeholders, especially in the implementation of the Basic Education Learning Continuity Plan (BE-LCP) despite the challenges brought by the pandemic (DepEd, 2021).



Table 3. Summary of the Level of Commitment of the Stakeholders in the Implementation of the school strategic plan as regards Enhanced Basic Education Learning Continuity Plan Dimensions as perceived by the internal and external stakeholders.

Commitment of Stakeholders	Respondents								
	Internal Stakeholders			External Stakeholders			Overall		
	WM	SD	VI	WM	SD	VI	WM	SD	VI
1. Affective Commitment	3.83	0.50	VHL	3.52	0.74	VHL	3.68	0.57	VHL
2. Normative Commitment	3.61	0.71	VHL	3.32	0.71	VHL	3.47	0.62	VHL
3. Continuance Commitment	3.74	0.62	VHL	3.37	0.76	VHL	3.56	0.62	VHL
Grand Weighted Means	3.73		VHL	3.40		VHL	3.57		VHL
Standard Deviations	0.52			0.62			0.61		

The table shows that both the internal and external stakeholders rated of a Very High Level of commitment of stakeholders located in last mile schools in the implementation of the school strategic plan as regards the dimensions of the enhanced basic education learning continuity plan. The reasons for a very high level of commitment vary for every stakeholder. However, in the study of Muda and Fook (2020), they utilized the variable psychological empowerment and found that it has a stronger relationship with the active commitment as compared to the relationship with a continuance and normative commitment.

Table 4. Summary of the Significant Differences in the Perceptions of the Internal Stakeholders and External Stakeholders on the Level of Commitment of Stakeholders in the Implementation of School Strategic Plan as regards the EBELCP.

Commitment of Stakeholders	Respondents				Computed t-Value	Critical t-value (α=.05, df 351)	Decision	Remarks
	Internal Stakeholders		External Stakeholders					
	WM	SD	WM	SD				
Affective Commitment	3.83	0.50	3.52	0.74	3.83			
Normative Commitment	3.61	0.71	3.32	0.71	3.68	1.967	Reject Ho.	Significant
Continuance Commitment	3.74	0.62	3.37	0.76	3.85			

The data in the table reveals that there is a significant difference in the perceptions of the internal and external stakeholders in the level of commitment of stakeholders in the implementation of the school

strategic plan as regards the Enhanced Basic Education Learning Continuity Plan dimensions concurring to the articulation of Werf (2020) on the various reasons why stakeholders are committed to an organization. In another discussion, Zaichenko (2022) pointed out that the commitment of internal stakeholders to the organization reflects their direct interest in its success while the indirect interest of external stakeholders in the success of the organization may be due to their interest in other organizations.

Table 5. Performance Level of Last Miles School Respondents Based on Their Rating in the SBM Validation

School Years	Increase in Enrollment		Decrease in Dropout Rate		Increase in Completion Rate	
	WM	Adjectival Rating	WM	Adjectival Rating	WM	Adjectival Rating
	S.Y. 2018-2019	3.24	M	14	H	6
S.Y. 2019-2020	3.73	M	2	M	6	M
S.Y. 2020-2021	4.29	M	3	A	7	A
Grand Weighted Mean	3.75	M	6.33	H	6	M
Legend	M - Marginal		H - High		A - Average	

The table implies that the Last Mile School respondents or schools located in geographically isolated and disadvantaged areas maintained a steady increase in their enrollment and completion rate at a marginal level despite the limitations imposed by the Inter- Agency Task Force due to the pandemic. The table also shows that the Last Mile School respondents or schools located in geographically isolated and disadvantaged areas were able to decrease their dropout rate even with the challenges due to the pandemic



Table 6. Relationship Between the Level of Involvement of Stakeholders in School Strategic Planning and their Affective Commitment in the Implementation of the School Strategic Plan as Regards EBELCP Dimensions

EBELCP Dimension	Pearson r	R <sup>2</sup>	Int.	P-Value	Remarks
Focus on Learning Reaching the Marginalized Safe Operations Well-Being and Protection Education and Financing	0.457	0.209	Weak Correlation	0.183	Not Significant

The data in the table shows the relationship between the level of involvement of stakeholders in school strategic planning and their affective commitment to the implementation of the school strategic plan in the dimensions of the enhanced basic education learning continuity indicating a weak correlation. This could mean that the internal and external stakeholders have a deep sense of affective commitment to the implementation of the school strategic plan even though they have a diverse perception of their involvement in school strategic planning which reflects the articulation of Zaichenko (2022) pertaining to the varying level of stakeholder commitment.

Table 7. Relationship Between the Level of Involvement of Stakeholders in School Strategic Planning and their Normative Commitment in the Implementation of the School Strategic Plan as Regards EBELCP Dimensions

EBELCP Dimensions	Pearson r	R <sup>2</sup>	Interpretation	P Value	Remarks
Focus on Learning Reaching the Marginalized Safe Operations Well-Being and Protection Education and Financing	0.2266	0.051	Weak Correlation	0.528	Not Significant

The data in the table shows the relationship between the level of involvement of stakeholders in school strategic planning and their normative commitment in the implementation of the school strategic plan in the dimensions of the enhanced basic education learning continuity plan indicating a moderate correlation. This could mean that the internal and external stakeholders have a deep sense of normative commitment to the implementation of the school

strategic plan even though they have a diverse perception of their involvement in school strategic planning which still reflects the articulation of Zaichenko (2022) pertaining to the varying level of stakeholder commitment. Zaichenko explained that feeling a sense of obligation to the organization is deeper for internal stakeholders than external stakeholders who might still be interested to other organization.

Table 8. Relationship Between the Level of Involvement of Stakeholders in School Strategic Planning and their Continuance Commitment in the Implementation of the School Strategic Plan as Regards EBELCP Dimensions

EBELCP Dimensions	Pearson r	R <sup>2</sup>	LOS	Interpretation	P Value	Remarks
Focus on Learning Reaching the Marginalized Safe Operations Well-Being and Protection Education and Financing	0.6341	0.4	0.05	Moderate Correlation	.0489	Significant

The data on the table shows the relationship between the level of involvement of stakeholders in school strategic planning and their continuance commitment to the implementation of the school strategic plan in the dimensions of the indicating a moderate correlation. In the study of Erdogan and Cavh (2019), they discussed the continuance commitment of teachers working in rural areas and city centers. They found that teachers' continuance commitment levels significantly differed from place of duty and that the difference accounts to teachers who work in rural areas wishing to be appointed to schools in city centers. They concluded that teachers working in city centers have high continuance commitment levels because they are satisfied with their place of duty. In this study, both stakeholders have a very high level of commitment to strategic plan implementation, but with diverse perception of school strategic planning involvement, but still resulted to a combined very high extent weighted mean that could mean that they are satisfied with government projects in relation to BELCP (DepEd, 2020).

Table 9. *Relationship Between the Level of Involvement of Stakeholders in School Strategic Planning and School Performance in terms of Enrolment Rate*

School Performance	Pearson $r$	$R^2$	Interpretation	$P$ Value	LOS	Remarks
Enrolment Rate	0.3433	0.11	Weak Correlation	.365	0.05	Not Significant
Dropout Rate	0.4237	0.17	Weak Correlation	0.255	0.05	Not Significant
Completion Rate	0.1879	0.03	Weak Correlation	0.628	0.05	Not Significant

The data on the table shows the relationship between the level of involvement of stakeholders in school strategic planning and the school performance based on the SBM validation form in terms of Enrolment Rate indicating a weak correlation. Yilmaz and Karatas (2022) provided internal and external reasons along with other variables that could affect drop-out rate. They discussed that according to student views, the most influential internal factors are academic integration, resources, and accessibility while the external reasons include financial reasons, family life, and external support or obstruction. The study of Hernandez (2018) states that Stakeholders' participation is important for the purpose of increasing literacy rates among students, but she recognized that there are many factors and variables that could affect the completion rate especially when policy makers do not contribute adequate and timely efforts.

## Discussion

The salient findings of the study are the following: The extent of involvement of stakeholders' involvement in school strategic planning as regards the dimensions of the Enhanced Basic Education School Learning Continuity Plan as perceived by the internal stakeholder respondents were at a Very High as evidenced by the grand weighted means of 3.51 while the external stakeholder respondents perceived it as Moderate Extent as evidenced by the grand weighted mean of 3.23 and a combined grand weighted mean of 3.37 resulting to a Very High Extent perception with 0.88 standard deviation. There was no significant difference in the perceptions of the internal school stakeholder and external stakeholder respondents on the extent of involvement of stakeholders in school strategic planning on the Enhanced Basic Education Learning Continuity Plan Dimensions as evidenced

by their respective computed t-values at 1.77, 0.77, 1.62, 1.62, and 1.40 which are all lower than the critical value of 1.967 at 0.05 level of significance. The level of commitment of stakeholders in the implementation of the School Strategic Plan in terms of Affective, Normative, and Continuance as perceived by the internal and external stakeholder respondents were at a Very High as evidenced by their grand weighted means of 3.73 and 3.40 with a combined grand weighted mean of 3.57 indicating a Very High Level of perception with a 0.61 standard deviation. There was a significant difference in the perceptions of the internal and external stakeholder respondents on the level of commitment of stakeholders in the implementation of the school strategic plan as regards the EBELCP dimensions evidenced by a computed t- value of 3.83, 3.68, and 3.85 for the Affective, Normative, and Continuance commitment which are all higher than the critical value of 1.967 at 0.05 level of significance. The performance of the last mile school respondents in the Division of Rizal for the school years 2018-2019, 2019-2020, and 2020-2021 in terms of enrolment and completion rate is at a marginal level as evidenced by the grand weighted means of 3.75 and 6 respectively. On the other hand, the performance of the last mile school respondents in terms of dropout rate is at a high level as evidenced by a grand weighted mean of 6.33. There was a weak correlation between the extent of involvement of stakeholders in the school strategic planning and the performance of last mile school respondents in terms of enrollment rate, dropout rate, and the completion rate as evidenced by their respective computed values of 0.3433, 0.4237, and 0.1879.

## Conclusion

The internal and external stakeholder respondents are of diverse opinion on the involvement of stakeholders in school strategic planning. The respondents of the conducted study are in remote areas where transportation is a bit difficult, and communication is a bit expensive. Moreover, the study was conducted during pandemic where the conduct of activities is limited, and mobility is restricted due to lockdowns. The no significant difference perception of both stakeholders in strategic planning, intervention could have resulted due to the government guidelines implemented and strictly followed in the school. The internal stakeholders plan and prepare the learning materials while the involvement of external stakeholders is on collection and submission of learning materials in designated areas in observance of the health protocol set by the IATF due to COVID-19.

The significant difference of the internal and external stakeholders' perception on their affective, normative, and continuance commitment could be due to their situation. The internal stakeholders, or the people working for the school, will appreciate that they are still employed during the pandemic. On the other hand, the external stakeholders, due to restricted activities and limited mobility will have to go to the nearest school enrolling in other schools is not feasible even with the use of e-learning since the common problem of communities located in GIDA is electric power. The increase in enrollment rate, decrease in the dropout rate, and the increase in the completion rate of the school located in Geographically Isolated and Disadvantaged Areas during the time of a pandemic could be due to Government programs aiming to address the gaps in resources and facilities. The weak relationship between the extent of involvement of stakeholders in the school strategic planning and the performance of last mile school respondents in terms of enrollment rate, dropout rate, and completion rate could be due the pandemic situation which limits activities and restricts activities. Also, other variables as revealed in other studies could be considered. While conducting the study, the researcher found that most school activities could be enhanced with a stable source of power. Two of the Government projects for the Last Mile Schools include installation of solar panels and distribution of DepEd Computerization Program packages. However, upon visiting, several solar power equipment is not working properly or not working at all resulting to not attaining its potential benefits. Thus, to enhance other school related activities, it is necessary to first stabilize the source of power. The researcher offers a Solar Power Maintenance Operating Manual for Last Mile School Teachers as an Enhanced Intervention Program.

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