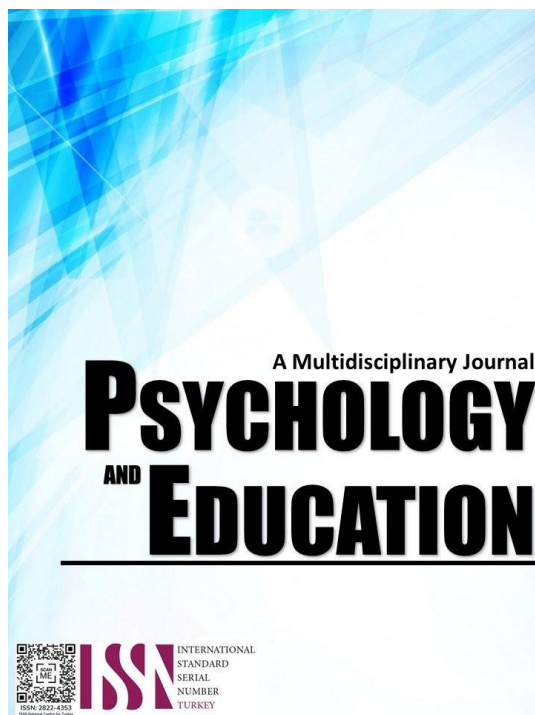


# **COLLABORATION OF INTERNAL AND EXTERNAL STAKEHOLDERS AS TO REALIZATION OF SCHOOL ACTIVITIES**



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## Collaboration of Internal and External Stakeholders as to Realization of School Activities

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### Abstract

Collaboration between internal and external stakeholders is crucial for the successful realization of school activities. Internal stakeholders, such as administrators, teachers, students, and staff, work within the school ecosystem, ensuring day-to-day operations and academic goals are met. External stakeholders, including parents, local communities, businesses, and government entities, provide essential support, resources, and broader perspectives. Effective collaboration fosters a sense of shared responsibility, enhances resource mobilization, and strengthens relationships, which ultimately contribute to the achievement of educational objectives. When these groups work together, schools can create more enriching, inclusive, and well-rounded experiences for students, promoting their overall development and success. This cooperation ensures that school activities align with both academic goals and community expectations, facilitating long-term educational progress.

**Keywords:** *collaboration, internal stakeholders, external stakeholders, shared responsibility, educational objectives*

### Introduction

Schools help learners acquire skills in socialization, communication, and development of their academic ability. Equally, schools are venues that deliver a place for parents and other stakeholders to get involved in the teaching-learning processes and other educational reforms of the Department of Education (DepEd). However, the development of quality education is not a monopoly of the school. Hand-in-hand with the school are people who complement and supplement each other in achieving the desired educational goals for the learners. Hence, school personnel and other school partners must be attentive to the learners' welfare and performance in school. They have the responsibility to be involved and be sensitive enough to the learners' problems and or development in school. With their aid in the learners' education, positive cooperation and communication between the school and them will foster the learners' progress and better academic performance will be attained.

The importance of stakeholders cannot be ignored. Undeniably, they contribute significantly to various components of learners particularly in improving their academic performance and their well – being as a whole. Their pivotal role still continues to be recognized by schools as they are essential for the complete development of the personality and career of learners. More so, stakeholders have a very important impact on the learners' growth and development. Thus, the school and the stakeholders have the significant responsibility of leading and supporting the learners and in creating an enjoyable environment so that the latter's potential and self-confidence can develop well. In this manner, the school in partnership with pertinent stakeholders have the responsibility of nurturing the learners to become responsible citizens of the world.

The successful collaboration of all these stakeholders is pivotal in ensuring that Filipino children and youth go to school, remain in school and learn in school. This therefore poses a great challenge to educational stakeholders.

While the main priority of teachers is to continuously provide basic quality education to prepare them to become good citizens and able contributors to the development of our country, these cannot be completely fulfilled without the assistance of the stakeholders in the schools. As such, equal efforts between the teachers, administrators, and stakeholders are expected since the school alone cannot completely instill the desired learning outcomes and social, moral, and ethical values in the learners without the support of the stakeholders.

Stakeholders are the support system to the goals of the Department of Education in providing quality, equitable, culture-based, and complete basic education and at the same time inculcating in them the love of the country. These include families, school administrators, and communities that bring about the seeds of morality, cultural values, social responsibilities, human affections, resources, and opportunities, for our learners. They are the springboards of expertise in skills and professions, and hobbies, among others. They are the sources of encouragement, optimism, and resilience. Consequently, strengthening the bond between the school community and the stakeholders could create confident and competent learners in fulfilling their dreams.

A school that provides effective and efficient educational services to learners does not solely rely on the ability of its school personnel. Instead, it requires contribution from every stakeholder – internal and external. School stakeholders include students and their families, school personnel, and the local community, all of whom have the knowledge, skills, and resources necessary to advance the educational system's objectives and foster the growth of our children both now and in the future.<sup>1</sup>

Stakeholders are crucial to the management of schools because they work with the administrators to fulfil the responsibility of creating a supportive environment for teaching and learning. In connection, the involvement of stakeholders in schools and the ability of leaders to influence them may have an impact on academic performance outcomes. Their ability to maximize the utilization of the available material and human resources could potentially affect how well they perform. Therefore, all stakeholders must collaborate meaningfully

to build effective educational systems and learning environments. An effective partnership requires active interaction from all parties involved. Maintaining open and honest communication promotes fairness and respectful relationships among stakeholders. In the end, the connection and compassion developed through those positive connections lead to the attainment of educational goals and outcomes.<sup>2</sup>

Educational planning generally is understood to be the identification, development, and implementation of strategies designed to attain, efficiently and effectively, the educational needs and goals of students and society. This is where the School Planning Team comes in who helps so that the school achieve academic success and realize school activities by helping identify areas of weakness and implementing solutions to achieve the goals. The School Planning Team crafts its vision for the plan, comprehensive needs assessment, prioritizing needs, setting goals and timelines, and collaboration in order to realize school activities.<sup>3</sup>

Initiatives for school reform must involve all members of the school community, both internal and external. Stakeholders in schools are motivated to help in efforts to improve school, and increased stakeholder involvement enhances school atmosphere and student engagement. Cooperation between the school and its stakeholders is encouraged to improve the school. As the agents in the community with the most appropriate and adequate resources, stakeholders have a hand and a more significant stake in assisting with the education of the young learners and this involvement advocates a change. To support the overall growth and progress of the school via cooperation and shared responsibility, their role in creating the school improvement plan is essential. The individual schools can utilize the procedures for stakeholders' involvement as a guide for making their School Improvement Plans. Stakeholder interaction and participation are necessary throughout the process cycle, not only during the crafting phase.<sup>4</sup>

Rizal Primary School, Gamu District, Division of Isabela recognized the positive impact of the full support for some stakeholders to the realization of school activities. The school yearly conducts assemblies and symposia to disseminate information of school's programs and projects and Oplan Kalusugan(OK)sa DepEd programs but there is a need to increase the level of stakeholders' participation as manifested in their attendance of only 45-58% are attending actively during the conduct of programs and symposia. This yearly activity promotes the strong bond between and among internal and external stakeholders to discuss possible projects and programs for the improvement of the school.

Likewise, presence of collaboration between the internal and external stakeholders is evident during the planning, implementation and evaluation of the selected projects of the school yet the number of attended have not yet reached a hundred percent. The selected projects that the researcher had identified include the Brigada Eskwela, Brigada Eskwela Plus which included the reading activities, the Disaster Risk Reduction Management (DRRM) activities and School Based Feeding Program (SBFP) which the Comprehensive Water, Sanitation and Hygiene (WASH) in Schools (WinS) Program activities were included. The main reason that they cannot attend such activities in school were overlapping of schedules due to work in the farm and prioritizing the activities on providing income for the family other than attending school projects.

Moreover, the population of the school is only 25 learners and only consist of 15 SPTA members. The school is classified as small school offering multi-grade classes from kindergarten to Grade 5. The number shows that there are only few School Parent- Teachers Association (SPTA) members so other stakeholders in the community are tapped by the school to be of help in the selected projects of the school.

This has been the reason in the conduct of this research study. The researcher was very much interested to assess the collaboration and full support between internal and external stakeholders on the realization of school programs and projects based on the indicators in order to come out with an enhanced collaboration between internal and external stakeholders on programs and projects at Rizal Primary School, Gamu District, Division of Isabela.

## Research Questions

This study aimed to assess the collaboration of internal and external stakeholders on selected projects. Specifically, this research sought to answer the following questions:

1. What is the profile of respondents in terms of:
  - 1.1. gender;
  - 1.2. age;
  - 1.3. educational attainment; and
  - 1.4. socio-economic status?
2. How the following factors affect the collaboration between and among internal and external stakeholders in the realization of school activities in terms of:
  - 2.1. communication;
  - 2.2. involvement;
  - 2.3. availability of resources; and
  - 2.4. feedback mechanism?
3. How frequent do internal and external stakeholders participate in the realization of school activities to strengthen collaboration:

- 3.1. brigada eskwela;
- 3.2. gulayan sa paaralan;
- 3.3. disaster risk reduction management (DRRM);
- 3.4. school based feeding program (SBFP) / wash in school (WINS); and
- 3.5. school based reading program?
4. How do the following strategies improve the collaboration between internal and external stakeholders in the realization of school activities as to:
  - 4.1. roles;
  - 4.2. responsibilities;
  - 4.3. collaborative tools/facilities;
  - 4.4. regular reporting;
  - 4.5. shared goals and objectives; and
  - 4.6. continuous improvement?
5. What is the level of trust and rapport between internal and external stakeholders in terms of:
  - 5.1. open and honest communication;
  - 5.2. willingness to work together; and
  - 5.3. long-term partnerships and collaborations?
6. What are the challenges encountered by the respondents?
7. Is there a significant relationship between the profile of respondents' and factors that affect the collaboration between and among internal and external stakeholders in the realization of school activities?
8. Is there a significant relationship between the strategies that improve the collaboration between and among internal and external stakeholders in the realization of school activities and level of trust and rapport between internal and external stakeholders?

## Methodology

### Research Design

This study attempted to assess the collaboration between internal and external stakeholders on programs and projects of Rizal Primary School, Gamu District, Division of Isabela. In order to attain this objective, the researcher used the Descriptive – Normative Method of research which attempted to establish norms and standards based on a wide class of survey data. This method involved the identification of factors that affect the nature of grouped persons. It included induction, classification, analysis and enumeration of measurements. This type of research design was useful in giving pertinent information to present trends and tendencies. It was also used in identifying relationship among and between variables. It answered questions about what is rather than why it is so.

### Respondents

The respondents of the study were the internal stakeholders composed of 3 Teachers and 25 Pupils and the external stakeholders composed of 15 parents, 8 selected Barangay Officials, 3 Purok Leaders, 3 Religious Group members, 3 Barangay Health Workers, 3 selected Kabataan Members, and 2 members of the Senior Citizens at Rizal Primary School, Gamu District, Gamu, Isabela for the School Year 2023 -2024.

The distribution of the respondents was shown below.

Table 1. *Distribution of Respondents*

Respondents	Male	Female	Total
Teachers	0	3	3
Pupils	15	10	25
Parents	8	7	15
Selected Barangay officials	2	6	8
Purok Leaders	0	3	3
Religious Group Members	3	0	3
Barangay Health Workers	0	3	3
Selected Kabataan Members	1	2	3
Senior Citizens	1	1	2
Total	30	35	65

### Instrument

In the data gathering, the structured 53 questionnaire was used as a major instrument. Questionnaire. A questionnaire is a basic tool that is used in the collection of data. It is a planned written question related to a particular topic and space provided.<sup>54</sup> This is for the purpose of eliciting responses for each question intended for submission to a number of persons for a reply. The close-form was used.

The questionnaire was divided into two parts. Part I was about the demographic profile of the respondents as their gender, age,

educational attainment and socio-economic status. As for the pupil respondents, their profile was composed only on their gender and age. Part II pertained to the information proper which included the factors affecting the collaboration between and among internal and external stakeholders in the realization of school activities in terms of communication, involvement, availability of resources and feedback mechanism. It also included the frequency on internal and external stakeholders' participation in the realization of school activities to strengthen collaboration, the strategies in improving collaboration between internal and external stakeholders in the realization of school activities as to Roles and Responsibilities, Collaborative Tools/Facilities, Regular Reporting, shared goals and objectives and Continuous Improvement.

Likewise, it included the level of trust and rapport between internal and external stakeholders as to open and honest communication, willingness to work together, and long-term partnerships and collaborations as well as the challenges encountered by the respondents.

The contents of the questionnaire were adapted from the study "The School and Its Stakeholders: Partners in Building a Strong School Community of Manuel Cruzat et.al., 2022, Lapu Elementary School, Narra Palawan Philippines, International Journal of Multidisciplinary Research and Growth Evaluation.

It was also adopted from Bryk, A. S., & Schneider, B. 2018. Trust in schools: A core resource for school reform. Educational Leadership, 60(6), 40-44 and Romina Ifeoma Asiya 2018 Improving Quality Higher Education in Nigeria: The Roles of Stakeholders. Shared Goals for Learning, Content Standards and Performance Indicators for School Improvement Specialists 2 Self- Assessment Tool. Edvantia, Inc. However, there were modification made by the present study.

### Procedure

The researcher requested permission to conduct the study from the Schools Division Superintendent of the Division of Isabela. Upon approval of the letter, the writer informed the Public Schools District Supervisor and to the internal and the external stakeholders (presented in Table 1) of Rizal Primary School of Gamu District, Gamu, Isabela to float the questionnaires.

The method that the researcher used was the questionnaire survey. The researcher floated the questionnaire among the respondents, retrieved them personally, and examined the results, and organized the data according to the specifications of her study. Counter-checking was carefully done to ensure correct entry for the employment of appropriate statistical treatment for further analysis.

### Data Analysis

In order to categorically answer the problems that were raised in this study, the following statistical tools were used:

Descriptive Statistics such as Frequency Counts, Averaging and Percentages were used to describe the demographic profiles of the respondents. This was used to answer question number 1.

Weighted Mean. This tool was used to determine the weighted average responses in a certain item.<sup>55</sup> This presents and interprets the factors affecting the collaboration between and among internal and external stakeholders in the realization of school activities, Frequency on internal and external stakeholders' participation in the realization of school activities to strengthen collaboration, the strategies improving the collaboration between internal and external stakeholders in the realization of school activities, the level of trust and rapport between internal and external stakeholders and the challenges encountered by the respondents. This answered questions number 2,3, 4, 5 and 6.

Chi-Square C-Test,<sup>56</sup> - This statistical tool was used to interpret the significant relationship between the demographic profiles of respondents' and factors that affect the collaboration between and among internal and external stakeholders in the realization of school activities. This answered question number 7.

Pearson's Coefficient of Correlation,<sup>57</sup> - This statistical tool was used to interpret the significant relationship between the strategies that improve the collaboration between and among internal and external stakeholders in the realization of school activities and level of trust and rapport between internal and external stakeholders. This answered question number 8.

## Results and Discussion

This section presents the discussion of the findings based on the gathered data. The tables were sequentially arranged to answer posed questions in the statement of the problem.

Considerable number of tables were treated statistically.

### Profile of the Respondents

#### Gender

Table 2 showed that out of 65 respondents, 30 or 46.15 percent were male and 35 or 53.85 were female.

It can be gleaned also that the number of female respondents is predominant over male respondents who represented the School Planning Team in organizing school activities.

Table 2. *Distribution of Respondents in terms of Gender*

Stakeholders	Male	Percentage	Female	Percentage	Frequency	Percentage
Pupil	15	23.08	10	15.38	25	38.46
Teacher	0	0	3	4.62	3	4.62
Parent	8	12.31	7	10.77	15	23.08
Selected Barangay Officials	2	3.08	6	9.23	8	12.31
Purok Leaders	0	0	3	4.62	3	4.62
Religious Group Members	3	4.62	0	0	3	4.62
Barangay Health Workers	0	0	3	4.62	3	4.62
Selected Kabataan Members	1	1.54	2	3.08	3	4.62
Senior Citizens	1	1.54	1	1.54	2	3.08
<b>Total</b>	<b>30</b>	<b>46.15</b>	<b>35</b>	<b>53.85</b>	<b>65</b>	<b>100.00</b>

## Age

It revealed that 25 or 38.46 percent were under the age bracket of 6-10 years old, 18 or 27.69 percent aged from 31-40, 7 or 10.77 percent were under the age bracket of 21-30 and 41-50 years old, 4 or 6.15 percent under the age bracket of 51-60, 3 or 4.62 percent were under the age bracket 61 and above and the least in number was under 11-20 years of age which was only 1 or 1.54 percent.

Majority of the respondents were between 6 to 10 years old.

Table 3. *Distribution of Respondents in terms of Age*

Indicators	Frequency	Percentage
61 & Above	3	4.62
51-60	4	6.15
41-50	7	10.77
31-40	18	27.69
21-30	7	10.77
11-20	1	1.54
6-10	25	38.46
<b>Total</b>	<b>65</b>	<b>100.00</b>

## Educational Attainment

The data disclosed that 26 or 40.00 percent of the respondents were Elementary Undergraduate due to the fact that there were internal stakeholders who were pupil respondents. On the other hand, there were 15 or 23.08 percent who were High School Graduate while there were 10 or 15.38 percent College Undergraduate, 4 or 6.15 percent of them were High School Undergraduate and 2 or 3.08 percent were Baccalaureate degree with Masteral units.

Table 4. *Distribution of Respondents in terms of Educational Attainment*

Indicators	Frequency	Percent
Master's Degree	0	0.00
Baccalaureate degree with Masteral units	2	3.08
College Graduate	8	12.31
College Undergraduate	10	15.38
High School Graduate	15	23.08
High School Undergraduate	4	6.15
Elementary Graduate	0	0.00
Elementary Undergraduate	26	40.00
<b>Total</b>	<b>65</b>	<b>100.00</b>



Most of the respondents are still in elementary level, because if you notice most of the respondents who answered the questionnaire are elementary pupils.

### Socio Economic Status

Table 5. *Distribution of Respondents in terms of Socio-Economic Status*

Indicators	Frequency	Percent
Above ₱ 20,000	3	4.62
₱15,001 to 20,000	2	3.08
₱ 10,001 to 15, 000	6	9.23
₱ 5,000 to 10,000	10	15.38
less than ₱ 5,000	44	67.69
Total	65	100.00

It can be seen on the above table that there were 44 or 67.69 of respondents whose socio-economic status were less than ₱ 5,000. Likewise, there were 10 or 15.38 percent of the respondents belonged to families earning ₱ 5,000 to 10,000, 6 or 9.23 percent had income of ₱ 10,001 to 15, 000 while 3 or 4.62 percent had family income of above ₱ 20,000 and only 2 or 3.08 percent had earning between ₱15,001 to 20,000.

This implied that majority of the respondents were classified under the category of being poor as shown by their income which is less than ₱5,000. This can be possibly explained by the occupation of parents. The result could be associated to the country's reported income groups in the income distribution, income thresholds and sizes of Filipino families in 2020 which was considered poor if the monthly income was below P10,957.

### Factors that Affect the Collaboration between and among Internal and External Stakeholders in the Realization of School Activities

#### Communication

Table 6. *Factors Affecting the Collaboration between and among Internal and External Stakeholders in the Realization of School Activities along Communication*

Indicators	Mean	Description
Read at the notice board the projects of the school	3.71	Extremely Satisfied
Inform the stakeholders about the projects through our group chats and meetings	3.23	Somewhat Satisfied
Projects and programs are included in our school paper	3.08	Somewhat Satisfied
Projects are announced during flag ceremony	3.52	Extremely Satisfied
Letter of communication regarding school projects are distributed	3.11	Somewhat Satisfied
Functional transparency board	3.09	Somewhat Satisfied
Regular meetings via video or in person	3.57	Extremely Satisfied
Send statement of expenses	3.58	Extremely Satisfied
Annual or monthly progress report or state of the school address	3.65	Extremely Satisfied
<b>Overall Mean</b>	<b>3.39</b>	<b>Extremely Satisfied</b>

As to Communication, the respondents were "Extremely Satisfied" on Read at the notice board the projects of the school (3.71), Projects are announced during flag ceremony (3.52), Regular meetings via video or in person (3.57), Send statement of expenses (3.58), and

Annual or monthly progress report or state of the school address (3.65). However, they were “Somewhat Satisfied” on Informing the stakeholders about the projects through our group chats and meetings (3.23), Projects and programs are included in our school paper (3.08), Letter of communication regarding school projects are distributed (3.11), and Functional transparency board (3.09).

The data indicated that the respondents were “Extremely Satisfied” with collaboration among stakeholders in the realization of school activities along Communication. At this level, they tend to be well-informed on the conducted school projects. The respondents were highly satisfied with the school's communication, including reading notice boards, flag ceremonies, meetings, expense statements, and progress reports. They were somewhat satisfied with group chats, paper inclusion, letter distribution, and functional transparency board.

Communication is crucial for school activities like the Brigada Eskwela program, as it provides stakeholders with ideas and information about achievements, convincing them to participate and volunteer.

## Involvement

Table 7. *Factors Affecting the Collaboration between and among Internal and External Stakeholders in the Realization of School Activities along Involvement*

Indicators	Mean	Description
Involvement of stakeholders in planning of schools' projects	3.68	Extremely Satisfied
Involvement of stakeholders in the implementation of school's projects	3.57	Extremely Satisfied
My opinions are heard and considered in the decision	3.72	Extremely Satisfied
I am given tasks in the implementation of projects	3.46	Extremely Satisfied
I am recognized in our participation to school's projects	3.63	Extremely Satisfied
Invite parents to establish and run a school garden or greenhouse	3.60	Extremely Satisfied
Involve parents personally by inviting them to participate in the parent-teacher organization	3.72	Extremely Satisfied
Invite parents to work as regular volunteers at the school's projects	3.71	Extremely Satisfied
Solicit (and implement where possible) parents' input on school's projects	3.72	Extremely Satisfied
Collaborate with other community leaders	3.57	Extremely Satisfied
<b>Overall Mean</b>	<b>3.64</b>	<b>Extremely Satisfied</b>

Shown on the table that the respondents “Extremely Satisfied” with Involvement of stakeholders in planning of schools' projects (3.68), Involvement of stakeholders in the implementation of school's projects (3.57), My opinions are heard and considered in the decision (3.72), Giving tasks in the implementation of projects (3.46), Recognizing their participation to school's projects (3.63), Inviting parents to establish and run a school garden or greenhouse (3.60), Involving parents personally by inviting them to participate in the parent-teacher organization (3.72), Inviting parents to work as regular volunteers at the school's projects (3.71), Soliciting (and implement where possible) parents' input on school's projects (3.72), and Collaborating with other community leaders (3.57).

Data showed that the respondents were “Extremely Satisfied” on the collaboration that took place between the internal and external stakeholders specifically in terms of their involvement on realization of school activities along Involvement. This means that the respondents are extremely satisfied with their involvement in school projects, including planning, implementation, and participation. They are also recognized for their participation, invited to establish gardens, participate in parent-teacher organizations, and collaborate with community leaders. They also seek parents' input and work as volunteers.

The results conform to what Doblon (2011) had stated that Brigada Eskwela emphasizes homeschooling and community collaboration, involving parents, barangay officials, and teachers in school repairs, renovations, and beautification instead of waiting for government assistance.

## Availability of Resources

As shown, the respondents were “Extremely Satisfied” with the Financial report on last school year's budget (3.43), Establish priorities with stakeholders with regards to programs and activities (3.62), Tasks are properly designated (3.71), Presence of Print Materials (Textbooks, pamphlets, handouts, study guides, manuals) (3.68), Presence of Visual Materials (Charts, real objects, photographs, transparencies) (3.60), Presence of Audiovisual Materials (Slides, tapes, films, filmstrips, television, video, multimedia) (3.40), and



Presence of work financial plan (3.68).

Table 8. *Factors Affecting Collaboration between and among Internal and External Stakeholders in the Realization of School Activities along Availability of Resources*

Indicators	Mean	Description
Financial report on last school year's budget	3.43	Extremely Satisfied
Establish priorities with stakeholders with regards to programs and activities	3.62	Extremely Satisfied
Tasks are properly designated	3.71	Extremely Satisfied
Presence of Print Materials (Textbooks, pamphlets, handouts, study guides, manuals)	3.25	Extremely Satisfied
Presence of Audio Materials (Cassettes, microphone, podcast)	3.68	Extremely Satisfied
Presence of Visual Materials (Charts, real objects, photographs, transparencies)	3.60	Extremely Satisfied
Presence of Audiovisual Materials (Slides, tapes, films, filmstrips, television, video, multimedia)	3.40	Extremely Satisfied
Presence of work financial plan	3.68	Extremely Satisfied
<b>Overall Mean</b>	<b>3.55</b>	<b>Extremely Satisfied</b>

The respondents were “Extremely Satisfied” along Availability of Resources such as financial report for the previous school year's budget, programs and activities with stakeholders, proper task designation and a workable financial plan as evidenced by the overall mean of 3.55.

The results support Odupurokan (2017) study that well-planned school resources will mobilize anticipated results of education that will assist virtuous social, political and economic liberation; actual lessons and education and educational enactment of students. Therefore, it is said that the school resources are an indispensable feature of educational preparation because schools are well-suited, buildings effectively built and equipment sufficiently provided much teaching and learning may not occur.

### Feedback Mechanism

Table 9. *Factors Affecting Collaboration between and among Internal and External Stakeholders in the Realization of School Activities along Feedback Mechanism*

Indicators	Mean	Description
Suggestion box	3.28	Extremely Satisfied
Social media platforms (email and chat)	3.60	Extremely Satisfied
School Parents Teacher's Association meetings	3.82	Extremely Satisfied
General Assembly	3.72	Extremely Satisfied
Regular sending of written message	3.65	Extremely Satisfied
Regular sending of digital message	3.57	Extremely Satisfied
Regularly sign in and schedule feedback purpose	3.51	Extremely Satisfied
Follow up and act on the feedback	3.49	Extremely Satisfied
Learn and innovate from the feedback	3.57	Extremely Satisfied
<b>Overall Mean</b>	<b>3.58</b>	<b>Extremely Satisfied</b>

The respondents were “Extremely Satisfied” with Suggestion box (3.28), Social media platforms (email and chat) (3.60), School Parents Teacher's Association meetings (3.82), General Assembly (3.72), Regular sending of written message (3.65), Regular sending of digital message (3.57), Regularly sign in and schedule feedback purpose (3.51), Follow up and act on the feedback (3.49), and Learn and innovate from the feedback (3.57).

The data implied that both internal and external respondents were “Extremely Satisfied” in the Collaboration between and among them in the Realization of School Activities along Feedback Mechanism such as sending written and digital messages regularly, schedule feedback sessions, and learn from feedback to improve communication and innovation in educational settings as evidenced by the overall mean of 3.58.

## Frequency of Internal and External Stakeholders' Participation in the Realization of School Activities to Strengthen Collaboration

### Brigada Eskwela

Table 10. *Distribution of Frequency of Internal and External Stakeholders' Participation in the Realization of School Activities along Brigada Eskwela*

Indicators	Mean	Description
Call for Non-Government Organization and other agencies for clean-up drive.	3.57	Very Often
Assist school community in sourcing out funds for students to be able to participate in academic and non-academic competitions.	3.20	Sometimes
Take part in the schools' maintenance week dubbed as Brigada Eskwela by extending some of the needed resources (financial, material, labor).	3.16	Sometimes
Help convince civic community minded members to extend assistance to schools especially during special activities like teacher's month, scouting activities and others.	3.63	Very Often
Engage in meaningful volunteer work in our school community (value formation activity, sports competition) that enhances positive interaction among the youth.	3.29	Very Often
<b>Overall Mean</b>	<b>3.37</b>	<b>Very Often</b>

As shown, the respondents were participating "Very Often" in Calling for Non- Government Organization and other agencies for clean-up drive (3.57), Helping to convince civic community minded members to extend assistance to schools especially during special activities like teacher's month, scouting activities and others (3.63), and Engaging in meaningful volunteer work in our school community (value formation activity, sports competition) that enhances positive interaction among the youth (3.29). However, they "Sometimes" participate in Assisting the school community in sourcing out funds for students to be able to participate in academic and non-academic competitions (3.20) and Taking part in the schools' maintenance week dubbed as Brigada Eskwela by extending some of the needed resources (financial, material, labor) (3.16).

The respondents participated "Very Often" in the realization of school activities along Brigada-Eskwela as evidenced by the overall mean of 3.37. This means that the respondents frequently participate in calling for non-government organizations for clean- up drives, helping convince civic community members to help schools, and engaging in meaningful volunteer work. They also assist in sourcing funds for students' participation in competitions and participate in school maintenance week, Brigada Eskwela. This study aligns with the study of Jungay (2019) that volunteerism among stakeholders have always been at high level, however in terms of financial matters it is only on moderate level specially if the stakeholder in the area belongs to the low-income families.

### Gulayan sa Paaralan

Table 11. *Distribution of Frequency of Internal and External Stakeholders' Participation in the Realization of School Activities along Gulayan sa Paaralan*

Indicators	Mean	Description
Engage in planning conference for the gulayan project.	2.50	Sometimes
Assist in cleaning/land preparation.	2.49	Seldom
Maintain the proper care of vegetables.	3.19	Sometimes
Help convince civic spirited community on the procurement of Agricultural Materials and Supply needed.	3.22	Sometimes
Encourage school community on the importance of eating vegetables.	3.62	Very Often
<b>Total Mean</b>	<b>3.00</b>	<b>Sometimes</b>

As of internal and external stakeholders' participation in the realization of school activities along Gulayan sa Paaralan, they participated "Very Often" in Encouraging the school community on the importance of eating vegetables (3.62) while they "Sometimes" participated in Engaging planning conference for the gulayan project (2.50), Maintaining the proper care of vegetables (3.19), and Helping to convince civic spirited community on the procurement of Agricultural Materials and Supply needed (3.22). However, they "Seldom" participated in Assisting in cleaning/land preparation (2.49).

Respondents “Sometimes” participated in the realization of school activities along Gulayan sa Paaralan as reflected in the overall mean of 3.00. This means that stakeholders frequently participated in planning conferences, maintained vegetable care, and helped convince the community about agricultural materials procurement, but rarely assisted in cleaning or land preparation. Respondents need to participate regularly and religiously to stay engaged and interested in school projects.

### Disaster Risk Reduction Management

Table 12. *Distribution of Frequency of Internal and External Stakeholders’ Participation in the Realization of School Activities along Disaster Risk Reduction Management*

Indicators	Mean	Description
Participate in National Simultaneous Earthquake Drills.	3.69	Very Often
Attend orientations in identifying the hazardous objects, points and areas in the school.	2.58	Sometimes
Support tree planting activities.	3.00	Sometimes
Participate in de clogging activities and clean and green program.	3.49	Very Often
Make self-aware of basic first aid treatments and hazard drills.	3.18	Sometimes
<b>Overall Mean</b>	<b>3.19</b>	<b>Sometimes</b>

As revealed on the table, the respondents participated “Very Often” in National Simultaneous Earthquake Drills (3.69) and De clogging activities and clean and green program (3.49). However, they “Sometimes” participated in Attending orientations in identifying the hazardous objects, points and areas in the school (2.58), Tree planting activities (3.00), and Making self-aware of basic first aid treatments and hazard drills (3.18).

The data implied that the respondents “Sometimes” participated in the realization of school activities along Disaster Risk Reduction Management as evidenced by the overall mean of 3.19. This means that the respondents frequently participate in earthquake drills, de-clogging, clean and green programs, and orientations for hazardous objects, tree planting, and first aid treatments.

### School Based Feeding Program (SBFP) and Wash in School (WinS)

Table 13. *Distribution of Frequency of Internal and External Stakeholders’ Participation in the Realization of School Activities along School Based Feeding Program (SBFP) and Wash in School (WinS)*

Indicators	Mean	Description
Volunteer in the different activities on health and nutrition (ex. school feeding programs, activities in the nutrition month and the like)	3.18	Sometimes
Involvement in the conduct of group hand washing and tooth brushing activities.	3.15	Sometimes
Encourage backyard vegetable gardening to support the feeding program.	3.60	Very Often
Help school community on the awareness of reproductive health.	3.04	Sometimes
Establish home garden with the given vegetable seeds and seedlings from the school.	3.13	Sometimes
<b>Overall Mean</b>	<b>3.22</b>	<b>Sometimes</b>

Table showed that the respondents participated “Very Often” in Encouraging backyard vegetable gardening to support the feeding program (3.60) while they “Sometimes” participated in Volunteering in the different activities on health and nutrition (ex. school feeding programs, activities in the nutrition month and the like) (3.18); Involvement in the conducting of group hand washing and tooth brushing activities (3.15); Establishing home garden with the given vegetable seeds and seedlings from the school (3.13) and Helping the school community on the awareness of reproductive health (3.04).

As implied from the 3.22 overall mean, the respondents participated “Sometimes” in the realization of school activities along School Based Feeding Program and Wash in School.

This means that they frequently participated in health and nutrition activities, group hand washing and tooth brushing, establish home gardens with school seeds, and raise reproductive health awareness.

## School Based Reading Program

Table 14. *Distribution of Frequency of Internal and External Stakeholders' Participation in the Realization of School Activities along School Based Reading Program*

Indicators	Mean	Description
Participate in school activities towards the reduction of illiteracy especially as visiting mentor in the school reading intervention program and the reading recovery program of the school.	3.75	Very Often
Engage oneself in the implementation of <i>Brigada Pagbasa</i> .	3.52	Very Often
Collect quality assured reading materials to be put on designated reading area and/or reading room.	3.66	Very Often
Look for sponsors for additional reading materials to be used during catch-up Fridays.	3.31	Very Often
Make themselves aware of the implementation of National Reading Program.	3.71	Very Often
<b>Overall Mean</b>	<b>3.59</b>	<b>Very Often</b>

The table showed that the respondents participated “Very Often” in Participating in school activities towards the reduction of illiteracy especially as visiting mentor in the school reading intervention program and the reading recovery program of the school (3.75), Making themselves aware of the implementation of National Reading Program (3.71), Collecting quality assured reading materials to be put on designated reading area and/or reading room (3.66), Engaging oneself in the implementation of *Brigada Pagbasa* (3.52), and Looking for sponsors for additional reading materials to be used during catch- up Fridays (3.31).

The respondents participated “Very Often” in the realization of school activities along School Based Reading Program as evidenced by the overall mean of 3.59. It means that the respondents frequently participated in school activities aimed at reducing illiteracy, including visiting mentors, being aware of the National Reading Program, collecting quality reading materials, participating in *Brigada Pagbasa*, and seeking sponsors for additional materials.

The conduct of reading activities needs to be implemented religiously to improve the reading abilities and skills of learners as well as their comprehension skill. It implied that administrative and supervisory support helps ensure that quality standards are being met and proper procedures are being followed.

## Strategies in Improving the Collaboration between Internal and External Stakeholders in the Realization of School Activities.

### Roles

Table 15. *Strategies Improving Collaboration between Internal and External Stakeholders in the Realization of School Activities along Roles (Internal Stakeholders)*

Indicators	Mean	Description
1. Dissemination of information.	3.69	Very Often
2. Ensure effective classroom management	3.62	Very Often
3. Learning process	3.62	Very Often
4. Communicate with parents' students learning progress	3.71	Very Often
5. Promotes a classroom atmosphere that motivates self-directed and cooperative learning and provision of guidance to students in their learning	3.58	Very Often
<b>Overall Mean</b>	<b>3.64</b>	<b>Very Often</b>

The table presented the strategies for improving collaboration between internal and external stakeholders in the realization of school activities along roles and responsibilities of stakeholders where they “Very Often” collaborate in the Dissemination of information (3.69), Ensuring effective classroom management (3.62), Learning process (3.62), Communicating with parents' students learning progress (3.71), and Promoting a classroom atmosphere that motivates self-directed and cooperative learning and provision of guidance to students in their learning (3.58).

In general, the respondents stated that the strategies to improve the collaboration between the internal and external stakeholders in the realization of school activities along Roles of internal stakeholders was implemented Very Often. This means that they very often collaborate with each other in information dissemination, effective classroom management, effective learning processes, communication with parents, and promoting self-directed learning.



Table 16. *Strategies Improving Collaboration between Internal and External Stakeholders in the Realization of School Activities along Roles (External Stakeholders)*

Indicators	Mean	Description
Serve as collective and consultative body for school plans, activities and strategic directions.	3.72	Very Often
Communicate to the SPT and project teams the learners' and stakeholders' feedback and satisfaction on the physical and financial accomplishment of the SIP and Annual Implementation Plans (AIP)	3.52	Very Often
Take part in the various activities organized by the schools, including the PTA meetings, general assemblies, and family day events.	3.63	Very Often
Cooperate in working toward a shared vision for students in the community.	3.65	Very Often
Provide recommendations on improving efficiency and quality of the school services.	3.02	Sometimes
<b>Overall Mean</b>	<b>3.51</b>	<b>Very Often</b>

As shown in the table, the respondents' assessment of the strategies in improving the collaboration between and among stakeholders in the realization of school activities along the Roles of external stakeholders where Serve as collective and consultative body for school plans, activities and strategic directions (3.72), Communicate to the SPT and project teams the learners' and stakeholders' feedback and satisfaction on the physical and financial accomplishment of the SIP and Annual Implementation Plans (AIP) (3.52), Taking part in the various activities organized by the schools, including the PTA meetings, general assemblies, and family day events (3.62), and Cooperate in working toward a shared vision for students in the community (3.65) were "Very Often" implemented, while Providing recommendations on improving efficiency and quality of the school services (3.02) was "Sometimes" implemented.

The respondents' assessment of strategies for improving collaboration among stakeholders in school activities along roles were "Very Often" implemented as evidenced by the overall mean of 3.51.

This means that external stakeholders were deemed to serve as a collective body for school plans, communicate feedback, participate in school activities, and cooperate towards a shared vision. They also provided recommendations for improving the efficiency and quality of school services.

## Responsibilities

Table 17. *Strategies Improving Collaboration between Internal and External Stakeholders in the Realization of School Activities along Responsibilities (Internal Stakeholders)*

Indicators	Mean	Description
Respond to the request of the school for urgent actions that require the involvement of stakeholders.	3.58	Very Often
Maintaining open communication lines with its stakeholders for feedbacks and suggestions	3.62	Very Often
Participate in volunteer activities that have relevance to the school's community.	3.66	Very Often
Conduct needs-based and appropriate stakeholder-initiated programs and activities i.e., <i>Brigada Eskwela</i> , <i>Gulayan Sa Paaralan</i> .	3.68	Very Often
Facilitate the engagement and linkages of other stakeholders in support of the school's priority improvement areas.	3.62	Very Often
<b>Grand Mean</b>	<b>3.63</b>	<b>Very Often</b>

The respondents perceived the strategies in improving the collaboration between and among stakeholders in the realization of school activities along Responsibilities of internal stakeholders where Respond to the request of the school for urgent actions that require the involvement of stakeholders (3.58), Maintaining open communication lines with its stakeholders for feedbacks and suggestions (3.62), Participate in volunteer activities that have relevance to the school's community (3.66), Conduct needs-based and appropriate stakeholder-initiated programs and activities i.e., *Brigada Eskwela*, *Gulayan Sa Paaralan* (3.68), and Facilitate the engagement and linkages of other stakeholders in support of the school's priority improvement areas (3.62) were "Very Often" implemented.

The respondents rated strategies for improving stakeholder collaboration in school activities as "Very Often" implemented as evidenced by the overall mean of 3.63. These strategies include responding to urgent requests, maintaining open communication, participating in community-relevant volunteer activities, conducting stakeholder-initiated programs, and facilitating stakeholder engagement for priority improvement areas.

Table 18. *Strategies Improving Collaboration between Internal and External Stakeholders in the Realization of School Activities along Responsibilities (External Stakeholders)*

INDICATORS	Mean	Description
Respond to dissemination information	3.55	Very Often
Synchronize programs, projects, and activities in the school through coordination.	3.17	Sometimes
Participate in school initiatives to reduce illiteracy in classrooms	3.68	Very Often
Participate in formulating school policies promoting learners' welfare and learning	3.21	Sometimes
Raise concerns and needs of learners and other stakeholders	3.12	Sometimes
<b>Grand Mean</b>	<b>3.35</b>	<b>Very Often</b>

The respondents perceived the strategies in improving the collaboration between and among stakeholders in the realization of school activities along Responsibilities of external stakeholders where Respond to dissemination information (3.55), Participate in school initiatives to reduce illiteracy in classrooms (3.62), and Participate in volunteer activities that have relevance to the school's community (3.68) were "Very Often" implemented, while Synchronize programs, projects, and activities in the school through coordination (3.17), Participate in formulating school policies promoting learners' welfare and learning (3.21), and Raise concerns and needs of learners and other stakeholders (3.12) were "Sometimes" implemented.

The respondents rated strategies for improving collaboration among stakeholders in school activities along responsibilities, including participation in dissemination information, reducing illiteracy, and volunteering were "Very Often" implemented as evidenced by the overall mean of 3.35. They also noted that synchronizing programs, formulating policies, and raising concerns were sometimes implemented.

### Collaborative Tools

Table 19. *Strategies Improving Collaboration between Internal and External Stakeholders in the Realization of School Activities along Collaborative Tools*

Indicators	Mean	Description
Create monitoring team	3.12	Sometimes
Delegate task to every stakeholders	3.49	Very Often
Track the progress of project implementation	3.16	Sometimes
Manage the monitoring and evaluation	3.58	Very Often
Maintain open communication lines with stakeholders for feedbacks and suggestions.	3.66	Very Often
<b>Grand Mean</b>	<b>3.40</b>	<b>Very Often</b>

The respondents assessed the strategies for improving the collaboration between and among stakeholders in the realization of school activities along Collaborative Tools where Delegating tasks to every stakeholder (3.49), Managing the monitoring and evaluation (3.58), and Maintaining open communication lines with stakeholders for feedbacks and suggestions (3.66) were "Very Often" implemented, while Create monitoring team (3.12), and Track the progress of project implementation (3.16) were "Sometimes" implemented.

Respondents evaluated strategies for improving stakeholder collaboration in school activities along Collaborative Tools to include focusing on delegating tasks, managing monitoring, maintaining open communication, creating monitoring teams, and tracking project progress were "Very Often" implemented as evidenced by the overall mean of 3.40.

### Regular Reporting

The respondents assessed the strategies for improving the collaboration between and among stakeholders in the realization of school activities along Collaborative Tools where Communicate to the SPT and project teams the learners' and stakeholders' feedback (3.82), Provide recommendations on improving efficiency and quality of the school services (3.49), Submit semi-annual accomplishment report including an action plan (3.63), Conduct orientation and advocacy activities (3.35), and Prepare a report on any irregularities or violations of these implementing guidelines (3.54) were "Very Often" implemented.

The respondents evaluated strategies for enhancing stakeholder collaboration in school activities along Collaborative Tools, including communication, recommendations, and reporting irregularities were "Very Often" implemented as evidenced by the overall mean of 3.57. They found that these strategies were implemented frequently, with communication, recommendations, and reporting being key components.



Table 20. *Strategies Improving Collaboration between Internal and External Stakeholders in the Realization of School Activities along Regular Reporting*

Indicators	Mean	Description
Communicate to the SPT and project teams the learners' and stakeholders' feedback	3.82	Very Often
Provide recommendations on improving efficiency and quality of the school services	3.49	Very Often
Submit semi-annual accomplishment report including an action plan	3.63	Very Often
Conduct orientation and advocacy activities	3.35	Very Often
Prepare a report on any irregularities or violations of these implementing guidelines	3.54	Very Often
<b>Overall Mean</b>	<b>3.57</b>	<b>Very Often</b>

### Shared Goals and Objectives

As shown, Develop a community of learners with a shared vision, mission, and core belief (3.77), Build the capacity of staff members to effectively work in teams (3.65), Build the capacity of staff members to analyze and use data in the development of shared goals (3.37), and Engage stakeholders in school improvement planning (3.54) were considered by the respondents to be “Very Often” implemented strategies in improving collaboration of stakeholders in the realization of school activities along Shared Goals and Objectives, while Work as a team (3.19) was rated as “Sometimes.”

Table 21. *Strategies Improving Collaboration between Internal and External Stakeholders in the Realization of School Activities along Shared Goals and Objectives*

Indicators	Mean	Description
Develop a community of learners with a shared vision, mission, and core belief	3.77	Very Often
Build the capacity of staff members to effectively work in teams	3.65	Very Often
Build the capacity of staff members to analyze and use data in the development of shared goals	3.37	Very Often
Engage stakeholders in school improvement planning.	3.54	Very Often
Work as a team	3.19	Sometimes
<b>Overall Mean</b>	<b>3.50</b>	<b>Very Often</b>

Respondents rated strategies for improving stakeholder collaboration in school activities along Shared Goals and Objectives such as developing a shared vision, building staff capacity for teamwork, analyzing data for shared goals, and engaging stakeholders in school improvement planning as “Very Often” implemented as evidenced by the overall mean of 3.50.

### Continuous Improvement

Table 22. *Strategies Improving Collaboration between Internal and External Stakeholders in the Realization of School Activities along Continuous Improvement*

Indicators	Mean	Description
Study a problem that needs to be solved.	3.26	Very Often
Take part in the various activities organized by the schools	3.16	Sometimes
Participate in school initiatives to reduce illiteracy in classrooms.	3.77	Very Often
Determine what to do with its results	3.35	Very Often
Implement its action plan, collects data on its intervention, and records developments.	3.15	Sometimes
<b>Overall Mean</b>	<b>3.34</b>	<b>Very Often</b>

As shown, Study a problem that needs to be solved (3.26), Participate in school initiatives to reduce illiteracy in classrooms (3.77), and Determine what to do with its results (3.35) were considered by the respondents to be “Very Often” implemented strategies in improving collaboration of stakeholders in the realization of school activities along Continuous Improvement, while Take part in the various activities organized by the schools (3.16) and Implement its action plan, collects data on its intervention, and records developments (3.15) were rated as “Sometimes.”

Respondents rated various strategies for improving collaboration and continuous improvement in school activities along Continuous Improvement, including problem- solving, participating in initiatives to reduce illiteracy, and determining results as “Very Often”

implemented as evidenced by the overall mean of 3.34.

## Level of Trust and Rapport between and among Internal and External Stakeholders

### Open and Honest Communication

Table 23. *Level of Trust and Rapport between and among Internal and External Stakeholders along Open and Honest Communication*

Indicators	Mean	Description
Disseminate information through meetings and assemblies	3.18	Moderate Impact
Participate in formulating school policies promoting learners' welfare and learning	3.00	Moderate Impact
Send letters informing stakeholder of participation in planning school events, programs and projects	3.00	Moderate Impact
Give feedbacks on the accomplished programs and projects	3.05	Moderate Impact
Create an informal communication medium like group chats	3.18	Moderate Impact
<b>Overall Mean</b>	<b>3.08</b>	<b>Moderate Impact</b>

As shown in the table that Disseminate information through meetings and assemblies (3.18), Participate in formulating school policies promoting learners' welfare and learning (3.00), Send letters informing stakeholders of participation in planning school events, programs and projects (3.00), Give feedbacks on the accomplished programs and projects (3.05), and Create an informal communication medium like group chats (3.18) were "Moderately Impacted" the level of trust and rapport of the respondents.

Data showed that Open and Honest Communication like participation in meetings, policy formulation, stakeholder communication, feedback, and informal communication, such as group chats, "Moderately Impacted" respondents' level of trust and rapport as evidenced by the overall mean of 3.08.

### Willingness to Work Together

Table 24. *Level of Trust and Rapport between and among Internal and External Stakeholders along Willingness to Work Together*

Indicators	Mean	Description
Produce a new report showing how the project is progressing	2.95	Moderate Impact
Track all stakeholders and collaboration partners	2.75	Moderate Impact
Reach out to potential collaborators	2.74	Moderate Impact
Establish trust	3.28	High Impact
Deal with complaints fairly.	3.31	High Impact
<b>Grand Mean</b>	<b>3.01</b>	<b>Moderate Impact</b>

As shown in the table that Establishing trust (3.28), Participating in formulating school policies promoting learners' welfare and learning (3.00) and Dealing with complaints fairly (3.31) were "Highly Impacted" the level of trust and rapport of the respondents. However, Producing a new report showing how the project is progressing (2.95), Tracking all stakeholders and collaboration partners (2.75), and Reaching out to potential collaborators (2.74) were assessed to be "Moderately Impacted" their trust and rapport.

It was shown that Willingness to Work Together such as policy formulation, and fair complaint handling "Highly Impacted" in building the trust and rapport between and among the respondents as evidenced by the overall mean of 3.01. However, progress reports, stakeholder tracking, and reaching out to potential collaborators moderately affected trust.

### Long partnerships and collaboration

Shown in the tables, Long Partnerships and Collaboration such as Building strong partnership with all stakeholders (3.29), Build good communication to plan activities (3.37), and Being open to feedback and suggestions for the project (3.32) were "Highly Impacted" the level of trust and rapport with the respondents, while Invite stakeholders for the project (3.22) and Make stakeholders feel important (3.11) were "Moderately Impacted" their trust and rapport.

Data showed that Long Partnerships and Collaboration such as long partnerships, effective communication, openness to feedback, inviting stakeholders, and making them feel important "Highly Impacted" the level of trust and rapport between and among the respondents as evidenced by the overall mean of 3.26.

Table 25. *Level of Trust and Rapport between and among Internal and External Stakeholders along Long Partnerships and Collaboration*

Indicators	Mean	Description
Invite stakeholders for the project.	3.22	Moderate Impact
Build strong partnership with all stakeholders.	3.29	High Impact
Make stakeholders feel important.	3.11	Moderate Impact
Build good communication to plan activities.	3.37	High Impact
Open for feedbacks and suggestions for the project.	3.32	High Impact
<b>Grand Mean</b>	<b>3.26</b>	<b>High Impact</b>

### Challenges encountered by the respondents

The respondents noted that the most pressing problem they encountered on the collaboration between and among the internal and external stakeholders in the realization of school activities was Work culture in the school, while Poor dissemination of information regarding the activities on school's projects was least among the challenges.

Table 26. *Distribution of Respondents as to Challenges Encountered*

Indicators	Mean	Description	Rank
Work culture in the school	2.71	Moderately Serious	1
Stakeholders have multiple priorities and are constrained by time.	2.69	Moderately Serious	2
Limited priority and support to implement the project	2.62	Moderately Serious	3
Sharing of best practices is least evident	2.34	Slightly Serious	4
Least incentive mechanism	2.22	Slightly Serious	5
Weak linkages	2.18	Slightly Serious	6
7.Unable to sustain the program due to overlapping of activities	2.15	Slightly Serious	7
8.Irregular monitoring and evaluation	2.14	Slightly Serious	8
9.The spirit of volunteerism in the participation school project is not evident	2.00	Slightly Serious	9
10.Poor dissemination of information regarding the activities on school's projects	1.86	Slightly Serious	10
<b>Grand Mean</b>	<b>2.29</b>	<b>Slightly Serious</b>	

### Significant relationship between the factors that affect the collaboration between internal and external stakeholders in the realization of school activities and their profiles

Table 27 showed the significant relationship between the factors that affect the collaboration between internal and external stakeholders in the realization of school activities and their demographic profiles using Chi-square – test at 0.05 level of significance.

Table 27. *Significant Relationship between the Factors that Affect the Collaboration of Internal and External Stakeholders in the Realization of School Activities and their Profiles*

Profile	Probability	Decision	Remarks
Gender	.540	Accept Ho	Not Significant
Age	.041	Reject Ho	Significant
Educational Attainment	.000	Reject Ho	Significant
Socio-economic	.012	Reject Ho	Significant

As shown that for the profile gender, the probability value was greater than 0.05. The null hypothesis was accepted. There was no significant relationship between the factors that affect the collaboration between internal and external stakeholders in the realization of

school activities and their demographic profile gender.

For the profile age, educational attainment and socio-economic of the respondents, the probability values were less than 0.05. The null hypothesis was rejected. There was significant relationship between the factors that affect the collaboration between internal and external stakeholders in the realization of school activities and their demographic profiles age, educational attainment and socio-economic of the respondents.

The factors that affect the collaboration between internal and external stakeholders in the realization of school activities were not influenced by their gender but significantly influenced by their demographic profiles age, educational attainment and socio-economic of the respondents.

Table 28. *Significant Relationship between the Frequencies of Internal and External Stakeholders in the Realization of School Activities and their Profiles*

Profile	Probability	Decision	Remarks
Gender	.270	Accept Ho	Not Significant
Age	.261	Accept Ho	Not Significant
Educational Attainment	.012	Reject Ho	Significant
Socio-economic	.006	Reject Ho	Significant

Table 28 showed the significant relationship between the frequencies of internal and external stakeholders in the realization of school activities and their demographic profiles using Chi-square – test at 0.05 level of significance.

For the profile gender and age, the probability values were greater than 0.05. The null hypothesis was accepted. There was no significant relationship between the frequencies of internal and external stakeholders in the realization of school activities and their demographic profiles gender and age.

For the profiles educational attainment and socio-economic of the respondents, the probability values were less than 0.05. The null hypothesis was rejected. There was significant relationship between the frequencies of internal and external stakeholders in the realization of school activities and their demographic profiles educational attainment and socio-economic of the respondents. The frequencies of internal and external stakeholders on selected projects were not influenced by their gender and age but significantly influenced by their demographic profiles' educational attainment and socio-economic of the respondents.

Table 29. *Significant Relationship between the Strategies in Improving the Collaboration between Internal and External Stakeholders in the Realization of School Activities and their Profiles*

Profile	Probability	Decision	Remarks
Gender	.582	Accept Ho	Not Significant
Age	.024	Reject Ho	Significant
Educational Attainment	.007	Reject Ho	Significant
Socio-economic	.776	Accept Ho	Not Significant

Table 29 showed the significant relationship between the Strategies in Improving the Collaboration between internal and external stakeholders in the realization of school activities and their demographic profiles using Chi-square – test at 0.05 level of significance.

As shown that for the profile gender and socio-economic, the probability values were greater than 0.05. The null hypothesis was accepted. There was no significant relationship between the Strategies in Improving the Collaboration between internal and external stakeholders in the realization of school activities and their demographic profile gender and socio-economic.

For the profile age and educational attainment of the respondents, the probability values were less than 0.05. The null hypothesis was rejected. There was significant relationship between the Strategies in Improving the Collaboration between internal and external stakeholders in the realization of school activities and their demographic profiles age and educational attainment of the respondents.

The Strategies in Improving the Collaboration between internal and external stakeholders in the realization of school activities were not influenced by their gender and socio-economic but significantly influenced by their age and educational attainment.

#### **Significant relationship between the strategies that improve the collaboration between internal and external stakeholders in the realization of school activities and level of trust and rapport between internal and external stakeholders**

Table 30 showed the significant relationship between the strategies that improve the collaboration between internal and external stakeholders in the realization of school activities and level of trust and rapport between internal and external stakeholders using

Pearson's Coefficient of Correlation  $r$  – test at 0.05 level of significance.

Table 30. *Significant Relationship between the Strategies that Improve the Collaboration between Internal and External Stakeholders in the Realization of School Activities and Level of Trust and Rapport between Internal and External Stakeholders*

Group	Pearson's $r$	Probability	Decision	Remarks
Strategies that Improve the Collaboration between Internal and External Stakeholders on selected Projects and Level of Trust and Rapport between Internal and External Stakeholders	.122	.332	Accept $H_0$	Not Significant

As revealed in the table, the probability value was greater than 0.05. The null hypothesis was accepted. There was no significant relationship between the strategies that improve the collaboration between internal and external stakeholders in the realization of school activities and level of trust and rapport between internal and external stakeholders. The strategies that improve the collaboration and the level of trust and rapport of internal and external stakeholders in the realization of school activities did not generally correlate significantly with each other, however, there was a small correlation between them as indicated by Pearson's Coefficient of Correlation value of .122.

## Conclusions

In the light of the foregoing findings, the following conclusions are presented:

The factors that affect the collaboration between internal and external stakeholders in the realization of school activities were not influenced by their gender but significantly influenced by their demographic profiles age, educational attainment and socio-economic of the respondents.

The frequencies of internal and external stakeholders on selected projects were not influenced by their gender and age but significantly influenced by their demographic profiles' educational attainment and socio-economic of the respondents.

The Strategies in Improving the Collaboration between internal and external stakeholders in the realization of school activities were not influenced by their gender and socio-economic but significantly influenced by their age and educational attainment.

The strategies that improve the collaboration and the level of trust and rapport of internal and external stakeholders in the realization of school activities did not generally correlate significantly with each other, however, there was a small correlation between them.

Based on the conclusions drawn from the findings of the study, the following are recommended:

Strengthen the engagement and involvement of both internal and external stakeholders along varied projects of the school to address the gaps and challenges encountered during the collaboration activities.

Undergo team building activities to deepen the trust and respect among stakeholders as well to explore the dynamics factors that influence their involvement with school projects.

Employ strategies that work along collaboration and human resource management for stakeholders to be motivated to do the different activities for the improvement of the school and attainment of the goals and objectives of the project.

Build positive stakeholders' relationships through constant communication and empowerment.

Formulate school plan with the presence of stakeholder's representatives and disseminate the plan of action through meetings and other platforms.

Suggested studies or related research be made in the future covering other factors that may affect the collaboration between and among stakeholders for school projects and programs.

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