

Towards A Theory of Stakeholders Participation in School-Initiated Activities

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Abstract

This study is exploratory. Thus, the main purpose of this study is to propound and test four propositions as the basis for further research towards the construction of a comprehensive theory of stakeholders' participation in school-initiated activities. Though this study is done in a town in Bukidnon Province in the Philippines, this should be considered as an inherent limitation in this study. Therefore, these four propositions should be further expanded and tested relative to other school-context not only to schools here in Bukidnon but also in other areas in the Philippines and even in other parts of the globe. The study used the survey method, and in the selection of respondents, it applied purposive sampling. Simple Linear Regression Analysis and the t-test were used to test the propositions. The findings have shown that of the four propositions three were statistically significant and one was not. Further recommendations were made to further explore the findings of this study as an initial step in coming up with more propositions that could provide the premises in the construction of a comprehensive theory of stakeholders' participation in school-initiated activities.

Keywords: Theory of school-stakeholders participation, Internal and external stakeholders, Parents-Teachers Association (PTA), Department of Education Order No. 54 Series 2009, Impalutao Integrated School.

INTRODUCTION

In the Philippine setting, all schools, i.e. elementary and secondary, have an organized Parents-Teachers Association (PTA) (Department of Education 2009). As such, it is an association that is being sanctioned by the Department of Education, its primary purpose

... [is to] provide a forum for the discussion of issues and their solutions related to the total school program and to ensure the full cooperation of parents in the efficient implementation of such [a] program. Every PTA shall provide mechanisms to ensure proper coordination with the

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members of the community, provide an avenue for discussing relevant concerns and provide assistance and support to the school for the promotion of their common interest Regular fora may be conducted with local government units, civic organizations and other stakeholders to foster unity and cooperation. [underscoring added]

Full cooperation in this context could denote that PTA members need to provide a form of material, financial, and in-kind assistance and support to the school since they are mandated to promote the school's interests, which is also the PTA's common interest.

This notion of full cooperation implied active participation of each member of the PTA so that their common interest, as made manifest in the different school's activities, can be efficiently implemented. Thus, implicit in this pronouncement is the facilitation of an enabling mechanism for active participation in school activities (Department of Education 2012).

When PTA members as well as those in the community, who are not part of the PTA, are being encouraged to participate in school activities, such may denote a typology of stakeholders inherent in the community where the school is located. Given we will define stakeholders, as pointed out by the International Standard, as an "individual or group that has a direct interest in any decision or activity of an organization" (American Society for Quality 2022), which in this case is the school. Thus, as an organization, the PTA is a stakeholder because it is an organization with interests in the affairs of the school by being a partner organization approved by the Department of Education (Department of Education 2009). Likewise, the fact is composed of parents and guardians with a child or children enrolled in school (Department of Education 2009). Thus, this makes the PTA in general, and its members in particular, stakeholders with a direct interest in the school. Accordingly, it is reasonable to aver that the PTA is classifiable as an "internal" stakeholder (Bright Hub PM 2010). As such, it is a "primary" type of stakeholder (American Society for Quality 2022).

However, we need also to note that the Department of Education in general; and the school where that PTA is based in particular, are not only encouraging "internal" but also "external" (Bright Hub PM 2010) stakeholders to actively participate in school-initiated activities. We may understand external stakeholders as "individuals or groups outside a ... [school], but who can affect or be affected by the business or project [They] wield the most influence on the long term success of a ... project, because they will often be the end-users and customers" (Turner 2016). Another most obvious difference between PTA, as internal stakeholders, from that of external stakeholders, is that the latter type of stakeholder is not part of the PTA, and with no child or children enrolled in the school where the PTA is based.

At this point, participation of internal and external stakeholders is ongoing and happening in all public elementary and secondary schools throughout the country, nonetheless, it cannot be denied that the levels of participation between internal and external stakeholders vary. We need also to underscore that effective implementation of programs and projects is possible when all stakeholders, i.e. internal and external, will give their maximum support to school-initiated activities. It must be underscored that public participation of stakeholders is a concrete manifestation of their cooperation, assistance, and support in the running of the affairs of the school (Roberts 2004; Jacobs et al. 2009; Bryson et al. 2013). Consequently, such participation is part of

being school's-stakeholders.

Given this, the study was conducted to posit and test four propositions, which may open up a new way of understanding stakeholder's participation in school's-initiated activities. These propositions are intended to catalyze further theorizing relative to the phenomenon of schools stakeholders' participation in school-initiated activities. Therefore, this study should be considered exploratory.

Toward this end, the study's primary objective was to compare which of the two types of stakeholders were more involved in school-initiated activities. This objective if ascertained could provide insights as to which type of school stakeholders should be given more emphasis and focus relative to the school-administrators solicitation for support. Such knowledge is important when it comes to resource mobilization in the advancement of school activities that directly or indirectly needed or require stakeholder cooperation, assistance, and support. Moreover, to be able to address this objective is significant because presently this is a knowledge gap particularly when it comes to answering the proposition, i.e. which type of stakeholder is more participative to school-initiated activities, those with child/children enrolled in school or those without child/children enrolled? This gap is being reflected in the current dearth of literature and studies when it comes to what type of stakeholders is more participative that school administrators could target or give their priority when it comes to generating support to school-initiated activities. Being able to answer this proposition is believed to stimulate more studies and research along this line, thereby, improving the current stock of knowledge in this area, which may eventually be utilized by school administrators for making evidence-based decisions and strategies in the advancement of the interests of their respective school.

We need to note that decision-making and strategizing should be tempered by evidence, hence, this study attempted to proposition an answer to the above-mentioned proposition. About the aforesaid proposition, the study attempted to answer the following. First, are the number of children enrolled in school by parent/guardian significantly correlated to their participation in school-initiated activities? Second, is being a school's-stakeholder that is with or without child/children enrolled in school significantly correlated with the number of years of being resident of the locality in which the school is situated? Third, is the participation in school-initiated activities between stakeholders with children and those without children enrolled in school significantly different? Fourth, is the participation of stakeholders significantly correlated with the number of years as residents of the place where the school is situated?

Corollary to this, we tested the following statistical hypotheses:

First, the number of children enrolled in school is not significantly correlated to stakeholders' participation in school-initiated activities.

Second, being stakeholders, i.e. internal or external, is not significantly correlated with the number of years as residents of the locality in which the school is situated.

Third, the participation between internal and external stakeholders is not significantly different.

Fourth, the Participation of stakeholders, i.e. internal and external, is not significantly correlated to the number of years as residents of the locality, where the school is situated.

Limitations of the Study

The study was focused only on school-initiated activities, particularly in Impalutao Integrated School, which is located in Impasug-ong I School District under the Schools Division of Bukidnon, Philippines. Hence, there is a need to be wary that the findings here might not be generalizable to other areas. This is because stakeholders' participation in school-initiated activities could be influenced by many factors that might be unique only to the context in which a particular school is situated. This, therefore, places an inherent limitation on the generalizability of the study's findings and conclusion. We need to underscore though that this study is exploratory, and as such is an attempt to trail blazed a path for other studies to make a follow-through relative to other propositions, which have a significant bearing in furthering our understanding of stakeholder's participation in schools initiated activities. Another self-imposed delimitation of the study is that it was conducted in a public school for that matter, which is very different, as far as context and setting are concerned vis-à-vis the private schools. This is another consideration that the findings of the study are not generalizable. For this reason, similar studies relative to privately owned schools should be encouraged.

Methodology

Research Locale

The study was conducted in Impalutao Integrated School, which is located in Impasug-ong I School District under the Schools Division of Bukidnon, in the Philippines. There were two categories of school stakeholders being considered in this study, namely, internal and external. The former is here operationally defined as referring to parents/guardians who are a member of the PTA. The PTA is herein defined according to the Department of Education Order Number 54 Series of 2009. The latter type, which is categorized as an external stakeholder, is defined as those individuals or organizations, not necessarily part of the school community having an interest in the school, as manifested in its involvement for at least one year, and without any child/children enrolled in the school.

Research Design, Sampling, and Instrumentation

The study was designed as survey research. The respondents were accordingly chosen based on the two classifications of stakeholders mentioned above. Thus the sampling was purposively done. Hence, it is purposive sampling. 82 respondents belong to the internal stakeholder classifications while 83 were external stakeholders. All in all, 165 serve as respondents of the survey study. In locating each of these respondents, the study applied the snowball technique in identifying and locating the respondents.

The survey instrument has four (4) sections. The first section relates to the basic information of the respondents. In general, it attempts to elicit information on who are the stakeholders of Impalutao Integrated School? The second section is about the stakeholder's participation in school-initiated Activities. This section attempted to elicit information relative to the specific school-initiated activities in Impalutao Integrated School in which these stakeholders have participated. The third section of the instrument pertains to the activities/programs/strategies that the school needs in generating support from stakeholders. Overall, this section attempted to elicit information as to the manner the school can generate or increase community and stakeholder support for its activities and programs. The last section had something to do with stakeholders' identified issues and challenges that they encountered in their school Involvement. Generally, this section attempted to elicit information on the issues and challenges encountered by the stakeholders in their

participation in school activities or programs.

We need to emphasize though that the survey instrument was subjected to face validity, content validity, and construct validity. Based on this consideration the instrument is peculiarly unique to the school and its community. We need to note that the content of the instrument specifically sections 2 to 4 is a combination of 5-point Likert type scale statements with corresponding open-ended questions that generated qualitative data. However, what is being reported here is the quantitative side of the collected data for the reason of limitations.

Data Analysis

We need to emphasize at this point that the research data we collected are quantitative. Specifically, the data were measured at the interval or ratio level, particularly for the variables: the number of children enrolled in school, the number of years as residents of the locality where the school is situated, and the participation level of the stakeholders. For the variable: type of stakeholders, the data were measured at the nominal/categorical level. For instance, the level of participation in school-initiated activities was collected by using a five-point Likert-type scale. The data collected was measured at the ordinal level. We transform these scores into an interval/ratio level by computing the total score of each respondent, and from it derived the average. We then converted all the raw scores into standardized scores.

Since the data that were collected for the two types of stakeholders were measured at the nominal level, thus, all respondents that have been categorized as internal stakeholders were given a dummy coding of 0 while that of external stakeholders were given a dummy coding of 1. This was done to allow us to turn categories into something a Linear Regression Analysis can treat.

To ascertain whether the number of children enrolled in school by parent/guardian is significantly correlated to their participation in school-initiated activities, a Simple Linear Regression Analysis was applied wherein the x-variable (independent variable) is the number of children enrolled in school and the y-variable (dependent variable) is the participation in school-initiated activities. The level of significance was set at .05.

On the other hand, for the query whether the type of stakeholders, namely, internal or external, is significantly correlated with numbers of years of being resident in the locality, in which the school is situated, a Simple Linear Regression Analysis, was applied. The x-variable is the number of years of being residents of the place while the y-variable are the type of stakeholders. As stated above, it is in this context in the dummy coding of each type of stakeholder was operationalized. The level of significance was set at .05.

Moving on, for the query of whether internal and external stakeholders' participation in school's initiated activities is significantly different, the t-test for the independent sample was applied. Before reaching the decision on which type of t-test for the independent sample is appropriate, we first tested the two samples for homogeneity of variance. This time we used the F-test for the homogeneity of variance as a basis in determining the t-test we should apply i.e. t-test independent sample for equal variance or unequal variance. The level of significance was set at .05.

Finally, for the query of whether the participation of stakeholders is significantly correlated with the number of years as residents of the place, where the school is situated, a Simple Linear Regression Analysis was applied. The x-variable is the number of years as residents while the y-variable is the stakeholder's participation in school-initiated activities. The level of significance was set at .05.

Ethical Consideration

In the process of data collection, we protected the confidentiality and anonymity of the respondents. In the same manner, before they were given the survey questionnaire we sought first their consent by having explained to the respondents what the study is all about, we also answers their queries and clarifications relative to the study. After everything about the study has been clarified to them, we then let them sign an informed consent, which contains among others the researcher's commitment to protecting their anonymity, keeping the collected data confidential, and presenting to the stakeholders the findings of the study. As part of the researcher's commitment of social responsibility to the community and people from which our data came.

II.RESULTS AND FINDINGS

The findings revealed that of the 165 respondents in this study 97.6% were residents in the Municipality of Impalutao and 2.4% were non-residents. In the same manner, 49.7% of the respondents have child/children enrolled in Impalutao Integrated School. Hence, it is fair to say deduce that they are members of the PTA. As compared to 50.3% with no children enrolled in the said school, thus, it is reasonable to infer that this group of respondents are not members of the PTA. Of course, basing our definition on Department of Education Order No. 54 s. 2009. We need also to note that 100% of these respondents reported that they have interests in Impalutao Integrated School and have been involved in the initiated activities of the aforesaid school, respectively. Having interests in the said school and, similarly being involved in school-initiated activities already qualifies them as stakeholders of Impalutao Integrated School. We will now try to demonstrate the acceptability of the abovementioned hypotheses.

Proposition 1: The numbers of children enrolled in school and stakeholders' participation in school-initiated activities is not significantly correlated

As the findings have shown in Table 1, the Linear Regression Model, which used the number of children enrolled by parent/guardian stakeholders as a predictor of their participation in school-initiated activities, was statistically significant. This is being reflected in the ANOVA Table which depicted a $p=0.045 < .05$. Thus, suggestive that the model is statistically significant though the R Square, as depicted in the table of Summary Output, had shown that only 2.4% of stakeholders' participation in school-initiated activities could be explained by the number of their children enrolled in school. In other words, 97.6% of parent/guardian stakeholders' participation in school-initiated activities can be explained by other factors besides the numbers of their children enrolled in school.

Moreover, the Table of Coefficients had revealed that the correlation between the number of children enrolled and participation, is negative. This could denote that for every increase in the number of children enrolled by parent/guardian stakeholders, their participation in school-initiated activities decreases by 0.108 standard deviations, and this correlation is statistically significant $p=0.045 < .05$. To put it differently, the number of child/children enrolled by a parent/guardian in school does not necessarily translate to their higher participation in school-initiated activities in Impalutao Integrated School.

In a word, although the explanatory power of the number of children enrolled in school by the parent/guardian stakeholders could only explain 2.4% of their participation in school-initiated activities, nonetheless, such correlation is not attributable to random chance. Rather, in the real world, there is indeed a significant correlation between the number of children enrolled in school by the parent/guardian stakeholders and their participation in the activities of Impalutao Integrated School.

These empirical findings are relevant in the sense that it opens up new ways of looking at how we can further increase the participation of stakeholder in school's-initiated programs, projects, and activities. Particularly in Impalutao Integrated School. We need also to note that this finding appeared to contradict the notion that for stakeholders to become participative in school's-initiated activities, they need to have a child or children enrolled in the school. This is based on the notion that having a child or children enrolled will make parents identify strongly with the identity of the school. Subsequently, this identification with the school could imbue to parents/guardians a sense of responsibility of being a stakeholder to the school where their child/children are enrolled (Bäckman and Trafford2007).

Table 1. Results of Linear Regression Analysis in Testing Hypothesis 1

Summary Output					
Regression Statistics					
Multiple R			0.156		
R Square			0.024		
Adjusted R Square			0.018		
Standard Error			1.011		
Observations			165		
ANOVA Table					
	df	SS	MS	F	P-value
Regression	1	4.18	4.18	4.084	0.045
Residual	163	166.67	1.02		
Total	164	170.85			
Coefficients Table					
	Coefficients	Standard Error	t Stat	P-value	
Intercept	3.82	0.101	37.98	7.10682E-83	
No. of Children Enrolled	-0.108	0.054	-2.02	0.045	
Hypothesis Tested					
H ₀ : The number of children enrolled in school by parent/guardian stakeholders is not significantly correlated with their participation in school-initiated activities.					

Given this, since the study of Backman and Trafford (2007) appeared to be contradicted by this finding, it is, therefore, interesting to find out why this is so in the context of Impalutao Integrated School. The correlation between the numbers of children enrolled by parents/guardians, as stakeholders, seems to diminish their participation in school's-initiated activities rather than bolstering and increasing it.

From this perspective, it opens up a new avenue wherein the PTA, as an internal stakeholder as well as the school administrators of Impalutao Integrated School must reflect upon and discuss among themselves, why this is so. It is on this reflection, a discussion in which new ideas can be generated and novel strategies will be conceived to strengthen and reinforced the internal stakeholders' participation in Impalutao Integrated School's

initiated activities.

Proposition 2: The correlation between being stakeholders and the number of years as residents in the locality in which the school is situated is not significantly correlated

As the findings have shown in Table 2, the Linear Regression Model, which used the number of years as residents of the locality where the school is situated as a predictor of their being a stakeholder, was statistically significant. This is being reflected in the ANOVA table, shown below, which depicted a $p=0.032 < .05$. Thus, suggestive that the model is statistically significant though the R Square, as reflected in the table of Summary Output, had shown that only 2.8% of being stakeholders could be explained by the number of years as a resident in the locality where the school is situated. In other words, 97.2% of being stakeholders can be explained by other factors besides the number of years as residents in the locality where the school is situated.

Table 2. Results of Linear Regression Analysis in Testing Hypothesis 2

Summary Output					
Regression Statistics					
Multiple R			0.167		
R Square			0.028		
Adjusted R Square			0.022		
Standard Error			0.989		
Observations			165		
ANOVA Table					
	df	SS	MS	F	P-value
Regression	1	4.556	4.556	4.658	0.032
Residual	163	159.444	0.978		
Total	164	164			
Coefficients Table					
	Coefficients	Standard Error	t Stat	P-value	
Intercept	6.08403E-16	0.077	7.90174E-15	1	
Years as Resident of the Locality	0.167	0.077	2.158	0.032	
Hypothesis Tested					
H ₀ : Being stakeholders that is, internal or external, are not significantly correlated with the number of years as residents in the locality in which the school is situated.					

Moreover, the Table of Coefficients had revealed that the correlation between the numbers of years as residents in the locality where the school is situated, is positive. This could denote that for every increase in the number of years as residents in the locality where the school is situated, there being stakeholders of the school, increases by 0.167 standard deviations. This correlation is statistically significant $p=0.032 < .05$. To put it differently, the longer the parent/guardian resides in the locality where the school is situated, the more they identify themselves as a school stakeholder of Impalutao Integrated school.

In a word, though the explanatory power of the numbers of years as residents in the locality where the school is situated could only explain 2.8% of their participation in school-initiated activities, nonetheless, such correlation is not attributable to random chance. In the real world, there is indeed a significant correlation between numbers of years as residents in the locality where the school is situated and being stakeholders of Implautao Integrated School.

Given this, the finding is relevant in the sense that it supports the view that " residents are widely recognized to play a pivotal role" as stakeholders (Garrod, et al. 2012). Hence, suggestive that the number of years as residents of the place in local residency is a crucial factor when it comes to tapping the support of residents in the activities of Implautao Integrated School.

Proposition 3: Internal and external stakeholders' participation in school-initiated activities is not significantly different

At the outset, we need to underscore that in testing this third hypothesis, we compared the level of participation between the internal and external stakeholders – as operationally defined in this study.

Given that the result of the F-test, as revealed in Table 3 below, is to accept the null hypothesis, it is, therefore, incumbent for us to apply the t-test for Independent Sample (assuming equal variances).

As Reflected in Table 4, the mean of the internal stakeholder is lower than that of the external stakeholder in which the former registered average participation is 3.5 while the latter is 3.9. This could mean that external stakeholders, that is, those not part of the PTA of Implautao Integrated School, have higher participation than those who are part of the school's PTA. And, this is shown to be significantly different $df=163$, two-tail $p=.018<.05$. Thus, the difference in participation of the external stakeholder from that of the internal stakeholder could not be attributed to random chance. In a word, in the context of Implautao Integrated School, there is indeed a difference in the participation in school-initiated activities between the two types of stakeholders.

Table 3. Results of the F-Test in Testing the Two Samples Homogeneity of Variance		
F-Test Two-Sample for Variances		
	<i>Internal Stakeholder's participation</i>	<i>External Stakeholder's participation</i>
Mean	3.506	3.881
Variance	1.028	0.998
Observations	81	84
df	80	83
F	1.030	
P(F<=f) one-tail	0.446	
F Critical one-tail	1.442	
H ₀ : The variance of the two samples is not homogenous. Interpretation: Accept the null hypothesis. The $p=0.45>.05$. Therefore, the variance of the two samples is homogenous.		

Common knowledge had shown that stakeholders have direct and indirect interests in the affairs of the school. The fact that they become stakeholders of Implautao Integrated school means that are concerned with the affairs of the school because they will be directly or indirectly affected by it. As noted above, internal

stakeholders are those that are directly affected by the school's performance. As such, they are also known as primary stakeholders (Difference Between.com 2013). In this sense, the PTA of Impalutao Integrated School can also be considered as the primary stakeholder. For this reason, the PTA, as an internal stakeholder, generally has a direct influence on the affairs of the school. On this premise, it is reasonable to aver that the members of the PTA supposedly should have a higher participation level than that of the external stakeholders. However, this supposition has been contradicted in this finding.

Table 4. Results of the t-Test in Testing Hypothesis 3

t-Test: Two-Sample Assuming Equal Variances		
Statistics	Internal Stakeholder's Level of participation	External Stakeholder's Level of participation
Mean	3.506	3.881
Standard Deviations	1.014	0.998
Observations	81.000	84.000
Pooled Variance	1.013	
Hypothesized Mean Difference	0.000	
df	163.000	
t Stat	-2.392	
P(T<=t) two-tail	0.018	
t Critical two-tail	1.975	
<p>H_0: There is no significant difference between internal and external stakeholders' participation in Impalutao Integrated School.</p> <p>Interpretation: Reject the null hypothesis. Both p-value at one-tail = .009 and two-tail = .018 is $>.05$, respectively. Therefore, the difference in the participation between internal and external stakeholders is significantly different.</p>		

Proposition 4: The number of years stakeholders reside in the locality, where the school is situated, and their participation in school's-initiated activities is not significantly correlated

As the findings have shown in Table 5, the Linear Regression Model, which used the number of years as residents of the locality where the school is situated as a predictor of stakeholders' participation, is not statistically significant. This is being reflected in the ANOVA table, shown below, which depicted a $p=.06 >.05$. Thus, suggestive that the model is not statistically significant with R Square of .0215. As reflected in the table of Summary Output, it showed that such an R Square when transformed into a percentage denotes that only 2.2% of participation could be explained by the number of years as a resident in the locality where the school is situated. In other words, 97.8% of stakeholders' participation can be explained by other factors besides the number of years as residents in the locality where the school is situated.

Although the model is not statistically significant nevertheless for purposes of presentation, the Table of Coefficients had revealed that the correlation between the numbers of years as residents in the locality where the school is situated and participation, is positive. This could denote that for every increase in the number of years as residents in the locality where the school is situated, stakeholders' participation in the school's initiated activities is supposed to increase to 0.147 standard deviations. However, this correlation is not statistically significant $p=0.06 >.05$. To put it differently, the number of years parent/guardian resides in the locality where the school is situated does not necessarily be equated to higher participation in activities initiated by Impalutao Integrated School.

Table 5. Results of Linear Regression Analysis in Testing Hypothesis 4

Summary Output					
Regression Statistics					
Multiple R			0.147		
R Square			0.0215		
Adjusted R Square			0.015		
Standard Error			0.992		
Observations			165		
ANOVA Table					
	df	SS	MS	F	P-value
Regression	1	3.525	3.525	3.58	0.06
Residual	163	160.475	0.985		
Total	164	164.000			
Coefficients Table					
	Coefficients	Standard Error	t Stat	P-value	
Intercept	1.39363E-16	0.077	1.80417E-15	1	
Years of Residency	0.147	0.078	1.892	0.06	
Hypothesis Tested					
H ₀ : Being stakeholders that is, internal or external, are not significantly correlated with the number of years as residents in the locality in which the school is situated.					

III.CONCLUSION

The empirical findings have shown that of the four propositions that were being tested three were statistically significant of course in the context of Impalutao Integrated School. Namely,

- Number of years of residency in the locality in which the school is situated is significantly correlated with being stakeholders
- Number of years of residency is not significantly correlated with participation
- Numbers of children enrolled in school is significantly correlated with stakeholders' participation
- Internal and external stakeholders participation in school's initiated activities significantly differ (higher participation is manifested by the external stakeholder vis-à-vis internal stakeholder)

Given this, we may now propose a stakeholders theory of participation based on this premises with the caveat that school stakeholders' participation may include but is not limited to the following considerations.

The number of years stakeholders reside in the locality in which the school is situated has something to do

with there being school stakeholders. Being internal and external stakeholders of the school does not necessarily mean residents in the locality in which the school is situated, nonetheless, these stakeholders participate in school-initiated activities. Hence, it is reasonable to assert that years of residency are not significantly associated with their participation. For this reason, it is sensible to declare that number of years in residency does not necessarily be equated with the participation of stakeholders in school-initiated activities. The empirical findings support this assertion.

On the other hand, although the number of children enrolled in school is significantly correlated with *stakeholders' participation, thus, the member of the PTAs, who may qualify as internal and primary* stakeholders of the school, are expected to have higher participation than the external stakeholders. However, their children enrolled in school should only be considered as a factor of their participation in school-initiated activities but it does not translate of their higher participation vis-à-vis external stakeholders with no children enrolled in school. From this point of view, it makes sense to assert that the participation in school-initiated activities between internal and external stakeholders may differ significantly but it does mean that because internal stakeholders have children enrolled in school will be more participative compared to the external stakeholders. The empirical findings support this assertion.

IV.RECOMMENDATIONS

Considering the exploratory nature of this study, it is, therefore, recommended that further studies should be done on the following:

- Since the primary aim of this paper is to find new roads, so to say, in which to advance further our understanding of schools stakeholders' participation in school-initiated activities. Hence, the findings presented here are far from being comprehensive and final. Consequently, subject to the limitations stated earlier. Therefore, there is a need to come up with more propositions, and these should be empirically tested so that a comprehensive theory on school-stakeholders participation can be crafted.
- More qualitative and quantitative studies should be done to find out the what and why the numbers of children enrolled in school by parents/guardians only explained a very small fraction in stakeholders' participation in school-initiated activities. What could be the factors that can account the most of their participation?
- The findings that years of residency are not significantly correlated to participation should be tested further to ascertain whether such findings are unique only to Impalutao Integrated School.
- Lastly, there is also a need to study if the number of children is significantly correlated with stakeholders' participation why is the correlation is negative though significant. Is this unique only to Impalutao Integrated School? Is this finding context-specific or not?

Pursuing further studies that include but are not limited to what is being recommended here could provide deeper knowledge about the participation of stakeholders in school-initiated theories, which eventually can provide robust premises or scaffolding, so to say, in the construction of a theory of stakeholders participation in school-initiated activities.

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