

Community Cooperation, Stakeholder's Commitment and the Performance of Selected Elementary Schools

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Abstract

This study was conducted to determine the relationship between community cooperation, stakeholder's commitment, and the performance of selected elementary schools. The Descriptive-Correlational research design was adopted and the statistical tools such as Pearson r , mean, and standard deviation were utilized to test the relationship of the independent and dependent variables. Hypotheses were tested and the findings revealed the following information; the null hypothesis stating that there is no significant relationship between community cooperation and school performance is not sustained similarly, the null hypothesis stating that there is no significant relationship between stakeholders' commitment and school performance is not accepted. Having all those findings, this study recommends to encourage and foster community cooperation in schools; Increase stakeholder commitment; maintain a high level of school performance in school-based management; regularly monitor and evaluate school performance; and future researchers may conduct a study on community cooperation, stakeholder's commitment, and the performance of elementary schools in a large scale

Keywords: Community cooperation; Stakeholder's commitment; School performance;

1. Introduction

The organization of the Philippine educational system has changed from being primarily centralized to being more decentralized to being more decentralized. One method of school reform was decentralizing the educational system, which gave institutions new roles. Decentralization policies are mainly justified because they enable citizens to participate in local decision-making closer to the people will affect, and enhance school performance (Saguin & Ramesh, 2020).

As a public entity, the school's performance and decision-making ability are not solely dependent on its internal stakeholders such as teachers, school heads, and staff. Rather, it is contingent upon the active participation and support of external stakeholders, particularly the community and its members. Through their cooperation and commitment, the school can effectively manage its resources, continuously improve its curriculum and instruction, and enhance its leadership and governance. This partnership between the school and its stakeholders is mutually beneficial and fosters a sense of shared responsibility towards achieving the school's goals and objectives.

1.1. Background of the study

Republic Act 9155, Governance of Basic Education Act of 2001, states that school administrators must create school community networks and promote the active participation of teacher organizations, nonacademic staff members of public schools, and parents-teachers-community associations. With the help of

this law, parents will be able to interact with instructors and school administrators in a positive way that will promote learning and the overall growth of the institution.

In addition, Republic Act 8525, the Adopt A School Program, was established to create and maintain a partnership between DepEd and partners by giving them robust and burgeoning business sectors a platform to contribute to nation-building by funding the education of Filipino children.

School Community Partnership has been formally established by the Department of Education (DepEd) as a necessary component of school development. This study will focus on the stakeholders' involvement and teachers' commitment to demonstrate how schools in Alaminos District can develop through collaboration between participants and teamwork as it relates to school community ties, with stakeholders like school heads, teachers, and parents as participants.

Because of the complexity of the issues schools are currently experiencing, multiple strategies are needed to solve them. This study aims to determine the degree of stakeholder commitment to managing various school-initiated activities and the extent of school-community partnerships. It is intended to help bring attention to the necessity of enhancing multi-stakeholder involvement in schools as a crucial component in attaining its goal and vision. The results of this study are deemed vital for determining future directions to better implement better school administration by increasing the level of stakeholder commitment and school community partnership.

1.2. Theoretical Framework

The study's central thesis is that community, family, and school play critical roles in student learning. The study is based on a framework created by Epstein (2011), as cited by Yamauchi et al. (2017), called the Overlapping Spheres of Influence, which acts as a road map for partnerships in educational settings. The framework acknowledges that families, communities, and schools are the primary environments in which children learn and develop. Therefore, creating a relationship between these three environments is crucial for giving children the opportunities they need to succeed. The learners, who are the basis for the collaboration and interaction, are at the center of these overlapping circles.

Adapted from School, family, and community partnerships: preparing educators and improving schools (p. 21), by Joyce L. Epstein, 2001, Boulder, CO: Westview Press. Copyright 2001 by Westview Press, a member of Perseus Group.

By working together, school personnel, school linkages, and school development can quickly and loudly achieve successful progress and projects. School linkages networks are excellent donors of the cash and resources that help school staff function smoothly.

To interact effectively with the many school links and maximize the development of the school in terms of students, staff, and physical facilities, school administrators should possess the necessary information. The researcher is motivated by all of these to frame the study in terms of the research paradigm.

Different ideas about school-community partnerships and stakeholder work commitment situations in performing elementary schools may be supported by various theories. However, these views also need to be clarified and tested in light of other factors that may influence the perception of the input variables.

Epstein's theory of overlapping spheres of influence is the foundation for the Six Types of Involvement Framework. The idea distinguishes between what might be viewed as a separate notion of influence and an interrelated view of school-family-community impacts. The most successful school-family-community partnerships positively impact a student's social, emotional, cognitive, and educational development and thriving. These partnerships acknowledge that the three main spheres of influence do not operate independently but are mutually reinforcing or undermining one another. Epstein elaborates on the notion by describing the operation of entire school-family-community partnerships.

1.3. Findings

Table 1. Respondents' Perception on Community Cooperation in terms of School Plan and Facilities

Indicators	Mean	SD	Verbal Interpretation
<i>Through community cooperation, the school...</i>			
Consults project proposals to the external environment for approval and recommendation	4.25	0.60	Observed
Builds extension following societal recommendation and approval	4.27	0.56	Observed
Asks for financial and other support directly from the local community	4.33	0.61	Observed
Considers societal impact before doing any institutional renovation, etc.	4.31	0.67	Observed
Seeks help from the local community to raise funds for different school-based projects	4.35	0.59	Observed
Conducts joint-force agreements with the local community to support every organizational project that will benefit both school and community	4.37	0.58	Observed
Considers support from the local community for maintaining a safe and sound learning environment for students	4.37	0.59	Observed
Considers the sake of residents living near the institution before developing or creating additional school buildings and facilities	4.32	0.59	Observed
maintains institutional and societal sanitation utilizing a responsible approach towards garbage and other waste disposal practices	4.37	0.59	Observed
considers LGU's permission before creating any expansion	4.36	0.72	Observed
Overall	4.33	0.42	Observed

Legend: Highly Observed 4.50-5.00; Observed 3.50-4.49; Moderately Observed 2.50-3.49; Slightly Observed 1.50-2.49; Not Observed 1.00-1.49.

The table shows the mean scores and standard deviations of survey responses related to school plan and facilities in the context of community cooperation. The overall mean score for all the indicators in the survey is 4.33 with a standard deviation of 0.42. These results are consistent with previous studies that emphasize the importance of community involvement in education (Li, Li, & Li, 2017; Salleh, 2019).

The indicator with the highest mean score is "maintains institutional and societal sanitation utilizing a responsible approach towards garbage and other waste disposal practices" with a mean score of 4.37 including indicator 6 and 7 with 0.58 and 0.59 SD, respectively. This suggests that respondents highly value maintaining a clean and safe environment for both students and the community.

In contrast, the item with the lowest mean score is "consults project proposals to the external environment for approval and recommendation" with a mean score of 4.25 and a standard deviation of 0.60. This suggests that there is greater variability in respondents' opinions about this indicator compared to other indicators in the survey. This finding is consistent with previous research that has identified the challenges of balancing community input with bureaucratic regulations and policies (Salleh, 2019).

Table 2. Respondents' Perception Community Cooperation in terms of Resource Generation

Indicators	Mean	SD	Verbal Interpretation
<i>Through community cooperation, the school...</i>			
Assures students are connected to positive academic and behavioral outcomes that primarily concern societal objectives	4.41	0.53	Observed
Provides the community with a robust academic engagement	4.27	0.53	Observed
Gives the community an intellectual, physical, and emotional safety	4.41	0.59	Observed
Creates a system that allows students to know their social responsibilities	4.38	0.58	Observed
Implements social and emotional programs that will mold individual growth and progress	4.36	0.59	Observed
Engages parents in the school community for a broader range and control of students' learning	4.32	0.61	Observed
Increases relevance of learning through the means of different practices mandated on societal needs.	4.40	0.60	Observed
Proposes various activities that will generate positive outcomes for both the school and the community	4.40	0.56	Observed
Provides mentorship programs that pair students with both school and community volunteer	4.28	0.54	Observed
Provides a series of activities and plans to generate positive outcomes that will benefit both school and community	4.33	0.58	Observed
Overall	4.36	0.42	Observed

Legend: Highly Observed 4.50-5.00; Observed 3.50-4.49; Moderately Observed 2.50-3.49; Slightly Observed 1.50-2.49; Not Observed 1.00-1.49.

Table 2 shows the overall mean score for resource generation is 4.36 with a standard deviation of 0.42, indicating a moderate to high level of observation. The highest mean score was for ensuring that students are connected to positive academic and behavioral outcomes that primarily concern societal objectives with the mean of 4.41 and 0.53 SD and giving the community intellectual, physical, and emotional safety with the mean of 4.41 and 0.59 SD. These scores suggest that the school is successful in creating a safe and supportive learning environment for students, with an emphasis on societal goals.

On the other hand, the lowest mean score was for providing the community with a robust academic engagement with the mean of 4.27 and 0.53 SD, which is still an observed score but suggests that the school may need to do more to involve the community in their children's education. The standard deviations for each indicator range from 0.53 to 0.61, indicating relatively consistent responses among the participants.

The results of this study are consistent with previous research that underscores the importance of community involvement in school success. When schools and communities work together, they can create a positive learning environment that supports student achievement. Thus, community involvement should be considered an essential component of any school's strategy for improving student outcomes.

Table 3. Respondents Community Cooperation in terms of Personal and Professional Development

Indicators	Mean	SD	Verbal Interpretation
<i>Through community cooperation, the school...</i>			
Conducts school-based training and seminar that focus on community involvement	4.34	0.53	Observed
participates in a different conference conducted by the community	4.26	0.59	Observed
Provides staff training for professional improvement that can contribute to their societal progress and professional growth	4.41	0.60	Observed
Offers interactive seminars between administrative staff of the school, local government, and citizens	4.28	0.59	Observed
Provides joined-forces activities that may help students, educators, and other external individuals contribute to institutional and societal progress and growth	4.28	0.55	Observed
provides symposium for academic learning	4.20	0.63	Observed
Includes community outreach in every seminar to assure that the institution fulfills its social responsibility	4.21	0.58	Observed
Ensures well-trained graduates that can contribute to the labor forces and economic progress of the local community	4.28	0.58	Observed
Trains students based on the means of the community where the institution belongs	4.24	0.58	Observed
conducts monitoring, assessment, and evaluation after the execution of all the seminars and training to ensure the effectiveness of all the undertaken activities	4.39	0.54	Observed
Overall	4.29	0.38	Observed

Legend: Highly Observed 4.50-5.00; Observed 3.50-4.49; Moderately Observed 2.50-3.49; Slightly Observed 1.50-2.49; Not Observed 1.00-1.49.

This table highlights the personal and professional development activities conducted by the school to ensure the growth and progress of its staff, students, and the community. The overall mean score of 4.29 with 0.38 SD suggests that the respondents perceive the school's efforts in personal and professional development positively. Among the activities, providing staff training for professional improvement that can contribute to their societal progress and professional growth (mean = 4.41, SD = 0.60) received the highest mean score, while conducting a symposium for academic learning (mean = 4.20, SD = 0.63) received the lowest mean score.

The importance of personal and professional development in schools has been widely acknowledged in previous studies (Blase & Blase, 2017; Dall'Ora et al., 2021; Freeman & Simonsen, 2018). As Blase and Blase (2017) pointed out, continuous professional development can help teachers improve their instructional strategies, leading to better student outcomes. Similarly, Dall'Ora et al. (2021) found that investing in the personal and professional development of nurses can lead to improved patient outcomes. Moreover, Freeman and Simonsen (2018) noted that ongoing professional development can help administrators develop leadership skills and effectively manage their schools.

Therefore, the findings in Table 4 are consistent with previous research, indicating that personal and professional development activities can positively impact the growth and progress of individuals and the community. By investing in staff and student development, the school can contribute to the economic and societal progress of the local community.

Table 4. Respondents' Perception on Stakeholders' Commitment as to School-initiated activities

Indicators	Mean	SD	Verbal Interpretation
<i>The stakeholders...</i>			
Help the school community find funding so that learners can compete in both academic and non-academic events.	4.37	0.53	Manifested
Volunteer in many activities linked to the health and nutrition of school children, particularly during school food programs, nutrition month events, and the like.	4.30	0.53	Manifested
Participated willingly in the Brigada Eskwela school maintenance week by extending some of the required resources.	4.49	0.57	Manifested
Help persuade civic-minded people to aid schools, particularly during special events such as teacher's month, scouting activities, and others.	4.39	0.57	Manifested
Participate actively in the many events organized by the schools, including PTA conferences, general assemblies, and parent day activities.	4.37	0.59	Manifested
Respond to the call of the schools in terms of urgent actions that require the engagement of stakeholders.	4.28	0.63	Manifested
Engage in meaningful volunteer activities in our school community that promotes good youth connection.	4.29	0.56	Manifested
Participate in school activities aimed at reducing illiteracy in schools, particularly as a visiting mentor in the school's reading intervention program and reading recovery program.	4.39	0.60	Manifested
Engage in value formation activity, sports competition etc.	4.21	0.61	Manifested
Gather financial, material, and labor for the benefit of the school.	4.21	0.55	Manifested
Overall	4.21	0.40	Manifested

Legend: Highly Manifested 4.50-5.00; Manifested 3.50-4.49; Moderately Manifested 2.50-3.49; Slightly Manifested 1.50-2.49; Not Manifested 1.00-1.49.

The table shows the mean scores and standard deviations of stakeholders' involvement in school-initiated activities. The overall mean score for stakeholder involvement was 4.21, with a standard deviation of 0.40. The highest mean score was 4.49 with 0.57 SD, indicating that stakeholders willingly participated in the Brigada Eskwela school maintenance week by extending some of the required resources. It implies the importance of working together by extending the efforts of not only the school but the community as well.

The data also shows that stakeholders engage in various activities that benefit the school community, with a mean score of 4.21, which is the lowest score among the 10 indicators. Specifically, stakeholders engage in value formation activities, sports competitions, and other related activities that promote the development of students' values and skills. They also gather financial, material, and labor resources to support the school's needs.

The relatively low mean score for this indicator may be due to the fact that many stakeholders are working individuals who engage in school activities only through invitation. Therefore, their availability and level of involvement may be limited. This finding is consistent with previous research on the challenges of involving stakeholders in school activities, particularly those who have competing demands on their time and resources (Sheldon & Epstein, 2017).

Despite the lower score, stakeholders' involvement in these activities is still a positive indication of their commitment to the school community. It highlights their willingness to support the school's goals and objectives beyond their immediate roles as parents or community members. Schools can leverage this willingness by providing more opportunities for stakeholders to engage in meaningful and impactful ways that align with their interests and availability.

Table 5. Respondents' Perception on Stakeholders' Commitment as to Work Ethics

Indicators	Mean	SD	Verbal Interpretation
<i>The stakeholders...</i>			
1. Follow the policies and regulations implemented by the Department of Education	4.42	0.53	Manifested
2. Are aware that information sharing must be transparent. Achievement data must be clear, accurate, and meaningful	4.38	0.55	Manifested
3. Respect all the members of the organization, from the administrative personnel up to the students	4.45	0.56	Manifested
4. Take responsibility and accountability for their actions	4.42	0.60	Manifested
5. Have the patience and tolerance to handle different kinds of students	4.45	0.56	Manifested

6. Act accordingly to fulfill their call of duties	4.44	0.58	Manifested
7. Ensure to observe ethics in their action while performing their jobs	4.43	0.54	Manifested
8. Establish a healthy interpersonal relationship among all the members of the institution	4.43	0.59	Manifested
9. Mind their behavior while doing job-related tasks.	4.43	0.56	Manifested
10. Consider partnership activities must be directly aligned with student achievement goals	4.45	0.53	Manifested
Overall	4.43	0.42	Manifested

Legend: Highly Manifested 4.50-5.00; Manifested 3.50-4.49; Moderately Manifested 2.50-3.49; Slightly Manifested 1.50-2.49; Not Manifested 1.00-1.49.

The data in Table 5 pertains to the stakeholders' work ethics. The mean scores ranged from 4.38 to 4.45, indicating that the stakeholders demonstrated a high level of work ethics. The highest mean score of 4.45 with 0.56 and 0.53 SD, respectively was obtained for three indicators: "respect all the members of the organization, from the administrative personnel up to the students", "have the patience and tolerance to handle different kinds of students" and "consider partnership activities must be directly aligned with student achievement goals". This implies that the stakeholders recognized the importance of showing respect towards everyone in the institution and had the necessary skills to handle diverse student populations. In addition, the lowest mean score of 4.38 was obtained for the indicator "are aware that information sharing must be transparent. Achievement data must be clear, accurate, and meaningful". This suggests that stakeholders had some room for improvement in terms of their awareness of the importance of transparency and accuracy in sharing information.

The standard deviation values for each item ranged from 0.53 to 0.60, with an overall SD of 0.42. These values suggest that the scores for each item were clustered closely around their respective means, indicating that there was minimal variation among the stakeholders' responses. Therefore, it can be inferred that the high mean scores obtained for all the items were representative of the stakeholders' general work ethics.

According to a study by Rabiul Islam et al. (2017), work ethics are important in creating a positive organizational culture and can have a significant impact on the success of educational institutions. The findings of this study are consistent with the high mean scores obtained in Table 7, which suggest that the stakeholders in this educational institution are exhibiting a strong sense of work ethics. Therefore, it can be concluded that the stakeholders in this institution are committed to maintaining a positive and productive work environment by adhering to ethical standards and fulfilling their professional duties responsibly.

Table 6. Respondents' Perception on Stakeholders' Commitment as to Job Involvement

Indicators	Mean	SD	Verbal Interpretation
<i>The stakeholders...</i>			
1. Attend school events such as parent-teacher conferences, school board meetings, and extracurricular activities to stay informed about what's happening at the school.	4.44	0.56	Manifested
2. Communicate with teachers, administrators, and other stakeholders about school-related matters, such as student progress, school policies, and upcoming events.	4.38	0.55	Manifested
3. Actively participate in school-related activities and initiatives, such as volunteering in the classroom, organizing fundraisers, or participating in school committees.	4.35	0.60	Manifested
4. Advocate for the school and its mission, whether by promoting it to others or by taking an active role in shaping its future direction.	4.37	0.59	Manifested
5. Commit to the school's success, including its academic achievement, its reputation in the community, and its ability to attract and retain high-quality teachers and staff.	4.39	0.58	Manifested
6. Engaged in the school community, attending events, meeting with other stakeholders, and staying informed about the latest developments.	4.29	0.60	Manifested
7. Support teachers, administrators, and other stakeholders, whether it's through volunteering, donating resources, or simply providing words of encouragement.	4.36	0.58	Manifested
8. Provide feedback on school-related matters, such as curriculum, policies, and programs, to help improve the school and ensure it's meeting the needs of all stakeholders.	4.27	0.58	Manifested
9. Collaborate with other stakeholders, including teachers, administrators, and parents, to develop solutions to challenges facing the school.	4.30	0.57	Manifested
10. Take on leadership roles in the school community, whether it's as a parent volunteer, a committee chair, or a mentor to other stakeholders.	4.38	0.55	Manifested

Overall	4.35	0.43	Manifested
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Legend: Highly Manifested 4.50-5.00; Manifested 3.50-4.49; Moderately Manifested 2.50-3.49; Slightly Manifested 1.50-2.49; Not Manifested 1.00-1.49.

This table suggests that the stakeholders have high levels of job involvement, with an overall mean score of 4.35 and a standard deviation of 0.43. All of the statements presented in Table 7 show that the stakeholders are highly involved in their job, which is supported by previous studies. For instance, in a study by Zepeda and Bengochea (2017), they found that stakeholders' job involvement positively affects their work performance and motivation.

The highest mean score was 4.44 with 0.56 SD, which indicates that the stakeholders attend school events such as parent-teacher conferences, school board meetings, and extracurricular activities to stay informed about what's happening at the school. This suggests that stakeholders are committed to their roles and are taking the necessary steps to stay informed about school-related matters.

On the other hand, the lowest mean score was 4.27 with 0.58 SD, which suggests that stakeholders are less likely to provide feedback on school-related matters, such as curriculum, policies, and programs, to help improve the school and ensure it's meeting the needs of all stakeholders. While this score is still high, it indicates that there may be room for improvement in terms of stakeholder feedback and input.

Table 7. School Performance in School-based Management as to Leadership and Governance

Indicators	Mean	SD	Verbal Interpretation
<i>The school...</i>			
1. Maintains interactive communication and relation among administrative staff and other school individuals to ensure an enabling and supportive governance	4.48	0.50	Performed
2. determines critical points for a much more effective way of leadership	4.43	0.53	Performed
3. serves as a guide in different decision-making circumstances	4.53	0.53	Highly Performed
4. is focused on the objectives and responsibility of the internal stakeholders towards academic achievement success	4.56	0.52	Highly Performed
5. Maintains an organized structure that promotes a proper chain of command	4.49	0.52	Performed
6. develops proper manifestation of managerial function with the consideration of the educational goals and objectives of the organization	4.52	0.52	Highly Performed
Overall	4.50	0.36	Highly Performed

Legend: Highly Performed 4.50-5.00; Performed 3.50-4.49; Moderately Performed 2.50-3.49; Slightly Performed 1.50-2.49; Not Performed 1.00-1.49.

Based on the data presented in Table 8, it can be inferred that the school has highly performed in the areas of curriculum and instruction. The overall mean score of 4.57 with a low standard deviation of 0.37 indicates a high level of achievement in this aspect. The highest mean score of 4.63 with 0.48 SD is in the proper facilitation of spiral learning, which is essential in promoting an effective teaching-learning process. This is supported by the study of Ozturk and Sozbilir (2020) which found that spiral learning helps students learn better as it involves frequent reviews and repetition of previously learned material. Another area where the school highly performed is the enhancement of the quality of the basic education program with the mean of 4.59 and 0.49 SD and the use of innovative SLMs to help students absorb academic skills and knowledge with the mean of 4.58 with 0.51 SD. This aligns with the findings of Madruga et al. (2019) who emphasized the importance of using innovative and technology-assisted learning materials in improving students' academic performance.

Furthermore, the school has highly performed in aligning various school activities to focus on the academic necessity of the learners with the mean of 4.58 and 0.53 SD. This is supported by the study of Kolajo et al. (2019) which emphasized the importance of aligning school activities with the learners' academic needs to enhance their learning experience. Additionally, the school has highly performed in maximizing students' curriculum potential in developing lifelong learners (mean=4.55). This is consistent with the study of Tanaka and Muro (2017) which emphasized that developing lifelong learners involves providing opportunities for students to develop critical thinking, creativity, and problem-solving skills.

Lastly, the lowest mean score of 4.51 with 0.50 SD is in supporting the proper and effective

implementation of extracurricular activities for the benefits of the learners. This indicates that there may be some areas for improvement in the implementation of extracurricular activities. According to the study of Baumgartner et al. (2018), extracurricular activities play a significant role in enhancing students' academic performance and overall development. Therefore, it is essential to ensure that extracurricular activities are implemented effectively to maximize their benefits.

In conclusion, the data presented in Table 11 suggests that the school has highly performed in the areas of curriculum and instruction. However, there may be some areas for improvement, such as the implementation of extracurricular activities, to further enhance the quality of education provided to the learners.

Table 8. School Performance in School-based Management as to Curriculum and Instruction

Indicators	Mean	SD	Verbal Interpretation
<i>The school...</i>			
1. enhances the quality of basic education program	4.59	0.49	Highly Performed
2. used the recently made innovative SLM that help student's in absorbing academic skills and knowledge.	4.58	0.51	Highly Performed
3. assures that the implementation of various school activities is aligned and focus according to the academic necessity of the learners.	4.58	0.53	Highly Performed
4. observes proper facilitation of spiral learning that will lead to more effective teaching-learning process.	4.63	0.48	Highly Performed
5. supports proper and effective implementation of extra-curricular activities for the benefits of the learners.	4.51	0.50	Performed
6. maximizes student's curriculum potential in developing lifelong learners.	4.55	0.52	Highly Performed
Overall	4.57	0.37	Highly Performed

Legend: Highly Performed 4.50-5.00; Performed 3.50-4.49; Moderately Performed 2.50-3.49; Slightly Performed 1.50-2.49; Not Performed 1.00-1.49.

Based on the data presented in Table 8, it can be inferred that the school has highly performed in the areas of curriculum and instruction. The overall mean score of 4.57 with a low standard deviation of 0.37 indicates a high level of achievement in this aspect. The highest mean score of 4.63 with 0.48 SD is in the proper facilitation of spiral learning, which is essential in promoting an effective teaching-learning process. This is supported by the study of Ozturk and Sozbilir (2020) which found that spiral learning helps students learn better as it involves frequent reviews and repetition of previously learned material. Another area where the school highly performed is the enhancement of the quality of the basic education program with the mean of 4.59 and 0.49 SD and the use of innovative SLMs to help students absorb academic skills and knowledge with the mean of 4.58 with 0.51 SD. This aligns with the findings of Madruga et al. (2019) who emphasized the importance of using innovative and technology-assisted learning materials in improving students' academic performance.

Furthermore, the school has highly performed in aligning various school activities to focus on the academic necessity of the learners with the mean of 4.58 and 0.53 SD. This is supported by the study of Kolajo et al. (2019) which emphasized the importance of aligning school activities with the learners' academic needs to enhance their learning experience. Additionally, the school has highly performed in maximizing students' curriculum potential in developing lifelong learners (mean=4.55). This is consistent with the study of Tanaka and Muro (2017) which emphasized that developing lifelong learners involves providing opportunities for students to develop critical thinking, creativity, and problem-solving skills.

Lastly, the lowest mean score of 4.51 with 0.50 SD is in supporting the proper and effective implementation of extracurricular activities for the benefits of the learners. This indicates that there may be some areas for improvement in the implementation of extracurricular activities. According to the study of Baumgartner et al. (2018), extracurricular activities play a significant role in enhancing students' academic performance and overall development. Therefore, it is essential to ensure that extracurricular activities are implemented effectively to maximize their benefits.

In conclusion, the data presented in Table 11 suggests that the school has highly performed in the areas of curriculum and instruction. However, there may be some areas for improvement, such as the

implementation of extracurricular activities, to further enhance the quality of education provided to the learners.

Table 9. School Performance in School-based Management as to Continuous Improvement

Indicators	Mean	SD	Verbal Interpretation
<i>The school...</i>			
1. enhances educational qualities	4.51	0.50	Highly Performed
2. strengthens competencies in a specific area of specialization	4.53	0.53	Highly Performed
3. ensures professional growth	4.55	0.50	Highly Performed
4. guarantees general improvement among the aspect of the educational institution	4.59	0.49	Highly Performed
5. establishes a series of the innovative plan for future improvement and innovation	4.58	0.50	Performed
6. helps the institution to accomplish present achievement anchored on the plan created for institutional innovation	4.63	0.50	Highly Performed
Overall	4.56	0.36	Highly Performed

Legend: Highly Performed 4.50-5.00; Performed 3.50-4.49; Moderately Performed 2.50-3.49; Slightly Performed 1.50-2.49; Not Performed 1.00-1.49.

Continuous improvement is a vital aspect of educational institutions as it ensures that they are constantly growing and improving in all aspects. In this table, the mean, standard deviation, and verbal interpretation of the continuous improvement of a school are presented.

According to the data presented, the overall mean score for continuous improvement is 4.56, with a standard deviation of 0.36. This implies that the school has highly performed in terms of continuous improvement. This finding is consistent with previous research that has found that continuous improvement is essential for the growth and development of educational institutions (Dundar & Lewis, 2017; Pujari, 2019).

The highest mean score in the table is for "helps the institution to accomplish present achievement anchored on the plan created for institutional innovation," with a mean score of 4.63 and a standard deviation of 0.50. This implies that the school has highly performed in terms of using institutional innovation to achieve present achievements. This finding is consistent with research that suggests that innovation is essential for the growth and development of educational institutions (Bryson & Crosby, 2017; Chen & Fang, 2020).

On the other hand, the lowest mean score in the table is for "enhances educational qualities," with a mean score of 4.51 and a standard deviation of 0.50. This implies that the school has performed in terms of enhancing educational qualities. This finding is consistent with research that suggests that educational institutions need to focus on enhancing educational qualities to ensure their long-term growth and development (Narayanan et al., 2021; Sarma et al., 2019).

In conclusion, the data presented in this table suggests that the school has highly performed in terms of continuous improvement. However, there is still room for improvement, particularly in terms of establishing innovative plans for future improvement and innovation. Therefore, educational institutions should focus on using institutional innovation to achieve present achievements and future-oriented planning to ensure their long-term growth and development.

Table 10. School Performance in School-based Management as to Management of Resources

Indicators	Mean	SD	Verbal Interpretation
<i>The school...</i>			
1. ensures proper utilization of institutional resources	4.51	0.50	Highly Performed
2. ensures proper manifestation of managerial role as to planning for much effective way to manage organizational resources	4.52	0.50	Highly Performed
3. ensures proper manifestation of managerial role as to organizing for much effective way to manage organizational resources	4.52	0.52	Highly Performed
4. assures the quality of resources from tangible resources up to labor power	4.51	0.50	Highly Performed
5. maximizes labor potential to assure the attainment of organizational goals and objectives	4.53	0.50	Performed
6. Enhance stakeholder's skills in terms of resource management to promote the maximization of the school's potential	4.53	0.50	Highly Performed

Overall	4.52	0.38	Highly Performed
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Legend: Highly Performed 4.50-5.00; Performed 3.50-4.49; Moderately Performed 2.50-3.49; Slightly Performed 1.50-2.49; Not Performed 1.00-1.49.

Table 13 presents data on the mean scores, standard deviation (SD), and verbal interpretation of the management of resources in a school setting. The overall mean score for the management of resources was 4.52, with a standard deviation of 0.38. This score is considered to be highly performed, indicating that the educational institution is managing its resources effectively.

The highest mean score was recorded for the aspect of "enhancing stakeholder's skills in terms of resource management to promote the maximization of the school's potential," and "maximizes labor potential to assure the attainment of organizational goals and objectives" with a mean score of 4.53 and a standard deviation of 0.50, respectively. This result indicates that the educational institution is not only managing its resources effectively but also empowering its stakeholders to do the same. This approach can lead to more efficient resource management and ultimately improve the institution's overall performance.

The lowest mean score was recorded for the aspect of "ensures proper utilization of institutional resources," and "assures the quality of resources from tangible resources up to labor power" with a mean score of 4.51 and a standard deviation of 0.50. This result still indicates a highly performed score but suggests that there may be room for improvement in terms of optimizing the use of resources to achieve organizational goals and objectives.

In conclusion, the data from Table 13 suggests that the educational institution is managing its resources effectively, with a strong focus on ensuring proper utilization, manifestation of managerial roles in planning and organizing, and assuring the quality of resources. The institution is also empowering stakeholders to enhance their skills in resource management. While there is still room for improvement in terms of optimizing the use of labor resources, the institution's overall performance in managing resources is highly performed. These findings are consistent with previous research on the importance of effective resource management in educational institutions (Robinson & Martin, 2017; Winterton & Titus, 2019).

Table 11. Significant Relationship between Community Partnership and School Performance

Community Cooperation	School Performance			
	Leadership & Governance	Curriculum & Instruction	Continuous Improvement	Management of Resources
School Plan and Facilities;	.502**	.424**	.406**	.618**
Resource Generation; and	.590**	.556**	.537**	.601**
Personal & Professional Development	.481**	.450**	.474**	.414**

** . Correlation is significant at the 0.01 level (2-tailed).

The table shows the correlation between the extent of community cooperation and school performance in various areas of school-based management, including leadership and governance, curriculum and instruction, continuous improvement, and management of resources. The data was analyzed using Pearson correlation coefficient, and the significance level was set at 0.01.

The results show that there is a significant positive correlation between community cooperation and school performance in all areas of school-based management. The correlation coefficients range from 0.406 to 0.618, indicating moderate to strong positive relationships between the variables.

Specifically, the highest correlation coefficient is between community cooperation and management of resources ($r = 0.618$), indicating a strong positive relationship between the two variables. This suggests that when there is a high level of community cooperation, schools are better able to manage their resources effectively.

The correlation between community cooperation and leadership and governance ($r = 0.502$) is also significant and moderate in strength, suggesting that community cooperation is an important factor in promoting effective leadership and governance in schools.

Furthermore, the correlation coefficients between community cooperation and curriculum and instruction ($r = 0.424$) and continuous improvement ($r = 0.406$) are also significant and moderate in strength.

This suggests that community cooperation is important in promoting effective curriculum and instruction and continuous improvement in schools.

Table 12. Significant Relationship between Stakeholders Commitment and School Performance

STAKEHOLDERS COMMITMENT	School Performance			
	Leadership & Governance	Curriculum & Instruction	Continuous Improvement	Management of Resources
School initiated activities;	.439**	.372**	.372**	.257**
Work ethics;	.453**	.483**	.414**	.301**
Job Involvement	.418**	.365**	.406**	.272**

** Correlation is significant at the 0.01 level (2-tailed).

Table 12 shows the significant relationship between stakeholders' commitment and school performance in terms of leadership and governance, curriculum and instruction, continuous improvement, and management of resources. The table presents three aspects of stakeholders' commitment to school performance, including school-initiated activities, work ethics, and job involvement.

The results indicate that stakeholders' commitment in terms of school-initiated activities, work ethics, and job involvement positively correlates with leadership and governance, curriculum and instruction, continuous improvement, and management of resources in the school. The correlation coefficients range from .257 to .483, which suggests a moderate to a strong positive relationship between stakeholders' commitment and school performance.

These findings are consistent with previous research on the relationship between stakeholders' commitment and school performance. For instance, a study by Adetoro et al. (2021) found that stakeholders' commitment significantly predicts school performance in Nigeria. Similarly, a study by Suleiman et al. (2020) found that stakeholders' commitment positively relates to school performance in Tanzania.

Finally, Table 16 provides evidence that stakeholders' commitment significantly contributes to school performance in terms of leadership and governance, curriculum and instruction, continuous improvement, and management of resources. These findings underscore the importance of engaging stakeholders in school improvement efforts to enhance school performance.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This study was conducted to determine the relationship between community cooperation, stakeholder's commitment, and the performance of selected elementary schools in Alaminos District.

Summary

1.The extent of community cooperation as perceived by the teachers in terms of school plan and facilities, resource generation, and personal and professional development.

Through community cooperation, the teacher respondents perceived school plan and facilities, resource, generation, and personal and professional development as "observed".

2.The commitment of stakeholders manifested in terms of school-initiated activities, work ethics, and job involvement.

The commitment of stakeholders in terms of school-initiated activities, work ethics, and job involvement are perceived by the teacher respondents as "manifested".

3.Level of School Performance in school-based management in terms of leadership and governance, curriculum and instruction, continuous improvement, and management of resources.

The level of school performance in school-based management in terms of leadership and governance, curriculum and instruction, continuous improvement, and management of resources are "highly performed" as perceived by the teacher respondents.

4.Significant relationship between community cooperation and school performance.

Community cooperation in terms of school plan and facilities, resource generation, and personal and professional development is significantly related to school performance in terms of leadership and governance, curriculum and instruction, continuous improvement and management of resources. The correlation coefficients between three factors of community cooperation and the four areas of school

performance range from 0 to 1, where a value of 1 indicates a perfect positive correlation.

5. Significant relationship between stakeholder's commitment and school performance.

Stakeholder's commitment in terms of school-initiated activities, work ethics, and job involvement is significantly related to school performance in terms of leadership and governance, curriculum and instruction, continuous improvement and management of resources. The results indicate that stakeholders' commitment to school-initiated activities, work ethics, and job involvement positively correlates with leadership and governance, curriculum and instruction, continuous improvement, and management of resources in the school. The correlation coefficients range from .257 to .483, which suggests a moderate to a strong positive relationship between stakeholders' commitment and school performance.

Conclusion:

Based on the above-mentioned findings, the following conclusions are formulated:

The null hypothesis stating that there is no significant relationship between community cooperation and school performance is not sustained.

The null hypothesis stating that there is no significant relationship between stakeholders' commitment and school performance is not accepted.

Recommendations

Based on the findings of the study, the following recommendations are offered:

1. The school organization with may encourage and foster community cooperation in schools. School initiated activities while promoting work ethics and encouraging involvement may Increase stakeholder commitment.
2. Schools may continue to invest in professional development programs to enhance the skills and competencies of school administrators and teachers.
3. Regular monitoring may be performed through regular evaluations and surveys to evaluate school performance.
4. Future researchers may conduct a study on community cooperation, stakeholder's commitment, and the performance of elementary schools in a large scale since the study conducted is limited to only few schools.

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