School Initiatives and Stakeholders' Involvement

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Abstract

School initiatives are crucial for addressing student and community needs, with the Department of Education (DepEd) mandated to maintain a comprehensive education system aligned with national goals. These initiatives foster holistic student growth and productivity. Increased parental involvement enhances student outcomes and school climate. Education is dynamic, influenced by curriculum changes, global trends, and lifelong learning concepts. The K to 12 program in the Philippines aims to equip students with 21st-century skills, despite quality challenges. The study identifies school initiatives in Ubay, Bohol, and measures stakeholder involvement, grounded in School Improvement Theory and Participatory Development.

The study revealed that while not all schools in the southwest district of Ubay, Bohol conducted school-based faculty development programs, they all held In-service Training (INSET) for teachers and Learning Action Cell (LAC) sessions. Additionally, various school-based initiatives, such as symposiums and workshops, have been conducted to further faculty development. The integration of Information and Communications Technology (ICT) in lessons and the establishment of remedial programs for at-risk learners reflect a commitment to enhancing educational quality. Community involvement, through partnerships and outreach programs, has been significant, with teachers and parents actively participating in initiatives aimed at student and community welfare. However, teacher motivation for participation in faculty development initiatives remains an area for improvement.

Keywords: School Initiatives, Stakeholder Involvement, Learner Enrichment

1. Introduction

School initiatives are essential for academic institutions to effectively respond to the needs of students and the community. Education is viewed as an investment in human capital, and the Department of Education (DepEd) has a mandate to establish and maintain a complete, adequate, and integrated system of basic education that aligns with national development goals. These initiatives should contribute to the holistic growth of learners, empowering them to become productive citizens. Educators and parents play crucial roles in student success, with increased parental involvement leading to better student outcomes, enhanced satisfaction among parents and teachers, and an improved school climate. Teachers are also integral to the curriculum development process, ensuring its effectiveness.

The dynamic nature of education has brought about changes in curriculum, delivery modes, policy structures, and pedagogical philosophies. Education is a global concern and is central to the dramatic changes affecting our world. Globalization and the concept of lifelong learning introduced by UNESCO have significantly impacted education systems. The K to 12 basic education program in the Philippines aims to equip learners with the skills needed for the 21st century, emphasizing indigenization and localized approaches. Despite improved access to education in the Philippines, quality remains a

challenge, with low proficiency levels in national and international assessments. This study aims to identify school initiatives in public schools in the Southwest District of Ubay, Bohol, and measure stakeholder involvement in their implementation.

Educational institutions are continuously evolving to meet the needs of learners and the demands of changing times. This evolution is rooted in theories such as the School Improvement Theory (Hopkins, 2005) and the concept of Participatory Development (Mohan, 2006). School Improvement Theory focuses on educational change that improves student achievement and enhances the school's ability to manage change (Hopkins, 2005). It emphasizes the importance of creating conditions that promote and sustain learning among both adults and students within the school environment (James, 2008). School improvement involves reforms and educational changes that can be large-scale or small-scale, centralized or decentralized, and initiated internally or externally (Hargreaves, 1994; Hopkins, 2001).

School initiatives are advances made by schools to realize their vision, mission, and goals, triggered by internal factors such as new policies or external factors like emerging local needs. This study focuses on three dimensions of school initiatives: faculty development, learners' academics and enrichment, and community extension. Stakeholder participation is crucial to the success of these initiatives, as it influences organizational goals. Participatory development, a concept popularized by Mahatma Gandhi and further developed by theorists like Freire (1968), Chambers (1983), Sen (1999), and Mohan (2006), emphasizes the importance of including people in decisions that affect their lives. This approach promotes committed involvement and the creation of an enabling environment for expressing needs and achieving development (Freire, 1968).

Participatory development involves stakeholders sharing control over development initiatives and decisions affecting them (Asian Development Bank, 1996, as cited in Ondrik, 2003). Participatory decision-making is a management style that can increase productivity and effectiveness in organizations (Kiprop et al., 2012). Effective development requires early and meaningful involvement of stakeholders in designing activities that affect them. Studies by the Asian Development Bank (ADB) and World Bank show that stakeholder participation leads to higher quality, effectiveness, and efficiency in development initiatives (Ondrik, 2003). Educational change is inevitable, and school initiatives, supported by stakeholder involvement, are essential for successfully adapting to these changes.

School initiatives in the Department of Education (DepEd) vary due to the contextualization, localization, and indigenization of the curriculum. This study identifies three key dimensions of school initiatives in the southwest district of Ubay, Bohol: faculty development, student academics and enrichment, and community extension. The DepEd 10-Point Agenda and DepEd Order No. 35, s. 2016, "The Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning," provide the legal framework guiding these initiatives. The DepEd 10-Point Agenda includes specific focus areas such as the full implementation of K-12, requiring improved teacher quality and professional development through programs like Learning Action Cells (LACs) (DepEd Order No. 21, s. 2019; DepEd Order No. 42, s. 2017).

For faculty development, DepEd Order No. 35, s. 2016, supports continuing professional development for teachers, emphasizing lifelong learning and the view that teaching requires expert knowledge and specialized skills acquired through rigorous study (UNESCO, 1996). The policy institutionalizes LACs to nurture teachers' knowledge, attitudes, and competencies in curriculum, instruction, and assessment.

The goals include improving the teaching-learning process, fostering professional collaboration, and enabling teachers to support each other in enhancing their pedagogical skills.

Regarding student academics and enrichment, the study highlights the full implementation of K-12 to provide quality and relevant education, the enrichment of curricula in areas such as drug education, gender and development, environmental awareness, and disaster preparedness (DepEd Order No. 30, s. 2018; DepEd Order No. 21, s. 2015). Additionally, more school feeding programs aim to improve students' health and nutrition (DepEd Order No. 18, s. 2019), and flexible learning options are provided for learners in difficult circumstances (DepEd Order No. 21, s. 2019). Community extension efforts include expanded cooperation with the private sector and community participation in curriculum indigenization (DepEd Order No. 35, s. 2016). These initiatives are crucial for achieving quality, accessible, and relevant education for all.

Faculty development programs are essential for enhancing the professional skills of faculty, thereby improving the educational environment and academic performance of learners. LAC sessions in DepEd schools serve as school-based Continuing Professional Development (CPD), fostering collaborative learning among teachers to address shared challenges (Dizon et al., 2019). These sessions create positive, supportive communities of practice led by school heads or designated LAC leaders (DepEd Order No. 35, s. 2016 cited in Flores, 2017). Continuous study and faculty development are crucial for improving teaching competence and aligning teaching standards with the demands of the new curriculum (Roberto & Madrigal, 2018; Barrot, 2018). Teachers value opportunities for professional growth, and career advancements, research, and training activities motivate them to enhance their performance (Comighud & Arevalo, 2020).

Learner academics refer to students' academic standing across subject areas, while enrichment involves remedial instruction for students struggling in specific subjects. Remedial education programs address learning needs of students lagging behind academically (Schwartz, 2012). Developing literacy skills is a priority in the Philippines, with remedial reading teachers playing a crucial role despite the lack of clear policies on their roles and challenges (Balinas et al., 2017; Gatcho & Bautista, 2019). Successful remedial instruction involves a spiral process of assessment, instruction, and re-assessment tailored to students' needs (Maawa & Dela Cruz, 2019). School leaders and managers also play a role in conducting remedial and intervention sessions to help low-performing students (Villanueva & Ortega-Dela Cruz, 2019).

Community extension encompasses outreach programs, partnerships, and strong relationships between schools and their communities. School-community partnerships support struggling students and families, fostering educational resilience and increasing access to learning opportunities (Stefanski et al., 2016; Bryan et al., 2020). Collaborative efforts among schools, families, and communities create protective factors that promote children's thriving and resilience (Bryan, 2005; Bryan & Henry, 2008, 2012). In the Philippine context, schools are integral to communities, participating in various non-teaching events and serving as venues for community activities (Lamina, 2017). Strengthening partnerships and linkages between schools and other organizations enhances pedagogical techniques and instructional materials, addressing diverse student needs and improving curriculum and learning (Villanueva & Dela Cruz, 2019).

Lamina (2017) found that most teachers integrate disaster preparedness education into their lesson plans, believing that schools and teachers play a crucial role in students learning about natural disaster preparedness. However, the collaboration between teachers, school officials, the Municipal Disaster

Risk Reduction and Management Office (MDRRMC), and other authorities needs strengthening. Teachers perform risk assessments within and outside the school community to ensure students' safety and ensure community centers are equipped to handle emergencies.

Ellis (2012) highlighted that teachers are increasingly involved in working with parents to improve educational outcomes, emphasizing the importance of collaborative partnerships. Javier and Jubay (2019) found that parent-teacher collaboration fosters student success and improves learners' motivation and academic performance through consistent and open communication. Parent involvement, defined as communication between home and school, supporting learning at home, participating in school activities, and decision-making, is essential for children's education (Reynolds, 1992; Fantuzzo et al., 2004).

Epstein (2001, 2009) argued that partnerships between schools, families, and communities are crucial for student success. These partnerships improve school climate, programs, parental skills, and family connections within the community. Increased parental involvement leads to better student success, satisfaction, and school climate (Dusiric & Bunijevac, 2017). However, Nierva (2009) noted that parent involvement practices in the Philippines need improvement. Programs like Parent-Teachers Association (PTA) and Brigada Eskwela aim to promote shared governance and community involvement in schools, but there are still challenges in sustaining effective communication and creating a supportive learning environment at home (Bartolome et al., 2017; Arriero, 2006).

The related studies and literature presented indicate that basic education is crucial for human development, ultimately leading to economic growth and competitiveness. Despite recent improvements in access and equity in higher education due to government policies, DepEd Secretary Briones (2019) highlighted low proficiency levels of learners in the National Achievement Test (NAT) and the 2018 Programme for International Student Assessment (PISA), showing deficiencies in reading, mathematical, and scientific literacy among basic education students. Additional issues include new educational trends driven by technological advancements, artificial intelligence, and challenges in accessing learning materials, tools, and equipment. These issues necessitate the enhancement of academic activities and the implementation of enrichment programs.

Despite the government's persistent efforts to provide education to all Filipino children and youth, the Philippine Statistics Authority reported that 36,238 individuals aged six to twenty-four are out-of-school (Timbal, 2019). This poses a significant challenge, requiring immediate intervention to prevent further escalation and mitigate its impact on the entire country. This research aims to identify school initiatives focused on faculty development, learners' academics and enrichment, and community extension. Additionally, it seeks to determine the extent of teacher and parent involvement in implementing these initiatives in the southwest district of Ubay, Bohol.

2. Methods

This study employed a combination of qualitative and quantitative methods using a descriptive design to examine the phenomenon. The qualitative data involved identifying school initiatives in selected public elementary and high schools, while the quantitative data measured the degree of stakeholder involvement in these initiatives. The descriptive method, being a fact-finding approach with accurate interpretation of findings, provided a deeper understanding of the phenomenon. Given that the study focused on school initiatives and stakeholder involvement in public schools of the third district of Ubay, Bohol, during the 2019-2020 school year, the descriptive method was the most appropriate choice.

The study was conducted in selected public elementary and secondary schools in the third district of the Municipality of Ubay, Bohol. These schools include Bongbong Elementary School, Bulilis Elementary School, Bulilis National High School, California Elementary School (BNHS), Casate Elementary School, Don Aguido Reyes Maboloc Memorial High School (DARMMNHS), Gabi Elementary School (GES), Hambabauran Elementary School (HES), Hambabauran National High School (HNHS), Ilihan Elementary School (IES), Lomanggog Elementary School (LES), New Los Angeles Elementary School, Pag-asa Elementary School, San Francisco Elementary School, San Pascual Elementary School, San Pascual National Agricultural High School, and Villa Teresita Elementary School.

The sampling unit of this study included school heads, teachers, and parents from selected public schools. Purposive sampling, a non-probability method, was used to select school principals/heads/in-charge, as they hold the highest authority and are most involved in school initiatives.

Teachers and parents from the selected public high schools formed the second element of this study. Random sampling, a probability method, was employed to select 170 teacher-respondents, representing the entire population of teachers in these schools. PTA officers were included through complete enumeration. The distribution of respondents is detailed in table.

Table 1. Distribution of Respondents

Name of School	No. of School Head	No. of Teaching Staff	PTA Officers
Bongbong ES	1 head teacher	7	10
BES	1 principal	15	10
BNHS	1 School-In-Charge	15	10
California ES	1 head teacher	7	10
Casate ES	0, represented by 2 Master Teachers (MTs)	10	10
DARMMNHS	1 SIC	10	10
GES	1 head teacher	9	10
HES	1 head teacher	8	10
HNHS	1 SIC	6	10
IES	1 head teacher	7	10
LES	1 principal	10	10
NLAES	1 SIC	6	10
PES	1 SIC	7	10
SFES	1 SIC	6	10
SPES	1 principal	19	10
SPNAHS	1 principal	18	10
VTES	1 principal	10	10
Total Respondents	**18**	**170**	**170**

To determine the initiatives of each selected school, the researcher prepared an interview schedule for principals, heads, or in-charge. After reviewing and finalizing the interview schedule with the adviser's

input, it was divided into three main segments: faculty development initiatives, learners' academics and enrichment initiatives, and community extension initiatives, each with several sub-parts.

To measure the degree of involvement of teachers and parents in implementing these initiatives, the researcher developed a tailored questionnaire. This comprehensive instrument was crafted after consulting related studies and research professionals. The questionnaire featured distinct versions for teachers (in English) and parents (with a vernacular translation) to ensure clarity and accessibility. Following extensive feedback from the adviser's review, the finalized questionnaire was presented to the panelists and gained face validity.

For analyzing the interview responses, content analysis was utilized to interpret the qualitative data. The data were systematically arranged based on common themes and identified responses.

The mean was calculated to determine the degree of involvement of teachers and parents in the implementation of school initiatives.

3. Results and Discussions

Faculty Development Initiatives Implemented by Schools

a. All the interviewed schools, represented by their principals or heads, held their In-Service Training (INSET) for teachers this school year. INSET, a yearly 5-day training program conducted by DepEd schools, includes talks, discussions on current issues, and teaching demonstrations with feedback from co-teachers. This year, the common INSET topics were the Child Protection Policy and Anti-Bullying. Elementary schools participated in district-level INSET, where teachers gathered in one place for training organized by the district supervisor. Three elementary schools additionally held a one-day school-based INSET after the district training. High schools approached INSET differently; one collaborated with another school, with the master teacher designing the content, while the other two high schools conducted their INSET separately.

b. The Learning Action Cell (LAC) sessions are another development program in the interviewed schools. One elementary school conducts their LAC sessions quarterly, while the rest hold them monthly at the district level. Teachers of the same grade level meet to discuss classroom issues and brainstorm solutions. Only one high school conducted LAC sessions this school year. These sessions aim to promote lifelong learning among teachers and provide opportunities for them to support each other in improving their pedagogical skills (Woodland et al., 2013; Meirink et al., 2007, as cited in Shakenove, 2017). Studies suggest that teacher learning improves through collaboration with colleagues, sharing ideas, experiences, resources, and feedback, and supporting each other (Postholm, 2012). When schools and administrations foster social learning, it leads to better teaching practices and benefits for student learning.

c. In addition to established training programs like INSET and LAC sessions, some schools implemented additional faculty development initiatives. One elementary school conducted a three-day symposium on Solid Waste Management, Anti-Bullying, and Child Protection Policy. Another hosted workshops on computer literacy, teaching strategies, and instructional materials. Two schools piloted the Early Literacy and Numeracy Enhancement program for kinder to grade 3 teachers. Most schools in the district hold team-building activities, with four elementary schools merging theirs into one event. Three schools conducted separate team-building activities during Teachers' Day, while the rest did not hold any team-building activities this year. For teachers' wellness, seven schools had daily exercise or wellness activities post-flag raising, one held a social gathering, and another

organized a sports fest. Two principals used monthly meetings as an outlet for teachers to discuss challenges affecting their performance. The remaining schools had no wellness initiatives.

Initiatives for Learners' Academics and Enrichment Implemented by Schools

a. Information and Communications Technology (ICT) has been integrated into teaching across all elementary and secondary schools in the district. The use of technology and multimedia tools, such as televisions installed in 30 to 80 percent of classrooms, as well as laptops and projectors, has become common. However, an interview with a principal revealed that some teachers are still unfamiliar with using laptops. Additionally, one school mentioned that ICT is not always utilized in lesson delivery.

b. Schools in the district have established effective remedial programs for at-risk and low-performing learners. In elementary schools, daily school-based remedial sessions are held for thirty minutes. In the secondary schools, remedial program schedules vary; one school conducts sessions once a week, while others schedule them based on the remedial teacher's availability.

c. Home visitation is the only intervention of the schools in the district for those learners who suddenly dropped out of school. Three schools offered modular instruction to those learners who wanted to continue studying but opted to stay at home. When the researcher asked how these learners will be assessed, the principal confirmed that through passing the exams provided in the module, learners can be promoted to the next grade level. Among all the schools interviewed, three elementary schools positively affirmed that they do not have drop-outs so far this school year while one high school confirmed that they have not established any initiative for those learners who suddenly dropped-out of school. Learners mainly benefit from the DepEd Order No. 35, s. 2016 entitled "The Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning". Through this mandate, every learner was given importance through learner inclusion and remedial programs were strengthened. Moreover, DepEd recognizes the fact that to achieve holistic learning among learners, considering wellness among learners is also important. As DepEd Order No. 28, s. 2018 known as "Policy Guidelines on Oplan Kalusugan sa Department of Education (OK sa DepEd)" emphasized, the provision of health and nutrition services to learners, as well as educating them on the dangers of drug abuse, allow learners to achieve their full academic potential.

d. Among the interviewed schools, only five have a functional clinic with a designated clinic teacher. The rest use the principal's office as a multi-purpose room for first aid. Three elementary schools conducted physical check-ups twice this year, including de-worming and iodine supplementation for students. Additionally, five elementary schools and one high school conducted check-ups once, coordinated with the district nurse, barangay health center, or Rural Health Unit (RHU).

e. All schools have established first aid measures for minor accidents. Two schools, one elementary and one secondary, were provided with communication radios by the Municipal Disaster Risk Reduction Management (MDRRM) for direct contact during major accidents.

f. Two elementary schools established their own School Danger Risk Reduction Management (SDRRM) teams to address disaster and hazard risks. One school had learners identify hazardous areas within the school at the start of the year, raising their awareness and caution. Additionally, three schools coordinated with barangay officials: one requested the barangay tanod to monitor an

irrigation canal, another to guard a bridge during rainy days, and the third established coordination with the barangay health center for emergencies.

g. One high school principal emphasized information dissemination during teachers' meetings, PTA meetings, and flag-raising ceremonies as a preventive measure to raise awareness among teachers, parents, and learners about potential risks and accidents.

h. All schools confirmed that learners receive education on drug abuse and its dangers through lesson integration in subjects such as Science and MAPEH. Additionally, three elementary schools and one high school partnered with the local Philippine National Police (PNP) to conduct their annual drug awareness campaign.

Initiatives for Learners' Academics and Enrichment Implemented by Schools

a. Five elementary schools in the district designated their teachers as purok coordinators in their respective barangays. Two of these schools conducted feeding and beautification programs as part of their outreach efforts, while others assisted with chapel cleaning and barangay foundation day decorations. Additionally, two elementary schools and two high schools conducted feeding programs, clean-ups, and a tree planting activity.

b. One elementary school principal mentioned they do not have school-initiated outreach activities, relying instead on community projects by teachers seeking promotion. The remaining schools interviewed have not started or planned any community outreach activities.

c. One high school and nine elementary schools have initiated educational programs for the community. Two schools, one elementary and one secondary, offered the Alternative Learning System (ALS) for out-of-school youth and individuals seeking education. The elementary school provided a basic literacy program for children, while the secondary school focused on technical and trade skills for livelihood or employment.

d. Six elementary schools conducted awareness seminars on Dengue, Solid Waste Management, Proper Food Handling and Sanitation, Danger Risk Reduction Management, and health and wellness, some in partnership with the province of Bohol and MDRRM. Three other schools shared information on these topics during PTA meetings. The remaining schools did not conduct or plan any related programs this year.

e. All the interviewed schools confirmed community participation in their activities. This year, one high school and three elementary schools conducted fundraising programs for school improvement, including events like King and Queen, United Nations Fundraising, Alumni Homecoming, and Nutrition Month Fundraising.

f. Schools actively participated in community-based activities this year. They contributed to the fiesta celebrations of their respective barangays through decorations and presentations. Additionally, all schools joined in community clean-ups of rivers, roads, coasts, cemeteries, and surrounding areas. One high school and six elementary schools took part in barangay youth development programs, including various sports, dance competitions, and church activities. Two schools also facilitated these programs by sending teachers. In support of community causes, five elementary schools and three secondary schools provided financial assistance and accepted solicitations.

Degree of Teachers Involvement in the Implementation of School Initiatives in terms of
a. Faculty Development

Table 2. The Degree of Teachers' Involvement in The Implementation of School Initiatives for Faculty Development

Faculty Development Program	Mean	Qualitative Description
a. I attended meetings called by my principal wherein the subject discussed was to plan training programs such as LAC sessions and INSET for us teachers to conduct and attend.	3.76	Highly Involved
b. I helped in designing the INSET program for teachers in our school.	2.81	Moderately Involved
c. I helped in designing LAC sessions for teachers in our school.	2.79	Moderately Involved
d. I participated in the INSET program for teachers in our school.	3.24	Moderately Involved
e. I participated in the LAC sessions for teachers in our school.	3.15	Moderately Involved
Composite Mean	**3.15**	**Moderately Involved**

Teachers were moderately involved in designing their INSET programs (mean of 3.24) and LAC sessions (mean of 2.79), likely because these tasks were assigned to Master Teachers or the district office. Participation in INSET programs (mean of 3.24) and LAC sessions (mean of 3.15) was also moderate, indicating a need to review and strengthen teacher-training policies to ensure greater involvement.

Despite not being threatening, these results highlight the importance of continuing professional development as recognized by DepEd Order No. 35, s. 2016. Teacher training aims to improve the teaching-learning process, requiring maximum participation from those involved. As suggested by Hargreaves (1994) and Hopkins (2001), changes resulting from school improvement efforts should not only implement policies but also adopt practices to maximize the impact on students, teachers, and schools.

b. Learners Academic and Enrichment

Table 3. The Degree of Teachers' Involvement in The Implementation of School Initiatives for Learners' Academics and Enrichment

Learners' Academics and Enrichment	Mean	Qualitative Description
a. I attended meetings called by my principal wherein the subject for discussion is on the provision of enrichment activities for students such as remedial programs.	3.74	Highly Involved
b. I conducted remedial classes for low-performing students.	3.48	Highly Involved

c. I conducted home visitation to students who discontinued their studies as well as to students who have problematic grades.	3.41	Highly Involved
d. I integrated drug awareness into my lessons.	3.10	Moderately Involved
Composite Mean	**3.43**	**Highly Involved**

Table 3 highlights teachers' involvement in initiatives aimed at learners' academics and enrichment. Teachers demonstrated high involvement in student academic welfare (mean of 3.74) by attending enrichment activity meetings and conducting remedial programs for low-performing students (mean of 3.48), which helps reduce the number of out-of-school youth.

Teachers also reached out to students with problematic grades through home visitations (mean of 3.41) and integrated drug awareness into lessons (mean of 3.10), despite it being included in limited subjects like Science and MAPEH. This reflects their efforts to educate children on the dangers of drug abuse.

Overall, the high involvement of teachers in school initiatives (mean of 3.43) confirms their commitment to improving student learning and supporting community development (Asian Development Bank, 1996, as cited in Ondrik, 2003).

c. Community Extension

Table 4. The Degree of Teachers' Involvement in The Implementation of School Initiatives for Community Extension

Community Extension	Mean	Qualitative Description
a. I attended meetings called by our principal wherein the topic for discussion is strengthening community relations through participation in community-based activities such as tree planting, clean-ups, fiesta celebrations, sports competition, and pageants.	3.65	Highly Involved
b. I participated in the tree planting activity held in our community	3.43	Highly Involved
c. I participated in the coastal clean-up/river clean-up/road clean-up/chapel clean-up held in our community.	3.61	Highly Involved
d. I participated in youth development programs such as sports competition/pageants held in our community.	3.48	Highly Involved
Composite Mean	**3.54**	**Highly Involved**

Table 4 reveals high teacher involvement in community-based initiatives, highlighting the strong relationship between schools and their barangay or community. Specifically, teachers actively participated in activities such as clean-ups (mean of 3.6), tree planting (mean of 3.43), and youth development programs (mean of 3.48).

The composite mean of 3.54 indicates strong teacher motivation to engage in community activities. This high involvement aligns with participatory development principles, which suggest that meaningful stakeholder participation enhances the quality, effectiveness, and efficiency of development initiatives (Asian Development Bank, 1996, as cited in Ondrik, 2003).

Degree of Parents Involvement in the Implementation of School Initiatives in terms of

a. Learners Academic and Enrichment

Table 5. The Degree of Parents' Involvement in The Implementation of School Initiatives for Learners' Academics and Enrichment

Learners' Academics and Enrichment	Mean	Qualitative Description
a. I attended meetings called by the teachers wherein the subject for discussion is about the performance of my child in school.	3.77	Highly Involved
b. I helped my child in preparing notes for remedial items.	3.04	Moderately Involved
c. I helped my child in providing clarifications on remedial items.	3.10	Moderately Involved
d. I helped my child improve his/her reading ability at home.	3.50	Moderately Involved
Composite Mean	**3.35**	**Highly Involved**

Table 5 shows that parents are actively involved in school initiatives for learners' academics and enrichment. With a high mean of 3.77, parents' attendance at meetings discussing learner performance indicates their strong concern for their children's progress. Parents have moderate involvement in remedial activities, likely because some children do not require these sessions.

The overall high involvement of parents (composite mean of 3.35) highlights their commitment to their children's academic success. As Reynolds (1992) noted, parent involvement is crucial for improving children's education. Dusiric and Bunijevac (2017) further support this, stating that increased parental involvement leads to greater student success.

b. Community Extension

Table 6. The Degree of Parents' Involvement in The Implementation of School Initiatives for Community Extension

Community Extension	Mean	Qualitative Description
a. I communicated the concerns of the community that needs the participation of the school to the school head/principal.	3.61	Highly Involved
b. I helped as a cook/server in the feeding program of the school to the community.	3.23	Moderately Involved
c. I assisted the teachers who facilitated different activities in our barangay such as fiesta celebrations, sports fest, and pageants.	3.44	Highly Involved
d. I participated in community-based programs such as coastal clean-up, river clean-up, and other similar activities as a parent representative of the school.	3.47	Highly Involved
e. I attended school initiated seminars such as: Dengue Awareness, INCOV Awareness, Solid Waste Management, Proper Food Handling and Sanitation, Danger Risk Reduction Management.	3.19	Moderately Involved
Composite Mean	**3.38**	**Highly Involved**

Table 6 shows parents' involvement in school initiatives intended for the community. The highest involvement (mean of 3.61) was in communicating community concerns to the school principal. Parents

also actively participated in community clean-ups (mean of 3.47) and assisted teachers in facilitating events (mean of 3.44).

Moderate involvement was noted in feeding programs (mean of 3.23) and attendance at school-initiated seminars (mean of 3.19). Despite these moderate figures, parents' overall involvement in community initiatives is notably high, reflecting their commitment to supporting school and community development (Freire, 1970).

Implications Between the School Initiatives Implemented and the Degree of Stakeholders' Involvement

The study found that both teachers and parents placed great emphasis on students' academic achievement, demonstrated by their high involvement in initiatives for learners' academics and enrichment. Teachers regularly conduct remedial activities, as confirmed by daily schedules in elementary schools and weekly ones in secondary schools. Teachers and parents also maintained strong, positive relationships with the community through high involvement in community extension initiatives. However, there was moderate involvement of teachers in faculty development initiatives. This suggests a lack of motivation to participate in such programs. Their moderate participation in designing LAC sessions and INSET programs was reflected in their attendance. Greater teacher involvement in designing and conducting these initiatives at the school level could make them more beneficial.

4. Conclusion

To sum up, LAC sessions and the INSET program would be more beneficial if teachers were more involved in their design, actively voicing suggestions and having those suggestions considered, and if these initiatives were conducted at the school level. Remedial education, aimed at enhancing learners' academics, was regularly conducted. Teachers and parents maintained a strong, positive relationship with the community through high involvement in community extension initiatives.

To utilize the findings of the study, the researcher recommends the following:

a. First, faculty development initiatives should include programs that address teachers' physical, mental, and emotional well-being. School leaders should design school-based training programs that encourage teacher input, complementing district-wide training with specific focus on local needs. Health-related facilities and initiatives for learners should be strengthened by partnering with local health centers, aligning with DepEd Order No. 28, s. 2018 ("Policy Guidelines on Oplan Kalusugan sa Department of Education (OK sa DepEd)"). School heads should foster collaboration and seek stakeholders' opinions in school-based initiatives. The needs of newly hired teachers should be considered to improve faculty development efforts.

b. Additionally, the researcher suggests further exploration of topics such as factors affecting stakeholders' morale and participation in school initiatives, teacher motivation, and the impacts of school-community partnerships on development and collaboration. Enhanced focus on teachers' and parents' collaborative culture is also recommended.

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