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# STRENGTHENING HOME-SCHOOL PARTNERSHIPS AND LINKAGES IN THE PROVINCE OF BATANGAS

**BIANCA NADDEN V. ROSALES**
San Isidro Itaas Elementary School
biancanadden.rosales001@deped.gov.ph

## ABSTRACT

This study assessed the extent of stakeholder engagement in home-school partnerships and linkages in Batangas Province in terms of students' academic performance, school environment, and teachers' professional development. It also examined the manifestation of management roles in planning, leading, coordinating, decision-making, and evaluating and reporting; determined differences in the assessments of the two respondent groups; and identified recurring school-related issues and concerns as the basis for a proposed management plan. The study employed a descriptive research design using a questionnaire administered to 166 internal stakeholders (school heads) and 166 external stakeholders (PTA members) in the Division of Batangas, selected through stratified random sampling. Qualitative data were also gathered through interviews. Findings revealed a high level of stakeholder engagement in home-school partnerships and linkages, with academic performance and school environment rated to a very great extent and professional development to a great extent. The management roles of school heads were strongly manifested. No significant differences were found between the assessments of the two respondent groups in most management roles, except in coordinating. Key challenges included

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time constraints, conflicting schedules, limited professional development support, unclear stakeholder roles, and sustainability concerns. In response, a home-school management plan featuring four strategic projects—LEARN, BUILD, GROW, and PARTNER—was developed to strengthen stakeholder collaboration and promote sustainable partnerships and linkages.

**Keywords**: *home-school partnership, management roles, stakeholder engagement, Batangas Province, management program*

## INTRODUCTION

Education is a shared responsibility that extends beyond the classroom and requires the active involvement of schools, families, and communities. The academic success and holistic development of learners are influenced not only by the quality of instruction but also by the support systems established through meaningful partnerships among educational stakeholders. Home-school partnerships and linkages provide opportunities for parents, school personnel, and community members to work collaboratively toward common educational goals. Through active participation, open communication, and shared responsibility, these partnerships can strengthen learners' academic performance, promote a positive school environment, and support the professional development of teachers (Mapp, K. L., & Bergman, E., 2021).

Effective home-school partnerships involve more than parental attendance at school activities or the provision of financial and material assistance. They require sustained

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collaboration, mutual trust, clearly defined responsibilities, and active participation in school programs and decision-making processes. When stakeholders are meaningfully engaged, schools can better address learners' needs, mobilize available resources, and create supportive learning environments. Moreover, collaboration between schools and families provides opportunities for teachers to receive support, share professional experiences, and enhance their instructional practices.

The successful implementation and sustainability of these partnerships depend largely on the management practices of school heads. As instructional leaders and school managers, they play a significant role in establishing mechanisms that encourage stakeholder participation and ensure the effective implementation of partnership initiatives. Their responsibilities encompass planning activities aligned with school priorities, leading stakeholders toward shared objectives, coordinating resources and collaborative efforts, making informed decisions, and evaluating and reporting partnership outcomes. These interconnected management functions are essential in promoting accountability, strengthening stakeholder relationships, and ensuring the continuity of school-community initiatives.

In the Philippine educational system, stakeholder participation is reinforced by Republic Act No. 9155, or the Governance of Basic Education Act of 2001, which emphasizes shared governance and the accountability of school heads in managing educational institutions. Similarly, Department of Education Order No. 40, s. 2015, provides guidelines for establishing and managing partnerships between schools and external stakeholders. These policies recognize the importance of collaboration in improving educational services and mobilizing

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community support. However, translating these policy directions into sustainable school-level practices requires effective leadership, systematic coordination, and continuous stakeholder engagement.

Despite the recognized importance of home-school partnerships, schools continue to encounter concerns that may affect their implementation and sustainability. Time constraints, conflicting schedules, limited opportunities for professional development, unclear stakeholder responsibilities, and difficulties in sustaining participation may hinder collaborative efforts. Furthermore, differences in the perspectives of school heads and parent representatives may influence how partnership activities and management practices are assessed. These concerns highlight the need to examine not only the extent of stakeholder engagement but also the management practices that facilitate effective collaboration.

In Batangas Province, strengthening home-school partnerships and linkages is essential in supporting the continuous improvement of public elementary schools. Examining stakeholder engagement in relation to students' academic performance, the school environment, and teachers' professional development can provide insights into the contributions of collaborative efforts to school improvement. Likewise, assessing the management roles of school heads in planning, leading, coordinating, decision-making, and evaluating and reporting can identify existing practices and areas that require further attention. Understanding the assessments of school heads and PTA members, together with the recurring issues encountered by schools, can provide a basis for more responsive partnership strategies.

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In this regard, the study assessed the extent of stakeholder engagement in home-school partnerships and linkages in public elementary schools in Batangas Province, examined the manifestation of school heads' management roles, determined differences in the assessments of internal and external stakeholders, and identified recurring issues and concerns encountered in partnership implementation. The findings served as the basis for developing a proposed home-school management plan through the strategic projects LEARN, BUILD, GROW, and PARTNER. Ultimately, the study seeks to strengthen stakeholder collaboration, improve the management of partnership initiatives, and promote sustainable home-school partnerships and linkages that contribute to improved school outcomes.

## MATERIALS AND METHODS

### Research Design and Setting

The study employed a descriptive research design to assess stakeholder engagement in home-school partnerships and linkages and the manifestation of school heads' management roles in public elementary schools in the Division of Batangas, Philippines. A quantitative survey was used to determine existing partnership practices and management processes, supplemented by qualitative interviews to obtain further insights into the issues and concerns encountered in partnership implementation. This approach provided a basis for examining prevailing conditions and identifying areas for improvement without manipulating the study variables.

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**Research Participants and Sampling**

The study involved 332 respondents from 166 public elementary schools in the Division of Batangas. The respondents consisted of 166 internal stakeholders, represented by school heads, and 166 external stakeholders, represented by Parent-Teacher Association (PTA) members. The study population comprised 582 stakeholders from 291 small public elementary schools, consisting of 291 internal and 291 external stakeholders.

Stratified random sampling was employed in selecting the participating schools and respondents. Each selected school was represented by one school head and one PTA member, resulting in 166 respondent pairs. The sample size was determined with reference to the Raosoft online sample size calculator, using a 95% confidence level and a 5% margin of error.

**Research Instrument**

A researcher-developed questionnaire served as the primary instrument for collecting quantitative data. Its development was guided by a review of relevant literature, academic publications, Department of Education policies, previous research, and insights from preliminary interviews. The questionnaire consisted of three parts: (1) stakeholder engagement in home-school partnerships and linkages in terms of learners' academic performance, school environment, and professional development of teaching and non-teaching personnel; (2) the manifestation of school heads' management roles in planning, leading, coordinating, decision-making, and evaluating and monitoring; and (3) the issues and concerns encountered in implementing home-school partnerships and linkages.

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The instrument underwent content validation by the research adviser and a panel of experts and external validators from Batangas State University–The National Engineering University. A pilot test was subsequently conducted among 23 stakeholders from the Lemery Sub-Office, comprising 13 internal and 10 external stakeholders who were excluded from the main study. The instrument's reliability was assessed using Cronbach's alpha, yielding an overall coefficient of 0.86, indicating acceptable internal consistency.

To supplement the survey findings, an adviser-validated interview guide was used in conducting unstructured interviews with internal and external stakeholders. The interviews focused on identifying recurring issues and concerns affecting the implementation and sustainability of home-school partnerships and linkages.

**Data Collection Procedure**

Data collection commenced after obtaining formal authorization from the Schools Division Superintendent of Batangas Province. The researcher coordinated with district supervisors and school heads to facilitate questionnaire administration and retrieval. The questionnaires were initially distributed through Google Forms. Printed copies were subsequently delivered personally to schools that had not submitted their responses within one month.

Interviews were also conducted personally with internal and external stakeholders to gather additional perspectives on the challenges encountered in establishing and sustaining school partnerships. The collected quantitative and qualitative data were compiled, organized,

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and prepared for analysis. The findings served as the basis for developing a proposed management plan to strengthen stakeholder engagement and improve the implementation of home-school partnerships and linkages.

## RESULTS AND DISCUSSION

### 1. Extent of Engagement among Stakeholders in Home-school Partnership and Linkages

This part of the study presents the extent of engagement of stakeholders in home-school partnerships and linkages in terms of the academic performance of learners, the school environment, and the professional development of teachers and non-teaching personnel.

**1.1 Academic Performance of Learners.** This section highlights how stakeholders engage in activities that directly contribute to improving student achievement, particularly in literacy, numeracy, and overall academic outcomes.

The results revealed that both external and internal stakeholders were engaged to a very great extent. This indicates that, from the perspective of the school heads, home-school partnerships and stakeholder linkages are strongly established and actively contribute to improving learners' academic performance. The findings imply that collaboration among parents, teachers, school personnel, and community partners has become an important component of school management in addressing learners' academic needs and providing support beyond classroom instruction.

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The findings suggest that school heads perceive home-school collaboration as an essential component of improving academic outcomes. The high assessment may be attributed to the continuous implementation of school initiatives that encourage stakeholder participation, such as academic support programs, learner monitoring, remedial activities, instructional assistance, and community involvement. The results reflect that stakeholders recognize their shared responsibility in supporting learners, not only through attendance in school activities but also through providing academic, emotional, and resource-based assistance.

The results further indicate that stakeholders are more engaged in activities that have a direct connection to learner achievement. This may be explained by the stakeholders' increased awareness that improving learner performance requires collaboration beyond classroom instruction.

However, although all indicators obtained positive assessments, variations in weighted means suggest areas where engagement can still be strengthened. Among external stakeholders, the indicator enhance involvement in volunteer activities that support the school's remedial programs obtained the lowest weighted mean which was verbally interpreted as Great Extent. This result suggests that while external stakeholders are generally supportive, sustained participation in structured academic interventions may be more challenging. Remedial programs require continuous monitoring and active participation, which may demand greater commitment compared with occasional school activities.

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Mandolado and Ancho (2023), further support this perspective by emphasizing that meaningful involvement of parents and community members in academic interventions contributes significantly to learners' sustained improvement. When stakeholders actively participate in tutoring, mentoring, and reading programs, they provide additional learning support beyond the classroom, allowing learners to receive consistent guidance and reinforcement of essential skills.

In the context of the present findings, family and community members may contribute more meaningfully when they are assigned specific and structured roles, such as assisting learners with reading exercises, supervising home-based practice, reinforcing basic mathematical skills, providing learning materials, or participating in targeted intervention activities. These forms of engagement create a direct link between school-community collaboration and the improvement of learner outcomes.

In terms of management implications, this finding underscores the need for school leaders to strengthen the design and execution of remedial programs as an integral component of the home-school partnership plan. Hargreaves and Fullan (2020) emphasized that school leaders play a critical coordinating role in developing collaborative cultures where stakeholders contribute meaningfully to instructional improvement.

In this context, effective management requires school heads to establish clear mechanisms for collaboration among teachers, parents, community partners, and volunteer groups involved in learner support programs. This may include defining specific roles and

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responsibilities, providing orientation and capacity-building activities for volunteers, and ensuring that interventions are guided by appropriate learner assessment data. Through these practices, stakeholders become active partners rather than merely sources of assistance, creating a shared responsibility for improving learner outcomes.

Furthermore, the finding highlights the importance of strengthening the monitoring and sustainability mechanisms of remedial initiatives. School administrators may enhance program effectiveness by establishing regular feedback systems, reviewing learners' progress, and adjusting intervention strategies based on evidence gathered from teachers, parents, and learners. Such an approach reflects strategic educational management, where decisions are data-informed and aligned with the goal of improving academic performance.

In a similar vein, provide assistance to identify learner needs by providing activities and materials for meaningful learning interpreted as great extent. This implies that stakeholders participate in supporting learners but may require stronger guidance in understanding specific academic difficulties and appropriate learning interventions. Stakeholders may need more opportunities to collaborate with teachers in analyzing learner performance data, identifying learning gaps, and developing appropriate support strategies.

In line with this finding, Epstein (2018) emphasizes that systematically identifying learners' needs and providing suitable learning materials are fundamental components of successful home-school partnerships. This is because such practices directly connect stakeholder contributions to classroom instruction and support effective learning recovery.

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This suggests that stakeholder involvement becomes more meaningful when it is guided by accurate assessment of learners' academic gaps and specific learning requirements.

School leaders play a critical role in establishing processes that allow teachers, parents, and community partners to collaboratively determine areas where learners require additional support and mobilize resources that directly address these needs. Through organized planning, resource allocation, and continuous monitoring, home-school partnerships can become more responsive and purposeful rather than merely participatory.

As explained by Bush and Glover (2016), the critical role of school leaders in transforming available stakeholder support into organized and meaningful interventions. Effective school leadership requires more than simply encouraging participation from parents, community members, and external partners; it involves systematically analyzing learner needs, identifying gaps in academic performance, and determining the most appropriate resources and strategies that can address these concerns.

Parents, community organizations, and other stakeholders possess different skills, resources, and levels of availability; therefore, school leaders need to identify how each partner can contribute meaningfully to school improvement efforts. Successful partnership initiatives depend on purposeful planning, continuous evaluation, and effective resource coordination. School leaders must function not only as administrators but also as strategic facilitators who ensure that every form of stakeholder support contributes directly to improving

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learner performance. In this way, home-school partnerships become focused, evidence-based, and capable of producing sustained improvements in educational outcomes.

Turning to another dimension of engagement, Assist the school in sourcing funds for students to be able to participate in academic and non-academic competitions interpreted as very great extent. Although still rated positively, its lower ranking may indicate that financial support remains a more sensitive area of partnership. School heads may recognize that stakeholders have the willingness to assist, but economic conditions and available resources may influence their capacity to provide financial contributions. This highlights the importance of strengthening linkages with community organizations, local government units, and private partners for sustainable resource support.

The findings further emphasize that learner development is a shared responsibility that extends beyond the boundaries of the school. Stefanski et al. (2016) explained that school-community partnerships extend educational support beyond the classroom by connecting families, schools, and community organizations in addressing learners' and families' broader needs. Supporting this perspective, Smith et al. (2020) found that family-school partnership interventions positively influence learners' academic achievement and social-emotional functioning. These findings underscore the importance of collaboration among parents, barangay leaders, and local organizations in providing learners with consistent guidance, encouragement, and developmental support. From a school management perspective, strengthening these partnerships can help establish a more comprehensive support system in

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which educational responsibilities are shared among families, schools, and the wider community.

Parents, as primary caregivers, play a significant role in monitoring learners' academic progress, developing responsible behaviors, and reinforcing the values introduced in school. When schools maintain open communication and provide opportunities for parental involvement, families become active partners in addressing learner needs and supporting educational goals.

Similarly, the participation of barangay leaders and local organizations provides additional resources and community-based support that can complement school programs. These stakeholders may contribute through learner protection initiatives, values formation activities, community outreach programs, and other interventions that address social and behavioral concerns affecting learners.

When learners observe cooperation among their families, school personnel, and community leaders, they are more likely to develop a sense of responsibility, belongingness, and respect for shared community values. Through strengthened collaboration, schools can create an environment where educational outcomes are supported not only by teachers but also by the wider community.

As emphasized by Hargreaves and Fullan (2020), school heads hold a central responsibility in articulating a clear vision for holistic education and designing partnership initiatives that effectively balance academic advancement with character development. This

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highlights the role of school leaders as strategic thinkers who ensure that school programs are not limited to improving academic performance but also address the social, emotional, and ethical dimensions of learner development. A clear educational vision provides direction to teachers, parents, and community stakeholders by establishing a shared understanding that learner success involves not only knowledge acquisition but also the development of values, responsible behaviors, and lifelong learning dispositions.

The findings overall demonstrate that the engagement of home-school partnerships and linkages in academic performance is already strongly established. However, the results also emphasize that effective partnerships should continuously evolve from general participation toward more focused academic support. From a school management perspective, sustaining these partnerships requires deliberate planning, capacity-building activities, transparent communication, and the creation of meaningful opportunities where stakeholders can contribute based on their strengths and available resources.

Therefore, the findings indicate that home-school partnership and linkages play a significant role in supporting learners' academic performance. The very great extent assessment provided by school heads confirms that stakeholder collaboration is a functional component of school management and learner development. Strengthening the lower-rated areas will further enhance stakeholder participation and contribute to more responsive and sustainable academic support systems for learners. Through purposeful partnerships and a well-defined vision of holistic education, schools can develop learners who are not only

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academically capable but also prepared to become responsible, ethical, and productive members of society.

**1.2 School Environment.**The school environment encompasses the overall learning atmosphere within the institution, which is actively enhanced through collaboration with community stakeholders. By pooling available resources, expertise, and shared effort, such partnerships create a safer, more supportive, and enriching setting for learners.

The results revealed that both external and internal stakeholders demonstrated a very great extent of engagement in maintaining and improving the school environment. These findings indicate that, stakeholders actively participate in initiatives that promote a safe, supportive, inclusive, and conducive school environment.

The findings further indicate that stakeholder engagement extends beyond physical improvements of school facilities. The indicators show that stakeholders also participate in promoting safety awareness, respect for diversity, disaster preparedness, health-related initiatives, and positive relationships within the school community. This demonstrates that school environment management involves not only infrastructure development but also the creation of a culture where learners, teachers, and stakeholders feel valued and protected.

However, despite the overall very great extent assessment, differences in weighted means reveal areas where engagement may still be strengthened. Mobilize local assistance to support school preparedness strategies recorded the lowest mean among all indicators related to the school environment for external and internal stakeholders.

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This finding reveals that compared to other dimensions of the school environment, efforts to access local resources and services specifically for preparedness such as disaster readiness, emergency supplies, and continuity of learning operations are less systematically organized. The result may indicate that local partners are willing to extend assistance; however, their participation may still depend on the availability of resources, established coordination mechanisms, and timely engagement by the school.

Bryk et al. (2015) highlighted that successful school improvement depends on the development of strong collaborative relationships among school personnel, families, and community partners. Improvement initiatives require collective responsibility, where stakeholders contribute resources, knowledge, and support based on shared goals. The process of mobilizing assistance may still require stronger coordination mechanisms and more clearly defined responsibilities.

Preparedness initiatives often involve activities that are preventive in nature, such as risk assessment, emergency planning, resource preparation, and establishment of response procedures. Strengthening coordination, clarifying stakeholder roles, and maintaining consistent partnerships can enhance the capacity of schools to implement preparedness initiatives that are responsive, organized, and sustainable.

Turning to another indicator related to school infrastructure, assistance in renovating classrooms and facilities ranked among the three lowest-scoring items for internal stakeholders which interpreted as great Extent, while external stakeholders with verbal

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interpretation of very great extent. Although the result reflects a strong level of participation, it implies that involvement in major infrastructure improvement initiatives may be more challenging compared with other forms of school support. This may be attributed to limitations in financial resources, availability of manpower, and the complexity of facility renovation projects.

In support of prioritizing this area, Manty et al. (2020) confirms that well-maintained classrooms and facilities have a significant positive influence on learner motivation, school attendance, and academic achievement. These studies further note that when communities actively participate in upgrading school infrastructure, the learning environment is not only improved but also reinforced as a shared responsibility between the school and its stakeholders.

The finding highlights the need for continuous collaboration among school personnel, parents, and stakeholders to identify sustainable approaches in improving the physical learning environment and ensuring that facility development remains aligned with the school's priorities.In support of increasing this level of involvement, Hargreaves and Fullan (2020) emphasized that school improvement requires collective responsibility, shared commitment, and the effective mobilization of resources among school personnel and stakeholders. Although stakeholders demonstrate willingness to support school initiatives, projects involving physical infrastructure development often require greater financial capacity, long-term planning, technical expertise, and coordinated efforts among various stakeholders. Therefore,

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strengthening partnerships, establishing clear roles, and developing sustainable resource mobilization strategies are essential to enhance stakeholder participation in improving classrooms and school facilities.

The involvement of different stakeholders also strengthens accountability in managing school resources. When parents, community representatives, and other partners are included in planning and monitoring processes, there is greater transparency in the utilization of resources and implementation of projects. This collaborative approach builds trust between the school and its stakeholders, which is essential in sustaining future partnerships and encouraging continued support for school programs.

The comparatively low scores obtained for this indicator show that significant potential remains for school heads to strengthen partnerships. Leithwood, Harris, and Hopkins (2020) highlighted that the effectiveness of school improvement efforts is greatly influenced by the ability of school heads to establish a shared vision, build relationships, and create structures that promote meaningful stakeholder participation.

Physical learning environments directly influence learners' comfort, safety, motivation, and ability to participate effectively in educational activities. However, improving these facilities requires resources that may exceed the regular capacity of the school. Therefore, the active involvement of parents, community members, local organizations, and other partners becomes necessary to supplement available resources and support the implementation of development projects.

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Another indicator requiring attention was participate in the development of a school safety plan, which interpreted as great extent among external stakeholders. Meanwhile, internal stakeholders interpreted as very great extent for the same indicator. The difference in assessment suggests that internal stakeholders are more actively engaged in school safety planning because they are directly involved in school operations, learner supervision, and implementation of safety protocols.

In support of increasing this level of involvement, Kutsyuruba et al. (2019) highlights that the meaningful participation of families and community members during the planning phase strengthens preventive measures, improves coordination during emergencies, and fosters greater mutual trust. When families and community members are included in safety planning processes, schools are better able to develop strategies that reflect the actual needs, risks, and conditions within the school community.

In relation to the finding, the involvement of stakeholders in the planning phase is essential because effective preparedness requires more than the implementation of emergency procedures during actual incidents. Preventive measures such as risk identification, hazard assessment, disaster preparedness activities, and the development of safety protocols become more effective when stakeholders contribute their experiences, knowledge, and available resources. Parents and community members often possess valuable information about local conditions, environmental risks, and community resources that can help schools design more responsive and practical safety strategies.

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Overall, the findings demonstrate that home-school partnership and linkages in the school environment are implemented to a very great extent based on the assessment of school heads. The results confirm that stakeholder collaboration contributes significantly to maintaining a safe, functional, and learner-centered school environment. However, the lower-rated indicators reveal the need to further strengthen stakeholder involvement in areas requiring planning, resource mobilization, and infrastructure development.

From a school management perspective, these findings emphasize the importance of strengthening participatory leadership, enhancing communication mechanisms, and providing structured opportunities for stakeholders to contribute to school environmental improvement. Through sustained collaboration and strategic partnership management, schools can further develop an environment that promotes learner safety, inclusivity, and improved educational outcomes.

**1.3 Professional Development of Teachers and Non-Teaching Personnel.**

Home-school partnerships play a vital role in supporting educators' professional development, as they create meaningful opportunities for shared learning, collaboration, and the refinement of instructional practices. Investing in the professional growth of both teaching and non-teaching staff not only leads to improved student outcomes but also raises the overall standard of school operations.

The results revealed that both external and internal stakeholders demonstrated a high level of engagement in supporting the professional growth and continuous improvement of

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school personnel. External stakeholders interpreted as very great extent while internal stakeholders interpreted as great extent. These findings indicate that school heads perceive stakeholders as actively contributing to initiatives that enhance the competencies, skills, and professional capabilities of teachers and non-teaching personnel.

The results suggest that home-school partnerships extend beyond learner-centered programs and include strengthening the capacity of school personnel who directly influence educational quality. Stakeholder support through training opportunities, professional learning activities, feedback mechanisms, and resource assistance contributes to the continuous improvement of instructional practices and school operations.

From a management perspective, the findings reflect the role of school leadership in creating a culture of professional growth. School heads serve as facilitators who identify development needs, establish partnerships, and connect school personnel with available learning opportunities. Through effective coordination with external organizations and internal stakeholders, schools are able to expand professional development opportunities that may not be fully available through regular institutional programs.

For external stakeholders, the indicator support the school by providing financial assistance to the teachers through scholarship programs interpreted as great extent for both external and internal stakeholders. This suggests that while external stakeholders support professional development, direct financial assistance through scholarship programs may be less consistent compared with other forms of support.

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This finding highlights the importance of developing stronger partnerships with institutions, government agencies, and private organizations that provide professional development grants, scholarships, and training support. School heads may strengthen resource mobilization strategies by identifying potential partners and establishing formal agreements that can provide sustainable opportunities for personnel advancement.

In support of this observation, García and Weiss (2019) emphasized the importance of providing teachers with adequate financial and institutional support to access continuing professional development opportunities. Their findings revealed that financial assistance for tuition, conferences, and training activities remained limited among public school teachers, highlighting the need to strengthen available resources for professional advancement. Similarly, Cudiamat (2022), in a study conducted among selected public secondary schools in Batangas Province, identified the lack of scholarship grants for teachers as one of the major challenges in managing instructional programs. Furthermore, Tenorio (2022) emphasized that access to further studies, professional training, and learning communities contributes to the development of teachers' instructional competencies and professional efficacy. These findings underscore the importance of establishing partnerships with higher education institutions, local government units, and private organizations to expand scholarship opportunities and financial assistance for teachers. From a school management perspective, school heads should strengthen resource mobilization initiatives and develop sustainable partnerships that support personnel advancement and continuous professional improvement.

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In the context of educational management, these relatively low ratings signal that school leaders must place greater focus on intentional advocacy and structured resource mobilization. School Heads who actively engage and negotiate with LGUs, non-government organizations, and private sector partners are far more likely to secure sustainable funding for professional development initiatives. Consistent with this, establishing clear guidelines for scholarship support, defining transparent selection criteria, and providing proper recognition to donors significantly encourage more consistent and long-term investment in teacher growth.

Therefore, the proposed management plan should incorporate specific, actionable strategies: identifying potential partners for scholarship support, preparing well-structured project proposals, and formalizing systems for selection, monitoring, and reporting. By doing so, financial assistance for professional development can become more accessible, equitable, and sustainable over time.

Similarly, support for professional placement opportunities—along with the provision of scholarships and bursaries—also ranked among the lowest indicators in this dimension, interpreted as great extent for external stakeholders and internal stakeholders. While the ratings confirm that stakeholders do offer some assistance in facilitating placements and financial grants, this form of support remains considerably less extensive compared to other areas of involvement, such as organizing training sessions, promoting collaborative learning,

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and implementing community-based activities. A key reason for this gap is that establishing placement opportunities requires formal coordination, negotiation, and written agreements with external institutions—processes that may not yet be fully systematized or established within current partnership arrangements.

The relatively low level of support for professional placement opportunities indicates the need for school leaders to strengthen external linkages as an integral component of their professional development strategies. Benoliel and Schechter (2017) emphasized that principals serve as learning boundary spanners by establishing connections between their schools and external environments to access new knowledge, expertise, and learning opportunities. This perspective highlights the importance of developing partnerships with higher education institutions, government agencies, and professional organizations that can provide teachers and non-teaching personnel with opportunities for professional exposure, specialized training, mentoring, and skills enhancement. From a school management perspective, school heads should actively establish institutional linkages and collaborative agreements to expand professional development opportunities and strengthen the capacity of school personnel.

In relation to the finding, the involvement of external stakeholders in the professional development of school personnel reflects the importance of establishing strong institutional partnerships. Professional growth is enhanced when teachers and staff are provided with opportunities to engage with experts, educational institutions, government agencies, and

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professional organizations that can provide relevant training, mentoring, and technical assistance. These external connections allow schools to gain new perspectives, acquire updated knowledge, and develop innovative practices that respond to changing educational demands.

Supporting this view, the leadership responsibility of school heads in identifying available networks and strategically aligning them with the professional needs of personnel. Effective principals must assess areas where teachers require additional support, such as instructional strategies, assessment practices, technology integration, classroom management, and curriculum implementation. By connecting the school with appropriate partners, school leaders ensure that professional development activities are purposeful, needs-based, and directly related to improving teaching and learning outcomes.

Overall, the findings demonstrate that home-school partnership and linkages in the professional development of teachers and non-teaching personnel are implemented to a very great extent among external stakeholders and a great extent among internal stakeholders. The results indicate that stakeholders recognize the importance of developing school personnel as a means of improving educational quality and organizational effectiveness.

From a management perspective, the findings emphasize the need for strategic partnership-building, resource mobilization, and structured professional development planning. While stakeholders already contribute significantly, strengthening scholarship opportunities, professional placement programs, and holistic development initiatives can

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further enhance personnel capability. Through effective leadership and sustained collaboration, schools can establish a stronger professional learning environment that supports both teacher growth and improved school outcomes.

**2. Extent of Manifestation of School Head's Management Roles on Partnership**

This part of the study presents the school head's manifestation of management roles in Partnerships in terms of planning, leading, coordinating, decision-making, evaluating, and reporting.

**2.1 Planning.** Planning for a school-community partnership the formulation of clear goals, the delineation of specific roles, and the development of an effective communication strategy. This partnership not only aims to enhance academic achievement but also seeks to build a supportive network that contributes to the holistic growth of each student within the community.

The findings revealed that both external and internal stakeholders assessed the planning-related management roles as strongly manifested. These findings indicate that both groups perceived that planning-related management roles are practiced to a high extent within the implementation of home-school partnerships. The findings suggest that stakeholders actively participate in identifying priorities, setting goals, defining responsibilities, developing strategies, and providing support necessary for the implementation of school-community partnership initiatives.

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Despite the high overall assessment, variations in the weighted means reveal areas where the extent of manifestation may still be enhanced. These indicators provide insights into specific planning practices that, while strongly manifested, require continued attention to ensure more consistent stakeholder participation and sustainability of partnership efforts.

Notably, the indicator on supporting the school in establishing teams and groups that carry out school plans was assessed by both external and internal stakeholders as strongly manifested. The result indicates that stakeholders recognize their role in supporting organizational structures for school plans; however, this aspect received a relatively lower rating compared with other planning activities. This may suggest that while stakeholders participate in planning discussions, the formation and sustained operation of committees, working groups, or partnership teams may require stronger coordination. Establishing clearly defined teams with assigned responsibilities may help ensure that planned activities are continuously implemented and monitored.

The finding was supported by Bush and Glover (2016), who emphasized that effective school management requires the establishment of clear organizational structures, shared responsibilities, and coordinated leadership practices. They explained that school plans are more likely to be successfully implemented when teams and committees have defined roles, accountability mechanisms, and clear communication processes. This perspective highlights that effective planning does not end with the formulation of goals and programs; rather, successful implementation depends on how responsibilities are distributed, coordinated, and monitored among individuals and groups involved in school improvement efforts.

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In relation to the finding, the recognition of stakeholders' participation in establishing teams and groups for school plans suggests that collaborative structures are already present within the school. However, the relatively lower level of manifestation in this area may indicate that while stakeholders are involved in planning activities, further strengthening of organizational arrangements may be necessary to maximize their contributions. The creation of committees, working groups, and partnership teams becomes more effective when members clearly understand their functions, expected outputs, and areas of accountability.

Schools need to strengthen the functionality of committees and partnership groups by establishing clear roles, accountability measures, and communication systems. Through well-organized structures and coordinated leadership practices, stakeholder participation can be transformed from general involvement into purposeful action that contributes directly to the successful implementation of school plans and continuous school improvement.

Turning to another indicator related to management roles, the ability of stakeholders to help the school determine the root causes of problems and issues aligned with school priorities was assessed as strongly manifested. The findings imply that stakeholders are involved in identifying concerns affecting school programs; however, their engagement in deeper analysis of problems may not be as extensive as their participation in other planning activities. This may be attributed to the fact that root cause analysis requires access to relevant information, systematic assessment, and opportunities for stakeholders to engage in reflective discussions. Strengthening collaborative problem-solving sessions may further improve this area of planning.

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The finding supported by Kools and Stoll (2016) emphasized that schools as learning organizations require collaborative inquiry, shared vision, and collective reflection to identify and address complex educational challenges. They explained that meaningful problem-solving involves not only recognizing existing issues but also analyzing underlying causes through evidence, dialogue, and continuous learning among members of the school community. This supports the finding that stakeholders strongly manifest involvement in determining the root causes of school problems, while further strengthening analytical discussions may enhance their contribution to planning processes.

In relation to the finding, the strong manifestation of stakeholder involvement in determining the root causes of school problems indicates that stakeholders recognize the importance of participating in understanding challenges faced by the school. Their involvement provides valuable perspectives drawn from their experiences and observations, which can complement available school data and contribute to a more comprehensive understanding of issues. Through collaborative discussions, stakeholders are able to identify concerns related to learner performance, school environment, resource limitations, and other factors affecting the achievement of school goals.

Furthermore, deeper analysis of school concerns requires the effective use of relevant evidence, such as assessment results, attendance records, learner progress data, stakeholder feedback, and monitoring reports. When stakeholders are guided in interpreting these sources of information, they become more capable of understanding the complexity of school issues and identifying appropriate interventions. This evidence-based approach strengthens planning

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processes because proposed programs and strategies are connected to actual needs and identified causes.

In a similar vein, the indicator on involving stakeholders in the preparation of a strategic communication plan that supports stakeholder goals and contributes to the success of partnership initiatives was assessed as strongly manifested. Although the extent of manifestation remains high, the result suggests that communication planning may still be improved. Stakeholders may participate more actively in communication-related activities, but the development of formal communication strategies, feedback mechanisms, and information-sharing procedures may need further strengthening to ensure that partnership goals are clearly understood by all involved groups.

The finding supported by Bryson (2018), who emphasized that strategic planning requires effective communication processes to align stakeholders toward shared goals. Communication is a critical component of strategic management because it ensures that stakeholders understand organizational priorities, roles, and expected contributions.

In relation to the finding, stakeholder participation in communicating school plans reflects the importance of maintaining transparency and shared understanding within the school community. Effective communication allows stakeholders to recognize the purpose of school initiatives, appreciate their relevance to learner needs, and understand how their participation contributes to achieving desired outcomes. When school goals, programs, and expected contributions are clearly communicated, stakeholders are more likely to develop a

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sense of ownership and commitment toward the implementation of school improvement activities.

The results of these three indicators demonstrate that planning roles within the partnership are already practiced to a strong extent; however, the relatively lower ratings highlight the need to strengthen the structural and strategic aspects of planning. While stakeholders are engaged in goal-setting and decision-making, sustaining partnerships requires organized teams, systematic problem analysis, and effective communication mechanisms. These areas are essential in ensuring that partnership plans are not only developed but are also successfully implemented and sustained.

Overall, the findings indicate that the extent of manifestation of management roles in terms of planning is strongly manifested among both external and internal stakeholders. The school demonstrates effective stakeholder participation in planning processes, but continuous improvement should focus on strengthening collaborative structures, enhancing stakeholder involvement in problem analysis, and developing more strategic communication approaches to support long-term partnership outcomes.

**2.2 Leading.** School head leading in school-community partnerships actively fosters collaborations between the school and local organizations, businesses, and community members by facilitating open communication, identifying shared needs, building trust, and engaging diverse stakeholders to enrich student learning and support their holistic development, all while ensuring mutual benefits for both the school and community.

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The findings revealed that both external and internal stakeholders perceived the leading-related management roles as strongly manifested. This indicates that leadership roles in managing school-community partnerships are manifested to a high extent among stakeholders.

The findings imply that stakeholders perceive the school's leadership practices as effective in encouraging collaboration, strengthening relationships, promoting shared responsibilities, and engaging stakeholders in activities that support school improvement. The strong ratings from both groups suggest that leadership is not limited to school administrators but is shared with various stakeholders through cooperation, communication, and collective participation.

However, variations in weighted means reveal specific leadership practices with relatively lower extent of manifestation. Although these indicators were still interpreted as strongly manifested or moderately manifested, their lower ratings compared with other indicators highlight areas that require further improvement to strengthen stakeholder participation and partnership implementation.

The indicator with the lowest assessment focused on providing training to community stakeholders and parents to help them develop effective communication and partnership skills. External stakeholders assessed this indicator as moderately manifested, while internal stakeholders assessed it as strongly manifested. The result indicates that while leadership practices include efforts to engage stakeholders, capacity-building activities for developing

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communication and partnership skills have a lower extent of manifestation. This suggests that stakeholders may benefit from more structured orientations, capability-building sessions, and leadership development activities that can strengthen their confidence and effectiveness in supporting school initiatives.

Harris and Jones (2019) supported the findings by emphasizing that effective educational leadership requires developing the capacity of stakeholders to participate meaningfully in school improvement efforts. They explained that collaboration becomes more effective when stakeholders are provided with appropriate knowledge, skills, and opportunities for professional learning. This perspective highlights that stakeholder involvement should not be measured only by their presence or participation in school activities but also by their ability to contribute informed ideas, make sound decisions, and actively engage in processes that influence school development.

From a school management perspective, this finding emphasizes the role of school leaders in creating opportunities that enhance stakeholder competence and confidence. School heads need to identify areas where stakeholders require additional orientation, training, or guidance, particularly in areas related to school planning, learner support, resource mobilization, and program implementation. Through workshops, consultations, mentoring sessions, and collaborative learning activities, stakeholders can develop a clearer understanding of how their contributions support the broader goals of the school.

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Mapp and Bergman (2021) emphasized that sustainable family-school partnerships require intentional capacity-building efforts that develop the knowledge, skills, and confidence of both educators and families for meaningful collaboration. They highlighted that effective engagement extends beyond inviting stakeholders to participate and requires equipping them to contribute actively to communication, shared decision-making, and school improvement initiatives.

Consistent with this perspective, both internal and external stakeholders assessed the indicator on helping organize professional development activities for teachers focused on family and community engagement as Strongly Manifested. This indicates that initiatives aimed at strengthening teachers' competencies in stakeholder engagement are already being implemented. However, the comparatively lower assessment from external stakeholders suggests that opportunities for family and community participation in designing and conducting these professional development activities may still be expanded.

From a school management perspective, this finding highlights the need for school heads to strengthen collaborative professional development initiatives by involving parents, PTA representatives, and community partners in identifying training needs, planning activities, and providing feedback. Such initiatives may include workshops on effective communication, partnership development, stakeholder collaboration, and shared decision-making. Through these efforts, professional development can become more inclusive and responsive to the needs of both school personnel and community stakeholders, ultimately strengthening home-school partnerships.

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This finding highlights that professional development should not be limited to teachers and school personnel but should also extend to external stakeholders who play important roles in supporting learner development. While educators may possess the skills necessary to initiate partnerships, families and community members also require orientation and guidance regarding their roles, responsibilities, and possible contributions to school programs. Providing stakeholders with appropriate knowledge about school processes, learner needs, and collaborative practices can strengthen their confidence and willingness to participate.

Overall, the findings reveal that the extent of manifestation of management roles in terms of leading is strongly manifested among both external and internal stakeholders. The results indicate that leadership practices foster collaboration and partnership; however, continued efforts to develop stakeholder competencies, strengthen external coordination, and institutionalize feedback processes may further enhance the effectiveness and sustainability of school-community partnerships.

**2.3 Coordinating.** This dynamic process involves a thorough identification of the unique needs of the community, which paves the way for the cultivation of strong relationships with local organizations.

The findings revealed that both external and internal stakeholders perceived the coordinating-related management roles as Strongly Manifested. This indicates that coordinating roles in school-community partnerships are manifested to a high extent, showing

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that stakeholders recognize the presence of collaborative efforts in organizing activities, sharing information, managing resources, and maintaining partnerships.

The findings suggest that coordination mechanisms between the school and stakeholders are functioning effectively. Stakeholders perceive that the school promotes cooperation, facilitates communication, and encourages shared participation in implementing school programs and initiatives. The high ratings from both groups indicate that coordination is practiced as a collective responsibility where stakeholders contribute to achieving common school goals.

Despite the high overall assessment, differences in weighted means show indicators with a relatively lower extent of manifestation. These areas provide opportunities for further strengthening coordination practices, particularly in ensuring timely information sharing, active participation in school programs, and sustained stakeholder involvement.

The indicator with the lowest assessment focused on the use of effective communication tools to ensure timely access to information presented in a format that can be easily comprehended. This indicator was assessed by both external and internal stakeholders as strongly manifested. The result indicates that communication practices are established to a high extent; however, this received the lowest assessment among the coordinating roles.

The finding suggests that while information is being shared, there may still be opportunities to improve the accessibility, clarity, and consistency of communication channels

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used with stakeholders. Strengthening communication strategies may help ensure that all stakeholders receive and understand relevant school information effectively.

Bryson (2018) emphasized that effective stakeholder coordination requires deliberate communication strategies that allow organizations to share relevant information, clarify responsibilities, and build a common understanding among participants. This perspective highlights that communication is not merely a process of transmitting information but a strategic leadership function that enables collaboration, strengthens relationships, and ensures that stakeholders remain aligned with organizational goals.

This finding emphasizes the responsibility of school leaders to develop communication systems that are responsive to the diverse needs and contexts of stakeholders. Stakeholders differ in their access to information, preferred communication methods, and level of familiarity with school processes. Stakeholder coordination requires continuous interaction, feedback, and adjustment based on emerging needs and challenges. Providing opportunities for stakeholders to express concerns, share suggestions, and receive updates strengthens trust and promotes a sense of shared ownership. Two-way communication, in particular, allows schools to move beyond simply informing stakeholders toward creating genuine collaborative relationships.

Meanwhile, the second lowest-rated indicator focused on supporting the effective implementation of school programs, projects, and activities (PPAs) that contribute to school effectiveness. This indicator was assessed by both external and internal stakeholders as

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strongly manifested. This indicates that stakeholders participate in supporting school programs, projects, and activities; however, the extent of manifestation may still be enhanced through stronger coordination of roles, responsibilities, and resources. Providing clearer opportunities for stakeholders to contribute during implementation may further strengthen partnership efforts.

Mapp and Bergman (2021) explained that effective partnerships are strengthened when schools provide clear roles, build stakeholder capacity, and establish consistent opportunities for involvement. This perspective highlights that meaningful collaboration is not simply measured by the presence of stakeholders in school activities but by the extent to which they are empowered to contribute ideas, resources, and actions that influence school development.

The willingness of stakeholders to participate reflects their recognition of the importance of school initiatives and their commitment to supporting learner development and school improvement. However, the finding also suggests that stakeholder involvement can still be strengthened by creating more structured opportunities where stakeholders can actively participate in planning, implementation, monitoring, and evaluation of PPAs.

Moreover, consistent opportunities for involvement strengthen trust and continuity in school–community partnerships. Engagement should not be limited to specific events or immediate school needs but should be developed as an ongoing relationship built through regular communication, consultation, and shared accountability. When stakeholders are

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consistently involved, they develop a stronger sense of ownership and commitment toward sustaining school programs and initiatives that will lead to meaningful and sustainable collaborations that contribute to effective school improvement and enhanced learner outcomes.

Additionally, the indicator on promoting positive relationships that respect and accept individual differences and diversity within the school community was assessed by both external and internal stakeholders as strongly manifested. The findings indicate that participation and relationship-building practices are evident; however, external stakeholders perceive a slightly lower extent of manifestation compared with internal stakeholders. This may suggest the need to further strengthen stakeholder involvement in school activities and create more inclusive opportunities for different groups to participate.

UNESCO (2021) highlighted that inclusive education requires schools to establish environments where all individuals feel respected, valued, and actively involved regardless of their backgrounds, abilities, or circumstances. The organization emphasized that meaningful inclusion extends beyond the existence of policies and requires consistent engagement of stakeholders in school activities and decision-making processes.

Moreover, the positive school climates are developed through trust, respect, and supportive relationships among school members and stakeholders. This perspective reinforces the importance of interpersonal relationships in creating a school environment where

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individuals feel that they belong and have a legitimate role in contributing to school improvement.

In relation to the finding, the evident manifestation of relationship-building practices suggests that the school has established a foundation of respect and cooperation among members of the school community. Nevertheless, continued efforts are necessary to ensure that these positive relationships translate into equitable participation among different stakeholder groups. When parents, community members, and other external partners perceive that their opinions are respected and their contributions are valued, they are more likely to communicate openly and participate in school initiatives. Strengthening transparency, communication, and responsiveness can therefore help reinforce trust and encourage sustained engagement.

Overall, the findings reveal that the extent of manifestation of management roles in terms of coordinating is strongly manifested. The results indicate that coordination practices are effectively established; nevertheless, continuous improvement in communication, stakeholder engagement, and collaborative implementation processes may further strengthen partnership outcomes.

**2.4 Decision-Making.** Decision-making in school-community partnerships involves actively engaging community members in the decision-making process by seeking their input, considering their needs, and collaborating to develop programs and initiatives that benefit both the school and the wider community while prioritizing open communication and building

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strong relationships with various community stakeholders to foster mutual understanding and support for student success.

The findings revealed that both external and internal stakeholders perceived the decision-making-related management roles as strongly manifested. This indicates that decision-making roles within school-community partnerships are manifested to a high extent among stakeholders.

The findings suggest that the school implements decision-making processes that encourage stakeholder participation, consideration of concerns, collaborative problem-solving, and the development of appropriate responses to school-related issues. The strong ratings from both external and internal stakeholders indicate that decision making is perceived as a shared process where stakeholders are given opportunities to contribute ideas, provide feedback, and participate in resolving concerns affecting the school community.

Although all indicators obtained a strongly manifested interpretation, the differences in weighted means show areas with relatively lower extent of manifestation. These indicators identify specific aspects of decision making where stakeholder involvement, consultation, and collaborative processes may still be strengthened. The indicator with the lowest weighted mean was respond appropriately in consideration of the political, social, legal, and cultural context. Despite being the least rated indicator, it was still perceived by both external and internal stakeholders as strongly manifested. The result indicates that stakeholders perceive decision-making practices as responsive to different contextual considerations; however, this

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area obtained a relatively lower extent of manifestation compared with other decision-making roles.

Hallinger (2018) explained that leadership practices cannot be separated from political, social, cultural, and organizational environments because decisions must be adapted to the realities and needs of the communities served. This perspective highlights that effective decision-making is not simply based on established policies or general management practices but requires school leaders to consider the unique circumstances, expectations, and challenges present within their specific educational context.

From a school management perspective, this finding emphasizes the importance of situational awareness among school leaders. Effective principals must continuously analyze internal and external factors that may influence school operations, learner needs, and stakeholder relationships. These factors may include community characteristics, available resources, local concerns, government policies, cultural practices, and emerging challenges affecting learners and families. By considering these contextual elements, school leaders can develop decisions that are more appropriate, realistic, and sustainable.

The finding suggests that the school leaders should continue developing their capacity for context-sensitive leadership. By integrating evidence, stakeholder perspectives, and an understanding of social, cultural, and organizational conditions, school heads can make more responsive decisions that address complex school challenges. Such leadership practices

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contribute to improved stakeholder engagement, stronger school-community relationships, and more effective implementation of school programs and initiatives.

Furthermore, the indicators listen to school issues and concerns and willingly discuss the matter to find a solution and build and maintain collaborative decision-making and learning structures were perceived by both external and internal stakeholders as strongly manifested. The findings indicate that consultation and collaborative decision-making structures are practiced to a high extent; however, external stakeholders perceived these practices slightly lower. This may imply that while opportunities for discussion and collaboration exist, expanding stakeholder participation in dialogue, consultation, and decision-making platforms may further enhance the extent of manifestation.

This finding emphasizes the importance of creating sustainable structures that support stakeholder engagement. Consultation should not be limited to obtaining feedback after decisions have already been developed but should involve stakeholders throughout the decision-making cycle, including problem identification, planning, implementation, and evaluation. When stakeholders are engaged at different stages of decision-making, they develop a stronger understanding of school priorities and become more invested in achieving shared goals.

With the support of Leithwood et al. (2020), emphasized that effective school leadership is strengthened through collaborative practices where leaders engage stakeholders in dialogue, shared problem-solving, and collective decision-making. Successful school leaders

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create structures that encourage participation, build trust, and distribute leadership responsibilities among members of the school community. This perspective highlights that decision-making in schools becomes more effective when it is viewed as a collective process rather than a responsibility concentrated only among school administrators. Through collaboration, leaders are able to access diverse perspectives, improve the quality of decisions, and develop greater commitment among stakeholders toward the implementation of school initiatives.

Collaborative decision-making enhances the responsiveness of school leadership because different stakeholders contribute unique experiences and perspectives. Teachers may provide insights regarding instructional concerns and learner needs, parents may share observations about learners' experiences outside school, and community partners may provide information about local conditions and available resources. By integrating these perspectives, school leaders can make decisions that are more comprehensive, practical, and responsive to the realities of the school community.

School leaders must establish transparent processes, communicate how stakeholder inputs are considered, and provide feedback regarding the outcomes of collaborative discussions. These practices strengthen confidence in school leadership and encourage continued participation. Widening stakeholder involvement requires intentional strategies to include groups that may have limited participation due to time constraints, lack of information, or unfamiliarity with school processes. School leaders may enhance participation by creating flexible engagement platforms, strengthening community consultations, and ensuring that

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decision-making opportunities are accessible to different stakeholder groups. Such efforts promote a more inclusive form of distributed leadership where responsibility for school improvement is shared among members of the educational community.

Overall, the findings reveal that the extent of manifestation of management roles in terms of decision making is strongly manifested. The results indicate that stakeholders are involved in decision-making processes; however, continuous enhancement of consultation practices, feedback systems, and evidence-based decision-making strategies may further improve stakeholder participation and partnership effectiveness.

**2.5 Evaluating and Reporting.** Evaluating and reporting in home-school partnerships involves systematically assessing the effectiveness of collaborations between schools and community organizations, collecting data on various aspects of the partnership, and then clearly communicating the findings to all stakeholders to identify areas of strength, improvement, and potential adjustments needed to maximize positive impacts on students and the community at large.

The overall assessment of both external and internal stakeholders was interpreted as strongly manifested. This indicates that evaluating and reporting practices within school-community partnerships are manifested to a high extent among stakeholders.

The findings suggest that the school has established evaluation and reporting practices that allow stakeholders to monitor programs, assess outcomes, review implementation processes, and communicate results. The strong assessment from both external and internal

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stakeholders indicates that evaluation and reporting are recognized as important components of partnership management, particularly in determining the effectiveness of school programs and ensuring accountability among stakeholders.

Although all indicators obtained a strongly manifested interpretation, differences in weighted means show areas with relatively lower extent of manifestation. These indicators highlight specific aspects of evaluation and reporting where stakeholder participation, monitoring processes, and documentation practices may still be strengthened.

However, the table also reveals that define the roles and responsibilities of the stakeholders in the M&E system and processes obtained the lowest assessment among the indicators. Despite this, the indicator was still perceived by both external and internal stakeholders as strongly manifested. The result indicates that stakeholders perceive the assignment of roles and responsibilities in monitoring and evaluation processes as practiced to a high extent; however, this area received a relatively lower assessment among the indicators. This suggests that clearer delineation of stakeholder roles in evaluation activities may further enhance participation and ensure that monitoring responsibilities are understood by all concerned groups.

Further reinforcing this finding, ensure systematic monitoring and inclusive evaluation obtained the lowest assessment among the indicators. However, it was still perceived by both external and internal stakeholders as strongly manifested. The findings indicate that monitoring and evaluation activities are implemented to a high extent; however, there remains

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an opportunity to strengthen the consistency and inclusiveness of evaluation processes. Increasing stakeholder involvement in monitoring activities and providing structured opportunities for feedback may further improve the extent of manifestation of this management role.

The findings was supported by the study of Patton (2021) emphasized that effective monitoring and evaluation systems require clear identification of stakeholders' roles, responsibilities, and contributions throughout the evaluation process. He explained that participation becomes more meaningful when individuals understand their specific functions, expectations, and how their inputs contribute to organizational improvement. This perspective highlights that stakeholder involvement in monitoring and evaluation should not be limited to attendance or general participation but should involve purposeful engagement where each stakeholder understands how their contribution supports the assessment and improvement of school programs and initiatives.

In relation to the finding, the need to strengthen the definition of stakeholder responsibilities in monitoring and evaluation suggests that while stakeholders may already recognize the importance of evaluating school activities, their specific roles within the evaluation process may require further clarification. Monitoring and evaluation involve several interconnected tasks, including identifying indicators, gathering information, reviewing implementation progress, analyzing results, and recommending improvements. When responsibilities are not clearly assigned, stakeholder participation may become inconsistent and may not fully contribute to generating useful evidence for decision-making.

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From a school management perspective, school heads need to identify which stakeholders can contribute to specific aspects of monitoring and evaluation based on their knowledge, experience, and capacity. Teachers may provide insights regarding program implementation and learner outcomes, parents may contribute feedback on learner experiences and community support, while external partners may provide perspectives on resource utilization and program effectiveness. Clearly defining these roles ensures that stakeholder participation is purposeful and coordinated.

Furthermore, effective monitoring and evaluation require stakeholders to understand the objectives and expected outcomes of school programs. When stakeholders are aware of what is being assessed and why it is important, they can provide more relevant observations and recommendations. Orientation sessions, evaluation guidelines, and regular discussions can help stakeholders develop a clearer understanding of their responsibilities and increase their confidence in participating in evaluation activities. Through continuous evaluation and reflection, schools can make necessary adjustments to improve implementation and better respond to learner and community needs.

Further reinforcing this finding, ensure systematic monitoring and inclusive evaluation obtained the lowest assessment among the indicators. Despite this, it was still perceived by both external and internal stakeholders as strongly manifested. The findings indicate that monitoring and evaluation activities are implemented to a high extent; however, there remains an opportunity to strengthen the consistency and inclusiveness of evaluation processes. Increasing stakeholder involvement in monitoring activities and providing structured

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opportunities for feedback may further improve the extent of manifestation of this management role.

Overall, the findings reveal that the extent of manifestation of management roles in terms of evaluating and reporting is strongly manifested among both external and internal stakeholders. The results demonstrate that evaluation and reporting practices are established and functioning effectively within school-community partnerships. However, strengthening stakeholder role clarification, improving inclusive monitoring processes, and increasing participation in evaluation planning may further enhance accountability, transparency, and continuous improvement of partnership programs.

**3. Differences on the Respondents' Assessments**

The comparative assessments of PTA members and school heads revealed no statistically significant differences in their perceptions of home-school partnership implementation and management roles across most dimensions. This indicates that both groups have statistically comparable assessments of the extent to which partnership initiatives and management practices are implemented in the Division of Batangas Province. However, a significant difference emerged in the dimension of coordinating, with school heads providing higher assessments than PTA members.

The significant difference in coordinating suggests that school heads perceive coordination practices to be more extensively implemented than PTA members do. This difference may be attributed to their direct involvement in organizing resources, aligning

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partnership activities, and facilitating communication among stakeholders. In contrast, PTA members may primarily experience coordination through their participation in meetings, consultations, and school activities. Bush and Glover (2016) emphasized the importance of strengthening school leadership and management capacities in addressing organizational challenges. Similarly, Leithwood and Azah (2016) identified network leadership, connectivity, and organizational structures as important characteristics of effective leadership networks. These perspectives highlight the coordinating responsibility of school heads in establishing functional relationships and aligning stakeholder contributions toward common objectives.

Furthermore, Hands (2023) emphasized that effective coordination requires shared objectives, open communication, and responsiveness to stakeholder priorities. This perspective suggests that coordination mechanisms established by school administrators must also be accessible and clearly understood by PTA members. From a school management perspective, the difference in assessments underscores the need to strengthen communication channels, consultation mechanisms, and stakeholder involvement in planning and implementing partnership activities.

Fernandes et al. (2018) explained that effective coordination involves complementary formal and informal mechanisms. Formal mechanisms include established procedures and organizational structures, while informal mechanisms involve interpersonal communication and mutual adjustment. Although their study focused on temporary organizations, this framework provides a useful perspective for understanding the difference in assessments. School heads may be more familiar with formal coordination processes, whereas PTA

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representatives may experience coordination primarily through direct interactions and participation in school activities. This highlights the importance of ensuring that administrative coordination mechanisms are complemented by meaningful stakeholder communication and engagement.

In contrast, the absence of significant differences in the other dimensions indicates that PTA members and school heads have comparable perceptions of partnership implementation. In terms of learners' academic performance, their similar assessments suggest a shared recognition of the importance of collaboration in supporting learner achievement. Epstein (2018) emphasized that effective school-family-community partnerships establish shared responsibility and coordinated efforts in promoting student success. This reinforces the importance of maintaining collaborative initiatives that connect family involvement with learners' educational needs.

Similarly, the comparable assessments in the school environment indicate that both groups recognize the contribution of stakeholders in maintaining safe, inclusive, and supportive learning conditions. These findings highlight the importance of sustaining collaborative practices that promote a positive and conducive school environment.

Likewise, the absence of a significant difference in the professional development of teachers and non-teaching personnel suggests that both groups recognize the importance of stakeholder support in strengthening personnel competencies. Hargreaves and Fullan (2020) emphasized the importance of professional capital and collaborative professionalism in

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strengthening educators' knowledge and improving educational practices. This underscores the value of maintaining partnerships that provide opportunities for professional learning, collaboration, and continuous improvement.

Regarding management functions, the absence of significant differences in planning, leading, decision-making, and evaluating and reporting indicates that PTA members and school heads have statistically comparable perceptions of these practices. Bryk et al. (2015) emphasized that effective school improvement requires collaborative processes, continuous assessment, and the use of evidence to guide organizational decisions. Similarly, Maca (2019) highlighted that school-based management promotes transparency, collaborative practices, and stakeholder participation in decision-making. These perspectives support the importance of maintaining participatory management practices that encourage shared responsibility and accountability.

Furthermore, Mandolado and Ancho (2023) highlighted how stakeholder participation, volunteerism, and resource mobilization contribute to the implementation of school-community partnership initiatives in the Philippines. Their findings reinforce the importance of involving parents and community members in school improvement activities. From a management perspective, school heads should sustain inclusive planning and decision-making processes by providing stakeholders with meaningful opportunities to contribute to school priorities, resource utilization, and program implementation.

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Overall, the comparative findings demonstrate that PTA members and school heads have statistically comparable assessments across most dimensions of home-school partnership implementation and management roles. Coordination, however, emerged as the only dimension with a significant difference, with school heads providing higher assessments than PTA members. This finding highlights the need to strengthen the visibility, accessibility, and inclusiveness of coordination mechanisms. From a school management perspective, school heads should ensure that coordination practices are not limited to administrative arrangements but are also experienced by stakeholders through regular communication, consultation, and shared participation. Strengthening these mechanisms can promote greater stakeholder engagement, shared accountability, and more effective implementation of home-school partnerships.

**4. Issues and concerns encountered in home-school partnerships and linkages**

Home-school partnerships and linkages are defined as meaningful relationships between schools and families, in which parents, guardians, and school personnel work cooperatively and share responsibility for advancing the intellectual, social, and emotional development of students. These partnerships play a crucial role in improving student outcomes while also generating reciprocal benefits for both the school and the home.

Interviews with PTA members and school heads revealed that, although home-school partnerships are highly valued and widely implemented, stakeholders experience recurring and interconnected issues that make collaboration difficult in practice. Participants emphasized that

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home-school partnerships are ideally characterized by shared responsibility and mutual support, yet they acknowledged that these ideals are challenged by time pressures, limited resources, unclear expectations, uneven participation, and difficulties in sustaining collaboration over time, patterns that mirror common barriers noted in the partnership literature.

A major concern raised by both PTA members and school heads was time constraints and conflicting schedules. Respondents shared that it is difficult to find common meeting times when parents are working, teachers have classes or administrative tasks, and community partners have their own commitments. Even when meetings are scheduled in advance, many parents still cannot attend because of work or family obligations, resulting in irregular meetings and delayed decision-making. This situation reflects earlier observations that coordination and parental involvement challenges can limit the regularity and depth of engagement in partnerships. International studies likewise report that logistical constraints, especially time and scheduling, often hinder consistent collaboration even when stakeholders are motivated to participate, suggesting that such limitations directly affect the continuity and effectiveness of home-school partnerships.

Budget accountability and transparency also emerged as sensitive issues. Some PTA officers and school heads acknowledged that while financial contributions from parents and local partners are present, there are ongoing concerns about how funds are reported and how spending decisions are communicated. Parents sometimes question where funds go and emphasize that clear reporting is essential to avoid doubt and conflict among stakeholders.

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This concern supports local and international findings that transparent resource mobilization and financial reporting are crucial to maintaining trust and sustaining stakeholder support in home-school initiatives. At the same time, respondents pointed to limited and inconsistent support from local government units, particularly for teacher professional development.

School heads noted that opportunities for training and capacity building often depend on external projects or occasional LGU initiatives; when these do not materialize, teachers have fewer chances to upgrade their skills and respond to emerging demands. Such experiences echo studies arguing that sustained external investment is necessary to meaningfully improve school programs and teacher development.

The interviews also highlighted persistent problems in engagement and ownership. While some stakeholders, such as active PTA officers, consistently participate in activities, others are present only at the start of programs or not at all. Several respondents observed that many parents attend launch events but gradually stop joining follow-up activities, making it difficult to maintain momentum over time. This uneven participation reduces the overall impact of initiatives and aligns with conclusions that weak or sporadic stakeholder involvement undermines the effectiveness of school-based programs.

Additionally, differences in viewpoints and uncertainty about roles and responsibilities were cited as contributing factors. PTA members and partners admitted that they are sometimes unsure of their specific functions within the partnership, leading to overlapping

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tasks or assumptions that certain responsibilities belong solely to teachers or school heads. Some parents still view their role as being limited to attending meetings and paying PTA fees rather than co-planning or co-leading activities. This reflects a more traditional view of parent participation and supports arguments that unclear role expectations weaken collaboration and equity in partnerships, as not all groups feel equally responsible or empowered to contribute. Similar issues have been linked to confusion and uneven engagement in studies on school-based management and governance in the Philippine context.

Another concern repeatedly mentioned was the weakness of monitoring and evaluation mechanisms in partnership activities. Respondents noted that while many programs such as reading campaigns, feeding programs, and facility improvements are implemented, systematic evaluation is not always regular or structured. Programs often end without a formal debriefing or review of whether they achieved their intended outcomes, relying more on impressions than on evidence. This observation supports the view that continuous assessment and data-informed reflection are essential for improvement and accountability.

It has also been emphasized that evaluation results must directly inform decision-making; without consistent monitoring and evaluation, schools may repeat fewer effective activities or fail to scale successful ones. Local studies have shown that stakeholder-supported enrichment programs are most effective when they are systematically monitored and when results, such as improvements in test scores or attendance, are shared back with families. The interview data suggest that evaluation is recognized as important but is not yet fully institutionalized in the day-to-day practice of home-school partnerships.

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Finally, respondents expressed concern about the sustainability of partnership culture. Many noted that enthusiasm is often strong at the start of programs or when there is a new principal or PTA leader, but this energy tends to fade when leadership changes, priorities shift, or initial funding runs out. Some school heads observed that strong partnerships are frequently personality-driven dependent on a particular principal, PTA president, or supportive LGU official rather than securely anchored in policies, structures, and routines. International and local evidence alike emphasize that sustaining partnerships requires long-term commitment, stable resources, and institutionalized mechanisms, particularly in contexts affected by socio-economic challenges. Without structures such as standing committees, documented agreements, and regular feedback cycles, home-school partnerships can weaken when key individuals leave or external conditions change.

Taken together, the narratives from PTA members and school heads show that home-school partnerships in this context are present and valued but are shaped by ongoing structural and operational challenges. Time limitations and conflicting schedules make regular coordination difficult; resource constraints, questions of transparency, and inconsistent LGU support affect both trust and capacity; varied levels of engagement and ownership weaken the impact of programs; unclear roles and differing expectations create confusion; inconsistent monitoring and evaluation limit learning from experience; and the fragility of partnership culture threatens long-term sustainability.

These themes reinforce findings from both local and international studies that highlight coordination, role clarity, stakeholder capacity, and evaluation as critical ingredients for

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effective collaboration. They also point directly to the areas that the proposed management plan must address stronger coordination mechanisms, clearer communication of roles and responsibilities, more systematic monitoring and evaluation, and more consistent support from local government and community stakeholders so that home-school partnerships become more effective, inclusive, and sustainable in supporting student development.

## 5. Proposed Management Plan to Strengthen Home-School Partnership and Linkages.

The success of educational institutions is no longer confined within the walls of the school. In an increasingly interconnected society, learners benefit most when schools and homes work closely together, supported by local government units and other community partners.

In the Province of Batangas, where public elementary schools serve as both academic and social anchors, strengthening home-school partnerships and linkages is essential to improving learners' academic performance, nurturing a positive school environment, and supporting the professional growth of teachers and non-teaching personnel.

The proposed management plan is anchored on the belief that education thrives in an ecosystem where schools and families collaborate harmoniously. It is grounded in the findings of this study on home–school partnerships and linkages, which highlighted strong stakeholder engagement alongside recurring issues such as time constraints and conflicting schedules, uneven participation, unclear roles, budget transparency concerns, limited support from local

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government units, weak monitoring and evaluation, and fragile partnership culture. Responding to these results, the plan seeks to institutionalize strategies that promote shared responsibility, mutual trust, and continuous engagement among school heads, teachers, PTA officers, parents, and key community stakeholders.

Organized around six major components coordination and scheduling, communication and role clarity, capacity building and support, transparency and resource management, monitoring, evaluation and feedback, and sustainability of partnership culture the management plan provides a structured two-year program that school heads in small public elementary schools can adapt and implement.

Through clearly defined objectives, concrete strategies, realistic time frames, identified persons involved, and measurable success indicators, these projects equip school leaders not only to manage internal operations efficiently but also to serve as catalysts for stronger, more inclusive home-school collaboration. In doing so, the plan aims to ensure that every learner benefits from a consistent support system that extends from the classroom to the home and the wider community.

## Conclusions

Considering the findings and response to the problem presented in the research, the following conclusions were derived.

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1. The extent of stakeholder engagement in home-school partnerships and linkages among public elementary schools in Batangas Province was high. Stakeholders demonstrated strong involvement in supporting learners' academic performance and maintaining a conducive school environment, while partnership in professional development showed opportunities for further strengthening through increased support and participation.

2. School heads effectively execute their core managerial functions—planning, leading, coordinating, decision-making, and evaluating and reporting—demonstrating strong operational leadership in sustaining home-school linkages.

3. There were no significant differences in the assessments of PTA members and school heads in most management roles, except for the coordinating role, where school heads provided higher assessments than PTA members. This suggests the need to strengthen communication, role clarification, and stakeholder involvement in coordination activities.

4. Operational challenges specifically time constraints, conflicting schedules, limited support for professional development, unclear stakeholder roles, and sustainability concerns hinder seamless collaboration and require appropriate managerial interventions.

5. The proposed Home-School Management Plan, consisting of the strategic projects LEARN, BUILD, GROW, and PARTNER, provides a viable framework to strengthen partnerships and linkages. The plan aims to enhance learner support, improve the school environment, promote personnel development, and establish sustainable collaboration among schools, families, and community stakeholders.

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# HOME SCHOOL MANAGEMENT PLAN

## Rationale

The school recognizes that improving learner outcomes and strengthening institutional effectiveness require the active participation of both the home and the school. Academic achievement, a safe and conducive environment, professional growth of personnel, and effective management roles are all interconnected factors that contribute to the overall success of the school.

In response to these needs, the school implements collaborative programs that promote shared responsibility among teachers, parents, learners, school leaders, and stakeholders. These initiatives are designed to address key concerns in reading and numeracy, school environment, professional development, and management roles through planned, coordinated, and sustained interventions.

Through these projects, the school aims to create a more supportive learning community where learners are guided to perform better, school personnel are empowered to grow professionally, facilities are improved, and organizational roles are carried out more effectively. Ultimately, these efforts seek to build a stronger partnership between home and school in achieving quality education for every learner.

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**Project Title: Project LEARN**: Linking Efforts in Advancing Reading & Numeracy

**Project Description:** Project LEARN is a school-based intervention program designed to improve the academic performance of learners in reading and numeracy through the active collaboration of teachers, parents, and other stakeholders.

**Objective:** To enhance the reading and numeracy skills of learners and improve their overall academic performance through structured interventions, consistent monitoring, and strong home-school partnership.

**Expected Output**

- Improved reading fluency and comprehension.
- Improved numeracy skills and mathematical competence.
- Increased learner participation and performance in class.
- Stronger involvement of parents in learner development.
- Regular monitoring and documentation of learner progress.

**Activities**

**Baseline assessment**

- ❖ Conduct baseline assessment in reading and numeracy.

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**Project LEARN Orientation & Workshops**

- Hold a general assembly for teachers, parents, learners, and community leaders.
- Explain Project LEARN's goals, meaning, and expected outcomes.

**Weekly Activity Kits**

- Teachers send home simple, low-cost materials (worksheets, word cards, counting tools) with clear instructions.
- Implement weekly remediation or intervention sessions.
- Provide take-home learning activities for home support.

**Regular Communication Channels**

- Use notebooks, group chats, or short messages to share updates, progress, and reminders.
- Conduct monthly progress monitoring and evaluation.
- Hold parent-teacher conferences and coordination meetings.

**Family Learning Days**

- School events where parents and children do reading and math activities together (storytelling sessions, math games, reading competitions).

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**Parent Volunteer Program**

- ❖ Parents help in reading circles, math stations, or school activities to stay involved and observe learning firsthand.

**Recognize learner improvement and participation.**

**Persons Responsible**

- School Head
- Classroom Teachers
- Parents/Guardians
- Learners
- Guidance Personnel, if applicable

**Schedule/Venue**

**Schedule:**

- Weekly intervention sessions.
- Monthly monitoring and assessment.
- Quarterly review and reporting.

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**Venue**

- Classroom, reading corner, school learning center, or designated remedial venue.
- Home for guided take-home activities.

**Estimated Annual Budget:** PHP 5,000- PHP 10,000

This may cover printing of materials, worksheets, monitoring forms, recognition certificates, and other learning support needs.

**Budget Source**

- School MOOE.
- PTA support.
- Donations from stakeholders.
- LGU or community partners, if available.

**Risks**

- Low parent participation.
- Irregular learner attendance.

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- Limited instructional materials.
- Scheduling conflicts between school and home activities.
- Low learner motivation.

**Mitigation**

- Strengthen communication with parents through regular reminders and updates.
- Schedule activities at convenient and agreed-upon times.
- Prepare low-cost and reusable learning materials.
- Provide encouragement, recognition, and follow-up support.
- Monitor attendance and performance closely.

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**Project Title**: **Project BUILD:** Bridging Union In Learning Development

**Project Description:** Project BUILD is a school-community initiative aimed at improving the physical condition, safety, cleanliness, and overall learning atmosphere of the school through the cooperative efforts of school personnel, parents, learners, and stakeholders.

**Objective:** To develop a safer, cleaner, more organized, and more conducive school environment through the active participation of the home, school, and community.

**Expected Output**

- Improved cleanliness and orderliness of school surroundings.
- Safer and more child-friendly learning spaces.
- Better classroom and school facility appearance.
- Stronger stakeholder involvement in school improvement.
- More motivating environment for teaching and learning.

**Activities**

**Stakeholder Orientation & Action Planning**

❖ Hold a general assembly for teachers, parents, learners, and community leaders.


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- Explain Project BUILD's goals, meaning, and expected outcomes.

**Formation of Working Committees**

- Organize 4 official committees with clear roles and members from school, home, and community:
  - **Safety & Security Committee:** Leads inspections, repairs, drills, and rule enforcement.
  - **Cleanliness & Sanitation Committee:** Manages cleaning schedules, waste management, and hygiene.
  - **Organization & Orderliness Committee:** Handles arrangement, labeling, storage, and systems.
  - **Beautification & Environment Committee:** Manages gardening, painting, decorations, and learning spaces.
- Elect chairpersons and secretaries for each committee; publish the list of members and their contact details.

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**Joint School Safety Audit & Inspection**

- Conduct a full walkthrough of all areas: classrooms, hallways, stairs, gates, playground, canteen, restrooms, electrical areas, and drainage systems.
- Use a safety checklist to identify: broken furniture, loose wires, slippery floors, sharp edges, damaged fences/gates, blocked exits, poor lighting, or unstable structures.
- Document all findings with notes and photos; classify issues as *immediate repair*, *short-term fix*, or *long-term improvement*.
- Mark hazardous zones with temporary warning signs while waiting for repairs.
- Present results of the safety audit; discuss needs, priorities, and available resources.
- Finalize the monthly activity schedule, task assignments, and contribution guidelines (labor, materials, funds, or services).
- Sign a simple commitment pledge to ensure active participation and cooperation.

**Immediate Hazard Repair & Safety Setup**

- Prioritize fixing critical issues: loose electrical connections, broken windows/doors, unstable railings, or slippery pathways.
- Install permanent safety signs: *Emergency Exit*, *No Running*, *Wet Floor*, *First Aid Station*, *Speed Limit*, and directional arrows.

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- Set up the First Aid Kit station in a visible, accessible area; restock supplies and assign trained personnel.
- Establish clear entry/exit rules: visitor logbook, ID system, and designated drop-off/pick-up zones.

**Monitoring and Evaluation**

- Hold stakeholder coordination and planning meetings.
- Monitor and assess school environment improvements regularly.

**Persons Responsible**

- School Head.
- Teachers.
- Parents/Guardians.
- Learners.
- PTA Officers.
- Barangay Officials.

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- Other community stakeholders.

**Schedule/Venue**

**Schedule**

- Monthly clean-up and maintenance activities.
- Quarterly school improvement and monitoring activities.
- As-needed repair and beautification schedules.

**Venue**

- School grounds
- Classrooms
- Comfort rooms
- Hallways
- Other designated school facilities

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**Budget per Year**

**Estimated Annual Budget:** PHP 15,000–30,000

This may cover cleaning materials, painting supplies, repair materials, plants, signage, and minor maintenance needs.

**Budget Source**

- School MOOE
- PTA contributions
- Stakeholder donations
- Barangay support
- LGU assistance, if available

**Risks**

- Limited funds for repairs and materials.
- Low stakeholder participation.
- Weather interruptions for outdoor activities.
- Delays in maintenance works.

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- Damage or wear and tear of facilities over time.

**Mitigation**

- Solicit support from parents, alumni, and local partners.
- Schedule activities in advance and during favorable weather.
- Prioritize urgent repairs and high-impact improvements.
- Encourage shared responsibility among all stakeholders.
- Conduct regular monitoring and preventive maintenance.

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**Project Title: Project Grow:** Growing Responsible Organization through Workforce Development

**Project Description:** Project Grow is a capacity-building initiative designed to enhance the knowledge, skills, attitude, and professional competence of school personnel through training, mentoring, collaboration, and stakeholder support.

**Objective:** To strengthen the professional growth, work performance, and organizational effectiveness of school personnel through continuous development opportunities and family-stakeholder support.

**Expected Output**

- Improved teaching and non-teaching staff performance.
- Enhanced professional skills and competence.
- Stronger collaboration among school personnel and families.
- Increased motivation, accountability, and work efficiency.
- Better organizational support for school programs and learners.


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**Activities**

**Comprehensive Skill Audit & Competency Assessment**

- Administer self-assessment forms to all personnel (teaching, non-teaching, administrative) to evaluate current skills, knowledge, strengths, and areas needing improvement.
- Collect feedback from parents, learners, and stakeholders through simple surveys or suggestion boxes to understand their observations and expectations.
- Compile results into a **Staff Development Profile** for each person and a consolidated report for the whole organization.
- Classify needs into priority categories: *Training Needs, System Improvement, Welfare Support, or Resource Needs*.

**Stakeholder Alignment Meeting**

- Conduct a general assembly or special meeting with parents, PTA officers, community leaders, and staff.
- Present Project GROW's objectives, results of the assessment, and proposed development plans.

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- Explain how family and community support will directly improve staff performance and school quality.
- Discuss and agree on how stakeholders can contribute: materials, funds, expertise, labor, or participation.
- Sign a **Partnership Pledge** to formalize commitment and shared responsibility.

**Formation of Functional Committees**

- Organize official working committees covering all key areas, with members from staff, administration, and parent/community representatives: align all plans with the school's vision, mission, and annual improvement targets.
  - **Professional Development Committee:** Plans and manages training, learning, and mentoring programs.
  - **Systems & Standards Committee:** Develops, reviews, and updates work guidelines, procedures, and policies.
  - **Welfare & Motivation Committee:** Looks after staff well-being, health, safety, and recognition.
  - **Partnership & Support Committee:** Coordinates with families, alumni, and stakeholders for resources and collaboration.

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- Elect chairpersons, secretaries, and members; define roles, duties, and meeting schedules.

- Publish the committee list and contact details for transparency and easy coordination.

**Performance Review**

- Document all goals and plans for monitoring and follow-up.

**Persons Responsible**

- School Head.
- Teachers.
- Non-Teaching Personnel.
- Parents/Guardians.
- PTA Officers.
- Resource Speakers/Trainers.
- Stakeholders and partners.

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**Schedule/Venue**

**Schedule:**

- Monthly or quarterly training sessions.
- As-needed workshops and coaching activities.
- Annual evaluation and recognition program.

**Venue**

- School training room.
- Faculty room.
- Designated seminar venue.
- Online platform, if applicable.

**Budget per Year**

**Estimated Annual Budget:** PHP 10,000–25,000

This may cover training materials, speaker honoraria, refreshments, certificates, and logistics.

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**Budget Source**

- School MOOE
- PTA assistance
- Stakeholder donations
- LGU or partner agency support
- School-based funds, if available

**Risks**

- Limited budget for training activities.
- Conflicting schedules of staff and trainers.
- Low participation or engagement.
- Lack of external resource persons.
- Difficulty sustaining motivation over time.

**Mitigation**

- Plan activities in advance and align them with school calendars.

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- Seek support from local experts and partner institutions.
- Use low-cost or online training alternatives when needed.
- Provide incentives, recognition, and follow-through support.
- Monitor implementation and gather feedback regularly.

**Project Title: Project PARTNER**: Planning, Acting & Reviewing: Teamwork Nurtures Effective Roles

**Project Description:** Project PARTNER is a collaborative school management initiative that strengthens the participation of parents, teachers, school leaders, and stakeholders in planning, decision-making, implementation, monitoring, and evaluation of school programs and activities.

**Objective:** To enhance the effectiveness of school management roles through shared responsibility, active collaboration, and continuous coordination between home and school.

**Expected Output**

- Improved coordination among school leaders, teachers, and parents.

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- Stronger participation of stakeholders in school planning and decision-making.
- More efficient implementation of school programs and activities.
- Better monitoring and evaluation of school initiatives.
- Increased accountability and teamwork in school management.

**Activities**

**Stakeholder Alignment Meeting**

❖ Conduct a general assembly or special meeting with parents, PTA officers, community leaders, and staff.

❖ Present Project GROW's objectives, results of the assessment, and proposed development plans.

**Joint Goal-Setting & Vision Alignment Assembly**

❖ Present the school's current status, strengths, challenges, and priority needs (academic, safety, facilities, student welfare, finance, etc.) using simple reports and data.

❖ Facilitate a **collaborative workshop** to define:

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- Shared vision and mission for the school year/quarter/month
- Specific, measurable goals (e.g., *"Improve attendance by 10%", "Make all classrooms safe and organized", "Increase parent participation to 80%"*)
- Success indicators: How will we know we succeeded?
- Discuss and agree on priorities: What needs to be done first, second, and next?
- Document all agreed goals and priorities in a **Shared Goal Document** signed by representatives of all groups.

**Role Mapping & Clarification Workshop**

- List all management functions and tasks required to run the school effectively:
  - Academic management, student discipline, safety & security, facilities maintenance, sanitation, finance & resource management, events & activities, health & welfare, communication & partnership.

- Ensure every role is **specific, realistic, and balanced** — no one group carries too much or too little work.

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- Resolve overlapping or unclear duties immediately; make sure everyone understands their own role and the roles of others.
- Publish and distribute the Role Matrix to all stakeholders.

**Formation & Chartering of Joint Management Committees**

- Elect Chairperson, Co-Chairperson, Secretary, and Members.
- Draft a **Committee Charter** stating: purpose, scope of work, meeting schedule, decision-making rules, and deliverables.
- Create a **Work Plan** for the month with specific tasks, persons assigned, and deadlines.
- Officially introduce committees to the whole assembly.

**Policy Review & Co-Design**

- Present existing school policies: attendance, uniform, discipline, fees, activities, safety, and visitor rules.
- Revise or create new policies **together** to ensure they are practical, acceptable, and supported by everyone.
- Include policies on partnership, communication, and conflict resolution.

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- Compile all agreed policies into a **School Management Handbook**; print copies and post in visible areas.

**Finalize Integrated Work Plan**

- Combine all committee plans into one **Master Joint Action Plan** covering the whole month.
- Include: activity name, objective, date/time, venue, lead committee, support groups, resources needed, and expected output.
- Confirm resource commitments: what school will provide, what parents/community will provide (funds, materials, labor, services).
- Schedule regular meeting dates and monitoring checkpoints.

**Regular Coordination & Alignment Meetings**

- Hold **mid-week general coordination session** to ensure committees are not working at cross-purposes and are supporting each other.
- Record all decisions, agreements, and action points in the **Coordination Logbook**.

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- Ensure communication is **two-way**: school informs parents, parents inform school; no surprises.

**Joint Problem-Solving & Conflict Resolution**

- When problems arise (e.g., resource shortage, schedule conflict, misunderstanding, poor result), follow the **Collaborative Problem-Solving Process**:
  - Gather all relevant persons immediately.
  - State the problem clearly without blame.
  - Listen to all views and facts.
  - Brainstorm possible solutions together.
  - Choose the best solution that is fair and workable.
  - Assign who will act and set deadline.
  - Follow up to ensure it is fixed.
- Use the agreed **Grievance & Resolution Mechanism** for any disagreements.
- Focus on *solution* and *school success*, not personal issues.
- Turn challenges into opportunities to strengthen teamwork.

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**Shared Leadership & Capacity Building in Action**

- Rotate leadership roles in different activities so more people gain experience and confidence.
- Senior or experienced members guide and mentor newer members during work.
- Practice **"Learn While Doing"**: teach skills, procedures, or standards while working together.
- Encourage initiative: All members are free to suggest improvements or take action within their role.
- Celebrate small wins and milestones during the week to keep morale high.

**Joint Monitoring & Inspection Visits**

- The **Monitoring & Evaluation Committee** (with representatives from school and home) conducts full inspection and observation of all areas and activities.
- Use the **Shared Monitoring Checklist** to assess:
  - Completion of activities vs. plan
  - Quality of work/output
  - Compliance with standards and policies

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- Performance of roles and responsibilities
- Level of participation and cooperation

- Check records, logbooks, and reports submitted by each committee.
- Interview learners, staff, and parents to get on-the-spot feedback.
- Take photos and notes of what is good and what needs improvement.
- Prepare a **Preliminary Monitoring Report**.

**Progress Review & Joint Evaluation Assembly**

- **360-Degree Feedback Session:**
  - School → Parents/Community
  - Parents/Community → School
  - Committees → Each other
  - Learners → All stakeholders
- Open discussion: *What should we continue? What should we change? What should we add?*

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- Evaluate not just results, but also **how we worked together**: communication, teamwork, clarity of roles, and support.
- Rate performance using simple criteria: *Excellent, Good, Fair, Needs Improvement*.

**Recognition, Appreciation & Celebration**

- Conduct **Project PARTNER Recognition & Appreciation Program**.
- Give awards and certificates to:
  - *Most Effective Committee*
  - *Best Performer in Role* (School & Home categories)
  - *Most Collaborative Partner*
  - *Best Problem-Solving Team*
  - *Most Active Participant*
  - *Role Model Award*
- Recognize contributions — big or small — from individuals, families, and groups.
- Share **Success Stories** and best practices: *"This is how we did it, and it worked well!"*
- Celebrate together with simple snacks or program — build pride and belongingness.

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**Gap Analysis & Improvement Planning**

- Conduct **Improvement Workshop**:
  - Revise and update the **Role Matrix** and **Policies** where needed.
  - Improve communication procedures or tools.
  - Design simple training or orientation for specific roles or skills.
  - Set **new or revised goals** for the next month/quarter.
  - Create the **Next Cycle Work Plan** based on lessons learned.

- Ensure every identified weakness has a specific action plan to fix it.

**Reporting & Transparency**

- Prepare the **Project PARTNER Monthly Report** containing:
  - Activities done
  - Results achieved
  - Financial report (income & expenses)
  - Monitoring & evaluation findings

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- Lessons learned & improvement plans

❖ Share the report with all stakeholders, post on bulletin board, and submit to school authorities.

❖ Ensure full transparency in all matters.

**Persons Responsible**

- School Head
- Assistant School Head, if applicable
- Teachers
- PTA Officers
- Parents/Guardians
- Barangay Officials
- School Governing Council Members
- Other stakeholders

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**Schedule/Venue**

**Schedule:**

- Regular planning meetings.
- Monthly monitoring and coordination.
- Quarterly evaluation and reporting.
- As-needed consultation sessions.

**Venue**

- School conference room.
- Faculty room.
- Covered court or designated meeting area.
- Online platform, if necessary.

**Budget per Year**

**Estimated Annual Budget:** PHP 5,000–15,000

This may cover meeting materials, printing, communication expenses, snacks during consultations, and documentation needs.

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**Budget Source**

- School MOOE
- PTA funds or contributions
- Stakeholder support
- Donations from partners
- LGU assistance, if available

**Risks**

- Poor attendance in meetings.
- Miscommunication among stakeholders.
- Unclear assignment of responsibilities.
- Delayed implementation of plans.
- Lack of sustained cooperation.

**Mitigation**

- Issue schedules and reminders early.

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- Clearly define roles and responsibilities.
- Maintain open communication and regular updates.
- Document agreements and action plans properly.
- Encourage shared accountability and follow-up.



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