



**SUPPORT EXTENDED BY EXTERNAL STAKEHOLDERS IN THE
IMPLEMENTATION OF SCHOOL PROGRAMS, PROJECTS
AND ACTIVITIES: BASES FOR EDUCATIONAL
SUPPORT SYSTEM PLAN**

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ABSTRACT

The qualitative research study using phenomenological research design aimed to formulate an educational support system plan on the support extended by the external stakeholders on school programs, projects and activities. The data gathering instrument was subjected to face and content validation by a panel of experts. Thematic analysis was utilized for descriptive data analysis. Based on the information gathered during the in-depth interview regarding the support extended by external stakeholders in the implementation of school programs, projects and activities, the subsequent themes were delineated:

Partnership and Join and participate. As to how external stakeholders extend support in the implementation of school programs, projects and activities, the analysis revealed: Commitment to serve, Participate in planning and Take on leadership responsibilities. Based on how external stakeholders sustain their support in the implementation of school programs Projects and activities: Work as team, Cooperation and Constant communication were the overarching themes uncovered.

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Keywords: *Support Extended, External Stakeholders, School Programs, Projects and Activities*

INTRODUCTION

Programs, projects and activities (PPAs) are an organization’s means of planning and implementation to meet a certain goal. These activities are normally different in practice but often share subject matter similarities from one another. An organization’s activity may be a basis in the implementation of another organization’s set of specific planned objectives (Ciocon, 2019).

Schools aid in a learner’s acquisition of various skills in the field of socialization, communication and improvement of their academic prowess. More so, schools act as a locus in the delivery of teaching-learning involvement and reforms linked to the Department of Education. Indeed, the quality improvement of education is not a sole domain of the school. In collaboration are the people who both complement and supplement the other in the fulfillment of all learners desired educational goals.

Thus, school personnel and partners should be advertent to the learners’ welfare and performance. Such groups hold the obligation in being responsive to each learners’ situation. With this positive cooperation, together with the unequivocal communication between the school will garner results in the betterment of a learners’ progress and attainment of exemplary academic performance (Torres, 2010).

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On the other hand, external stakeholders, teamwork and partnership with the school are the most significant factors on the success implementation of school programs, projects and activities, however, this year’s changing circumstances call for a great flexibility and challenges as learning moves from home to school and back again (Buchanan, 2015).

The events of the Corona Virus have generated much crisis in the ability of learners to study. This warranted teacher to adapt new measures and methods in teaching as well maintaining a strong sense of connection among the community. As this document reiterates, the greatest success stories have come from where parents, teachers, other external stakeholders, have found ways to work together on behalf of children and young people. Fundamentally, to keep learning alive amid a global crisis, teachers, parents and other stakeholders must work together. As the case studies make clear, the best of education is built upon such partnerships (Ferris et al., 2019).

Cole (2019) believed that external stakeholders’ partnership to the school is crucial for learners’ success not only in the classroom but also in life. Perras (2010) believed that external stakeholders are integral collaborators in education as they influence much of their children’s attitudes and stand to support their learning tasks at home. As they become involved in the life of the school, they place themselves to be involved in all activities of the school to grow and prosper.

As a teacher, this encouraged and motivated me that there is a need to determine the extent of support of external stakeholders in the implementation of schools’ programs,

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projects and activities as bases for educational support system plan in the schools District of Banate.

MATERIALS AND METHODS

Research Methodology

This chapter describes the research method, research design, sampling design, the participants of the study, the data gathering procedure, research instruments, validity of research instrument and the data analysis employed in this study.

Research Method

This study utilized the descriptive method using in-depth interview (Voxco, 2021). The interviewer during the interview was allowed to sit and to think about the series of questions about a certain issue via face to face. The aim is to get the main or the necessary views of the participants in a certain issue in a social context through the responses of the participants to the questions.

Research Design

This study used qualitative research design using phenomenology. Phenomenology is usually done through in-depth interview. Then the researcher attempted to identify and describe aspects of each teacher's perceptions and reactions to his or her experience in relation to the support extended by external stakeholders in the implementation of school programs, projects and activities as bases for educational support system plan in the Schools District of Banate, Schools Division of Iloilo during the school year 2022-2023.

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This qualitative research made use of phenomenological approach under qualitative research that focused on commonality of a lived experience within a group. The fundamental goal of the approach is to arrive at the description of the nature of the phenomenon (Creswell, 2009).

For documentary analysis, pertinent data relative to determine the support extended by the external stakeholders in the implementation of school programs, projects and activities were carefully examined and evaluated.

Qualitative analysis has different steps that start from the bottom up and they range from data transcription, segmenting information into categories using codes, generation of themes or categories, description of themes and to interpretation of data (Creswell, 2009).

These steps are critical to check for accuracy and consistency of the findings. In a qualitative study, interviews afford interviewees an opportunity to provide their viewpoint, perception and explanation without predetermination by the researcher (Galanes, 2003).

The findings were supported by the existing literature regarding stakeholders 'support to school programs, projects and activities.

Participants of the Study

The participants of the study are selected school heads, teachers and learners in the Schools District of Banate during the school year 2022-2023.

The participants were determined through purposive sampling who eventually share the involvement of external stakeholders to the school. The participants were selected based

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on prior information provided. There were five school heads, five teachers and five learners considered as participants of the study.

The researchers may be in error or he/she may not be correct in estimating the representatives of a sample or their expertise regarding the information needed (Fraenkel & Wallen, 2007).

Sampling Design

Purposive sampling design was used in this study. A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study.

Purposive sampling also known as judgmental, selective, or subjective sampling is a form of non-probability sampling in which researchers rely on their own judgement when choosing members in their surveys. The researcher identified the participants and those significantly involved in this study. The researcher's discernment in choosing a sample that aligns with their expectations, based on previous knowledge, is crucial in obtaining the necessary data (Fraenkel & Wallen, 2007).

Research Instrument

The researcher used a researcher-made interview guide for the in-depth interview to gather information to the external stakeholders' support in the implementation of school programs, projects and activities.

The interview guide focused on the purpose of this study.

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Video recorder was also used for data gathering and documentation depending upon the permission of the participants.

A thematic analysis was used to summarize the results of the study.

Validity of the Research Instrument

The support extended by external stakeholders in the implementation of school programs, projects and activities was reviewed for face content validity by a panel of jurors who were chosen on the basis of their expertise in research and instrumentation. Each item was assessed by the jurors, revised rejected, and retained. The panel of jurors was composed of experts in the fields of research, tests and measurements, and evaluation.

Data Gathering Procedures

Permission to conduct the study was secured from the thesis adviser to the Dean of the Graduate School, Schools Division Superintendent, Public Schools District Supervisor and finally to the school heads in the schools District of Banate.

Permits from the individual participants were obtained to allow the researcher to conduct the study. The researcher personally appeared to the schools/house convenient to the part of the participants to conduct the interview following the minimum health protocols of the Department of Health and the Inter-Agency Task Force.

Prior to this, the researcher required the participants to sign a waiver or permission relative to the conduct of the study.

Using in-depth interview, a voice and video recorder were provided to completely capture the interviewee's words and responses. The participants comfortably sit together with

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the researcher to get the responses to the questions. The object was to get the participant's view about the study. The researcher consolidated all of the collected data after series of interviews.

The researcher abides by the existing health protocol and policies imposed by the Inter Agency Task Force and school campus in gathering the data. It follows the wearing of mask, wearing of face shield; observe social distancing, undergo thermal scanner, alcohol sanitation and other health precautionary measures as being imposed.

The ethical consideration and data from the conduct of this study were treated with utmost confidentiality and were used for the purpose of this study.

Data Analyses

The information gathered in this study was properly analyzed using thematic approach. This method is for analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns (Braun & Clarke, 2006). This is also a method for describing data, but it also involves interpretation in the processes of selecting codes and constructing themes.

He or she then integrates these themes into a narrative description of the phenomenon (Fraenkel & Wallen, 2007).

RESULTS AND DISCUSSION

This qualitative research method using phenomenological research design aimed to determine the support extended by external stakeholders in the implementation of school programs, projects and activities. The participants in this study were five school heads, five

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teachers and five learners in the selected schools of the schools District of Banate during the school year 2022-2023.

The purposive sampling method was employed in the selection of the participants of the study. An interview guide was used to find out the support extended by the external stakeholders to the school. The data gathering instruments were subjected for face content validation by a panel of experts. After incorporating the comments and suggestions of the jurors, the instruments were conducted among the school heads, teachers and learners about the extent of external stakeholders' support to the school programs, projects and activities. Thematic analysis was used to interpret and analyze the narrative result of the in-depth interview.

The following are the findings of the study:

Based on the information acquired during the comprehensive interview concerning the assistance provided by external stakeholders in the execution of school programs, projects, and activities, the subsequent themes were delineated: Facilitating school financial needs, strengthening strong partnership, and join and participate.

As to how external stakeholders extend support in the implementation of school programs, projects and activities, the results were as followed: Commitment to serve, Participate in planning and Take on leadership responsibilities.

Lastly, based on how external stakeholders sustain their support in the implementation of school programs, projects and activities, the themes that emerged were: Work as team, Cooperation and Constant communication.

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For the duration of the study the following insights were drawn:

The significance of partnership of external stakeholders in the implementation of school programs, projects and activities is integral. This leads to a formulation and maintenance of an effective and constructive network with school head, teachers and learners. Without such mechanisms the fulfillment of any program will not be possible neither will there be any fruitful output for the school.

The central focus in school programs should be centered on its implementation and active participation of all stakeholders. Good relationships within the stakeholders and in their capability to work as a team are vital for effective engagement where rapport is built and a sense of camaraderie is maintained.

CONCLUSION

The following are the recommendations based on the results of the study:

School heads and teachers may interact closely with external stakeholders by appealing to their unending shared support and interest to the school's success. They are encouraged to strongly develop strong linkages with the other external stakeholders in order to include them in planning the school ahead with the other schools.

Engagement with diverse stakeholders, including policy makers, care providers and service users and communities may be essential for successful implementation of the school programs, projects and activities.

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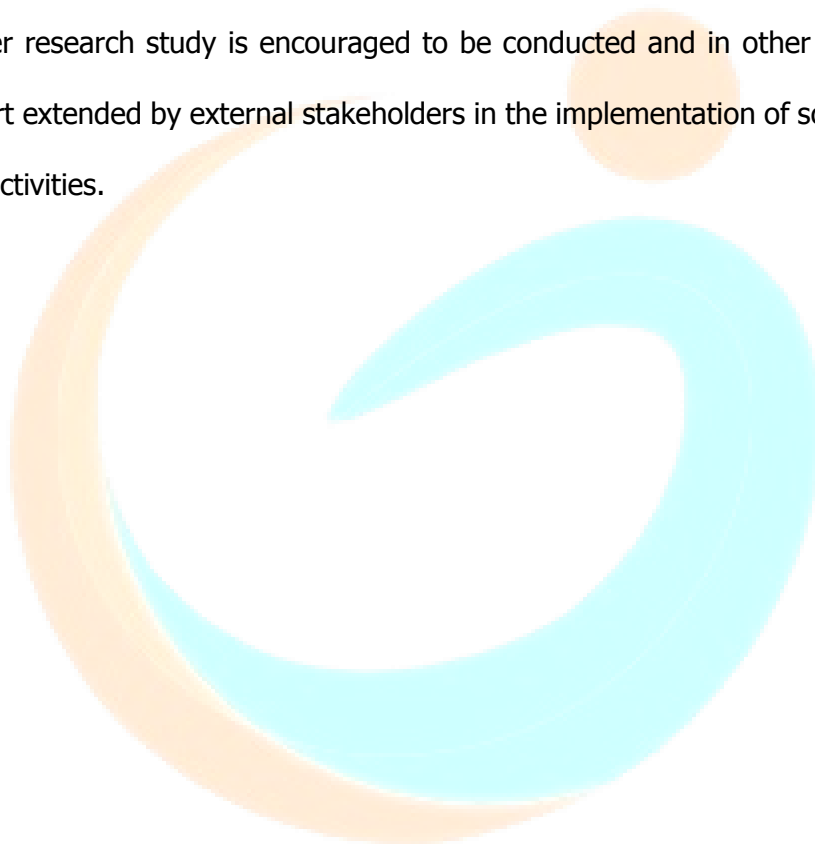
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Schools may help and improve the participation and involvement of external stakeholders to the different initiated programs, projects and activities of the school.

DepEd Policy on external stakeholder in the implementation of the program may involve Strong commitment among the external stakeholders to ensure, confirm and verify always.

Another research study is encouraged to be conducted and in other districts to find out the support extended by external stakeholders in the implementation of school programs, projects and activities.



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