

# Impact of Stakeholders' Participation on the Core Pillars of Basic Education

Myra E. Funtanares<sup>1</sup>; Manuel V. Estera<sup>2</sup>

<sup>1</sup>Saint Louise de Marillac College of Sorsogon, Inc., Burgos Street, Talisay Sorsogon City, Philippines

<sup>2</sup>Ed. D., Saint Louise de Marillac College of Sorsogon, Inc., Burgos Street, Talisay Sorsogon City, Philippines

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**Abstract:** This study examined the impact of stakeholders' participation on the core pillars of basic education, namely access, equity, quality, resiliency, and well-being, as a basis for promoting inclusive and sustainable school improvement. Using a mixed-method convergent research design, data were gathered from key stakeholder groups to assess the extent of their participation, its influence on the four pillars, the challenges encountered, and the strategies that may further strengthen collaborative engagement.

Findings revealed a high extent of stakeholders' participation across all pillars, with quality obtaining the highest mean rating ( $\bar{X} = 4.44$ ), followed by resiliency and well-being ( $\bar{X} = 4.36$ ), equity ( $\bar{X} = 4.24$ ), and access ( $\bar{X} = 3.85$ ). Results further indicated that stakeholders' engagement contributed significantly to reducing access-related barriers, promoting inclusive and equitable learning opportunities, strengthening teaching effectiveness and learner achievement, and fostering safe, supportive environments that enhance the well-being and mental health of the school community. Despite these positive outcomes, challenges such as disruptions caused by disasters and calamities, financial constraints, limited time due to work and personal responsibilities, and inadequate school facilities were identified as barriers to sustained participation. Based on the findings, a strategic plan was proposed focusing on institutionalized child mapping, inclusive education initiatives, strengthened school–community partnerships, professional development, and resilience-oriented support programs. The study concludes that meaningful and sustained stakeholder participation plays a vital role in advancing the core pillars of basic education and underscores the need for collaborative, responsive, and context-sensitive approaches to school improvement.

This study provides empirical support for the Basic Education Monitoring and Evaluation Framework (BEMEF) by demonstrating how stakeholder participation concretely influences access, equity, quality, resiliency, and well-being at the school level. The findings offer practical insights for school leaders, teachers, and policymakers in designing participatory governance mechanisms that are responsive to local contexts and community realities. By highlighting both strengths and persistent challenges in stakeholder engagement, the study contributes to a deeper understanding of how collaborative partnerships can be sustained beyond compliance-driven participation. Lastly, the results emphasize that inclusive and shared responsibility among stakeholders is essential to achieving meaningful, resilient, and learner-centered school improvement.

**Keywords:** Stakeholders' Participation, Basic Education, Access, Equity, Quality, Resiliency and Well-Being, School Improvement.

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## I. INTRODUCTION

The well-known African proverb "It takes a village to raise a child" emphasizes the importance of shared responsibility in fostering education. Education plays a vital role in a nation's development. Worldwide, it is understood that when schools work together with their communities, students benefit more. Many researchers agree that when groups such as parents, teachers, and local leaders collaborate to improve schools, learners are more likely to

succeed. Education not only builds knowledge and skills but also promotes equality, peace, and social progress. Schools become more effective when supported by strong relationships among stakeholders who share the common goal of improving learning outcomes.

Community involvement provides additional resources, new perspectives, and moral support that teachers and administrators can use to address classroom and administrative challenges. When students see that their

families and communities are involved in their education, they tend to show greater motivation, self-discipline, and interest in learning. Additionally, schools with active stakeholder participation often experience lower dropout rates and better academic achievement. Collaboration between schools and communities also fosters mutual accountability, where everyone contributes to solving problems and celebrating successes. In many successful education systems worldwide, school-community partnerships are not optional—they are essential. These partnerships enable schools to meet local needs, respect cultural values, and foster trust with families. When stakeholders are genuinely engaged, schools are more than just places to teach—they become centers of community growth and lifelong learning.

In addition, schools that prioritize stakeholder engagement often experience increased transparency and shared responsibility. Community members are more likely to support school policies and initiatives when they feel their voices are heard. This trust leads to stronger partnerships, which are crucial during times of crisis or change. Effective communication between schools and stakeholders builds a sense of unity and direction. Ultimately, inclusive stakeholder participation helps shape a school culture that values collaboration, respect, and continuous improvement.

Recent global research continues to emphasize the vital role of community and stakeholder involvement in improving educational systems. Studies show that meaningful engagement of families and local actors contributes to stronger, more inclusive schools. In this context, Cabarillos (2024) emphasized that community engagement enhances school development and the quality of education. In support of this, Guzman (2022) found that stakeholder involvement across planning, implementation, and evaluation stages can lead to better school performance, especially when such involvement is consistent and strategic. The studies of Cabarillos (2024) and Guzman (2022) strongly supported the idea that schools thrive when communities are involved. Their findings clearly show that consistent stakeholder participation improves both the learning environment and school performance. This highlights the importance of schools engaging families and local leaders in all aspects of school planning and decision-making.

At the national level, the Philippines has likewise emphasized participatory governance and community involvement in improving schools. A major policy development reinforcing this direction is DepEd Order No. 29, s. 2022, which institutionalizes the Basic Education Monitoring and Evaluation Framework (BEMEF). The framework serves as the national system for monitoring and evaluating school performance across the core pillars of Access, Quality, Equity, Well-being, and Resiliency. Crucially, BEMEF underscores that stakeholder participation is essential in generating data, validating school performance, planning improvements, and ensuring accountability. Through mechanisms such as the School Report Card, the School Improvement Plan (SIP), and

community engagement platforms, DepEd Order 29 mandates that parents, teachers, local government units, and community partners be actively involved in decision-making processes that influence school outcomes. Thus, the policy situates stakeholder participation as a central component of school governance and an indispensable requirement for evidence-based school improvement in the country.

Recent studies in the Philippines have also highlighted the growing importance of stakeholder participation in improving school performance. Ramos (2025) reported that stakeholder engagement significantly increased following the strengthened implementation of School-Based Management (SBM) in public schools in Laguna. Likewise, Arguelles and Sarsale (2025) found that rural schools achieved improved educational outcomes when parents and community members were actively involved in planning and executing school initiatives. These regional findings align with national research showing similar trends. For instance, Nicdao and Ancho (2020) concluded that School Improvement Plans (SIPs) were more effective when stakeholders were consistently engaged throughout the planning, implementation, and evaluation stages. Supporting this, Colonia, Osias, and Comon (2024) observed high levels of teacher and community participation in Brigada Eskwela, although parental involvement remained limited, indicating a gap in inclusive engagement. Meanwhile, Mandolado and Ancho (2023) emphasized that despite barriers such as limited time and resources, schools with strong stakeholder partnerships were able to enhance facilities and mobilize greater community support. Moreover, Alonzo and Paglinawan (2025) demonstrated that stakeholder involvement significantly contributed to the sustainability and success of school-based projects in Bukidnon. Taken together, these findings affirm that empowering communities—particularly in rural and underserved areas—through inclusive planning and participatory governance is essential in advancing educational quality and school development.

Similar findings have been recognized in the province of Sorsogon. To prove this, Atutubo and Estonanto (2020) studied teachers in Sorsogon City and found that empowering educators through professional development enhanced their capacity to contribute meaningfully to school improvement. Furthermore, De Castro and De Castro (2023) reported that Sorsogon State University sustained public services during the pandemic through close collaboration with LGUs, students, and other stakeholders. In the same manner, Agravante, Digo, and Janer (2021) revealed that school heads in Magallanes strengthened their decision-making and leadership practices through coaching initiatives that actively engaged local stakeholders.

At the school level, Bulacao National High School (BNHS) in Gubat, Sorsogon, demonstrates the potential benefits of sustained stakeholder engagement in educational development. Over the years, the school has consistently received support from various stakeholders. Parents have participated in organizing school activities such as clean-up drives, feeding programs, and donation campaigns.

Barangay officials have contributed to infrastructure improvements, while community members have actively joined initiatives such as Brigada Eskwela. Teachers have also collaborated with parents and local leaders in school planning, project implementation, and community outreach. These efforts reflect the school's commitment to fostering a collaborative and inclusive educational environment.

However, despite these ongoing initiatives, challenges persist in maintaining consistent and meaningful stakeholder participation. Limitations such as inadequate time, financial difficulties, and the lack of clearly defined roles often hinder full engagement from all sectors. These issues highlight the need for a deeper understanding of how stakeholder involvement is currently practiced and how it can be further improved to support the school's long-term goals.

Given this context, the present study seeks to assess the extent and effectiveness of stakeholder participation in promoting school improvement at BNHS. Specifically, it investigates how stakeholder engagement contributes to improving the quality of education, expanding access, and strengthening governance mechanisms within the school. By generating evidence-based insights, the research aims to inform future strategies and planning processes that can better align with the needs and realities of both the school and its stakeholders.

This study is essential, as it addresses the gap between policy intent and on-the-ground implementation of participatory education governance. Although national frameworks and DepEd policies advocate for shared accountability and inclusive decision-making, it is crucial to examine how these ideals are being realized at the school level. The findings are expected to guide school leaders, teachers, and community partners in reinforcing collaborative structures that empower stakeholders and improve student outcomes. Ultimately, this research aspires to support BNHS—and similar schools—in cultivating a more participatory, equitable, and responsive educational environment.

#### ➤ *Problem Statement*

- To what extent do stakeholders participate in the school governance and improvement process across the four (4) pillars of basic education, along:

- ✓ Access
- ✓ Equity
- ✓ Quality
- ✓ Resiliency and Well-Being

- How does stakeholders' participation influence these pillars?
- What challenges hinder effective stakeholder engagement in advancing these pillars?
- What strategies can be proposed to strengthen stakeholders' participation in promoting inclusive and sustainable school improvement?

## II. METHODOLOGY

### ➤ *Research Design*

The study employed a Mixed-Methods Convergent Parallel Design, which allowed for the concurrent collection and analysis of quantitative and qualitative data. This design was chosen because the research problem required both measurable data and contextual insights. The quantitative strand captured stakeholders' levels of participation in school activities and their statistical association with school outcomes across the five pillars of basic education. The qualitative strand explored stakeholders' lived experiences, perceptions, challenges, and strategies for enhancing engagement. By collecting both types of data simultaneously, analyzing them independently, and integrating them during interpretation, the study was able to provide a holistic understanding of stakeholder participation. Quantitative findings established measurable trends, while qualitative insights provided context, motivations, and explanations for the underlying barriers behind those trends. The integration of these strands enhanced the validity of the results and ensured that recommendations were evidence-based and contextually grounded.

### ➤ *The Respondents*

The respondents included key stakeholders of Bulacao National High School, specifically teachers, parents, learners, and Barangay Local Government Unit (BLGU) officials. The target sample consisted of sixty stakeholders, comprising twenty parents, fifteen teachers, fifteen learners, and ten BLGU/community representatives. Of the target group, fifty-five stakeholders actively participated in the study, resulting in a retrieval rate of 92 percent. Among the participants, all twenty parents (100%) responded, twelve were teachers (80% of the targeted teachers), all fifteen learners (100%) participated, and eight BLGU representatives (80%) took part in the study. This high response rate ensured that the data collected accurately represented the active stakeholders involved in school programs and decision-making processes.

In addition to the survey respondents, a Focus Group Discussion (FGD) was conducted to gather deeper insights into participants' actual collective experiences and perspectives. The FGD was composed of 12 participants, with 3 representatives selected from each stakeholder group. This approach enabled a clearer and more in-depth insight into stakeholders' engagement and how participation occurs in school initiatives.

### ➤ *Sampling Technique*

Purposive and stratified sampling techniques were employed to select respondents. Purposive sampling ensured that participants had direct involvement in school governance, programs, and community engagement, allowing qualitative data to capture meaningful insights. Stratified sampling ensured proportional representation across subgroups, such as parents by grade level or learners by grade or section, minimizing selection bias and improving the generalizability of quantitative findings. The respondents were chosen for their active participation and

ability to provide relevant information regarding initiatives related to Access, Quality, Equity, Resiliency, and Well-Being.

#### ➤ *Research Instruments*

Data were collected using a combination of structured survey questionnaire and semi-structured interview guides that were aligned with the five core pillars of basic education. The quantitative instrument uses a Likert-scale questionnaire designed to measure the extent of stakeholder participation across Access, Equity, Quality, Resiliency, and Well-Being. Respondents rated twenty statements using a five-point Likert scale.

The instrument included indicators such as attending school meetings, contributing resources, promoting inclusive policies, supporting learners' health and mental wellness, and monitoring school programs.

The qualitative instrument consisted of a semi-structured interview guide that captured narrative insights into stakeholders' experiences, challenges, and strategies. Open-ended questions encouraged participants to share their perspectives on encouraging learner enrollment, promoting equity, enhancing academic performance, and fostering learners' resiliency and well-being. Data were collected from FGD participants, ensuring a comprehensive understanding of stakeholder experiences.

#### ➤ *Data Collection Procedures*

Data were collected using parallel strands, following the convergent mixed-methods design. For the quantitative phase, formal permission to conduct the study was first secured from the Schools Division of Sorsogon, the school principal, and the Parent-Teacher Association (PTA). Before participation, all individuals were fully informed about the purpose and procedures of the study. Learners were included only after their parents or guardians provided written consent, ensuring their participation was authorized and understood. Informed consent forms were also signed by all adult participants, confirming that they knew their involvement was voluntary and that they could withdraw at any time without any negative consequences. The forms explained how participants' privacy and data would be protected, demonstrating the researcher's commitment to ethical and responsible research. Participants were assured that their responses would remain confidential and would be used solely for academic purposes.

Throughout the process, strict confidentiality was maintained. Data were securely stored with access limited to authorized personnel, and any identifying information was removed during analysis to protect anonymity. By taking these precautions, the study not only safeguarded the participants' welfare but also strengthened the credibility and trustworthiness of the results. Survey questionnaire were personally handed out, with clear instructions emphasizing voluntary participation, confidentiality, and anonymity. Completed questionnaires were collected immediately to ensure a high response rate and minimize missing information.

For the qualitative phase, participants were purposively selected based on their leadership roles and active participation, including PTA officers, student government leaders, teacher coordinators, and BLGU representatives. Semi-structured interviews were conducted at mutually convenient times within the school, with participants' consent. The FGD allowed participants to share collective experiences and generate discussions that highlighted different perspectives. Interviews and discussions were transcribed and analyzed to identify recurring themes. Both the quantitative and qualitative strands were conducted simultaneously, in line with the principles of the convergent parallel design, allowing for a comprehensive understanding of the research problem from multiple viewpoints.

#### ➤ *Data Analysis Methods*

Quantitative data from the survey questionnaire were coded numerically and analyzed using Microsoft Excel. Descriptive statistics, including frequency, percentage, and weighted mean, were computed to determine the level of stakeholder participation.

On the qualitative side, data from interviews and open-ended survey questions were transcribed verbatim and analyzed using thematic analysis following Braun and Clarke's (2006) framework. Significant statements were coded, related codes were clustered into categories, and key themes were synthesized. The themes were aligned with the research objectives, particularly focusing on challenges and strategies to enhance stakeholder engagement. Coding and categorization were conducted manually using Microsoft Word and Excel to ensure transparency and systematic organization.

Finally, quantitative and qualitative findings were integrated during the interpretation phase. This triangulation process allowed the study to validate the quantitative results, provide contextual explanations for statistical patterns, and highlight motivations, barriers, and actionable strategies to strengthen stakeholder participation across the five pillars of basic education.

#### ➤ *Statistical Analysis/Quantitative Analysis/ Qualitative Analysis*

The analysis of data in this study followed the principles of a convergent parallel mixed-methods design, where quantitative and qualitative strands were processed independently to provide a comprehensive understanding of stakeholder participation at Bulacao National High School and its impact on the four pillars of basic education.

#### ➤ *Quantitative Analysis*

For the quantitative phase, responses from the structured survey questionnaire were encoded and analyzed using Microsoft Excel. Descriptive statistics, such as frequencies and percentages, were calculated to summarize participants' responses for each survey item. The weighted mean was computed to determine the overall level of stakeholder participation across the four core pillars: access, equity, quality, and resiliency/well-being. Interpretation of

the weighted means followed a standardized scale as follows:

The quantitative results highlighted the degree to which stakeholders—parents, teachers, learners, and BLGU/community leaders—actively participated in school programs and initiatives. By analyzing these patterns, the study identified which pillars benefited most from stakeholder engagement and provided an empirical basis for understanding the overall level of participation. This analysis directly addressed Research Problems 1 and 3 by examining the extent of stakeholder involvement and the challenges that hinder their participation.

➤ *Qualitative Analysis*

For the qualitative phase, data were collected through semi-structured interviews with purposively selected key informants, including SPTA officers, student government leaders, teacher coordinators, and BLGU/Community representatives. Participants were interviewed at mutually convenient times, and informed consent was obtained. The interviews were transcribed verbatim and analyzed thematically following Braun and Clarke’s (2006) six-step framework. This included familiarization with the data through repeated reading of transcripts, coding of significant

statements, clustering related codes into categories, and refining these categories into broader themes that accurately reflected participants’ perspectives.

Manual thematic analysis, supported by Microsoft Word and Excel for organization, allowed the researcher to systematically track responses and capture nuanced insights. The process ensured that the voices of parents, learners, teachers, and community leaders were authentically represented and that their contributions to access, equity, quality, and resiliency/well-being were fully explored. This qualitative strand addressed Research Problem 2, focusing on how stakeholders’ participation influences the four pillars of basic education.

Together, these analyses provided a detailed and balanced view of stakeholder participation. Quantitative data quantified the extent of involvement, while qualitative findings explained the meaning, context, and impact of these actions, demonstrating how stakeholders collectively contribute to improving access, promoting equity, enhancing teaching and learning quality, and fostering a safe and supportive environment that builds learner resilience and well-being.

**III. RESULTS AND DISCUSSION**

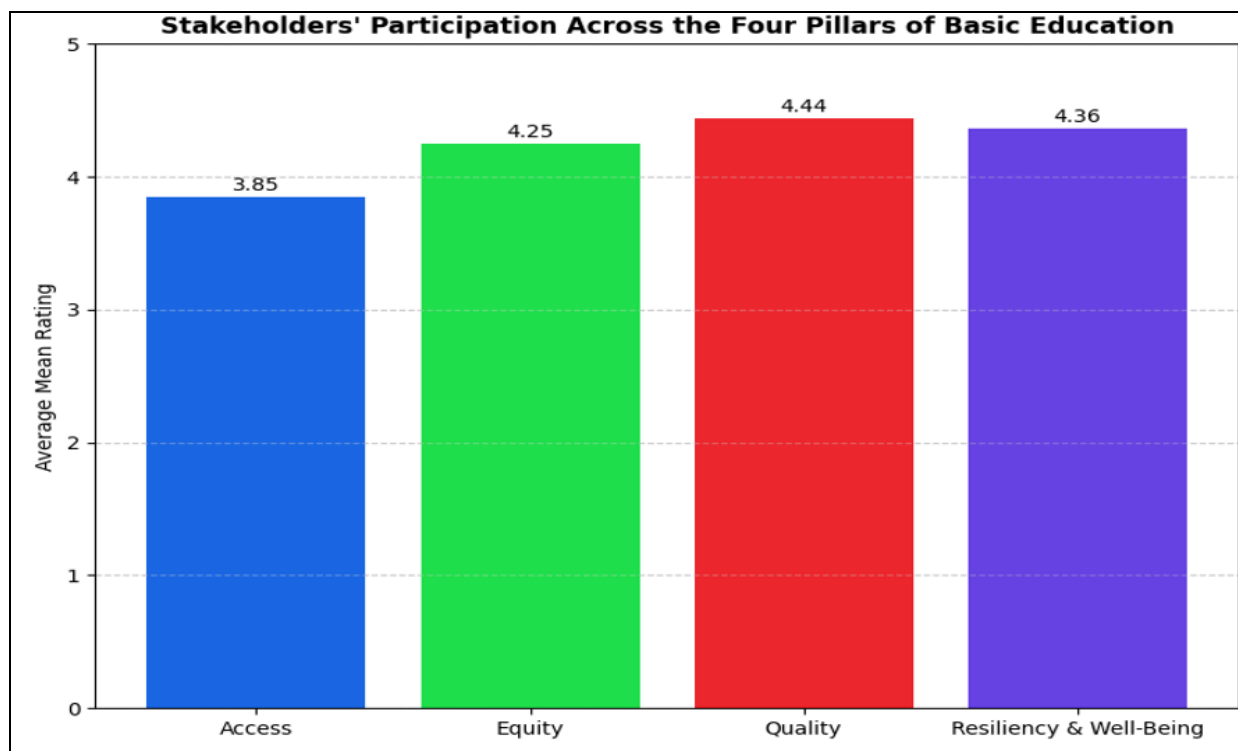


Fig 1 Bar Graph Illustrating the Stakeholders’ Participation Across the Core Pillars of Basic Education.

➤ *Extent of Stakeholders’ Participation in School Governance and Improvement Processes Across the Four Pillars of Basic Education*

• *Extent of Stakeholders’ Participation Along with Access*

It was found that stakeholders of Bulacao National High School showed a high level of participation in

meetings and assemblies for decision-making, with a mean of 3.97. This indicates that stakeholders’ involvement extends beyond mere presence in school activities and translates into active engagement in decision-making and cooperative action aimed at addressing access-related concerns. Specifically, stakeholders come together to improve the school’s accessibility, particularly by

participating in planning, consultation, and collective decision-making processes that address barriers preventing learners from enrolling and staying in school.

The regular attendance of stakeholders in meetings and assemblies provides a venue for open dialogue, collective planning, and shared decision-making on issues affecting learner access, such as enrollment trends, attendance concerns, and school preference. These gatherings enable stakeholders to voice insights, align priorities, and participate in formulating strategies that respond to barriers preventing school-aged learners from entering and sustaining their education. This participatory environment strengthens the school's capacity to promote access by fostering shared responsibility and accountability among members of the school community.

Access, in this context, extends beyond physical entry into school and reflects the concept of functional access—the ability of learners to enroll, attend regularly, and persist in schooling without undue strain. Scholars argue that functional access is strengthened when schools adopt participatory planning processes that consider learners' lived realities. Stakeholder dialogue during meetings serves as a feedback mechanism through which enrollment trends, attendance issues, and dropout risks are continuously reassessed and addressed.

Viewed through the lens of participatory governance, these findings suggest that access improves when decision-making is localized and responsive. Rather than top-down enrollment strategies, shared planning allows schools to design solutions grounded in community conditions. This explains why collaboration in enrollment drives, learner monitoring, and intervention programs becomes a practical expression of access, not merely an administrative task.

This finding is supported by Alinsunurin (2020), who emphasized that stakeholder participation in school meetings and governance processes enhances school effectiveness by improving access, accountability, and responsiveness to learners' needs.

Similarly, DeMatthews, Edwards, and Rincones (2016) found that inclusive stakeholder engagement in school meetings contributes to improved access and retention by fostering shared accountability and community ownership of educational initiatives. These studies highlight that regular stakeholder involvement in decision-making processes is instrumental in addressing access-related challenges in schools.

Local studies also affirmed this result. De Vera (2018) noted that active stakeholder attendance in school assemblies serves as an effective mechanism for identifying enrollment issues and implementing context-based interventions that improve school access. Likewise, Nicdao and Ancho (2021) reported that stakeholder engagement in decision-making processes strengthens trust and cooperation, which are essential in addressing access

barriers such as school preference, absenteeism, and declining enrollment.

In addition to decision-making, stakeholders' collaboration in the planning and implementation of school programs further strengthens access initiatives. Through coordinated efforts, stakeholders support enrollment drives, learner monitoring activities, and intervention programs designed to reduce absenteeism and prevent dropout.

The findings further revealed that stakeholders of Bulacao National High School demonstrated a high level of participation in collaborating with other members of the school community in the planning and implementation of school programs and activities, with a rating of 3.88. This indicates that stakeholders do not limit their participation to attending meetings alone but actively engage in cooperative efforts that support access-related initiatives, such as enrollment campaigns, learner monitoring, intervention programs, and community-based support activities.

Collaboration among stakeholders strengthens the implementation of programs that directly influence learners' access to education. Through coordinated planning and shared implementation, stakeholders help ensure that school initiatives are responsive to learners' needs and contextual realities. Such collaborative engagement supports the identification of learners at risk of absenteeism or dropout and facilitates timely interventions that encourage continued school attendance.

This result aligns with the findings of Zulaiha, Kurniawati, and Nugraha (2019), who reported that collaborative partnerships among stakeholders significantly enhance school access by mobilizing community support and shared resources. Likewise, Lingam and Lingam (2016) highlighted that sustained collaboration between schools and stakeholders strengthens learner participation by addressing social and contextual barriers to education. Local evidence from Alinsunurin (2020) further supported that stakeholder collaboration in school planning and implementation plays a crucial role in improving learner access and maintaining ongoing school participation.

The high level of stakeholders' participation in meetings, assemblies, and collaborative school activities at Bulacao National High School reflects a strong collective commitment to advancing access to basic education.

- *Extent of Stakeholders' Participation Along with Equity*

The data reveal that stakeholder engagement at Bulacao National High School strongly supports the advancement of equity in education, as reflected in consistently high ratings across equity-related indicators. As shown in the indicator for advocating for fair treatment and representation in the decision-making process, which obtained the highest rating (4.54), indicating that stakeholders actively participate in discussions and consultations to ensure that voices from different sectors are considered in school decisions. This level of engagement reflects a shared commitment to fairness, transparency, and

inclusive governance, where concerns related to learners' needs and school priorities are openly discussed. Such participation helps prevent exclusion and strengthens trust between the school and its stakeholders. This finding is supported by DeMatthews et al. (2016), who emphasized that inclusive stakeholder participation in school decision-making enhances equity by ensuring that policies reflect the realities of diverse learner populations. Similarly, Valli, Stefanski, and Jacobson (2018) found that participatory governance structures contribute to fairer and more responsive educational practices, particularly in public secondary schools.

In terms of promoting inclusive policies that respect diversity and cultural identity, the indicator received a high rating (4.34), showing that stakeholders play an active role in supporting policies that recognize learners' varied social, cultural, and personal backgrounds. Their involvement helps shape school initiatives that are sensitive to diversity and inclusive in nature, fostering a learning environment where differences are respected rather than marginalized. This aligns with the study of Alinsunurin (2020), which highlighted that stakeholder participation is essential in advancing inclusive education policies that uphold equity and cultural responsiveness. In the same vein, Zulaiha et al. (2019) noted that schools with strong stakeholder collaboration are more likely to implement inclusive policies that promote learner participation and belonging.

Meanwhile, the indicator ensures equal opportunities for all learners regardless of background also registered a high level of participation (4.30), indicating that stakeholders contribute to initiatives aimed at reducing disparities in access to learning opportunities, academic support, and school programs. Through collaborative efforts such as supporting intervention programs and monitoring learner progress, stakeholders help address barriers related to socioeconomic conditions and individual learning needs. This finding is consistent with Lingam and Lingam (2016), who emphasized that sustained stakeholder involvement is critical in addressing educational inequities and supporting marginalized learners. Likewise, Bruns, Filmer, and Patrinos (2019) underscored that stakeholder-driven support mechanisms strengthen equity by ensuring that educational opportunities are distributed fairly and aligned with learner needs.

Equity-oriented participation aligns with social justice leadership theory, which emphasizes fairness, voice, and responsiveness to learner diversity. In this framework, equity is not achieved by treating all learners the same, but by recognizing differences in need and providing differentiated support. Stakeholder advocacy in meetings and policy discussions reflects an effort to correct imbalances and ensure that marginalized learners are not overlooked.

Equity is also relational. Trust, transparency, and mutual respect between school personnel and stakeholders create the conditions necessary for inclusive decision-making. When stakeholders feel heard and represented,

participation becomes meaningful rather than symbolic. This relational dimension helps explain why high ratings in equity-related indicators are associated with sustained engagement rather than one-time involvement.

- *Extent of Stakeholders' Participation Along with Quality*

The findings indicated a strong level of stakeholder engagement in advancing quality education at Bulacao National High School, particularly in supporting instructional processes and improving academic outcomes. This active participation reflects a shared commitment to ensuring that learning experiences remain relevant, responsive, and aligned with learners' needs.

The results highlighted stakeholders' role in assisting in the implementation of relevant and appropriate learning delivery modalities, which obtained a high mean rating of 4.52, suggesting that stakeholders are actively involved in supporting various instructional approaches adopted by the school. This participation includes helping ensure that learning modalities—whether modular, blended, or flexible—are effectively implemented and accessible to learners. As noted by UNESCO (2020), stakeholder engagement is crucial in sustaining the effectiveness of alternative learning delivery modalities, particularly in contexts requiring adaptability and shared responsibility. This finding is further supported by Alinsunurin (2016), who emphasizes that stakeholder collaboration enhances instructional relevance and contributes to improved learning continuity, especially in public secondary schools. The high rating reflects how collective involvement strengthens instructional delivery and supports the school's pursuit of quality education.

Similarly, participating in instructional engagements designed to enhance the school's academic performance registered a high mean rating of 4.45, underscoring stakeholders' active involvement in academic interventions and performance-driven initiatives. Such engagements include participation in academic programs, learning support activities, and school-based initiatives aimed at improving learner outcomes. As affirmed by Valli, Stefanski, and Jacobson (2016), stakeholder participation in instructional improvement efforts plays a significant role in strengthening teaching effectiveness and student achievement. This aligns with the findings of DeMatthews and Izquierdo (2020), who argued that collaborative instructional engagement fosters a culture of shared accountability, ultimately leading to sustained improvements in school academic performance. These collaborative efforts contribute to strengthening teaching effectiveness and ensuring meaningful learning outcomes for learners.

Educational quality may be viewed as a shared instructional responsibility rather than a function of teachers alone. Contemporary learning theories emphasize that teaching effectiveness is strengthened when instructional support extends beyond the classroom. Stakeholders contribute by reinforcing learning expectations at home, supporting intervention programs, and participating in academic initiatives that sustain learner motivation.

From the perspective of instructional leadership, stakeholder engagement enhances coherence between curriculum goals, teaching practices, and learner support systems. When parents, community members, and school leaders understand instructional priorities, they are better positioned to align their support with academic objectives. This shared understanding reduces disconnects between home and school, thereby reinforcing learning continuity and academic performance.

- *Extent of Stakeholders' Participation Along with Resiliency & Well-Being*

The results further reveal that stakeholder participation extends beyond academic concerns and plays a vital role in promoting learner resiliency and overall well-being. This dimension highlights how collective efforts contribute to creating a supportive school environment that prioritizes mental health, safety, and emotional security.

Evidence from the data regarding participation in school advocacies that promote mental wellness garnered a high mean rating of 4.46, indicating strong engagement in initiatives that support learners' mental and emotional health. These advocacies include awareness campaigns, guidance-related activities, and psychosocial support initiatives aimed at fostering resilience among learners. As emphasized by OECD (2019), schools that actively engage stakeholders in mental health promotion are better positioned to address learners' emotional needs and enhance their capacity to cope with academic and personal challenges. This finding aligns with Roffey (2017), who suggested that stakeholder-supported mental wellness programs contribute significantly to positive school climates and learner resilience.

In addition, involving oneself in creating a safe and inclusive learning environment obtained a high mean rating of 4.44, reflecting stakeholders' active role in fostering safety, respect, and inclusivity within the school community. Such involvement supports the establishment of environments where learners feel protected, valued, and supported. As noted by Benbenishty and Astor (2018), stakeholder participation in promoting school safety and inclusivity is essential in reducing risks, enhancing learner well-being, and sustaining engagement in schooling. This is further supported by Durlak et al. (2017), who emphasized that collaborative efforts in creating inclusive and supportive environments positively influence learners' social-emotional development and resilience.

These findings affirm that resiliency and well-being at Bulacao National High School are strengthened through shared stakeholder commitment to mental wellness advocacy and inclusive school practices. Such engagement nurtures a school environment that supports learners' emotional health, safety, and capacity to thrive amid challenges.

Resiliency and well-being are increasingly recognized as foundational to learning rather than supplementary concerns. Psychological theories of resilience emphasize the

role of protective relationships, emotional safety, and consistent support in enabling learners to cope with adversity. Stakeholder participation contributes to these protective factors by expanding the network of care surrounding learners.

Whole-school well-being frameworks further suggest that mental health promotion is most effective when integrated into daily school practices and supported by the wider community. The collective involvement of stakeholders in advocacy, monitoring, and inclusive practices signals to learners that their well-being is a shared priority. This shared commitment helps normalize help-seeking behavior and fosters a school climate where emotional health is openly addressed.

- *Influences of Stakeholders' Participation on the Four Pillars of Basic Education*

- *Reducing Access-Related Barriers that Prevent School-Aged Learners from Attending and Remaining in School*

Findings from the Focus Group Discussion (FGD) indicated that stakeholder participation plays a decisive role in shaping enrollment decisions and supporting learners' capacity to attend school consistently and remain engaged in learning. Discussions emphasized that, in practical terms, access requires learners to be enrolled in schools that are physically accessible, economically manageable, and responsive to their daily realities.

Participants underscored that the proximity of Bulacao National High School offers a clear advantage in reducing access-related barriers, particularly for learners residing within the community. Encouraging enrollment in a nearby school was viewed as a practical strategy to minimize challenges associated with transportation costs, long travel hours, and physical fatigue. As affirmed by Sabates, Akyeampong, and Westbrook (2016), distance to school remained a critical determinant of attendance and retention, especially at the secondary level, where prolonged travel increases absenteeism and disengagement.

FGD responses also revealed that the presence of a central secondary school in town continues to influence enrollment preferences, despite its distance from learners' homes. Some families are drawn to the central school due to perceived prestige or familiarity; however, participants noted that this choice often exposes learners to overcrowded classrooms and daily commuting difficulties. This observation aligns with the findings of Bruns, Filmer, and Patrinos (2019), who emphasized that parental perceptions of school quality frequently outweigh considerations of accessibility, even when such decisions negatively affect learner persistence.

Stakeholders highlighted that these access-related challenges are actively addressed through consistent guidance and advocacy. Participants shared that they encourage families and learners to reconsider distant school enrollment by emphasizing the practical benefits of studying in a nearby school, including reduced expenses and

improved learner well-being. As noted by De Vera (2018), community-level advocacy and localized decision-making significantly improve access by aligning school choice with learners' lived conditions.

Another dimension emphasized in the discussions was the impact of school population size on learner support. Participants observed that Bulacao National High School's more manageable enrollment allows for closer monitoring and better responsiveness to learners' needs. This perspective is supported by Alinsunurin (2016), who found that schools with balanced class sizes are better positioned to support attendance, engagement, and learner retention through individualized attention.

Classroom interactions also emerged as an important avenue for addressing access concerns. Participants described how learners are guided to reflect on the long-term effects of distance-related fatigue and absenteeism on academic performance. As Hora and Millar (2018) argue, instructional guidance and learner advisement play a crucial role in helping students make informed educational choices that support persistence and achievement.

Peer influence further reinforced access-related efforts. Participants noted that learners themselves encourage classmates to enroll in Bulacao National High School because its location supports regular attendance and reduces daily strain. This finding resonates with Ryan and Deci (2017), who emphasized that peer support and shared motivation contribute positively to sustained school engagement. Through coordinated advocacy, learner guidance, and community-based support, stakeholders help remove barriers that prevent school-aged learners from attending and remaining in Bulacao National High School, strengthening access as a foundational pillar of basic education.

- *Promoting the Implementation of Inclusive and Fair Learning Opportunities Across Diverse Learners*

Equity in basic education is realized when schools respond meaningfully to learner diversity and ensure that opportunities for participation and success are not limited by personal, social, or economic circumstances.

Findings from the Focus Group Discussion (FGD) indicated that stakeholder participation at Bulacao National High School significantly influences the promotion of inclusive and fair learning opportunities through advocacy, collaborative engagement, and direct learner support.

Participants consistently conveyed that equitable education begins with the recognition that all learners deserve access to learning opportunities, regardless of background or life situation. This shared belief was reflected in discussions that emphasized fairness as a guiding principle in school-related decisions and initiatives. As affirmed by UNESCO (2017), equity-oriented education systems are grounded in the collective commitment of stakeholders to uphold inclusion, participation, and fairness in learning environments.

Stakeholders also highlighted their active involvement in school meetings and assemblies as a platform for advocating inclusive policies and voicing concerns related to learner representation. Participation in these decision-making spaces was viewed as essential to ensuring that school programs remain responsive to the needs of diverse learners. This aligns with the findings of DeMatthews and Izquierdo (2020), who argued that stakeholder engagement in governance processes strengthens equity by ensuring that marginalized voices are represented in school planning and policy implementation.

Respect for gender diversity emerged as another important dimension of equity emphasized during the discussions. Participants stressed the importance of non-discrimination and equal treatment, particularly for learners with diverse gender identities. As noted by Kosciw et al. (2018), inclusive school climates that promote respect for gender diversity contribute to learners' sense of belonging, safety, and academic engagement, reinforcing equity as both a social and educational responsibility.

Equitable practices were further demonstrated through targeted academic support and intervention initiatives. Participants described their involvement in home visitation, remedial programs, and structured academic interventions designed to support learners experiencing difficulties. As Mahajan et al. (2020) emphasized, equity-focused interventions are most effective when stakeholders collaborate to address individual learner needs through sustained and context-sensitive support mechanisms.

FGD responses also revealed that maintaining positive relationships between learners, families, and school personnel is viewed as essential in promoting fairness and inclusion. Participants highlighted that consistent communication, encouragement, and emotional support help build learners' confidence and foster positive attitudes toward learning. This observation aligns with Smith and Goodwin (2019), who noted that relational trust and supportive school-family partnerships are critical to advancing equitable learning outcomes.

Peer-level support further reinforced equity within the school community. Participants shared experiences of assisting classmates with learning barriers and advocating awareness for learners with disabilities. Such actions reflect a culture of shared responsibility and inclusivity. As Lingam and Lingam (2016) suggested, peer engagement and collective responsibility within schools strengthen inclusive practices by normalizing support and reducing stigma associated with learning differences.

In addition, stakeholder participation extended to supporting inclusive school programs related to mental health awareness, anti-bullying initiatives, and resource mobilization. These efforts were viewed as essential in ensuring that learners' diverse needs are addressed holistically. As echoed in the study of Zinsser et al. (2019), equity in education is sustained when schools integrate

academic, social, and emotional supports through coordinated stakeholder involvement.

- *Strengthening Teaching Effectiveness and Enhancing Learner Achievement Through Collaborative Engagement*

Teaching effectiveness and learner achievement are enhanced when instructional practices are supported by collective engagement and shared responsibility among members of the school community. Insights drawn from the thematic analysis of participants' shared experiences indicate that collaborative participation at Bulacao National High School significantly contributes to improved instructional delivery, learner support, and sustained academic performance.

Participants highlighted that academic support extends beyond classroom instruction and is reinforced through consistent monitoring of learner progress, guidance on school tasks, and ongoing communication regarding academic concerns. Such involvement helps sustain learner motivation and accountability, which, as affirmed by Jeynes (2016), played a crucial role in improving learner achievement by reinforcing positive learning behaviors both in and out of school.

Collaborative efforts were also evident in strengthening instructional practices through continuous professional engagement, reflective teaching, and coordinated planning. Participants described active involvement in professional learning activities, instructional discussions, and the use of assessment data to guide teaching strategies and interventions. This observation aligns with the findings of Valli, Stefanski, and Jacobson (2018), who emphasized that collaborative professional practices enhance teaching effectiveness by enabling educators to address learner diversity more responsively.

The implementation of targeted academic interventions emerged as a central mechanism for improving learner achievement. Participants underscored the importance of remediation programs, structured interventions, and close monitoring of learner progress to address learning gaps. As noted by Mahajan et al. (2020), schools that systematically implement intervention programs grounded in learner performance data demonstrate improved academic outcomes, particularly among struggling learners. This perspective is further supported by a local study conducted by Alinsunurin (2019), which found that sustained stakeholder collaboration in Philippine public secondary schools significantly improves instructional quality and learner performance through shared decision-making and support mechanisms.

Partnership-building initiatives were likewise identified as contributing to enhanced learning opportunities. Participants shared experiences related to strengthening linkages with external institutions and community partners to support academic programs and experiential learning opportunities. As Bruns, Filmer, and Patrinos (2019) argued, collaborative partnerships expand

access to instructional resources and improve the relevance of learning, thereby supporting both teaching effectiveness and learner achievement. In the local context, De Vera (2020) emphasized that school–community partnerships in Philippine schools enhance instructional delivery by providing additional learning support and real-world learning experiences.

Learner-driven collaboration further reinforced academic achievement. Participants described peer tutoring, study groups, and leadership initiatives that promote shared learning and academic responsibility. As affirmed by Gillies (2016), collaborative learning environments strengthen academic performance by fostering peer support, critical thinking, and learner engagement.

Sustaining learning continuity during disruptions was also emphasized through shared efforts to communicate academic requirements and monitor learner progress during class suspensions. This practice aligns with the assertions of Reimers and Schleicher (2020), who emphasize that coordinated stakeholder engagement is vital in maintaining instructional continuity and mitigating learning loss during emergencies.

These accounts demonstrate that collaborative engagement strengthens teaching effectiveness and learner achievement by integrating instructional support, targeted interventions, partnership-building, and peer collaboration. Such collective efforts contribute to improved academic outcomes and reinforce quality education as a vital pillar of basic education at Bulacao National High School.

- *Creating a Safe and Supportive Learning Environment that Promotes Well-Being and Mental Health*

Narratives emerging from the thematic analysis of shared experiences at Bulacao National High School reveal that collective engagement plays a vital role in promoting learner well-being and mental health through emotional support, proactive monitoring, and inclusive school practices.

Participants emphasized the importance of providing consistent emotional guidance, attentive listening, and moral support to learners, particularly during periods of stress and personal difficulty. These actions foster trust and emotional security, which, as affirmed by OECD (2017), are essential conditions for positive mental health and learner engagement in school. When learners feel heard and supported, they are more likely to participate actively and maintain a positive attitude toward learning.

Proactive monitoring of learners' academic and emotional conditions during emergencies and class disruptions was also highlighted as a key practice in safeguarding well-being. Participants shared experiences of maintaining communication, checking on learners' progress, and ensuring continuity of support during calamities or crises. As noted by Reimers and Schleicher (2020), schools that prioritize coordinated support systems during

emergencies are better able to reduce stress, anxiety, and learning disruption among learners.

Creating safe spaces within the classroom and school environment emerged as another significant theme. Participants described efforts to listen to learners’ concerns, address behavioral and emotional issues with sensitivity, and promote respectful interactions. This aligns with the assertions of Cohen et al. (2018), who emphasized that emotionally safe learning environments contribute to improved mental health, reduced behavioral problems, and stronger academic engagement. In the Philippine context, a study by Alampay and Garcia (2019) highlights that nurturing school climates characterized by care, respect, and emotional support significantly enhance learners’ psychological well-being and sense of belonging.

Peer-based support mechanisms were likewise recognized as valuable in promoting emotional resilience. Participants described instances where learners listen to and encourage one another, offer reassurance during stressful situations, and share information that helps reduce uncertainty during class suspensions. As Wentzel (2017) suggested, peer support strengthens emotional regulation and coping skills, particularly in adolescence, when social relationships play a critical role in mental health.

Mental health advocacy and youth-focused programs further reinforced these supportive efforts. Participants noted involvement in initiatives that promote mental health awareness, leadership, teamwork, and youth development, as well as coordinated assistance during disasters or emergencies. This perspective is further supported by WHO (2021), which advocated for school-based mental health

programs as effective platforms for promoting resilience, early intervention, and psychosocial support. A local study by De Guzman and Choi (2020) similarly emphasized that community-linked mental health initiatives in Philippine schools contribute to safer learning environments and improved learner well-being.

These collective practices demonstrate that stakeholder engagement strengthens well-being by integrating emotional support, safe learning spaces, peer assistance, and mental health advocacy. Through shared responsibility and sustained collaboration, the school community fosters an environment where learners feel protected, valued, and supported. These conditions are essential for resilience, mental wellness, and meaningful participation in education.

The influence of stakeholder participation on access, equity, quality, and well-being reflects the principle of synergy, where collective action produces outcomes that exceed individual contributions. Stakeholders bring diverse forms of capital—social, cultural, emotional, and material—that, when combined, strengthen school initiatives. This explains why coordinated advocacy, learner guidance, and peer support exert a stronger influence on learner persistence than isolated interventions.

These influences also highlight the role of informal participation. Beyond formal meetings and programs, everyday interactions, peer encouragement, and community conversations subtly shape learner decisions and attitudes. Such informal mechanisms are often overlooked in quantitative studies but emerge clearly in qualitative accounts, reinforcing the value of mixed-method approaches in understanding stakeholder impact.

➤ *Challenges that Hindered Stakeholders’ Participation in Advancing the Four Pillars of Basic Education*

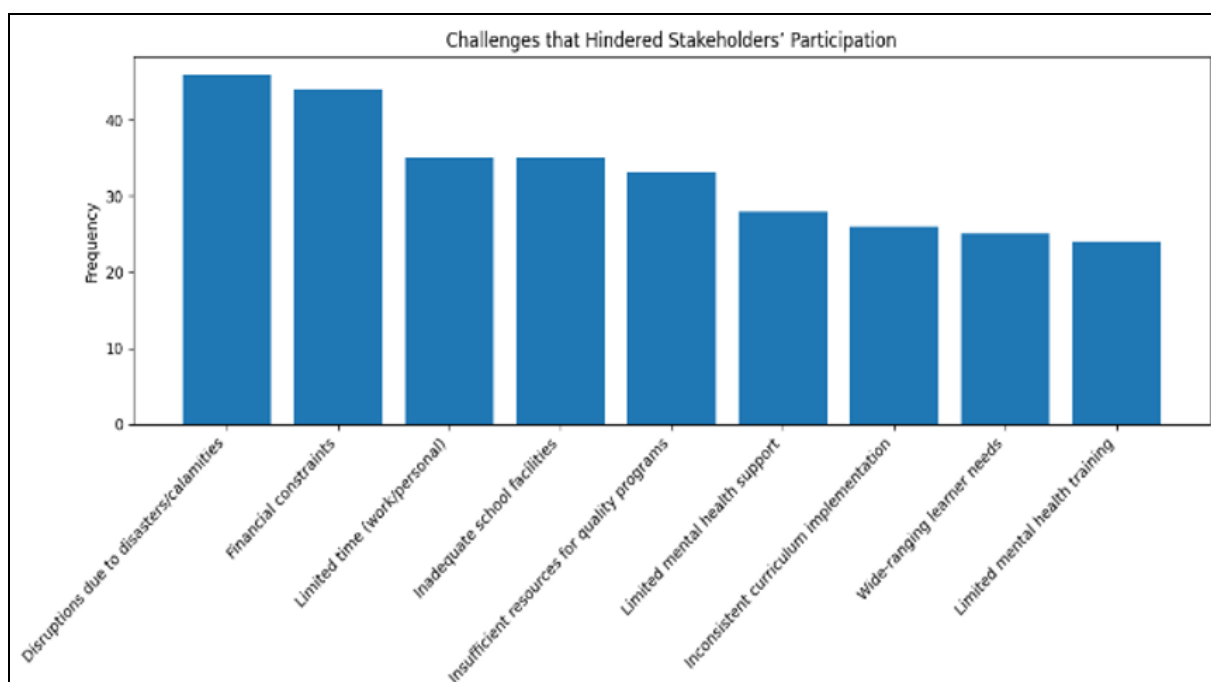


Fig 2 Bar Graph Illustrating the Challenges that Hindered Stakeholders’ Participation in Advancing the Four Pillars of Basic Education

While stakeholder participation is widely recognized as essential in advancing access, equity, quality, and well-being in basic education, the findings of this study indicate that several challenges constrain the depth and consistency of such engagement. These constraints do not necessarily reflect a lack of willingness among stakeholders; rather, they stem from contextual realities that shape their capacity to participate meaningfully. Conditions such as environmental disruptions, economic limitations, competing responsibilities, and institutional gaps create barriers that affect how stakeholders support and sustain school initiatives.

The disruption of teaching and learning engagement caused by disasters and calamities (frequency = 46, rank 1) was the most frequently cited challenge. This finding highlights the vulnerability of school operations to environmental and emergency-related conditions, which often interrupt classes, meetings, and school-based programs. These interruptions reduce opportunities for sustained collaboration, delay program implementation, and weaken continuity in learning and stakeholder engagement. This observation is reinforced by Anderson and Rivera (2019), who explained that disaster-prone contexts significantly affect school governance and participation by shifting attention from long-term educational planning to immediate recovery concerns. In a related discussion, Shiwaku and Shaw (2016) pointed out that recurring calamities diminish community capacity to engage consistently in school improvement efforts, particularly in resource-constrained settings.

Closely following this concern, financial constraints that limit the ability to support school activities emerged as the second most significant challenge (frequency = 44, rank 2). This finding reflects the economic realities faced by many stakeholders, which restrict their ability to contribute resources, attend school functions, or support learning-related initiatives. Financial limitations influence not only material contributions but also participation in decision-making processes that require time, transportation, or financial sacrifice. This condition echoes the assertions of Bruns, Filmer, and Patrinos (2017), who emphasized that economic barriers often restrict stakeholder engagement in education, especially in communities where basic needs take precedence over school involvement. Consistent with this view, Alinsunurin (2016) stresses that financial capacity plays a crucial role in determining the extent of stakeholder participation in programs that advance access, equity, and quality.

Both limited time due to work and personal responsibilities, and inadequate school facilities ranked third (frequency = 35, rank 3.5), underscoring how practical constraints influence stakeholder involvement. Competing responsibilities reduce stakeholders' availability to attend meetings, participate in school programs, or engage in collaborative initiatives, while facility limitations restrict venues for engagement and program delivery. This concern parallels the arguments of Epstein (2018), who identified time constraints as one of the most persistent barriers to

stakeholder participation, particularly among working individuals. Similarly, De Vera and Ancho (2020) highlight that inadequate infrastructure discourages involvement by limiting spaces for dialogue, coordination, and learner support.

The challenge of insufficient resources to sustain programs that promote quality learning (frequency = 33, rank 5) further illustrates difficulties in maintaining long-term educational initiatives. Although stakeholders may initially support school programs, limited resources affect continuity and long-term impact. This concern is supported by Darling-Hammond et al. (2017), who contended that sustained improvements in educational quality depend on continuous investment in learning resources, professional support, and monitoring mechanisms. In the same vein, Mahajan et al. (2019) emphasized that resource limitations weaken collective efforts to enhance instructional quality and learner achievement.

Challenges related to limited access to mental health and psychosocial support (frequency = 28, rank 6) and inconsistencies in curriculum implementation (frequency = 26, rank 7) reveal gaps in support systems and instructional coherence. These issues affect both learners and stakeholders, as unresolved psychosocial concerns and unclear curricular direction undermine confidence and engagement. This observation corresponds with UNICEF (2021), which underscored that inadequate mental health support reduces stakeholders' ability to respond effectively to learners' needs, particularly during crises. Likewise, Tobergte and Curtis (2018) noted that inconsistent curriculum implementation weakens collaboration and shared accountability within school communities.

Although ranked lower, challenges such as the wide-ranging needs of learners (frequency = 25, rank 8) and limited training or orientation on mental health (frequency = 24, rank 9) nonetheless point to critical areas requiring targeted capacity-building. Diverse learner needs demand differentiated responses, while limited mental health training constrains stakeholders' ability to provide appropriate support. This concern resonates with the observations of Zulaiha et al. (2020), who argue that stakeholder engagement is strengthened when schools invest in training initiatives that equip participants with the competencies needed to address learner diversity holistically.

These findings demonstrate that stakeholder participation is shaped not only by commitment but also by environmental, economic, and systemic conditions. Addressing these challenges requires context-sensitive approaches that acknowledge stakeholders' realities while strengthening school support structures. By responding through improved disaster preparedness, strategic resource mobilization, infrastructure enhancement, and capacity-building initiatives, schools can create more enabling conditions for sustained and meaningful stakeholder participation in advancing the four pillars of basic education.

The challenges identified in this study reflect structural rather than motivational constraints. Stakeholders' willingness to participate is moderated by environmental risks, economic demands, and institutional limitations. This distinction is important, as it shifts the focus from individual responsibility to systemic support.

From a resilience systems perspective, repeated disruptions and resource limitations weaken participation not by reducing commitment, but by exhausting capacity. Sustainable engagement, therefore, requires schools to design flexible participation mechanisms that adapt to stakeholders' realities. Recognizing these constraints as contextual challenges rather than deficiencies fosters more compassionate and realistic strategies for improvement community in promoting inclusive and sustainable school improvement.

➤ *Proposed Strategies that Strengthen Stakeholders' Participation in Promoting Inclusive and Sustainable School Improvement*

The proposed strategies demonstrate that inclusive and sustainable school improvement is reinforced when stakeholders are engaged as collaborators across access, equity, quality, and resilience. Their participation transforms policies into lived practices responsive to learner needs and contextual challenges. Through these shared efforts, the school strengthens collective ownership of educational outcomes and advances holistic school improvement.

The institutionalization of Child Mapping signifies a strategic shift toward evidence-based and community-driven access planning. By involving teachers, parents, barangay officials, and community volunteers in identifying school-aged children, out-of-school youth, and learners with special needs, this approach positions access as a shared responsibility rather than solely a school task. This participatory method allows stakeholders to reveal socio-economic, geographic, and cultural barriers that often go unnoticed in traditional enrollment processes.

This strategy resonates with Bruns, Filmer, and Patrinos (2018), who contended that community-assisted learner identification significantly improves enrollment and retention in marginalized settings. De Vera (2019) further explained that child mapping initiatives involving local stakeholders strengthen responsiveness and allow schools to design timely interventions tailored to learner realities. Through collaborative data validation and follow-up, stakeholders are positioned not merely as informants but as active agents in improving access.

The Alternative Learning Outreach strategy further broadens access by responding to displacement, calamities, and structural barriers that prevent regular school attendance. Stakeholder participation is evident in the provision of flexible learning modalities, mentoring, and community-based learning spaces, ensuring that learning continues despite disruptions. Teachers, parents, LGUs, and community partners collectively contribute to sustaining learner engagement beyond traditional classrooms.

This approach finds support in Alinsunurin (2020), who emphasized that alternative delivery systems become effective when schools mobilize parents and local partners in implementation and monitoring. In a similar vein, UNESCO (2020) underscored that flexible learning programs anchored in community participation are critical in reaching learners affected by crises. These findings illuminate how access is strengthened when stakeholders collaborate to adapt learning pathways to evolving learner circumstances.

Complementing these efforts, Community Awareness and Advocacy Campaigns amplify access by mobilizing collective action toward enrollment, retention, and dropout prevention. The involvement of parents, barangay officials, youth leaders, and volunteers in advocacy activities reinforces education as a community value. Rather than relying solely on school initiatives, this strategy leverages social influence and shared accountability to sustain learner participation.

As emphasized by Preston (2017), community-based advocacy strengthens educational access by fostering collective ownership of schooling outcomes. Basibas (2021) likewise highlighted that barangay-level engagement and parent-led advocacy significantly reduce dropout rates in public secondary schools. These perspectives affirm that access initiatives gain sustainability when stakeholders are empowered as advocates within their own communities.

The strategy on Targeted Support for Disadvantaged Learners underscores equity as a deliberate and needs-based process. Stakeholder participation enables the identification of learners affected by poverty, displacement, and other vulnerabilities, ensuring that resources and interventions are directed where they are most needed. Teachers, parents, LGUs, and partner organizations jointly contribute to addressing barriers that limit participation and performance.

This strategy reflects the position of DeMatthews and Izquierdo (2020), who argue that equity-oriented schools rely on collaborative identification of marginalized learners and coordinated intervention delivery. Nicdao and Ancho (2021) further observed that targeted learner support becomes sustainable when community partners actively share responsibility in resource mobilization and monitoring. These studies reinforce the role of stakeholders as equity enablers rather than passive beneficiaries.

The Inclusive Education strategy deepens equity by fostering learning environments that respect gender diversity, cultural identity, and learner differences. Stakeholder engagement is manifested through teacher training, parental involvement, and community advocacy for accessibility and inclusion. This collective effort ensures that learners with special needs are not only accommodated but meaningfully included.

As articulated by Zulaiha et al. (2019), inclusive education thrives when families and communities collaborate with schools to address diverse learner needs.

Lingam and Lingam (2016) similarly emphasized that inclusive practices gain legitimacy and sustainability when reinforced by shared values among stakeholders. These insights support the inclusive direction adopted by Bulacao NHS.

Equity is further strengthened through Transparent and Accountable Governance, where stakeholders actively participate in monitoring resource utilization and school decision-making. By institutionalizing accountability mechanisms and feedback channels, the strategy nurtures trust and ensures equitable allocation of resources, particularly for marginalized learners.

According to Arguelles and Sarsale (2017), transparency in school governance enhanced stakeholder confidence and promotes fairness in project implementation. Smith and Goodwin (2020) also pointed out that participatory accountability mechanisms encourage sustained engagement and collective ownership of school improvement initiatives. These findings validate transparency as a critical equity-building strategy.

The Parent-School Partnership strategy highlights quality improvement as a shared instructional responsibility. Stakeholder participation extends learning beyond the classroom by equipping parents with skills to support home-based learning and by strengthening communication between families and teachers. This collaboration ensures consistent learner monitoring and targeted academic support.

This approach echoes the work of Valli et al. (2018), who asserted that strong home-school partnerships positively influence learner achievement and instructional coherence. Hora and Millar (2018) also stressed that parental engagement reinforces instructional quality by aligning home support with classroom practices. These findings underscore the value of stakeholder collaboration in sustaining learning quality.

The strategy on Teacher Professional Development for Learner-Centered Pedagogy situates quality within continuous professional growth supported by collaborative structures. Stakeholder participation is evident in mentoring systems, peer collaboration, and administrative support, fostering reflective teaching practices responsive to diverse learners.

As observed by Tobergte and Curtis (2016), sustained professional development anchored in collaborative learning communities enhances instructional effectiveness. Alsubaie (2019) further emphasized that learner-centered pedagogy is strengthened when school leaders actively support teachers through structured coaching and feedback. These perspectives reinforce the role of leadership and collaboration in instructional quality.

The Community-Based Research and Resource Mobilization strategy elevates quality by grounding innovations in local realities. Stakeholders co-generate

solutions, mobilize resources, and integrate successful practices into school programs, reinforcing relevance and sustainability.

This strategy aligns with Mahajan et al. (2020), who highlighted that community-engaged research fosters innovation and contextualized problem-solving in education. De Guzman (2022) likewise noted that participatory research strengthens instructional quality by aligning interventions with learner and community needs.

The strategy on Support Programs for Displaced Learners and Victims of Disasters or Insurgency reflects a holistic understanding of learning continuity. Stakeholder participation ensures timely psychosocial, academic, and material support, enabling learners to re-engage with education despite adversity.

This approach corresponds with Masten (2018), who emphasized that resilience is built through protective relationships and coordinated support systems. Almahasees et al. (2021) further suggest that stakeholder collaboration is vital in sustaining learner well-being during crises.

The Sustained Hot Meal Program strengthens well-being by addressing learners' nutritional needs through school-community partnerships. Stakeholder involvement in meal preparation, monitoring, and support fosters a caring environment that enhances attendance and readiness to learn.

As discussed by Bundy et al. (2018), school feeding programs supported by communities contribute to improved learner concentration and participation. Basibas (2021) also noted that such initiatives reinforce shared responsibility for learner welfare.

The school-Community Disaster Preparedness and Wellness Plan, together with the Strengthening of Alternative Delivery Modes, institutionalizes resilience by preparing stakeholders for emergencies while ensuring instructional continuity. These strategies reinforce adaptive capacity and collective preparedness.

According to UNESCO (2017), resilient education systems depended on strong school-community coordination and flexible learning structures. Alinsunurin (2020) further explained that stakeholder-supported alternative learning modalities mitigate learning loss during disruptions.

These proposed strategies demonstrate that inclusive and sustainable school improvement is most effectively achieved when stakeholders are engaged as co-implementers, decision-makers, and advocates across the four pillars of basic education. Collectively, the proposed strategies reflect a shift from compliance-based participation toward partnership-oriented engagement. Stakeholders are positioned not merely as supporters but as co-creators of solutions that address access, equity, quality, and resilience simultaneously. This approach aligns with contemporary

school improvement models that emphasize sustainability through shared ownership.

By embedding participation within everyday school processes—planning, monitoring, instruction, and care—the strategies move beyond project-based involvement toward institutionalized collaboration. Such integration increases the likelihood that stakeholder engagement will endure despite leadership changes, resource constraints, or external disruptions. In this way, stakeholder participation becomes a stabilizing force that sustains inclusive and holistic school improvement at Bulacao National High School.

#### IV. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

##### ➤ Findings

- The extent of stakeholders' participation along access achieved an average mean of 3.85, described as high, while equity had a higher mean of 4.24, also described as high. Participation, along with quality, obtained the highest average of 4.44, followed by resiliency and well-being with an average of 4.36, both interpreted as high.
- Stakeholders' participation influenced the four pillars of basic education by reducing access-related barriers that prevent school-aged learners from attending and remaining in school, promoting the implementation of inclusive and fair learning opportunities across diverse learners, strengthening teaching effectiveness and learner achievement through stakeholders' collaborative engagement, and creating a safe and supportive learning environment that promotes the well-being and mental health of the school community. The reduction of access-related barriers implies that when stakeholders are actively involved in enrollment advocacy, learner monitoring, and community-based support, schools become more focused and responsive to realities such as distance, financial hardship, and other contextual constraints. The promotion of inclusive and fair learning opportunities indicates that participatory decision-making creates space for diverse learner voices and circumstances to be acknowledged, leading to more equitable policies and targeted interventions. The strengthening of teaching effectiveness and learners' achievement reflects how instructional quality is enhanced when the responsibility for learning is shared among teachers, parents, and community partners, extending support beyond the classroom walls. Likewise, the creation of a safe and supportive learning environment underscores that stakeholder engagement contributes not only to academic success but also to learners' mental health, emotional stability, and sense of belonging within the school community.
- The challenges that hindered effective stakeholder engagement include frequent disruptions of teaching and learning activities caused by disasters and calamities, which obtained a frequency of 46 and ranked 1st. This was followed by financial constraints that limit stakeholders' ability to support school initiatives, with a frequency of 44, placing 2nd. Limited time due to work

and personal responsibilities, along with inadequate school facilities, both obtained a frequency of 35, both ranking 3rds. Meanwhile, insufficient resources to sustain programs that promote quality learning had a frequency of 28, inconsistency in implementing the curriculum had 26, ranked 7th; wide-ranging needs of learners had 25, ranked 8th; and limited training or orientation on mental health had 24, ranked 9th.

- A strategic plan is proposed across the four pillars of basic education. Along access, strategies include the institutionalization of child mapping, alternative learning outreach, and sustained community awareness and advocacy campaigns. For equity, the proposed strategies focus on targeted support for disadvantaged learners, strengthened inclusive education practices, and transparent and accountable governance mechanisms.

In terms of quality, enhanced parent-school partnerships, community-based research, and resource mobilization are emphasized. Lastly, for resiliency and well-being, the strategies include support programs for displaced learners and disaster victims, a sustained hot meal program through school-community partnerships, the development of a school-community disaster preparedness and wellness plan, and the strengthening of alternative delivery modes (ADM).

##### ➤ Conclusions

- Stakeholders exhibit a high extent of participation across the pillars of access, equity, quality, resiliency, and well-being.
- Stakeholders' participation influences the four pillars by enhancing access, inclusivity, instructional quality, and learner well-being.
- Effective stakeholder engagement is hindered by external disruptions, financial limitations, time constraints, and inadequate facilities.
- The proposed strategic plan offers viable and sustainable approaches to further strengthen stakeholder participation by addressing learner needs, instructional quality, and school resiliency through collaborative and inclusive initiatives.

##### ➤ Recommendations

- Strengthen stakeholders' participation through institutionalizing collaborative mechanisms that support access, equity, quality, and resiliency initiatives.
- Enhance the influence of stakeholders by expanding inclusive policies, strengthening instructional partnerships, and promoting shared accountability in academic and well-being programs.
- Address existing challenges by developing contingency plans, mobilizing additional resources, and providing flexible engagement opportunities for stakeholders.
- Adopt the proposed strategic plan to ensure its responsiveness to emerging learner needs.
- Researchers are encouraged to conduct a study on the following topics: Teachers, Parents, and Students'

Collaboration in Shaping Curriculum Relevance on Instructional Delivery and Participation of School Heads, Local Government Unit, and Parent – Teacher Association in Decision – Making.

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