

# Analyzing Stakeholders' Involvement and Collaboration in Public School Project Implementation in Digos City Division

Junamae M. Josol\*, Queenie Lyn G. Almerez, Leah B. Ynion,  
Ellen Mae M. Palomar, Felomino Alba

Davao del Sur State College, Digos Campus, Matti, Digos City, Davao del Sur, Philippines

\*Corresponding Author Email: [junamae.morales@dssc.edu.ph](mailto:junamae.morales@dssc.edu.ph)

Date received: April 15, 2025

Date revised: May 26, 2025

Date accepted: June 25, 2025

Originality: 96%

Grammarly Score: 99%

Similarity: 4%

## Recommended citation:

Josol, J., Almerez, Q. L., Ynion, L., Palomar, E. M., & Alba, F. (2025). Analyzing stakeholders' involvement and collaboration in public school project implementation in Digos City Division. *Journal of Interdisciplinary Perspectives*, 3(7), 563-571. <https://doi.org/10.69569/jip.2025.274>

**Abstract.** A perceived research gap was identified in the Digos City Division, as no study has yet quantified stakeholders' involvement and collaboration in implementing programs and projects in public schools. Hence, this study addressed the gap by evaluating stakeholders' participation and cooperation in public school project implementation across the thirty-six (36) public elementary schools in the entire Digos City Division. Based on the quantitative data collected, the findings revealed the following: the stakeholders' level of involvement in public school project implementation was described as very high; the level of collaboration in public school project implementation was also described as very high; and the overall extent of project implementation—covering programs such as Brigadahan sa Pagbasa, Brigada Eskwela, Gulayan sa Paaralan, School Feeding Program, and the School Sports and Athletic Program—was likewise rated as very high. Furthermore, a significant relationship was found between stakeholders' level of involvement and the extent of public school project implementation. Similarly, an important relationship was established between stakeholders' collaboration and the importance of project implementation. Public school heads are recommended to sustain educational initiatives and best practices to maximize stakeholders' contributions, develop data-driven decision-making processes, and utilize feedback and performance metrics to assess project impact toward the attainment of institutional goals.

**Keywords:** Stakeholders; Involvement; Collaboration; Public school; Project implementation.

## 1.0 Introduction

Schools in the global arena operate through stakeholders' collaboration and active involvement. However, the problem lies in the context-specific challenges schools face in developing countries, where limited resources, infrastructure, and capacity hinder effective stakeholder engagement. These challenges may include significant socio-economic disparities, transparent processes and mechanisms for collecting, analyzing, and acting upon stakeholder feedback, and a lack of accountability and follow-through on stakeholders' input (Sattar et al., 2022). All these factors impede the effectiveness of engagement efforts.

Survey reports from the United Nations Development Program (UNDP) and the Pakistan Social and Living Standards Measurement indicate that Pakistan is lagging significantly in providing quality education due to the lack of stakeholder participation and collaboration (Ramasiu, 2023). Even in developed nations such as the United States, inadequate parental and community involvement has hindered the success of school improvement

initiatives (Sanders & Harvey, 2017). Therefore, enhancing stakeholder engagement is critical for ensuring the success and sustainability of educational reforms worldwide. Conversely, Korpershoek et al. (2020) affirmed that school reforms and community engagement initiatives often fail due to a lack of collaboration among teachers, parents, local governments, and community organizations. Frequently, fragmented and ineffective communication and coordination among stakeholders lead to conflicting priorities, which hinder the effective translation of stakeholder input into tangible improvements in school programs and services.

Navarro (2022) states that stakeholder involvement plays a vital role in public school project implementation by actively contributing perspectives and expertise. By imparting relevant knowledge of what the school requires, collective insights ensure that projects address the most pressing needs, such as upgrading facilities, integrating technology, or enhancing educational programs. Moreover, the range of viewpoints from varied stakeholders brings diverse backgrounds, experiences, and expertise, enabling decision-makers to evaluate ideas from multiple angles and optimize available resources. Similarly, Ramasimu (2023) elaborated that stakeholders who are deeply engaged in school programs and activities are more likely to contribute resources—whether in the form of time, funding, or materials—and advocate for the projects' success. Strong involvement builds trust between schools and stakeholders, fostering a collaborative environment. Likewise, in this study, the strong cooperation of stakeholders led to more robust partnerships and solidarity toward achieving a common purpose that benefited the school.

In the Philippines, the Department of Education has updated its framework to include multiple stakeholders in the preparation, execution, monitoring, and assessment of school and learner development programs through Republic Act 9155, or the Basic Education Governance Act of 2001. Stakeholder collaboration and their active participation in school programs such as school-based Reading Programs, Brigada Eskwela, Gulayan sa Paaralan, the School Feeding Program, and the School Sports and Athletic Program are essential for the success and sustainability of these initiatives (Alomes, 2020).

Implementing projects within public schools is critical for advancing educational quality and infrastructure. At present, there is insufficient data on stakeholder involvement and collaboration in the public schools of Digos City. There is a pressing need to examine the specific challenges both intrinsic and extrinsic stakeholders encounter, as well as their level of support and collaboration in relation to project implementation in the Digos City Division. By understanding the degree of stakeholder involvement and collaboration in the attainment of project outcomes, appropriate measures may be adopted by policymakers and stakeholders themselves, enabling them to make informed decisions and develop strategic actions toward the attainment of institutional goals.

## **2.0 Methodology**

### **2.1 Research Design**

This study employed a descriptive-correlational research design, as it analyzed the involvement and collaboration of stakeholders in public school project implementation. The independent variables were the stakeholders' involvement and collaboration level, while the dependent variable was the extent of public school project implementation. Data was collected using surveys and questionnaires to gather quantitative data from stakeholders, including teachers, students, parents, and school administrators. For data analysis, mean, standard deviation, and Pearson's correlation coefficient ( $r$ ) were utilized to measure the strength and direction of the relationships between the variables. Moreover, the quantitative research design enabled a clear identification of key components: the independent variables—stakeholders' level of involvement and collaboration—and their influence on the dependent variable, the extent of public school project implementation. This implementation was assessed across the following programs: Brigadahan sa Pagbasa, Brigada Eskwela, Gulayan sa Paaralan, and the School Feeding Program.

### **2.2 Research Participants**

The respondents of this study were all internal stakeholders, including thirty-six (36) school heads from all public elementary schools, and all 341 intermediate teachers of Digos City Division. On the other hand, the external stakeholders were chosen through quota sampling at 10 parents per school. Further, the inclusion criteria for the respondents include the following: all the respondents were bona fide stakeholders of the respective school communities in every barangay in Digos City and showed willingness to participate in the study. Meanwhile,

substitute school heads or principals, retired school heads, and non-consenting participants were excluded from the study.

### **2.3 Research Instrument**

The survey questionnaire comprised three sections. The first section contained the profile of the respondents. The second section focused on Stakeholder Involvement in School-Initiated Activities, adopted from the study of De Torres (2021). The third section assessed the implementation of Brigada Eskwela, Brigadahan sa Pagbasa, Gulayan sa Paaralan, and the Feeding Program, with items adapted from Lacanilao (2020). The developed questionnaire was submitted to a panel of experts for validation to ensure that it accurately measured the intended constructs of the study. The assistance of the panel helped identify potential issues related to content validity, ensuring that the items were both relevant and comprehensive (Estremera, 2024). In addition, a pilot test was conducted with a small sample of respondents to assess the instrument's clarity, reliability, and overall functionality. Cronbach's alpha was calculated to evaluate reliability further. A value of 0.70 or higher was considered acceptable, indicating adequate internal consistency among the questionnaire items (Jugessur, 2022). These steps were essential to ensure the rigor and trustworthiness of the data collection instrument.

### **2.4 Data Gathering Procedure**

This pivotal step marked the initiation of the data collection process upon securing the approval letter to conduct the study. However, the researcher obtained the necessary endorsement from the Office of the Institute of Graduate and Professional Education before proceeding. In line with this, the adopted questionnaires were validated to ensure their reliability and accuracy. Subsequently, the researcher sent the target schools an invitation and an informed consent letter. After having granted permission and voluntary participation, the informed consent was sent to the study stakeholders and respondents. A schedule matrix for conducting the survey questionnaire was provided, and ample time was given to complete the survey based on the agreed schedule. The researcher obtained each school head's mobile phone number and that of the Administrator's Aide for follow-up purposes. After conducting the data collection, the data were encoded and analyzed. A statistician assisted in the process and ensured that findings were extracted thoroughly and important data were identified. The numerical data were presented and discussed, then conclusions and recommendations were derived.

### **2.5 Data Analysis**

After collecting data, the researcher applied appropriate statistical tools to analyze it. The mean and standard deviation were utilized to evaluate stakeholders' level of involvement, collaboration, and extent of implementation of school programs. Pearson's correlation coefficient was utilized to explore the potential significant relationships between stakeholders' level of involvement and collaboration regarding the extent of their implementation of school programs.

### **2.6 Ethical Considerations**

In the context of this study, the researcher assumed a multifaceted and pivotal role. The responsibilities encompassed orchestrating various elements of the research to ensure coherence, authenticity, and the generation of insightful outcomes. These tasks included formulating research questions, selecting appropriate methodologies, and defining the scope of the study. Furthermore, a key responsibility of the researcher involved conducting an extensive review of related literature. This phase required thoroughly exploring existing knowledge to understand relevant theories, concepts, and prior findings connected to the study's subject matter. Embedding the research within the existing body of knowledge allowed the researcher to frame the study's objectives and establish a strong foundation for an informed investigation. Additionally, the researcher actively engaged in participant recruitment by building connections with school principals, teachers, parents, and, potentially, learners. This engagement facilitated a comprehensive understanding essential for the study's analysis.

## **3.0 Results and Discussion**

The primary aim of this study was to evaluate the level of stakeholders' involvement and collaboration in implementing public school projects in the Digos City Division. A survey questionnaire was utilized to gather the necessary data, and the results are presented in detail below.

### 3.1 Stakeholders' Level of Involvement in Public School Project Implementation

Table 2 specifies the stakeholders' level of involvement in public school project implementation. Regarding participation in planning and decision-making, a mean rating of 4.57 was obtained with a standard deviation of 0.399, which is described as very high. Regarding resource contribution and support, a mean rating of 4.58 was obtained with a standard deviation of 0.370, which was described as very high. Regarding input on project design and objectives, a mean rating of 4.56 was obtained with a standard deviation of 0.380, which is described as very high. Regarding feedback on project progress and implementation, a mean rating of 4.57 was obtained with a standard deviation of 0.367, which is described as very high. The overall mean rating of stakeholders' level of involvement in public school project implementation obtained a mean rating of 4.57, with a standard deviation of 0.313, which is described as very high.

**Table 1.** *Stakeholders' Level of Involvement in Public School Project Implementation S.Y. 2024-2025*

| Indicators                                      | Mean        | SD           | Interpretation   |
|-------------------------------------------------|-------------|--------------|------------------|
| Participation in Planning and Decision Making   | 4.57        | 0.399        | Very High        |
| Resource Contribution and Support               | 4.58        | 0.370        | Very High        |
| Input on project design and objectives          | 4.56        | 0.380        | Very High        |
| Feedback on project progress and implementation | 4.57        | 0.367        | Very High        |
| <b>Overall</b>                                  | <b>4.57</b> | <b>0.313</b> | <b>Very High</b> |

The data revealed that stakeholders are highly involved in implementing projects and activities in public schools. This finding aligns with Alomes's viewpoint (2020), who emphasized that strong involvement from internal and external stakeholders reflects a shared effort, a sense of ownership, and responsibility for the success of school projects. The stakeholders' very high level of involvement in public school project implementation contributed significantly to the achievement of school programs tailored to the specific needs and priorities of the school community.

Based on the numerical data, it can be summarized that stakeholders in the Digos City Division exhibited high levels of involvement across several areas: participation in planning and decision-making, contribution of resources and support, input on project design and objectives, and feedback on project progress and implementation. In synthesis, the active participation of stakeholders brought together collective ideas, time, and efforts, resulting in meaningful outcomes. This shared engagement fostered a sense of purpose and pride, and being part of a successful initiative generated a feeling of collective achievement. Consequently, when stakeholders perceive themselves as integral to a project's success, it leads to overall satisfaction—a sentiment that resonates positively throughout the broader community.

### 3.2 Stakeholders' Level of Collaboration in Public School Project Implementation

Table 2 presents the stakeholders' level of collaboration in public school project implementation. Regarding open communication and trust, a mean rating of 4.58 with a standard deviation of 0.367 was obtained, which is described as very high. For collaborative decision-making, the mean rating was 4.56 with a standard deviation of 0.368, which is also described as very high. Regarding shared goals and objectives, a mean rating of 4.59 with a standard deviation of 0.356 was recorded, likewise described as very high. For shared responsibility and support, the highest mean rating of 4.60 was obtained, with a standard deviation of 0.476, still described as very high. Overall, the stakeholders' level of collaboration in public school project implementation received a grand mean rating of 4.58, with a standard deviation of 0.319, indicating a very high level of collaboration.

**Table 2.** *Stakeholders' Level of Collaboration in Public School Project Implementation S.Y. 2024-2025*

| Indicators                        | Mean        | SD           | Interpretation   |
|-----------------------------------|-------------|--------------|------------------|
| Open communication and trust      | 4.58        | 0.367        | Very High        |
| Collaborative decision-making     | 4.56        | 0.368        | Very High        |
| Shared goals and objectives       | 4.59        | 0.356        | Very High        |
| Shared responsibility and support | 4.60        | 0.476        | Very High        |
| <b>Overall</b>                    | <b>4.58</b> | <b>0.319</b> | <b>Very High</b> |

The findings imply that the stakeholders' level of collaboration in public school project implementation is very high. The collective efforts and shared perspectives of stakeholders are pivotal to the success of the school's programs, projects, and activities. According to Labayog (2024), synergized efforts and high levels of collaboration result in more effective and efficient project implementation by integrating combined expertise and resources. The

results highlight the stakeholders' strong support and valuable contributions toward attaining institutional goals in public schools in Digos City.

In a parallel view, Bacomo et al. (2022) emphasized that the leadership dynamics of the school head strongly influence collaboration within the school organization. The school leaders' strategic vision, leadership, and guidance fuel stakeholders' willingness to support and assist across all school programs and projects. As revealed in the numerical ratings of this study, the very high level of stakeholder collaboration in the public schools of Digos City demonstrates that, with multiple stakeholders actively contributing, innovative solutions were generated, challenges were effectively addressed, and school programs and projects achieved significant success.

As a synthesis, the quantitative data indicated that stakeholders in the Digos City Division exhibited a very high level of collaboration in terms of open communication and trust, collaborative decision-making, shared goals and objectives, and shared responsibility and support. Insights from school heads further validated these findings, suggesting that the public schools in Digos City are thriving and exemplify well-functioning school communities. Additionally, the results suggest the presence of a school culture that values teamwork and collective effort, which contributes to improved decision-making and problem-solving processes.

Moreover, the team spirit demonstrated by stakeholders reflects strong leadership that drives active engagement among educators, parents, and the broader community. This signifies a unified commitment to student achievement, school improvement, and institutional growth. High levels of collaboration also imply that stakeholders are more invested in sustaining and supporting school projects, as they are actively involved in both the planning and implementation stages, benefiting the entire learning community.

### 3.3 Extent of Public School Project Implementation

Table 3 presents the extent of public school project implementation across various programs. Brigadahan sa Pagbasa obtained a mean rating of 4.63 with a standard deviation of 0.349. Brigada Eskwela recorded a mean rating of 4.68 with a standard deviation of 0.341. Gulayan sa Paaralan received a mean rating of 4.59 with a standard deviation of 0.414. The School Feeding Program had a mean rating of 4.66 with a standard deviation of 0.344, while the School Sports and Athletic Program achieved a mean rating of 4.65 with a standard deviation of 0.347. Overall, the general mean rating for the extent of public school project implementation was 4.64, with a standard deviation of 0.298, indicating a very satisfactory level of implementation across all programs.

**Table 3.** *Extent of Public School Project Implementation S.Y. 2024-2025*

| Indicators             | Mean        | SD           | Interpretation   |
|------------------------|-------------|--------------|------------------|
| Brigadahan sa Pagbasa  | 4.63        | 0.349        | Very High        |
| Brigada Eskwela        | 4.68        | 0.341        | Very High        |
| Gulayan sa Paaralan    | 4.59        | 0.414        | Very High        |
| School Feeding Program | 4.66        | 0.344        | Very High        |
| <b>Overall</b>         | <b>4.64</b> | <b>0.298</b> | <b>Very High</b> |

The results imply that the extent of public school project implementation in the Digos City Division was very high. This suggests that stakeholders' involvement and collaboration are exemplary, as reflected in the consistently high mean ratings. Implementing programs such as Brigada Eskwela, Brigada sa Pagbasa, Gulayan sa Paaralan, the School Feeding Program, and the School Sports and Athletic Program was carried out to a very high extent. This high level of implementation results in enhanced educational outcomes, as stakeholder involvement ensures that projects are tailored to the school community's specific needs, improving facilities, better resource allocation, and overall educational quality.

In a similar study, Guzman (2022) noted that stakeholders' active participation in planning, implementing, monitoring, and evaluating school improvement plans directly impacts school performance. This is supported by Vleck et al. (2024), who affirmed that intrinsic and extrinsic stakeholders are the prime movers of an institution. Their active involvement improves implementation and strengthens community bonds by fostering a sense of ownership and encouraging sustained support for school initiatives, creating a more cohesive and supportive educational environment. The collaboration in decision-making processes further contributes to realizing the school's vision, mission, and goals.

The high ratings have significant implications for educators, particularly in promoting strong collaboration, mutual support, and shared responsibility. Firstly, the high level of stakeholder involvement and collaboration in the public schools of Digos City suggests that projects were effectively implemented within a supportive environment that fostered effective teaching and student engagement. Secondly, it highlights the strong partnerships between intrinsic and extrinsic stakeholders who worked together through community-driven initiatives to enhance student learning.

Moreover, Lacanilao (2020) emphasized the essential roles of both internal and external stakeholders in the successful implementation of school programs and projects, including Brigadahan sa Pagbasa, Brigada Eskwela, Gulayan sa Paaralan, the School Feeding Program, and the School Sports and Athletic Program. This study further reveals that the pressing needs of schools were effectively addressed through the collaborative efforts of parents, school heads, teachers, students, local government units (LGUs), and the private sector.

The shared efforts of all stakeholders led to more comprehensive and innovative solutions. Their involvement and collaboration strengthened the sense of shared responsibility and support, enabling the pooling of financial, material, and human resources. By leveraging the collective expertise of stakeholders, the quality and efficiency of project implementation were significantly enhanced, contributing to the successful completion of school initiatives.

### 3.4 Stakeholders' Level of Involvement and Extent of Public School Project Implementation

Table 4 highlights the results on the relationship between stakeholders' involvement and the extent of public school project implementation, as analyzed through correlation coefficients. The table shows that the *p*-value is less than .001, indicating a highly significant relationship. This suggests that the observed relationship is statistically meaningful. The increasing correlation values (.431, .464, .543, .566, and .605) demonstrate a strengthening relationship between stakeholders' involvement and project implementation. These results reinforce the importance of actively engaging stakeholders in processes and projects to ensure the successful implementation of school initiatives. Based on the analysis, the decision is to reject the null hypothesis (*H*<sub>0</sub>), implying a significant relationship between stakeholders' involvement and the extent of public school project implementation.

**Table 4.** *Relationship Between the Stakeholders' Level of Involvement and the Extent of Public School Project Implementation*

| Indicators     | LoI1                               | LoI2                               | LoI3                               | LoI4                               | Overall                            | Decision         |
|----------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------|
|                | <i>r</i> -value ( <i>p</i> -value) | <i>r</i> -value ( <i>p</i> -value) | <i>r</i> -value ( <i>p</i> -value) | <i>r</i> -value ( <i>p</i> -value) | <i>r</i> -value ( <i>p</i> -value) |                  |
| PSPI1          | .422* (< .001)                     | .449* (< .001)                     | .522* (< .001)                     | .552* (< .001)                     | .587* (< .001)                     | Reject Ho        |
| PSPI2          | .386* (< .001)                     | .391* (< .001)                     | .435* (< .001)                     | .424* (< .001)                     | .495* (< .001)                     | Reject Ho        |
| PSPI3          | .324* (< .001)                     | .347* (< .001)                     | .452* (< .001)                     | .414* (< .001)                     | .464* (< .001)                     | Reject Ho        |
| PSPI4          | .339* (< .001)                     | .384* (< .001)                     | .412* (< .001)                     | .458* (< .001)                     | .481* (< .001)                     | Reject Ho        |
| PSPI5          | .341* (< .001)                     | .359* (< .001)                     | .416* (< .001)                     | .461* (< .001)                     | .422* (< .001)                     | Reject Ho        |
| <b>Overall</b> | <b>.431* (&lt; .001)</b>           | <b>.464* (&lt; .001)</b>           | <b>.543* (&lt; .001)</b>           | <b>.566* (&lt; .001)</b>           | <b>.605* (&lt; .001)</b>           | <b>Reject Ho</b> |

**Legend:** \*means significant

The numerical data indicated a strong and statistically significant positive relationship between stakeholders' involvement and the extent of public school project implementation. This finding suggests that when stakeholders—such as parents, teachers, local government officials, and community members—actively engage in the planning and executing public school projects, the projects are more likely to be implemented effectively and successfully. Moreover, increased stakeholder involvement led to better identification of school needs and priorities, ensuring that resources were allocated efficiently and used to maximize their impact. Active participation heightened accountability, as stakeholders helped ensure that implementation aligned with planned objectives and that funds and efforts were judiciously used for their intended purposes.

This result aligns with Ali and Haapasalo's (2023) study, which emphasized that active engagement and shared understanding among stakeholders are crucial to successful school project implementation. Their study reinforces the necessity of collaborative stakeholder involvement and team support in ensuring favorable project outcomes. This study highlighted the vital importance of stakeholder involvement in successfully implementing school programs and projects, as powerfully demonstrated in the public schools of the Digos City Division. Stakeholders viewed their collective efforts as a strategic approach to improving educational outcomes. As postulated by Alomes (2020), stakeholder involvement strengthens shared responsibility and support, enabling the pooling of

resources—financial, material, and human—which ensures that project gaps are addressed and implementation proceeds smoothly, with fewer conflicts.

The findings hold significant implications for the school community, underscoring the essential role of stakeholder involvement in project success. The results showcase the importance of strengthened collaboration and teamwork, promoting shared ownership and accountability. This collective involvement helped ensure that projects were effectively executed to meet the specific needs of students. Additionally, the results suggest increased resource mobilization and support, reflecting the strong relationship between stakeholder involvement and project implementation. Community partnerships contributed through donations, volunteer work, and sponsorships, enhancing school facilities, instructional materials, and student support programs.

In summary, stakeholders collaborated in planning, designing, and implementing school projects, contributing to their successful completion. Through these combined efforts, stakeholders fostered organizational trust and ensured alignment with school development priorities. Therefore, it is concluded that active stakeholder participation is a key driver in attaining institutional goals.

### 3.5 Stakeholders' Level of Collaboration and Extent of Public School Project Implementation

Table 5 specifies the results of the relationship between stakeholders' collaboration and the extent of public school project implementation, which are analyzed through correlation coefficients. As shown, a *p*-value less than .001 is highly significant. Moreover, the correlation coefficients (*R*-values), .578, .554, .589, .464, and .663, indicate the strength and direction of the relationship between stakeholders' collaboration and school program implementation. The positive values indicated a positive relationship, meaning that as stakeholder collaboration increases, school program implementation improves. The decision to reject *H*<sub>0</sub> implies that by rejecting the null hypothesis, it can be concluded that there is a significant relationship between stakeholders' collaboration and the extent of public school project implementation.

**Table 5.** *Relationship Between the Stakeholders' Level of Collaboration and the Extent of Public School Project Implementation*

| Indicators     | LoI1                               | LoI2                               | LoI3                               | LoI4                               | Overall                            | Decision         |
|----------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------|
|                | <i>r</i> -value ( <i>p</i> -value) | <i>r</i> -value ( <i>p</i> -value) | <i>r</i> -value ( <i>p</i> -value) | <i>r</i> -value ( <i>p</i> -value) | <i>r</i> -value ( <i>p</i> -value) |                  |
| PSPI1          | .518* (< .001)                     | .507* (< .001)                     | .510* (< .001)                     | .411* (< .001)                     | .591* (< .001)                     | Reject Ho        |
| PSPI2          | .513* (< .001)                     | .431* (< .001)                     | .480* (< .001)                     | .370* (< .001)                     | .544* (< .001)                     | Reject Ho        |
| PSPI3          | .419* (< .001)                     | .428* (< .001)                     | .424* (< .001)                     | .323* (< .001)                     | .483* (< .001)                     | Reject Ho        |
| PSPI4          | .470* (< .001)                     | .446* (< .001)                     | .503* (< .001)                     | .365* (< .001)                     | .540* (< .001)                     | Reject Ho        |
| PSPI5          | .467* (< .001)                     | .463* (< .001)                     | .493* (< .001)                     | .407* (< .001)                     | .558* (< .001)                     | Reject Ho        |
| <b>Overall</b> | <b>.578* (&lt; .001)</b>           | <b>.554* (&lt; .001)</b>           | <b>.589* (&lt; .001)</b>           | <b>.464* (&lt; .001)</b>           | <b>.663* (&lt; .001)</b>           | <b>Reject Ho</b> |

**Legend:** \*means significant

This finding highlights the profound impact of stakeholder collaboration on the successful implementation of public school projects. Its significance underscores the strengthened unity and shared responsibility within the school communities of Digos City. When various stakeholder groups work collaboratively, decision-making becomes more inclusive, fostering a strong sense of ownership and collective responsibility for the success of school initiatives. Through shared resources, workforce, and logistical planning, stakeholders' collaborative efforts contributed significantly to successfully implementing public school projects in Digos City. Their wholehearted involvement streamlined execution accelerated timely completion and minimized potential setbacks. With active communication and cooperation among all parties, project goals were achieved more efficiently and effectively.

These results align with the study of Guzman (2022), who examined stakeholders' collaboration in the School Improvement Plan (SIP) and its connection to school performance. The study found that active participation and collaboration in SIP preparation, implementation, and monitoring significantly influence school outcomes. It also emphasized that collaboration fosters shared responsibility, encouraging stakeholders to be more invested in school programs' success and helping to overcome resource limitations and operational challenges. In a parallel study, Cabardo (2016) highlighted the importance of collaboration among all stakeholders, emphasizing the visible leadership of school heads and the teaching staff in all aspects of school improvement. Furthermore, when stakeholders voluntarily participate in school programs and activities, they should receive appropriate recognition and sincere appreciation. This acknowledgment promotes a sense of ownership and responsibility, resulting in stronger cooperation and sustained team support from diverse stakeholders.



As a synthesis, the researcher affirms the critical role of stakeholder collaboration in ensuring the sustainability of school programs by promoting continuity and consistency. When stakeholders feel a sense of ownership, they voluntarily work to uphold a positive school culture. This study supports the view that stakeholder collaboration is not merely a procedural requirement but a cornerstone of successful school program implementation. It demonstrates that when all school community members—leaders, teachers, parents, and local partners—work together, the resulting outcomes are more impactful, sustainable, and far-reaching.

## 4.0 Conclusion

The primary aim of this research was to evaluate the level of stakeholder involvement and collaboration in public school project implementation in the Digos City division. The following concluding statement was derived after the authentic data specified herein. The stakeholders' level of involvement in public school project implementation is described as very high. The stakeholders' level of collaboration in public school project implementation is described as very high. The overall extent of public school project implementation of school programs and projects such as the Brigadahan sa Pagbasa, Brigada Eskwela, Gulayan sa Paaralan, School Feeding Program, and School Sports and Athletic Program is described as very high. There is a significant relationship between the stakeholders' level of involvement and the extent of public school project implementation. Lastly, there is a significant relationship between stakeholders' collaboration and the extent of public school project implementation. The overall implication of the findings is to strengthen community engagement and enhance the sustainability of programs. Since stakeholders actively participate and work together, school programs will likely be more sustainable over time. Their cooperation and assistance fuel team dynamics, enabling the speedy facilitation of human, material, and financial resources. Their combined support, guidance, and inspiration foster a harmonious and supportive educational ecosystem essential for students' growth and success. The commitment of various groups ensures continued support, funding, and volunteer efforts, making projects like Brigada Eskwela, Gulayan sa Paaralan, and School Feeding Programs more effective in the long run.

## 5.0 Contributions of Authors

The authors collaborated on the study. They completed a series of reviews and revisions before approving the final work.

## 6.0 Funding

This study received no funding from any funding agency.

## 7.0 Conflict of Interests

The authors declare no conflicts of interest regarding the publication of this paper.

## 8.0 Acknowledgment

I want to express my deepest gratitude to my family, especially my husband, Robin John A. Josol, for their unwavering financial support throughout this research journey. Special thanks to my Advisors, Queenie Lyn G. Almeraz, Amelie E. Trinidad, Felomino Alba, and Mark Jude F. Trondillo, for their guidance and expertise, which were instrumental in completing this thesis. I also appreciate the assistance of my friends Leah B. Ynion as my editor, Ellen Mae M. Palomar as my grammarian, who offered me their insights and encouragement. To all co-teachers, your combined support, positive suggestions, and concern propelled the researcher's desire to conquer all adversities to reach her fervent dream. To GOD be all the glory

## 9.0 References

- Alomes, B. (2020). The importance of stakeholders when it comes to creating successful learning outcomes. *Natural Pod*. <https://tinyurl.com/36zbdn24>
- Ali, F., & Haapsalo, H. (2023). Development levels of stakeholder relationships in collaborative projects: Challenges and preconditions. *International Journal of Managing Projects in Business*, 16(8), 58–76. <https://doi.org/10.1108/IJMPB-03-2022-0066>
- Bacomio, N. B., Calasanz, A. R., & Sison, R. L. (2022). Parent engagement and academic performance: Evidence from a Filipino context. *Asian Journal of Education and Training*, 8(2), 342–353.
- Cabardo, J. R. O. (2016). Levels of participation of the school stakeholders to the different school-initiated activities and the implementation of school-based management. *Journal of Inquiry and Action in Education*, 8(1), 81–94. <https://eric.ed.gov/?id=EJ1133596>
- De Torres, A. (2021). Interplay of school engagement and perceived employability attributes among college graduating students of a private university. *Progressio Journal on Human Development*, 12(1). <https://ejournals.ph/function/author.php?id=18309>
- Department of Education. (2007, July 27). DepEd Memorandum No. 293, s. 2007: Gulayan sa Paaralan. <https://www.deped.gov.ph/2007/07/27/july-27-2007-dm-293-s-2007-gulayan-sa-paaralan>
- Department of Education. (2011, October 12). DepEd Memorandum No. 79, s. 2011: Creating the School Sports Events and Activities Unit (SSEAU) and dissolving the Task Force on School Sports (TFSS).
- Department of Education. (2016, June 29). DepEd Memorandum No. 51, s. 2016: Implementation of the School-Based Feeding Program for School Year 2016–2017. <https://www.deped.gov.ph/2016/06/29/do-51-s-2016-implementation-of-the-school-based-feeding-program-for-school-year-2016-2017/>
- Department of Education. (2019, November 22). DepEd Memorandum No. 173, s. 2019: Hamon: Bawat Bata Bumabasa (3Bs initiative).
- Dwivedi, R., & Dwivedi, P. (2021). Role of stakeholders in project success: Theoretical background and approach. *International Journal of Finance, Insurance and Risk Management*, 11(1), 38–49. <https://doi.org/10.35808/ijfirm/248>
- Estremera, M. L. (2024). Content validity and reliability of questionnaires: Trends, prospects and innovation in the digital research epoch. *ASEAN Innovative and Transformative Educational Journal*, 1(1), 1–10. <https://doi.org/10.13140/RG.2.2.34015.64166>
- Guzman, J. (2022). Stakeholders' participation in school improvement plan and school performance of secondary schools (Special Issue). *International Journal of Arts, Sciences and Education*, 3, 51–66. <https://ijase.org/index.php/ijase/article/view/159>
- Jugessur, Y. S. M. F. (2022). Reliability and internal consistency of data: Significance of calculating Cronbach's alpha coefficient in educational research. *International Journal of Humanities and Social Science Invention*, 11(4), 09–14.
- Korpershoek, H., Canrinus, E. T., Fokkens-Bruinsma, M., & de Boer, H. (2020). The relationships between school belonging and students' motivational, social-emotional, behavioural, and academic outcomes in secondary education: A meta-analytic review. *Research Papers in Education*, 35(6), 641–680. <https://doi.org/10.1080/02671522.2019.1615116>



- Labayog, R. (2024). Collaboration of internal and external stakeholders as to realization of school activities. *Psychology and Education*, 26(3), 289–308. <https://doi.org/10.5281/zenodo.13903769>
- Lacanilao, R. T. (2020). Stakeholders' participation in school activities in public secondary schools in Los Baños, Laguna. *Asian Journal of Social Sciences and Management Studies*, 7(3), 208–218.
- Navarro, A. M. (2022). School infrastructure in the Philippines: Where are we now and where should we be heading (Discussion paper series No. 2022-10). Philippine Institute for Development Studies. <https://www.econstor.eu/handle/10419/280883>
- Ramasimu, N. F. (2023). Innovative stakeholder engagement in rural secondary school: The impact on the learners' performance and the quality of education. *Corporate Governance and Organizational Behavior Review*, 7(2), 50–60. <https://doi.org/10.22495/cgobrv7i2p5>
- Sanders, M. G., & Harvey, A. (2017). Beyond the school walls: A case study of principal leadership for school-community collaboration. *Teachers College Record*, 104(7), 1345–1368. <https://doi.org/10.1177/016146810210400708>
- Sattar, T., Ullah, M. I., & Ahmad, B. (2022). The role of stakeholders' participation, goal directness and learning context in determining student academic performance: Student engagement as a mediator. *Frontiers in Psychology*, 13, Article 87517.