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The Impact of Stakeholder Mobilization, Empowerment, and Participation on School Management Effectiveness

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Abstract

This descriptive-correlational study investigated the levels of stakeholder mobilization, participation, and empowerment in school management within the Schools Division of Iloilo. Data collected from school heads using a validated questionnaire revealed very high levels of mobilization, participation, and empowerment across most demographics. Analysis indicated significant relationships between mobilization, participation, and empowerment. Certain factors, such as length of service and educational attainment, influenced levels of stakeholder involvement and participation. These findings suggest that while a foundation of stakeholder engagement exists, targeted strategies might be necessary to enhance participation by specific groups. Recommendations include implementing clear exit strategies for stakeholder involvement, exploring ways to engage parents beyond traditional structures, and providing more recognition for effective stakeholder contributions.

Keywords: School-Based Management (SBM), Stakeholder Engagement, Educational Governance, Decentralization, Philippines

1. Introduction

The Republic Act 9155 (2001) provided a legal foundation for decentralized governance in the Philippines' basic education system. School-Based Management (SBM) emerged as the primary framework for improving student learning outcomes. SBM aims to empower local stakeholders, allowing them to actively shape their schools' development and create more responsive learning environments. Despite almost two decades of SBM implementation, stakeholder empowerment and mobilization remain limited within the Schools Division of Iloilo (DepEd SDO-Iloilo, 2018). This is evidenced by the low number of schools achieving high levels of SBM implementation. This stagnation highlights a need to understand the factors hindering effective stakeholder engagement in school management.

SBM holds the potential to improve school performance through community ownership, increased resources, and greater transparency (Abulencia, 2015; Asong, 2019). Effective school governance, characterized by shared leadership and accountability, is also crucial for achieving educational goals (Governance, 2019). This study aims to investigate the reasons behind the limited progress in stakeholder mobilization and empowerment under the SBM framework in the Schools Division of Iloilo. By identifying these factors, it will be possible to suggest strategies for enhancing stakeholder engagement and improving school outcomes within this context.

A. Research Questions

1. What are the demographic characteristics of school administrators in the study sample, considering age, sex, civil status, educational attainment, present position, and length of administrative service?
2. What is the overall level of stakeholder mobilization in school management?

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3. Does stakeholder mobilization differ according to school administrator demographics (age, sex, civil status, educational attainment, present position, length of administrative service)?
4. What is the overall level of stakeholder empowerment in school management?
5. Does stakeholder empowerment differ by school administrator demographics (age, sex, civil status, educational attainment, present position, length of administrative service)?
6. What is the overall level of stakeholder participation in school management?
7. Does stakeholder participation differ by school administrator demographics (age, sex, civil status, educational attainment, present position, length of administrative service)?
8. Are there significant relationships between stakeholder mobilization, empowerment, and participation?

B. Null Hypothesis

Based on the aforementioned statement of the problems, the researcher advances the null hypothesis that:

1. There are no significant differences in the stakeholder's level of mobilization to school management when they are classified according to age, sex, civil status, educational attainment, present position and length of administrative experience.
2. There are no significant differences in the stakeholder's level of empowerment to school management when they are classified according to age, sex, civil status, educational attainment, present position and length of administrative experience.
3. There are no significant differences in the stakeholder's level of participation to school management when they are classified according to age, sex, civil status, educational attainment, present position and length of administrative experience.
4. There are no significant relationships among the stakeholder's level of empowerment, mobilization and participation to school management.

C. Conceptual Framework

This study, conducted in the Schools Division of Iloilo during the 2020-2021 school year, examined how stakeholder empowerment and mobilization influence the level of stakeholder participation in school management. Independent variables included demographic factors such as age, sex, civil status, educational attainment, current position (head teacher or principal), and administrative experience. The dependent variables were stakeholder empowerment, mobilization, and participation in school management. The researcher theorized that these demographic factors could influence stakeholders' understanding of and engagement in school decision-making processes. Notably, the study aimed to determine if factors like educational attainment and administrative experience impacted the way stakeholders interact with school leadership (Figure 1).

D. Research Paradigm

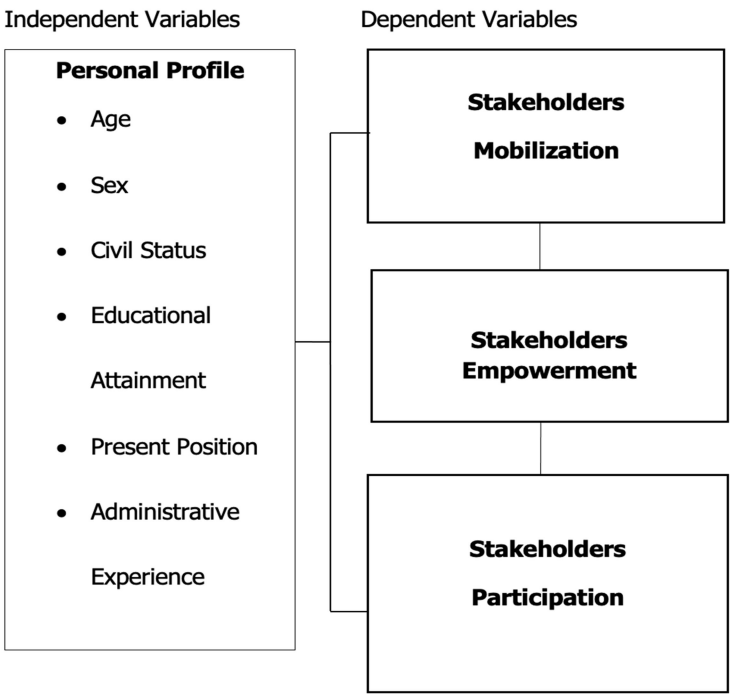

Figure 1. A Diagram Showing the Relationship between the Independent and Dependent Variables

E. Significance of the Study

This study's findings have significant implications for various stakeholders within the Department of Education (DepEd). Relevant divisions like Human Resource Management, School-Based Management Units, and those handling personnel selection and training can benefit from insights into stakeholder engagement. The findings will also aid School District Supervisors, School Heads, Principals, Teachers, and the Learners themselves. The study will provide the researcher, a principal themselves, with valuable knowledge to improve stakeholder relationships and participation. Community stakeholders will gain a better understanding of their roles in supporting educational goals. Finally, this study serves as a foundation for future researchers exploring stakeholder engagement in school management.

F. Scope and Limitation

This study focused on determining the factors affecting stakeholder empowerment, mobilization, and participation in school management within the Schools Division of Iloilo, Philippines during the 2020-2021 school year. It used a descriptive-correlational research method, surveying a randomly selected sample of 703 elementary school heads. The survey gathered data on demographic variables (age, sex, civil status, etc.) and used a researcher-developed, validated questionnaire to assess stakeholder empowerment, mobilization, and participation. While the study was conducted within a specific geographic and temporal context, the findings may have relevance for broader discussions about stakeholder engagement in education.

II. LITERATURE REVIEW

This study is grounded in the collegial model of stakeholder involvement (Bush, 2015), which views participatory management as a component of transformational leadership. Within this framework, school policies are developed through collaborative decision-making. The study also draws inspiration from the Utopian Socialist Theory (Goodwyn Barmby, 1820-1881), also known as Communitarianism. This theory emphasizes the importance

of prioritizing community interests over individualism. It aligns with the study's focus by suggesting that community-focused approaches are crucial for effective school leadership and policy development.

Management involves planning, organizing, staffing, directing, and controlling to achieve organizational goals. Education provides learning experiences to impart knowledge, values, attitudes, and skills, making students productive members of society. Educational management applies management principles to efficiently achieve educational goals. School fundraising supports educational enrichment programs, often due to budget shortfalls. It can involve food sales, donations, events, or selling products. While important, fundraisers must be managed carefully to minimize legal risks (Tan, 2017).

The Philippines Department of Education emphasizes School-Based Management (SBM) to empower local stakeholders and improve educational outcomes (Abulencia, n.d.; Department of Education, 2015; 2016). Stakeholder participation is also crucial to improving Pakistan's literacy rate and educational quality (World Bank, 2015; Fizbein, 2015). In Pakistan, insufficient teacher motivation, poverty, and inadequate parental involvement hinder these goals (Sathar & Lloyd, 2016; Eshiwani, 2015; Bilquees, 2015; Edwards in World Bank, 2015; Ananga, 2016). Effective teachers are essential for providing quality education (Bhar and Ganihar, 2016).

Deciding when to involve stakeholders in decision-making depends on the situation's complexity and impact. It can be valuable for complex decisions, where public support is required, or when decisions affect multiple groups (NOAA Office of Coastal Management, 2016). Stakeholder input is crucial for major, controversial changes, or those beyond a single organization's scope (Meffe et Al, 2016). Ultimately, understanding the specific issue and the stakeholders themselves will guide the best approach to participation.

Developing countries often focus on expanding education access rather than quality, as things like schools and teachers are easier for governments to measure (Barrera, et.al, 2015; Bautista, 2015). To improve quality, there's interest in using community participation, as communities directly benefit from better education (Cranston, 2015). Policymakers use school committees and similar structures, but these don't always improve learning. Research suggests successful interventions provide communities with resources and training, not just information (Garrett, 2015). Stakeholder engagement in schools is essential for managing risk and achieving good outcomes. This requires proactively building long-term relationships with all those impacted by the school. Effective education is collaborative, and capacity-building empowers communities to participate meaningfully. Historically, community participation in education has had mixed results (Hoy, 2015).

Over time, school management has shifted away from top-down, agency-focused decision-making towards greater stakeholder involvement. While not without its challenges (like increased time and potential conflict), stakeholder participation offers benefits like better decisions, public support, valuable local knowledge, conflict resolution, and smoother policy implementation (Gropella, 2015). Principals fostering this participation engage in instructional and transformational leadership, the latter focused on inspiring collaboration to meet ambitious goals (Hattie, cited in Gropella, 2015; Wallace Foundation, 2015). Successful leaders cultivate leadership in others, understanding that shared authority leads to greater effectiveness (Wallace Foundation, 2015). Teams differ from mere working groups in their shared leadership, accountability, and specific unifying purpose (Killen, 2015). Building a strong team culture is a vital leadership task.

Stakeholder involvement can increase the quality of education, with key stakeholders including government officials, educators, teachers, parents, communities, and students. Researchers have focused on the realms in which participation occurs, like technical issues (instruction, discipline), managerial concerns, or administrative matters (hiring, budgets) (Herriot and Firestone, 2015). The degree of participation might range from none to full collaboration, affecting the outcomes significantly (Apodaca-Tucker & Slate, 2015; Dean, 2015). Positive effects of participatory management include better instruction, learning, school efficiency, and employee morale, as it fosters synergy, open communication, and a sense of ownership amongst stakeholders (Anderson, 2015; Cooperman, 2015; Quezada, 2015; Beyerlein, Freedman, McGee and Moran, 2015; Wong, 2015; Gamage & Pang,

2015). This study focuses on Bush's (2016) collegial model of stakeholder involvement, suggesting that participatory school management aligns with transformational leadership principles.

In Kenya, despite government funding for basic education, many public schools lack sufficient resources (Wambua, 2015). This study explored how schools mobilize and distribute teaching/learning resources. Findings showed they mostly purchased resources with government funds or relied on NGO donations. Resource allocation was primarily based on class size and resource availability. Challenges included insufficient funds and large class sizes (Wambua, 2015).

Stakeholder involvement means mobilizing stakeholders to achieve agreed-upon goals (Bartle, 2017). In Kenya public primary schools, despite government funding, performance on the KCPE exam is poor. This might be due to insufficient stakeholder participation (Ministry of Education, 2015). Studies show stakeholder involvement influences school performance, highlighting the importance of resource utilization and leadership (Gichohi, 2015). A Nakuru Municipality study found most schools engaged stakeholders via school management committees, but also a need to sensitize parents, increase funding for participation activities, and link participation to improved academic achievement (Gichohi, 2015).

Teachers' right to participate in educational decision-making is important both philosophically and for improving decision quality, as they bring classroom-level knowledge (Stronge and Leeper, 2015). Principals, acting as diagnosticians and facilitators, are well-positioned to build relationships and move the school forward (Stronge and Leeper, 2015). Research examines perceptions of teachers, university educators, and policymakers on how collaboration between schools and external stakeholders can improve teacher education and outcomes (Covac, 2015).
School leaders play a crucial role in promoting school improvement (Alimehmeti, University of Bologna). Despite educational investment in many developing countries, ineffective school leadership hinders optimal school performance and student learning outcomes (Bush, 2005; Russell & Cranston, 2012; Kinney, 2009; Maestry, 2017). Appropriate professional development is essential to prepare and empower principals to lead effectively in the 21st century (Maestry, 2017). In Indonesia, effective School-Based Management (SBM) drives better teaching/learning environments and student achievement. However, where SBM is poorly implemented, likely due to insufficient stakeholder understanding, achievement is lower (Bandur, 2018).

In the Philippines context, providing quality education is an ongoing challenge (Stone, Bruce, & Hursh, 2017; Grauwe, 2015; Edge, 2015). Studies explore how the level of SBM implementation affects the participation of school stakeholders (Opong, 2016) and principals' ability to balance instructional leadership and increasing administrative duties (Bentor, 2015). Other research looks at the relationship between school head empowerment and SBM implementation success (Vicera, 2015) and the impact of SBM practices on K-12 program implementation (Tapayan et. al., 2016). Studies also examined the Brigada Eskwela program, finding stakeholder support but recommending strategies to further enhance its effectiveness (Paren, 2015). Finally, one study explores how the Philippines' decentralization efforts have affected community participation in SBM, highlighting both potential benefits and ongoing challenges (Bucud, 2017).

III. METHODOLOGY

A. Research Design

This study employed a descriptive-correlational research design. Descriptive research aims to characterize a population or phenomenon without directly manipulating variables. It's often used in areas where existing research is limited, allowing for the generation of new insights (Babbie, 2017). Correlational research seeks to establish relationships among existing characteristics of a group. This design was chosen to describe and explore how school heads' profiles relate to stakeholders' mobilization, empowerment, and participation in school

management. The aim was to produce generalizations about the frequencies and variations of these factors, and to uncover potential associations.

B. Respondents of the Study

Respondents were school heads of elementary schools in the Schools Division of Iloilo during the 2019-2020 school year. A proportionate stratified random sampling technique was used to select a sample of 255 school heads from the total population of 703. This sample size was determined using Slovin's Formula.

Table 1. Distribution of Sample School Head Respondents

Congressional District	Population (N)	Sample (n)	Percentage (%)
1st	141	51	20
2nd	92	33	13
3rd	189	69	27
4th	139	50	20
5th	142	52	20
Total	703	255	100

A researcher-designed questionnaire was the primary data gathering tool in this study. It consisted of two sections. Part I collected respondents' personal information (name optional, age, sex, teaching position, and years in teaching). Part II surveyed stakeholder empowerment (fundraising, participation, collaboration), mobilization (resource, self, group), and participation (consultation, information sharing, material incentives) (Governance, 2019).

Ensuring the questionnaire's validity was crucial. According to Fraenkel and Wallen (cited in Borro, 2015), validity is paramount for an instrument to serve its purpose. The researcher consulted their advisor for corrections and suggestions and incorporated recommendations from additional validators to finalize the instrument.

Reliability was also tested. Reliability indicates the consistency of results across different administrations. The questionnaire was pilot-tested with 30 school heads in the nearby Division of Passi. Following Milton Smith (cited in Borro, 2015), a reliability coefficient between 0.80 and 1.00 was considered acceptable. Results were analyzed using SPSS software.

Before full administration, the researcher followed proper procedures. They obtained permission from the Schools Division Superintendent of Iloilo and the relevant Public Schools District Supervisors. Data gathering sessions were then scheduled, and the researcher personally administered the questionnaire to elementary school heads. Some questionnaires were distributed during Management Committee Meetings (MANCOM) for convenience. The researcher collected the completed instruments and expressed gratitude to all participants.

This study employed both descriptive and inferential statistics. Descriptive tools included percentage (to determine respondent distribution across schools in the Division of Iloilo), mean (to analyze the age and administrative experience of respondents, both as a whole group and by category), and frequency count (to analyze the distribution of respondents by sex, civil status, educational attainment, and present position). For inferential statistics, Analysis of Variance (ANOVA) tested for significant differences in stakeholder empowerment, mobilization, and participation to school management based on respondents' age, sex, civil status, educational

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attainment, present position, and administrative experience. Finally, Pearson's r was used to determine significant relationships within stakeholder empowerment, mobilization, and participation to school management.

IV. RESULTS AND DISCUSSION

Table 2. Profile of the Respondents

Categorical Variables	**n**	**%**
Age		
Young	104	40.9
Old	151	59.1
Total	255	100.0
Sex		
Male	45	17.3
Female	210	82.7
Total	255	100.0
Civil Status		
Single	14	5.5
Married	231	90.9
Widow	10	3.5
Total	255	100.0
Educational Attainment		
BS with MA units	36	14.2
CAR MA	127	50.0
MA Degree	63	24.8
MA with PhD/EdD units	20	7.9
Doctorate degree	9	3.1
Total	255	100.0
Position		
Principal	88	34.3
Head Teacher	167	65.7
Total	255	100.0
Years in Administrative Service		
5 years and below	31	11.8
6 – 10 years	150	59.1
11 years and above	74	29.1
Total	255	100.0

Frequency count and percentage were used to determine the respondent profile according to age, sex, civil status, educational attainment, position, and length of administrative service. Out of the 255 respondents, 104 (40.9%) were young (39 years old and below) and 151 (59.1%) were old (40 years old and above). Most respondents were female administrators (204 or 80%) compared to males (45 or 17.3%). Regarding civil status, the majority were married (160 or 62.8%), followed by single (81 or 31.9%), and widow/widower (14 or 5.3%).

In terms of educational attainment, the largest group held a Bachelor's Degree with MA Units (76 or 20%). The remaining respondents held various degrees: CAR MA (63 or 25%), MA Degree (68 or 22%), MA Degree with Doctoral Units (28 or 20.5%), and Ed. D/Ph.D. (20 or 8%). Most respondents were Head Teachers (166 or 65.2%), with the rest being Principals (89 or 34.8%). Length of administrative service was fairly evenly split: 41.6% had 1-5 years of experience and another 41.6% had 11 years or more, with the remaining (16.8%) having 6-10 years of

experience. The majority of school heads in the Schools Division of Iloilo were older, female, married, held a Bachelor's Degree with MA Units, served as Head Teachers, and had either 5 years or less, or 11 years and above administrative experience. See Table 2 for a detailed distribution.

Table 3. Level of Mobilization of Stakeholders when School Heads were Taken as a Whole

As school head I . . .	**Mean**	Remarks
1. Am active in holding fund raising activity	4.46	VHM
2. Involve the local government units in resourcing	4.41	VHM
3. Encourage the parents to contribute for the school projects	4.29	VHM
4. Make a resolution to the Provincial Government asking for additional fund	4.39	VHM
5. Inform the stakeholders about the projects we wanted to put up	4.48	VHM
6. Decide on project location	4.61	VHM
7. Take decision and carry out project planning	4.51	VHM
8. Participate in monitoring and evaluation	4.51	VHM
9. Supply needed materials	4.44	VHM
10. Provide the labor requirements	4.48	VHM
11. Make decision to involve project beneficiary	4.61	VHM
12. Involve exit strategy to stakeholders	4.44	HM
13. Have strong commitment to continue the project after the fund has ceased	4.45	VHM
14. Require parents to contribute for the completion of the project	4.22	HM
15. Sustain the strategic plan	4.63	**HM**
Mean	4.46	**VHM**

Legend: Scale of Mean 4.21 – 5.00 Very High Mobilization (VHM), 3.41 – 4.20 High Mobilization (HM) 2.61 – 3.40 Moderate Mobilization (MM), 2.61 – 3.40 Moderate Mobilization (MM), 1.81 – 2.60 Low Mobilization (LM), 1.00 – 1.80 Very Low Mobilization (VLM)

Table 3 indicates that, overall, school heads reported a very high level of stakeholder mobilization (M = 4.46). Examining specific questionnaire items reveals the highest rated actions: "Sustain the strategic plan" (M = 4.63) and both "Decide on project location" and "Make decision to involve project beneficiary" (M = 4.61). The lowest rated, though still indicating very high mobilization, were "Require parents to contribute for the completion of the project" (M=4.22) and "Encourage the parents to contribute for the school projects" (M=4.29). This aligns with the notion that community participation in education is a longstanding practice, though its recognition and systematic implementation remain uneven (Hoy, 2015). The results suggest that stakeholders are most readily mobilized when there's a sense of shared responsibility and involvement in decision-making.

Table 4. Level of Mobilization of Stakeholder when School Heads were Classified According to Age, Sex, Civil Status, Educational Attainment, Teaching Position and Length of Administrative Experience

Variables	**Mean**	**Description**
As a Whole Group	4.46	VHM
Age		
Young	4.44	VHM
Old	4.48	VHM
Sex		
Male	4.43	VHM
Female	4.47	VHM
Civil Status		
Single	4.28	VHM
Married	4.48	VHM

Widow	4.24	VHM
Educational Attainment		
BS with MA units	4.43	VHM
CAR MA	4.44	VHM
Masters degree	4.45	VHM
MA w/Ph.D. units	4.59	VHM
Ph.D./Ed.D.	4.70	VHM
Position		
Principal	4.49	VHM
Head Teacher	4.45	VHM
Years in Service		
5 years and below	4.19	VHM
6 – 10 years	4.53	VHM
11 years and above	4.45	VHM

Legend: Scale of Mean 4.21 – 5.00 Very High Mobilization (VHM), 3.41 – 4.20 High Mobilization (HM) 2.61 – 3.40 Moderate Mobilization (MM), 1.81 – 2.60 Low Mobilization (LM) 1.00 – 1.80 Very Low Mobilization (VLM)

Table 4 reveals a very high level of stakeholder mobilization across all school head demographics. Minor variations exist: female school heads (M=4.47) reported slightly higher mobilization than males (M=4.42). Similarly, older school heads (M=4.48) demonstrated slightly higher mobilization than younger ones (M=4.44). Married respondents (M-4.48) showed the highest mobilization compared to single (M=4.28) or widowed (M=4.24) respondents. Educational attainment also indicated differences, with the highest mobilization reported by those with Doctorate degrees (M=4.70). Principals (M=4.49) reported slightly higher mobilization than Head Teachers (M=4.45). Finally, those with 6-10 years of administrative experience had the highest mobilization score (M=4.53). These findings support a growing focus on improving educational quality through community participation (Cranston, 2015). Communities, with a direct stake in outcomes, can improve service delivery. This is particularly important in developing countries where educational resources have traditionally prioritized quantity over quality (Barrera, et. al, 2015). Effective stakeholder mobilization likely depends on various factors that influence individuals' willingness and enthusiasm to contribute to school improvement initiatives.

Table 5. Level of Empowerment of Stakeholders

Items	**Mean**	Remarks
1. Am active in holding fund raising activity	4.80	VHE
2. Involve the local government units in resourcing	4.69	VHE
3. Encourage the parents to contribute for the school projects	4.66	VHE
4. Make a resolution to the Provincial Government asking for additional fund	4.61	VHE
5. Inform the stakeholders about the projects we wanted to put up	4.71	VHE
6. Decide on project location	4.72	VHE
7. Take decision and carry out project planning	4.61	VHE
8. Participate in monitoring and evaluation	4.60	VHE
9. Supply needed materials	4.65	VHE
10. Provide the labor requirements	4.66	VHE
11. Make decision to involve project beneficiary	4.53	VHE
12. Involve exit strategy to stakeholders	4.53	VHE
13. Have strong commitment to continue the project after the fund has ceased	4.54	VHE

14. Require parents to contribute for the completion of the project	4.44	VHE
15. Sustain the strategic plan	4.55	**V HE**
Mean	4.46	**VHE**

Legend: Scale of Mean 4.21 – 5.00 Very High Empowerment (VHE), 3.41 – 4.20 High Empowerment (HE) 2.61 – 3.40 Moderate Empowerment (ME), 1.81 – 2.60 Low Empowerment (LE) 1.00 – 1.80 Very Low Empowerment (VLE)

Table 5 indicates that school heads rated overall stakeholder empowerment as very high (M=4.46). Examining individual items, the highest empowerment was reported for "Am active in holding fund raising activity" (M=4.80) and "Decide on project location" (M=4.72). The lowest ratings, though still "Very Highly Empowered," were for "Require parents to contribute for the completion of the project" (M=4.44) and "Sustain the strategic plan" (M=4.55). This emphasis on empowerment aligns with the work of Danko-McGhee and Slutsky (2017). Their study examined how empowering approaches can boost pre-service early years teachers' comfort with problem-solving. They suggest that environments allowing for autonomy and freedom are crucial for successful problem-solving, which could extend to a wider understanding of stakeholder empowerment in schools.

Table 6. Level of Empowerment of Stakeholder Classified According to Age, Sex, Civil Status, Educational Attainment, Position and Length of Teaching Experience

Variables	Emp	Description
As a Whole Group	4.46	Very High Empowerment
Age		
Young	4.44	Very High Empowerment
Old	4.48	Very High Empowerment
Sex		
Male	4.43	Very High Empowerment
Female	4.47	Very High Empowerment
Civil Status		
Single	4.28	Very High Empowerment
Married	4.48	Very High Empowerment
Widow	4.24	Very High Empowerment
Educational Attainment		
BS with MA units	4.43	Very High Empowerment
CAR MA	4.44	Very High Empowerment
MA Degree	4.45	Very High Empowerment
MA with PhD units	4.59	Very High Empowerment
Doctorate Degree	4.70	Very High Empowerment
Position		
Principal	4.49	Very High Empowerment
Head Teacher	4.45	Very High Empowerment
Years in Service		
5 years and below	4.19	High Empowerment
6 – 10 years	4.53	Very High Empowerment
11 years and above	4.45	Very High Empowerment

Legend: Scale of Mean 4.21 – 5.00 Very High Empowerment (VHE), 3.41 – 4.20 High Empowerment (HE) 2.61 – 3.40 Moderate Empowerment (ME), 1.81 – 2.60 Low Empowerment (LE) 1.00 – 1.80 Very Low Empowerment (VLE)

Table 6 shows very high stakeholder empowerment overall (M=4.46). Slight variations exist across demographics. Female school heads (M=4.47) indicated slightly higher empowerment levels than males (M=4.43), as did older school heads (M=4.48) compared to younger ones (M=4.44). Married respondents (M=4.48) reported the highest empowerment amongst civil status groups. Empowerment levels also increased with educational attainment, with Doctorate holders reporting the highest (M=4.70). Principals (M=4.49) indicated slightly higher empowerment than Head Teachers (M=4.45). Finally, those with 6-10 years of experience (M=4.53) showed the highest empowerment levels in relation to length of service. These findings resonate with Thwaite's (2017) study on empowering classroom management for indigenous learners in Australia. The study suggests that empowerment models not only improve literacy outcomes for vulnerable learners, but also enhance their sense of belonging as well as teachers' commitment and support.

Table 7. Level of Participation of Stakeholders

Items	Mean	Remarks
1. Identify the project needed	4.66	VHP
2. Give input for project development	4.61	VHP
3. Share ideas with the community	4.53	VHP
4. Participate and inform the status of the funded project	4.50	VHP
5. Undergo consultative process to the stakeholders on the funded project implementation	4.55	VHP
6. Inform about the problems encountered during the implementation of the project	4.43	VHP
7. Answer the questions being posed by parents, teachers and school management	4.21	VHP
8. Check the project from time to time for fast completion	4.50	VHP
9. Listen to the opinion and responses of other people	4.68	VHP
10. Monitor and evaluate the project	4.70	VHP
11. Provide resources for incentives	4.78	VHP
12. Encourage the stakeholders to work well even without any monetary remuneration	4.68	VHP
13. Recognize the stakeholders participation who work efficiently and effectively	4.20	**HP**
14. Provide incentives for workers who have done their job effectively	4.63	VHP
15. Give full support the stakeholders who help for the improvement of the school	4.70	VHP
Mean	4.56	VHP

Legend: Scale of Mean 4.21 – 5.00 Very High Participation (VHP), 3.41 – 4.20 High Participation(HP) 2.61 – 3.40 Moderate Participation(MP), 1.81 – 2.60 Low Participation(LP) 1.00 – 1.80 Very Low Participation(VLP)

Table 7 reveals very high overall stakeholder participation (M=4.56). Examining individual items, the highest participation was for "Provide resources for incentives" (M=4.78). Both "Monitor and evaluate the project" and "Give full support the stakeholders who help for the improvement of the school" were also highly rated (M=4.70). The lowest, though still within the "high participation" range, was for "Recognize the stakeholders' participation who work efficiently and effectively" (M=4.20). The second-lowest rated was "Answer the questions being posed by parents, teachers, and school management" (M=4.21). These findings align with the Philippines' Governance of Basic Education Act of 2001, which emphasizes shared governance through School Based Management (SBM). According to the World Bank (2018) and DepEd (2018), SBM aims to decentralize educational decision-making, increasing parental and community involvement. This empowers key stakeholders and drives continuous school improvement focused on achieving better student learning outcomes.

Table 8. Level of Participation of Stakeholder Classified According to Age, Sex, Civil Status, Educational Attainment, Position and Length of Teaching Service

Variables	Mean	Description
As a Whole Group	4.56	Very High Participation
Age		
Young	4.55	Very High Participation
Old	4.66	Very High Participation
Sex		
Male	4.54	Very High Participation
Female	4.63	Very High Participation
Civil Status		
Single	4.40	Very High Participation
Married	4.64	Very High Participation
Widow	4.50	Very High Participation
Educational Attainment		
BS w/MA units	4.59	**Very High Participation**
CAR MA	4.57	Very High Participation
MA degree	4.65	Very High Participation
MA with PhD. Units	4.74	Very High Participation
Ph.D./ Ed. D	4.95	Very High Participation
Position		
Principal	4.66	Very High Participation
Head Teacher	4.60	VHP
Years in Service		
5 years and below	4.48	VHP
6 – 10 years	4.63	VHP
11 years and above	4.65	VHP

Legend: Scale of Mean 4.21 – 5.00 Very High Participation (VHP), 3.41 – 4.20 High Participation (HP) 2.61 – 3.40 Moderate Participation (MP), 1.81 – 2.60 Low Participation (LP) 1.00 – 1.80 Very Low Participation (VLP)

Table 8 reveals very high stakeholder participation overall (M=4.56). Minor differences exist across demographics. Female school heads (M=4.63) indicated slightly higher participation than males (M=4.54). Similarly, older school heads (M=4.66) showed slightly higher participation than younger ones (M=4.55). Married respondents (M=4.64) reported the highest participation across civil status groups. Participation levels also increased with educational attainment, with Doctorate holders reporting the highest (M=4.95). Principals (M=4.66) and Head Teachers (M=4.60) reported comparable levels. Finally, those with 6-10 years of experience (M=4.63) showed slightly higher participation than their colleagues. These findings support Lopez-Reyna et al.'s (2017) study emphasizing stakeholder input and feedback for program improvement. Their research underscores that reforms are most successful when participants drive both the focus and pace of change. While schools might have data, validating it with stakeholders is vital. Validation helps pinpoint true needs, opens conversations about support, and fosters collaborative planning to improve school processes.

Table 9. Relationships Between the Level of practices, challenges and Opportunities of Multi-grade Teachers

Correlations					
			mobilization	empowerment	participation
Coefficient of correlation	Mobilization	Correlation Coefficient	1.000	.688	.500
		Sig. (2-tailed)	.	.000	.000
		N	113	113	113
	Empowerment	Correlation Coefficient	.688	1.000	.628
		Sig. (2-tailed)	.000	.	.000
		N	113	113	113
	Participation	Correlation Coefficient	.500	.628	1.000
		Sig. (2-tailed)	.000	.000	.
		N	113	113	113

Table 9 reveals significant positive relationships between the level of stakeholder mobilization, empowerment, and participation in school management. Mobilization and empowerment were correlated at 0.688 (p-value 0.000), mobilization and participation at 0.500 (p-value 0.000), and empowerment and participation at 0.628 (p-value 0.000). This suggests that when one factor increases, others also tend to increase. These findings align with research indicating that involvement in decision-making enhances employee satisfaction, motivation, and self-esteem (Gamage & Pang, 2015) and fosters commitment and loyalty through collaborative management (Beyerlein et al., 2015; Wong, 2015). As Bartle (2017) notes, stakeholder involvement means working with available resources and skills to achieve common goals. In the context of government-provided free primary education, involving stakeholders in decision-making processes becomes even more vital for school success.

V. CONCLUSION AND RECOMMENDATIONS

This study revealed that school heads in the Schools Division of Iloilo were predominantly older, female, married, Head Teachers with CAR MA degrees and 6-10 years of experience. Findings indicated very high levels of stakeholder mobilization, participation, and empowerment across all demographics, underlining the value of inclusive approaches for successful school management. While mobilization, participation, and empowerment didn't differ significantly based on age, sex, civil status, or position, length of service influenced mobilization and both length of service and educational attainment affected participation. The observed positive correlation between mobilization, participation, and empowerment highlights the importance of fostering these factors together.

Based on these findings, it's recommended that school heads develop clear strategies for phasing out stakeholder involvement in projects, expand parent contribution opportunities beyond traditional PTAs, publicly acknowledge stakeholders for their effective work, and promote open communication between school management, teachers, and parents. Schools should establish mechanisms for collaborative monitoring and feedback on projects and plans. To expand and validate these findings, conducting similar studies in different contexts would be valuable.

VI. REFERENCES

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