



Implementation of Project CBISp-EDP (Communicate, Build and Intensify Stakeholders' Participation- Exemplified and Deepened Partnership) and External Stakeholders' Participation

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Abstract

The study mainly focused on assessing the implementation of Project CBISp-EDP and external stakeholders' participation in Calamba Bayside Integrated School. The study utilized a descriptive correlational research design. The respondents of the study were the 80 teachers and 99 parents of CBIS. Teacher-respondents were identified using a simple random sampling technique, while purposive sampling was used to identify the parent-respondents. Results of the study revealed that all teachers have the same level of observation in implementing Project CBISp-EDP. It also showed that external stakeholders participated in most school-initiated activities. Moreover, it also disclosed that the implementation of Project CBISp-EDP has a significant relationship with external stakeholders' participation. It is recommended that the school consider the crafted action plan to strengthen stakeholders' participation further.

Keywords *Governance; new normal; project implementation; stakeholder's participation*

INTRODUCTION

The COVID-19 pandemic has disrupted the field of education. The delivery of learning shifted from the usual face-to-face interaction to distance learning. It does not only affect the delivery of learning but the entire educational system. However, the challenges brought by this pandemic do not hinder the Department of Education in stating that education must continue.

The issuance of DepEd Order No. 12, s. 2020 entitled "Adoption of Basic Education Learning Continuity Plan for the School Year 2020-2021 in Time of COVID-19 Pandemic", provides clear guidance to all offices, units, schools, community learning centers, and learners and their parents, partners, and stakeholders to ensure the continuity of learning.

On the other hand, the adjustment brought by this pandemic call for collaboration among the school members to ensure the quality of learning. Stakeholders' participation must be strengthened to ensure that both the school and the community can assist learners in fully accepting the changes in the learning delivery.

Calamba Bayside Integrated School is currently pursuing different ways to strengthen partnerships among its stakeholders. Despite the school's continuous effort, it is noticeable that there is a decline in stakeholders' participation and involvement in different school activities, as evidenced by parents' declining attendance at school forums, stakeholder consultations, and meetings and activities of Parents-Teachers and Community Associations (PTCA). This fact poses a threat to the school administrator and governing council because they understand the value of input regarding school governance coming from external stakeholders, particularly the parents, who are the primary stakeholders and most influential members of the school community.

In response to the above problem, the school implemented Project CBIS-EDP (Communicate,

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Build, and Intensify Stakeholder Participation-Exemplified and Deepened Partnership). Numerous activities in this project aim to increase stakeholders' involvement in school management by involving them in the school committee or council.

In this regard, the researchers decided to conduct a study to determine the degree of compliance with the implementation of Project CBIS-EDP and the level of participation of external stakeholders. Additionally, the study serves as the foundation for developing a plan of action aimed at increasing stakeholder participation in various school activities.

LITERATURE REVIEW

According to Neba et al. (2018), participation of stakeholders can significantly strengthen the design, implementation, and evaluation of policies. Participation of stakeholders improves the efficacy of policies by incorporating stakeholder knowledge and perspectives and increases support for policies by enhancing the transparency, accountability, and legitimacy of decision-making. Likewise, it was also stated that planning and communicating strategies for stakeholder participation enables stakeholders to comprehend the opportunities for participation and the role they may play in making, implementing, and evaluating policies. It assists individuals in determining how and when they wish to participate, as well as in preparing for participation. Planning for stakeholder participation means figuring out the activities, methods, timing, roles, responsibilities, and resources that will be needed to meet the goals of stakeholder engagement throughout the policy design and implementation cycle.

Likewise, in the article written by Berkman International, Inc. (2013), a stakeholder may be an individual, group, institution, organization (government or nongovernment), or business that could influence or be influenced by the outcome of a specific activity, process, or project. There are two sorts of stakeholders: primary and secondary. Primary stakeholders are directly involved individuals, groups, or organizations with a substantial impact on the process or project. Secondary stakeholders, on the other hand, are not directly involved but are indirectly affected and may or may not be motivated and willing to participate in the process in various ways and phases. Stakeholder participation is the process by which stakeholders influence and share control over activities, choices, and resources that affect them. It seeks to improve decision-making during project and process planning, design, execution, and evaluation. This approach incorporates all stakeholders, especially marginalized groups such as women and young people. Participation of stakeholders necessitates that decision-makers consider the opinions of stakeholders during the decision-making process. The amount of participation of the stakeholders fluctuates and can be viewed as a continuous scale or continuum, ranging from a low level of participation to a high level of participation. The purpose of the participatory procedure and how much the stakeholders need or want to be involved will determine the level or intensity of involvement.

In a study conducted by Masarap (2013), it was indicated that principals were the most involved in school operations and activities. In contrast, Masarap's study found that parents are the least interested in school activities, which is a stark contrast to the conclusions and findings of this study, which demonstrated that LGUs were the least involved. The structures and qualities of stakeholders vary geographically.

Olmstead (2013) distinguished between reactive and proactive parent involvement. Reactive involvement is when parents attend school programs arranged by the school, such as parents' meetings, family reunions, or volunteering, whereas proactive involvement is when parents assist their children with homework, discuss school activities, and monitor their progress. In conclusion, parents must understand their roles and responsibilities in their children's education. Each parent should have the desire to participate in any activity linked to their children's education, both at home and at school.

Moreover, in the study conducted by De Torres (2021), she stated that participation of stakeholders in school's programs and reforms has the ability to eliminate mistrust and distance between people and schools by fostering information transparency and a culture of mutual respect and by cooperatively pursuing school improvement by sharing vision, process, and outcomes. Changes in individual and organizational behavior are essential for increasing involvement.

METHODOLOGY

This part discussed the research design, participant description, sampling, and data collection procedures for determining the effect of using software applications in the testing mechanism. It was followed by a discussion of the data analysis process.

Research Design

The descriptive correlational research design was used in this study. According to Calmorin and Calmorin (1996), a descriptive research design is used when the focus of the study is on the current situation and the objective is to uncover new truths. It is only applicable when the data being gathered pertains to the current situation, emphasizing the importance of facts and directing attention to the most critical items to report. On the other hand, Correlational design is beneficial because it provides facts upon which scientific judgment is based on the determined relationship between two variables using correlation analysis.

Respondents of the Study

The respondents of the study were the 80 teachers and 99 parents of Calamba Bayside Integrated School. The teacher-respondents were selected using the simple random sampling technique, while purposive sampling was utilized to determine the parent-respondents.

Research Instrument

A survey questionnaire was the primary data gathering instrument used in the study. The design and mode of the instrument was intended to gather information from the respondents on their assessments of Project CBISp-EDP implementation and external stakeholders' participation. The researchers assured that the questionnaire was validated by experts before its utilization.

The indicative statements included in the survey questionnaire for the teachers were adopted and modified from the planning and advocacy monitoring and evaluation checklist presented in Regional Memorandum No.8, s. 2015, while the indicative statements in the survey about external stakeholders' participation were crafted based on DM No. 48, s. 2021 also known as "2021 Brigada Eskwela Implementing Guidelines"

Data Gathering

The researchers sought first permission from the Schools' Division Superintendent of Calamba City through a formal request to distribute and retrieve questionnaires from the respondents through google forms. After obtaining the approval, the researchers arranged with the school heads of participating schools regarding data gathering. The request letter was signed and approved by the said authority prior to the schedule of data gathering

Since the survey questionnaire was distributed through google forms the researchers ensured that the instructions in the said questionnaire was clear to avoid confusion. The answered survey questionnaire was tabulated, analyzed, and interpreted through applicable statistical tools.

Treatment of Quantitative Data

The following were the statistical tools used in this study:

In determining the assessments of the respondents on Project CBISp-EDP implementation and external stakeholders' participation, **weighted mean** was used.

In determining the significant relationship between the Project CBISp-EDP implementation and stakeholders' participation, Pearson **r** was used.

FINDINGS AND DISCUSSION

Table 1 presents the assessments of the teachers on the implementation of Project CBISp-EDP

in terms Planning.

Table 1. Teacher's Mean Level of Observation on the Implementation of Project CBISp-EDP in terms of Planning

Indicative Statement	Teachers	
	Mean	Verbal Interpretation
1. the goals are aligned to the current education thrusts as described in the BE-LCP	3.67	Highly Observed
2. the objectives are based on sound theory and practice	3.63	Highly Observed
3. the objectives are SMART (specific, measurable, attainable, results-oriented, and time-bound)	3.61	Highly Observed
4. there is collaboration among stakeholders in the preparation of the plan	3.65	Highly Observed
5. the plan is updated to address the emerging needs in the new normal	3.68	Highly Observed

It discloses that the observation of the implementation of Project CBISp-EDP in terms of Planning is Highly Observed in all indicators. It also shows that based on the assessment of teachers, the indicative statement "the plan is updated to address the emerging needs in the new normal" obtained the highest mean level which is 3.68 while "the objectives are SMART" yielded the lowest mean level which is 3.61.

Similarly, Table 2 presents the teacher's mean level of observation in the implementation of Project CBISp-EDP in terms of Pre-Implementation. It shows that all teachers have the same level of observation in all the indicators which is Highly Observed.

Table 2. Teacher's Mean Level of Observation on the Implementation of Project CBIS-EDP in terms of Pre-Implementation

Indicative Statement	Teachers	
	Mean	Verbal Interpretation
1. activity goals are aligned to Project CBIS-EDP goals	3.65	Highly Observed
2. the activity objectives are SMART	3.68	Highly Observed
3. the activities are responsive to the identified goal of Project CBIS-EDP	3.63	Highly Observed
4. the activity strategies are doable	3.63	Highly Observed
5. the necessary resources are available	3.60	Highly Observed

The data also reveals that based on the assessment of teachers, the indicative statement "the activity objectives are SMART" obtained the highest mean level which is 3.68 while the indicative statement with the lowest mean level which is 3.60 is "the necessary resources are available".

Table 3. Teacher's Mean Level of Observation on the Implementation of Project CBIS-EDP in terms of Post-Implementation

Indicative Statement	Teachers
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	Mean	Verbal Interpretation
1. the activities are widely disseminated	3.56	Highly Observed
2. the activity strategies entice more involvement among stakeholders	3.55	Highly Observed
3. the activities are appropriate to the target stakeholders	3.65	Highly Observed
4. the activities improve the level of stakeholder's commitment	3.59	Highly Observed
5. it raises the number of pledges of support	3.59	Highly Observed

Likewise, Table 3 summarizes teachers' average level of observation during the implementation of the CBISp-EDP project in terms of Post-Implementation. It demonstrates that most teachers have the same level of observation across all indicators, which is Highly Observed.

The data indicated that the indicative statement "the activities are appropriate to the target stakeholders" has an average observation level of 3.65. It is the maximum mean value. On the other hand, the indicative statement "the activity strategies entice more involvement among stakeholders" received the lowest mean score, 3.55.

Table 4 presents the mean level of external stakeholders' participation in different school-initiated activities.

Table 4. Mean Level of External Stakeholders' Participation in Different School-Initiated Activities

Indicative Statement	Teachers	
	Mean	Verbal Interpretation
1. participates in school preparation activities for learners to be accommodated in school	3.01	Participated
2. volunteers in various activities promoting the psychological awareness of school children, particularly during the school psychological first aid and psychological intervention or debriefing, and the like	2.79	Participated
3. volunteers to assist with the schools' maintenance week, known as Brigada Eskwela, by providing financial, material, and labor resources	2.75	Participated
4. collaborates with the school for the continuation of learning opportunities	3.09	Participated
5. participates actively in various school-sponsored activities, notably the PTA virtual summit, orientation, and other activities requiring stakeholders' participation	2.89	Participated
6. responds to the school's-initiated activities that require the participation of stakeholders, such as the arrival of visitors and the conduct of evaluations related to school-based management	2.89	Participated
7. participates in school activities for the promotion of the new school system and promotion and provision of distance learning delivery modalities	3.03	Participated

8. involves in school activities to reduce illiteracy in schools, most notably as a visiting mentor in the school's reading intervention and reading recovery programs	2.70	Participated
9. initiates communication with the teachers regarding the performance of my children in school	3.02	Participated
10. follows the schedule of distribution and retrieval of modules, WHLP or LeaP	3.49	Participated

It indicates that parents agreed that they participated in a variety of school-sponsored activities across all indicators.

Additionally, "follows the schedule of distribution and retrieval of modules, WHLP or LeaP" is the indicative statement with the highest mean (3.49), while "involves in school activities to reduce illiteracy in schools, most notably as a visiting mentor in the school's reading intervention and reading recovery programs" has the lowest mean (2.70).

Table 5 examined the relationship between teachers' adherence to the implementation of Project CBISp-EDP and external stakeholders' participation.

Table 5. Correlation Matrix for Observance of the Implementation of Project CBIS-EDP and External Stakeholders' Participation

Stakeholders' Participation	Observance of the Implementation of Project CBIS-EDP		
	Planning	Pre-Implementation	Post-Implementation
	**0.617	-0.191	**-.0350

**significant at .01 level

The findings indicate that the implementation of Project CBISp-EDP has a significant relationship with stakeholders' participation in terms of planning ($r=0.617$) at the 0.01 level of significance.

On the other hand, the result indicates no significant relationship between pre-implementation and stakeholder participation ($r=-0.191$).

Additionally, it has a significant negative relationship with stakeholder participation post-implementation ($r=-0.350$) at the 0.01 level of significance.

CONCLUSION

The findings generally demonstrated that the participation of external stakeholders in school projects such as Project CBISp-EDP is significantly correlated with the intensive and proper implementation of those projects. It means that the school must generally involve the stakeholders in implementing a project and the conceptualization and evaluation stages of the project. On the other hand, since pre-implementation of project CBISp-EDP shows no significant relationship to stakeholders' participation, the school must increase its advocacy efforts to ensure that all stakeholders are fully informed about the project.

It is recommended that the crafted action plan may be considered by the school to further strengthen stakeholders' participation

LIMITATION & FURTHER RESEARCH

This study assessed the implementation of Project CBISp-EDP and the participation of parents as the school's primary external stakeholders. The study is limited only to Calamba Bayside Integrated School, and the researchers limit the subject of the study to parents - since they

represent a large number of the school's primary external stakeholders and teachers –since they represent a large number of the school's internal stakeholders. The assessment was designed to establish bases on creating a plan of action to strengthen parents' participation in the new normal.

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