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Research Article

Awareness Level of Internal and External Stakeholders' Participation in the Implementation of Sustainable School Programs and Projects: Input to Effective Stakeholders Management Plan

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ABSTRACT

Stakeholders were an important element in any institution, especially in the educational arena. It was composed of teachers, guardians, students, and local government units who play meaningful roles in achieving quality education, affordable education, school performance as well as resources. This study aimed to assess the awareness level of internal and external stakeholders' participation in the implementation of sustainable school programs and projects, input to effective stakeholders' management. This paper used descriptive-correlational research designed. There were 1,198 respondents, were female, high school level, age 11-15 years old, and occupation belong to stay at home parent, unemployed, students, retired. Stakeholders perceived the level of awareness was "moderate" while they "agreed" with stakeholders' management plan and "much effective" on the implementation of sustainable school programs and projects. This study revealed that there is a significant relationship between the awareness level of both internal and external stakeholders' participation as well as the stakeholders' management plan to the sustainability of school programs and projects. There is a significant difference between the awareness level of internal and external stakeholders' participation and their perceived level of implementation to sustain the school programs and projects. The stakeholders' management plan also predict that it has a significant effect on the awareness of stakeholders' participation and the sustainability of school programs and projects.

Keywords: *Participation, Programs, Projects, Stakeholders, Sustainable*

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Introduction

Education is an expensive social service, and the government has taken the responsibility of financing and welcomes and encourages the participation of the local communities, individuals, and other organizations. Not only that, but it has acknowledged the fact that government alone cannot fund education adequately as cited by Gyang et al. (2021). The statement has been relevant to the aim of this study on knowing how the support from the different stakeholders like the parents, local government unit, private sectors, and others help the school more specifically in the financial needs for sustaining its demands.

Stakeholders are those influence on education. It includes well-known groups like the parents, teachers, and students the school community. As for Roundy (2022), a stakeholder has a vested interest in the success and welfare of a school or education system. They are all parties directly affected by the success or failure of an educational system, as well as those indirectly affected.

Moreover, as cited by Pile et al. (2020), the distinction between internal and external education stakeholders is essential. Concerning a school improvement effort, such as a school-wide reading model, internal stakeholders have a greater capacity to produce positive change in schools. Still, they don't have all the power needed to sustain it. Improved results that are obtained one year can quickly disappear the next due to factors that can impair organizational performance over time. Because of this, other stakeholders also have a crucial part to play in maintaining better results.

The education quality of a school can be measured by assessing the satisfaction levels of its stakeholders. By comparing the perception of internal and external stakeholders, school will find a comprehensive view to understand the gap between one another (Abidin, 2015).

According to Bond (2020), school involvement has diversified integrated meanings such as "attachment", "thoughtfulness", "participation", and "motivation" for determining students' academic success in high schools. It is depicted that school involvement is a meta-construct that acts as a predictor, mediator, and

response variable in unison. The community and the school work together to achieve educational goals that are more crucial to raising people's living standards. The collaborative effort among all parties involved to deliver high-quality education in the community is the best example of the relationship between the school-teacher and stakeholders. This demonstrates that both internal and external stakeholders perform extra tasks that are crucial to meeting the social, economic, and other demands of the community. Stakeholder participation, on the other hand, is a social process in which a group of people engages and acts following their reasoning and decision-making.

This study was conducted to 1) Identify the school programs, projects, and activities that the stakeholders are aware of; 2) Identify the awareness level of both internal and external stakeholders' participation in school's program and project in terms of responsibility, influence in decision making, financial support, and co-operation; 3) Identify the perceived level of stakeholders' management plan in terms of response to change, engagement, and adaptive scoping; 4) Identify the perceive level of stakeholders' participation in the implementation of sustainable school's programs and projects in terms of quality education, affordable education, availability of school resources, and school performance; 5) test the relationship between awareness level of both internal and external stakeholders' participation and the implementation of sustainable school program and project; 6) test the relationship between the stakeholders' management plan and the implementation of sustainable school program and project; 7) test the difference in the awareness level and level of implementation in the perception between the internal and external stakeholders; 8) test the stakeholders' management plan mediate the significant relationship between the awareness level of both internal and external stakeholders' participation and the implementation of sustainable school programs and projects.

Methods

This undertaking utilized the descriptive-correlational method of research. Respondents

of this study were composed of 1,199 stakeholders from the newly established school division of Sto. Tomas City. The researcher

gathered data with the application of google forms.

Table 1. Crosstabulation of the Respondents in Secondary School

AFFILIATION	STAKEHOLDER				TOTAL
	Teacher	Guardian	Student	LGU	
San Pedro NHS	45	60	248	24	377
Sta. Anastacia-San Rafael NHS	43	140	266	12	461
San Jose NHS	3	18	13	2	36
Sta. Clara Integrated HS	25	72	130	2	229
Sto. Tomas Senior HS	10	2	13	10	35
Others	0	0	0	39	39
No answer	0	0	0	22	22
TOTAL	126	292	670	111	1199

Table 1 shows the cross tabulation of respondents where teachers have a total of 126 and students were 670 who belong to internal stakeholders. On the other hand, guardian was 292 and local government units who belonged to the external stakeholders with an overall total of 1,199 respondents of this study.

The reliability and validity of research instruments was tested by conducting it for some set of groups from other locales. The tool is composed of five (5) items for each aspect of extent participation of both internal and external stakeholders and the implementation of sustainable school programs, projects, and activities. The items were organized, and a draft questionnaire was prepared.

To gather the necessary data from the respondents, the researcher personally seeks the permission of the Schools Division Superintendent (SDS) of the Division of City of Sto. Tomas as well as the Public Schools District Supervisors to conduct this study on the schools under their supervision. Then the researcher seeks the approval of the school head in their respective locale of the study.

Quantitative analysis of data would be used. The data collected was treated statistically using descriptive statistics such as mean, standard deviation, maximum and minimum scores. The primary statistical tool is linear regression analysis at .05 level.

Result and Discussion

Part I. Profile of the Respondents.

Table 2. Distribution of respondents in terms of sex

SEX	STAKEHOLDER				TOTAL
	TEACHER	GUARDIAN	STUDENT	LGU	
Male	36	44	270	34	384
Female	90	248	400	76	814
No Answer	0	0	0	1	1
TOTAL	126	292	670	111	1199

Table 2 shows the stakeholders crosstabulation with their sex where most of the

respondents were female with a total of 814 while male respondents were 384.

Table 3. Distribution of respondents in terms of education

EDUCATION	STAKEHOLDER				TOTAL
	TEACHER	GUARDIAN	STUDENT	LGU	
Elementary	0	7	4	0	11
Secondary	39	146	655	28	868
College Undergraduate	2	40	3	19	64
College Graduate	58	61	3	44	166
Technical-Vocational	0	24	0	3	27
Graduate Studies	27	14	5	1	47
No answer	0	0	0	16	16
TOTAL	126	292	670	111	1199

Table 3 shows that most of the respondents were secondary high school graduates or level in terms of educational attainment with a total of 868 while collage graduate was 166. Students have a total number of respondents of 670 while teachers' respondents have a total of 126 who belongs to the internal stakeholders of this study.

Table 4 shows the distribution of respondents in terms of age where 592 among them belong to the group aged of 11 to 15 where 512 of them fall in the category of students as an internal stakeholder. While aged 66 and above has the lowest number of 10 respondents who belong to local government unit belong to external stakeholder.

Table 4. Distribution of respondents in terms of age

AGE	STAKEHOLDER				TOTAL
	TEACHER	GUARDIAN	STUDENT	LGU	
11-15	2	14	512	1	529
16-20	0	1	154	1	156
21-25	3	3	1	10	17
26-30	21	2	0	11	34
31-35	27	43	0	10	80
36-40	16	87	1	11	115
41-45	30	84	0	12	126
46-50	12	34	1	18	65
51-55	7	16	1	9	33
56-60	4	5	0	11	20
61-65	4	3	0	3	10
66 years old-above	0	0	0	10	10
TOTAL	126	292	670	108	1196

Table 5. Distribution of respondents in terms of occupation

OCCUPATION	STAKEHOLDER				TOTAL
	TEACHER	GUARDIAN	STUDENT	LGU	
Education/ Teaching	120	11	5	0	136
Healthcare	0	1	0	5	6
Business/ Finance	1	36	1	0	38
Government/ Public service	2	13	1	96	112
Information Technology	0	5	0	0	5
Arts/ Culture	0	2	3	0	5
Trades/ Manual Labor	1	84	7	1	93

OCCUPATION	STAKEHOLDER				TOTAL
	TEACHER	GUARDIAN	STUDENT	LGU	
Science/ Engineering	0	1	1	0	2
Others	2	139	651	9	801
TOTAL	126	292	669	111	1198

The crosstabulation of respondents in terms of occupation was shown in table 5 where 801 of them fall in the category of **others** which included as students, parents stayed at home, unemployed, and retired. On the other

hand, 136 of the respondents belong to the category of education or teacher and 112 among the respondents were government or public servant.

Table 6. Stakeholders awareness in different schools' program, project, and activities

SCHOOLS PROGRAM	Mean	SD	VI
1. Brigada ESKWELA	4.31	1.001	MA
2. Feeding Program	4.03	1.167	MA
3. Statement of Principals' Address	3.41	1.268	A
4. School Monitoring Evaluation of Programs Adjustment	3.68	1.138	MA
5. School Improvement Plan/ Action Plan	3.74	1.132	MA
6. School Base Management	3.56	1.173	MA
7. School Disaster Risk Reduction Management	3.94	1.148	MA
SCHOOL PROJECTS			
8. Reading Program	4.27	.979	MA
9. Gulayan sa Paaralan	4.13	1.091	MA
10. Schools' Innovation	3.69	1.130	MA
11. Schools' Best Practices	3.77	1.098	MA
12. Alumni Home Coming/ Assembly	3.43	1.228	A
SCHOOL ACTIVITIES			
13. Homeroom PTA meeting	4.32	1.003	MA
14. General PTA Assembly	4.10	1.105	MA
15. Supreme Government Meeting/ Assembly	3.66	1.218	MA
16. Monthly Celebrations (Independence Day, Women's Month, Buwan ng Wika, Teachers Day, etc.)	4.38	.970	MA
17. Quarterly Card Giving/ Issuance	4.57	.877	FA
18. Sports Fest	4.30	.973	MA

The data in Table 6 shows that stakeholders, on average, are moderately aware of most programs, projects, and activities across the schools surveyed such as Monthly Celebrations like Independence Day, Women's Month, Buwan ng Wika, Teachers Day (mean=4.38, SD=.970), Homeroom PTA meeting (mean=4.32, SD= 1.003), and Brigada ESKWELA (mean=4.31, SD=1.001). The highest level of awareness was found in Quarterly Card Giving/ Issuance (mean=4.57, SD=.877) indicating that stakeholders are fully aware of this activity. On the other hand, the Statement of Principals' Address (mean=3.41, SD= 1.268) and Alumni

Homecoming or Assembly (mean=3.43, SD=1.228) indicate that stakeholders are only aware of this program to some extent.

It is important for stakeholders, including parents, local government units, teachers, and students, to be aware of school programs, projects, and activities. Stakeholder awareness can lead to increased participation and engagement, which can ultimately improve the success of these initiatives. For instance, stakeholders who are aware of a school's reading program may be more likely to encourage their children to participate in the program, leading

to improved reading skills and academic performance.

One potential explanation for the moderate awareness levels found in this study may be a lack of communication and outreach from the schools to their stakeholders. Schools may need to explore different ways of communicating with stakeholders to ensure that they are informed about ongoing programs, projects, and activities. This can include

newsletters, social media, and community outreach events.

The moderate levels of stakeholder awareness found in this study indicate a need for increased communication and outreach from schools to their stakeholders. By improving stakeholder awareness, schools can increase participation and engagement, which can ultimately lead to improved student outcomes.

Part II. Awareness of Participation of Internal and External Stakeholders in Schools Programs and Projects

Table 7. Summary of awareness level of participation in school's program and project

Stakeholder's Awareness	Mean	SD	VI
Responsibility	4.125	.8420	MA
Decision Making	4.045	.8683	MA
Financial Support	3.911	.9167	MA
Cooperation	3.984	.9017	MA
Mean Response	4.016	.8232	MA

For the general variables, all their mean responses were 4.016 and standard deviation of .8232 which indicates a generally moderate awareness to the statement indicated in the questionnaire.

As shown in table 7, first in rank was a moderately awareness of stakeholders' role of responsibility, second was decision making, third was cooperation, and last was their financial support of their participation was in need for school's program, project, and activities success.

One potential explanation for the moderate awareness levels found in this study may be a lack of communication and outreach from the schools to their stakeholders. Schools may need to explore different ways of communicating with stakeholders to ensure that they are informed about ongoing programs, projects, and activities. This can include newsletters, social media, and community outreach events.

To improve stakeholder participation, schools could consider implementing strategies such as regular communication channels, meetings, and workshops to educate stakeholders about their roles and responsibilities. Moreover, providing opportunities for stakeholder input and feedback can foster a sense of ownership and collaboration within the school community.

In conclusion, while stakeholders demonstrate a moderate level of awareness regarding their responsibilities, decision making, financial support, cooperation and participation in school programs, projects, and activities, there is still room for improvement. By actively involving stakeholders and providing clear communication channels, schools can enhance stakeholder engagement, leading to more effective decision-making and improved educational outcomes.

Part III. Stakeholders Management Plan

Table 8. Summary of perceived level of stakeholder's management plan

Stakeholders' Management Plan	Mean	SD	VI
Response to Change	4.000	.892	A
Engagement	3.9817	.82333	A

Stakeholders' Management Plan	Mean	SD	VI
Adaptive Scoping	3.990	.8474	A
Mean Response	3.9905	.8542	A

For the general variables, the mean response of 3.9905 and standard deviation of .8542 indicate "Agree" to the statements indicated in the questionnaire. Stakeholders agreed that the implementation of various strategies to effectively manage stakeholders during periods of change for the effectiveness of plan and by soliciting the stakeholder's' continued participation in the identification and development of solutions for current and future risks and issues that may arise.

Stakeholders agreed that stakeholders' management plan is effective in responding to change as they foster engagement, inclusivity, and collaborative problem-solving. By implementing an effective stakeholder management plan, organizations can navigate change successfully and leverage the expertise and support of their stakeholders as well as leading to improved project outcomes.

Part IV. Implementation of Sustainable School Programs and Projects

Table 9. Summary of perceived level of stakeholders' participation in the implementation of sustainable school programs and projects

Implementation	Mean	SD	VI
Quality Education	4.211	.8070	ME
Affordable Education	4.140	.8116	ME
Availability of Resources	4.153	.8147	ME
School Performance	4.216	.8191	ME
Mean Response	4.179	.7759	ME

Table 9 shows the summary perception level of stakeholders' participation in the implementation of sustainable schools' program and projects. For the general variables, all their mean response was 4.179 and standard deviation of .7759 which indicates a generally "Much Effective" level of perception to the statement included in the questionnaire.

First in rank of stakeholders perceived of participation for the implementation of sustainability was "school performance", followed by "quality education", then "availability of resources", and last was "affordable education".

In summary, stakeholders' contributions in promoting awareness, obtaining financing, strengthening relationships, providing materials, and helping are crucial for creating an environment conducive to quality education.

Stakeholders' contributions in creating ownership, supporting implementation, addressing challenges, mobilizing resources, and

empowering stakeholders are crucial for ensuring affordable and accessible education. Their collaborative efforts and contributions towards enhancing school performance, promoting high promotion rates, improving school-based management, and achieving high levels of competencies play a significant role in driving continuous improvement and excellence in school performance.

Part V. Test of Significant Relationship among Variables

Once the stakeholders' awareness in the participation is high in terms of responsibility, influence in decision making, financial support and cooperation it can also get a positive effect to the implementation of sustainability of the school programs and projects in providing quality education, affordable education, availability of resources, and school performance.

Table 10. Correlation between the Stakeholders' Awareness and the Implementation of Sustainable School Programs and Projects

Stakeholders Awareness (IV)	Implementation of Sustainable Programs and Projects (DV)				
	Quality Education	Affordable Education	Availability of Resources	School Performance	Implementation of Sustainable Program and Project
Responsibility	.592**	.607**	.553**	.559**	.605**
Influence in decision making	.596**	.614**	.562**	.572**	.614**
Financial support	.585**	.613**	.576**	.551**	.609**
Cooperation	.616**	.627**	.585**	.583**	.632**
Stakeholders Awareness	.640**	.660**	.610**	.607**	.659**

Stakeholders' financial support has a significant relationship with the implementation of sustainable programs and projects in affordable education, ($r=.613$), quality education ($r=.585$), availability of school resources ($r=.576$), and school performance ($r=.551$). It is crucial for stakeholders to be aware of their role in providing financial support to schools. Financial resources are necessary to ensure adequate funding, policy support, and the implementation of various programs and projects in schools. When stakeholders actively participate in providing financial assistance, it can provide the materials needed in the teaching-learning process as well as a positive impact to the quality of education and the overall learning environment.

Stakeholders' cooperation has a significant relationship with the implementation of sustainable programs and projects in affordable education ($r=.627$), quality education ($r=.616$), availability of school resources ($r=.585$), and school performance ($r=.583$). Cooperation among stakeholders is essential for creating a collaborative and supportive school community.

In summary, the correlation between stakeholders' awareness and implementation of sustainable school programs and projects ($r=.659$) were significantly related to each variable. This indicates a strong relationship among them. This suggests that stakeholders who are more aware and knowledgeable about their roles and responsibilities, influence in decision-making, financial support, and cooperation tend to contribute more effectively to the implementation of sustainable programs and projects.

The correlations reported in the table provide valuable insights into the relationship between stakeholders' awareness and the successful implementation of sustainable programs and projects. These findings highlight the importance of promoting stakeholders' awareness and involvement in decision-making processes, as well as securing their financial support and fostering cooperation. By doing so, organizations can enhance the implementation of sustainable programs and projects, leading to improved quality education, affordability, availability of resources, and overall school performance.

Table 11. Correlation between the Stakeholders' Management Plan and the Implementation of Sustainable Programs and Projects

Management Plan	Implementation of Sustainable Programs and Projects				
	Quality Education	Affordable Education	Availability of Resources	School Performance	Imp of Sust Prog
Engagement	.684**	.710**	.694**	.656**	.719**
Adaptive Scoping	.701**	.724**	.707**	.671**	.734**
Stakeholders' Management Plan	.708**	.734**	.717**	.679**	.743**

Table 11 displays the correlation coefficients between stakeholders' management plan (independent variable) and the implementation of sustainable programs and projects, specifically in terms of quality education, affordable education, availability of resources, school performance, and the overall importance of sustainable programs. The correlation coefficients (r) are provided for each combination.

The findings from this table emphasize the importance of a robust stakeholders' management plan in driving the successful implementation of sustainable programs and projects. Organizations that prioritize and effectively manage stakeholders' engagement and adaptive scoping are more likely to achieve their goals in improving education quality, affordability, resource availability, and overall school performance.

Overall, the positive correlations reported in Table 11 provide valuable insights into the relationship between stakeholders' management plan and the implementation of sustainable programs and projects. These findings highlight the need for organizations to invest in effective stakeholders' management strategies to enhance the successful implementation of sustainable initiatives.

Part VI. Test of Significant Difference among Variables

The ANOVA results indicate that there are significant differences in the perceived levels of awareness among stakeholders regarding participating schools' programs and projects across multiple factors.

Table 12. ANOVA on the perceived levels of awareness of participating schools' programs and projects among Stakeholders

		Sum of Squares	df	Mean Square	F	Sig.
Responsibility	Between Groups	31.742	3	10.581	15.459	<.001
	Within Groups	817.890	1195	.684		
	Total	849.633	1198			
Influence in Decision Making	Between Groups	29.863	3	9.954	13.614	<.001
	Within Groups	873.776	1195	.731		
	Total	903.639	1198			
Financial Support	Between Groups	45.307	3	15.102	18.762	<.001
	Within Groups	961.928	1195	.805		
	Total	1007.236	1198			
Cooperation	Between Groups	50.036	3	16.679	21.555	<.001
	Within Groups	924.643	1195	.774		
	Total	974.679	1198			
Stakeholders Participation	Between Groups	38.130	3	12.710	19.623	<.001
	Within Groups	774.023	1195	.648		
	Total	812.153	1198			

For the following variables, the mean response of teachers was found to be statistically different from other stakeholders and was also found out to be the highest mean. Moreover, the mean response from the guardians, students, and local government unit was found to be equal.

Because teachers have a direct involvement in the school where different programs and projects are conducted. Since teachers were an

agent to interact with the institution itself who seem to be one of internal stakeholder that is why they have the highest mean result of participation and awareness among other stakeholders.

Overall, the ANOVA results suggest that there are significant differences in the perceived levels of awareness of participating schools' programs and projects among stakeholders across the analysed factors. This

finding highlights the importance of considering these factors in designing and implementing strategies to enhance stakeholders' awareness and engagement in school programs and projects.

Table 13. ANOVA on the perceived levels of Management Plan among Stakeholders

		Sum of Squares	df	Mean Square	F	Sig.
Engagement	Between Groups	23.641	3	7.880	11.953	<.001
	Within Groups	787.796	1195	.659		
	Total	811.436	1198			
Adaptive Scoping	Between Groups	25.591	3	8.530	12.221	<.001
	Within Groups	834.164	1195	.698		
	Total	859.756	1198			
Stakeholders Management Plan	Between Groups	11.645	3	3.882	13.542	<.001
	Within Groups	342.524	1195	.287		
	Total	354.169	1198			
	Within Groups	708.752	1195	.593		
	Total	720.599	1198			

For the following Stakeholders' Management Plan, the mean response of teachers was also found to be statistically different from other stakeholders and was also found out to be the highest ($F=13.542$, $P<.001$). Moreover, the mean response from the guardians, students, and local government unit was found to be equal. This means that teachers are the first person to be involved in all actions to be taken in terms of conducting different schools' program and project. The communication is direct to teachers and school staff before they channel into other stakeholders like students, guardians and local government units.

The significance level (Sig.) provides the probability of obtaining the observed F-value. In this table, the significance level is reported as <.001, which means that the differences between the groups are highly significant.

Overall, the ANOVA results suggest that there are significant differences in the perceived levels of Management Plan among stakeholders across the analyzed factors. This finding emphasizes the importance of considering these factors in developing and implementing effective management plans to engage stakeholders in school programs and projects.

Table 14. ANOVA on the perceived implementation of sustainable schools' programs and projects

		Sum of Squares	df	Mean Square	F	Sig.
Quality Education	Between Groups	10.278	3	3.426	5.318	.001
	Within Groups	769.861	1195	.644		
	Total	780.139	1198			
Affordable Education	Between Groups	10.996	3	3.665	5.634	<.001
	Within Groups	777.416	1195	.651		
	Total	788.412	1198			
Availability Resources	Between Groups	12.000	3	4.000	6.110	<.001
	Within Groups	782.403	1195	.655		
	Total	794.403	1198			
School Performance	Between Groups	15.532	3	5.177	7.856	<.001
	Within Groups	787.475	1195	.659		
	Total	803.006	1198			

		Sum of Squares	df	Mean Square	F	Sig.
Implementation	Between Groups	11.846	3	3.949	6.658	<.001
	Within Groups	708.752	1195	.593		
	Total	720.599	1198			

Teacher as internal stakeholders has a different view to other stakeholders like students, guardian, and local government unit. Teacher assumes that the school tend to deliver a quality education, affordable education, availability of resources, and school performance if they stretch collaboration and participation among stakeholders.

Overall, the ANOVA results suggest that there are significant differences in the perceived levels of awareness among stakeholders across the analyzed factors. This finding highlights the importance of considering these factors in implementing sustainable programs and projects in schools and ensuring stakeholder engagement.

To further enhance stakeholder management during change, organizations can consider ongoing communication and engagement strategies, fostering a culture of open dialogue and collaboration, and ensuring that stakeholder perspectives are integrated into decision-making processes.

Participating in successful participatory processes that result in better problem identification and awareness is also seen as an effective strategy. By involving stakeholders in problem-solving processes, organizations can tap into their diverse knowledge and experiences, leading to more comprehensive problem identification and a better understanding of the context.

Including stakeholders throughout the process, from problem definition to problem analysis and impact exploration, is recognized as important. This indicates the value of engaging stakeholders at different stages of the project

to ensure a comprehensive and inclusive approach.

Furthermore, stakeholders perceive the investigation of their potential contribution to risk assessment as valuable. This highlights the recognition of stakeholders' ability to provide insights and expertise in assessing and addressing potential risks.

Implementing a comprehensive stakeholder management plan is essential for successful change management. Research by Freeman et al. (2010) emphasizes the importance of engaging and managing stakeholders effectively during times of change, highlighting the positive impact on organizational performance and outcomes.

School gathers additional ideas, learning from each other and setting priorities in the needs of the school and consolidates all the input in order to establish a relevant course of action. The school also encourages stakeholders to actively take part in the various projects that the schools start, particularly the conferences, general assemblies, and school improvement programs.

Part VII. Regression Analysis of the implementation of sustainable school programs and projects on Stakeholders' Participation Awareness

A positive coefficient indicates that as the value of the independent variable increases, the mean of the dependent variable tends to increase. A negative coefficient indicates that as the value of the independent variable decreases, the mean of the dependent variable tends to decrease.

Table 15. Regression of the implementation of sustainable school programs and projects on Stakeholders' Participation Awareness

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.659 ^a	.435	.434	.583672178

a. Predictors: (Constant), MnStakePartci

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	313.970	1	313.970	921.617	<.001 ^b
	Residual	408.467	1199	.341		
	Total	722.437	1200			

a. Dependent Variable: MnImplementation
b. Predictors: (Constant), MnStakePartci

Coefficients ^a						
Model	Unstandardized Coefficients			Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.	
1	(Constant)	1.684	.084	20.074	<.001	
	MnStakePartci	.621	.020	.659	30.358	<.001

a. Dependent Variable: MnImplementation

Table 26 shows that the combination of variables that significantly predict stakeholders' responsibility, influence in decision making, financial support, and cooperation to the implementation of sustainable schools' program and projects.

Multiple linear regression was calculated to predict the stakeholders' participation awareness to the implementation of sustainable schools' program and projects. The fitted regression model was the implementation of sustainable school programs and projects [fitted regression equation] = 1.684 (constant/increment) + .621 as to Stakeholders' Participation Awareness.

The overall regression was statistically significant ($R^2 = .435$), $F(1, 1199)$ (df regression,

df residual) = 921.617, $p = <.001^b$). The R^2 value 0.435 implies that the stakeholders' participation awareness affects 43.4% of the variance of the implementation of sustainable school programs and projects. In comparison, the remaining 56.6% attributed to the other factors that are not included in the regression analysis.

It was found that Stakeholders' Participation Awareness in their responsibility, influence in decision making, financial support, and cooperation significantly predicted the implementation of sustainable school programs and projects such as quality education, affordable education, availability of resources, and school performance ($\beta = .621$, $p = <.001$).

Table 27. Regression of the Mediating Effect of Stakeholders' Management Plan on the Relationship between the Stakeholders' Participation Awareness and the Implementation of sustainable school programs and Projects

***** Model : 4 Y : Impl X : SP M : MgtPla *****							
Sample Size: 1201							
***** OUTCOME VARIABLE: MgtPla *****							
Model Summary R .694 R-sq .482 MSE .153 F 1115.576 df1 1.000 df2 1199.000 p .000							
Model constant .816 se .056 t 14.491 p .000 LLCI .705 ULCI .926 SP .459 .014 33.400 .000 .432 .486 *****							
***** OUTCOME VARIABLE: Impl *****							
Model Summary R .770 R-sq .592 MSE .246 F 869.715 df1 2.000 df2 1198.000 p .000							
Model constant 1.042 se .077 t 13.489 p .000 LLCI .891 ULCI 1.194 SP .260 .024 10.780 .000 .213 .308 MgtPla .787 .037 21.513 .000 .715 .858 ***** TOTAL EFFECT MODEL *****							
OUTCOME VARIABLE: Impl *****							
Model Summary R .659 R-sq .435 MSE .341 F 921.617 df1 1.000 df2 1199.000 p .000							
Model constant 1.684 se .084 t 20.074 p .000 LLCI 1.520 ULCI 1.849 SP .621 .020 30.358 .000 .581 .662 ***** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y *****							
Total effect of X on Y Effect .621 se .020 t 30.358 p .000 LLCI .581 ULCI .662							
Direct effect of X on Y Effect .260 se .024 t 10.780 p .000 LLCI .213 ULCI .308							
Indirect effect(s) of X on Y: Effect MgtPla .361 BootSE .026 BootLLCI .310 BootULCI .412 ***** ANALYSIS NOTES AND ERRORS *****							

Table 27 presents the mediating effect of the stakeholders' management plan on the awareness of level of stakeholders' participation and implementation of sustainable school programs and projects.

The correlation result for the implementation of sustainable school programs and projects and stakeholders' management plan as well as the awareness level of stakeholders' participation was .770 which show a strong positive correlation. This shows a strong direct

relationship between the stakeholders' management plan and the implementation of sustainable school programs and projects, and awareness level of stakeholders' participation. The R square value suggested that 59.2% of the variance of the stakeholders' management plan can be explained by the combination of the two independent variables. These high results were backed by the computed p value ($p=.000$) which is evidently less than the level of significance set at 0.05, which expressed that

stakeholders' management plan mediated with the stakeholder awareness participation and implementation of sustainable school programs and projects.

Conclusion

In terms of the perceived level of stakeholder awareness, a positive response from stakeholders regarding their understanding of the programs and projects was evident.

Stakeholders perceive the implementation of sustainable programs and projects positively, emphasizing the importance of involving stakeholders and ensuring their active participation.

There is a significant relationship between the awareness level of both internal and external stakeholders' participation and the sustainability of school programs and projects. In other words, the level of stakeholders' awareness and their active involvement have an impact on the success and sustainability of these programs and projects.

There is a significant difference between the awareness level of both internal and external stakeholders' participation and their perceived level of implementation to sustain the school projects and programs.

Stakeholders' management plan mediates a significant relationship between the awareness of stakeholders' participation and the sustainability of schools programs and projects.

This finding underscores the importance of stakeholders' awareness in driving positive outcomes and ensuring the long-term viability of educational initiatives. When stakeholders, both internal (such as teachers, students, and school administrators) and external (such as parents, community members, and organizations), are aware of the programs and projects, their roles, and the benefits they bring, they are more likely to actively participate and contribute towards their success.

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