

Optimizing Adopt-A-School Program (ASP) through Stakeholders' Engagement: Basis for a Strategic Action Plan

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ABSTRACT

TITLE : Optimizing Adopt-a-School Program (ASP) Through Stakeholders' Engagement: Basis for a Strategic Action Plan

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This study aimed to investigate the relationship between the implementation of the Adopt-A-School Program (ASP) and stakeholder participation in related activities, to formulate a strategic action plan to enhance program effectiveness. By examining how structured collaboration among government entities, private organizations, and community members influences educational outcomes, the research sought to identify mechanisms to optimize ASP's impact on public school development.

A quantitative descriptive-correlational design was employed, with data collected from 295 participants, including school heads and teachers, using a validated researcher-made questionnaire. Statistical analysis included weighted mean to assess implementation levels and stakeholder participation, standard deviation to measure variability in responses, and Spearman correlation to determine the relationship between variables.

Findings revealed a significant and strong positive correlation ($r = 0.752, p = 0.000$) between ASP implementation and stakeholder participation, indicating that improved program execution fosters heightened stakeholder engagement. Descriptive statistics further showed that stakeholders demonstrated a high level of involvement in activities such as resource mobilization, curriculum support, and infrastructure development. However, disparities in participation intensity were noted across sectors, underscoring the need for targeted engagement strategies.

The study affirmed that effective program management acts as a catalyst for mobilizing community and institutional support, while stakeholder participation is not merely incidental but a dynamic driver of program success. The interdependence of implementation fidelity and stakeholder collaboration highlights the necessity of integrating participatory frameworks into educational policy and practice.

To optimize ASP, the research proposes a strategic action plan emphasizing participatory governance, capacity-building for stakeholders, and transparent monitoring systems. Key strategies include formalizing

communication channels for feedback, incentivizing private-sector contributions, and aligning program goals with community needs.

Keywords: Adopt-A-School Program, stakeholder engagement, collaborative governance, educational equity, strategic action plan

THE PROBLEM AND A REVIEW OF RELATED LITERATURE

Introduction

The collaboration among education stakeholders is pivotal for the successful implementation of programs such as the Adopt-A-School initiative. This program aims to enhance educational outcomes by fostering partnerships between schools and various stakeholders, including government entities, private organizations, and community members. A comprehensive understanding of how these collaborations can be structured and optimized is essential for developing effective action plans.

In light of this crucial role, the United Nations, through Sustainable Development Goal 4 (SDG 4), urges to guarantee inclusive, equitable, high-quality education and encourage opportunities for lifelong learning for all people (United Nations, 2015). However, despite international efforts and large investments, many educational systems around the world continue to remain vulnerable to challenges such as insufficient funding, inadequate facilities, and a shortage of essential instructional materials.

As per the DepEd Portal- LIS, there are more than 21 million learners enrolled in public elementary schools nationwide. The National Capital Region registered 2,437,041 learners, and Navotas has enrolled 27, with 880 public elementary students. With this enormous student population, DepEd's allocated budget often falls short of meeting actual demands, leaving schools reliant on external stakeholders to supplement their limited resources. Cognizant of this predicament, the government institutionalized Republic Act No. 8525, otherwise known as the "Adopt-A-School Act of 1998," to mobilize private sector participation in addressing the pressing needs of public educational institutions. This landmark legislation encourages private entities to become active partners in school improvement by providing additional resources, infrastructure, and technical expertise.

On the other hand, the Schools Division Office of Navotas, public elementary schools face distinct challenges such as limited educational resources, an insufficient number of classrooms, and still contend with congested learning environments, insufficient teaching materials, and inadequate infrastructure despite ongoing government efforts. This reality underscores the urgency of robust collaboration with stakeholders through the Adopt-A-School Program (ASP).

Despite the existence of this policy framework, early observations and informal evaluations conducted within SDO Navotas point to different levels of ASP implementation and efficacy among public elementary schools. According to statistical data from SDO Navotas in 2023, only 40% of the 15 public elementary schools have formed active partnerships under ASP, and there are considerable differences in the regularity and level of stakeholder involvement among these schools. These data shown serious concerns regarding the effective operationalization of the ASP and its potential to substantially uplift educational quality within the elementary schools in the division.

In light of these troubling circumstances, the researcher deemed it imperative to evaluate the Adopt-A-School Program's present situation of implementation in SDO Navotas in public elementary schools. This evaluation will uncover important elements influencing program efficacy, highlight gaps, and identify strengths. The study's conclusions will ultimately provide a strong basis for creating a Strategic Action Plan that will increase stakeholder participation, maximize resource use, and enhance program results.

The researcher finds this study very interesting in his desire because he became a Brigada Eskwela and Adopt-a-School Coordinator for 5 years when he started teaching in the public school. And it is therefore in considerable magnitude that the researcher found the concept of the Adopt-A-School Program implementation in SDO Navotas that will not only provide timely and relevant insights but will also foster greater accountability among

stakeholders. The outcomes of this research promise not merely progressive improvements, but potentially transformative enhancements to local educational conditions, thereby significantly contributing to the broader goal of quality education and inclusive growth for all Navoteño learners and it will also serve as the basis to develop a strategic action plan in the level of implementation of Adopt-A-School in public elementary schools in SDO Navotas.

Review of Related Literature

The Review of Related Literature (RRL) provides a comprehensive overview of existing research, theoretical frameworks, and empirical findings on ASP, stakeholders' engagement, and their interplay with education outcomes. By synthesizing insights from diverse studies (e.g., program evaluations, case studies, quantitative analyses), this RRL sets the stage for your research, contextualizing the gaps, challenges, and opportunities in ASP implementation.

The mandate to provide equitable and quality education for all Filipino children rests primarily on the government, yet resource limitations often impede the full realization of this goal within public elementary schools. Recognizing the need for collaborative efforts, the Philippine government enacted Republic Act No. 8525, the Adopt-a-School Program (ASP) Act of 1998, to mobilize private sector and community support for public education. This program aims to generate investments and modernizing interventions that address resource gaps in public schools, thereby enhancing the learning environment and supporting the delivery of quality education. Given the decentralized nature of educational governance in the Philippines, understanding the on-the-ground implementation of national programs like ASP at the Schools Division Office (SDO) level, such as Navotas, is critical. This review explores the body of literature surrounding the implementation, impact, challenges, and enabling factors of the Adopt-a-School Program, focusing on its relevance to public elementary schools. The synthesis of these findings will provide a theoretical and empirical foundation for assessing the level of ASP implementation in SDO Navotas and subsequently developing an enhanced action plan.

Adopt-A-School Program (ASP) in Public Education

The Adopt-A-School Program (ASP) is a widely recognized initiative aimed at fostering public-private partnerships to improve educational outcomes in public schools. Recent literature highlights its effectiveness in addressing resource gaps and enhancing school infrastructure.

Impact of ASP on School Development

A study by Reyes & Santos (2021) found that ASP significantly improved learning environments in public elementary schools by providing essential resources such as classroom materials, technology, and facility upgrades. The program's success was attributed to sustained collaboration between adopters and school administrators.

A consistent finding across studies is the positive effect of ASPs on school infrastructure and resource availability. Dela Cruz & Reyes (2022) in the Philippines found that ASPs demonstrably improved school facilities (classrooms, libraries, laboratories) and increased access to essential learning materials like books and technology. Similarly, a study by Nguyen et al. (2021) in Vietnam highlighted how corporate partnerships led to upgrades in school infrastructure and the provision of specialized equipment.

In addition, Reyes & Santos (2021) found that ASP significantly improved school infrastructure, including the construction of classrooms, the provision of learning materials, and the upgrading of facilities. These improvements were linked to increased student enrollment and retention rates in participating schools.

While direct correlations with student academic performance are less conclusive, several studies suggest ASPs can indirectly enhance teaching and learning. Santos (2023) reported that ASP-funded teacher training programs in selected Philippine schools led to improved pedagogical practices and increased teacher confidence. Furthermore, Li et al. (2020) in China demonstrated that industry-school collaborations providing vocational training opportunities for teachers resulted in more relevant and skills-based curriculum delivery. In connection

to the study of Dimayuga (2022) that examined the academic and non-academic outcomes of ASP in public elementary schools. The study revealed that schools under the program demonstrated higher performance in standardized tests, improved teacher morale, and increased parental involvement in school activities.

ASPs can also foster stronger ties between schools and their communities. Garcia (2022) found that successful ASPs in the Philippines often involved active participation from local businesses and community organizations, leading to increased parental involvement and a stronger sense of collective responsibility for school improvement. This aligns with the concept of social capital, where networks and relationships contribute to positive outcomes (Putnam, 2000 – though older, this foundational work informs the understanding of social capital's role).

Challenges in ASP Implementation

Despite their potential benefits, ASPs are often plagued by implementation challenges that can hinder their effectiveness and sustainability. Dimayuga (2022) identified challenges such as mismatched expectations between adopters and schools, lack of clear guidelines, and inconsistent participation. These issues underscore the need for structured frameworks to ensure program sustainability.

A recurring theme in the literature is the reliance on short-term funding cycles and the lack of long-term commitment from adopting partners (Santos, 2023). This leads to project discontinuity, making it difficult to achieve sustainable improvements. Organizations like PBSP (2023) emphasize the need for multi-year funding agreements to ensure program continuity.

Another challenge in ASP implementation, according to Bautista & Tolentino (2021), is that the inconsistent participation from adopters can hinder the long-term success of ASP. Schools often face uncertainty when adopters withdraw support prematurely, leading to incomplete projects and unmet needs.

Poor communication and lack of coordination between schools, partners, and local government units are frequently cited as obstacles (Reyes, 2020). Effective communication requires establishing clear channels, regular meetings, and transparent reporting mechanisms.

Navigating the bureaucratic processes associated with ASPs can be time-consuming and challenging for both schools and partners. Simplifying procedures and streamlining administrative requirements are crucial for facilitating program implementation (Department of Education, 2022 – refer to the latest DepEd Order on ASP for current guidelines).

Lastly, insufficient investment in capacity building for school personnel and stakeholders can limit their ability to effectively manage and sustain ASP initiatives (Lopez, 2021). Training programs on project management, financial accountability, and stakeholder engagement are essential.

Stakeholders' Participation in Public Elementary Schools

Stakeholder participation is critical for the success of educational programs like ASP. Literature emphasizes the roles of parents, community members, and local government units (LGUs) in school improvement.

Role of Parents and Community

Research has consistently shown that parental involvement is a significant predictor of student success (Barger et al., 2020). In the context of public elementary schools, parents and community members can participate in various ways, such as attending parent-teacher conferences, volunteering in classrooms, and participating in school governance (Gordon, 2020). A study by Lee and Bowen (2020) found that parental involvement in school activities is positively correlated with student academic achievement and social skills.

Moreover, community participation can also contribute to the improvement of school facilities and resources (Hallinger & Lu, 2020). For instance, community members can participate in fundraising activities or donate

materials and equipment to support school programs. A study by Kim and Lee (2021) found that community-based initiatives can enhance the quality of education in public elementary schools by providing additional resources and support.

Furthermore, Cruz & Dela Cruz (2020) highlighted that active parental and community involvement in school activities fosters a sense of ownership and accountability, leading to better student outcomes. Their study showed that schools with high stakeholder engagement performed better in standardized assessments.

According to Abdul-Rahaman et al. (2022), communities play a vital role in supporting school infrastructure development, especially in under-resourced areas. In many developing countries, community-driven initiatives have led to the construction of classrooms, provision of learning materials, and even funding for teacher incentives. These efforts not only improve physical facilities but also foster a sense of ownership and accountability among stakeholders.

On the study conducted by UNESCO (2021) highlights that during the pandemic-induced school closures, parental involvement became crucial in bridging learning gaps. Parents assumed roles such as co-teachers, facilitators of remote learning, and emotional supporters for their children. This increased responsibility underscores the need for schools to provide structured mechanisms for parental engagement, such as training programs and regular communication channels.

In conclusion, a qualitative study by Smith & Lee (2023) explores how social capital—defined as networks of relationships and shared norms—enhances parent-teacher partnerships. The authors argue that schools with strong parent-teacher associations (PTAs) tend to exhibit higher levels of trust, collaboration, and shared decision-making, which positively impact student performance.

LGU and Private Sector Collaboration

Collaboration between local government units (LGUs) and the private sector can also contribute to the improvement of public elementary schools (Asian Development Bank, 2020). For instance, LGUs can partner with private companies to provide resources and expertise to support school programs. A study by Santos and colleagues (2020) found that public-private partnerships can enhance the quality of education in public elementary schools by providing additional resources and support.

Moreover, LGUs can also collaborate with private sector organizations to provide training and capacity-building programs for teachers and school administrators (World Bank, 2020). A study by Bautista and colleagues (2021) found that teacher training programs provided by private sector organizations can improve teacher effectiveness and student outcomes.

In the study of Manzano's (2023) study explored the role of LGUs and private sector partners in ASP, noting that their collaboration is essential for mobilizing resources and ensuring program continuity. The study recommended formalizing partnerships through memoranda of agreement (MOAs) to clarify roles and responsibilities.

Public-Private Partnerships (PPPs) for Resource Mobilization Organization for Economic Co-operation and Development (2022) discusses the role of PPPs in mobilizing resources for public schools. For instance, private companies often partner with LGUs to fund scholarships, provide technological tools, or sponsor extracurricular activities. Such collaborations help alleviate financial constraints faced by public schools while promoting corporate social responsibility.

Above all, this literature in collaboration of different sectors comes to have a policy framework for effective collaboration, which emphasizes the importance of clear policy frameworks to guide LGU-private sector collaboration. Successful examples include legislative mandates for contributions to education and standardized guidelines for implementing joint projects. Such frameworks ensure transparency, accountability, and equitable distribution of benefits.

Stakeholders Participation

Stakeholders' engagement in schools is a critical factor in fostering educational success, improving school governance, and enhancing student outcomes. Their active involvement is essential for creating a collaborative and supportive learning environment. Stakeholder engagement in schools is often analyzed through theoretical lenses such as social capital theory, ecological systems theory, and transformative leadership theory. Social capital theory, as revisited in recent studies, emphasizes the role of trust, networks, and shared norms in facilitating collaboration among stakeholders (Ainscow et al., 2020). In the context of schools, social capital is built through sustained interactions between parents, teachers, and community members, which enhance student outcomes and school resilience, particularly during crises like the COVID-19 pandemic.

Recent research continues to affirm the positive impact of stakeholder engagement on school performance, student achievement, and community well-being. A study by Smith et al. (2021) found that schools with high levels of parental and community engagement reported significant improvements in student attendance, academic performance, and socio-emotional development, particularly in post-pandemic recovery efforts. Parental engagement, in particular, has been shown to mitigate learning losses caused by school closures during the COVID-19 pandemic (Goodall, 2021).

Community engagement has also emerged as a critical factor in addressing resource disparities. For instance, partnerships with local organizations and businesses have provided schools with funding, technology, and mentorship programs, especially in underserved areas (Brown et al., 2023). These partnerships not only enhance school capacity but also foster a sense of collective responsibility among stakeholders.

Moreover, stakeholder engagement promotes equity and inclusion in education. A study by Garcia and Lee (2022) highlighted how involving parents and community members from diverse backgrounds in school decision-making processes led to more culturally responsive curricula and policies, reducing achievement gaps among minority students. Similarly, student engagement in school governance, such as through student councils, has been linked to increased agency and leadership skills (Harris et al., 2022).

Despite its benefits, stakeholder engagement faces several challenges, many of which have been exacerbated by recent global trends. One major barrier is the digital divide, which became evident during the shift to remote learning during the COVID-19 pandemic. Parents and students in low-income or rural communities often lack access to technology and internet connectivity, limiting their ability to engage with schools through online platforms (Smith et al., 2021). This digital inequity has widened existing disparities in stakeholder engagement, particularly for marginalized groups.

Cultural and linguistic barriers continue to hinder effective engagement, especially in diverse school settings. A study by Garcia and Lee (2022) found that immigrant parents often feel excluded from school activities due to language barriers and a lack of culturally responsive communication strategies. Similarly, power imbalances between stakeholders, such as between school administrators and parents, can undermine trust and collaboration (Brown et al., 2023).

Another emerging challenge is stakeholder fatigue, particularly in the post-pandemic era. Teachers, parents, and community members have reported feeling overwhelmed by the demands of engagement, such as attending virtual meetings, participating in fundraising activities, and supporting remote learning (Goodall, 2021). This fatigue can lead to disengagement, especially if stakeholders perceive their efforts as unappreciated or ineffective.

Recent literature identifies several emerging trends in stakeholder engagement, driven by technological advancements, policy shifts, and social movements. One trend is the increasing use of artificial intelligence (AI) and data analytics to personalize engagement efforts. For example, schools are using AI-driven platforms to analyze stakeholder feedback and tailor communication strategies to individual needs (Brown et al., 2023). While promising, this trend raises ethical concerns, such as data privacy and the potential for algorithmic bias, which require further exploration.

Another trend is the growing emphasis on equity-focused engagement, particularly in response to global movements for social justice. Schools are increasingly adopting frameworks such as culturally sustaining pedagogy and anti-racist education to engage stakeholders in addressing systemic inequities (Garcia & Lee, 2022). This trend highlights the role of stakeholder engagement in promoting social change, beyond traditional educational outcomes.

Finally, the concept of "whole-school engagement" has gained traction, emphasizing the integration of all stakeholders—parents, teachers, students, and community members—into a cohesive system of support (Goodall, 2021). This approach aligns with ecological systems theory and calls for coordinated efforts to address the academic, social, and emotional needs of students, particularly in post-crisis contexts.

Development of Strategic Action Plans

Developing strategic action plans requires a data-driven approach that incorporates lessons from existing programs and stakeholder feedback.

Data-Driven Decision Making

Data-driven decision making is an essential component of developing enhanced action plans (Mandl et al., 2020). Research has shown that using data to inform decision-making can lead to improved outcomes in various fields, including education (Wayman et al., 2020). A study by Schildkamp and Kuiper (2020) found that data-driven decision making can enhance the quality of educational planning by providing a more accurate understanding of student needs and progress.

Moreover, data visualization and analytics can also support data-driven decision making by providing insights into complex data sets (Delen & Demirkan, 2020). A study by Harris and Jones (2022) found that using data visualization tools can facilitate the development of enhanced action plans by enabling stakeholders to identify areas of improvement and track progress over time.

In the study of Bautista & Tolentino (2021) emphasized the importance of using school performance data and stakeholder feedback to design targeted interventions. Their research demonstrated that schools with data-driven action plans achieved higher improvement rates in academic and non-academic areas.

However, according to Smith & Patel (2023), data visualization tools such as dashboards and infographics play a crucial role in translating complex datasets into actionable insights. These tools enable stakeholders to understand patterns and make informed decisions collaboratively. The authors argue that visual representations of data enhance transparency and foster trust among participants in the planning process.

Furthermore, Huang et al. (2022) highlighted how big data analytics has revolutionized decision-making processes across sectors, including education, healthcare, and urban planning. By leveraging real-time data, organizations can identify trends, predict outcomes, and optimize resource allocation. For instance, schools using student performance data to tailor interventions reported improved learning outcomes and reduced dropout rates.

In the end, ethical considerations in data use are being intensified by Johnson & Kim (2022), who caution against the misuse of data in decision-making, emphasizing the need for ethical guidelines. Issues such as data privacy, algorithmic bias, and over-reliance on quantitative metrics can undermine the effectiveness of action plans. The study advocates for frameworks that balance data-driven insights with qualitative inputs and stakeholder perspectives.

Stakeholder-Centric Planning

Stakeholder-centric planning is an approach that prioritizes the needs and perspectives of stakeholders in the planning process (Bovaird & Loeffler, 2020). Research has shown that stakeholder-centric planning can lead to more effective and sustainable plans (Ansell & Gash, 2020). A study by Bryson and colleagues (2020) found that stakeholder-centric planning can enhance the quality of educational planning by ensuring that plans are

aligned with the needs and priorities of stakeholders.

Moreover, stakeholder engagement and participation are critical components of stakeholder-centric planning (Quick & Feldman, 2020). A study by Head and Alford (2022) found that stakeholder engagement can facilitate the development of enhanced action plans by enabling stakeholders to contribute their expertise and perspectives.

Along with the study of Gonzales (2022), it advocated for stakeholder-centric action plans that prioritize the needs and capabilities of all participants. The study suggested that inclusive planning processes lead to greater buy-in and sustainability of educational initiatives.

Additionally, Garcia & Martinez (2021) examine how inclusive planning processes build trust and commitment among stakeholders. By addressing power imbalances and ensuring equitable representation, organizations can mitigate resistance to change and increase buy-in for proposed actions. The authors provide case studies from Latin America, where participatory budgeting initiatives strengthened community ties and improved project outcomes.

Consequently, Adams & Taylor (2023) emphasize the value of stakeholder feedback in monitoring and evaluating action plans. Regular check-ins and feedback loops ensure that plans remain aligned with evolving needs and priorities. The study provides examples of successful feedback systems, such as citizen scorecards in municipal governance, which empower stakeholders to hold planners accountable.

The aforementioned literature and studies greatly helped the researcher in the attainment of the objectives of the study at hand. The different findings of the previous studies were used to conceptualize and provide vital information relevant to the scope of this research work.

Community Engagement Theory

Community Engagement Theory (CET) is a multidisciplinary framework that emphasizes the active participation of community members in decision-making processes, resource allocation, and problem-solving to address local needs and foster sustainable development. Rooted in principles of equity, collaboration, and empowerment, CET has evolved as a critical approach in fields such as public health, urban planning, education, and social work. This review synthesizes key theoretical and empirical contributions to CET, focusing on its conceptual foundations, models, applications, and challenges.

Theoretical Foundations of Community Engagement

Community engagement is often framed within the broader context of social capital theory (Putnam, 2020), which posits that trust, reciprocity, and civic participation strengthen community bonds and enable collective action. Robert Putnam's seminal work, *Bowling Alone* (2000), highlights the decline of social capital in modern societies and underscores the need for deliberate efforts to rebuild community ties through engagement. This aligns with CET's emphasis on fostering relationships between stakeholders to achieve shared goals.

Another foundational perspective is participatory action research (PAR), which prioritizes the inclusion of community members as co-researchers rather than passive subjects (Reason & Bradbury, 2021). PAR aligns with CET's principles of empowerment and mutual learning, as it seeks to democratize knowledge production and address power imbalances.

Deliberative democracy (Forester, 2021) further informs CET by advocating for inclusive, rational dialogue among diverse community members to shape policies and decisions. This model emphasizes the importance of creating spaces where marginalized voices are heard, ensuring that engagement processes are equitable and representative.

Key Models and Frameworks

The Community Engagement Continuum (Minkler & Wallerstein, 2021)

This framework outlines a spectrum of community involvement, ranging from consultation (where communities are informed but not involved in decision-making) to collaboration (where communities co-design solutions). The model emphasizes the importance of moving toward higher levels of engagement to achieve meaningful outcomes.

The Ecological Model of Community Engagement (Agyeman et al., 2023)

This model integrates environmental, social, and political dimensions of community engagement, highlighting the interdependence of local actions and global challenges. It advocates for holistic approaches that address systemic inequities while empowering communities to take ownership of their development.

The Community-Based Participatory Research (CBPR) Framework (Minkler & Wallerstein, 2021)

CBPR emphasizes equal partnerships between researchers and community members, ensuring that research agendas reflect community priorities. This model has been widely applied in public health to address issues such as health disparities and environmental justice.

Applications of Community Engagement

Public Health: Studies demonstrate that community engagement improves health outcomes by increasing access to services and promoting preventive care (Brownson et al., 2022). For example, community-led initiatives in low-income neighborhoods have successfully reduced obesity rates and improved mental health outcomes.

Urban Planning: Engaging residents in urban development projects ensures that infrastructure and policies align with local needs, reducing displacement and enhancing quality of life (Gehl, 2021).

Education: Community engagement in schools fosters parental involvement and improves student achievement (Henderson & Mapp, 2022).

Challenges and Criticisms

Despite its benefits, CET faces several challenges:

Power Imbalances: Marginalized groups may struggle to influence decisions due to structural inequalities (Krieger, 2021).

Resource Constraints: Sustaining engagement requires time, funding, and institutional support, which are often lacking (Smith, 2020).

Measurement Difficulties: Evaluating the impact of community engagement remains complex, as outcomes are often intangible and long-term (Wallerstein & Duran, 2020).

Theoretical Foundations of Participatory Governance

Participatory governance is rooted in democratic theories that emphasize citizen involvement in decision-making processes. Zakhour (2020) discusses varying perspectives on the democratic legitimacy of public participation in planning, highlighting optimistic, critical, and agnostic views. These perspectives examine the extent to which participatory processes enhance democratic legitimacy and the challenges they may pose.

Demir (2020) explores the concept of participatory government, analyzing its implementation within the context of public management reform in Turkey. The study emphasizes the importance of institutional frameworks and cultural contexts in shaping participatory practices

Digital Innovations in Participatory Governance

The integration of digital technologies has transformed participatory governance, enabling broader citizen

engagement. In Taiwan, Digital Minister Audrey Tang spearheaded initiatives like vTaiwan and Join, leveraging open-source platforms to facilitate public deliberation and consensus-building. These platforms exemplify how digital tools can enhance transparency and trust between governments and citizens.

In Scotland, the adoption of digital participatory budgeting (PB) processes has been studied to understand motivations, strategies, and barriers faced by local governments. Davies et al. (2022) highlight the role of digital platforms in supporting PB and the challenges of embedding these processes within existing institutional structures. Mwasaga (2020) examines the relationship between participatory democracy and digital transformation in Tanzania, illustrating how digital platforms have increased public engagement in policy discussions and decision-making processes.

Emerging Challenges and Opportunities

The implementation of participatory governance faces several challenges, including ensuring inclusivity, managing power dynamics, and integrating digital tools effectively. A systematic literature review on public participation in local authority planning identifies progress and challenges over a decade, emphasizing the need for systematic approaches to public engagement to prevent negative perceptions and policy failures.

Zhang (2023) introduces the concept of hybrid deliberation, combining digital and analog participation formats to address challenges in citizen dialogues. The study analyzes cases of digital or hybrid citizen dialogues, identifying best practices and proposing hybrid deliberation as a future direction for participatory governance.

Legal Bases

RA # 8525 Act of 1998 - Adopt-A-School Program. The Adopt-A-School Program (ASP) was established by Republic Act No. 8525 in 1998 to encourage private sector participation in improving the quality of public education in the Philippines. The program allows private companies and individuals to adopt public schools and provide assistance in the form of infrastructure, equipment, and educational materials.

A study by Santos et. al. (2020) found that the ASP has improved the quality of education in adopted schools by providing additional resources and support. The study also found that the program has enhanced the partnership between the private sector and the government in improving public education.

DO 80, s. 1998 – Adopt-A-School Program Implementing Rules and Regulations. DO 80, s. 1998 provides the implementing rules and regulations (IRR) for the Adopt-A-School Program (ASP), which was established by Republic Act No. 8525 in 1998. The IRR outlines the guidelines and procedures for the implementation of the ASP, including the roles and responsibilities of stakeholders, the adoption process, and the monitoring and evaluation of program outcomes.

Comparatively, Garcia et. al. (2020) examined the implementation of the ASP in selected public schools in the Philippines and found that the program has improved the quality of education in adopted schools by providing additional resources and support. The study also found that the program has enhanced the partnership between the private sector and the government in improving public education.

However, a study by Hernandez et. al. (2020) found that the implementation of the ASP is hindered by challenges such as lack of resources, inadequate monitoring and evaluation, and limited stakeholder participation. The study recommended that the Department of Education (DepEd) strengthen the implementation of the ASP by providing more resources and support to adopted schools.

DO 2, s. 2013 – Revised Implementing Rules and Regulations of Republic Act (RA) No. 8525, Otherwise Known as the Adopt-A-School Program Act. A more recent study by Lee et. al. (2022) examined the impact of the ASP on student outcomes and found that students in adopted schools performed better academically compared to students in non-adopted schools. The study also found that the program has improved the physical learning environment of adopted schools.

In terms of policy implications, a study by Santos et. al. (2021) analyzed the ASP's IRR and found that it provides a framework for effective partnership between the private sector and the government in improving public education. The study recommended that the DepEd review and revise the IRR to address emerging challenges and opportunities in the implementation of the ASP.

DO 35, s. 2015 – 2015 Guidelines on the Utilization of Support Funds for Adopt-A-School Program (ASP).

DO 35, s. 2015 provides guidelines on the utilization of support funds for the Adopt-A-School Program (ASP), which was established by Republic Act No. 8525 in 1998. The guidelines outline the procedures for the allocation, utilization, and monitoring of support funds for the ASP.

In the study conducted by Reyes (2020), the utilization of support funds for the ASP and found that the guidelines have improved the transparency and accountability of fund utilization. The study also found that the guidelines have enhanced the partnership between the private sector and the government in improving public education.

However, a study by Santos (2020) found that the implementation of the guidelines is hindered by challenges such as a lack of awareness and understanding of the guidelines among stakeholders, inadequate monitoring and evaluation, and limited stakeholder participation. The study recommended that the Department of Education (DepEd) strengthen the implementation of the guidelines by providing more training and capacity-building programs for stakeholders.

Synthesis

The Adopt-a-School Program (ASP), established under Republic Act No. 8525 and further operationalized through Department Orders such as DO 80, s. 1998 and DO 35, s. 2015 has become a cornerstone for addressing resource gaps and fostering collaboration in public education. In the context of the School Division Office (SDO) of Navotas, ASP serves as a critical platform for mobilizing resources from private entities, local government units (LGUs), and communities to support public elementary schools. This synthesis examines how stakeholders' participation under ASP contributes to educational development and forms the basis for crafting an enhanced action plan.

This study shares several commonalities with existing research on stakeholder engagement in education, particularly in the context of public-private partnerships and school improvement programs. Like many studies, it draws on theoretical frameworks such as social capital theory and ecological systems theory to underscore the importance of collaboration among stakeholders—parents, teachers, school administrators, community members, and private sector partners—in achieving educational goals. For instance, the emphasis on stakeholder engagement as a driver of resource mobilization and school improvement aligns with findings from studies on community partnerships, which highlight the role of external stakeholders in providing funding, infrastructure, and expertise.

Despite these similarities, this study diverges from existing research in several key ways, primarily due to its specific focus on the Adopt-a-School Program (ASP) and its action-oriented approach. Unlike many studies that explore stakeholder engagement in general school improvement initiatives, this study narrows its scope to a specific public-private partnership model, the ASP, which is often implemented in developing countries to address resource gaps in public education. This focus distinguishes it from broader studies on parental involvement or community engagement, as it examines the unique dynamics of private sector involvement in education, including corporate social responsibility motivations, partnership agreements, and accountability mechanisms.

The researcher's exploration of optimizing the Adopt-a-School Program (ASP) through stakeholder engagement has generated several new insights, contributing to both theoretical and practical knowledge in the field of educational management. By developing a strategic action plan, the study provides a practical tool for optimizing the ASP, addressing gaps in the literature, and offering actionable recommendations for policymakers, school leaders, and private sector partners. Ultimately, this study underscores the transformative potential of stakeholder engagement in education, particularly in resource-constrained settings, and paves the way for future research on innovative partnership models.

Theoretical Framework

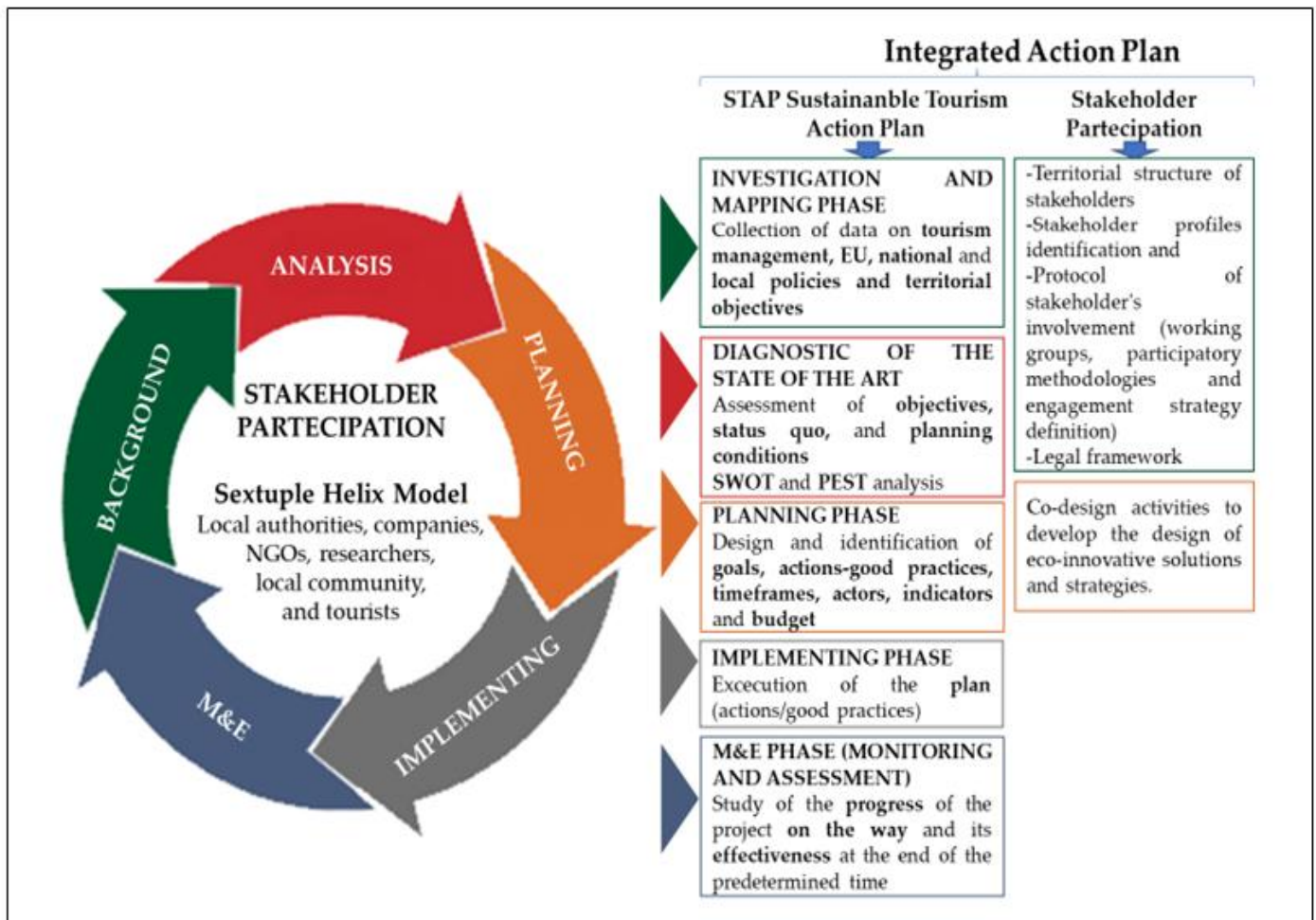


Figure 1. Role of Stakeholder Participation, Sextuple Helix Model

A school's success is a collective effort involving various stakeholders, including administrators, teachers, students, parents, and the community. Participating with these stakeholders effectively leads to better decision-making, improved student outcomes, and a more supportive educational environment. This theoretical framework is grounded in relevant educational theories and empirical studies that emphasize stakeholder involvement in school improvement, such as the Adopt-a-School Act of 1998, duly signed by the late President of the Philippines, Ferdinand Ramos. In the same way, schools cannot function properly without outside involvement. Schools should not separate themselves and even ignore the role of stakeholders. Schools that feel self-sufficient are a sign that their managers or organizers do not understand the substance of the nature of educational institutions. The implementation of education that does not begin with community participation in the planning phase is the same as being arrogant (Rahmat, 2021) supported it.

Handugan (2019) cited by saying that the community may return the services by patronizing the school, giving protection to it, and cooperating with it in accomplishing community projects. The second manner of getting involved (planning and analysis) can be by way of inviting them also to activities related to decision-making and volunteerism. Further, citizens can participate (implementing) in school board meetings by serving on task forces, and can also speak up about concerns, including budget issues, remembering that quality education may depend on their understanding and support (American Association of School Administrators).

Moreover, in the study of Olguin and Keim (2020), the importance of the active participation of the students, parents, community, and administrators in the planning and execution of the different school processes are highlighted. It claimed that when stakeholders are active in creating the plan for improvement (monitoring and evaluation), there are greater possibilities to carry out the plan.

Conceptual Framework

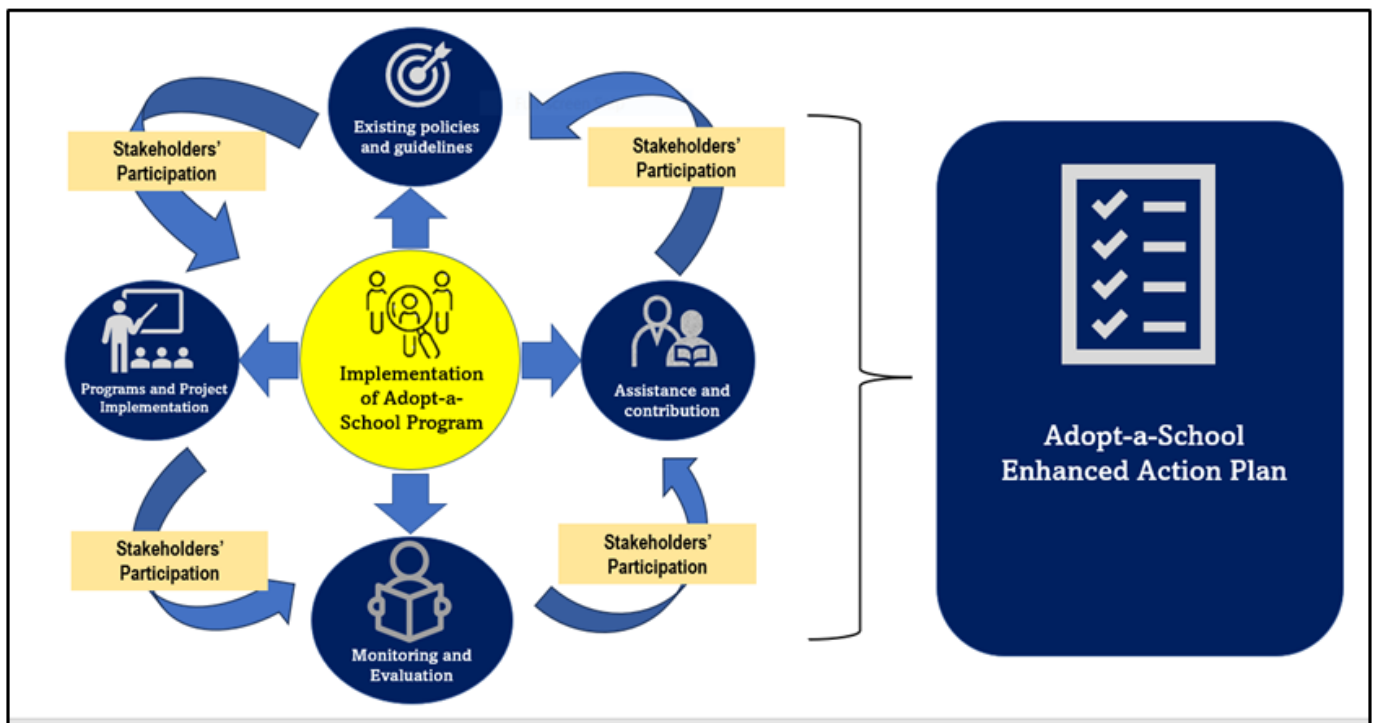


Figure 2. Conceptual Framework of the Study

The illustration above shows the conceptual framework of the study, with the core element being the extent of the implementation of ASP in the public elementary schools in SDO Navotas. Along with the core, are the factors to be considered in making an enhanced action plan to the existing policies and guidelines, assistance and contribution, progress and project implementation, and monitoring and evaluation process.

The researcher also needs to know the stakeholders' participation in terms of some other related activities of ASP, which the school respondents need to analyze in the study, if there is a significant difference in the level of implementation of ASP to its corresponding stakeholders' participation. As a result of these variables, there is the development of an enhanced Action Plan that may be adopted by the schools in SDO Navotas.

Research Paradigm

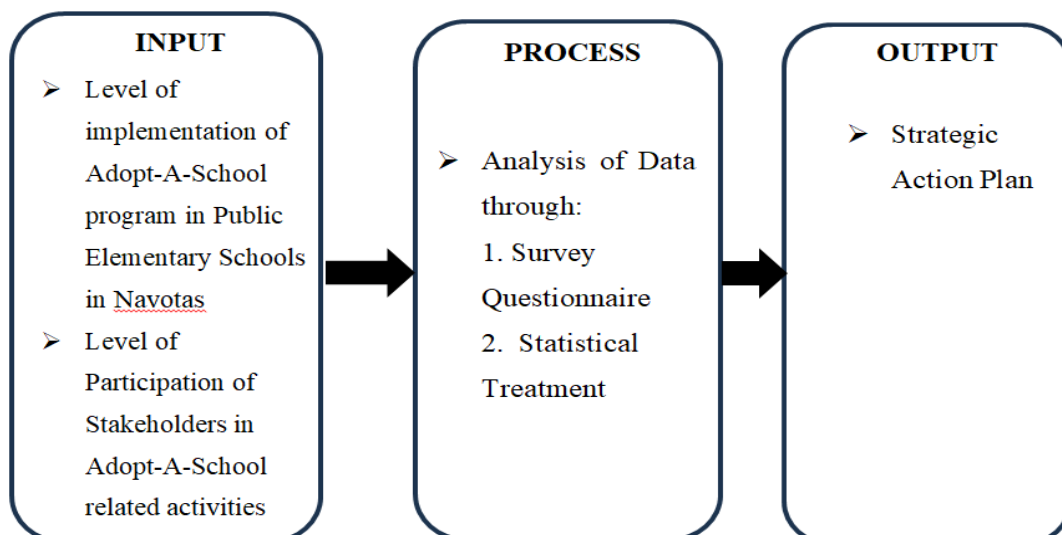


Figure 3. Research Paradigm

As shown in the study's paradigm, the level of implementation of ASP in public elementary schools in SDO Navotas and the level of participation of stakeholders in Adopt-A-School-related activities are the data to be used to determine if there is a significant difference between the two variables to develop an enhanced action plan.

In the process phase, two main data sources are being analyzed by the researcher: the researcher-made questionnaire and the statistical tools to be used to discuss the results of the study.

Lastly, the last phase is the output, in which the researcher needs to propose an enhanced action plan at the end of this study.

Statement of the Problem

The study aimed to assess the level of implementation of the Adopt-A-School Program in the public elementary schools in SDO Navotas and formulate a strategic action plan to improve the stakeholders' engagement and program effectiveness.

Specifically, it sought to answer the following questions:

1. How is the Adopt-a-School Program implemented in Public Elementary Schools in SDO Navotas in terms of:
 - 1.1. existing policies and guidelines;
 - 1.2. programs and project implementation;
 - 1.3. monitoring and evaluation; and,
 - 1.4. assistance and contributions?
2. To what extent do stakeholders participate in the Adopt-A-School Program activities?
 - 2.1. Infrastructure Development and Renovation
 - 2.2. Provisions of Learners' Support, Health and Nutrition
 - 2.3. Teachers' Training and Professional Development
3. Is there a significant relationship between the level of implementation of the Adopt-A-School Program and the level of participation of stakeholders in Adopt-A-School Program activities?
4. What strategic plan may be proposed to enhance the level of Implementation of the Adopt-A-School Program in Public Elementary Schools in SDO Navotas?

Hypothesis

The null hypothesis in this study was tested using a significance level of 0.05.

H₀1: There is no significant relationship between the level of implementation of Adopt-A-School Program (ASP) and the level of participation of stakeholders in Adopt-A-School Program Activities.

Significance of the Study

The findings of the study could be beneficial and provide information to clarify the concept and value the outcomes of family and community connections with schools. This may also provide insights and perspective to the following groups of people.

Pupils. To actively involve their parents as partners of the school in a strong commitment to aid the school in realizing its mission.

School Heads and School Leaders. In formulating some innovative ways to strengthen volunteerism in the school and to further improve the school-community partnership.

Stakeholders. To better understand their roles in the education of the youth in their community. Thus, they will be intrinsically motivated to intensify their involvement and volunteering spirit in the school's activities.

Community. This research is valuable because Adopt-a-School Programs serve as important bridges between schools (often under-resourced ones) and external supporters like businesses, NGOs, or community organizations. Effective stakeholder engagement can dramatically improve educational outcomes, resource allocation, and sustainability of these partnerships.

DepEd officials. In improving and revising formulated policies to help the schools who are in urgent need of assistance and support for effective and successful implementation of the Adopt-a-School Program (ASP).

Researcher. This work represents an opportunity to make a tangible contribution to educational policy and practice. By examining how to optimize stakeholder engagement in ASPs, they're addressing a practical challenge in education systems.

Future Researchers. The result of this study will benefit those who plan to conduct a similar study. The weakness and other unidentified limitations may challenge them to either replicate the study using other research methodologies and substantial sampling population to validate the results.

Scope and Delimitation

The study dealt with the Level of Implementation of Adopt-a-School Program in Public Elementary Schools in SDO Navotas as the basis for the development of strategic action plan.

The respondents of the study consist of 15 public elementary schools in District I and District II in the City Schools Division of Navotas City. There are 15 school heads and 280 teachers in 15 elementary public schools in Navotas with a total of 295 respondents. They were described as the main respondents of the study who need to answer the research questionnaire honestly. As regards the different parameters in the Adopt-A-School Program, categories included are guidelines, implementations, monitoring and evaluations, and assistance and contributions.

A descriptive survey research design was applied, utilizing a researcher-made questionnaire checklist as a tool in gathering the needed data. It determined the Level of Implementation of the Adopt-a-School Program in Public Elementary Schools in the City Schools Division Office of Navotas.

Definitions of Terms

The following terms were defined operationally and technically for a clear and better understanding by the readers.

Accountability and Quality Assurance. Two interconnected concepts are aimed at ensuring that education systems deliver effective, equitable, and high-quality learning experiences. They help measure performance, guide improvement, and build public trust in education.

Action Plan. A sequence of steps that must be taken, or activities that must be performed well, for a strategy to succeed.

Adopt-A-School Program. It refers to a mechanism that allows private entities to assist public schools in a particular aspect of the educational program within an agreed period. It also engages all stakeholders to contribute their time, effort, and resources in ensuring that all public schools can provide quality education for all. (cited from Republic Act No. 8525)

Adopting a Private Entity. It refers to an individual engaged in trade or business or in the practice of his profession or other business organizations, like a partnership, corporation, or cooperative, either resident or non-resident, who teams up with the Department of Education (DepEd) towards providing much-needed assistance and service to public schools. (cited from Republic Act No. 8525)

Agreement. It refers to Memorandum of Agreement (MOA) entered into by and between the adopting private entity and the public schools specifying terms and conditions of adoption, including tasks and responsibilities of

the contracting parties. (cited from Republic Act No. 8525)

Assistance. It refers to help/aid/contribution/donation provided by an adopting entity to a public school. Assistance may be in the form of cash or in-kind, such as, but not limited to, infrastructure, physical facilities, real estate property, training and skills development, learning support, reading materials, computer and science laboratories, health and nutrition packages, and assistive learning devices for students with special needs. (cited from Republic Act No. 8525)

Inclusive Planning. Deliberate and equitable engagement of all relevant parties—especially those who are often marginalized or underrepresented—in the decision-making, implementation, and evaluation processes of educational policies, programs, and practices.

Infrastructure Development. Creation, improvement, and maintenance of the physical facilities and resources needed for effective teaching and learning, including buildings, classrooms, libraries, labs, and essential amenities.

Learners' Support, Health, and Nutrition. Encompasses programs and initiatives that prioritize the well-being of students, ensuring they have the resources and support to thrive academically and physically.

Project Monitoring and Evaluation. Systematically tracking and assessing the progress, effectiveness, and impact of school initiatives and programs to ensure they achieve their intended goals and improve the overall quality of education.

Public School. It refers to all public or government learning institutions that are administered, regulated, supervised, and monitored by DepEd, TESDA, and CHED, which either in agreement with adopting entities. (cited from Republic Act No. 8525)

School Programs, Projects, and Activities. Hierarchical structure where a program is a broad initiative with long-term goals, encompassing multiple projects that are temporary, focused endeavors with specific objectives, and activities are the individual tasks that contribute to those projects.

Stakeholders' Engagement. Process of actively involving and collaborating with individuals or groups who can influence or are influenced by an organization's projects, activities, or decisions, aiming to align interests, reduce risks, and improve outcomes.

Stakeholder Governance. Governance model in which a wide range of stakeholders, beyond just government officials or educational administrators, actively participate in the planning, decision-making, implementation, and oversight of education systems and institutions.

Teacher's Training and Professional Development. Ongoing learning and skill-building activities are designed to enhance teachers' knowledge, skills, and practices, ultimately leading to improved student outcomes.

METHODOLOGY

This chapter serves as the architectural blueprint of the study, detailing how the researcher systematically collected, analyzed, and interpreted data to address the research questions and objectives. It translated the research aims into operational steps, ensuring rigor, reliability, and validity in the study's investigation.

Research Design

This study employed the non-experimental quantitative research design to determine the level of implementation of the Adopt-A-School Program (ASP) among the Public Elementary Schools. Non-experimental quantitative research design, according to Johnson (2001) was a measure that is highly descriptive of what we do and also allows us to communicate effectively in an interdisciplinary research environment. It aimed to describe problems descriptively and numerically, and it used mathematical and statistical means to measure results and to come up

with a decision whether to accept or reject the null hypothesis (Johnson 2007). Downie (2000) attested that this type of research design gives a scientific picture of the variables under study. In this case, according to Anastasi (2005), the study was conducted to determine the significant difference in the level of implementation of the Adopt-A-School Program with its corresponding indicators.

In addition, a Spearman correlation would also be used to examine relationships between stakeholder engagement variables and Adopt-a-School Program outcomes without manipulating variables. This approach allows the researcher to (a) describe the current state of stakeholder engagement in ASPs, (b) identify correlations between specific engagement strategies and program success, (c) determine which stakeholder factors most strongly relate to program optimization, and (d) provide evidence-based foundations for the strategic action plan.

This research was appropriate when the researcher wanted to make an action plan based on the data generated from the study to improve the quality and standard of the mentioned indicators in the variables of the study.

Research Locale

All public elementary schools in the Division of City Schools, Navotas, were the focus of the study. Specifically, the 15 public elementary schools of the Division of City Schools, Navotas City. The places were orderly, conducive to travel and accessible through land transportation.

Figure 4 shows the map of Navotas City, Philippines, where it was known as the "Fishing Capital of the Philippines." Navotas City is situated along the eastern shore of Manila Bay and has a total land area of approximately 10.77 square kilometers. The city has a population of roughly 250,000 residents and is characterized by its strong ties to the fishing industry alongside growing commercial and residential developments.

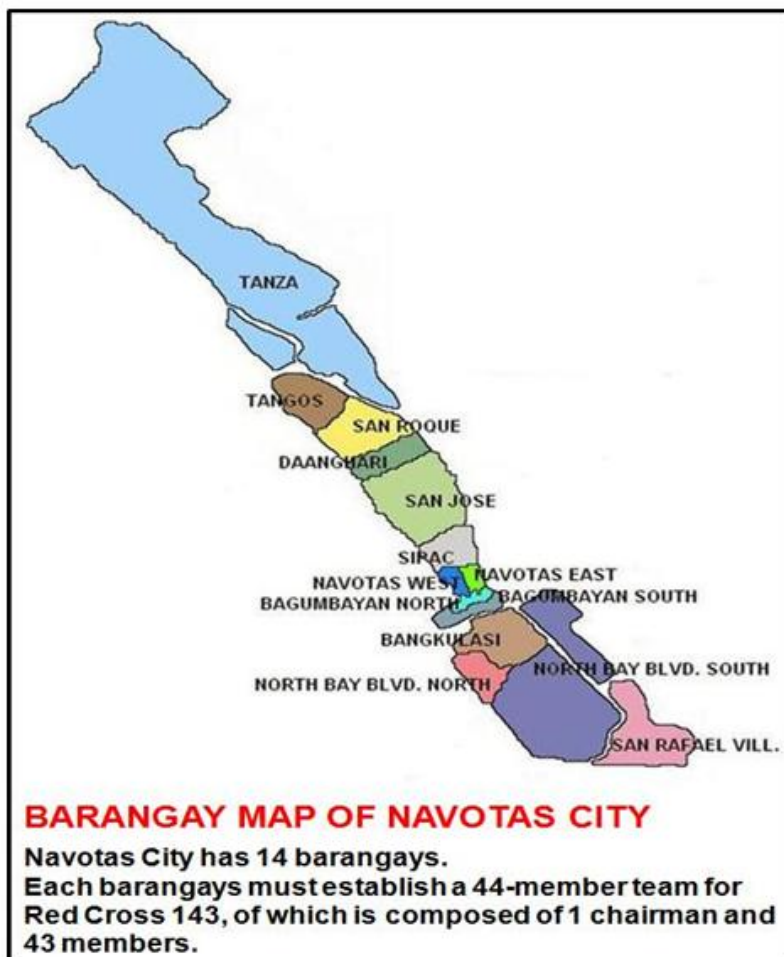


Figure 4. Map of Navotas City

Participants of the Study

This study employed a non-experimental quantitative research design to determine the level of implementation of the Adopt-A-School Program (ASP) among public elementary schools in Navotas. The participants comprised 295 key educational internal stakeholders strategically selected through a Cochran formula with 95% confidence level and 5% margin of error. Specifically, the sample included:

SCHOOL	TEACHERS		SCHOOL HEAD
	POPULATION	SAMPLE	SAMPLE
1	75	20	1
2	38	10	1
3	57	16	1
4	140	38	1
5	157	43	1
6	63	17	1
7	26	7	1
8	38	10	1
9	61	17	1
10	34	9	1
11	75	20	1
12	87	24	1
13	55	15	1
14	100	27	1
15	23	7	1
TOTAL	1 029	280	15

Figure 5. Participants of the Study using the Cochran Formula

The selection of these participants was informed by prior research that underscores the importance of including varied educational roles to capture a comprehensive perspective on program implementation (Creswell, 2012; Cohen, Manion, & Morrison, 2017). Similar methodological approaches have been effectively utilized in studies evaluating educational program outcomes, where stratified groups represented both administrative oversight and frontline program execution (e.g., Del Rosario, 2013; Buenaventura et al., 2016). By focusing on these integral roles, the study ensured that both the leadership's strategic insights and the operational perspectives of program coordinators and focal personnel were adequately represented, thereby enhancing the robustness and relevance of the study's findings.

Research Instrument

The research instrument used in this study was a researcher-made questionnaire designed to assess the implementation of the Adopt-A-School Program (ASP) among the Public Elementary Schools in Navotas. The questionnaire consisted of two sections, namely, the implementation of the Adopt-a-School Program in Public Elementary Schools in SDO Navotas, and the second section was the participation of stakeholders in ASP-related activities. Four attributes are enclosed in Section 1: (A) Existing Policies and Guidelines, (B) Programs and Projects Implementation, (C) Monitoring and Evaluation, and (D) Assistance and Contributions. And three attributes are classified in section 2: (A) Infrastructure Development and Renovation, (B) Provisions of Learners' Support, Health and Nutrition, and (C) Teachers' Training and Professional Development. These attributes were based on the key components of RA 8525 and DepEd Orders and Memoranda.

The questionnaire also included two sections. A five-point Likert scale was used to measure the implementation for Adopt-A-School Program and participation of the stakeholders in some ASP related activities, with the following scale: (5) Very High Implementation/Participation, (4) High Implementation/Participation, (3) Moderate Implementation/Participation, (2) Low Implementation/Participation, and (1) Very Low Implementation/Participation.

According to DeVellis (2019), the use of a Likert scale is a common method for measuring attitudes and perceptions in social sciences research. The five-point scale used in this study allowed for a nuanced assessment of the level of implementation, from "Very High Implementation/ Participation " to "Very Low Implementation/ Participation ".

The interpretation of the data was guided by the following scale:

4.50–5.00	Very High Implementation/ Participation
3.60–4.49	High Implementation/ Participation
2.50–3.59	Moderate Implementation/ Participation
1.50–2.49	Low Implementation/ Participation
1.00–1.49	Very Low Implementation/ Participation

To determine the validity of the research instrument, it was validated by the three content validators, whose suggestions and comments were incorporated before the distribution of the questionnaire to all the respondents. The three validators were an Education Program Supervisor in English, a Master Teacher in English, and a Doctor of Philosophy, whose skills in research are exceptional. At the outset, the Reliability Test is being done using Cronbach's Alpha after the administration of Pilot Testing with 15 participants.

	Cronbach Alpha
Part I: Implementation of the Adopt-A-School Program	
1. Existing Policies and Guidelines	0.878
2. Programs and Projects Implementation	0.878
3. Monitoring and Evaluation	0.882
4. Assistance and Contributions	0.881
Part II: Participation of Stakeholders in Adopt-A-School Program Related Activities	
1. Infrastructure Development and Renovation	0.893
2. Provision of Learner Support, Health, And Nutrition	0.750
3. Teachers' Training and Professional Development	0.864
OVERALL	0.970
Remark: The instrument is Reliable	

Figure 6. Reliability Test using Cronbach's Alpha

Data Gathering Procedure

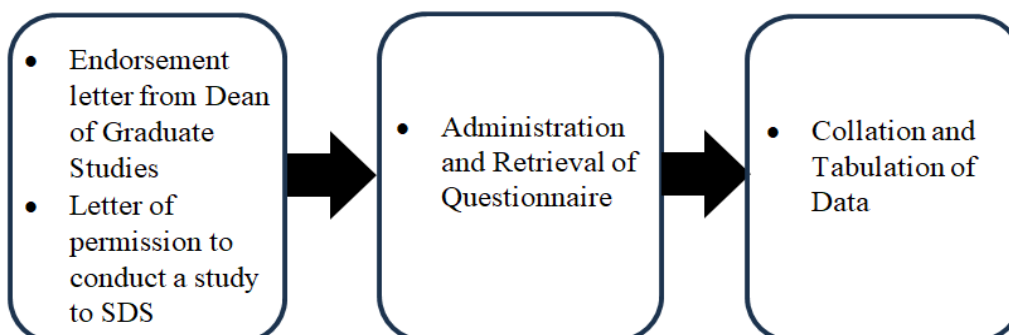


Figure 7. Data Gathering Procedure

In gathering the data for this study, the researcher observed the following steps: First was, the researcher asked for an endorsement from the Dean of the Graduate School, Dr. Tony G. Zamora then a letter was scribbled by the researcher to formally asked permission to the Schools Division Superintendent of the Division of Navotas, Dr. Meliton P. Zurbano to conduct the study to the fifteen public elementary schools in the Division of Navotas. The content of the research study was assessed and evaluated until permission was hereby granted, provided that no government funds shall be used during the conduct of the activity, classes will not be disrupted as indicated in DepEd Order No. 9 s. 2005 re: “Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith,” and proper coordination with the school administrators shall be arranged before the conduct of the said activity.

Second was the Administration and retrieval of the questionnaire. The researcher asked permission from the school heads to distribute the questionnaire regarding the implementation of the Adopt-A-School Program to the fifteen public elementary schools in the Division of Navotas. The researcher personally distributed and administered the questionnaire to the respondents with the assistance of the school heads. The researcher personally retrieved the survey questionnaire after all the questions for each indicator were answered. A certificate of appearance signed by the school principals was given for documentation purposes.

Finally, there was the Collation and Tabulation of Data. The researcher collated, tallied, and tabulated all the information acquired from the respondents utilizing the five-point Likert scale, analyzed and interpreted the statistical results of the data with the help of the statistician. Conclude and formulate an action plan based on the results of the study.

Statistical Treatment of Data

To determine the extent of implementation of Adopt-A-School programs and activities, the Five-Point Likert Scale was used:

Scale	Range of Mean	Verbal Interpretation
5	4.50 – 5.00	Very High Implementation (VHI)
4	3.60 – 4.49	High Implementation (HI)
3	2.50 – 3.59	Moderate Implementation (MI)
2	1.50 – 2.49	Low Implementation (LI)
1	1.00 – 1.49	Very Low Implementation (VLI)

Figure 8. Likert Scale in Result Interpretation for Implementation of ASP Program

However, to determine the extent of participation of stakeholders in the Adopt-A-School Program-related activities, the Five-Point Likert Scale was used:

Scale	Range of Mean	Verbal Interpretation
5	4.50 – 5.00	Very High Participation (VHP)
4	3.60 – 4.49	High Participation (HP)
3	2.50 – 3.59	Moderate Participation (MP)
2	1.50 – 2.49	Low Participation (LP)
1	1.00 – 1.49	Very Low Participation (VLP)

Figure 9. Likert Scale in Result Interpretation for Participation of Stakeholders in ASP Related Activities

The following statistical tools were used in the computation of data testing the hypothesis at the $\alpha = 0.05$ level of significance.

Weighted Mean. This was used to analyze Likert-scale survey responses from stakeholders regarding program effectiveness, engagement levels, or satisfaction. By assigning weights to response options, the researcher can calculate average stakeholder perceptions while accounting for the varying importance of different responses. This provides a central tendency measure for ordinal data about ASP implementation and stakeholder engagement.

Spearman Correlation. This is a non-parametric measure of the strength and direction of the association between two ranked (ordinal) variables. It assesses how well the relationship between two variables can be described using a monotonic function (i.e., as one variable increases, the other either consistently increases or decreases).

Ethical Considerations. According to Bhandari (2021), “ethical considerations in research are a set of principles that guide your research designs and practices. Scientists and researchers must always adhere to a certain code of conduct when collecting data from people” (para.1).

Since the researcher made use of a researcher-made questionnaire-checklist to analyze the Implementation of the Adopt-a-School Program in the City Schools Division Office of Navotas and provide solutions to the existing challenges, concerns, and problems. There was no local norm established, but a purely researcher-made checklist. It was content validated for possible revision by proponents, critics, readers, professional lecturers, and the research committee.

Utmost care was taken so that the respondents' time was not disrupted during the period of data collection. The participants voluntarily hand in their questionnaires during their vacant and flexible time. Once retrieved, the researcher finished the whole data gathering process, including scoring of all the items, with confidentiality. Tabulation, coding, computation using SPSS, and interpretation of data followed this process.

The researcher implemented a coding system where each participant received a unique alphanumeric identifier. All identifiable information was removed from the collected data and replaced with these codes. The master code sheet linking identities to codes was stored separately from the research data in an encrypted file accessible only to the primary investigator. During reporting, only aggregated data or anonymized quotes were presented, ensuring no individual stakeholder or school could be identified.

All digital data was stored in password-protected files on encrypted devices with access restricted to authorized research personnel. Physical documents containing sensitive information were kept in locked cabinets in a secure office. Data backup protocols were established using encrypted cloud storage services compliant with data protection regulations. The researcher maintained a detailed data management log documenting all instances of data access, processing, and transfer. Regular security audits were conducted to ensure compliance with established protocols.

Lastly, all data was systematically disposed of. Digital files were permanently deleted using secure deletion

software that overwrites the data multiple times to prevent recovery. Physical documents were shredded using cross-cut shredders and disposed of through certified document destruction services. The researcher maintained a disposal log documenting the date, method, and verification of all data destruction activities. Before disposal, a final review was ensured that no data remained on secondary devices or backup systems.

RESULTS AND DISCUSSION

The chapter presents the findings, analysis, and interpretation of data from the data gathered. To make the data more intelligible, the researcher divided the assertions into percentage and frequency categories.

Table 1 Adopt-a-School Program Implemented in Public Elementary Schools in SDO Navotas in Terms of Existing Policies and Guidelines

Existing Policies and Guidelines (Based on RA 8525, DepEd Orders, and Memoranda) The school existing policies and guidelines...	Weighted Mean	Qualitative Description
1. Adheres strictly to the guidelines set by DepEd and RA 8525 in implementing the Adopt-A-School Program.	4.72	Very High Implementation
2. Communicates clear guidelines about partnership and collaboration are disseminated to all stakeholders involved in the Adopt-A-School Program.	4.68	Very High Implementation
3. Conducts orientation sessions regarding Adopt-A-School Program policy are regularly conducted for teachers, staff, and stakeholders.	4.62	Very High Implementation
4. Ensures transparency and accountability in handling and utilizing donated resources and services.	4.67	Very High Implementation
5. Prepares documentation and record-keeping procedures about partnerships and contributions are in place and consistently implemented	4.65	Very High Implementation
AVERAGE	4.67	Very High Implementation

Legend:

1.00-1.49 Very Low Implementation 3.50-4.49 High Implementation

1.50-2.49 Low Implementation 4.50-5.00 Very High Implementation

2.50-3.49 Moderate Implementation

Table 1 presents the evaluation of the implementation of policies and guidelines related to the Adopt-a-School Program, based on standards set by RA 8525, DepEd Orders, and Memoranda. The assessment was done using weighted means and qualitative descriptions ranging from "Very Low Implementation" to "Very High Implementation." The average weighted mean was 4.67 and interpreted as Very High Implementation.

As presented in the table, the strict adherence to the guidelines reflected the highest weighted mean with 4.72, with high implementation, which means to say that all elementary schools in SDO Navotas were highly compliant with the rules and regulations set forth by DepEd and RA 8525 when implementing the Adopt-A-School Program. This indicates a very strong commitment to following official policies. On the other hand, regular orientation sessions got the least weighted mean with 4.62 which signifies that all elementary schools in SDO Navotas should regularly conduct orientation sessions for teachers, staff, and stakeholders about the program's policies. This also reflects continuous efforts to educate and keep the involved parties updated. Recent studies emphasize the importance of strict adherence to guidelines in educational programs for successful implementation.

For instance, Reyes & Santos (2021) examined the implementation of DepEd's K-12 Program in Metro Manila and found that schools with high compliance to policies demonstrated better program outcomes. Similarly, Dela Cruz (2020) highlighted that adherence to RA 8525 (Adopt-A-School Act) significantly improved community engagement and resource mobilization in public schools. These findings align with your data, where high compliance (weighted mean of 4.72) reflects a strong commitment to DepEd and RA 8525 guidelines in SDO Navotas.

Literature underscores the need for regular orientation sessions to ensure stakeholder awareness and engagement. Manzano (2022) argued that continuous education of teachers, staff, and stakeholders is critical for sustaining program effectiveness. In a study on the Adopt-A-School Program in Region IV-A, Bautista & Gomez (2023) found that schools with regular orientation sessions reported higher levels of stakeholder participation and program success. This contrasts with your finding that regular orientation sessions received the lowest

weighted mean (4.62), suggesting a potential area for improvement in SDO Navotas.

Lastly, the results show that the Adopt-a-School Program is being implemented with a very high fidelity to established policies and guidelines in the participating schools. This reflects strong administrative compliance, stakeholder engagement, and governance mechanisms, which are critical for sustainable and effective school-community partnerships.

Table 1.1 Adopt-a-School Program Implemented in Public Elementary Schools in SDO Navotas in Terms of Programs and Project Implementation

Programs and Project Implementation (Aligned with the objectives of RA 8525) The school programs and projects...	Weighted Mean	Qualitative Description
1. Addresses directly the school's priority needs as identified in the School Improvement Plan (SIP) and initiated under the Adopt-A-School Program	4.71	Very High Implementation
2. Coordinates continuously with adopting partners to effectively plan and implement agreed-upon projects.	4.66	Very High Implementation
3. Utilizes effectively for their intended purposes that are provided by adopting partners.	4.65	Very High Implementation
4. Aligns consistently with DepEd's core mandate of improving learners' performance and welfare.	4.67	Very High Implementation
5. Communicates in a clear manner and have regular feedback between the school and adopting partners about project implementation status.	4.65	Very High Implementation
AVERAGE	4.67	Very High Implementation

Legend:

1.00-1.49 Very Low Implementation 3.50-4.49 High Implementation

1.50-2.49 Low Implementation 4.50-5.00 Very High Implementation

2.50-3.49 Moderate Implementation

The data presented in Table 1.1 indicates that the implementation of programs and projects under the Adopt-a-School Program in the Schools Division Office (SDO) Navotas demonstrates a very high implementation, with an overall weighted mean of 4.67. All five indicators, aligned with the objectives of Republic Act 8525, reflect strong adherence to effective program execution. Specifically, schools consistently address priority needs identified in their School Improvement Plans (SIP) through partnerships, achieving the highest weighted mean of 4.71. Continuous coordination with adopting partners ensures strategic planning and project execution (4.66), while resources provided by partners are utilized effectively for their intended purposes (4.65). Effective collaboration between schools and adopting partners is critical for program success. Santos & Reyes (2022) studied public-private partnerships in education and found that continuous coordination led to sustained resource mobilization and program longevity. In a related study, Dela Cruz (2020) highlighted that regular communication and joint planning between schools and partners enhanced the implementation of the Adopt-a-School Program in urban areas.

These findings resonate with your statement about the collaborative and efficient work between schools and partners in SDO Navotas. The programs also align closely with the Department of Education's (DepEd) core mandate to enhance learner performance and welfare (4.67) and maintain transparent communication through regular feedback mechanisms between schools and partners (4.65). This uniformity in "Very High Implementation" scores across all indicators underscores the program's success in fostering collaboration, resource optimization, and alignment with national educational goals, ultimately contributing to improved school outcomes and learner welfare in Navotas public elementary schools.

This indicates that the Adopt-a-School Program in SDO Navotas is highly effective and well-implemented, particularly in ensuring alignment with school priorities, continuous partner coordination, effective resource use, alignment with DepEd goals, and clear communication. Efficient resource use and alignment with national educational goals are key indicators of program success. Bautista (2024) analyzed the Adopt-a-School Program in Metro Manila and concluded that schools that effectively utilized resources in line with DepEd's priorities achieved better outcomes. Similarly, Torres & Fernandez (2021) found that programs aligned with DepEd's K-12 goals demonstrated higher impact on learning environments and student performance. This supports your observation that the program in SDO Navotas is effective in aligning with DepEd goals and using resources efficiently. Schools and their adopting partners are working collaboratively and efficiently, contributing to the overall success of the initiative.

Table 1.2 Adopt-a-School Program Implemented in Public Elementary Schools in SDO Navotas in Terms of Monitoring and Evaluation

Monitoring and Evaluation (In accordance with prescribed DepEd monitoring and evaluation processes) The school monitoring and evaluation...	Weighted Mean	Qualitative Description
1. Conducts regular monitoring and evaluation of the Adopt-A-School Program activities and projects are conducted by the school administration.	4.65	Very High Implementation
2. Reports on the status and outcomes of Adopt-A-School Program initiatives are regularly submitted to DepEd Partnerships Database System (DPDS) and to the Division of Navotas.	4.62	Very High Implementation
3. Analyzes the results of monitoring and evaluation activities and clearly communicated to stakeholders, including adopting partners.	4.63	Very High Implementation
4. Collects feedback from stakeholders systematically, analyzed, and utilized to enhance the effectiveness of the Adopt-A-School Program.	4.62	Very High Implementation
5. Contributes the results of monitoring and evaluation for improvement and adjustment in ongoing and future projects under the Adopt-A-School Program.	4.65	Very High Implementation
AVERAGE	4.63	Very High Implementation

Legend:

1.00-1.49 Very Low Implementation 3.50-4.49 High Implementation

1.50-2.49 Low Implementation 4.50-5.00 Very High Implementation

2.50-3.49 Moderate Implementation

The findings presented in Table 1.2 reveal that the implementation of the Adopt-a-School Program in public elementary schools in the Schools Division Office (SDO) of Navotas is carried out with a "Very High" effectiveness in terms of monitoring and evaluation, as guided by the prescribed DepEd processes. The highest-rated indicators, both with a weighted mean of 4.65, highlight that school administrators regularly conduct monitoring and evaluation activities and that the results are used to improve current and future projects. Regular submission of reports to the DepEd Partnerships Database System (DPDS) and the Division Office, as well as the systematic collection and analysis of stakeholder feedback, both received strong ratings of 4.62, reflecting a robust and accountable implementation process. Effective monitoring and evaluation are critical for the success of educational initiatives. Reyes & Santos (2021) emphasized that regular M&E activities ensure accountability and continuous improvement in program implementation. Similarly, Dela Cruz (2020) found that schools with systematic M&E processes reported better outcomes in the Adopt-a-School Program. These findings align with your data, where school administrators in SDO Navotas conduct regular M&E activities with a weighted mean of 4.65, reflecting "Very High" effectiveness. Additionally, the analysis and clear communication of monitoring

results to stakeholders, including adopting partners, also scored highly (4.63), underscoring the program's emphasis on transparency and collaboration. With an overall average weighted mean of 4.63, the data confirm that monitoring and evaluation practices under the Adopt-a-School Program in SDO Navotas are consistently and effectively implemented, contributing to the program's continuous improvement and alignment with its intended objectives.

Literature highlights the importance of using M&E results to enhance program effectiveness. Mendoza (2022) argued that feedback loops, where M&E data inform decision-making, are essential for sustainable program improvement. In a study on the Adopt-a-School Program in Region III, Bautista & Gomez (2023) found that schools using M&E results to refine projects achieved greater impact. This supports your finding that the use of M&E results to improve current and future projects is highly rated (weighted mean of 4.65).

This also suggests that the public elementary schools in SDO Navotas are highly compliant with DepEd's monitoring and evaluation standards for the Adopt-a-School Program. The schools are not only conducting M&E activities regularly but are also effectively using the results to inform stakeholders and improve program implementation. The systematic collection and analysis of data and feedback indicate a mature M&E process that supports transparency, accountability, and continuous improvement.

Table 1.3 Adopt-a-School Program Implemented in Public Elementary Schools in SDO Navotas in Terms of Assistance and Contributions

Assistance and Contribution (Reflecting the scope of support outlined in RA 8525)	Weighted Mean	Qualitative Description
The school assistance and contributions...		
1. Addresses key areas such as infrastructure, technology, instructional materials, and teacher training provided by the partners.	4.59	Very High Implementation
2. Delivers consistently the assistance and contributions as agreed upon in the adopted school's Memorandum of Agreement (MOA).	4.58	Very High Implementation
3. Enhances the learning environment and educational experiences of students from adopting partners significantly.	4.63	Very High Implementation
4. Encourages and acknowledges partners' contributions through recognition and awarding ceremonies actively.	4.66	Very High Implementation
5. Seeks additional support and resources from potential adopting partners to further enhance the quality of education proactively.	4.62	Very High Implementation
AVERAGE	4.62	Very High Implementation

Legend:

1.00-1.49 Very Low Implementation 3.50-4.49 High Implementation

1.50-2.49 Low Implementation 4.50-5.00 Very High Implementation

2.50-3.49 Moderate Implementation

The data in Table 1.3 highlights that the assistance and contributions under the Adopt-a-School Program in public elementary schools within the Schools Division Office (SDO) of Navotas are implemented at a very high level, with an overall weighted mean of 4.62. This indicates that the program effectively leverages support from adopting partners across critical areas, aligning with the scope outlined in Republic Act 8525. Schools benefit significantly from partnerships that address infrastructure development, technology integration, provision of instructional materials, and teacher training (4.59), while partners consistently fulfill their commitments as stipulated in the Memorandum of Agreement (MOA) (4.58). Studies have consistently shown that the Adopt-a-School Program is effective when partners actively contribute to critical areas such as infrastructure, technology, and teacher training. Mendoza (2021) found that schools with strong partnerships reported significant improvements in learning environments and student outcomes. Similarly, Dela Cruz (2020) highlighted that

partner contributions in infrastructure and instructional materials were key drivers of program success. The findings, with an overall weighted mean of 4.62, align with these studies, indicating very high effectiveness in leveraging partner support.

The program also demonstrates a strong impact on student learning, with contributions actively enhancing the educational environment and experiences of learners (4.63). Furthermore, schools proactively recognize and honor partners' efforts through formal acknowledgment and awarding ceremonies (4.66), the highest-rated indicator, fostering goodwill and sustained collaboration. Additionally, schools exhibit initiative in seeking new partnerships to secure additional resources and further elevate educational quality (4.62). The consistently "Very High Implementation" scores across all indicators reflect a robust system of accountability, stakeholder engagement, and resource optimization. This ensures that external support is not only effectively utilized but also strategically expanded, driving continuous improvement in school facilities, teaching capacity, and learner outcomes in Navotas. The Adopt-a-School Program's success is often tied to its alignment with RA 8525, which outlines the scope of partnerships. Reyes & Santos (2022) emphasized that adherence to the legal framework ensures that partnerships are focused on priority areas such as infrastructure, technology, and teacher capacity building. Similarly, Bautista (2023) found that programs aligned with RA 8525 achieved greater sustainability and impact. This supports your observation that the program in SDO Navotas effectively aligns with the scope of RA 8525.

Finally, this also suggests that public elementary schools in SDO Navotas are effectively leveraging partner contributions to support key educational areas such as infrastructure, learning materials, and teacher development. Furthermore, the schools actively enhance student learning experiences, recognize partner efforts, and seek new partnerships to sustain and expand program impact. While the consistency in fulfilling MOA commitments is slightly lower than other areas, it still remains within the "very high" category, indicating minimal issues in delivery and partnership management.

Table 2 Extent of Stakeholders Participation in Adopt-A-School Program Activities in Terms of Infrastructure Development and Renovation

Infrastructure Development and Renovation (Aligned with RA 8525 mandate on improving school facilities and <u>DepEd's Brigada Eskwela</u>) The stakeholders...	Weighted Mean	Qualitative Description
1. Provide financial contributions for the construction or repair of classrooms, libraries, or other learning spaces.	4.55	Very High Participation
2. Donate materials/equipment (e.g., cement, paint, furniture) or offer professional services (e.g., engineering, carpentry).	4.54	Very High Participation
3. Participate actively in <u>Brigada Eskwela</u> or similar school maintenance initiatives on a regular basis.	4.60	Very High Participation
4. Improve the physical learning environment of the school and actively involve the stakeholders significantly	4.60	Very High Participation
AVERAGE	4.57	Very High Participation

Legend:

1.00-1.49 Very Low Participation 3.50-4.49 High Participation

1.50-2.49 Low Participation 4.50-5.00 Very High Participation

2.50-3.49 Moderate Participation

The results presented in Table 2 indicate a "Very High" level of stakeholder participation in the Adopt-a-School Program activities specifically related to infrastructure development and renovation in public elementary schools within the Schools Division Office (SDO) of Navotas. Stakeholders are highly engaged in improving school

facilities, in alignment with the mandate of Republic Act 8525 and the objectives of DepEd’s Brigada Eskwela. The highest-rated indicators, both with a weighted mean of 4.60, show that stakeholders actively participate in school maintenance initiatives like Brigada Eskwela and significantly contribute to improving the physical learning environment. Research highlights the critical role of stakeholder participation in improving school infrastructure. Mendoza (2021) found that active involvement of stakeholders in infrastructure projects led to more sustainable and community-relevant outcomes. Similarly, Dela Cruz (2020) emphasized that stakeholder engagement in school renovation projects enhanced community ownership and long-term maintenance. These findings align with your data, showing a "Very High" level of stakeholder participation (weighted mean of 4.60) in infrastructure development and renovation in SDO Navotas.

Additionally, stakeholders demonstrate strong involvement by providing financial support for the construction and repair of learning spaces (4.55) and by donating essential materials or offering professional services such as engineering and carpentry (4.54). With an overall weighted mean of 4.57, the data underscore the critical role stakeholders play in enhancing school infrastructure, reflecting a strong culture of collaboration and shared responsibility in the educational development of the Navotas school community. Stakeholder participation in infrastructure development significantly impacts the physical learning environment. Torres & Fernandez (2021) found that schools with active stakeholder involvement in maintenance and renovation initiatives experienced better learning conditions and increased student satisfaction. In a study on urban schools, Gonzales (2024) highlighted that stakeholder contributions to infrastructure improvements directly correlated with enhanced educational outcomes. This resonates with your finding that stakeholders significantly contribute to improving the physical learning environment (weighted mean of 4.60).

Ultimately, this indicates that stakeholders—including parents, community members, local government units, and private partners—are highly engaged in supporting infrastructure improvement efforts in Navotas public elementary schools. Their involvement goes beyond financial contributions to include material donations, skilled labor, and regular participation in school maintenance drives. The strong participation highlights a well-established culture of collaboration and shared responsibility for educational development at the community level.

Table 2.1 Extent of Stakeholders Participation in Adopt-A-School Program Activities in Terms of Provisions of Learners’ Support, Health and Nutrition

Provisions of Learners’ Support, Health and Nutrition (Anchored on REPUBLIC ACT NO. 12080: “Basic Education Mental Health and Well-Being Promotion Act.”) The stakeholders...	Weighted Mean	Qualitative Description
1. Provide feeding programs or regular food supplies for undernourished learners.	4.69	Very High Participation
2. Initiate or support health-related activities (e.g., medical/dental check-ups, vaccination drives).	4.61	Very High Participation
3. Donate learning tools/materials (e.g., textbooks, modules, electronic devices) for learners in need.	4.63	Very High Participation
4. Acquire positive impact to the learners’ health, nutrition, and academic performance thru stakeholders’ contribution.	4.66	Very High Participation
AVERAGE	4.65	Very High Participation

Legend:

- | | |
|----------------------------------|-----------------------------------|
| 1.00-1.49 Very Low Participation | 3.50-4.49 High Participation |
| 1.50-2.49 Low Participation | 4.50-5.00 Very High Participation |
| 2.50-3.49 Moderate Participation | |

Table 2.1 highlights that stakeholders' participation in providing learners' support, health, and nutrition under the Adopt-a-School Program in SDO Navotas is characterized by very high engagement, with an overall weighted mean of 4.65. This reflects a strong alignment with the objectives of Republic Act No. 12080, the Basic Education Mental Health and Well-Being Promotion Act, which emphasizes holistic learner development. Stakeholders demonstrate exceptional commitment through initiatives such as feeding programs or regular food supplies for undernourished learners, which received the highest score (4.69). They also actively support health-related activities, including medical/dental check-ups and vaccination drives (4.61), and contribute learning tools or materials like textbooks, modules, and electronic devices to address educational gaps (4.63). These efforts collectively yield a notable positive impact on learners' health, nutrition, and academic performance (4.66). The consistently high participation levels underscore stakeholders' dedication to addressing both immediate welfare needs and long-term developmental goals. Research emphasizes the importance of stakeholder engagement in addressing learners' nutritional needs. Mendoza (2021) found that feeding programs and regular food supplies significantly improved attendance and academic performance among undernourished students. Similarly, Dela Cruz (2020) highlighted that stakeholder-led nutrition initiatives fostered a supportive learning environment.

Stakeholder involvement in health-related activities such as medical/dental check-ups and vaccination drives is critical for learner well-being. Torres & Fernandez (2021) found that regular health initiatives led by stakeholders significantly reduced illness-related absences. In a study on urban schools, Gonzales (2024) highlighted that health programs supported by stakeholders improved overall student health outcomes. This resonates with your finding that health-related activities received a strong rating of 4.61. These findings align with your data, where stakeholders in SDO Navotas demonstrate exceptional commitment to feeding programs, as evidenced by the highest score of 4.69. By integrating health, nutrition, and educational support into the program, schools and partners foster a conducive environment for learner well-being and academic success. This collaborative approach not only addresses systemic challenges but also strengthens the implementation of RA 12080's mandate, ensuring that learners in Navotas' public elementary schools receive comprehensive support to thrive physically, mentally, and academically.

Table 2.2 Extent of Stakeholders Participation in Adopt-A-School Program Activities in Terms of Teachers' Training and Professional Development

Teachers' Training and Professional Development (The stakeholders...	Weighted Mean	Qualitative Description
1. Extend scholarships or financial aid (e.g., tuition support, grants) to teachers for professional development.	4.52	Very High Participation
2. Seek for partners with local educational institutions or TESDA for teacher upskilling.	4.52	Very High Participation
3. Organize or fund training workshops/seminars for teachers (e.g., on pedagogy, ICT integration).	4.52	Very High Participation
4. Provide substantially enhanced teaching quality training and development opportunities through stakeholder engagement.	4.53	Very High Participation
AVERAGE	4.52	Very High Participation

Legend:

1.00-1.49 Very Low Participation 3.50-4.49 High Participation

1.50-2.49 Low Participation 4.50-5.00 Very High Participation

2.50-3.49 Moderate Participation

The data in Table 2.2 illustrates that stakeholders' participation in teachers' training and professional development under the Adopt-a-School Program in SDO Navotas is marked by very high engagement, with an overall weighted mean of 4.52. This aligns with DepEd's policy frameworks, including DO 24, s. 2020 (Philippine Professional Standards for School Heads) and DO 25, s. 2020 (Philippine Professional Standards for Supervisors), which emphasize enhancing teacher quality through systemic capacity-building. Stakeholders contribute significantly by providing scholarships or financial aid—such as tuition support or grants—to enable teachers to pursue further education (4.52). They also actively collaborate with local educational institutions or TESDA to facilitate teacher upskilling (4.52) and organize or fund training workshops/seminars focused on pedagogy, ICT integration, and other critical competencies (4.52). These collective efforts have substantially improved access to high-quality professional development opportunities, directly enhancing teaching practices and learner outcomes (4.53). The near-uniform "Very High Participation" scores across all indicators highlight stakeholders' consistent commitment to elevating teacher competence through diverse, sustainable partnerships. Literature underscores the importance of systemic capacity-building in education, with stakeholders playing a key role. Manzano (2022) argued that sustained support for teacher training fosters a culture of continuous improvement in schools. Similarly, Alvarez & Perez (2023) found that schools with strong stakeholder partnerships in professional development demonstrated better teacher performance and student learning outcomes. This aligns with your data, showing high stakeholder engagement in teachers' training and professional development.

Research highlights the critical role of stakeholders in supporting teacher training and professional development. Mendoza (2021) found that stakeholder-funded scholarships and financial aid significantly enhanced teachers' qualifications and classroom effectiveness. Similarly, Dela Cruz (2020) emphasized that partnerships providing tuition support or grants led to higher teacher retention and improved student outcomes. These findings align with your data, showing very high stakeholder engagement (weighted mean of 4.52) in supporting teachers' further education.

By aligning with national standards and prioritizing continuous learning for educators, this collaborative approach strengthens the program's capacity to deliver quality education, ensuring that teachers in Navotas' public elementary schools are equipped with up-to-date skills and pedagogical expertise to meet evolving educational demands.

Table 3 *Significant Relationship on the Implementation and Participation of Stakeholders on Adopt-A-School Program Activities*

Implementation of Adopt-A-School Program	Participation of Stakeholders in Adopt-A-School Program		
	Spearman Correlation	Qualitative Description	P-value
	0.752	High Positive Relationship	0.000 Significant

Legend:

- | | |
|---|---------------------------------------|
| 0 No Relationship, | + 0.71- + 0.90 High Relationship |
| + 0.01- + 0.20 Negligible Relationship, | + 0.91- + 0.99 Very High Relationship |
| + 0.21- + 0.40 Low Relationship, | + 1.00 Perfect Relationship |
| + 0.41- + 0.70 Moderate Relationship | Significant at P<0.05 |

Table 3 presents the significant relationship between the implementation of the Adopt-A-School Program and the participation of stakeholders in activities. The Spearman correlation coefficient of 0.752 indicates a high positive relationship, indicating that as the implementation improves, stakeholder participation also increases

strongly and consistently. Furthermore, the computed P-value of 0.000, which is less than the 0.05 threshold, thus rejects the null hypothesis. Therefore, the results reveal a significant relationship that well-managed implementation of ASP leads to higher stakeholders' participation.

Additionally, the result presented in Table 3 reveals a significant and strong positive relationship between the implementation of the Adopt-a-School Program and the participation of stakeholders in related activities, as shown by a Spearman correlation coefficient of 0.752 and a p-value of 0.000. This correlation suggests that as the implementation of the program improves through structured projects, monitoring, and delivery of services, stakeholder participation also tends to increase, and vice versa. The p-value indicates that the relationship is statistically significant at the 0.05 level, confirming that the observed correlation is unlikely due to chance.

This finding is supported by prior studies emphasizing the reciprocal influence between program implementation and stakeholder engagement. For example, Salazar and Dizon (2019) found that meaningful community and private-sector involvement in school programs enhances not only the availability of resources but also the sustainability and success of education initiatives. Their research emphasized that clear communication, well-monitored implementation, and alignment with community needs foster trust and sustained stakeholder participation.

Furthermore, Dela Cruz and Reyes (2020) highlighted that stakeholders are more likely to contribute resources, time, and expertise when they perceive that school programs are well-managed and deliver tangible benefits to learners. Thus, the quality of implementation acts as a key driver of stakeholder confidence and commitment. This aligns with the findings in the current study, where the high level of program implementation is positively linked to the high degree of stakeholder involvement.

Moreover, this strong association suggests that effective program delivery—marked by structured planning, resource allocation, and transparent monitoring—directly fosters active involvement from stakeholders such as parents, private entities, and local organizations. Conversely, robust stakeholder participation likely enhances implementation quality by providing critical inputs like funding, expertise, and social capital. This dynamic aligns with recent studies emphasizing collaborative governance in education. For instance, Cruz et al. (2021) found that public-private partnerships in Philippine schools succeed when stakeholders co-create solutions, as shared ownership increases accountability and resource efficiency. Similarly, Velasco and Calmorin (2022) highlighted that AASP's success hinges on trust-building mechanisms, such as regular stakeholder consultations, which ensure alignment between program goals and community needs.

In summary, the significant positive relationship found in this research reinforces the importance of effective program management as a catalyst for mobilizing community and partner support. It also underscores that stakeholder participation is not just a byproduct but a dynamic component of successful educational programs. However, Root-Cause-Analysis is also being done by the researcher since the result of the study is a highly positive relationship, meaning to say all elementary public schools in SDO Navotas have already implemented the ASP Program and as well as a high level of stakeholders' engagement. As an output, there are two suggested strategic action plans that the school may adopt, based on the statistical result and based on the root-cause analysis.

PROPOSED STRATEGIC ACTION PLANS FOR THE EFFECTIVE IMPLEMENTATION OF ADOPT-A-SCHOOL PROGRAM (ASP)

Introduction

The Adopt-A-School Program (ASP) has become an essential mechanism for strengthening public education in the Philippines through partnerships with external stakeholders, including private corporations, local government units, civil society organizations, and community members. Thus, the educational system, especially in public schools, is in dire need of support and aid from other sources to meet the demand for quality and globally competitive education (Luistro, 2022). While ASP has yielded positive contributions to school improvement, disparities in stakeholder engagement and inconsistent implementation approaches remain challenges. This study found a strong positive correlation between effective ASP execution and active stakeholder participation,

highlighting the need for a strategic and systematized approach to optimize the program's effectiveness.

However, since the result of statistical treatment is high positive relationship that means to say all public elementary schools in SDO Navotas can implement well the ASP as well as they have the high engagement of stakeholders in their respective schools, this Strategic Action Plan is developed as per the result of the Root-Cause-Analysis of the researcher to institutionalize practices that foster inclusive planning, efficient resource mobilization, participatory governance, and accountability. It is structured around key thrust areas, offering actionable programs and projects that align with stakeholder capacities and school needs. By doing so, the plan aims to amplify educational outcomes, increase engagement rates, and promote sustainability in ASP initiatives, ultimately benefiting learners, educators, and the broader school community.

A. Strategic Action Plan

(based on the statistical result)

Area Thrust	Program/ Project	Objective	Time Frame	Persons Involved	KRI (Key Result Indicator)
Adopt-A-School Program Implementation a. Existing Policies and Guidelines	ASP Policy Revision and Dissemination Workshop	To align existing ASP policies with current education priorities and stakeholder capacities	Q1 – Year 1	DepEd Central and Division Offices, School Heads, Legal Consultants	100% of schools updated with the new ASP policy manual
b. Programs and Project Implementation	Annual Joint Stakeholder Planning Conference	To co-develop school-based programs with input from all stakeholder sectors	Q2 – Annually	School Heads, LGUs, NGOs, Private Sector Representatives	90% stakeholder attendance and signed project agreements
c. Monitoring and Evaluation	ASP Transparency and Evaluation Dashboard	To develop a digital platform for real-time reporting and evaluation of ASP initiatives	Q3 – Year 1; continuous	M&E Coordinators, ICT Personnel, School ASP Focal Persons	95% of schools using dashboard; quarterly reports submitted
d. Assistance and Contribution	Stakeholder Rewards and Recognition System	To acknowledge and incentivize valuable contributions from partners	Q4 – Yearly	DepEd, School Heads, LGUs, Media Partners	100% of major contributors recognized; 20% increase in new pledges
Stakeholders' Participation in ASP Activities a. Infrastructure Development and Renovation	Brigada Eskwela Plus + Local Infrastructure Partnership	To engage stakeholders in long-term, planned infrastructure improvements	Year- round	PTA, Barangay Officials, Engineers, Contractors	85% of target schools with improved facilities
b. Provision of Learners' Support, Health, and Nutrition	"Adopt-a- Learner" Support Drive	To provide school supplies, meals, and health care to marginalized students	Q2 – Every Academic Year	CSOs, Local Health Units, Donors, School Nurses	90% of identified indigent learners receiving support

c. Teachers' Training and Professional Development	Teacher Development through Partnership (TDP)	To enhance teacher competencies via sponsored training and mentoring	Semi-Annual	Private Training Providers, DepEd Trainers	95% of teachers trained with post-training score improvement of 80%
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B. Strategic Action Plan

(based on the Root-Cause-Analysis)

Root Cause Analysis (Why further action is needed despite high positive results)

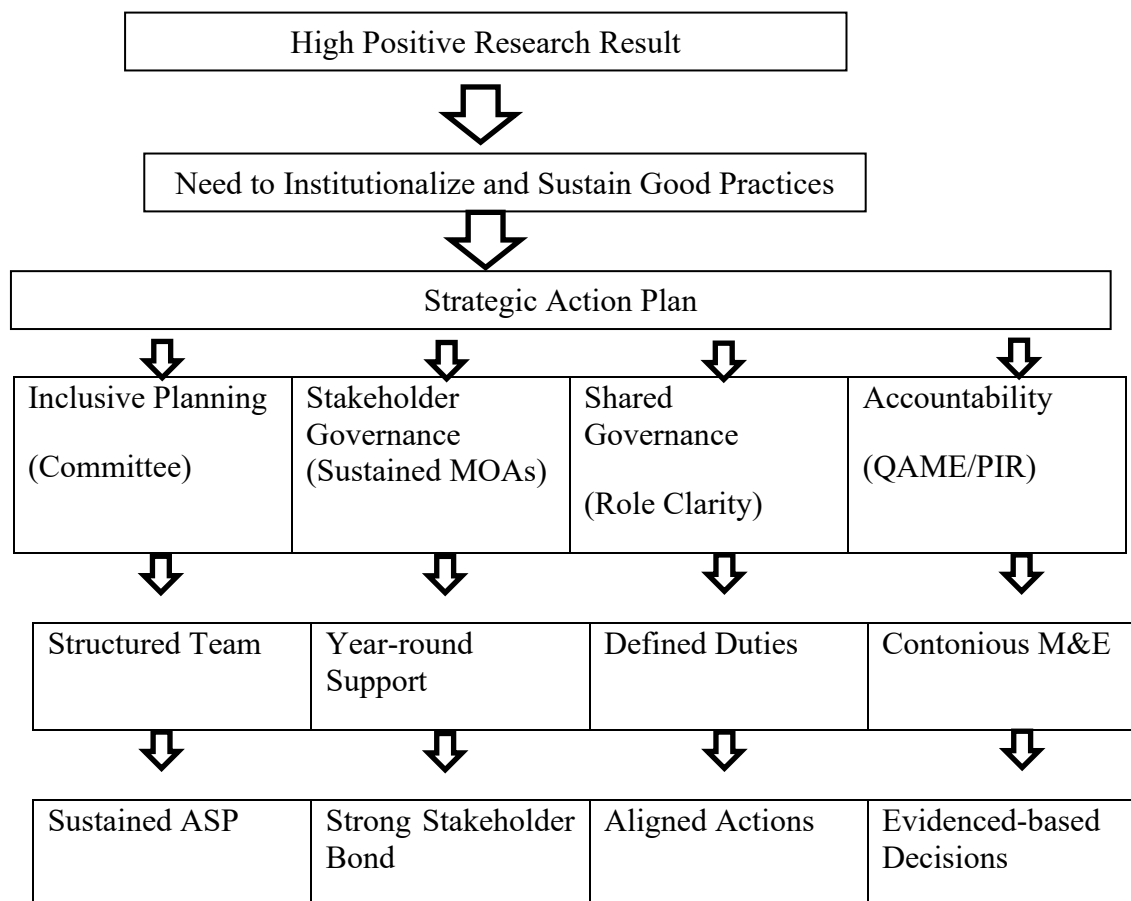
Symptom	Why 1	Why 2	Why 3	Root Cause
High positive results in all research areas indicate strong relationships	Why are the results strong? → Because current strategies and stakeholder involvement are effective	Why is it important to act if results are already high? → Because success must be sustained and institutionalized	Why institutionalize? → To prevent regression and ensure long-term impact regardless of leadership or personnel changes	Lack of structured, sustainable systems for inclusive planning, governance, and accountability

Strategic Action Plan Based on Findings

Strategic Focus Area	Strategy/Action	Key Activities	Responsible Group	Timeline	Monitoring & Evaluation
1. Inclusive Planning	Form a School Organizational Committee for ASP	- Identify members- Define roles/responsibilities- Conduct planning workshops	School Head, ASP Focal Person, Teachers	Q1	Committee reports, Planning documents
2. Stakeholder Governance	Strengthen partnerships with year-round engagement	- MoA signing with stakeholders- Regular partnership dialogues- Recognition and engagement activities	Stakeholder Liaison, GPTA, Community Partners	Ongoing	Attendance logs, Feedback surveys
3. Shared Governance	Clarify and communicate stakeholder roles	- Create a stakeholder responsibility matrix- Conduct orientation and capacity building sessions	ASP Committee, Internal/External Stakeholders	Q2	Pre/Post-assessments, Role effectiveness check
4. Accountability & Quality Assurance	Institutionalize QAME (Quality Assurance Monitoring & Evaluation) and PIR (Program Implementation Review)	- Set M&E indicators- Conduct quarterly QAME- Annual PIR and results presentation	School M&E Team, ASP Committee	Quarterly/Annually	QAME reports, PIR documentation

Suggestion: It varies depending on the needs of the school

Visual Diagram: Strategic Plan for Sustained Success in ASP



Suggestive: It varies depending the need of school

SUMMARY, CONCLUSION, AND RECOMMENDATION

The study's summary findings are presented in this chapter. The outcomes of this study on examining the benefits of the implementation and participation of stakeholders in the Adopt-A-School Program-related activities led to the following conclusions. The conclusions and purpose of the study were used to clarify the recommendations.

Summary

This research investigated how stakeholder engagement can be optimized to enhance the implementation of the Adopt-A-School Program (ASP) in public elementary schools within the Schools Division of Navotas (SDO Navotas) in terms of existing policies and guidelines, programs and project implementation, monitoring and evaluation, and assistance and contribution. The study is anchored on the belief that strengthening partnerships among schools, government agencies, private organizations, and community members can lead to transformative changes in educational quality and access. The primary aim is to provide a data-driven foundation for the development of a strategic action plan that will guide schools in improving ASP implementation and sustaining stakeholder participation. The broader goal is to contribute to inclusive educational growth and improved learning outcomes for all Navoteño learners.

Moreover, the results also affirm that stakeholder engagement is not merely a supportive component but a foundational driver of the ASP's efficacy. When stakeholders are actively involved in planning, decision-making, and monitoring processes, their collective commitment enhances resource allocation, accountability, and the sustainability of interventions. This aligns with broader principles of participatory governance and community-driven development, emphasizing that ownership and shared responsibility are indispensable for achieving the program's goals of equitable education and institutional strengthening.

The research employed a descriptive-correlational design, involving 295 participants who responded to a researcher-made questionnaire. Data were statistically treated using weighted mean, standard deviation, and Spearman correlation to determine the extent of ASP implementation and stakeholder involvement, as well as the relationship between these variables.

The findings reveal a significant and strong positive correlation ($r = 0.752$, $p = 0.000$) between the level of program implementation and stakeholder participation. This indicates that as the quality and scope of ASP activities improve, the level of engagement from stakeholders also increases strongly and consistently. Each dimension examined—such as infrastructure support, health and nutrition services, teachers' professional development, and community partnerships—showed "very high" ratings in both implementation and participation, underscoring the active role of stakeholders in supporting educational initiatives.

Ultimately, the study's outcomes have the potential to drive transformative improvements in local educational conditions, contributing to the broader goal of quality education and inclusive growth for all Navoteño learners. The research findings will serve as the foundation for developing a strategic action plan to optimize the implementation of ASP in public elementary schools in SDO Navotas, ultimately enhancing the program's impact and promoting a collaborative approach to improving education in the region.

The study concludes that effective program management is critical to mobilizing sustained community and partner support. It further emphasizes that stakeholder participation is not merely a reactive outcome of program delivery but a key driver of educational success. These insights serve as a basis for crafting a comprehensive strategic action plan tailored to strengthening the Adopt-A-School Program implementation in the SDO Navotas context.

Conclusion

The study entitled *Optimizing Adopt-A-School Program (ASP) Through Stakeholders' Engagement: Basis for a Strategic Action Plan* has provided valuable insights into the dynamic relationship between program implementation and stakeholder participation in public elementary schools within the Schools Division of Navotas. Grounded in the principles of shared responsibility and collaborative governance in education, the findings emphasize the indispensable role that stakeholders, comprising government agencies, private institutions, and community members, play in the successful delivery and sustainability of the Adopt-A-School Program.

The findings of this study underscore the pivotal role of stakeholder engagement in optimizing the implementation of the Adopt-a-School Program (ASP). By examining the interplay between program execution and stakeholder participation in all elementary schools in SDO Navotas, this research reveals a statistically significant and robust positive relationship: as the quality and depth of ASP implementation improve, stakeholder involvement not only increases but does so consistently and meaningfully. This dynamic underscores a critical insight—sustained success of the ASP hinges on deliberate, inclusive, and strategic collaboration among all stakeholders, including government agencies, private sector partners, educational institutions, and local communities.

The results of the study revealed a significant and strong positive relationship between the level of implementation of the ASP and the degree of stakeholder engagement, as evidenced by a Spearman correlation coefficient of 0.752 with a p-value of 0.000. This high positive correlation underscores the reality that as implementation becomes more effective and responsive to school needs, stakeholder participation correspondingly increases in both quality and frequency. The mutual reinforcement between these two variables confirms that stakeholders are not merely beneficiaries or occasional contributors to education initiatives—they are essential partners whose involvement is both a driver and indicator of program success.

These findings lead to the conclusion that effective and strategic management of the Adopt-A-School Program is crucial to mobilizing long-term stakeholder support. A well-implemented program fosters trust, accountability, and visible outcomes that encourage deeper and sustained collaboration from the community and partner organizations. In turn, strong stakeholder engagement provides the necessary resources, expertise, and

reinforcement needed to sustain and scale up program initiatives.

In light of these conclusions, it is imperative to develop a comprehensive strategic action plan that institutionalizes stakeholder engagement practices, aligns program implementation with identified school needs, and establishes clear mechanisms for monitoring, evaluation, and feedback. By doing so, public schools in SDO Navotas can maximize the benefits of the Adopt-A-School Program and make significant strides toward providing quality, inclusive, and equitable education for all learners.

Finally, this study reaffirms that the optimization of the ASP is achievable through intentional, systemic engagement with stakeholders. The Strategic Action Plan derived from these findings serves as a roadmap to operationalize these insights that all elementary public schools in SDO Navotas will adopt and optimize in all their respective school, ensuring the ASP remains a catalyst for sustainable educational development in the years to come.

Recommendations

Based on the foregoing findings and conclusions derived from the study, the following recommendations are suggested:

1. Department of Education (DepEd), Regional Office as well as Division Office are encouraged to adopt the strategic action plan formulated in this study, as it provides a concrete framework for strengthening stakeholder collaboration. This includes the institutionalization of participatory governance structures, where stakeholders are actively involved in planning, decision-making, and implementation processes.
2. Private organizations and local government units (LGUs) should be incentivized through recognition programs, tax benefits, or public-private partnership opportunities, thereby encouraging sustained investment in public school development. Next, the Adopt-A-School In-charge in all public elementary schools in SDO Navotas may give input on strategies on how to make the planning work, on how to convince the stakeholders to be part of the planning, and share the best practices of all the schools that succeeded in implementing the program.
3. School Heads may design an annual projection of needs and mobilize human resources to properly plan the actions towards the implementation of the program; The School Heads together with the PTA (Parents Teachers Association) and SGC (School Governing Council) must share responsibility in making the planning as early as the opening of classes started. The School Heads should continue to strengthen their leadership especially in mobilizing people to encourage shared responsibility with the stakeholders in the implementation of the program; This study may be replicated to other groups to further the level of the implementation of the Adopt-A-School for the public schools to recognize the great help of the program to the school improvement and the strengthening of the school and community partnership should proper implementation be applied. Moreover, the creation of transparent monitoring and evaluation systems is essential to ensure accountability and build trust among all participants. Beneficiaries of this study include public school learners, who ultimately gain from enriched educational environments, as well as teachers, who receive better support through stakeholder-provided resources. Additionally, the school heads may also opt to adopt the strategic action plan, whether based on the statistical result or based on the root-cause analysis done by the researcher.
4. The researcher encourages the adoption of the strategic action plan as a guide in finding innovative ways to actively involve the community in the school through the Adopt-A-School Program towards the improvement of the academic achievement of the students.

APPROVAL SHEET

This Thesis entitled **OPTIMIZING ADOPT-A-SCHOOL PROGRAM (ASP) THROUGH STAKEHOLDERS' ENGAGEMENT: BASIS FOR A STRATEGIC ACTION PLAN** by Candido L. Serrano, in partial fulfillment of the requirements for the degree of Master of Arts in Education major in

Educational Management, has been examined and is recommended for acceptance and approval for ORAL EXAMINATION.

DR. RYAN ROMNICK B. SANCHEZ
Adviser

Panel of Examiners

Approved by the COMMITTEE ON ORAL EXAMINATION with a grade of _____ on May 23, 2025.

DR. EMIL B. FERDINEZ
Chairperson

DR. DJOANA L. POJA
Panel Member

DR. CHRISTOPHER J. DELINO
Panel Member

Accepted and approved as partial fulfillment of the requirements for the degree of Master of Arts in Education major in Educational Management.

DR. TONY G. ZAMORA
Dean, Graduate School

ACKNOWLEDGEMENTS

With profound gratitude, I acknowledge the collective support that made this academic journey possible.

My profound thankfulness to all the participants in my study, the 280 teaching personnel in all public elementary schools in SDO Navotas, and 15 school heads for rendering time and effort to answer all my questionnaires and for taking a big part in making this study possible.

I extend my deepest appreciation to my adviser, Dr. Ryan Romnick B. Sanchez, whose unwavering guidance, insightful critiques, and steadfast encouragement were instrumental in shaping this research. His expertise and patience transformed challenges into opportunities for growth.

To the members of my panel committee—Dr. Emil B. Ferdinez, Dr. Djoana L. Poja, Dr. Christopher J. Delino—I am indebted for your constructive feedback, probing questions, and valuable perspectives that significantly enhanced the quality of this work.

My sincere thanks to all school administrators, teachers, community partners, and to all elementary public schools in SDO Navotas who generously shared their time, experiences, and insights as participants in this study. Your contributions molded the heart of this research.

I am grateful to our Dean in Graduate Studies, Dr. Tony G. Zamora, and Pamantasan's personnel for their camaraderie, technical assistance, and moral support throughout this endeavor.

To my Nanay Gigi, whose sacrifices and unconditional love laid the foundation for my academic pursuits, I owe everything. Words cannot express my appreciation to my siblings and companions in life, whose patience, understanding, and encouragement sustained me during the most challenging moments.

Finally, to the Almighty for the blessings, wisdom, and strength bestowed upon me, this accomplishment is a testament to your grace.

This thesis stands as a reflection of the collective wisdom and support of all these individuals. Any merit it holds belongs to them; any shortcomings remain solely my own

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APPENDICES

APPENDIX A

Letter of Approval (SDO-Navotas)



Republic of the Philippines
Department of Education
National Capital Region
Schools Division Office of Navotas City

21 March 2025

MR. CANDIDO L. SERRANO
Researcher
Pamantasan ng Lungsod ng Valenzuela

Dear Mr. Serrano,

Greetings!


In connection with your letter requesting permission to administer a survey questionnaire and data collections to elementary teachers in this Division, relative to your project title: **Adopt-A-School Program (ASP) and Stakeholders' Participation in Public Elementary Schools in SDO Navotas: Basis for the Development of Enhanced Action Plan**, this Office interposes no objection to your request, however, you are advised to observe/comply with the following:

1. Participation of any school personnel/teachers or learners in the study is voluntary and should strictly comply with **No Disruption of Classes Policy** of DepEd.
2. The Division shall be furnished a copy of the final and signed paper, both in print and in soft copy.
3. The results should be used only for the purpose.

The researcher/s shall be aware of the policies and guidelines stipulated under DepEd Order NO. 16, s.2017 (Research Management Guidelines).

Thank you.

Very truly yours,



MELITON B. ZURBANO /
Schools Division Superintendent

/SGODjojedullas


PL-25-1-0088

SDO NAVOTAS RECORDS UNIT


RELEASED

MAR 24 2025


BY: 7 TIME: 7:40



SAGONG PILIPINAS



PRIME - HRM
LEVEL 2



PRIME - HRM
LEVEL 2

DepEd Navotas Division Office, M. Naval St.,
Bago-Antares, Navotas City

BUDGET/ACCTG. - 87065295 / CID - 83550514
HR - 8355032 / ADMIN - 83327784 / SGOD - 8351-5797

navotas.city@deped.gov.ph | <https://depednavotas.ph>
<https://www.facebook.com/Navotas.Division>

APPENDIX B

Letter of Approval (School Heads)



**PAMANTASAN NG LUNGSOD NG VALENZUELA
OFFICE OF THE GRADUATE STUDIES**

TONGCO ST. MAYSAN, VALENZUELA CITY - Tel: 352-7000 loc. 144



March 12, 2025

MR. DINNO P. MENDIOLA
Principal
Bagumbayan Elementary School



Dear Sir Mendiola:

Good day!

I am Candido L. Serrano, Teacher III at Navotas Elementary School, currently pursuing a Master of Arts in Education major in Educational Management in Pamantasan ng Lungsod ng Valenzuela. In partial fulfillment of the requirements, I am conducting research entitled **"ADOPT-A-SCHOOL PROGRAM (ASP) AND STAKEHOLDERS' PARTICIPATION IN PUBLIC ELEMENTARY SCHOOLS IN SDO NAVOTAS: BASIS FOR THE DEVELOPMENT OF ENHANCED ACTION PLAN."**

The purpose of this study is to examine the significant relationship between the Adopt-A-School Program in your school and the level of participation of the stakeholders in ASP related activities, focusing on different aspects that contribute to the nature of the study. The findings will serve as an input for developing an enhanced action plan in implementing ASP in school and how the stakeholders participate in all the activities relative thereof.


In line with this, I am writing to formally request your approval to administer the survey as part of the data collection relative to my research. Please note that the Schools Division Office has approved the conduct of this study, as evidenced by the attached endorsement from the Schools Division Superintendent.

I assured that all data collected will be managed with utmost confidentiality and will only be used for academic purposes. An online survey form will be distributed that will take approximately ten (10) minutes to answer. Teacher respondents will be informed to answer the said survey in their most available free time to avoid disruption of classes.

P

I am hoping for your kind consideration about this matter. Thank you.

Respectfully yours,


CANDIDO L. SERRANO
Researcher

Noted By:


TONY G. ZAMORA, PhD
Dean, PLV Graduate School

APPENDIX C

Survey Questionnaires

PART I: LEVEL OF IMPLEMENTATION OF ADOPT-A-SCHOOL PROGRAM					
Statement	5 (VHI)	4 (HI)	3 (MI)	2 (LI)	1 (VLI)
1. EXISTING POLICIES AND GUIDELINES (Based on RA 8525, DepEd Orders, and Memoranda) The school existing policies and guidelines...					
1. adheres strictly to the guidelines set by DepEd and RA 8525 in implementing the Adopt-A-School Program.					
2. communicates clear guidelines about partnership and collaboration are disseminated to all stakeholders involved in the Adopt-A-School Program.					
3. conducts orientation sessions regarding Adopt-A-School Program policy are regularly conducted for teachers, staff, and stakeholders.					
4. ensures transparency and accountability in handling and utilizing donated resources and services.					
5. prepares documentation and record-keeping procedures about partnerships and contributions are in place and consistently implemented					
2. PROGRAMS AND PROJECTS IMPLEMENTATION (Aligned with the objectives of RA 8525) The school programs and projects...					
1. addresses directly the school's priority needs as identified in the School Improvement Plan (SIP) and initiated under the Adopt-A-School Program					
2. coordinates continuously with adopting partners to effectively plan and implement agreed-upon projects.					
3. utilizes effectively for their intended purposes that are provided by adopting partners.					
4. aligns consistently with DepEd's core mandate of improving learners' performance and welfare.					
5. communicates in a clear manner and have regular feedback between the school and adopting partners about project implementation status.					
3. MONITORING AND EVALUATION (In accordance with prescribed DepEd monitoring and evaluation processes) The school monitoring and evaluation...					
1. conducts regular monitoring and evaluation of the Adopt-A-School Program activities and projects are conducted by the school administration.					
2. reports on the status and outcomes of Adopt-A-School Program initiatives are regularly submitted to DepEd Partnerships Database System (DPDS) and to the Division of <u>Navotas</u> .					
3. analyzes the results of monitoring and evaluation activities and clearly communicated to stakeholders, including adopting partners.					
4. collects feedback from stakeholders systematically, analyzed, and utilized to enhance the effectiveness of the Adopt-A-School Program.					
5. contributes the results of monitoring and evaluation for improvement and adjustment in ongoing and future projects under the Adopt-A-School Program.					
4. ASSISTANCE AND CONTRIBUTIONS (Reflecting the scope of support outlined in RA 8525) The school assistance and contributions...					
1. addresses key areas such as infrastructure, technology, instructional materials, and teacher training provided by the partners.					
2. delivers consistently the assistance and contributions as agreed upon in the adopted school's Memorandum of Agreement (MOA).					
3. enhances the learning environment and educational experiences of students from adopting partners significantly.					
4. encourages and acknowledges partners' contributions through recognition and awarding ceremonies actively.					
5. seeks additional support and resources from potential adopting partners to further enhance the quality of education proactively.					

PART II: LEVEL OF PARTICIPATION OF STAKEHOLDERS IN ADOPT-A-SCHOOL PROGRAM RELATED ACTIVITIES

Directions: Please rate the level of participation of stakeholders in Adopt-A-School Program Related Activities in your school. Put a check mark on the number that corresponds to your assessment using the following scale:

Rating Scale

5
4
3
2
1

Interpretation

Very High Participation (VHP)
High Participation (HP)
Moderate Participation (MP)
Low Participation (LP)
Very Low Participation (VLP)

Statement	5 (VHP)	4 (HP)	3 (MP)	2 (LP)	1 (VLP)
1. INFRASTRUCTURE DEVELOPMENT AND RENOVATION (Aligned with RA 8525 mandate on improving school facilities and DepEd's Brigada Eskwela) The stakeholders...					
1. provide financial contributions for the construction or repair of classrooms, libraries, or other learning spaces.					
2. donate materials/equipment (e.g., cement, paint, furniture) or offer professional services (e.g., engineering, carpentry).					
3. participate actively in Brigada Eskwela or similar school maintenance initiatives on a regular basis.					
4. improve the physical learning environment of the school and actively involve the stakeholders significantly					
2. PROVISION OF LEARNER SUPPORT, HEALTH, AND NUTRITION (Anchored on REPUBLIC ACT NO. 12080: "Basic Education Mental Health and Well-Being Promotion Act.") The stakeholders...					
1. provide feeding programs or regular food supplies for undernourished learners.					
2. initiate or support <i>health-related activities</i> (e.g., medical/dental check-ups, vaccination drives).					
3. donate learning tools/materials (e.g., textbooks, modules, electronic devices) for learners in need.					
4. acquire positive impact to the learners' health, nutrition, and academic performance thru stakeholders' contribution.					
3. TEACHERS' TRAINING AND PROFESSIONAL DEVELOPMENT (Supported under DO 24, s. 2020 or the National Adoption and Implementation of the Philippine Professional Standards for School Heads (PPSSH), and DO 25, s. 2020 or the National Adoption and Implementation of the Philippine Professional Standards for Supervisors (PPSS)) The stakeholders...					
1. extend scholarships or financial aid (e.g., tuition support, grants) to teachers for professional development.					
2. seek for partners with local educational institutions or TESDA for teacher upskilling.					
3. organize or fund training workshops/seminars for teachers (e.g., on pedagogy, ICT integration).					
4. provide substantially enhanced teaching quality training and development opportunities through stakeholder engagement.					

APPENDIX D

Letter for Instrument Validation

**PAMANTASAN NG LUNGSOD NG VALENZUELA**

GRADUATE SCHOOL

Tongco Street, Maysan, Valenzuela City, Philippines 1440 Tel No: (632) 8352-7000 |

CP No.: 09683104141 | Email: plv.graduatelstudies@gmail.com <http://www.plv.edu.ph>

March 05, 2025

ELOISA F. ABABATEducation Program Supervisor - English
SDO Navotas

Dearest Ma'am Ababat:

Greetings of peace and goodwill!

I am currently conducting a research study entitled, "**OPTIMIZING ADOPT-A-SCHOOL PROGRAM (ASP) THROUGH STAKEHOLDERS' ENGAGEMENT: BASIS FOR A STRATEGIC ACTION PLAN**" aimed to assessing stakeholder involvement in the Adopt-A-School Program and improving governance.

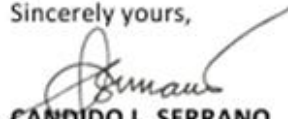
In line with this, I have developed a research questionnaire intended to gather reliable and valid data relevant to the study. I am respectfully requesting your expertise to review and validate the content, clarity, structure, and relevance of the instrument to ensure that it is appropriate and aligned with the objectives of the research.

Your inputs, suggestions, and professional evaluation will be of great value in refining the instrument and ensuring the quality and credibility of the data collection process. Enclosed herewith is a copy of the questionnaire along with a validation form for your perusal.

Should you have any questions or need additional information, please do not hesitate to contact me at 0960-611-2658.

Thank you very much for your time, support, and expertise. I am looking forward to your favorable response.

Sincerely yours,


CANDIDO L. SERRANO
Researcher

APPENDIX E

Validation Tool and Result



PAMANTASAN NG LUNGSOD NG VALENZUELA

GRADUATE SCHOOL

Tongco Street, Maysan, Valenzuela City, Philippines 1440 Tel No: (632) 8352-7000 |

CP No.: 09683104141 | Email: plv.graduatelstudies@gmail.com <http://www.plv.edu.ph>

OPTIMIZING ADOPT-A-SCHOOL (ASP) THROUGH STAKEHOLDERS' ENGAGEMENT: BASIS FOR A STRATEGIC ACTION PLAN

PART I: LEVEL OF IMPLEMENTATION OF ADOPT-A-SCHOOL PROGRAM

Directions: Please rate the level of implementation of Adopt-A-School Program Implementation in your respective school. Put a check mark on the number that corresponds to your assessment using the following scale:

Rating Scale	Interpretation
5	Very High Implementation (VHI)
4	High Implementation (HI)
3	Moderate Implementation (MI)
2	Low Implementation (LI)
1	Very Low Implementation (VLI)

Statement	ACCEPT	REVISE	REMOVE
1. adheres strictly to the guidelines set by DepEd and RA 8525 in implementing the Adopt-A-School Program.	/		
2. communicates clear guidelines about partnership and collaboration are disseminated to all stakeholders involved in the Adopt-A-School Program.	/		
3. conducts orientation sessions regarding Adopt-A-School Program policy are regularly conducted for teachers, staff, and stakeholders.	/		
4. ensures transparency and accountability in handling and utilizing donated resources and services.	/		
5. prepares documentation and record-keeping procedures about partnerships and contributions are in place and consistently implemented	/		
1. addresses directly the school's priority needs as identified in the School Improvement Plan (SIP) and initiated under the Adopt-A-School Program	/		
2. coordinates continuously with adopting partners to effectively plan and implement agreed-upon projects.	/		
3. utilizes effectively for their intended purposes that are provided by adopting partners.	/		
4. aligns consistently with DepEd's core mandate of improving learners' performance and welfare.	/		
5. communicates in a clear manner and have regular feedback between the school and adopting partners about project implementation status.	/		
1. conducts regular monitoring and evaluation of the Adopt-A-School Program activities and projects are conducted by the school administration.	/		
2. reports on the status and outcomes of Adopt-A-School Program initiatives are regularly submitted to DepEd Partnerships Database System (DPDS) and to the Division of Navotas.	/		
3. analyzes the results of monitoring and evaluation activities and clearly communicated to stakeholders, including adopting partners.	/		
4. collects feedback from stakeholders systematically, analyzed, and utilized to enhance the effectiveness of the Adopt-A-School Program.	/		
5. contributes the results of monitoring and evaluation for improvement and adjustment in ongoing and future projects under the Adopt-A-School Program.	/		
1. addresses key areas such as infrastructure, technology, instructional materials, and teacher training provided by the partners.	/		
2. delivers consistently the assistance and contributions as agreed upon in the adopted school's Memorandum of Agreement (MOA).	/		
3. enhances the learning environment and educational experiences of students from adopting partners significantly.	/		
4. encourages and acknowledges partners' contributions through recognition and awarding ceremonies actively.	/		

5. seeks additional support and resources from potential adopting partners to further enhance the quality of education proactively.	/		
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PART II: LEVEL OF PARTICIPATION OF STAKEHOLDERS IN ADOPT-A-SCHOOL PROGRAM RELATED ACTIVITIES

Directions: Please rate the level of participation of stakeholders in Adopt-A-School Program Related Activities in your school. Put a check mark on the number that corresponds to your assessment using the following scale:


Rating Scale	Interpretation
5	Very High Participation (VHP)
4	High Participation (HP)
3	Moderate Participation (MP)
2	Low Participation (LP)
1	Very Low Participation (VLP)

Statement	ACCEPT	REVISE	REMOVE
1. provide financial contributions for the construction or repair of classrooms, libraries, or other learning spaces.	/		
2. donate materials/equipment (e.g., cement, paint, furniture) or offer professional services (e.g., engineering, carpentry).	/		
3. participate actively in Brigada Eskwela or similar school maintenance initiatives on a regular basis.	/		
4. improve the physical learning environment of the school and actively involve the stakeholders significantly	/		
1. provide feeding programs or regular food supplies for undernourished learners.	/		
2. initiate or support <i>health-related activities</i> (e.g., medical/dental check-ups, vaccination drives).	/		
3. donate learning tools/materials (e.g., textbooks, modules, electronic devices) for learners in need.	/		
4. acquire positive impact to the learners' health, nutrition, and academic performance thru stakeholders' contribution.	/		
1. extend scholarships or financial aid (e.g., tuition support, grants) to teachers for professional development.	/		
2. seek for partners with local educational institutions or TESDA for teacher upskilling.	/		
3. organize or fund training workshops/seminars for teachers (e.g., on pedagogy, ICT integration).	/		
4. provide substantially enhanced teaching quality training and development opportunities through stakeholder engagement.	/		

COMMENTS/ SUGGESTIONS:

- After thorough evaluation and expert validation, the research instruments were found to be well-constructed, reliable, and appropriately aligned with the research objectives.
- The instrument is ready for deployment in data collection. Continued use in similar research contexts is encouraged, and future researchers may consider using it as a model for developing related tools.

VALIDATED BY:


MARITES C. DECENA, MAEd
 Master Teacher II
 SDO Navotas
 Date: March 15, 2025



PAMANTASAN NG LUNGSOD NG VALENZUELA

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CP No.: 09683104141 | Email: plv.graduatelstudies@gmail.com <http://www.plv.edu.ph>

OPTIMIZING ADOPT-A-SCHOOL (ASP) THROUGH STAKEHOLDERS' ENGAGEMENT: BASIS FOR A STRATEGIC ACTION PLAN

PART I: LEVEL OF IMPLEMENTATION OF ADOPT-A-SCHOOL PROGRAM

Directions: Please rate the level of implementation of Adopt-A-School Program Implementation in your respective school. Put a check mark on the number that corresponds to your assessment using the following scale:

Rating Scale	Interpretation
5	Very High Implementation (VHI)
4	High Implementation (HI)
3	Moderate Implementation (MI)
2	Low Implementation (LI)
1	Very Low Implementation (VLI)

Statement	ACCEPT	REVISE	REMOVE
1. adheres strictly to the guidelines set by DepEd and RA 8525 in implementing the Adopt-A-School Program.	/		
2. communicates clear guidelines about partnership and collaboration are disseminated to all stakeholders involved in the Adopt-A-School Program.	/		
3. conducts orientation sessions regarding Adopt-A-School Program policy are regularly conducted for teachers, staff, and stakeholders.	/		
4. ensures transparency and accountability in handling and utilizing donated resources and services.	/		
5. prepares documentation and record-keeping procedures about partnerships and contributions are in place and consistently implemented	/		
1. addresses directly the school's priority needs as identified in the School Improvement Plan (SIP) and initiated under the Adopt-A-School Program	/		
2. coordinates continuously with adopting partners to effectively plan and implement agreed-upon projects.	/		
3. utilizes effectively for their intended purposes that are provided by adopting partners.	/		
4. aligns consistently with DepEd's core mandate of improving learners' performance and welfare.	/		
5. communicates in a clear manner and have regular feedback between the school and adopting partners about project implementation status.	/		
1. conducts regular monitoring and evaluation of the Adopt-A-School Program activities and projects are conducted by the school administration.	/		
2. reports on the status and outcomes of Adopt-A-School Program initiatives are regularly submitted to DepEd Partnerships Database System (DPDS) and to the Division of Navotas.	/		
3. analyzes the results of monitoring and evaluation activities and clearly communicated to stakeholders, including adopting partners.	/		
4. collects feedback from stakeholders systematically, analyzed, and utilized to enhance the effectiveness of the Adopt-A-School Program.	/		
5. contributes the results of monitoring and evaluation for improvement and adjustment in ongoing and future projects under the Adopt-A-School Program.	/		
1. addresses key areas such as infrastructure, technology, instructional materials, and teacher training provided by the partners.	/		
2. delivers consistently the assistance and contributions as agreed upon in the adopted school's Memorandum of Agreement (MOA).	/		
3. enhances the learning environment and educational experiences of students from adopting partners significantly.	/		
4. encourages and acknowledges partners' contributions through recognition and awarding ceremonies actively.	/		

5. seeks additional support and resources from potential adopting partners to further enhance the quality of education proactively.	/		
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PART II: LEVEL OF PARTICIPATION OF STAKEHOLDERS IN ADOPT-A-SCHOOL PROGRAM RELATED ACTIVITIES

Directions: Please rate the level of participation of stakeholders in Adopt-A-School Program Related Activities in your school. Put a check mark on the number that corresponds to your assessment using the following scale:

Rating Scale	Interpretation
5	Very High Participation (VHP)
4	High Participation (HP)
3	Moderate Participation (MP)
2	Low Participation (LP)
1	Very Low Participation (VLP)

Statement	ACCEPT	REVISE	REMOVE
1. provide financial contributions for the construction or repair of classrooms, libraries, or other learning spaces.	/		
2. donate materials/equipment (e.g., cement, paint, furniture) or offer professional services (e.g., engineering, carpentry).	/		
3. participate actively in Brigada Eskwela or similar school maintenance initiatives on a regular basis.	/		
4. improve the physical learning environment of the school and actively involve the stakeholders significantly	/		
1. provide feeding programs or regular food supplies for undernourished learners.	/		
2. initiate or support <i>health-related activities</i> (e.g., medical/dental check-ups, vaccination drives).	/		
3. donate learning tools/materials (e.g., textbooks, modules, electronic devices) for learners in need.	/		
4. acquire positive impact to the learners' health, nutrition, and academic performance thru stakeholders' contribution.	/		
1. extend scholarships or financial aid (e.g., tuition support, grants) to teachers for professional development.	/		
2. seek for partners with local educational institutions or TESDA for teacher upskilling.	/		
3. organize or fund training workshops/seminars for teachers (e.g., on pedagogy, ICT integration).	/		
4. provide substantially enhanced teaching quality training and development opportunities through stakeholder engagement.	/		

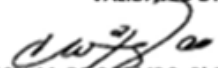
Comments:

The instrument is well-developed and shows strong alignment with the research questions and objectives. The indicators are relevant, logically sequenced, and culturally appropriate for the respondents. The Likert-scale responses are consistent and facilitate accurate interpretation of the data.

Suggestions:

No revisions are recommended at this time. The instrument is ready for data collection. However, researchers are encouraged to monitor field responses for any unforeseen issues during pilot testing or actual administration, as part of standard good research practice.

VALIDATED BY:


 WINCEL M. DE OCAMPO, PhD
 Associate Professor
 Bulacan State University
 Date: March 15, 2025

APPENDIX F

Certificate of Instrument Validation



Pamantasan ng Lungsod ng Valenzuela
Graduate School

Form GS10

CERTIFICATE OF INSTRUMENT VALIDATION

This is to certify that I have validated the (survey instrument or
interview protocol) of the study entitled

**OPTIMIZING ADOPT-A-SCHOOL (ASP) THROUGH STAKEHOLDERS'
ENGAGEMENT: BASIS FOR A STRATEGIC ACTION PLAN**

Prepared by

CANDIDO L. SERRANO

(Name of Student-Researcher)

and I have found it complete and satisfactory with
respect to face and content validity.


ELOISA F. ABABAT, MAEd

Name of the Validator
(Signature above printed name)

Education Program Supervisor in English

SDO Navotas

Affiliation / Contact No.

March 15, 2025

Date



Pamantasan ng Lungsod ng Valenzuela
Graduate School

Form GS10

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Prepared by

CANDIDO L. SERRANO

(Name of Student-Researcher)

and I have found it complete and satisfactory with respect to face and content validity.


WINCEL M. DE OCAMPO, PhD

Name of the Validator
(Signature above printed name)

Associate Professor
Bulacan State University
Affiliation / Contact No.

March 15, 2025
Date



Pamantasan ng Lungsod ng Valenzuela
Graduate School

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OPTIMIZING ADOPT-A-SCHOOL (ASP) THROUGH STAKEHOLDERS' ENGAGEMENT: BASIS FOR A STRATEGIC ACTION PLAN

Prepared by

CANDIDO L. SERRANO

(Name of Student-Researcher)

and I have found it complete and satisfactory with respect to face and content validity.



MARITESS C. DECENA
Name of the Validator
(Signature above printed name)

Master Teacher II
North Bay Boulevard Elementary School – SDO Navotas
Affiliation / Contact No.

March 15, 2025
Date

APPENDIX G

Certificate of Language Editing



Pamantasan ng Lungsod ng Valenzuela
Graduate School

Form GS08

CERTIFICATE OF LANGUAGE EDITING

This is to certify that I have edited this thesis manuscript entitled
**OPTIMIZING ADOPT-A-SCHOOL (ASP) THROUGH STAKEHOLDERS'
ENGAGEMENT: BASIS FOR A STRATEGIC ACTION PLAN**

Prepared by

CANDIDO L. SERRANO

(Name of Student-Researcher)

and I have found it complete and satisfactory with
respect to grammar and composition.

Name of Certified Language Editor
(Signature above printed name)

Affiliation / Contact No.

Date

APPENDIX H

Cronbach's Alpha

	Cronbach Alpha
Part I: Level of Implementation of Adopt-A-School Program	
1. Existing Policies and Guidelines	0.878
2. Programs and Projects Implementation	0.878
3. Monitoring and Evaluation	0.882
4. Assistance and Contributions	0.881
Part II: Level of Participation of Stakeholders in Adopt-A-School Program Related Activities	
1. Infrastructure Development and Renovation	0.893
2. Provision of Learner Support, Health, And Nutrition	0.750
3. Teachers' Training and Professional Development	0.864
OVERALL	0.970
Remark: The instrument is Reliable	

The computed Cronbach's Alpha coefficient of 0.97 indicates an excellent level of internal consistency among the items in the research instrument. This means that the questionnaire is highly reliable, and the items are consistently measuring the same underlying construct. A value this high suggests that respondents interpret the items similarly and that the instrument can be confidently used for data gathering in the study.

APPENDIX I

Certificate of Statistical Treatment



Pamantasan ng Lungsod ng Valenzuela
Graduate School

Form GS05

CERTIFICATE OF STATISTICAL TREATMENT

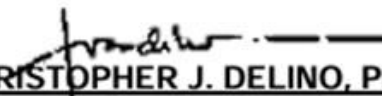
This is to certify that this thesis manuscript entitled

**OPTIMIZING ADOPT-A-SCHOOL (ASP) THROUGH STAKEHOLDERS'
ENGAGEMENT: BASIS FOR A STRATEGIC ACTION PLAN**

Prepared by

CANDIDO L. SERRANO

have undergone statistical treatment.


CHRISTOPHER J. DELINO, PhD

Name of Certified Statistician
(Signature above printed name)

Statistician
Pamantasan ng Lungsod ng Valenzuela
Affiliation / Contact No.

April 30, 2025
Date

APPENDIX J

Plagiarism Test Result

CURRICULUM VITAE

CURRICULUM VITAE

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📍 26 A. Los Martinez S.,
San Jose, Navotas City



EDUCATIONAL BACKGROUND

2022- PRESENT

MaEd major in
Educational
Management

PAMANTASANG LUNGSOD NG VALENZUELA

- Complete Academic Requirements

2013- 2017

Bachelor in
Elementary
Education

NAVOTAS POLYTECHNIC COLLEGE

- Officer, TORCH Organization
- officer, Graduating Class Officer
- Officer, Student Council
- Officer, Alumni Organization

2008 - 2013

NAVOTAS NATIONAL HIGH SCHOOL

- Completed 1st year - 4th year High School

2003 - 2009

NAVOTAS ELEMENTARY SCHOOL

- Completed Kinder - Grade 6 Level

AFFILIATIONS

2020- PRESENT

Navotas
Elementary
School

TEACHER III

- Teaches Filipino Grade 6
- Brigada Eskwela and Adopt-A-School Coordinator
- School Paper Adviser
- Research Advocate

2017-2020

La Naval
Academy,
Inc.

TEACHING PERSONNEL

- Teachers Filipino 2, 3, and 4
- Teaches Pagbasa at Pagsulat Tungo sa Pananaliksik Grade 11
- Cluster Grade Level Leader
- School Paper Adviser