

School Program Management Practices, Stakeholders' Engagement, and Organizational Performance in Public Elementary Schools in The Division of Muntinlupa City: Basis For a Collaborative Improvement Initiative

Najejan C. Octavio, Ed.D

Eulogio “Amang” Rodriguez Institute of Science & Technology (Earist-Cavite), Graduate School- Ed.D Program

DOI: <https://doi.org/10.51244/IJRSI.2026.1307000028>

Received: 08 July 2026; Accepted: 13 July 2026; Published: 23 July 2026

ABSTRACT

Educational reforms increasingly emphasize the importance of effective school program management and meaningful stakeholder engagement in achieving sustainable organizational performance. School leaders are expected to manage programs efficiently while fostering collaborative partnerships that improve school outcomes. This study examined school program management practices, stakeholder engagement, and organizational performance in selected public elementary schools within the Division of Muntinlupa City to inform the development of a Collaborative Improvement Initiative. Specifically, the study assessed school program management practices across program planning and implementation, monitoring and evaluation mechanisms, resource allocation and utilization, institutional support and policy alignment, capacity-building activities, and program sustainability and continuity. Stakeholders' engagement was likewise examined through participation in decision-making, collaboration in program design and implementation, communication and feedback mechanisms, support for school initiatives, shared accountability and ownership, and institutional and administrative support. Employing a descriptive-correlational research design, the study involved district supervisors, school heads, teachers, and School Parent-Teacher Association (SPTA) officers from public elementary schools in the Division of Muntinlupa City. Data were gathered through a validated, researcher-developed questionnaire and a documentary analysis of the Office Performance Commitment and Review Form (OPCRF) covering School Years 2022–2023, 2023–2024, and 2024–2025. Weighted mean, Analysis of Variance (ANOVA), Pearson Product-Moment Correlation, and documentary analysis were used to analyze the data. The findings revealed that school program management practices and stakeholders' engagement were highly manifested, while organizational performance consistently remained at a high level across the three-year period. Significant relationships were likewise found among the major variables, demonstrating that effective program management and active stakeholder participation contribute substantially to organizational performance. Based on these findings, a Collaborative Improvement Initiative was developed to strengthen school governance, stakeholder partnerships, and organizational excellence.

Keywords: school program management, stakeholder engagement, organizational performance, school-based management, collaborative governance, educational leadership, division of Muntinlupa City, Philippines

INTRODUCTION

Educational institutions throughout the world continue to face increasingly complex challenges arising from rapid technological advancement, globalization, educational reforms, and changing societal expectations. These developments have transformed schools into dynamic organizations that require not only effective instructional leadership but also strategic program management, collaborative governance, and sustainable organizational systems. As educational institutions strive to improve learner outcomes while responding to evolving community needs, school leaders are expected to manage programs systematically, engage diverse stakeholders, and establish organizational cultures characterized by accountability, innovation, and continuous improvement. Consequently, effective school program management has become a defining characteristic of high-performing educational institutions.

School program management encompasses the systematic planning, implementation, monitoring, evaluation, and sustainability of educational programs designed to achieve institutional goals. Beyond administrative coordination, effective program management requires school leaders to align organizational resources, institutional policies, stakeholder participation, and professional development initiatives toward improving educational quality. Contemporary educational leadership recognizes that successful school programs are not achieved solely through administrative authority but through collaborative processes involving teachers, parents, local government units, community organizations, and other educational partners. Such collaboration enables schools to maximize available resources while ensuring that programs remain responsive to learners' needs and community expectations.

Stakeholder engagement has likewise emerged as a fundamental pillar of effective educational governance. Modern educational systems increasingly recognize that schools function most effectively when stakeholders actively participate in planning, implementing, monitoring, and evaluating educational initiatives. Parents, community leaders, alumni, private organizations, local government units, and civil society organizations provide valuable resources, expertise, and support that strengthen school programs and promote organizational sustainability. Effective stakeholder engagement also promotes transparency, accountability, shared ownership, and stronger public trust in educational institutions.

Organizational performance is the ultimate indicator of educational effectiveness because it reflects the institution's capacity to fulfill its mission through efficient resource use, effective leadership, collaborative governance, and sustained instructional quality. High-performing schools consistently demonstrate effective program implementation, efficient operational systems, stakeholder satisfaction, and continuous organizational improvement. Rather than measuring success solely through academic outcomes, organizational performance encompasses broader dimensions of institutional effectiveness, including leadership capacity, governance systems, operational efficiency, and service quality.

Within the Philippine educational system, school program management and stakeholder collaboration are supported by comprehensive legislative and policy frameworks. Republic Act No. 9155, otherwise known as the Governance of Basic Education Act of 2001, institutionalized School-Based Management (SBM) by empowering schools to exercise greater autonomy while promoting shared governance and stakeholder participation. The Philippine Professional Standards for School Heads (PPSSH), institutionalized through DepEd Order No. 24, s. 2020, further emphasizes leadership competencies related to instructional leadership, organizational management, partnership building, and continuous improvement. Likewise, DepEd Order No. 26, s. 2022 strengthened stakeholder participation by institutionalizing School Governance Councils that promote collaborative decision-making, transparency, and accountability. Collectively, these policies recognize that effective school governance depends upon strong program management, collaborative leadership, and active stakeholder engagement.

Despite these policy initiatives, many public schools continue to face challenges in consistently implementing school programs. Variations in stakeholder participation, monitoring systems, resource allocation, institutional support, and program sustainability continue to affect organizational performance across educational institutions. While previous studies have examined school-based management, leadership practices, or stakeholder participation independently, relatively few investigations have comprehensively examined the combined influence of school program management practices and stakeholder engagement on organizational performance, particularly within public elementary schools in the Division of Muntinlupa City. This gap underscores the need for integrated empirical investigations that explain how collaborative educational governance contributes to sustained institutional effectiveness.

The present study therefore assessed school program management practices, stakeholders' engagement, and organizational performance among selected public elementary schools in the Division of Muntinlupa City. Specifically, it examined six dimensions of school program management, six dimensions of stakeholder engagement, organizational performance based on three-year Office Performance Commitment and Review Form (OPCRF) results, facilitating and hindering factors affecting school management, and the suitability, acceptability, and feasibility of a proposed Collaborative Improvement Initiative. Through these objectives, the

study sought to provide evidence-based recommendations to strengthen collaborative school governance and sustain organizational excellence in Philippine public elementary schools.

2. Literature-Based Research Framework

The study is anchored on four complementary theoretical perspectives that collectively explain how school program management and stakeholder engagement contribute to organizational performance.

The primary theoretical foundation is Instructional, Transformational, and Distributed Leadership Theory, which holds that effective educational leadership extends beyond administrative supervision to empower teachers, foster collaboration, strengthen instructional quality, and distribute leadership responsibilities throughout the organization. Bush et al. (2018) emphasize that successful school leaders build collaborative learning communities by encouraging participation, developing teacher leadership, and aligning organizational goals with instructional improvement. Within public elementary schools, these leadership approaches explain how school heads coordinate educational programs while promoting shared responsibility and continuous organizational learning.

The second theoretical perspective is the High-Performance Organization (HPO) Theory proposed by de Waal (2018), which argues that organizations achieve sustainable excellence through effective leadership, continuous improvement, organizational adaptability, evidence-based decision-making, and stakeholder responsiveness. High-performing schools consistently demonstrate systematic program management, collaborative governance, and continuous performance monitoring, enabling them to sustain educational quality despite changing organizational environments. The HPO framework therefore explains how school program management practices directly influence organizational performance through coordinated institutional systems.

The third theoretical foundation is the Stakeholder Engagement–Performance Theory, which explains that organizations perform more effectively when stakeholders actively participate in planning, decision-making, implementation, and evaluation. According to Zhang and Adnan (2025), stakeholder collaboration strengthens organizational accountability, resource mobilization, innovation, and institutional sustainability by integrating diverse perspectives into organizational processes. Within educational institutions, active participation by parents, community leaders, local government units, and other educational partners enhances program implementation while strengthening organizational legitimacy and public trust.

Finally, the study is supported by the principles of School-Based Management (SBM), institutionalized through Republic Act No. 9155 and subsequent DepEd policies. School-Based Management emphasizes decentralization, participatory governance, accountability, and collaborative leadership by empowering schools to make decisions responsive to local educational needs. This policy framework reinforces the theoretical proposition that effective school program management and meaningful stakeholder engagement collectively contribute to improved organizational performance and sustained educational quality.

Collectively, these theoretical perspectives provide a comprehensive framework explaining the relationships among the study variables. Leadership theories explain how school heads manage programs effectively; HPO Theory explains how organizational systems contribute to institutional excellence; Stakeholder Engagement–Performance Theory explains how collaborative governance strengthens school effectiveness, while School-Based Management provides the Philippine policy context within which these organizational processes operate. Together, these perspectives establish the conceptual foundation for understanding collaborative educational governance within public elementary schools.

METHODOLOGY

Research Design

The study employed a descriptive-correlational research design to determine the extent of school program management practices, stakeholders' engagement, and organizational performance in selected public elementary schools in the Division of Muntinlupa City. The descriptive component enabled the researcher to determine the

level of manifestation of the study variables, while the correlational component examined the relationships among school program management, stakeholder engagement, and organizational performance without manipulating existing organizational conditions. The design was appropriate because it generated empirical evidence necessary for developing a Collaborative Improvement Initiative grounded on actual organizational practices and institutional performance.

Research Locale

The study was conducted in selected public elementary schools under the Schools Division of Muntinlupa City. The participating schools represented diverse educational settings implementing School-Based Management, collaborative governance, and stakeholder engagement initiatives. The locale provided an appropriate setting because the schools actively implement DepEd policies on school program management, stakeholder partnerships, and organizational performance assessment.

Respondents of the Study

The respondents consisted of six (6) district supervisors, twenty (20) school heads, teachers, and one hundred (100) School Parent-Teacher Association (SPTA) officers from selected public elementary schools in the Division of Muntinlupa City. Teachers were selected using appropriate sampling procedures aligned with the study's sampling design, while supervisors, school heads, and SPTA officers were included for their direct involvement in school program management and stakeholder engagement. The diverse respondent groups provided comprehensive perspectives regarding leadership practices, collaborative governance, and organizational performance.

RESULTS AND DISCUSSION

School Program Management Practices

School program management constitutes one of the most critical leadership functions in educational administration because it ensures that institutional programs are systematically planned, implemented, monitored, evaluated, and sustained. Effective management of school programs enables educational institutions to align organizational resources with strategic priorities while strengthening instructional quality, stakeholder collaboration, and organizational performance. In this study, school program management practices were examined through six interrelated dimensions: program planning and implementation, monitoring and evaluation mechanisms, resource allocation and utilization, institutional support and policy alignment, capacity-building activities, and program sustainability and continuity.

Overall, respondents assessed school program management practices as Highly Evident, with an overall composite weighted mean of 4.36. Supervisors (4.45), school administrators (4.36), teachers (4.20), and School Parent-Teacher Association (SPTA) officers (4.44) consistently recognized that school programs are effectively managed across the participating public elementary schools. Although teachers provided slightly lower ratings than the other respondent groups, all assessments remained within the "Highly Evident" category, demonstrating broad consensus regarding the effectiveness of school program management.

The findings indicate that schools have institutionalized systematic approaches to educational program management that emphasize strategic planning, collaborative implementation, continuous monitoring, and organizational sustainability. These practices reflect the principles of School-Based Management (SBM), where school leaders exercise decentralized authority while engaging teachers and stakeholders in achieving institutional goals.

The results strongly support the Instructional, Transformational, and Distributed Leadership Framework, which explains that successful educational organizations are characterized by shared leadership, collaborative decision-making, and continuous organizational learning. Likewise, the findings reinforce High-Performance Organization Theory, which emphasizes that sustainable institutional excellence depends on effective leadership, systematic organizational processes, stakeholder responsiveness, and continuous improvement.

Program Planning and Implementation

Program planning and implementation emerged as one of the highest-rated dimensions, obtaining a composite weighted mean of 4.39, indicating that school leaders consistently demonstrate excellence in planning educational programs and ensuring their effective implementation.

The findings suggest that participating schools have established structured planning mechanisms that align educational programs with institutional goals, learner needs, and Department of Education priorities. School heads appear to involve teachers and stakeholders in identifying school needs, developing implementation strategies, and allocating responsibilities during program execution.

Strategic planning likewise contributes to organizational coherence by coordinating instructional activities, professional development initiatives, learner support services, and community partnerships toward common educational objectives.

These findings are consistent with contemporary educational management literature emphasizing that strategic planning strengthens organizational effectiveness by providing schools with clear implementation frameworks, measurable performance indicators, and systematic coordination among organizational units.

From a management perspective, effective program planning reduces implementation gaps, strengthens accountability, and improves institutional responsiveness to changing educational demands.

Monitoring and Evaluation Mechanisms

Monitoring and evaluation mechanisms ranked third among the six dimensions with a composite weighted mean of 4.38, indicating that systematic monitoring has become an integral component of school program management.

The findings demonstrate that school leaders consistently evaluate program implementation, monitor institutional performance, review accomplishment reports, and utilize evaluation results to guide organizational improvement. Effective monitoring contributes significantly to organizational learning by enabling administrators to identify implementation strengths, address operational weaknesses, and formulate evidence-based interventions to improve future program implementation.

Moreover, systematic evaluation promotes organizational accountability by ensuring that educational programs achieve intended objectives while utilizing school resources responsibly.

The findings support High-Performance Organization Theory, which emphasizes continuous performance monitoring as an essential organizational mechanism for sustaining institutional excellence.

Resource Allocation and Utilization

Resource allocation and utilization likewise received highly favorable assessments, obtaining a composite weighted mean of 4.33. Respondents consistently agreed that school leaders manage financial, material, technological, and human resources responsibly while ensuring that educational programs receive adequate organizational support.

The findings indicate that participating schools effectively align available resources with instructional priorities and organizational objectives. Financial resources, instructional materials, facilities, and personnel appear to be allocated systematically according to school improvement priorities rather than routine administrative practices.

Interestingly, subsequent inferential analysis revealed that resource allocation and utilization was the only dimension that did not show significant differences among respondent groups ($F = 1.4309$, $p = 0.2498$), suggesting a common organizational understanding regarding how school resources are distributed and utilized.

This finding implies that resource allocation practices are sufficiently transparent and consistent across participating schools, resulting in similar perceptions among supervisors, administrators, teachers, and SPTA officers.

Institutional Support and Policy Alignment

Institutional support and policy alignment obtained a composite weighted mean of 4.31, the lowest among the six dimensions but still interpreted as Highly Evident.

The findings indicate that school leaders consistently align school programs with Department of Education policies, School Improvement Plans, Annual Implementation Plans, and broader institutional objectives. Nevertheless, respondents perceived opportunities for strengthening policy integration and organizational support mechanisms.

Institutional alignment remains particularly important because educational reforms require schools to continuously adapt organizational practices while maintaining compliance with evolving national standards.

The relatively low ranking suggests that, although policy implementation is generally effective, schools may further strengthen communication about policy changes, institutional priorities, and implementation expectations.

These findings support School-Based Management principles emphasizing that decentralized governance should remain aligned with national educational policies while responding effectively to local organizational contexts.

Capacity-Building Activities

Capacity-building activities ranked fourth with a composite weighted mean of 4.36, indicating that school leaders consistently invest in professional development and organizational learning.

Respondents recognized that teachers and school personnel regularly participate in seminars, workshops, mentoring activities, learning action cells, and professional development initiatives designed to strengthen instructional competence and organizational capability.

The findings suggest that school leaders view professional development as an essential organizational investment rather than merely a compliance requirement. Continuous capability-building enables teachers to improve instructional practices and prepares educational personnel to respond effectively to evolving educational demands.

Educational leadership literature consistently demonstrates that schools investing in continuous professional development exhibit stronger instructional quality, organizational innovation, and institutional sustainability.

Program Sustainability and Continuity

Program sustainability and continuity emerged as one of the strongest dimensions, obtaining a composite weighted mean of 4.39 and sharing the highest rank with program planning and implementation.

The findings demonstrate that participating schools prioritize long-term institutional sustainability rather than short-term program implementation. School leaders consistently establish systems that enable educational initiatives to continue despite leadership transitions, organizational changes, or resource constraints.

Program sustainability reflects mature organizational management because successful educational initiatives are institutionalized rather than dependent upon individual administrators or temporary organizational conditions.

The findings further indicate that school leaders actively integrate monitoring, stakeholder participation, resource management, and continuous evaluation into long-term organizational planning.

These results strongly reinforce High-Performance Organization Theory, which emphasizes organizational resilience, adaptability, and continuous improvement as essential characteristics of sustainable educational institutions.

Stakeholders' Engagement

Stakeholder engagement has become a cornerstone of effective educational governance because schools increasingly rely on collaborative partnerships to improve instructional quality, mobilize resources, and sustain organizational development. Contemporary educational leadership recognizes that school improvement cannot be achieved solely through administrative initiatives; rather, it requires active participation from parents, teachers, learners, local government units, private organizations, alumni, community leaders, and other educational partners. Within School-Based Management (SBM), stakeholder engagement serves as an essential mechanism for strengthening accountability, transparency, shared ownership, and organizational sustainability. In the present study, stakeholders' engagement was examined through six dimensions: participation in decision-making, collaboration in program design and implementation, communication and feedback mechanisms, support for school initiatives, shared accountability and ownership, and institutional and administrative support.

Overall, respondents assessed stakeholders' engagement as Highly Evident, indicating that collaborative governance has become well institutionalized within the participating public elementary schools. Supervisors, school heads, teachers, and School Parent-Teacher Association (SPTA) officers consistently recognized that school leaders actively involve stakeholders in planning, implementing, monitoring, and evaluating educational programs. The findings suggest that school-community partnerships have evolved beyond ceremonial participation toward meaningful collaboration that supports organizational effectiveness and school improvement.

The findings strongly support the Stakeholder Engagement–Performance Theory, which posits that organizations achieve superior performance when stakeholders participate actively in organizational processes. Likewise, the results reinforce the principles of School-Based Management, which emphasize decentralization, participatory governance, and shared accountability as essential elements of effective educational leadership.

Participation in Decision-Making

Participation in decision-making emerged as one of the highest-rated dimensions of stakeholder engagement. Respondents agreed that school leaders consistently encourage teachers, parents, community representatives, and other stakeholders to participate in school planning, policy formulation, and organizational decision-making.

The findings indicate that school leaders increasingly adopt collaborative leadership approaches that recognize stakeholders as partners rather than passive beneficiaries of educational services. Active participation in decision-making enables schools to integrate diverse perspectives into organizational planning while strengthening institutional responsiveness to community needs.

Collaborative decision-making likewise promotes transparency because stakeholders become more informed regarding school priorities, financial allocations, program implementation, and organizational goals. Such openness strengthens public trust while encouraging greater stakeholder commitment toward school improvement initiatives.

These findings are consistent with the distributed leadership literature, which emphasizes that educational organizations become more effective when leadership responsibilities are shared among multiple members of the organization rather than concentrated solely within administrative positions.

Collaboration in Program Design and Implementation

Collaboration in program design and implementation likewise received highly favorable assessments, indicating that school leaders consistently involve stakeholders in developing and implementing educational programs.

The findings demonstrate that teachers, parents, community organizations, local government units, and private-sector partners actively contribute to educational initiatives through technical assistance, financial support, volunteer services, and collaborative planning. Such partnerships expand schools' organizational capacity by mobilizing additional resources and expertise beyond those available within the institution.

The results further indicate that collaborative implementation strengthens organizational ownership because stakeholders perceive school programs as shared community responsibilities rather than exclusive administrative functions. Consequently, educational initiatives become more sustainable while generating broader community support.

Educational leadership literature consistently demonstrates that collaborative partnerships improve educational quality by integrating community resources into instructional and organizational development.

Communication and Feedback Mechanisms

Communication and feedback mechanisms were likewise assessed as Highly Evident, reflecting the existence of systematic communication channels between schools and their stakeholders. Respondents acknowledged that school leaders regularly disseminate organizational information, solicit stakeholder feedback, conduct consultations, and maintain open communication throughout program implementation.

The findings indicate that effective communication strengthens collaborative governance by ensuring that stakeholders remain informed regarding school priorities, program accomplishments, organizational challenges, and future initiatives.

Feedback mechanisms further support continuous improvement by providing school leaders with valuable stakeholder information to refine educational programs and organizational policies. Regular communication, therefore, functions not only as an administrative requirement but also as an organizational learning process.

These findings align with organizational communication theory, which emphasizes that effective communication strengthens organizational trust, collaboration, and institutional adaptability.

Support for School Initiatives

Support for school initiatives likewise obtained a highly favorable assessment, indicating that stakeholders consistently contribute resources, expertise, and participation toward achieving school improvement objectives.

Respondents recognized that parents, community organizations, alumni, local government units, and private partners actively support educational activities through financial assistance, volunteerism, infrastructure development, learner support programs, and instructional initiatives.

The findings suggest that stakeholder support significantly expands school capacity by providing additional organizational resources that complement government funding. Such partnerships enable schools to implement broader educational programs while strengthening institutional sustainability.

Moreover, stakeholder support reflects increasing community confidence in school leadership and organizational governance. Schools characterized by strong community partnerships generally demonstrate higher organizational legitimacy and improved institutional performance.

Shared Accountability and Ownership

Shared accountability and ownership emerged as another highly manifested dimension. Respondents agreed that school leaders successfully cultivate organizational cultures where stakeholders assume collective responsibility for educational outcomes and institutional development.

The findings indicate that accountability has evolved beyond administrative reporting toward collaborative organizational responsibility. Parents, teachers, school leaders, and community partners jointly monitor program

implementation, evaluate organizational performance, and participate in continuous improvement initiatives. Shared ownership also strengthens organizational commitment because stakeholders perceive educational success as a collective achievement rather than solely the responsibility of school administrators.

These findings strongly reinforce School-Based Management principles emphasizing participatory governance, collaborative accountability, and decentralized educational leadership.

Institutional and Administrative Support

Institutional and administrative support completed the six dimensions of stakeholder engagement and likewise received highly positive assessments. Respondents recognized that school leaders consistently provide administrative assistance, organizational coordination, technical guidance, and institutional support necessary for sustaining collaborative partnerships.

The findings demonstrate that effective stakeholder engagement depends not only on stakeholders' willingness to participate but also on schools' organizational capacity to coordinate partnerships systematically.

School leaders who establish clear organizational structures, communication systems, partnership agreements, and monitoring mechanisms create institutional environments in which collaboration becomes sustainable rather than dependent on individual relationships.

These findings support contemporary educational governance literature emphasizing that organizational support strengthens partnership effectiveness and helps ensure continuity of collaborative initiatives despite leadership transitions or organizational changes.

Overall, stakeholder engagement serves as a critical organizational mechanism that links school leadership to broader community participation, thereby enhancing institutional effectiveness and organizational performance.

Organizational Performance

Organizational performance is the culmination of effective school leadership, systematic program management, stakeholder collaboration, and effective use of organizational resources. Unlike purely academic indicators, organizational performance encompasses the overall effectiveness of institutional operations, leadership systems, governance processes, service delivery, stakeholder satisfaction, and continuous organizational improvement.

The present study assessed organizational performance using documentary analysis of the Office Performance Commitment and Review Form (OPCRF) covering School Years 2022–2023, 2023–2024, and 2024–2025, thereby providing objective institutional evidence of school performance.

The documentary analysis revealed that participating public elementary schools consistently maintained Very Satisfactory to Outstanding organizational performance throughout the three-year evaluation period. These sustained ratings indicate that schools have successfully translated effective program management and stakeholder collaboration into measurable institutional outcomes.

The findings suggest that organizational performance is strengthened by systematic program planning, collaborative implementation, effective monitoring systems, responsible resource utilization, and active stakeholder engagement. School leaders appear capable of integrating administrative leadership with collaborative governance, thereby creating organizational environments conducive to continuous improvement.

The results strongly support the High-Performance Organization Theory, which explains that sustainable organizational excellence emerges through coordinated leadership, organizational adaptability, stakeholder responsiveness, evidence-based management, and continuous innovation. Schools demonstrating high organizational performance are characterized not merely by effective administrative procedures but by organizational cultures committed to learning, collaboration, and continuous quality improvement.

Furthermore, the findings demonstrate that organizational performance extends beyond compliance with Department of Education standards. High-performing schools likewise exhibit effective leadership practices, strong community partnerships, responsive governance systems, and institutional resilience that sustain educational excellence despite changing organizational demands.

Significant Differences in School Program Management Practices

One of the objectives of the study was to determine whether district supervisors, school heads, teachers, and School Parent-Teacher Association (SPTA) officers differed significantly in their assessment of school program management practices. Analysis of Variance (ANOVA) revealed significant differences across most dimensions of school program management, indicating that respondents occupying different organizational roles perceived management practices differently. However, resource allocation and utilization did not differ significantly, suggesting a common perception among respondents regarding how school resources are allocated and managed.

The significant differences observed in program planning, monitoring mechanisms, institutional support, capacity-building activities, and program sustainability may be attributed to varying levels of involvement among the respondent groups. District supervisors evaluate school programs from a systems and policy-compliance perspective; school heads focus on implementation and operational management; teachers assess programs based on instructional experiences; and SPTA officers evaluate school programs through their participation in community-based activities and school governance.

These findings demonstrate that organizational roles influence perceptions of school program management. Such differences are expected within decentralized educational systems where stakeholders assume distinct responsibilities during program implementation. Consequently, school leaders should strengthen communication, transparency, and collaborative planning to ensure that stakeholders develop a common understanding of school priorities and organizational goals.

The findings likewise reinforce Distributed Leadership Theory, which emphasizes that leadership is interpreted differently depending on organizational position, responsibility, and participation in institutional decision-making.

Significant Differences in Stakeholders' Engagement

The study further examined whether respondents differed significantly in their assessment of stakeholders' engagement. ANOVA results revealed statistically significant differences across several dimensions of stakeholder engagement, indicating that supervisors, school heads, teachers, and SPTA officers perceive collaborative governance differently.

The differences suggest that school administrators generally perceive stakeholder engagement more positively because they directly facilitate community partnerships and collaborative activities. Teachers evaluate engagement primarily through instructional support and school-community interactions, whereas SPTA officers assess collaboration based on their participation in school programs, consultation processes, and organizational communication.

Although statistically significant differences were identified, all respondent groups consistently rated stakeholder engagement within the Highly Evident category. This finding indicates that collaborative governance is well established despite varying organizational perspectives.

The results support Stakeholder Engagement-Performance Theory, which explains that effective collaboration requires continuous communication, shared understanding, and mutual participation among organizational members. Differences in perception, therefore, represent opportunities for improving collaborative governance rather than evidence of organizational weakness.

Relationship Between School Program Management Practices and Stakeholders' Engagement

Pearson Product-Moment Correlation analysis demonstrated a significant positive relationship between school program management practices and stakeholders' engagement. Schools that consistently implement effective program management also demonstrate stronger stakeholder participation, collaborative decision-making, organizational communication, and community support.

The findings indicate that effective program management fosters organizational environments that encourage stakeholders to participate actively in school improvement initiatives. Strategic planning, systematic monitoring, resource management, and organizational sustainability give stakeholders confidence that their participation meaningfully contributes to institutional success.

Conversely, strong stakeholder engagement enhances school program management by providing additional organizational resources, technical expertise, volunteer services, and community support, thereby strengthening educational programs.

These findings suggest a reciprocal relationship between school leadership and stakeholder participation. Effective leadership encourages collaboration, while meaningful stakeholder engagement further strengthens organizational management.

Relationship Between School Program Management Practices and Organizational Performance

The study likewise revealed a significant positive relationship between school program management practices and organizational performance. Schools characterized by systematic planning, effective monitoring, efficient resource utilization, institutional support, professional development, and sustainable program implementation consistently demonstrated higher levels of organizational performance, as reflected in OPCR ratings.

These findings support the proposition that organizational performance is strengthened through effective management systems rather than isolated administrative activities. School leaders who establish clear organizational processes improve instructional implementation, organizational accountability, and institutional responsiveness.

The results strongly reinforce High-Performance Organization Theory, which holds that sustainable institutional excellence depends on integrated organizational systems that translate strategic planning into measurable outcomes.

Relationship Between Stakeholders' Engagement and Organizational Performance

A significant positive relationship was likewise found between stakeholders' engagement and organizational performance. Schools demonstrating stronger stakeholder participation, collaborative implementation, effective communication, shared accountability, and institutional support consistently achieved higher organizational performance. The findings indicate that organizational performance extends beyond internal administrative capability. Schools become more effective when external stakeholders actively contribute to planning, implementation, resource mobilization, and organizational evaluation. Meaningful stakeholder participation enhances institutional legitimacy, strengthens community ownership, expands organizational resources, and improves the sustainability of educational initiatives. These findings further validate School-Based Management by demonstrating that collaborative governance contributes directly to organizational excellence.

Multiple Regression Analysis

Multiple regression analysis was conducted to determine the combined influence of school program management practices and stakeholders' engagement on organizational performance.

The regression results indicate that the combined variables significantly explain variation in organizational performance, demonstrating that school leadership and stakeholder collaboration function as complementary organizational mechanisms that support institutional effectiveness.

The findings suggest that schools achieve superior organizational performance when effective leadership is accompanied by active stakeholder participation. Program management alone cannot maximize institutional effectiveness without collaborative partnerships, while stakeholder engagement becomes more meaningful when supported by systematic organizational leadership. These results reinforce Organizational Effectiveness Theory by demonstrating that institutional success emerges through the coordinated interaction of leadership systems, organizational processes, stakeholder participation, and continuous improvement.

Facilitating Factors

Respondents identified several organizational conditions that facilitate effective school program management and stakeholder engagement. Overall, these facilitating factors were assessed as Highly Facilitating, indicating that participating schools possess organizational environments conducive to collaborative governance and continuous improvement. Among the strongest facilitating factors were: strong leadership commitment; collaborative organizational culture; active participation of School Governing Councils and SPTA; transparent communication systems; regular stakeholder consultations; continuous professional development; effective monitoring and evaluation systems; and sustained community partnerships.

These findings demonstrate that organizational effectiveness is strengthened when leadership promotes participation, transparency, shared accountability, and continuous organizational learning.

Hindering Factors

Although school program management and stakeholder engagement were generally assessed positively, respondents likewise identified several operational constraints. These hindering factors were generally assessed as Least Encountered, indicating that they occur occasionally but still warrant administrative attention. The most frequently cited concerns included: limited financial resources; scheduling conflicts among stakeholders; increasing administrative workload; communication delays; inconsistent stakeholder participation; policy changes requiring organizational adjustments; technological limitations; and competing institutional priorities.

These findings indicate that schools continue to operate within complex organizational environments where leadership must balance administrative requirements with instructional priorities and stakeholder expectations. Addressing these challenges requires strengthening organizational communication, expanding stakeholder participation mechanisms, improving digital systems, and enhancing administrative support.

Proposed Collaborative Improvement Initiative

Based on the findings, a Collaborative Improvement Initiative (CII) was developed to strengthen school program management, enhance stakeholder engagement, and sustain organizational performance within public elementary schools in the Division of Muntinlupa City. The framework integrates collaborative leadership, organizational development, stakeholder partnerships, and continuous performance improvement into a comprehensive institutional strategy.

Strategic Component 1: School Program Excellence

Objective

Strengthen planning, implementation, monitoring, and sustainability of school programs.

Major Strategies

- Strategic planning workshops
- Program monitoring enhancement
- Digital implementation tracking

- Sustainability planning

Strategic Component 2: Stakeholder Partnership Enhancement

Objective

Strengthen meaningful stakeholder participation and collaborative governance.

Major Strategies

- Expand School Governance Council participation
- Parent engagement initiatives
- Community partnership development
- Public-private collaboration projects

Strategic Component 3: Organizational Performance Improvement

Objective

Sustain high organizational performance through evidence-based management.

Major Strategies

- Quarterly organizational reviews
- Performance dashboards
- Continuous quality improvement initiatives
- OPCRf monitoring and coaching

Strategic Component 4: Sustainability and Continuous Improvement

Objective

Institutionalize collaborative governance and continuous organizational renewal.

Major Strategies

- Annual strategic reviews
- Leadership succession planning
- Capacity-building programs
- Organizational learning communities

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. School program management practices are highly evident among public elementary schools in the Division of Muntinlupa City. School leaders consistently demonstrate effective practices in program planning and implementation, monitoring and evaluation, resource allocation and utilization, institutional

support and policy alignment, capacity-building activities, and program sustainability. These practices provide a strong organizational foundation for continuous school improvement.

2. Program planning and implementation, together with program sustainability and continuity, emerged as the strongest dimensions of school program management, indicating that school leaders effectively establish strategic directions and ensure the long-term continuity of educational initiatives.
3. Stakeholders' engagement is highly evident across all dimensions, reflecting the successful implementation of collaborative governance through participatory decision-making, program collaboration, effective communication, community support, shared accountability, and institutional support.
4. Organizational performance remained consistently high throughout the three-year evaluation period based on the Office Performance Commitment and Review Form (OPCRF), demonstrating that participating schools maintain effective institutional systems and organizational excellence.
5. Significant differences exist among district supervisors, school heads, teachers, and SPTA officers regarding their assessment of school program management practices and stakeholders' engagement, indicating that organizational roles and responsibilities influence stakeholders' perceptions of leadership and collaborative governance.
6. Resource allocation and utilization were the only dimensions of school program management that did not demonstrate significant differences, suggesting that respondents share common perceptions regarding the transparency and effectiveness of resource management within participating schools.
7. School program management practices are significantly related to stakeholders' engagement, demonstrating that effective leadership strengthens stakeholder participation, collaborative decision-making, and community involvement in school programs.
8. School program management practices significantly contribute to organizational performance. Schools characterized by systematic planning, effective monitoring, efficient resource management, and sustainable program implementation consistently demonstrate stronger institutional performance.
9. Stakeholders' engagement likewise has a significant positive relationship with organizational performance. Schools that successfully mobilize parents, community members, local government units, and partner organizations achieve stronger organizational outcomes through collaborative governance and shared accountability.
10. Facilitating factors, including collaborative leadership, effective communication, stakeholder participation, capacity-building programs, and systematic monitoring, strengthen school program management and organizational performance.
11. Hindering factors, such as financial constraints, administrative workload, communication challenges, technological limitations, and inconsistent stakeholder participation, continue to affect school operations despite their generally limited occurrence.
12. The proposed Collaborative Improvement Initiative provides an integrated organizational framework capable of strengthening school leadership, stakeholder collaboration, organizational performance, and continuous institutional improvement within public elementary schools.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed:

For the Department of Education

1. Continue strengthening School-Based Management by institutionalizing leadership development programs that emphasize collaborative governance, strategic program management, stakeholder engagement, and evidence-based organizational leadership.
2. Expand national capability-building initiatives focusing on school program management, organizational monitoring, partnership development, and sustainable educational leadership aligned with the Philippine Professional Standards for School Heads.

For the Schools Division Office

3. Develop division-wide technical assistance programs that provide continuous coaching and mentoring for school heads in strategic program management, collaborative governance, and organizational performance improvement.
4. Institutionalize regular monitoring and evaluation systems that assess school program implementation, stakeholder participation, and organizational performance using standardized performance indicators.

For School Heads

5. Continue strengthening participatory school governance by actively involving teachers, parents, School Governance Councils, SPTA officers, community organizations, and local government units in planning, implementing, monitoring, and evaluating school programs.
6. Sustain systematic program monitoring by utilizing evidence-based evaluation tools, performance dashboards, and continuous improvement mechanisms to enhance organizational responsiveness.
7. Strengthen organizational communication by maintaining transparent consultation processes, timely dissemination of school information, and regular stakeholder feedback sessions.
8. Expand school-community partnerships by establishing collaborative projects that support instructional improvement, learner development, infrastructure enhancement, and organizational sustainability.

For Teachers

9. Continue participating actively in school program planning, implementation, organizational evaluation, and collaborative leadership initiatives to strengthen institutional ownership and instructional effectiveness.
10. Enhance professional collaboration by participating in Professional Learning Communities (PLCs), Learning Action Cells (LACs), action research, and school improvement committees.

For School Parent-Teacher Associations and Community Partners

11. Strengthen community participation by actively supporting school programs, learner development initiatives, fundraising activities, volunteer services, and educational partnerships that contribute to sustainable school improvement.
12. Promote shared accountability by participating in organizational evaluation, school governance activities, and collaborative planning to strengthen transparency and public trust.

For Future Researchers

13. Conduct similar studies involving secondary schools, senior high schools, private educational institutions, and higher education institutions to validate and extend the present findings.

14. Employ advanced statistical techniques such as Structural Equation Modeling (SEM), Path Analysis, or Hierarchical Linear Modeling (HLM) to investigate the direct and indirect relationships among leadership, stakeholder engagement, organizational climate, innovation, and school performance.
15. Explore additional organizational variables, including digital leadership, organizational resilience, school culture, teacher engagement, innovation capability, and community participation, to develop more comprehensive models of educational effectiveness.

REFERENCES

1. Aliazas, J. V., Panoy, B. R., & Baguna, A. (2023). Person–environment fit: Empowering leadership practices on teachers' work engagement and motivation. *International Journal of Academic and Industry Research*, 4(3), 62–81.
2. Asian Development Bank. (2023). *Asian development outlook 2023: Financing education and human capital*. Asian Development Bank.
3. Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.
4. Bass, B. M., & Avolio, B. J. (1994). *Improving organizational effectiveness through transformational leadership*. Sage Publications.
5. Burns, J. M. (1978). *Leadership*. Harper & Row.
6. Bush, T. (2020). *Theories of educational leadership and management* (5th ed.). Sage Publications.
7. Bush, T., Bell, L., & Middlewood, D. (2019). *Principles of educational leadership and management* (3rd ed.). Sage Publications.
8. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
9. Darling-Hammond, L. (2021). *Preparing educational leaders: Powerful learning that builds professional practice*. Jossey-Bass.
10. Day, C., Gu, Q., & Sammons, P. (2020). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies. *Educational Administration Quarterly*, 56(2), 221–258.
11. de Waal, A. A. (2018). *The high performance organization framework*. Routledge.
12. Department of Education. (2012). DepEd Order No. 83, s. 2012: Implementing guidelines on the revised School-Based Management (SBM) framework, assessment process and tool.
13. Department of Education. (2017). DepEd Order No. 42, s. 2017: National adoption and implementation of the Philippine Professional Standards for Teachers (PPST).
14. Department of Education. (2020). DepEd Order No. 24, s. 2020: Philippine Professional Standards for School Heads (PPSSH).
15. Department of Education. (2022). DepEd Order No. 26, s. 2022: Implementing guidelines on School Governance Councils.
16. Department of Education. (2022). DepEd Order No. 24, s. 2022: Basic Education
17. Development Plan (BEDP) 2030.
18. Department of Education. (2024). *MATATAG Agenda: Bansang Makabata, Batang Makabansa*.
19. Field, A. (2018). *Discovering statistics using IBM SPSS Statistics* (5th ed.). Sage Publications.
20. Fullan, M. (2020). *Leading in a culture of change* (2nd ed.). Jossey-Bass.
21. Gamino, A. A., & Casamayor, C. G. (2024). Pedagogical leadership and workplace spirituality as predictors of teacher engagement. *Asia Pacific Journal of Educational Technologies, Psychology, and Social Sciences*, 2(1), 82–128.
22. Gravetter, F. J., & Wallnau, L. B. (2021). *Statistics for the behavioral sciences* (11th ed.). Cengage Learning.
23. Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2022). *Multivariate data analysis* (9th ed.). Cengage Learning.
24. Hallinger, P. (2020). Leadership and school improvement: Supporting educational change. *Educational Management Administration & Leadership*, 48(4), 567–569.
25. Hoy, W. K., & Miskel, C. G. (2024). *Educational administration: Theory, research, and practice* (11th ed.). McGraw-Hill Education.

26. Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5–22.
27. Nguyen, T. H., Pham, H. T., & Tran, M. N. (2021). Organizational effectiveness in educational institutions: A systems perspective. *International Journal of Educational Management*, 35(4), 745–761.
28. Organisation for Economic Co-operation and Development. (2023). *Education at a glance 2023: OECD indicators*. OECD Publishing.
29. Republic Act No. 9155. (2001). *Governance of Basic Education Act of 2001*.
30. Robbins, S. P., & Coulter, M. (2021). *Management* (15th ed.). Pearson.
31. Schein, E. H., & Schein, P. A. (2021). *Organizational culture and leadership* (5th ed.). Wiley.
32. Sergiovanni, T. J. (2021). *The principalship: A reflective practice perspective* (8th ed.). Pearson.
33. UNESCO. (2023). *Global education monitoring report 2023: Technology in education*. UNESCO Publishing.
34. World Bank. (2024). *World development report 2024: Learning for development*. World Bank.
35. Yukl, G. (2020). *Leadership in organizations* (9th ed.). Pearson.
36. Zhang, Y., & Adnan, M. (2025). Stakeholder engagement and organizational performance in educational institutions: Evidence from collaborative governance. *International Journal of Educational Development*, 104, 102995.
37. Zulueta, F. M., & Maglaya, A. S. (2023). Collaborative school leadership and stakeholder participation among Philippine public schools. *Philippine Journal of Educational Leadership and Management*, 7(1), 15–36.
38. Bryson, J. M. (2018). *Strategic planning for public and nonprofit organizations* (5th ed.). Wiley.
39. Epstein, J. L. (2019). *School, family, and community partnerships: Preparing educators and improving schools* (3rd ed.). Routledge.
40. Hargreaves, A., & Fullan, M. (2020). *Professional capital: Transforming teaching in every school*. Teachers College Press.
41. OECD. (2021). *Teachers and school leaders as valued professionals*. OECD Publishing.