



Impact of the Stakeholders to the School Improvement and Learners Academic Performance

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ABSTRACT

Stakeholders play a vital role in the improvement of Education in many schools in the public and private sectors. The partnership between the school administration, parents, community, and business entities creates an impact on the school's development that may primarily affect the learner's academic performance. The main objective of this study is to know what are these impacts to the school improvement and to the learner's academic performance and how this partnership between the stakeholders and the school affects the learners by identifying its role and significance.

Keywords: Academic Performance, Education, Impact, Stakeholders

INTRODUCTION

"It takes a village to raise a child" an African proverb we often hear in various talks, seminars, and conferences which means an entire community might influence the growth of a child. The same goes for Education, It is not only the school administrators and the teachers who are accountable to the learners' learning. We have to consider the external and internal factors and these factors of influence are the stakeholders. Montera (2015) defines stakeholders as anyone who is involved in the welfare and success of a school that could be collective entities that have a personal, professional, civic, financial interest or concern in the school.

DISCUSSION

Stakeholders' role in education may differ based on the level of their participation but generally, stakeholders' major role falls into the decision-making process. Offering guidance and support creates an opportunity for different stakeholders to have a voice in shaping the policies which affect them (Kaplan, Lewis, 2019). In the Philippines, the Department of Education requires the public schools to involve the stakeholders in the development of the School Improvement Plan through Deped Order 44, S. 2015. The purpose of this is to strengthen the bond between the school and the stakeholders and thus, to ensure the delivery of quality, responsive and relevant education. Primarily, the stakeholders impact the school's improvement through the planning and implementation of School-Based Management.

A study proves that the involvement of the stakeholders in the formulation of the School Improvement Plan is one of their most important roles in education. Nicdao and Ancho (2015) find a very high extent of involvement of the stakeholders to the following practices: (1) crafting and implementing different programs and projects initiated; (2) leadership and participation of the community leaders; (3) providing technical support; (4) continual review and improvement of SIP; (5) collaborating in defining their structures, roles and responsibilities; (6) accountability in different school and community-initiated activities; (7) sourcing out school funds; (8) role model on being a servant leader; (9) consistently implementation of projects and programs; (10) Communication; (11) assuring the quality of different projects; (12) access to information; (13) programs for appreciation and recognition. But their role does not end in planning and implementation, they could also make an impact on the schools through investment. In Nigeria, a study shows that a government-owned school was not able to cover all the needs of the university and concluded that their government alone cannot continue to fund education and noted that external stakeholders can influence improvement in quality education by donation of funds, implementing reform, participative decision making, institutional policy-making, construction of buildings, donation of health facilities and textbooks, construction of access roads to institutions, monitoring performance (Asiyai, 2014). Also, Involvement between schools and stakeholders in curriculum development and implementation promotes academic success and is essential to effective schooling (Mannathoko, M. Chilalu, 2019). This sum-up that the role of stakeholders, adequate resources, and capacity building can create positive change to the schools and a higher quality of education services, ultimately improving student performance (Bruns, Filmer, Patrinos, 2011).

In a study conducted by Bandur (2008) that Ninety-seven percent of the respondents either agreed (51%) or strongly agreed (46.2%) with the statement that SBM has created higher levels of participation of other stakeholders, which lead to improvements in student achievements. In fact, since their School-Based Management implementation, which was also participated with the stakeholders, changes in their school takes place and some of it is changes to school culture, leadership styles of the principals, improvements in teaching/learning environments such as school buildings and classroom changes, higher levels of parental and community participation in supporting instructional programs inside and outside schools. A Pearson correlated test was also demonstrated that the participation of school stakeholders was associated with improved student achievements ($r = .106$, $N = 490$, $p = .018$) wherein there was a positive correlation between improvements in student achievements resulting from the implementation of SBM in the areas of SBM policies, programs, and other types of action enabling significant improvements in student achievements. Another research of Bandur (2012) finds how the partnership between the school and stakeholders in the formulation of school decision making in terms of setting a school mission, shared-vision, annual programs, school budget, school textbooks, school buildings, school-based curriculum and even students' discipline policies have resulted to the improvement in the teaching-learning environments and student achievements. Bandur added in another study in 2018 that in a school wherein coordination between the school council and school principal is good, school decisions are always made based on consensus between teachers, the principal, and school council members leading to the improvement of the student's academic performance.

In addition, parents as stakeholders also impact the learners and this was affirmed by Graffith (2010) that parental involvement was consistently related with the student performance. Moreover, Parents as partners and parent leaders shares responsibility for this improvement (Henderson, Jacob, Schloss, Raimondo, 2004).

SUMMARY AND CONCLUSION

School is a significant place in our society. It is where we raise the next generation leaders and future workforce. This article shows the impact of the stakeholders to the school improvement: policies, facilities, implementation and leadership which will address the needs of the learners. It also shows that the improvement among the school have a positive impact to the learners by increasing their academic performance. The contribution of the stakeholders empowers the school in achieving their mission, vision and goal towards the delivery of quality education.

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