



Journal Homepage: -www.journalijar.com

INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI:10.21474/IJAR01/10965
DOI URL: <http://dx.doi.org/10.21474/IJAR01/10965>



RESEARCH ARTICLE

STAKEHOLDERS' ROLE IN ORGANIZATIONAL DEVELOPMENT AND SCHOOL EFFECTIVENESS

Jerome S. Monfero Ed. D.^{1,2}

1. Department of Education-Schools Division of Laguna, Liliw National High School, Evasco Road Kanlurang Bukal Liliw, Laguna.
2. Laguna State Polytechnic University, Santa Cruz Main Campus, Graduate Studies and Applied Research (GSAR) Bubukal, Santa Cruz, Laguna.

Manuscript Info

Manuscript History

Received: 12 March 2020
Final Accepted: 14 April 2020
Published: May 2020

Key words:-

Stakeholders' Role, Organizational Development, School Effectiveness

Abstract

This study aimed to determine the presence and involvement of the stakeholders and its relationship in organizational development and school effectiveness. This study employed the descriptive correlational survey research design that involved three hundred fifty-nine (359) school heads, teachers and stakeholders from the twenty (20) districts of the Division of Laguna. The findings showed the presence of different stakeholders were sometimes present. Often involvement in planning, generating resources, program/project implementation, monitoring and evaluation in the part of stakeholders was revealed.

Achieved organizational organization, comprehensive strategic planning, effective organizational structure, strong management, well developed leadership capacity and robust human resource capacity as indicators to determine the level of organizational development marked often observed. Moreover, school effectiveness based on effective instructional leadership, positive school climate, strong professional development and intensified clients' satisfaction implies highly practiced. Presence and involvement of stakeholders found to have a significant relationship in the organizational development and school effectiveness. It is recommended that school leaders should develop strategic techniques to involve stakeholders in school administration, management and supervision, school heads should strengthen the importance of shared responsibility and accountability among stakeholders, the top-level officials should tightly monitor if the schools strictly adhere to the existing policies with regards to stakeholders' engagement and lastly, school leaders should secure organizational development and school effectiveness at all times and they must involve stakeholders.

Copy Right, IJAR, 2020., All rights reserved.

Introduction:-

As stated on the 1987 Philippine Constitution, the government has provided compulsory and free basic education for all, and in the past fiscal years the Department of Education took the largest part in the national budget, there were schools that experiences the lack of resources thereby affecting the operation and the quality of services they offered to their clientele. Thus, this problem specifically can directly influence the organizational development and school

Corresponding Author:-Jerome S. Monfero

Address:-Department of Education-Schools Division of Laguna, Liliw National High School, Evasco Road Kanlurang Bukal Liliw, Laguna.

effectiveness. There were various studies already conducted to prove the vital role of the stakeholders in different aspects of the school administration, supervision and management. The part of the stakeholders was really crucial in different ways and numerous aspects to secure schools' commitment in delivering excellence to its main clientele, the students. They help in turning the school's mission, vision and goals into realities. Their involvement contributes in addressing some of the problems that every public education sector face through years.

Without the help from the stakeholders it is really hard for any academic institution to move forward. For the succeeding years, the Department of Education introduces the collaborative determination to uplift the quality of learnings delivered to the learners. Shared responsibility in the education sector means building bridges and creating strong linkages among other members of the community. It is also about forming blocks that can lead to the desired ends. According to Msila (2014), stakeholders are all those persons who have a genuine interest in the unending effectiveness and success of an institution.

Stakeholders' participation can be defined as collaborating with people and using the possible resources they have and importantly, developing unity to realize agreed desired ends and goals. A skilled school leader finds ways in which the interests and abilities of each individual can contribute to the organizational success and school effectiveness. However, Mokoena (2012) reiterates that educational leaders aiming to improve the heights of trust among the stakeholders and should consider different indicators of participative management efficiency in carrying out their functional leadership obligations and responsibilities.

Involving the stakeholders in school management, supervision and administration, will lead to the improvement of the school effectiveness as well as it affects the organizational development. The study will measure the level of the presence of different stakeholders in different secondary schools in the Division of Laguna. It also aims to prove the crucial part of the stakeholders in planning, generating resources, program/project implementation, monitoring and evaluation. It will also measure the organizational development and the school effectiveness in terms of different indicators. At the end, it will test the significant relationship of the presence and involvement of stakeholders in the development of the organization as well as the school efficiency.

In global arena, the basic context of a quality education system is one that prospers in meeting the individual desired ends and outcomes; one that responds to the learners' needs; one that aligned with the goals of the communities and the nations; and one that nurtures the ability of students to obtain needed knowledge and the 21st century skills to secure global competitiveness and this will become possible through a collaborative effort of everyone.

Objectives:-

The main purpose of the study is to determine the relationship between the presence and involvement of the stakeholders and the organizational development as well as the school effectiveness among the secondary schools in the Division of Laguna. Specifically, this study sought answers to the following questions:

1. What is the level of presence of the following stakeholders: Parents and Teachers Association (PTA), School Governing Council (SGC), Local Government Unit (LGU), Non-Governmental Organization (NGO), Faith Based Organizations, People's Organization, Professional Organization, Alumni, Private Corporations, Private Individuals?
2. What is the extent of the stakeholders' involvement with respect to planning, generating resources, program and project implementation, program and project monitoring, program and project evaluation?
3. What is the extent of organizational development as to: achieved organizational vision, comprehensive strategic planning, effective organizational structure, strong management, well developed leadership capacity, robust human resource capacity?
4. What is the mean level of the school effectiveness in terms of effective instructional leadership, positive school climate, strong professional development, clients' satisfaction?
5. Is there any significant relationship between the presence of stakeholders and the organizational development?
6. Is there any significant relationship between the presence of stakeholders and the school effectiveness?
7. Is there any significant relationship between the stakeholder's involvement and the organizational development?
8. Is there any significant relationship between the stakeholder's involvement and the school effectiveness?

Methodology:-

This study utilized a descriptive correlational survey type research to determine the significant relationship between the presence and involvement of stakeholders and the organizational development and school effectiveness in the Division of Laguna. The respondents were composed of three hundred fifty-nine (359) teachers, administrative officials and stakeholders of the twenty (20) districts in the Schools Division of Laguna. The researcher used the purposive sampling which is one of the types of non-probability sampling.

This researcher-made questionnaire with five (5) parts gathered information on demographic profile of the respondents, the presence and involvement of the stakeholders in the school improvement and administration processes, the extent of organizational development and the level of the school effectiveness. The data gathered were treated using mean, standard deviation and Pearson r correlation to determine the significant relationship among the variables.

Literature Review:-

Sheldon, (2012) then indicates that stakeholders in the educational community include; parents, legal guardians and families, private individuals, organizations and corporations, educators, administrators, policymakers, people's organization and the public who have a stake and must have an equal voice in the expansion, interpretation, and broadcasting of assessment and valuable information. Students are concerned because their knowledge and skills acquisition and the quality of their subsequent lives and careers are at stake. Teachers have a stake because of their understandings of their students, their professional practice and knowledge, their perceptions of themselves as teachers, and the quality of their work life and standing in the community. Families clearly have an active asset in their children's learning, well-being, and enlightening future. The public invests money in education, in part as an investment for the future, and has a stake in maintaining the quality of that investment. The stewardship of the venture involves school administrators and legislators. Delivery of quality education is a vast burden which requires the involvement of all shareholders, in an autonomous society. When any one stakeholder/perspective is absent, latent, or privileged above others, the assessment picture is slanted.

Hoover-Dempsey et. al. (2011) classify educational stakeholders as school board members, division superintendent, site manager, educators, legal guardians, parents, and learners who are closely involved in the overall actions of the schools. They argued that schools should encourage significant participation of parents, students and teachers in order to be successful.

The Singapore Ministry of Education (2013) also classifies stakeholders in education to include a list of individual or group of people, government based and non-governmental organizations. These include the students, parents and families, teachers, principals of schools, government, businesses and industries, the alumni association, the school advisory/management committees, etc, who are expected to play their roles effectively in order to create conducive teaching and learning atmosphere to enable children learn better and reach their fullest potential.

Rosario (2010) explains that in involving the stakeholders in program/project planning it can contribute to comprehend the process of planning, emerging the milestones, scope statement, assigning the planning team, recognizing deliverables, generating the work breakdown structure, allocating the required resources, designing schedule, estimating time and cost necessary for activities, risk and hazard assessment and securing formal approvals from the authorities.

Coulter (2010) mentioned that any organization plays a vital role in project monitoring his study about the involvement of stakeholders in project success. He found that there is a positive and strong correlation between stakeholders' involvement and the project success. Involvement of stakeholder through monitoring and reporting of project development subsidizes to the identification of hindrances and challenges surrounding the programs or projects. Top management in organizations can use shareholder involvement in monitoring as an opportunity to influence and secure the success of the project.

Stakeholder-based evaluation is used best in decision-oriented, problem-solving, or summative evaluations Stakeholder-based evaluation varies because of its practical goals, evaluator control, and limited stakeholder participation (Mark & Shotland, 2015).

According to Robbins (2014), organizational development assimilates a collection of deliberated alteration interventions which depends on humanistic and self-governing values, that aims to increase the effectiveness of any organization and the security of the employees. Organizational development interventions advocate the mentioned values namely respecting people, generating support and trust, equal distribution of power, participative but also confronting if required.

On the other hand, achieved organizational vision statements are another important element of an effective strategic planning. Vision was identified as a look towards the unidentified to describe the future, which syndicates current truths, confidences, dreams, intimidations and chances". In educational management, vision statement refers to the long-term goals of any academic institution. Vision figures and guides future education practices (Beyerlein, 2013). Vision also describes what the organization needs to become in the future and which position it needs to acquire and is the countenance of a dream concerning a future desired outcome.

Meanwhile, strategic planning can be defined as the process by which the associates of an association envision its future and secure grows in the necessary procedures and operations to achieve the desire ends. To diminish the risks in the school premises and also to take the finest possible benefit of the chances the strategic planning serves as guiding principles to the school administrators and supervisors (Allison et.al., 2017).

Organizational structure can be defined as the way errands and authority are properly allocated, and work measures are passed out among organizational members. It provides basic frameworks to help operations proceed smoothly and functionally. They designate the nature and means of formal reporting relationships as well as the groupings of individuals within the organization (Germain, 2016).

Strong management is an administration technique that helps all organizations to understand the potential of each of his/her colleagues as a team and hone their skills and abilities to help them achieve the desired goals they set for themselves. and identify the actions required to reach these personal goals. (Aktan, 2013).

Well-developed leadership is significant to the development of trust between faculty and principals. He/she respects and appreciates his/her employees, provides necessary resources, shares knowledge, listens and delegates tasks effectively. A well-developed leader treats teacher with respect and consideration, setting clear and reasonable expectations, and being open with teachers could result in high levels of trust between principals and teachers (Tschannen-Moran, 2013). Conviction serves as the groundwork for communication, combined decision-making, and structure a common vision (Tschannen-Moran, 2013). Stakeholders in schools rely on trust among stakeholders. The second parents, school administrators, parents, legal guardians and learners need some level of trust between each other in order for the school to be fecund and affect student results. Ultimately, "trust matters to successful leaders and their schools" A well capacitated leader finds time to listen to his/her employees and put into consideration the suggestions of valuable employees but can brush off employee complaints. (Tschannen-Moran, 2013).

People serving in Human Resource Management and Development section really matters to face a multitude of trials, ranging from a altering work force to government protocols, technological rebellion and the recent globalization concern. Those engaged in its management must develop and work through an integrated Human Resource Management and Development (HRMD) system comprising such functions as staffing, human resource development, compensation and safety and employee labor relations (Mondy, 2009).

According to, Neumerski (2013) he distinguishes three categories of instructional leadership: (a) traditional instructional leadership that is positioned on the school heads, (b) evolving instructional educator leadership, and most recently, instructional coaching leadership. Neumerski (2013) claims also that all three classes of instructional leadership should be properly combined to share desired findings and to produce new knowledge and concepts around how leaders expand instructional leadership.

On the other hand, Higgins-D'Alessandro et.al (2011) verified that learners with special needs and those who had individual education plans, were only able to benefit from the positive school environment if they felt involved and respected by other learners, indicating the vital role of peer relationships in the well-being of learners with differences.

Another effective technique for professional advancement is that teachers should be given opportunities to select whatever educational areas wherein they need professional enhancement. Other effective method is to deal on teacher evaluation data in professional coaching and mentoring, which allows school administrators and mentors to adapt their work to particular areas of strength and faintness (Allen, 2011).

Effective communication between faculty members and learners is also a factor upsetting the satisfaction of the students in their academic involvements. This implies that adequate and positive faculty-student relationship will take part to overall student gratification. Interaction with fellow schoolmates is also associated with student satisfaction (Aitken, 2012).

Discussion:-

Table 1:- presents the extent of stakeholders' presence in the Schools Division of Laguna.

Stakeholders	Findings	Conclusion/Interpretation
Parents and Teachers Association	M=4.60 SD=0.63	Always Present
School Governing Council (SGC);	M=4.54 SD=0.63	Always Present
Local Government Unit (LGU);	M=4.15 SD=0.75	Often Present
Non-Governmental Organization (NGO);	M=3.83 SD=0.83	Often Present
Faith Based Organizations;	M=3.66 SD=0.89	Often Present
People's Organization	M=3.64 SD=0.85	Often Present
Professional Organization	M=3.91 SD=0.88	Often Present
Alumni;	M=3.87 SD=0.88	Often Present
Private Corporations	M=3.43 SD=0.93	Sometimes Present
Private Individuals	M=3.47 SD=0.96	Sometimes Present

Result revealed that Parents and Teachers Association which composed of parents, legal guardian and educators obtained the highest mean of 4.60 (SD=0.63) which indicated Always Present. School Governing Council which consists of private stakeholders obtained the second highest mean of 4.54 (SD=0.63) which indicated Always Present. However, the Private Corporations obtained the lowest mean of 3.43 (SD=0.93) which was verbally interpreted as Sometimes Present.

Various stakeholders participate in the schools' improvement. They play a vibrant role in the schools' administration, management and supervision. The Parents and Teachers Association (PTA) and School Governing Council (SGC) were the organization that includes the internal stakeholders like teachers and school administrators. This is the main reason why their presence was really high. However, private individuals, companies and organization extends their help if they will be asked for the success of any school program or project.

The stakeholders play effective roles that support students' development to the fullest. (SME, 2013)

Parents and families, private individuals and corporations, teachers, administrators, policymakers, people's organization and the public who have a stake and must have an equal voice in the development, interpretation, and reporting of assessment information. (Sheldon, 2012).

Table 2:- presents the extent of the stakeholders' involvement.

Indicators	Findings	Conclusion/ Interpretation
Planning;	Over all Mean=4.15	Often Involved

Generating Resources;	Over all Mean=4.14	Often Involved
Program/Project Implementation;	Over all Mean=4.07	Often Involved
Program/ Project Monitoring;	Over all Mean=3.91	Often Involved
Program/ Project Evaluation	Over all Mean=3.99	Often Involved

The table shows the involvement of stakeholders in different aspects. Based on the results, the stakeholders often get involved in planning (Mean=4.15), generating resources (Mean=4.14), program/project implementation (Mean=4.07), program/project monitoring (Mean=3.91) and program/project evaluation (Mean=3.99) based on the data gathered by the researcher.

The stakeholders often involved themselves in the planning of school programs and projects. It can be concluded that only few directly take part in the development of the possible program or project in the school.

It can be concluded that the stakeholders were often involved in generating resources. Various stakeholders often initiated income generating projects to finance the implementation of the program/project for the school. Some of the activities implemented by the Department of Education, attained success through the help of the project initiated by the stakeholders.

Based on the data gathered it can be concluded that the often involvement of the stakeholders in program/ project implementation can be observed in different DepEd initiated activities like BrigadaEskwela, improvement of school facilities and alike.

The often involvement of the stakeholders in program/project monitoring can be observed through their contribution in the School Based Management. Their involvement in monitoring the school programs/projects can be seen also in some DepEd initiated project like BrigadaEskwela, OplanBalikEskwela and alike.

The stakeholders often involved in the the program/project evaluation due to its limited participation in some of the aspects of school-based management and supervision. Their evaluation was treated equally to improve the school programs and projects.

Table 3:- presents the level of organizational development.

Indicators	Findings	Conclusion/ Interpretation
Achieved Organizational Vision;	Over all Mean=4.12	Often Observed
Comprehensive Strategic Planning;	Over all Mean=4.06	Often Observed
Effective Organizational Structure;	Over all Mean=4.12	Often Observed
Strong Management;	Over all Mean=4.23	Always Observed
Well Developed Leadership Capacity;	Over all Mean=4.25	Always Observed
Robust Human Resource Capacity	Over all Mean=4.14	Often Observed

Among the indicators tested under organizational development, well developed leadership capacity (Mean=4.25) and strong management placed second with the mean of 4.23 which were both interpreted as always observed. The robust human resource management (Mean=4.14) rank third, the achieved organizational vision and comprehensive strategic planning both obtained the mean of 4.12 placed second to the last. The lowest among the tested indicators was comprehensive strategic planning (Mean=4.06). The latter areas of organizational development were verbally interpreted as often observed.

The achieved organizational vision set is often observed in different schools due to various reasons. One of these reasons was, the vision might not be clearly explained and understood by the people in the organization, this can lead to harder attainment of the desired outcomes at the end of the process.

Strategic planning is often observed in the different schools in the Division of Laguna. It can be concluded that the comprehensive planning must be given emphasis to achieved the desired outcomes at the end of the process.

The organizational structure was often observed in different schools in the Division of Laguna. This can be possible due to unclear flow of organization and improper flow of communication. This can be resolved through

strengthening the organizational structure and relay it properly to the members of the organization. It is expected also that the stakeholders will be involved in organizing the school structure.

The strong management was always observed in the different stations in the Division of Laguna. It can be derived due to intensive seminars and trainings delivered by the Department of Education. This proves that there are effective programs initiated by the agency for the school managers.

A well-developed leadership capacity set is always observed in the different schools in the Division of Laguna. it can be concluded that the school managers exhibited effective and efficient management of the schools. This can be derived from the enhancement programs established by the Department of Education.

The robust human resource capacity set is often observed, this can be concluded due to unfamiliar process of hiring and promotion among the employees of different stations. The school heads must properly orient and inform all the school employees about the selection and promotion process. The school managers should also intensify the reward system among the employees to improve the quality of service.

Table 4:- presents the level of school effectiveness.

Indicators	Findings	Conclusion/Interpretation
Effective Instructional Leadership;	Over all Mean=4.29	Highly Practiced
Positive School Climate;	Over all Mean=4.30	Highly Practiced
Strong Professional Development;	Over all Mean=4.32	Highly Practiced
Clients Satisfaction	Over all Mean=4.25	Highly Practiced

The overall computed mean of 4.29 for effective instructional leadership, 4.30 for positive school climate, 4.32 for strong professional development and 4.25 for clients' satisfaction which were all interpreted as Highly Practiced.

The effective instructional leadership was highly evident in the different stations in the Division of Laguna. This can be rooted through the effective management of the schools within the division. The effective technical assistance and supervision given by the top management can be one of the reasons in attaining an effective instructional leadership. This must continuously intensify in all aspects.

The positive school climate as one the indicators of school effectiveness set highly practiced in different schools in the Division of Laguna. It can be entrenched through the implementation of positive discipline and reinforcement in the working stations. The improved reward system among the school employees and learners can contribute in establishing positive school climate.

It can be concluded that the strong professional development among the schools in the Division of Laguna was highly practiced. It can be engrained from the desire for continuous development and progress among the employees in terms of personal and professional advancement. It can be rooted also by the effective trainings and seminars developed and executed by the Department of Education for its employees.

The clients' satisfaction practices set is highly evident in the different stations in the Division of Laguna. This becomes possible through an effective interaction between the school employees and the clientele to draw the desired ends. This also implies that the customer's satisfaction was fully attained by the employees of the schools.

Table 5:- presents the correlation between presence of the stakeholders and the organizational development.

Presence of the Stakeholders	Organizational Development	r-value	Degree of Correlation	p value	Verbal Interpretation
Presence of the Stakeholders	Achieved Organizational Vision	0.461**	Strong Enough	<0.01	Significant
	Comprehensive Strategic Planning	0.471**	Strong Enough	<0.01	Significant
	Effective Organizational	0.462**	Strong Enough	<0.01	Significant

	Structure				
	Strong Management	0.317**	Weak	<0.01	Significant
	Well-Developed Leadership Capacity	0.394**	Weak	<0.01	Significant
	Robust Human Resource Capacity	0.444**	Strong enough	<0.01	Significant

** Correlation is significant at the 0.01 level (2-tailed)

All indicators under the presence of the stakeholders manifested significant relationship to the organizational development with respect to achieved organizational vision, comprehensive strategic vision, effective organizational structure, strong management, well-developed leadership capacity and robust human resource management based on the computed p value of <0.01. Presence of the stakeholders with the computed r value of 0.461 for the achieved organizational vision, 0.471 for strategic comprehensive planning, 0.462 for effective organizational structure, and 0.444 for robust human resource capacity indicated strong enough correlation. On the other hand, the computed r value of 0.317 for strong management and 0.394 for well-developed leadership capacity manifested weak correlation.

It can be derived that the presence of the stakeholders has a strong enough correlation in the different indicators tested in the organizational development. This can be included in strengthening the organizational structure and can be used in achieving the school success towards the desired ends.

Table 6:- presents the correlation between stakeholders' involvement and the organizational development.

Stakeholders' Involvement	Organizational Development	r-value	Degree of Correlation	p value	Verbal Interpretation
Planning	Achieved Organizational Vision	0.541**	Strong Enough	<0.01	Significant
	Comprehensive Strategic Planning	0.639**	Strong	<0.01	Significant
	Effective Organizational Structure	0.609**	Strong	<0.01	Significant
	Strong Management	0.548**	Strong Enough	<0.01	Significant
	Well-Developed Leadership Capacity	0.561**	Strong Enough	<0.01	Significant
	Robust Human Resource Capacity	0.444**	Strong Enough	<0.01	Significant
Generating Resources	Achieved Organizational Vision	0.557**	Strong Enough	<0.01	Significant
	Comprehensive Strategic Planning	0.653**	Strong	<0.01	Significant
	Effective Organizational Structure	0.607**	Strong	<0.01	Significant
	Strong Management	0.607**	Strong	<0.01	Significant
	Well-Developed Leadership Capacity	0.573**	Strong Enough	<0.01	Significant
	Robust Human Resource Capacity	0.557**	Strong Enough	<0.01	Significant
Program/Project Implementation	Achieved Organizational Vision	0.562**	Strong Enough	<0.01	Significant
	Comprehensive Strategic Planning	0.672**	Strong	<0.01	Significant

	Effective Organizational Structure	0.623**	Strong	<0.01	Significant
	Strong Management	0.641**	Strong	<0.01	Significant
	Well-Developed Leadership Capacity	0.591**	Strong Enough	<0.01	Significant
	Robust Human Resource Capacity	0.562**	Strong Enough	<0.01	Significant
Program/Project Monitoring	Achieved Organizational Vision	0.554**	Strong Enough	<0.01	Significant
	Comprehensive Strategic Planning	0.697**	Strong	<0.01	Significant
	Effective Organizational Structure	0.630**	Strong	<0.01	Significant
	Strong Management	0.577**	Strong Enough	<0.01	Significant
	Well-Developed Leadership Capacity	0.548**	Strong Enough	<0.01	Significant
	Robust Human Resource Capacity	0.554**	Strong Enough	<0.01	Significant
Program/Project Evaluation	Achieved Organizational Vision	0.535**	Strong Enough	<0.01	Significant
	Comprehensive Strategic Planning	0.689**	Strong	<0.01	Significant
	Effective Organizational Structure	0.613**	Strong	<0.01	Significant
	Strong Management	0.563**	Strong Enough	<0.01	Significant
	Well-Developed Leadership Capacity	0.522**	Strong Enough	<0.01	Significant
	Robust Human Resource Capacity	0.535**	Strong Enough	<0.01	Significant

** Correlation is significant at the 0.01 level (2-tailed)

The table exhibited the significant relationship of the stakeholders' involvement with respect to planning, generating resources, program/project implementation, monitoring and evaluation to the organizational development in terms of achieved organizational vision, comprehensive strategic vision, effective organizational structure, strong management, well-developed leadership capacity and robust human resource management based on the computed p value of <0.01. It is also indicated that t computed r values showed strong to strong enough correlation in all aspects of the stakeholders' involvement and organizational development.

All indicators tested showed different degree of correlation to each other, this only shows that the state policies containing how to involve the stakeholders must be checked and properly monitored by the top management. Series of seminars must be conducted to secure that all school administrators must be properly informed how to strengthen the stakeholders' involvement in school management, administration and supervision.

It can be derived that the involvement of the stakeholders showed a significant correlation to the organizational development. It is highly suggested that the school leaders must continue to involve the stakeholders for the continuous organizational development and improvement. Various techniques and strategies can be used to secure the growth of the organization. Their involvement of the stakeholders can really affect the organization and it is undeniable. The well-developed leadership in the schools must consider stakeholders in different aspects which includes: planning, generating resources, program/project implementation, monitoring and evaluation.

Table 7:- presents the correlation between presence of the stakeholders and the school effectiveness.

Presence of the Stakeholders	School Effectiveness	r-value	Degree of Correlation	p value	Verbal Interpretation
Presence of the Stakeholders	Effective Instructional Leadership	0.375**	Weak	<0.01	Significant
	Positive School Climate	0.371**	Weak	<0.01	Significant
	Strong Professional Development	0.391**	Weak	<0.01	Significant
	Clients' Satisfaction	0.421**	Strong Enough	<0.01	Significant

** Correlation is significant at the 0.01 level (2-tailed)

All indicators under the presence of the stakeholders manifested significant relationship to the school effectiveness in terms of effective instructional leadership, positive school climate, strong professional development and client's satisfaction based on the computed p value of <0.01. Presence of the stakeholders with the computed r value of 0.375 for the effective instructional leadership, 0.371 for positive school climate and 0.391 for strong professional development indicated weak correlation. On the other hand, the computed r value of 0.421 for clients' satisfaction manifested weak correlation.

The presence of the stakeholders shows a significant relationship to the school effectiveness. Based on the result showed it can be concluded that in some aspects of school effectiveness the participation and the presence of the stakeholders must be strengthened. It can be resolved through various techniques and strategies that can be employed in the school management, supervision and administration. For the school to be efficient the school leaders must engage stakeholders in different aspects to achieve the desired goals. The clients' satisfaction must be maintained thus, their satisfaction felt by the clients can be linked also to the trust given to the schools by the valued clientele.

Table 8:- presents the correlation between stakeholders' involvement and the school effectiveness.

Stakeholders' Involvement	School Effectiveness	r-value	Degree of Correlation	p value	Verbal Interpretation
Planning	Effective Instructional Leadership	0.531**	Strong Enough	<0.01	Significant
	Positive School Climate	0.562**	Strong Enough	<0.01	Significant
	Strong Professional Development	0.554**	Strong Enough	<0.01	Significant
	Clients' Satisfaction	0.563**	Strong Enough	<0.01	Significant
Generating Resources	Effective Instructional Leadership	0.540**	Strong Enough	<0.01	Significant
	Positive School Climate	0.593**	Strong Enough	<0.01	Significant
	Strong Professional Development	0.562**	Strong Enough	<0.01	Significant
	Clients' Satisfaction	0.594**	Strong Enough	<0.01	Significant
Program/Project Implementation	Effective Instructional Leadership	0.534**	Strong Enough	<0.01	Significant
	Positive School Climate	0.579**	Strong Enough	<0.01	Significant
	Strong Professional Development	0.573**	Strong Enough	<0.01	Significant
	Clients' Satisfaction	0.592**	Strong Enough	<0.01	Significant
Program/Project	Effective	0.513**	Strong Enough	<0.01	Significant

Monitoring	Instructional Leadership				
	Positive School Climate	0.530**	Strong Enough	<0.01	Significant
	Strong Professional Development	0.536**	Strong Enough	<0.01	Significant
	Clients' Satisfaction	0.566**	Strong Enough	<0.01	Significant
Program/Project Evaluation	Effective Instructional Leadership	0.496**	Strong Enough	<0.01	Significant
	Positive School Climate	0.537**	Strong Enough	<0.01	Significant
	Strong Professional Development	0.545**	Strong Enough	<0.01	Significant
	Clients' Satisfaction	0.560**	Strong Enough	<0.01	Significant

** Correlation is significant at the 0.01 level (2-tailed)

The table showed the significant relationship of the stakeholders' involvement with respect to planning, generating resources, program/project implementation, monitoring and evaluation to the school effectiveness with respect to effective instructional leadership, positive school climate, strong professional development and client's satisfaction based on the computed p value of <0.01. It is also indicated that t computed r values showed strong enough correlation in all aspects of the stakeholders' involvement and organizational development.

Any academic institution aims to secure its effectiveness in all aspects. The results revealed that the stakeholders play a crucial role in securing school effectiveness. This can be possible though the secured involvement of the stakeholders in different aspects of concern and aiming to achieve school effectiveness. It is highly evident that the computed r values showed consistent level of correlation in all aspects tested in the stakeholders' involvement and school effectiveness. If the school manager really aims to deliver quality education to its clientele they should involved different stakeholders in the school management, supervision and administration.

Conclusion:-

From the gathered and interpreted data, it can be concluded that there is a significant relationship between presence and involvement of the stakeholders and the organizational development as well as the school effectiveness. The stakeholders play a crucial role in different aspects of school management, administration and supervision and it can be derived also that through the help of the stakeholders in the different stages of involvement can lead to the success of the school programs and projects. A well-defined school management can include a wide participation of all the stakeholders, sharing one vision towards the desired ends.

Recommendations:-

Based on the data gathered & analyzed, the following were hereby recommended:

1. The Department of Education should intensify policies to establish strong linkages among the stakeholders.
2. School managers should develop various strategies to engage private individuals and corporations in the school-based management.
3. School leaders and managers should develop strategic techniques to involve different stakeholders in the different aspects of school administration, management and supervision.
4. School heads should strengthen the importance of shared responsibility and accountability among stakeholders.
5. The top-level officials should tightly monitor if the schools strictly adhere in the existing policies with regards to stakeholders' engagement.
6. School leaders should properly monitor and secure the organizational development at all times and they must involve stakeholders.
7. Schools through a collaborative effort of the stakeholders should maintain its effectiveness in all aspects.
8. School leaders should maintain the presence and involvement of the stakeholders to continuously achieved organizational vision.
9. School managers should maintain the presence and involvement of the stakeholders to secure the comprehensive strategic planning.

10. Stakeholders presence and involvement must be practiced consistently to secure effective organizational structure.
11. The stakeholders' involvement must be given emphasis hence it can affect the management of the school leaders.
12. A well-developed school leader must give attention in engaging more the stakeholders in school management.
13. Stakeholders must be involved and took part in the process of human resource management and development.
14. School administrators should continuously involve the stakeholders to secure effective instructional leadership.
15. In establishing a positive school climate, stakeholders must be properly involved and must be given equal important part in determining school policies and regulations.
16. School leaders through various techniques and strategies should continuously secure the professional growth and development among the school employees.
17. In determining the school effectiveness, clients' satisfaction must be given importance. Stakeholders were also part of the school clients therefore must be given enough attention.

References:-

1. Aitken, N. D. (2012). College student performance, satisfaction and retention. *Journal of Higher Education*, 53, 32-50.
2. Allen, J. P., Pianta, R. C., Gregory, A., Mikami, A. Y., & Lun, J. (2011). An interaction-based approach to enhancing secondary school instruction and student achievement. *Science*, 333, 1034-1037.
3. Allison, M. & Kaye, J. (2017). *Strategic Planning for Nonprofit Organizations*. New York: John Wiley & Sons, Inc.
4. Beyerlein, M. (2013). Team-based organization: Creating an environment for team success. In M. West, K. Smith, & D. Tjosvold (Eds.), *International handbook of organizational teamwork and cooperative working*, West Sussex, England: Wiley
5. Coulter, M. K., & Coulter, M. K. (2010). *Strategic management in action* (p. 7). Upper Saddle River, NJ: Prentice Hall.
6. Germain R., (2016), Role of Context and Structure in Radical and Incremental Logistic Innovation Adoption, "Journal of Business Research", 35.
7. Higgins-D'Alessandro, A. (2011). The second side of the educational coin: Prosocial development. In P. M. Brown, M. W. Corrigan, & A. Higgins-D'Alessandro (Eds.), *The handbook of prosocial education* (pp. 3-38). Blue Ridge Summit, PA: Rowman and Littlefield Publishing Group.
8. Hoover-Dempsey, K. V., Battiato, A. C., Walker, J. M. T., Reed, R. P. DeJong, J. M. & Jones, K. C. (2011) Parental involvement in Homework. *Educational Psychologist*, 36(3), pp 195-209
9. Mark, M. M., & Shotland, R. I. (2015). Stakeholder-based evaluation and value judgements: The role of perceived power and legitimacy in the selection stakeholder groups. *Evaluation Review*, 9, 605-626.
10. Mokoena, S. (2012). Effective Participative Management: Does It Affect Trust Levels of Stakeholders in Schools? *J Soc Sci*, 30(1), 43-53.
11. Mondy, R. W. (2009), *Human Resource Management*, 10th edition. Prentice Hall New Delhi.
12. Msila, V. (2014). Teacher Unionism and School Management: A Study of (Eastern Cape) Schools in South Africa. *Educational Management Administration & Leadership*, 42(2), 259-274.
13. Neumerski, Ch. M. (2013). Rethinking Instructional Leadership, a Review: What do we know about Principal, Teacher and Coach Instructional Leadership and where should we go from here? *Educational Administration Quarterly*, 49, 310-347. doi:10.1177/0013161X12456700
14. Robbins, S. P. (2014) *Organizational behavior* 11th ed. New Jersey: Prentice Hall.
15. Rosario, J.G. (2010). On the leading edge: Critical Success Factors in PROJECTS implementation. *Journal of project management*. 4 (3).
16. Sheldon, J. D. & Mahitivanichcha, K. (2012). Redefining parental involvement: lessons from high performing migrant-impacted schools. *American Education Research Journal*, 38(2): 253-288
17. Singapore Ministry of Education (2013). *Stakeholders in Education*. Ministry of Education, Singapore.
18. Tschannen-Moran, M. (2013). Becoming a trustworthy leader. In the *Jossey-Bass Reader on Educational Leadership* (3rd ed.) (pp. 40-54). San Francisco, CA: Jossey-Bass.