Strategic Intervention "Project Sigla" And The Performance Of Grade 12 Students In Health Optimizing Physical Education

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Abstract — Stakeholder is one of the factors that improve the school system. This study aimed at promoting stakeholder engagement and recognized the excellence of the schools thru PRAISE Awards System and hopes to shed light on the potential of stakeholder engagement in transforming education and fostering a culture of continuous improvements in the schools and how vital it is for them to be recognized for their contribution to the betterment of the school as an institution. This research is quantitative, which utilized descriptive research design, and used non-probability sampling - purposive sampling, where respondents were chosen based on the purpose of the study. A survey questionnaire through Google Form was used for data collection instrument. The study was a success because it was able to meet its objectives and answers the questions in the statement of the problem. The study showed that implementing the PRAISE Awards system was overwhelmingly positive and effective. Through the continuous support of the stakeholders, numerous school programs and projects were successfully implemented. At the same time, the best strategy in implementing the system was that the school was open to stakeholder feedback. Thus, collaboration with the stakeholders was fine. The action was rather advantageous to both. However, to make the implementation viable, this study recommended continuous improvement and adaptation to stakeholders' preferences and aspirations; criteria for receiving awards should be clear, transparent, attainable, and building on the system's positive outcomes to ensure the system's success in motivating stakeholders and engaging in any activities and initiatives of the school actively.

Keywords — Stakeholders' Participation, School Performance, PRAISE Awards System, Stakeholders' Recognition

I.   Introduction

School is a dynamic ecosystem where young minds begin their discovery, curiosity, and growth journey. It is a paradise that nourishes the seeds of knowledge, sows the fields of imagination, and reaps the fruits of lifelong learning. It is an institution that caters education.

Education has been viewed as one of the pillars that will elevate people in this regard around the world, either one's standing or that of a nation. Additionally, this promotes the development of new quality awareness, attitudes, behaviors, and competencies that develop their potential and acknowledge the country's expansion as a whole (Hofosha, 2012). These characteristics indeed made will make a successful school. But a school's success is not solely of the effort of the teachers, the school staff, and its administration. Notably, a big part of the success was due to the supportive stakeholders. A stakeholder is any individual, social group, or actor who possesses an interest, a legal obligation, a moral right, or other concern in the decisions or outcomes of an organization, typically a business firm, corporation, or government.

In the article "The Importance Of Stakeholders When It Comes To Creating Successful Learning Outcomes" (n.d.), stakeholders may consist of the entire community involved: those in leadership positions within the school, educators, principals, counselors, administrators, and all the other members of a school district that students may or may not face to face with, plus possibly architects and designers; certainly, parents and the students extended family – grandparents, aunts, uncles, cousins and so on; local organizations and businesses; faith-based institutions; then, and maybe most importantly, students. Stakeholders either affect or are affected by achieving an organization's objectives.

The involvement of stakeholders is critical to the success of every project in every organization (Brody, 2003). Their participation is deemed to be vital in the improvement of any area of learning. It is also an increasingly accepted component of educational planning. But there is the hard truth that stakeholder's involvement in all of the school's activities is not always felt. In the study conducted by Lacanilao (2020), she shared about the ongoing issue at the secondary school in Los Baňos District, which was the stakeholders' need for more understanding of their duties in school activities. Despite the Department of Education imposition of the Batas Pambansa Bilang 232 about their participation, their being passive in the participation to some extent affects the level of performance of the school performance

In San Fernando East Elementary School, in the province of Masbate, based on SRC reporting, the data revealed that only 45.67% of stakeholders participated in all programs and projects of the school. And even during the year-end monitoring of PPAs, the result shows poor participation of stakeholders in some mandatory projects of the Department. According to Stoll and Fink (1996), establishing a strong sense of teamwork with others will help specifically the parents would significantly influence the learner's achievement.

Because of the perennial problem, schools decided to use awards and recognition (School PRAISE) to strengthen stakeholders' participation in all programs and projects of the school. Participation of stakeholders can be an excellent opportunity for schools to not only connect students, parents, nonprofit organizations, and educators to increase funding chances but also a measure to create advocacy for education and work towards achieving a common goal (Olander & Landin, 2015).

As an initiative and support to the program of the Division of Masbate through PRAISE through Division Memorandum No. 006, s. 2021. The proponents are expecting to leverage stakeholder participation in all programs and projects of the school. Bruns, Filmer, and Patrinos (2011) state that multiple-stakeholder engagement leads to effective school management.

Through this research, the researchers will bridge the study's gap in recognizing the stakeholders as partners of the school. There were previous studies that focused on the contributions of stakeholders rather than on recognizing them.

To further highlight the impact of the stakeholders on the success of the school's performance, the researchers decided to conduct this study. In this study, the researchers aim to analyze the impact of the PRAISE Awards System on school performance.

Specifically, it will answer the following questions:

1. To what extent does implementing the PRAISE Awards System enhance stakeholder participation within the school community?
2. How effective is the PRAISE Awards System in school activities and initiatives actively?
3. How would you rate the impacts of the PRAISE Awards System on overall school performance?
4. What are the specific strategies identified by stakeholders and the School PRAISE Committee to further strengthen and improve the effectiveness of the PRAISE Awards System?
5. What are the best practices identified by stakeholders to further improve the effectiveness of the PRAISE Awards System?

In recent years, there has been growing interest in the importance of stakeholder engagement in many aspects, including education. Empowering stakeholders such as students, parents, teachers and administrators has been proven to increase the effectiveness of the schools. Paraiso (2022) in her study mentioned that a crucial component of policy decision-making nowadays is the involvement of stakeholders and citizen input. It is commonly seen as the primary measure of effective leadership. The study by De Torres (2021) revealed that using stakeholders' input and feedback was one of the critical features of program improvement. The study also revealed that changes and reforms are best achieved when the participants are responsible for choosing what they want to focus on and the pace at which they wish to progress. One of the initiatives aimed at promoting stakeholder engagement and recognizing the excellence of the schools is the PRAISE Awards System.

Based on DepEd Order No. 9. S. 2002, entitled " DepEd Program on Awards and Incentives for Service Excellence", the DepEd PRAISE aims to encourage, recognize and reward employees, individual or groups, for their suggestions, innovative ideas, inventions, discoveries, superior accomplishments, heroic deeds, exemplary behavior, extraordinary acts or services in the public interest and other personal effort contributing to efficiency, economy and improvement in government operations which lead to organizational productivity. An excellent example of this act was the recognition given by the Department of Education, Division of Malaybalay City. They recognized the efforts of the stakeholders in providing materials for the improvement of the school's infrastructure, renovation of some classrooms, and even donating school supplies to the students. Bryson, Cunningham & Lokkesmore (2002) believed that it is essential to prioritize the interests and requirements of stakeholders to attain collective welfare and accomplish project goals. The website Guardian.com stated that "People engage in what they feel part of and value

what they help to build. Engaging citizens and local communities are indispensable when it comes to developing a sense of ownership in decision making."

The PRAISE Awards System is a unique framework designed to celebrate and assess the achievement of schools based on various criteria, including academic excellence, extracurricular activities, community outreach and overall learning environment. Similarly, Santibanez (2006) demonstrates in her research that having a school council has a favorable effect on student results when it involves a variety of stakeholders. To achieve this, empowering participants to make decisions and offer suggestions for school reform provide them with a sense of ownership and accountability that is crucial. This comprehensive approach allows for a holistic evaluation of school performance, focusing not only on academic outcomes but also on the broader aspects of education that impact the overall development of students.

By actively involving all stakeholders in the assessment process, the PRAISE Awards System fosters a sense of ownership and accountability within the educational community. Students are encouraged to take greater ownership of their learning journey, parents become more invested in their child's education, and teachers are motivated to continuously innovate and improve their teaching methods. Administrators too, are motivated to provide a nurturing environment that supports student's growth and enhances overall school performance.

Moreover, the PRAISE Awards System also serves as a powerful tool for benchmarking and sharing best practices among educational institutions. Schools that have excelled in specific areas can serve as role models for others, inspiring a healthy spirit of competition and encouraging knowledge sharing within the educational landscape. As a result, the system not only drives improvement, at an individual school level but also contributes to the advancement of the education sector.

Through this research, the researchers hope to shed light on the potential of stakeholders' engagement in transforming education and fostering a culture of continuous improvements in the schools and how vital it is for them to be recognized for their contribution to the betterment of the school as an institution.

II. Methodology

Design. The research conducted was in the form of quantitative research, specifically descriptive research design, to collect, analyze and interpret the data. In this research, the Stakeholders, School Heads and PRAISE Committee Members answered the survey questionnaire on the impact of the Stakeholders participation thru PRAISE on the School Academic performance. As explained by Fraenkel (2010), descriptive method is a process of gathering, analyzing, classifying, and tabulating data about a prevailing phenomenon, practices, beliefs, processes, trends, cause and effect relationship and then making adequate interpretation of the data collected with or without the aid of statistical method.

Sampling. The study utilized non-probability sampling - purposive sampling, where respondents are chosen based on the purpose of the study. Purposive sampling is a non-probability sampling method and it occurs when "elements selected for the sample are chosen by the judgment of the researcher. Researchers often believe that they can obtain a representative sample by using a sound judgment, which will result in saving time and money" (Black, 2010). There was a total of 60 respondents who were purposively chosen according to the objectives of the study. The sample was comprised of thirty (30) stakeholders, fifteen (15) school heads, and another fifteen (15) from the school's PRAISE Committee. The researchers chose this sampling technique as it was the best option in choosing the respondents.

Respondents. The study conducted aimed to gather comprehensive insights and perspectives from various key individuals involved in the educational system. The respondents of the study were grouped into 3:

School Heads: School Heads are crucial figures in the education system who hold leadership positions in their respective institutions. They are responsible for managing the overall functioning of the school, including academic and administrative aspects. As respondents, School Heads provided valuable information about their experiences, challenges, and strategies in implementing and utilizing the PRAISE system within their schools.

PRAISE Awards Committee Members: The PRAISE Committee comprises educators and staff members tasked with overseeing the implementation and operation of the awards system within the educational institution. These committee members played a vital role in the study as they could offer insights into the design, evaluation, and improvement of the PRAISE system.

Stakeholders: The stakeholder group consisted of individuals or organizations with a vested interest in the education system or the outcomes of the PRAISE system. This group could include parents, students, alumni, education policymakers, government officials, and representatives from the local community. As respondents, stakeholders' perspectives were vital in understanding the broader impact of the PRAISE system on different aspects of the educational community.

By including representatives from these different categories, the study ensured a well-rounded and diverse range of perspectives, enabling a more comprehensive analysis of the effectiveness, challenges, and potential areas for improvement of the PRAISE system in the context of the educational institution under study.

Research Procedures. The present research study employed a systematic set of procedures to investigate the research questions effectively. Initially, the research questions were carefully formulated to guide the study's focus. Subsequently, the researcher identified suitable respondents and determined the appropriate sample size to ensure the study's representativeness and validity. The Graduate School Professor/Adviser validated the instruments. The survey questionnaire and the necessary consent forms were distributed to the selected participants using Google Forms as

the data collection tool. Once data collection was completed, the collected responses underwent thorough analysis and evaluation to extract meaningful insights and draw conclusions. These meticulously designed procedures enabled the research to obtain relevant and reliable data, paving the way for robust findings and contributing to the body of knowledge in this field.

Ethical Considerations. The researchers conducted the study ethically by obtaining informed consent from the respondents, respecting the confidentiality and anonymity of the responses, ensuring no conflict of interest in the research process, and data were treated with utmost care and confidentiality in alignment with the study's objectives and purpose. By following these ethical practices, researchers uphold credibility and demonstrate competence, honesty, and integrity in their research endeavors.

Research instrument. Choosing the appropriate research instrument was crucial to any research study. The researchers carefully chose the research instruments based on the study's objectives and purpose. The instruments will be used for collecting all types of data. They are primarily used to obtain reliable data, which will be analyzed later (Aina, 2004). The study utilized the use of a researcher-made survey questionnaire in the form of Google Forms as the research instrument. A survey questionnaire is best used in quantitative research to gather objective and detailed answers from the respondents. The responses from quantitative survey questionnaires were analyzed and reported as quantitative data. The survey questionnaire was divided into two parts: Part 1 is for the socio-demographic profile of the respondents, and Part 2 is for the survey questions. Though in the Results and Discussion, the socio-demographic profile was no longer discussed due to its purpose was only to track respondent.

Statistical Treatment of Data. The study utilized a descriptive research design. The quantitative responses were tallied and tabulated. The data were treated statistically using the following statistical tools: Frequency and Percentage, Weighted Mean, and Ranking. These tools were utilized to measure the impacts of the PRAISE Awards System in strengthening stakeholders' engagement in school activities.

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III. Results and Discussion

After gathering and tabulating the data, the following tables show the results and findings.

**Figure 1. Extent of implementing of PRAISE Awards System**
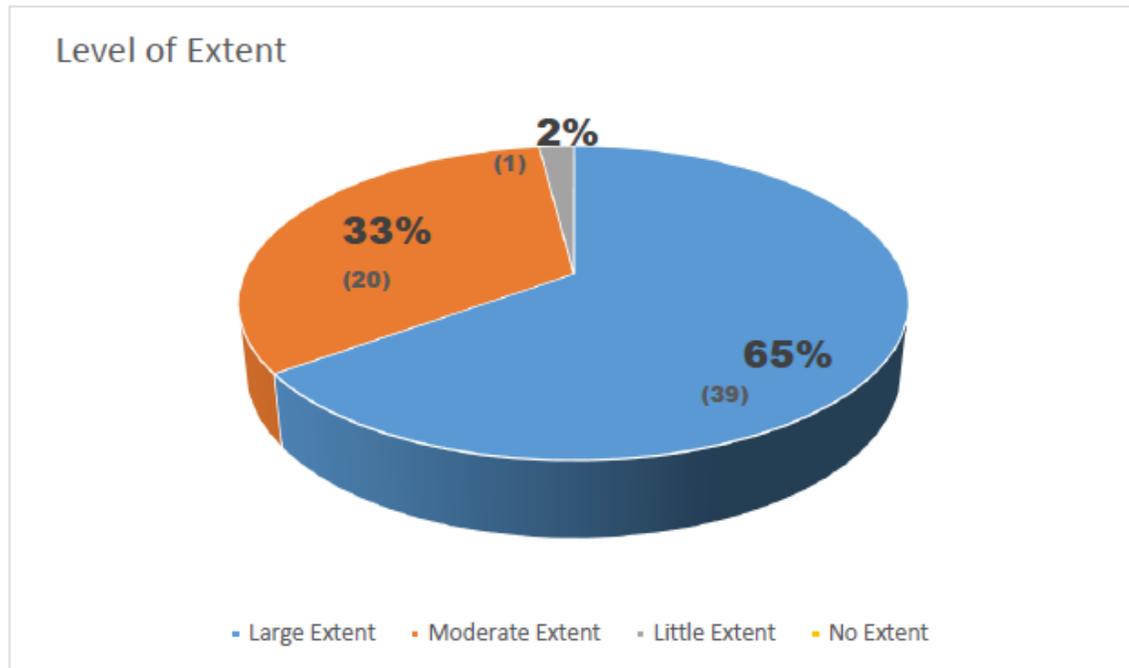
The data presented in Figure 1 highlighted the extent of the PRAISE Awards System implementation on stakeholders' participation within the school community. The data obtained from the survey indicates a highly positive impact of the PRAISE Awards System on stakeholder participation within the school community.

The respondents' feedback regarding the impact of the system on stakeholder involvement was overwhelmingly positive. Thirty-nine (65%) of the respondents expressed that the system had a great result, highlighting its effectiveness in fostering engagement and active participation within the school community. Additionally, twenty (33%) of the respondents felt that the system contributes moderately, demonstrating its ability to encourage stakeholder participation across diverse groups. Notably, only one (2%) respondent reported a lesser extent of impact. Remarkably, all respondents unanimously agreed that the PRAISE Awards System is functional and effective in recognizing accomplishments.

With most respondents expressing a great extent of impact and a substantial number recognizing its moderate influence, the system effectively encourages engagement and active involvement.

**Figure 2. Effectivity of PRAISE Award System**
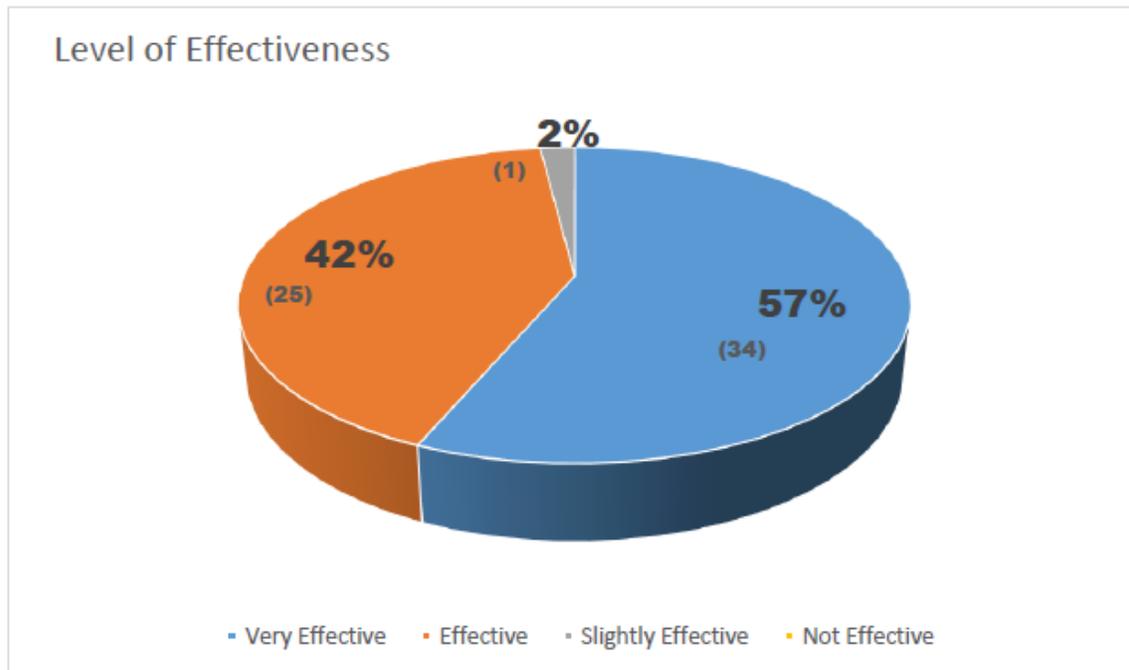
It is imperative for every institution, specifically schools, with stakeholders as partners, to check if the implemented project or program is effective. The figure presented the effectiveness of the implemented school's PRAISE Award System.

From the total of 60 respondents, thirty-four (57%) testified that the award system is very effective, which is crucial for schools to continue their best practices in maintaining its effectiveness. In contrast, twenty-five (42%) considered it practical. Only one respondent felt it was slightly effective. These findings reflect a predominantly positive perception of the award system's impact, with many acknowledging its high effectiveness.

The evaluation of the school's PRAISE Award System underscores the vital importance of assessing project or program effectiveness in educational institutions. With stakeholders as partners, it becomes possible to gauge the impact of such initiatives accurately. The overwhelmingly positive feedback from respondents provides strong validation for the continued implementation of the award system. As schools strive to maintain best practices and enhance their educational environment, this positive perception is a reassuring indicator that the PRAISE Award System makes a significant and practical difference in recognizing and motivating students' achievements. By embracing ongoing evaluations and actively involving stakeholders, institutions can ensure the continued success of their programs and foster a conducive learning environment for all students.

Figure 3. Impacts of PRAISE Awards System overall school performance
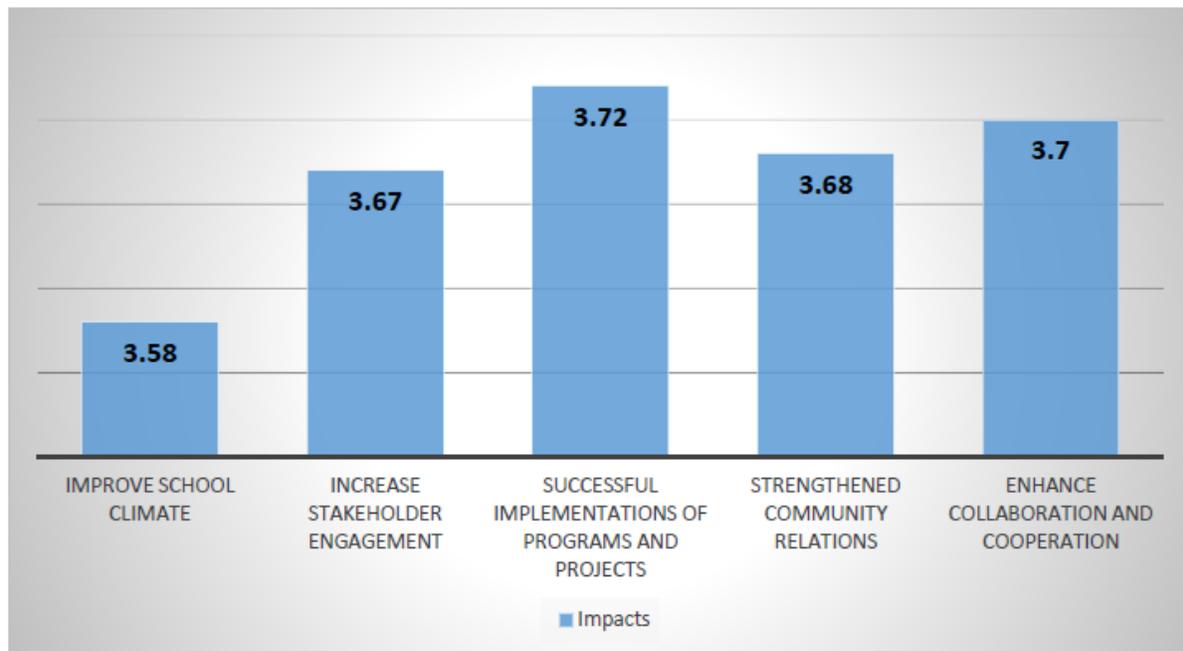
Legend: 0.01-1.49 (Poor), 1.50-2.49 (Fair), 2.50 -3.49 (Good), 3.50 – 4.00 (Excellent

The figure provides persuasive data on the impacts of the PRAISE Awards System on overall school achievement. According to most respondents, the system successfully implemented programs and projects. Additionally, it improved collaboration and cooperation between the school and the people it serves. The system also effectively boosted stakeholder engagement and community relations, improving the school climate. As further pointed out by Epstein (2010), when parents, teachers, students, and others view one another as partners in education, a caring community forms around students and begins its work. It is through this partnership that stakeholders (teachers, students, parents, and organizations) learn from each other and engage through practices in relation to the school programs. Stakeholders are learning from each other through a process of social participation as referred to the concept of communities of practice.

Implementing the PRAISE Award System has profoundly and positively impacted various aspects of the school environment. Through the PRAISE Awards System, the schools could tap the stakeholders to implement programs and projects successfully. The method has been deemed helpful for having a successful implementation of programs and projects promoting a more upbeat and supportive environment within the school, receiving a mean rating of **3.72** out of 5. The system was also responsible by enhancing the collaboration and cooperation of school and the community with a mean rating of **3.7**. Due to the system, community relations were also strengthened, with a **3.68** mean out of 5. This proves that the system successfully engages stakeholders within the school community. With a mean rating of **3.67** out of 5, the system's ability to involve parents, teachers, students, and administrators in the recognition process has been perceived as excellent.

Through the system, there was an improvement in the school climate with a mean rating of **3.58** out of 5.

The PRAISE Award System has demonstrated remarkable effectiveness in various aspects. These positive impacts underscore the significance of implementing recognition-based initiatives in schools, as they can create a more supportive and thriving educational environment, benefiting all members of the school community. By prioritizing the PRAISE Award System and similar recognition programs, schools can cultivate a culture of excellence, motivation, and collaboration, ultimately leading to improved student outcomes and overall school success.

**Figure 4. Strategies to improve and strengthen PRAISE Awards System**
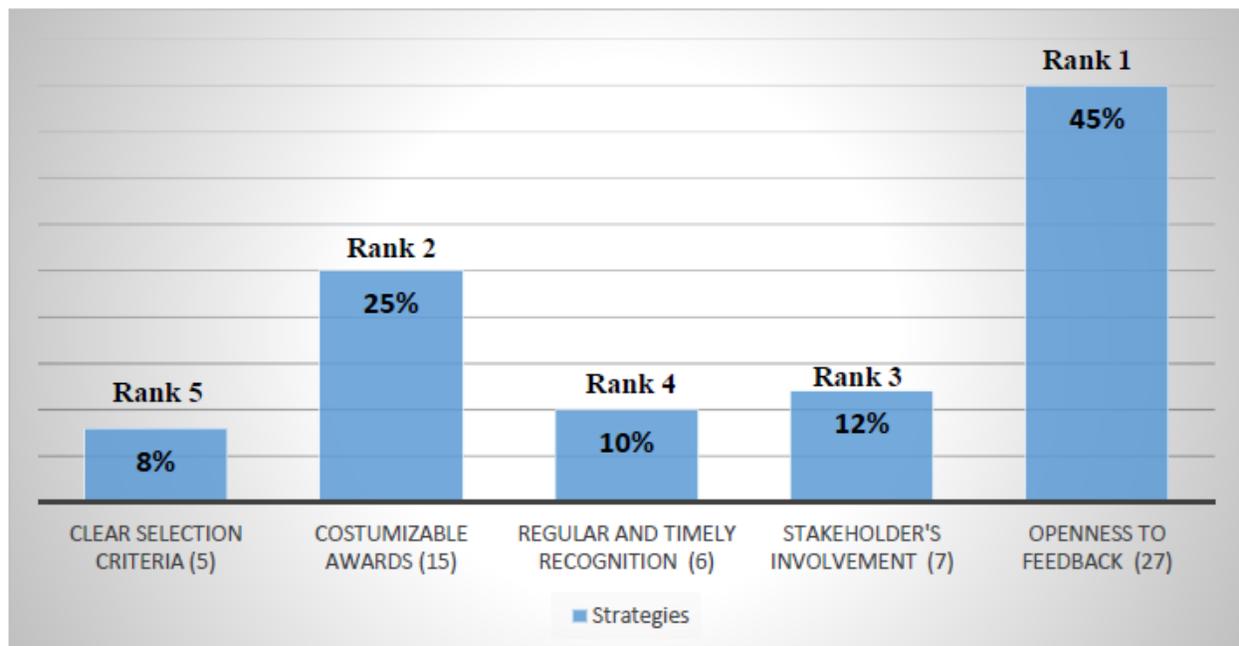
The results presented in the table provide valuable insights into the effectiveness of different strategies related to the PRAISE Awards System. Each strategy was assessed based on the respondent's level of agreement, indicating their perceptions of the impact of each approach.

The most impactful strategy was "openness to feedback," with a substantial level of agreement (45%) among the respondents. This strategy highlights the importance of creating a feedback-friendly environment where stakeholders feel comfortable sharing their thoughts and suggestions. Emphasizing openness to feedback can lead to continuous improvement of the awards system and foster a sense of ownership and inclusivity within the school community. "Customizable awards" also received significant support, with respondents (25%) recognizing the value of personalizing awards to recognize diverse achievements motivating stakeholders more to strive for excellence. The strategy of actively involving stakeholders in the awards system's design and decision-making processes was perceived positively voted by 12% of the respondents, emphasizing the importance of engagement and partnership with the school community. "Regular

and timely recognition" was acknowledged as a valuable aspect of the system, sustaining motivation and reinforcing positive behavior and achievements within the school community with 10% of the respondents. Lastly, having "clear selection criteria" was recognized as essential, ensuring fairness and legitimacy in the awards system and building trust in its outcomes.

The gave emphasis on the effectiveness of the PRAISE Awards System in fostering a positive and engaging school environment. The top strategies emerged as key drivers of success, motivating stakeholders to excel and promoting a sense of ownership within the school community. The findings underscore the importance of continuous improvement and collaborative efforts in maintaining a thriving school culture centered around recognition and appreciation.

Figure 5. Practices to improve and strengthen PRAISE Awards System
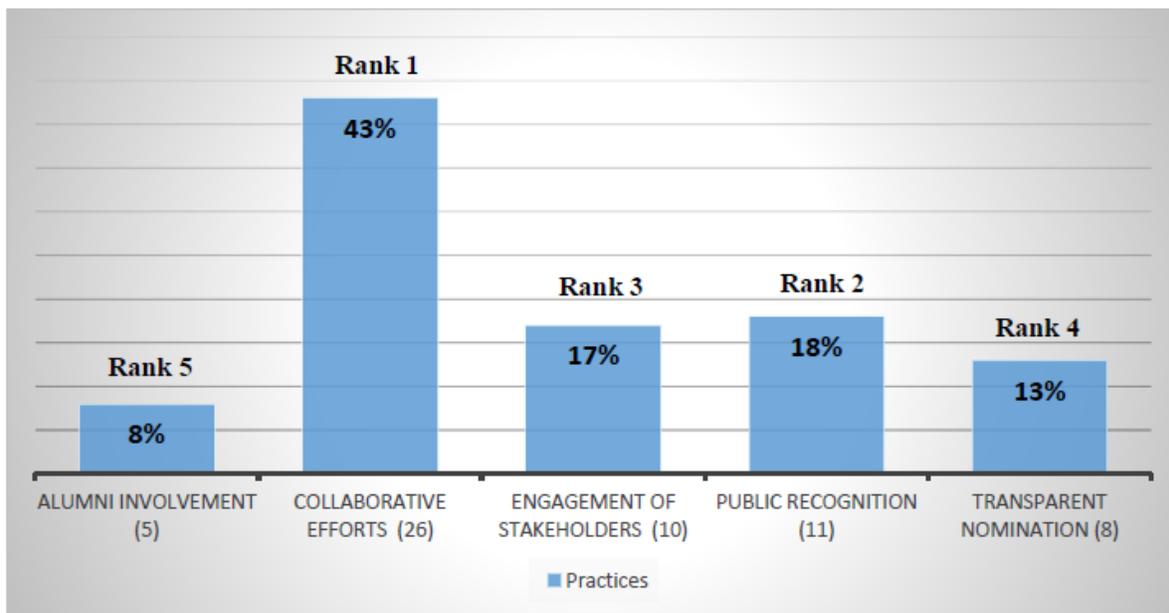
Every school has unique practices to improve and strengthen the PRAISE Awards system. "Collaborative efforts" was identified as the most impactful practice voted by 43% of the respondents. This practice underscores the significance of involving stakeholders in the awards system, fostering a sense of ownership and commitment within the school community. Collaborative efforts reinforce the importance of teamwork and collective participation in recognizing accomplishments. "Public recognition", second impactful practice with 18% votes from the respondents, received positive feedback, highlighting the recognition's value in raising awareness and showcasing accomplishments to a broader audience. Public recognition can boost morale and motivation among stakeholders and enhance the school's reputation. On the third spot was "Engagement of stakeholders" with 17% votes. "Transparent nomination" was also acknowledged as a valuable aspect (13%). It highlights the significance of having transparent and open nomination processes to maintain fairness and credibility in the awards system. "Alumni involvement" (8%) was viewed positively, indicating the potential value of engaging alumni in the

awards system. Their participation can strengthen the school's network and provide valuable mentorship and guidance to current stakeholders. Lastly,

The PRAISE Awards system in each school is enhanced by unique practices These practices emphasize the importance of involving stakeholders in the system, fostering commitment and teamwork. The findings underscore the significance of inclusive and transparent practices in creating a vibrant and appreciative school culture.

IV. Conclusion

The PRAISE Awards System effectively motivates and secures stakeholders' commitment to participate in school activities and initiatives actively. It positively impacted the PRAISE Awards System overall, encouraging stakeholder engagement and involvement in school endeavors. It shows promising results in motivating stakeholders to participate in school activities and initiatives actively by analyzing the good impacts, which underscore the system's effectiveness in promoting positive outcomes and fostering a conducive learning environment within the school community. Although the data portray a positive perception of the PRAISE Awards System, with some strategies being highly valued and appreciated by respondents, it is important to note that there is still room for further improvements to enhance the system's effectiveness in acknowledging and recognizing individuals' achievements within the school community. The findings further require the system for further improvements and strategies to ensure the system's credibility, inclusivity, and success in recognizing and celebrating individuals' achievements within the school community.

V. Recommendations

To further improve and ensure the success of the implementation of the PRAISE Awards System, the following recommendations were given based on the results of the study:

1. For the PRAISE Awards System to succeed, continuous improvement and adaptation to stakeholders' preferences and aspirations will further solidify the system's positive impact on recognizing and celebrating achievements within the school community. Practices like making the criteria for receiving awards clear, transparent, and attainable will ensure the system's success in motivating stakeholders.
2. Stakeholders should be well-informed and clearly understand their expectations and how their efforts will be evaluated. This clarity will provide a sense of purpose and direction, motivating stakeholders to actively engage in activities and initiatives that align with the criteria for recognition.
3. Building on the system's positive outcomes, consider expanding the recognition categories to encompass a broader spectrum of achievements and contributions. This expansion will

acknowledge a diverse range of accomplishments and motivate a broader cross-section of stakeholders to participate and excel in various areas actively.

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