

Strengthening School and Systematizing Stakeholders: A Partnership Alternative Intervention in Increasing Enrollment

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Abstract — The research study explores the collaborative efforts between educational institutions and key stakeholders to address declining enrollment rates. This emphasizes the importance of building strong partnerships among schools, local government units, community leaders, families, parents and private sector entities. Strengthening school systems and fostering stakeholder partnerships have emerged as effective strategies in addressing this concern. This creates sustainable and inclusive approach to increasing student enrollment. The findings are presented in three subtopics with ten themes including implemented involvement strategies in strengthening stakeholders, systematizing stakeholder partnership challenge, and effective partnership-based intervention in increasing enrollment. The first subtopic is presented with four themes including the nature of strengthening stakeholders, stakeholders involvement in school, strategies implemented in school, and implementation approach. The second subtopic is presented with four themes including the stakeholder partnership style, stakeholder partnership, problems encountered in school, and problems encountered remedies. The third subtopic is presented with two themes including effective partnership-based intervention in increasing enrollment. The study concludes that this demonstrates the pivotal role of collaborative efforts between schools and stakeholders in enhancing student enrollment rates. This is fostering strong partnerships among educational institutions, community members, and local organizations. The shared responsibilities and active involvement contribute in creating a supportive and inclusive learning environment. The intervention promotes community ownership and accountability in addressing enrollment. This study recommends that schools implement comprehensive stakeholder engagement frameworks, including regular consultations, collaborative planning, and transparent communication channels. Additionally, capacity-building initiatives for stakeholders empowers to take an active role in educational advocacy and outreach.

Keywords: enrollment, partnership, systematizing, strengthening

I. INTRODUCTION

Context and Rationale

Increasing student enrollment remains a critical challenge for many schools, particularly in areas facing declining population rates and competitive educational options. Strengthening school systems and fostering stakeholder partnerships have emerged as effective strategies to address this issue. Building collaborative relationships between schools, families, and communities enhances student engagement and promotes positive educational outcomes. By systematically involving stakeholders such as parents, community leaders, and local organizations schools create a supportive and dynamic environment that attracts and retains students. This aims to explore partnership-based interventions as an alternative approach to boosting enrollment rates, contributing to sustainable educational development (Epstein, 2011),.

Strengthening schools and systematizing stakeholder involvement are essential strategies for fostering a supportive educational environment. This is enhancing student outcomes. Effective partnerships between schools, families, and communities have contributed in improving academic performance, increasing student motivation, and enhancing school climate. By establishing structured collaboration with stakeholders like as parents, local government units, community organizations, businesses and schools mobilizes resources and support initiatives that promote student success and well-being. Systematizing these partnerships ensures that collaboration is consistent, sustainable, and aligned with the school's goals, leading to long-term positive impacts on educational quality and community engagement (Sanders, 2005).

A partnership-based approach has emerged as an effective alternative intervention to increase student enrollment. This is fostering collaboration among schools, families, and community stakeholders. Schools that build strong partnerships with community organizations, local businesses, and parents are more likely to enhance their appeal and attract more students. These partnerships help create supportive learning environments, provide valuable resources, and increase community involvement. This contributes to higher enrollment rates. By leveraging the collective efforts of stakeholders, schools develop targeted strategies to address enrollment challenges and sustain long-term growth (Blank, Jacobson, and Melaville, 2012).

Low enrollment in schools lead to a range of negative consequences, including financial difficulties, reduced program offerings, and diminished educational quality. Schools that struggle with enrollment often face budget cuts. This is resulted in fewer resources, larger class sizes, and limited extracurricular activities. This further decrease the school's appeal and perpetuate a cycle of declining enrollment. Strengthening school systems and fostering systematic stakeholder involvement mitigate these issues by building strong partnerships with families, community members, and local organizations. This is thereby enhancing the school reputation and increasing community support. Such collaborative efforts not only boost enrollment but also promote long-term sustainability and educational success (Auerbach, 2012).

Based on the review of the prior research, there is a population gap. Some of these sub-populations have been unexplored and under researched. The strengthening school and systematizing stakeholders are important and worthy of investigation in the context of partnership. An investigation of this group is important because of alternative intervention in increasing enrollment. Furthermore, previous research has focused primarily on this population of school and stakeholders. Little research has been done on partnership alternatives [Miles, 2017].

To address the concern of low enrollment, schools shall implement a partnership-based intervention. This actively involves stakeholders including parents, community leaders, local businesses, and government agencies. Building strong relationships with these stakeholders enhance the school reputation and create a sense of community ownership. Schools have developed programs and events that showcase the strengths, promote open communication, and encourage active participation. Additionally, leveraging stakeholder support to improve facilities, resources, and academic programs make the school more attractive to prospective students and their families. Regular evaluation and feedback from stakeholders ensures that initiatives remain effective and responsive to community needs.

Purpose of the Study

The purpose of this study is to explore and implement a partnership-based intervention aimed at increasing school enrollment by strengthening collaboration among stakeholders, including parents, community members, local organizations, and government agencies. By systematizing stakeholder involvement, the study seeks to enhance the school's appeal, build a supportive community network, and foster a positive educational environment. The findings will provide insights into effective strategies for boosting enrollment rates and sustaining long-term community engagement in the educational process. This is achieved through the following guided research question:

1. What are implemented strategies to strengthen stakeholder involvement in school enrollment?
2. What challenges do schools face when systematizing stakeholder partnerships to enhance enrollment rates?
3. How effective partnership-based intervention of stakeholders is implemented in increasing enrollment in schools?

Significance of the Study

This study is significant because it addresses the critical challenge of low school enrollment by promoting a partnership-based intervention that actively involves stakeholders such as parents, community members, local organizations, and government agencies. Strengthening collaboration among these stakeholders not only enhances the school's reputation and attractiveness but also fosters a sense of community ownership and support. The insights gained from this study will guide educators and policymakers in developing sustainable strategies to boost enrollment, improve educational quality, and build long-term community engagement in the school system.

Theoretical Lens

The study anchored in the two theories. This is grounded in Collaborative Partnership Theory by Joyce Epstein (1995) and Systems Theory by Ludwig von Bertalanffy (1930). Collaborative Partnership Theory emphasizes the importance of building strong, cooperative relationships between schools and stakeholders such as parents, community members, and local organizations to address challenges and enhance educational outcomes. By fostering collaboration, schools can leverage community support to increase enrollment.

Systems Theory, on the other hand, views the school as an interconnected system where various stakeholders play pivotal roles. Strengthening these connections through systematic interventions can lead to more efficient enrollment strategies and sustainable growth. Integrating both theories highlights the dynamic interplay between partnership-building and systemic organization, contributing to a holistic approach to increasing student enrollment.

Review of Related Literature

This section presents the discussion of the three subtitles partnership of school and stakeholder, alternative intervention in increasing enrollment, and partnership in increasing enrollment.

Partnership of School and Stakeholder

The partnership between schools and stakeholders has been widely recognized as a crucial factor in enhancing educational outcomes and fostering community involvement. The effective school-community partnerships create supportive environments that promote student achievement and increase parental and community engagement. Such collaborations can take various forms, including parent-teacher associations, community outreach programs, and joint initiatives aimed at addressing educational challenges (Sanders, 2005). Furthermore, Auerbach (2010) emphasizes that stakeholder involvement is essential in creating a sense of shared responsibility and ownership over educational success, which contributes to building trust and sustained collaboration. In addition, Senge et al. (2000) argue that schools function as learning organizations when stakeholders actively participate in decision-making processes, thereby promoting a collective commitment to school improvement. Consequently, fostering strong partnerships between schools and stakeholders not only enhances enrollment rates but also builds resilient educational communities that are better equipped to address socio-economic challenges.

Alternative Intervention in Increasing Enrollment

Alternative interventions aimed at increasing student enrollment have gained significant attention as schools and educational institutions seek innovative strategies to address declining enrollment rates. Schools that implement community-driven interventions, such as partnerships with local organizations and targeted outreach programs, have shown improved enrollment outcomes (Olivos, 2006). Additionally, Becker and Luthar (2002) argue that creating supportive school environments through mentorship programs and extracurricular activities helps attract and retain students. The comprehensive community schools integrate education, health, and social services that boost enrollment and attendance in school. Furthermore, Kraft and Dougherty (2013) emphasize the importance of personalized and flexible learning options as an alternative intervention, noting that students and families are more likely to choose schools that offer customized educational experiences. These studies demonstrate that alternative interventions focusing on community engagement, supportive environments, and flexible learning opportunities can effectively increase enrollment and sustain student engagement.

Partnership in Increasing Enrollment

Partnerships between schools and stakeholders have proven to be effective strategies for increasing enrollment by fostering a sense of community involvement and shared responsibility. According to Epstein (2001), collaboration between schools, families, and community members plays a pivotal role in promoting positive educational outcomes and encouraging student enrollment. Such partnerships help build trust and cooperation, making schools more attractive to potential students and their families. Sanders (2006) highlights that school-community partnerships not only boost enrollment but also enhance student retention through joint initiatives and support programs. Moreover, Sheldon and Epstein (2005) found that schools with robust partnership programs reported higher enrollment rates due to improved communication and outreach efforts. Additionally, Blank et al. (2003) emphasizes the significance of full-service community schools, where integrated services and stakeholder engagement contribute to sustained enrollment growth. By fostering collaborative partnerships, schools create an environment that is welcoming and responsive to community needs, thereby encouraging greater enrollment and long-term commitment from families.

II. METHODOLOGY

This section discusses the research design, study participants and selection, data gathering, data analysis,

Research Design

The research design used is qualitative method with Yin (2014) multiple case study components. This is the approach in an individualized helping process, group work activities and community base analysis. It is dealing with the real life and contemporary context and setting. It is the understanding of issues, problems and concerns that happened in the teaching practice. The hallmark of case study is the in-depth understanding to accomplish by collecting qualitative data. It can be a description to understand the themes and specific situations. It is the determining factors that provide alternate intervention on how it is enhanced, improved and upgraded for the next implementation cycle.

Study Participants and Selection

The purposive sampling process is used considering nature of the participants in line with teaching practice. The target participants are service providers, care givers, school heads, community leaders and policy makers.

Data Gathering

The research mobilizes interviews using the structured questionnaire for students, collateral interviews from the parents and follow-up from the teachers. The formulated questionnaire is used in data gathering to determine the attribution of reading speed and comprehension. The facilitation of focus group discussion with the group of teachers and parents can also be mobilized in getting their feelings and experience. The observation is used getting the common reactions of the respondents.

Data Analysis

The matrix is used to collate the data for tabulation. The coding is used to transcribe the information gathered from audio recording. Yin [2014] gives an analytical framework basis for creating proposition, organizing phenomenon, developing themes, and examining synthesis. The thematic analysis of the data is appropriately interpreted for discussion. It is creating theme-statements. This is also used to conduct analysis of the qualitative data.

Ethical Consideration

The study observes the ethical standard in conducting research. It accumulates values and principles that address questions of what is good. Ethics search for a reason for acting or refraining. It delimits asking permissions of a study. It also seeks permission from authority. It is a value for maintaining anonymity of information. It is empirical in every study conducted that the participants are given the informed consent to know if they are willing to take part in the study as participant of the focus group discussion. It will specifically state that their participation in the study is voluntary. It is to preserve their integrity. Moreover, before the data gathering of the study will start, the research will inform the participants about the aims of the research, and they will be assured of the confidentiality of the data they will disclose to the researcher. The data gathered will only be used solely for this study. The student's identity will not be mentioned in the study either, as complicated statements shall be made. The series of focus group discussions for triangulation and interaction with the participants must be carefully considered. It will also be conscious of getting only the reliable information. The keeping of the original transcript of the interviews and other information sources are stored.

Reflexivity

The research study involves critically examining the researcher's role, biases, and perspectives influence. As an educator, the acknowledgement with commitment in improving educational outcomes and fostering stakeholder collaboration shapes the interpretation of data and findings. This is essential to remain conscious of personal biases related to the perceived effectiveness of partnership-based interventions. Additionally, the context in which the research is conducted such as the socioeconomic and cultural dynamics of the school community is also an impact on the conclusions drawn. To mitigate these biases, this is maintaining transparency throughout the research process. This is employing triangulation methods to verify data and seek stakeholder feedback to ensure a balanced and credible analysis. Reflexively engaging in the study will enhance its rigor by promoting self-awareness and maintaining objectivity while interpreting the impact of partnership interventions on increasing enrollment.

III. RESULTS AND DISCUSSION

This section presents the three subtopics include implemented involvement strategies in strengthening stakeholders, systematizing stakeholder partnership challenge, and effective partnership-based intervention in increasing enrollment.

Implemented Involvement Strategies in Strengthening Stakeholders

The subtopic implemented involvement strategy in strengthening stakeholders is presented with four themes. These are the nature of strengthening stakeholders, stakeholders involvement in school, strategies implemented in school, and implementation approach. Please see Appendix A for Table 1.

Theme 1: Nature of Strengthening Stakeholders. The participants have responded that the nature of strengthening stakeholders involves building and maintaining relationships with individuals or groups who have a personal stake in the success of an organization, project, or initiative. The nature of strengthening is described in terms of involvement. Collaborative is a strengthening stakeholders involves working together, sharing knowledge, and coordinating efforts. Communicative is an effective in building and maintaining strong relationships with stakeholders. Trust-based is a fundamental component of strong stakeholder relationships, built through transparency, reliability, and follow-through. Mutually beneficial is creating value for all parties involved, recognizing that stakeholders have their own interests and goals. Adaptive is a dynamic and require adaptability to changing circumstances, needs, and priorities. Empathetic is an understanding and acknowledging concerns, needs, and perspectives for building strong relationships. Proactive is anticipating and addressing stakeholders' needs and concerns before they become major issues. Inclusive involves engaging with diverse groups and individuals, recognizing the unique perspectives and contributions. Responsive is a timely and effective response to inquiries, concerns, and needs for maintaining strong relationships. Evaluative is regularly assessing and evaluating the effectiveness of stakeholder relationships and adjustments as needed.

The participants have said that *by understanding this natures, organizations develop effective strategies for strengthening stakeholder relationships. This is leading to increased trust and credibility; improved collaboration and partnership; enhanced reputation and brand; better decision-making and problem-solving; increased support and advocacy; improved communication and feedback; greater adaptability and resilience; increased value creation and mutual benefit.*

Bhattacharya, Korschun and Sen (2008) have supported the findings that the extent in understanding of strategic effectiveness has revealed psychological mechanisms that drive individual stakeholders. The quality of the stakeholder relationship depends on the type of benefits obtain. The process of benefits and relationship drives an outcomes.

Theme 2: Stakeholder Involvement in School. The participants have responded that the stakeholders involvement in school include the students teachers, parents, administrators, staff, and the broader community. The involvement of students are learning and academic achievement; extracurricular activities and clubs; student government and leadership roles; providing feedback on teaching and learning; participating in decision-making processes. The involvement of teachers are instruction and curriculum development; mentoring and advising students; collaborating with colleagues and administrators; participating in professional development; providing feedback on school policies and procedures. The involvement of parents are supporting student learning and academic achievement; volunteering in classrooms or school events participating in parent-teacher organizations (PTOs); providing feedback on school policies and procedures; advocating for the child needs and interests. The involvement of administrators are setting school vision and goals; managing school operations and resources; supervising and evaluating staff; developing and implementing policies and procedures; communicating with stakeholders and the broader community. The involvement of staff are supporting student learning and well-being; maintaining school facilities and operations; providing administrative support; assisting with extracurricular activities and events; participating in professional development. The involvement of community are providing resources and support for schools;

partnering with schools on initiatives and projects; advocating for education and school funding; volunteering in schools or mentoring students; participating in school decision-making processes.

The participants have said that *the stakeholders have involvements in various aspects of school life. These are the decision-making and governance; teaching and learning; student support and well-being; school operations and management; community engagements and partnerships.*

Ramasimu (2023) has supported the findings that the stakeholder engagement supports the claim that certain impacts are dependent. Stakeholder engagement and impact has been viewed as a process or set of sub-processes built on specific productive interactions and linked by discrete delivery mechanisms.

Theme 3: Strategy implemented in school. The participants have responded that the strategy implemented in school includes academic strategy. These are personalized learning plans; project-based learning; literacy and numeracy programs; advanced placement (AP) or honors courses; online learning platforms and resources; flipped classrooms; gamification and game-based learning; collaborative learning and group work; formative and summative assessments. Behavioral and social-emotional strategies are positive behavioral interventions and supports (PBIS); restorative practices and circles social-emotional learning (SEL) programs; mindfulness and self-regulation techniques; character education and values-based programs; bullying prevention and intervention programs; conflict resolution and mediation; student leadership and empowerment programs; mentorship and buddy systems; parent-teacher-student association (PTSA) and family engagement. Inclusive and supportive strategies are differentiated instruction and universal design for learning (UDL); accommodations and modifications for students with disabilities; English language learner (ELL) support programs; gifted and talented education (GATE) programs; counseling and mental health services; support groups for students and families; food assistance and nutrition programs; health and wellness programs; family resource centers and parent support; community partnerships and collaborations. Technology integration strategies are equal ratio device initiatives; learning management systems (LMS); online learning platforms and courses; educational software and apps; digital citizenship and online safety programs; coding and computer science education; makerspace programs; virtual and augmented reality experiences; digital portfolios and student showcases; teacher training and professional development on technology integration.

The participants have said that *the strategies have depends on the usability. This is depending on the school's specific needs, goals, and context.*

Juwariah and Kurniatun (2020) have supported the findings that the implementation of school planning is optimal. The school develops competency and skills for teachers and staff that work according to assigned tasks, seek external funding, and increase commitment and discipline through awarding or compensation.

Theme 4: Implementation Approaches. The participants have responded that the implementation approaches have helped with strengthening of school and stakeholders. Collaborative approaches include partnerships with local businesses and organizations; community engagement and outreach programs; parent-teacher-student associations (PTSAs); school advisory councils; collaborative leadership and decision-making. Capacity-building approaches include professional development for teachers and staff; leadership training and coaching; mentorship programs; coaching and mentoring for students; building teacher and staff capacity for inclusive education. Communication approaches include regular meetings and forums; newsletters and email updates; social media engagement; parent-teacher conferences; student feedback and suggestion systems. Inclusive and equitable approaches include cultural responsiveness and sensitivity training; diversity, equity, and inclusion (DEI) initiatives; addressing systemic barriers and biases; creating safe and welcoming environments; fostering a growth mindset and sense of belonging. Data-driven approaches include using data to inform decision-making; tracking student progress and outcomes; conducting needs assessments and surveys; evaluating program effectiveness; using research-based best practices.

Community engagement approaches include volunteer programs; community events and activities; partnerships with local government and agencies; business-education partnerships; faith-based and community organization partnerships. Student-centered approaches include student voice and choice initiatives; personalized learning plans; student-led conferences and exhibitions; student feedback and self-assessment; fostering student autonomy and agency.

The participants have said that *the approaches are tailored to the specific needs and context of the school and its stakeholders. This is also making the school aware of the approaches needed to intervene with the challenges encountered in school premises.*

Rani (2019) has supported the findings that the works show that any effectively implemented strategy relies on five critical factors. These are the teams charged with implementation of the policy, resources that will help the group affect the procedure, and the organizational culture, systems, and structure.

Systematizing Stakeholders Partnership Challenge

The subtopic systematizing stakeholders partnership challenges is presented with four themes. These are the stakeholder partnership style, stakeholder partnership, problems encountered in school, and problems encountered remedies. Please see Appendix 1 for Table 2.

Theme 1: Stakeholders Partnership Style. The participants have responded that the stakeholders partnership style have in common. Collaborative partnership is working together to achieve common goals, sharing resources and expertise. Strategic partnership is focusing on achieving specific, strategic objectives, often with a clear timeline and deliverables. Operational partnership is emphasizing on day-to-day operations, often involving joint decision-making and problem-solving. Advocacy partnership is working together to advocate for common interests, often involving lobbying or public awareness campaigns. Capacity-building partnership is fixating on building the capacity of one or more partners, often through training, mentoring, or resource sharing. Community-based partnerships focus on engaging with and supporting local communities, often involving volunteerism, outreach, and education. Virtual partnership is conducting remotely, often using digital technologies to facilitate communication and collaboration. Networked partnerships is involving multiple stakeholders and organizations, often with a focus on sharing knowledge, resources, and expertise. Transactional partnerships have basic transactional relationships often involving the exchange of goods or services. Cooperative partnership is collaborating relationships, often involving joint planning and decision-making. Collaborative partnership is involving shared goals, resources, and risk. Transformative partnership is involving fundamental changes to one or more partners with highly innovative relationships.

The participants have said that *the styles and levels of partnership, stakeholders have designed and implemented effective partnerships that achieve their goals and objectives.*

Stott (2009) has supported the findings that the potential partnership with stakeholders have identified by power, interest and risks, benefits and resource inputs. Attitudes and positions is conditioned by a purpose and scope. This is operational environment. The availability of time and resources to support activities has responded flexibly to different stakeholder incentives within particular and dynamic contexts.

Theme 2: Stakeholders Challenges. The participants have responded that the stakeholders challenges have common challenges. Internal challenges include communication barriers that have difficulty communicating effectively with other stakeholders. Conflicting priorities are having different stakeholders that have competing priorities and interests. Limited resources are having insufficient resources like time, money, or personnel, to achieve goals. Resistance to change challenges are having stakeholders resistance to changes and initiatives. Trust issues challenges are having difficulty building trust among stakeholders.

External challenges includes regulatory compliances ensuring compliance with laws, regulations, and industry standards. Market competition is competing with other organizations or stakeholders for resources or attention. Economic constraints is limiting financial resources or economic uncertainty. Social and environmental pressures are managing social and environmental impacts, such as sustainability or community expectations. Technological disruptions is adapting to rapid technological changes or disruptions. Interpersonal challenges include conflict resolutions that is managing conflicts or disagreements among stakeholders. Building relationships is establishing and maintaining effective relationships with stakeholders. Cultural and language barriers are overcoming cultural or language differences among stakeholders. Power imbalances is managing power dynamics or imbalances among stakeholders. Emotional intelligence is developing emotional intelligence to effectively manage stakeholder relationships. Strategic challenges include defining goals and objectives that are clearly articulating goals and objectives that align with stakeholder interests. Prioritizing stakeholders are identifying and prioritizing key stakeholders. Managing stakeholder expectations are balancing and managing stakeholder expectations. Developing effective engagement strategies are creating strategies to engage and communicate with stakeholders. Monitoring and evaluating performance are tracking and evaluating performance to ensure stakeholder satisfaction.

The participants have said that *the stakeholders have developed an effective strategies to address challenges and build strong collaborative relationships. This is asserting on the right decision-making and problem-solving.*

Peter, Issah and David (2022) has supported the findings that the managers sets priorities with clear and transparent communication with stakeholders. Regular engagement and dialogue with stakeholders have helped in addressing concerns, managing expectations, and building consensus. Providing relevant project information to stakeholders fosters a shared understanding of project goals, progress, and potential challenges. Conducting a thorough stakeholder analysis helps identify key stakeholders, interests, and potential sources of conflict. Managers create a tailored engagement strategies to address different stakeholder needs and expectations, minimizing challenges related to conflicting interests.

Theme 3: Problems Encountered in School. The participants have responded that the problems encountered in school include academic. This are low academic achievement; poor student motivation; inadequate teacher training; insufficient resources like textbooks and technology; ineffective curriculum design. Behavioral and disciplinary problems include bullying and harassment; disruptive classroom behavior; student conflicts and fights; truancy and absenteeism; substance abuse and addiction. Social and emotional problems include student mental health concerns like anxiety, stress, and depression; social isolation and loneliness; difficulty with relationships and friendships; emotional regulation and self-control; trauma and crisis intervention. Administrative and organizational problems include inefficient school administration; poor communication among staff and students; inadequate facilities and infrastructure; limited resources and budget constraints; high teacher turnover and staffing challenges. Community and parental problems include limited parental involvement and engagement; community violence and safety concerns; socioeconomic disparities and poverty; language barriers and cultural differences; limited access to resources and services. Technological problems include insufficient technology infrastructure; limited access to devices and internet; cyberbullying and online safety concerns; data privacy and security concerns; ineffective technology integration in classrooms.

The participants have said that *the problems vary depending on the school's specific context, location, and demographics. This also existing in school where the intervention is needed to impose.*

Amiri (2020) have supported the findings that education is about making the world a better place for living. But this can be fulfilled if school will be a better place for learning itself without the interruption of a problems and challenges. These are on the way to school education. The challenges and problems are

overcome by taking some good school modeling, making changes in the methods of teaching, equipping classrooms with technological advancements and creating safe learning environments.

Theme 4: Problem Encountered Remedies. The participants have responded that the problem encountered remedies are addressing in the school campus. Academic remedies include personalized learning plans; tutoring and mentoring programs; small group instruction; technology integration like online resources and educational apps; collaborative learning and project-based learning. Behavioral and disciplinary remedies include positive behavioral interventions and supports (PBIS); restorative practices and circles; conflict resolution and mediation; counseling and therapy services; parent-teacher-student association (PTSA) and family engagement. Social and emotional remedies include social-emotional learning (SEL) programs; mindfulness and self-regulation techniques; peer support groups and mentoring; family and community engagement. Administrative and organizational remedies include school-wide positive behavioral support; improved communication and transparency; efficient administrative systems and processes; professional development for staff; collaborative leadership and decision-making. Community and parental remedies include parent-teacher-student association (PTSA) and family engagement; community outreach and partnerships; volunteer programs and mentorship; family resource centers and support services; cultural responsiveness and inclusivity training. Technological remedies include technology infrastructure upgrades; digital citizenship and online safety programs; educational technology integration and training; online resources and learning platforms; cyberbullying prevention and response plans. School-based and community-based remedies include school safety and security measures; crisis intervention and response plans; student support services like counseling, mentoring, coaching; teacher training and professional development; community-based initiatives and partnerships.

The participants have said that *these remedies has been tailored to address problems and needs in school. This remedies is also addressing the issues and challenges faced by the learners, providers and caregivers.*

Nuraeni (2021) has supported the findings that the remedies address the problem that improve proficiency and performance in school. Learning autonomy count own way to suitability and becoming more engaged in learning. In addition, technology invasion also has positive effect for students to build their own learning.

Effective Partnership-Based Intervention in Increasing Enrollment

The subtopic effective partnership intervention in increasing enrollment is presented with two themes. These are the effective partnership intervention and partnership-based increase enrollment. Please see Appendix 1 for Table 3.

Theme 1: Effective Partnership Intervention. The participants have responded that the effective partnership intervention is done through various methods. Intervention methods are surveys and feedback collecting data from stakeholders, including students, parents, teachers, and community members; outcome-based evaluations measuring specific outcomes, such as improved academic achievement, increased parental involvement, or enhanced community engagement; process evaluations assessing the implementation and delivery of partnership interventions; comparative studies associating with outcomes between schools or communities with and without partnership interventions; longitudinal studies are examining the long-term effects of partnership interventions. Partnership interventions are improved academic achievement and student outcomes; increased parental involvement and engagement; enhanced community engagement and partnerships; better communication and collaboration among stakeholders; improved school climate and

culture; increased access to resources and services; improved teacher morale and retention; enhanced student social-emotional learning and well-being Partnership direction are improved student outcomes and achievement; stronger, more collaborative relationships among stakeholders; increased community engagement and support; better use of resources and services; enhanced school climate and culture; improved teacher morale and retention; increased parental involvement and engagement; better preparedness for future challenges and opportunities.

The participants have said that *the evaluation of effective partnership intervention in school and communities have a process. These are identifying areas for improvement; refining and adjusting partnership interventions; scaling up effective interventions; secure funding and resources; building support and momentum for future initiatives.*

Mangold, et.al. (2024) has supported the findings that the professional partnerships is formed and sustained to meet the needs. Attributes of successful professional partnerships include collaboration, coordination, and communication. An exploration of these concepts, along with strategies for success has established and sustained effective partnerships. This is ensuring that comprehensive care is practiced to meet the outcomes and goals.

Theme 2: Partnership-based Increase Enrollment. The participants have responded that the partnership-based increase enrollment has initiated in several ways. Increased visibility are partnerships with local businesses, organizations, and community groups can raise awareness about the school and its programs. Referral networks are partnerships that refer students to the school, increasing enrollment through word-of-mouth marketing. Joint marketing efforts are partnerships that collaborate on marketing campaigns, events, and materials to promote the school and its programs. Scholarship opportunities are partnerships that financial aid to students, making the school more attractive to prospective students. Career pathways are partnerships with local businesses and organizations that provide students with career pathways and job opportunities, making the school more appealing to students who want to gain practical experience. enhanced programs are partnerships that brings new resources, expertise, and programs to the school, enhancing its offerings and making it more attractive to prospective students. Community engagement is partnerships that foster community engagement and involvement, creating a sense of ownership and loyalty among local residents, which can lead to increased enrollment. Data-driven decision making is partnerships that provide access to data and research, helping the school make informed decisions about its programs and services, which can lead to increased enrollment. Increased accessibility is partnerships that help increase accessibility to the school by providing transportation, childcare, or other support services that can make it easier for students to attend. Accreditation and recognition are partnerships with reputable organizations that help the school gain accreditation or recognition, which can increase its credibility and attractiveness to prospective students. Dual enrollment programs are partnerships with local colleges or universities that allow students to take college-level courses while still in high school. Career and technical education (CTE) programs are partnerships with local businesses and organizations that provide students with hands-on training and experience in a specific trade or industry. Summer bridge programs are partnerships with local organizations that provide incoming students with a summer program that helps them transition to high school. Mentorship programs are partnerships with local businesses and organizations that provide students with mentors who can offer guidance and support. Internship and job placement programs are partnerships with local businesses and organizations that provide students with internship and job placement opportunities.

The participants have said that *the partnership increase enrollment have attracted students, improved outcomes, enhanced reputation, expanded resources, increased community engagement, innovated programs, professional development, improved employability, and better alignment with needs. By partnering, institutions can leverage each other's strengths, expertise, and resources to achieve common goals and drive success.*

Qin (2023) have supported the findings that the practice to improve the academic services is providing training with competency mindset. Students have pressing concerns for the academic responsibility and respect cultural values and special needs.

IV. CONCLUSION

The study is about the partnership with school and stakeholders. This demonstrates the pivotal role of collaborative efforts between schools and stakeholders in enhancing student enrollment rates. This is by fostering strong partnerships among educational institutions, parents, community members, and local organizations. The study highlights how shared responsibilities and active involvement contribute to creating a supportive and inclusive learning environment. The intervention addresses challenges related to enrollment. This promotes community ownership and accountability. The findings are presented in three thematic subtopics with ten themes including implemented involvement strategies in strengthening stakeholders, systematizing stakeholder partnership challenge, and effective partnership-based intervention in increasing enrollment. The implemented involvement strategy in strengthening stakeholders is presented with four themes including the nature of strengthening stakeholders, stakeholders involvement in school, strategies implemented in school, and implementation approach. The systematizing stakeholders partnership challenges is presented with four themes including the stakeholder partnership style, stakeholder partnership, problems encountered in school, and problems encountered remedies. The effective partnership intervention in increasing enrollment is presented with two themes including the effective partnership intervention and partnership-based increase enrollment. The study emphasizes that sustainable and systematized stakeholder engagement is essential for building resilient educational systems that attract and retain students, ensuring long-term success and growth.

V. RECOMMENDATION

Based on the conclusion, by systematizing stakeholder involvement, schools shall foster a sense of shared responsibility and accountability, encouraging active participation in promoting education. This approach contributes to the overall quality of education through consistent support and resource mobilization. This is recommended that schools implement comprehensive stakeholder engagement frameworks, including regular consultations, collaborative planning, and transparent communication channels. Additionally, capacity-building initiatives for stakeholders empower in taking an active role in educational advocacy and outreach. The schools create sustainable solutions that address enrollment challenges and improve educational outcomes. This is through systematic involvement in strengthening partnership.

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