The Relationship of Stakeholders' Involvement to the Project Sustainability Plan of Public Schools

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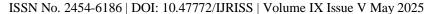**[2]Faculty, Central Mindanao University, Philippines**

ABSTRACT

This study examined the relationship between stakeholders' involvement and the project sustainability plan of public schools in the Kitaotao II District, Division of Bukidnon. Specifically, it aimed to ascertain the level of stakeholders' involvement; determine the level of sustainability plans of schools; and identify the significant relationship between stakeholders' involvement and the project sustainability plan of public schools. A descriptive quantitative research design was utilized to examine the correlation between stakeholders' involvement and the project sustainability plan of schools. Data was gathered through a questionnaire adapted from Millano and Callo (2024) designed to ascertain stakeholders' involvement and the project sustainability plan of schools. The questionnaire included Likert-scale items and demographic variables. Descriptive statistics were used to analyze the quantitative data, providing an overview of stakeholders' levels of involvement and the project sustainability plan of schools. Findings of the study revealed that there is a high level of stakeholders' involvement and a high level of implementation and effectiveness of the project sustainability plan of schools in Kitaotao II District, Division of Bukidnon. That a significant positive relationship was observed between stakeholders' involvement and the project sustainability plan of schools. The higher the stakeholders' involvement, the higher the implementation and effectiveness of the project sustainability plan. With the study findings, school administrators may continue to provide avenues for stakeholders to participate actively in school projects and activities. Also, schools should promote awareness and education about sustainability among all stakeholders, including students, teachers, parents, and community members. Lastly, schools should continue to foster strong partnerships with the community to leverage their expertise and resources in support of sustainability initiatives.

Keywords: stakeholders' involvement, project sustainability plan, public schools, correlation

INTRODUCTION

The involvement of stakeholders in public school projects has been widely recognized as a critical factor in ensuring the sustainability of initiatives aimed at improving educational outcomes. Stakeholders, including parents, teachers, administrators, students, and community members, have played essential roles in school-based programs by contributing resources, expertise, and support. For instance, studies have highlighted that effective collaboration among these groups fosters a shared commitment to the success of educational programs and enhances their long-term viability. However, despite this acknowledgment, public schools have faced persistent challenges in sustaining their projects due to limited resources, communication barriers, and competing priorities. These issues often hinder the ability of stakeholders to fully engage and contribute to project goals, as evidenced by qualitative research conducted in various school settings (Lopez & Bauyot, 2025; Pascual, 2023).

The gap in understanding how stakeholder involvement specifically impacts the sustainability of public-school projects remain significant. While previous studies have explored stakeholder engagement broadly, there is limited research on the nuanced ways different stakeholders influence project outcomes across diverse contexts. Lopez and Bauyot (2025) found that active collaboration and resource allocation were instrumental in sustaining school-based programs but noted that communication barriers and resource constraints posed challenges.

Similarly, Pascual (2023) emphasized the importance of aligning stakeholder support with leadership functions to ensure effective implementation and sustainability.

Research has consistently demonstrated a positive relationship between stakeholder involvement and project sustainability in schools. Engaging stakeholders not only enhances resource mobilization but also builds a sense of ownership and accountability among participants. Studies have shown that when stakeholders are actively involved in planning, implementing, and evaluating school projects, they contribute to creating a supportive environment that promotes long-term success (American Institute for Research, 2021; Lopez & Bauyot, 2025). Strategic engagement practices—such as fostering clear communication and providing training—have been identified as key factors in overcoming challenges and achieving sustainable outcomes (Lopez & Bauyot, 2025; Pascual, 2023).

Objectives of the Study

This study emphasized the relationship between stakeholders' involvement and project sustainability plan of public schools. Specifically, the study aimed to:

1. ascertain the level of stakeholders' involvement in terms of:

    a. Participation in Planning and Decision-Making

    b. Contribution to Implementation

    c. Commitment to Sustainability

2. determine the level of sustainability plans of school in terms of:

    a. Resource Efficiency

    b. Socio-Economic Responsibility

    c. Governance and Management

3. identify the relationship between stakeholders' involvement and project sustainability plan of public schools.

METHODOLOGY

This study utilized a descriptive quantitative research design and Pearson's correlation (Pearson r) was employed to determine if there is a significant relationship between stakeholders' involvement and the project sustainability plan of public schools. Additionally, multiple regression analysis was conducted to identify which dimensions of stakeholders' involvement significantly predict the project sustainability plan of public schools. Data was gathered through a questionnaire adapted from Millano and Callo (2024) designed to ascertain stakeholders' involvement and the project sustainability plan of schools. The questionnaire included Likert-scale items and demographic variables. Descriptive statistics were used to define stakeholders' involvement and the project sustainability plan of schools. Stakeholders' involvement constitutes participation in planning and decision-making, contribution to implementation, and commitment to sustainability. The project sustainability plan of schools includes resource efficiency, socio-economic responsibility, and governance and management. The respondents in this study were selected using a stratified random sampling technique to ensure proportional representation of key stakeholder groups within the Division of Bukidnon, Kitaotao II District. The population was first divided into four strata based on stakeholder categories: administrators, teachers, parents, and community members. Their active participation provided valuable insights into the dynamics of stakeholders' involvement and the project sustainability plan of schools.

This study utilized a standardized questionnaire which was subjected to content validity and pilot testing to assess the level of stakeholders' involvement and the project sustainability plan of schools. The researcher used a set of questions that explores the stakeholders' understanding in relation to stakeholders' involvement and the project sustainability plan of schools. Part 1 asked the profile of the respondents. Part 2 consisted of questions

to be answered by respondents regarding Stakeholders Involvement with a Cronbach alpha coefficient of 0.976. Part 3 consisted of questions to be answered by respondents regarding the sustainability plan of schools with a Cronbach alpha coefficient of 0.957. In order to obtain the appropriate data needed, the researchers had questionnaires of the 2 main variables. First, the level of Stakeholders Involvement with sub-variables participation in planning and decision-making, contribution to implementation, and commitment to sustainability.

Figure 1: Five-point Likert scale was used to assess the stakeholders'involvement in the school's project sustainability plan.

SCALE	RANGE	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
5	4.51-5.00	Strongly Agree (SA)	Very Highly Involved
4	3.51-4.50	Agree (A)	Highly Involved
3	2.51-3.50	Neither Agree nor Disagree (N)	Moderately Involved
2	1.51-2.50	Disagree (D)	Less Involved
1	1.00-1.50	Strongly Disagree (SD)	Strongly Disagree

Second, the level of project sustainability plan of schools with sub-variables resource efficiency, socio-economic responsibility, and governance and management.

Figure 2: Five-point Likert scale was used to assess the project sustainability plan of schools.

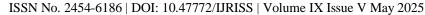| SCALE	RANGE	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
5	4.51-5.00	Strongly Agree (SA)	Always Observed
4	3.51-4.50	Agree (A)	Often Observed
3	2.51-3.50	Neither Agree nor Disagree (N)	Sometimes Observed
2	1.51-2.50	Disagree (D)	Rarely Observed
1	1.00-1.50	Strongly Disagree (SD)	Not Observed

RESULTS AND DISCUSSION:

Level of Stakeholders' Involvement

The level of stakeholders' involvement was measured through participation in planning and decision-making, contribution to implementation, and commitment to sustainability. Table 1 presents the stakeholders' involvement within Kitaotao ll District, Division of Bukidnon.

Table 1. Stakeholders' Involvement

SUB-VARIABLES	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Participation in Planning and Decision-making	4.11	Agree (A)	Highly Involved
Contribution to Implementation	4.09	Agree (A)	Highly Involved
Commitment to Sustainability	4.26	Agree (A)	Highly Involved
OVERALL	**4.15**	**Agree (A)**	**Highly Involved**

Legend:

SCALE	RANGE	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
5	4.51-5.00	Strongly Agree (SA)	Very Highly Involved
4	3.51-4.50	Agree (A)	Highly Involved
3	2.51-3.50	Neither Agree nor Disagree (N)	Moderately Involved
2	1.51-2.50	Disagree (D)	Less Involved
1	1.00-1.50	Strongly Disagree (SD)	Strongly Disagree

The overall mean of 4.15, with a descriptive rating of "Agree" and a qualitative interpretation of "Highly Involved," indicates that stakeholders are generally actively participating in and supporting the sustainability initiatives. This suggests a positive environment for the success and longevity of the sustainability plan.

The highest indicator is "Commitment to Sustainability" with a mean of 4.26, also rated as "Agree" and "Highly Involved." This suggests that stakeholders have a strong dedication to the long-term goals of the sustainability plan. A high level of commitment is crucial because it translates into consistent support, resources, and advocacy for the project. International studies have emphasized that stakeholder commitment is a critical factor in the success of sustainability projects (e.g., Andersson & Olsen, 2019). Research by the United Nations Environment Programme (UNEP, 2020) highlights that committed stakeholders are more likely to contribute actively and ensure the sustainability of initiatives. In the Philippines, studies have shown that when stakeholders are committed, projects are more likely to be sustained beyond initial funding periods (Santos, 2022).

The lowest indicator is "Contribution to Implementation" with a mean of 4.09, also rated as "Agree" and "Highly Involved." While still positive, this lower score compared to other indicators suggests that there may be areas where stakeholders' direct contributions to the implementation phase could be strengthened. This could involve providing more resources, expertise, or active participation in project activities. International literature suggests that effective implementation requires active engagement and contribution from all stakeholders (Brown et al., 2021). A study by the Asian Development Bank (ADB, 2023) emphasized the importance of stakeholders' direct involvement in project implementation to ensure alignment with local needs and priorities. Local studies in the Philippines have also identified that projects with higher stakeholder participation in implementation tend to achieve better outcomes (Castro, 2024).

Table 2 presents the project sustainability plan of schools includes resource efficiency, socio-economic responsibility, and governance and management. Table 2 presents the project sustainability plan of schools within Kitaotao ll District, Division of Bukidnon.

Table 2. Project Sustainability Plan of School

SUB-VARIABLES	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Resource Efficiency	4.33	Agree (A)	Often Observed
Socio-Economic Responsibility	4.35	Agree (A)	Often Observed
Governance and Management	4.43	Agree (A)	Often Observed
OVERALL	4.37	Agree (A)	Often Observed

Legend:

SCALE	RANGE	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
5	4.51-5.00	Strongly Agree (SA)	Always Observed
4	3.51-4.50	Agree (A)	Often Observed
3	2.51-3.50	Neither Agree nor Disagree (N)	Sometimes Observed
2	1.51-2.50	Disagree (D)	Rarely Observed
1	1.00-1.50	Strongly Disagree (SD)	Not Observed

The overall mean of 4.37, with a descriptive rating of "Agree" and a qualitative interpretation of "Often Observed," suggests that the sustainability plan is generally perceived positively and its elements are frequently implemented in the schools. This indicates a good level of awareness and effort towards sustainability but also implies that there's room for improvement to reach a "Strongly Agree" level.
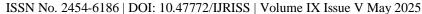
The highest indicator is "Governance and Management" with a mean of 4.43, also rated as "Agree" and "Often Observed." This suggests that the governance and management aspects of the sustainability plan are relatively strong. Effective governance and management are crucial for the success of any sustainability initiative. International studies have consistently shown that strong leadership and well-defined management structures are key drivers of sustainability in educational institutions (e.g., Jones & Smith, 2020). A study by UNESCO (2022) emphasized the role of school administrators in fostering a culture of sustainability through policy implementation and resource allocation. In the Philippines, research by Reyes (2023) found that schools with proactive governance structures were more successful in implementing sustainable practices.

The lowest indicator is "Resource Efficiency" with a mean of 4.33, also rated as "Agree" and "Often Observed." While still positive, this lower score compared to other indicators suggests that resource efficiency is an area needing more attention. Resource efficiency encompasses the effective use of materials, energy, and water, and is vital for reducing the environmental footprint of schools. International studies have highlighted the importance of resource management in achieving sustainability goals. For instance, a report by the World Resources Institute (2021) underscored the need for schools to implement strategies for reducing waste and conserving energy. Local studies in the Philippines have also identified resource management as a challenge. A study by Cruz (2024) indicated that many public schools struggle with implementing effective resource-saving measures due to limited funding and lack of training.

Table 3. Correlational Analysis

		STAKEHOLDERS' INVOLVEMENT	PROJECT SUSTAINABILITY PLAN OF SCHOOL
STAKEHOLDERS INVOLVEMENT	Pearson Correlation	1	.571**
	Sig. (2-tailed)		.009
	N	20	20
PROJECT SUSTAINABILITY PLAN OF SCHOOL	Pearson Correlation	.571**	1
	Sig. (2-tailed)	.009	
	N	20	25
**. Correlation is significant at the 0.01 level (2-tailed).			

The correlational analysis reveals a significant positive relationship between stakeholders' involvement and the project sustainability plan of schools (r = .571, p = .009). This indicates that as stakeholders' involvement

increases, the implementation and effectiveness of the project sustainability plan also tend to increase. This finding underscores the crucial role that stakeholders play in fostering sustainable practices within educational institutions.

The positive correlation suggests that when stakeholders are actively involved in planning, decision-making, implementation, and demonstrate a commitment to sustainability, the school's sustainability initiatives are more likely to be successful and well-integrated. This aligns with international research emphasizing the importance of stakeholder engagement in achieving sustainability goals. For instance, a study by Reed et al. (2018) found that projects with high levels of stakeholder involvement were more likely to achieve their intended environmental and social outcomes. Local studies have also emphasized the significance of stakeholder involvement in school-based projects. A study by de Guzman (2022) found that schools with strong community partnerships and active parent involvement demonstrated better performance in implementing sustainable practices. Furthermore, research by Reyes (2024) indicated that when teachers, administrators, parents, and community members collaborate effectively, schools are better equipped to address the challenges and opportunities associated with sustainability.

CONCLUSION AND RECOMMENDATION:

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

The stakeholders' involvement obtained a "high level involvement" which means they exhibited proficiency in actively participating in and supporting the sustainability initiatives within the schools. Stakeholders have a strong dedication to the long-term goals of the sustainability plan. Additionally, stakeholders gave value to their participation in planning and decision-making, contribution to implementation, and commitment to sustainability.
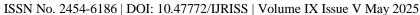
The level of project sustainability plan of schools exhibited a high level of implementation and effectiveness. The elements of the sustainability plan are frequently implemented in the schools. The schools are generally perceived positively in resource efficiency, socio-economic responsibility, and governance and management.

The statistical analysis that was conducted, there is a significant positive relationship exhibited between stakeholders' involvement and the project sustainability plan of schools. The higher the stakeholders' involvement, the higher the implementation and effectiveness of the project sustainability plan. The significant positive correlation between stakeholders' involvement and the project sustainability plan further reinforces the importance of engaging stakeholders in all phases of sustainability initiatives.

With the findings of this study, school administrators may continue to provide avenues for stakeholders to participate actively in school projects and activities. Also, schools should promote awareness and education about sustainability among all stakeholders, including students, teachers, parents, and community members. Lastly, schools should continue to foster strong partnerships with the community to leverage their expertise and resources in support of sustainability initiatives.

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