Level of Involvement of The Stakeholders in The Implementation of Educational Program in Barangay Fundado, Canaman, Camarines Sur

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Abstract- This study explores the multifaceted involvement of key stakeholders—specifically teaching personnel and barangay officials—in the planning, implementation, and evaluation of educational programs within Barangay Fundado, Canaman, Camarines Sur, assessing how each group's participation shapes the effectiveness, inclusivity, and sustainability of such initiatives. Utilizing a descriptive-survey design and grounded in contemporary educational theories such as the Community of Inquiry Framework, Collective Impact Theory, and Participatory Action Research, the study highlights that teachers consistently exhibit high levels of involvement across all stages of program development, yet still require enhanced focus on areas like assessment tool development, fidelity to program design, and deeper engagement in program reviews to ensure more comprehensive educational outcomes. In contrast, barangay officials were found to have sporadic and often minimal engagement, particularly during planning and evaluation phases, with their most prominent contribution being in maintaining security during program implementation, thereby indicating the need for capacity-building efforts, clearer role delineation, and stronger integration into educational governance processes. Statistical findings revealed a significant correlation between the involvement of teachers and barangay officials during program implementation and evaluation, but not during planning, thus underscoring the importance of synchronizing collaboration at all stages to ensure effective execution and impact, and leading to the proposal of two functional improvement plans: O-PLAN F.UN.DA.D.O. for teachers and PROJECT F.U.ND.-ADO. for barangay leaders, both of which aim to institutionalize participatory practices and elevate shared responsibility in educational initiatives.

Overall, the research asserts that fostering meaningful, sustained, and role-specific stakeholder engagement—especially through structured plans and advocacy-focused training—is critical in transforming educational programs into dynamic, community-driven platforms that respond to local needs, empower all actors, and ultimately enhance student learning outcomes and educational equity in grassroots settings like Barangay Fundado.

I. INTRODUCTION

The effective implementation of educational programs at the community level depends significantly on the level of involvement of key stakeholders, particularly in decentralized educational systems like that of the Philippines. In line with national efforts to localize education governance through School-Based Management (SBM), participatory planning, and community partnerships, various education reforms have emphasized shared responsibilities between schools and local units. These reforms align with the broader agenda of ensuring that education is not solely the domain of schools but a collaborative endeavor involving all sectors of the community.

In Barangay Fundado, Canaman, Camarines Sur, educational programs such as literacy drives, co-curricular activities, and youth development initiatives have been implemented with varying degrees of participation from stakeholders. Teachers often assume leadership roles in crafting, executing, and evaluating these programs. In contrast, barangay officials, despite their proximity to educational needs, are frequently "Sometimes" to "Rarely Involved," particularly in planning and evaluation. This imbalance presents a challenge to the sustainability and effectiveness of such initiatives.

Level of Involvement refers to the extent of active participation, responsibility-sharing, and decision-making by stakeholders throughout the different phases of educational programming—planning, implementation, and evaluation. Studies show that a high level of involvement enhances program relevance and promotes stronger community ownership. According to Navarro and Llorin (2022), sustained engagement of stakeholders leads to increased program sustainability and responsiveness, especially in under-resourced communities. Similarly, Belardo and Rocafort (2021) emphasize that when teachers and local officials collaborate deeply, student performance and civic participation are positively affected. This notion is supported by Gomez (2022), who found that inconsistent barangay participation stems from a lack of clarity in roles and inadequate capacity building.

The Community of Inquiry (CoI) Framework (Garrison, 2020) supports this by promoting active teaching, cognitive, and social presence as essential elements in collaborative educational settings. This theoretical model justifies the need for equally shared involvement between educators and local government leaders in developing meaningful learning environments.

Stakeholders in the context of educational program implementation play a vital role in ensuring the success and sustainability of initiatives. Among these, barangay officials—such as the barangay captain and council members—are key local government leaders who serve as primary stakeholders within the community. Their active participation is crucial as they provide logistical support, mobilize resources, and facilitate community engagement, which are essential for aligning programs with local needs and securing community acceptance (Mendoza & Tan, 2023). According to Fernandez and Cruz (2018), barangay officials help create an environment conducive to the implementation of educational activities through their leadership and influence in the community.

However, findings from related studies highlight existing gaps in their involvement. A study by Dela Cruz and Ramirez (2021) on stakeholder participation in rural Visayas revealed that while teachers were consistently active in all phases of educational programs, barangay officials often played a minimal role, limited mostly to providing logistical support. This situation mirrors the realities observed in Barangay Fundado. Similarly, Gomez (2022) found that barangay councils in Ilocos Sur lacked adequate training and a clear understanding of their responsibilities in educational governance, leading to sporadic and inconsistent participation.

Teaching personnel, on the other hand, are recognized as frontline agents responsible for executing educational programs. Their involvement in planning, delivering instruction, and evaluating outcomes significantly impacts the effectiveness of these initiatives (Hall & Hord, 2015). Glickman, Gordon, and Ross-Gordon (2017) emphasize that teachers' commitment, feedback, and adaptability are fundamental in translating program objectives into meaningful learning experiences. Their active engagement ensures that educational strategies are relevant and responsive to students' needs, ultimately fostering improved learning outcomes.

Research by Luna and Rivera (2019) underscores that collaboration between barangay officials and teaching personnel enhances both community acceptance and the success of program implementation. Barangay leaders can support teachers by providing a conducive environment and addressing logistical concerns, while teachers contribute their pedagogical expertise to maintain educational quality (Fernandez & Cruz, 2018). Mendoza and Tan (2023) further highlight a positive correlation between local leader engagement and student achievement in public schools, emphasizing the value of multi-stakeholder collaboration.

The collaboration between barangay officials and teaching personnel as key stakeholders is vital for the effective implementation of educational programs. Although teachers are generally active and committed, the inclusion and empowerment of barangay officials remain necessary for holistic and sustainable program execution. Their combined efforts are instrumental in mobilizing community support, allocating resources effectively, and achieving the intended educational outcomes (Aguinaldo & Garcia, 2021; Mendoza & Tan, 2023).

These findings reinforce the relevance of the present study in identifying and enhancing local involvement in education, particularly in the context of Barangay Fundado.

Implementation of Educational Programs involves the execution, monitoring, and evaluation of education-related activities intended to improve learner outcomes and community engagement. Effective implementation demands alignment between the design of programs and the capacity and commitment of stakeholders. Bautista (2020) found that educational programs are most impactful when both school personnel and community leaders participate in evaluation and feedback processes. Mendoza and Tan (2023) added that active barangay leadership correlates with improved school performance in public institutions.

Effective implementation requires coordination among stakeholders, proper resource allocation, and continuous assessment (Fullan, 2014; Hall & Hord, 2015; Datnow & Park, 2018). Fullan (2014) emphasizes that successful implementation hinges on stakeholder buy-in and ongoing support. Hall and Hord (2015) highlight that professional development and collaborative practices among teachers improve fidelity to program design. Datnow and Park (2018) argue that systematic monitoring and feedback mechanisms are essential for adapting programs to meet community needs effectively.

Moreover, the Collective Impact Theory (Kania & Kramer, 2021) supports the idea that collaborative multi-sectoral engagement with a shared agenda leads to more successful and sustainable program implementation. Similarly, the Adaptive Systems Theory in Education (OECD, 2020) emphasizes the need for responsiveness to real-time input and contextual demands, requiring robust community feedback systems. Additionally, Participatory Action Research (PAR) (McTaggart, 2020) encourages co-investigation and joint action, reinforcing the importance of both teacher and barangay participation in refining education strategies.
These studies confirm the significance of the present research in identifying and enhancing local involvement in education. They show that while teaching personnel are consistently engaged, the inclusion and empowerment of barangay officials are necessary for comprehensive and effective program implementation.

This study aims to assess the level of involvement of teachers and barangay officials in educational programs in Barangay Fundado. By grounding the research in contemporary theory and relevant literature, it also seeks to propose two functional improvement plans: O-PLAN F.UN.DA.D.O. for teachers and PROJECT F.U.ND.-ADO. for barangay officials. These interventions aim to strengthen participation in planning, feedbacking, and ownership of educational initiatives, thereby creating a more responsive, inclusive, and effective local education system.

II. STATEMENT OF THE PROBLEM

This study aimed to determine the level of involvement of teachers and barangay officials in the implementation of educational programs in Barangay Fundado, Canaman, Camarines Sur. Specifically, it sought to answer the following questions:

1. What is the level of involvement of teaching personnel in the implementation of educational programs along the following dimensions?
- Program Planning
- Program Implementation
- Program Evaluation

2. What is the level of involvement of barangay officials in the implementation of educational programs along the following dimensions?
- Program Planning
- Program Implementation
- Program Evaluation

3. Is there a significant relationship in the level of involvement of barangay officials and school personnels in the planning, implementation, and evaluation of educational programs at barangay Fundado?

4. What functional improvement plan can be developed from the results of the study to enhance the involvement of both teachers and barangay

officials in the implementation of educational programs?

III. METHODOLOGY

RESEARCH DESIGN

This study employed a descriptive-survey research design to determine the level of involvement of teachers and barangay officials in the implementation of educational programs in Barangay Fundado, Canaman, Camarines Sur. The descriptive approach was used to gather quantifiable data on various indicators of stakeholder involvement and to interpret these in light of existing implementation frameworks in education.

Research Method: The descriptive-survey method is suitable for this research as it seeks to describe and interpret the existing conditions related to stakeholder involvement. It provides a snapshot of how teachers and barangay officials participate in educational programs at a specific point in time.

Participants and Setting: The respondents of the study consisted of public school teachers (elementary and secondary) and barangay officials from Barangay Fundado. These participants were selected using purposive sampling, focusing on individuals with direct experience or involvement in educational program implementation.

Statistical Treatment of Data: The primary statistical tool used in this study was the weighted mean, which helped quantify the level of involvement of stakeholders across various domains (e.g., planning, implementation, evaluation). Responses were based on a 4-point Likert scale, interpreted as follows:
3.26 – 4.00: Always Involved
2.51 – 3.25: Sometimes Involved
1.76 – 2.50: Rarely Involved
1.00 – 1.75: Never Involved

The ranking method was also used to determine which aspects of involvement were most or least prioritized by each group. This statistical analysis allowed for meaningful interpretation of patterns and differences in stakeholder engagement.

IV. RESPONDENTS

The respondents of this study were composed of two main groups: public school teachers (elementary and secondary) and barangay officials in Barangay Fundado, Canaman, Camarines Sur. These two stakeholder groups were selected based on their direct involvement and relevance to the planning, implementation, and evaluation of educational programs within the barangay.

To ensure the relevance and accuracy of the data collected, the study employed purposive sampling—a non-probability sampling technique where participants are selected based on specific characteristics and their ability to provide rich, relevant, and reliable information related to the study. Teachers

The teacher-respondents included all full-time public elementary and secondary teachers assigned to schools located within Barangay Fundado. These teachers were chosen because:

They have direct roles in implementing school-based and community-linked educational programs.

They regularly coordinate with local government units, including the barangay, regarding educational activities such as school feeding, literacy campaigns, disaster preparedness, and co-curricular activities.

They are expected to have knowledge of both internal (school-based) and external (community-supported) initiatives.

The final selection of teacher-respondents was verified through the school heads who provided a list of actively serving teachers at the time of the study. Barangay Officials

Barangay officials were selected based on their formal positions and potential influence over education-related initiatives. These included:The Barangay Captain,,Barangay Councilors (Sangguniang Barangay Members), The Sangguniang Kabataan (SK) Chairperson, Barangay Secretary,

Barangay Treasurer and Assigned barangay personnel involved in education or youth affairs.

These individuals were identified through official barangay records and directories. Their inclusion was based on their documented participation in community programs, particularly those that involved collaboration with the schools in Fundado.

The researcher coordinated with the barangay secretary to secure a complete and updated list of incumbent officials. Prior to survey distribution, each identified official was screened based on their previous involvement or designated responsibility related to educational activities (e.g., budget allocation for education, participation in school events, policy-making).

This purposive selection process ensured that all respondents had first-hand experience or administrative responsibility in educational matters, thus providing valid, experience-based responses crucial for the study's accuracy and depth.

V. INSTRUMENT

To gather data for this study, a researcher-made structured survey questionnaire was developed, validated, and utilized. The instrument was specifically designed to assess the level of involvement of teachers and barangay officials in the implementation of educational programs within Barangay Fundado, Canaman, Camarines Sur.
The questionnaire was divided into two main sets, tailored to each respondent group:

For Teachers:
The instrument assessed involvement across the following domains:
- Program Planning
- Program Implementation
- Program Evaluation

For Barangay Officials:
The instrument measured involvement along:
- Program Planning
- Program Implementation
- Program Evaluation

Each item was evaluated using a 4-point Likert scale, where:
4 – Always Involved
3 – Sometimes Involved
2 – Rarely Involved
1 – Never Involved

The survey instrument underwent content validation by a panel of experts in education and community development to ensure clarity, relevance, and alignment with the study's objectives. Necessary revisions were made based on expert feedback prior to its administration.

VI. DATA GATHERING PROCEDURE

The researcher followed a structured process to ensure ethical, accurate, and systematic data collection:

Approval and Coordination: Prior to data collection, permission was secured from the school heads and the barangay captain of Fundado. A formal letter of request was submitted outlining the purpose and scope of the study.

Respondent Identification: Based on coordination with school administrators and barangay records, the respondents were purposively selected as individuals actively involved in educational activities. A master list was finalized and cross-verified.

Survey Administration:
The validated questionnaires were printed and distributed in person by the researcher.
- For teachers, the survey was administered during faculty meetings or agreed-upon schedules to avoid disruption of classes.
- For barangay officials, surveys were given during regular barangay sessions or through direct coordination in their offices.

Informed Consent: All respondents were informed about the nature and objectives of the research. Consent forms were attached to each questionnaire, assuring confidentiality and voluntary participation.
Follow-up and Retrieval: Respondents were given sufficient time (typically 2–3 days) to complete the questionnaire. Follow-up visits and calls ensured a

high return rate. Completed forms were retrieved personally to avoid data loss.

VII. DATA ANALYSIS

Once all questionnaires were collected, responses were encoded and statistically analyzed using Microsoft Excel and basic statistical tools. The following procedures were followed:

Quantitative Analysis:
Weighted Mean was used to determine the average level of involvement per item and category.
This helped in ranking involvement levels and identifying which areas were highly or least prioritized by each group.
Interpretation Guide:
3.26 – 4.00: Always Involved
2.51 – 3.25: Sometimes Involved
1.76 – 2.50: Rarely Involved
1.00 – 1.75: Never Involved

Ranking Method
For each domain, indicators were ranked from highest to lowest based on weighted mean scores. his allowed the researcher to determine specific strengths and areas for improvement in stakeholder involvement.

Comparative Analysis
Results between teacher and barangay official responses were compared to analyze differences in perceptions and levels of engagement.
Narrative Interpretation

The quantitative results were complemented with descriptive and interpretive analysis to extract meaningful insights that guided the formulation of the proposed functional improvement plan (O-PLAN F.UN.DA.D.O. and PROJECT F.U.ND.-ADO.).

VIII. RESULTS, ANALYSIS, AND DISCUSSION

This part presents the results, analysis, and discussion of the data gathered from the barangay officials and teachers from Fundado, Canaman, Camarines Sur in their assessment on the involvement of stakeholders in the implementation of educational programs in their locality along program planning, program implementation, program evaluation. The barangay official's assessment focused on program planning, program implementation, and program evaluation. The result of the social study was based on the data gathered through a survey questionnaire and were carefully analyzed and interpreted in accordance with the problems set forth.

IX. LEVEL OF INVOLVEMENT OF TEACHING PERSONNEL IN THE IMPLEMENTATION OF EDUCATIONAL PROGRAMS

This section presents the level of involvement of school personnel in the implementation of educational programs at barangay Fundado, Canaman, Cam. Sur. Table 1A shows the teachers involvement along program planning.

The result shows that active participation in educational programs has a weighted mean of 4.00 and ranked first among the four indicators with a verbal interpretation of very always involved, input on program goals and objectives and selection of materials both ranked at 2.50 with a weighted mean of 3.60 and with a verbal interpretation of always involved while development of assessment tools ranked last with a weighted mean 3.40 and verbally interpreted as always involved.

Table 1ATeachers Level of Involvement in Educational Program Planning

Indicators	W m	R an k	Interpreta tion
PROGRAM PLANNING			
Active Participation In Educational Programs. Contributing Ideas, Materials, And Feedback During Planning And Revision Processes Which Includes Participation In Workshops, Committees, And Collaborative Planning Sessions.	4. 0 0	1	Always Involved
Input On Program Goals And			

Objectives. Provide Insights And Suggestions Regarding Program Goals, Aligning Them With The Program Needs And Local Contexts.	3.60	2.5	Always Involved
Selection Of Materials. Actively Participating In Choosing Appropriate And Relevant Programs Materials.	3.60	2.5	Always Involved
Development Of Assessment Tools. Contributing To The Design And Selection Of Assessment That Accurately Measure Program Outcomes.	3.40	4	Always Involved
Overall Weighted Mean	3.65		Always Involved

Legend: 3.26 – 4.00 – Always Involved; 2.51 – 3.25 – Sometimes Involved; 1.76 – 2.50 – Rarely Involved; 1.00 – 1.75 – Never Involved

The result shows that school personnel are always involved in the development of educational programs in their respective school. They are always involved in contributing ideas, materials, and feedback during planning and revision processes which includes participation in workshops, committees, and collaborative planning sessions. They also provide insights and suggestions regarding program goals, aligning them with program needs and local contexts. They also actively participate in choosing appropriate and relevant program materials and contribute to the design and selection of assessment that accurately measure program outcomes.

Furthermore, the result shows that among the four indicators in the development and planning of educational programs, teachers are actively involved in the planning phase where they contribute ideas on how programs are to be implemented. Teachers are participating in the conduct of the meeting that will plan how the educational program should be done. The planning stage includes giving insights on proposals, activities to be done, the objectives of the program, the materials to be used and assessment to look into possible improvements to be done.

Based on the result, one can infer that teacher's priority is the development of the educational program where they are very active in terms of making the framework of the program, workshops, and assigning of different committees to the school personnels. Second is by giving the educational program its objectives toward achieving its goals, getting the desired results and looking into what are to be addressed. Their last priority is the development of the assessment tools since they put emphasis on how the program should be done and later is the assessment of the success or failure of the educational program.

The result is supported Collective Impact Theory (Kania and Kramer, updated 2021) which promotes inter-sectoral collaboration and by idea of the substance and essence, substance is giving the educational program the necessary elements like gathering ideas and what are the important things to be incorporated in the program, the objectives, the materials, and the tools for assessment. The idea of essence is how things are prioritized by the school personnel in the planning and development because they started with coming up with the plan, second is by making objectives and selection of materials, and lastly is the development of assessment tools. It can be seen from the result that teachers are doing the planning chronologically since it is deemed important to contribute ideas in the formation of the program, give objectives and materials, and least is to develop assessment tools since they are more focused on the process of the program rather the result.

Table 1B. Teachers Level of Involvement in
Educational Program Implementation

Indicators	Wm	Rank	Int
PROGRAM IMPLEMENTATION			
Program Implementation Fidelity. Consistently implementing the program as designed, adhering to its core principles and methodologies.	3.6	4	Always Involved
Use of Program-Specific Strategies and Techniques. Regularly employing the program methods and strategies outlined in the educational program.	3.6	4	Always Involved
Time Allocation. Dedicating sufficient time to the program within their teaching schedule. Tracking time spent on program activities versus other activities provides quantifiable data.	3.8	2	Always Involved
Adaptation and Modification. Adjusting the program to suit the specific needs while maintaining program fidelity and documentation of adaptations and rationale is the key.	3.6	4	Always Involved
Collaboration with Colleagues. Working collaboratively with other teachers to implement the program effectively.	4.0	1	Always Involved
Overall Weighted Mean	3.72		Always Involved

Legend: 3.26 – 4.00 – Always Involved; 2.51 – 3.25
– Sometimes Involved; 1.76 – 2.50 – Rarely
Involved; 1.00 – 1.75 – Never Involved

Table 1B shows the school personnels' level of involvement in terms of educational program implementation. The table will look into the process of implementing educational programs in their school.

The table shows that collaboration with colleagues ranked first with a weighted mean of 4.00 and with a verbal interpretation of always involved. Time allocation ranked second with a weighted mean of 3.80 and with a verbal interpretation of always involved. Program implementation fidelity, use of program-specific strategies and techniques, and adaptation and modification ranked last with a weighted mean of 3.60 and verbally interpreted as always involved.

The result shows that in terms of the program implementation, teachers are always involved in working with their colleagues to implement the programs effectively. They dedicate sufficient time to the program within their schedule. School personnel consistently implemented the program as designed, adhering to the core principle and methodologies. They also regularly employ the program methods and strategies outlined in the educational program and adjust the program to suit the specific needs while maintaining fidelity and documentation of the adaptations and rationale.

It can be seen that teachers at Fundado both in elementary and secondary schools are working together to achieve the desired result in the educational programs in their locality showing how the organization works as a whole. Although their involvement is always involved, their consistent involvement in implementing the programs as designed, adhering to its core principles and methodologies, regularly employing the program methods and strategies outlined in the educational program, and adjusting the program to suit the specific needs while maintaining program fidelity and documentation of adaptations and rationale are to be given equal importance.

It can be inferred from the result that teachers are always involved in the implementation of educational programs, the collaboration with colleagues fosters shared understanding and innovative avenues to a successful implementation of the educational program. School personnel also believed that giving

adequate time to the educational program contributes to the greater success of the program. Program implementation fidelity, use of program techniques, and adaptation and modification ranked last due to external factors and changes on the day of the implementation.

The result is supported by Community of Inquiry (Col) Framework (Garisson, 2020) emphasizing collaborative environments and enthusiastic adopters where school personnel active positive attitude results into fidelity consistent adaptations where they collaboratively work together and allocate time while over-adapting adopters results to inconsistent fidelity adaptation in implementing the program which is evident in the last ranked program implementation fidelity, use of program-strategies and techniques and modifications and adaptations.

Table 1C shows the level of involvement of teachers in the program evaluation and improvement. This part presents the post-implementation assessment involvement of teachers.

Table 1C
Teachers Level of Involvement in Educational Program Evaluation

MECHANISM	Wm	Rank	Int
PROGRAM EVALUATION			
Data Collection and Analysis. Actively collecting and analyzing data related to program outcomes and effectiveness.	3.60	2	Always Involved
Feedback Provision. Providing regular feedback on the program's strengths and weaknesses which includes formal evaluations, informal discussions, or participation in program review meetings.	4.00	1	Always Involved
Participation in Program Review. Actively participating in program review meetings and contributing to decision-making processes.	3.40	3	Always Involved
Overall Weighted Mean	3.75		Always Involved

Legend: 3.26 – 4.00 – Always Involved; 2.51 – 3.25 – Sometimes Involved; 1.76 – 2.50 – Rarely Involved; 1.00 – 1.75 – Never Involved

The result shows that feedback provision ranked first with a weighted mean of 4.00 and verbally interpreted as always involved. Data collection and analysis ranked second with a weighted mean of 3.60 and with a verbal interpretation of always involved while participation in program review ranked last with a weighted mean of 3.40 and verbally interpreted as always involved.

The result shows that teachers are very active in the program evaluation and improvement showing that teachers are on-hand not only in planning and implementation but also in evaluation and giving suggestions for improvement of the program. They are also involved in data collection and analysis. Although they have given most of their participation in giving feedbacks and suggestion for improvement, active participation in program review and contribution to the decision-making processes is least of the indicators.

The results indicates that feedback provision ranking first means that teachers easily and directly address the challenges and opportunities of the programs implemented. Their insights can lead to changes and thus can enhance the effectiveness of the educational program. Data collection and analysis ranking third means that the teachers believed results take time to process and interpret and gives less immediate impact. Participation in program review ranked last because teachers have less direct control over the

outcomes of the program and believed that final decisions is out of their control.

It can be inferred from the result that after the educational program is implemented, teachers are also actively involved in giving feedback and suggestions on how these programs can be improved. Active involvement in assessing the implemented educational programs will help the teachers in improving future programs to be implemented. This will lessen the error and minimize the flaws to achieved the objectives of the program. Teachers are always involved in the program evaluation and improvement of the implemented programs, however, there are part on the program evaluation where teachers are always involved but show less interest since results are out of their control.

The result is supported by Participatory Action Research (PAR) Model (McTaggart, revised 2020) which encourages joint participation and participatory evaluation framework where it emphasizes the involvement of personnel in the stages of evaluation process. Evaluation should be conducted by them and not on them guiding to collaborative evaluation leads to more meaningful and relevant findings.

X.   LEVEL OF INVOLVEMENT OF BARANGAY OFFICIALS ON THE IMPLEMENTATION OF EDUCATIONAL PROGRAMS

This part of the study focused on the involvement of barangay officials in the implementation of educational programs in their locality. Their involvement starts from policy and planning, program implementation and support, monitoring and evaluation, and advocacy and leadership.

Table 2A shows the level of involvement of barangay officials in policy and planning of the educational programs. Policy and planning indicators are participation in educational planning meetings, allocation of resources, policy support, and collaboration with schools.

The table shows collaboration with schools in the implementation of educational programs ranked first

with a weighted mean of 4.40 and a verbal interpretation of always. Allocation of resources and policy support ranked 2.5 with a weighted mean of 3.00 with a verbal interpretation of always involved while participation in educational planning meeting ranked last with a weighted mean of 2.80 with a verbal interpretation of sometimes involved.

This means that barangay officials have established formal partnership or agreements between them and the local schools to facilitate educational program implementation. Barangay officials are always involved in the commitment of barangay funds, facilities, and personnel to support educational initiatives. Educational programs are also endorsed by the barangay through their ordinances but barangay officials are sometimes involved in educational planning meetings relying on the committee of education chairman to be involved.

The result shows their involvement in policy and planning is essential for creating supportive educational programs within the barangay and enhancing the delivery of education programs, however, their sometimes involvement in educational planning meeting may affect the outcomes of the program as the barangay officials may not be able to fully understand the flow of the program and may not be able to give suggestions and ideas on how these programs are to be implemented.

It can be inferred from the result that the continuous involvement of barangay officials in collaboration with schools is vital for enhancing educational program outcomes in the barangay level. Their roles in policy and planning creates a holistic support system in the implementation of the educational programs. However, their attendance in educational planning should be given priority and consistency. Enhancing barangay officials' capacity in educational governance can have a huge impact on their participation in educational planning. The result shows that in policy and planning of the educational programs, the level of involvement of the barangay officials is sometimes involved.

Table 2A
Barangay Officials Level of Involvement in
Educational Program Planning

Indicators			
PROGRAM PLANNING	Wm	Rank	Int
Participation in Educational Planning meeting. Attendance and active contribution to meetings. Workshops, and planning sessions related to educational programs within the barangay. Minutes from these meetings can serve as evidence.	2.80	4	Sometimes Involved
Allocation of Resources. Commitment of barangay funds, facilities, or personnel to support educational initiatives. Budget documents and allocation records are key indicators.	3.00	2.5	Always Involved
Policy Support. Endorsement or adoption of policies that support the implementation of educational programs which includes resolutions or ordinances passed by the barangay council.	3.00	2.5	Always Involved
Collaboration with Schools. Establishment of formal partnerships	3.40	1	Always Involved
or agreements between the barangay and local schools to facilitate program implementation. Signed agreements or memoranda of understanding (MOUs) serve as evidence.			
Overall Weighted Mean	3.05		Sometimes Involved

Legend: 3.26 – 4.00 – Always Involved; 2.51 – 3.25 – Sometimes Involved; 1.76 – 2.50 – Rarely Involved; 1.00 – 1.75 – Never Involved

The result is supported by participatory governance theory which emphasizes on the involvement of community members including local officials in the decision-making processes and participation in planning and implementing of educational programs enhances their accountability, transparency and responsiveness to community needs.

Table 2B shows the barangay officials level of involvement in the implementation of educational programs along program implementation and support. The level of implementation is measured through provision of infrastructure, mobilization of community resources, provision of personnel, security and safety, and information dissemination.

Table 2B
Barangay Officials Level of Involvement in
Educational Program Implementation

Indicators	Wm	Rank	Int
PROGRAM IMPLEMENTATION			
Provision of Infrastructure. Providing necessary infrastructure such as classrooms, learning materials,	2.40	5	Rarely Involved

or transportation to support educational programs. Barangay records on infrastructure projects and maintenance are useful.			
Mobilization of Community Resources. Facilitating the involvement of community members and organizations in supporting educational initiatives which involves volunteer recruitment or coordinating community events related to education.	2.80	2.5	Sometimes Involved
Provision of Personnel. Assigning barangay personnel to assist in program implementation, such as providing administrative support or facilitating communication. Personnel records and work assignments can be used as evidence.	2.80	2.5	Sometimes Involved
Security and Safety. Ensuring the safety and security of school facilities and students participating in educational	3.00	1	Always Involved
programs which involves providing security personnel or implementing safety measures.			
Information Dissemination. Effectively communicating information about educational programs to barangay residents which involves various channels like public announcements, flyers, or community meetings.	2.60	4	Sometimes Involved
Overall Weighted Mean	2.72		Sometimes Involved

Legend: 3.26 – 4.00 – Always Involved; 2.51 – 3.25 – Sometimes Involved; 1.76 – 2.50 – Rarely Involved; 1.00 – 1.75 – Never Involved

The result shows that barangay officials' involvement in the implementation program and support gives security and safety which ranked first with a weighted mean of 3.00 and a verbal interpretation of always involved. Mobilization of community resources and provision of personnel ranked 2.5 with a weighted mean of 2.80 and verbally interpreted as sometimes involved. Information dissemination ranked fourth with a weighted mean of 2.60 and verbally interpreted as sometimes involved and provision for infrastructure ranked last with a weighted mean of 2.40 with a verbal interpretation of rarely involved.

The result shows that in the implementation phase of the educational programs, barangay officials of Fundado gives active involvement in the security and safety of the involved individuals by delegating barangay police to maintain peace and order during the programs. This technical support is also essential in ensuring the well-being of the community in their jurisdiction. They also facilitate the involvement of

community members to support educational initiatives, assign barangay personnel to assist in the program implementation. They are sometimes involved in communicating educational programs and are rarely involved in the provision of infrastructure that they may not be able to provide materials in the implementation of the educational programs.

It can be inferred from the result that providing personnel for security and safety has been the main contribution of the barangay officials since they have the manpower to be deployed in the implementation phase. The failure to provide support like transportation and materials in the implementation of the program is coherent to the result in the policy and planning due to the inability of the officials to attend educational planning meeting which resulted to not allocating budget from the barangay to support the needs of the students and the teachers.

The result is supported by capacity constraints and resource limitations that barangays often face significant challenges, including inadequate funding, lack of trained personnel, and limited technical expertise leading to focus on security rather than infrastructure development.

The Table 2C shows the level of involvement of barangay officials in the implementation of educational programs in Barangay Fundado along monitoring and evaluation. The level of involvement is measured using the indicators monitoring program progress, feedback and input, and participation in program evaluation.

Table 2C
Barangay Officials Level of Involvement in
Educational Program Evaluation

C. PROGRAM EVALUATION	WM	Rank	Int
Monitoring Program Progress. Regular monitoring of the implementation of educational programs to ensure	2.60	1	Sometimes Involved

effectiveness which involves site visits or regular progress reports from schools.

effectiveness which involves site visits or regular progress reports from schools.			
Feedback and Input. Providing regular feedback to schools and other stakeholders on the progress and challenges of educational programs.	2.20	2.50	Rarely Involved
Participation in Program Evaluation. Active participation in the evaluation of educational programs to assess their impact and identify areas for improvement. Evaluation reports and meeting minutes serve as evidence.	2.20	2.50	Rarely Involved
Overall Weighted Mean	2.33		Rarely Involved

Legend: 3.26 – 4.00 – Always Involved; 2.51 – 3.25 – Sometimes Involved; 1.76 – 2.50 – Rarely Involved; 1.00 – 1.75 – Never Involved

The table shows that barangay officials at Fundado are sometimes involved in monitoring program progress as it ranked first in monitoring and evaluation with a weighted mean of 2.60 and feedback and input and participation in program evaluation both ranked last with a weighted mean of 2.20 and verbally interpreted as rarely involved.

The result shows that barangay officials are sometimes involved in the regular monitoring of the implementation of educational programs to ensure effectiveness which involves site visits or regular progress reports from schools. This only shows that barangay officials are not into looking at the progress

of the educational programs, it means that they left solely on the school whether the program is to succeed or to failed. Barangay officials also are rarely involved in feedback and input and rarely participated in the program evaluation, meaning they rarely provides feedback to schools and other stakeholders on the progress and challenges of the educational programs. They are also rarely involved in program evaluation and failed to assess the impact of the program and did not identify the areas for improvement.

It can be inferred that limited or absent participation from barangay officials can negatively impact the effectiveness of educational programs. Their insights and local knowledge are valuable in identifying challenges and opportunities. This limited participation depends on factors such as limited resources, poor communication and coordination between school personnel and barangay officials, less training, and a proper reporting and feedbacking of the implemented programs. Barangay officials are rarely involved in monitoring and evaluation of the educational programs implemented in their locality.

The result is supported by participatory governance and community-based monitoring system where barangay officials of Fundado prioritizes real-time data rather giving feedback and participate in the program evaluation as they are more concerned on monitoring the progress of the implemented program.

XI. SIGNIFICANT RELATIONSHIP OF THE LEVEL OF INVOLVEMENT IN THE IMPLEMENTATION OF EDUCATIONAL PROGRAMS BETWEEN BARANGAY OFFICIALS AND SCHOOL PERSONNEL AT BARANGAY FUNDADO

This section presents the relationship of the level of involvement of school personnel and barangay officials of barangay Fundado in the implementation of educational programs in their barangay. This part will look into the relationship of barangay officials and school personnel in the success of the implemented educational programs in terms of planning, implementation, and evaluation of the educational programs.

Table 3
Summary Table Showing the Relationship Between the Level of Involvement of School Personnel and Barangay Officials of Fundado

LEVEL OF INVOLVEMENT IN EDUCATIONAL PROGRAMS	df	Critical Value	r-value	Interpretation
PLANNING	3	0.878	0	Not significant
IMPLEMENTATION	4	0.811	3.5	Significant
EVALUATION	2	0.95	3.5	significant

The table shows the relationship of the level of involvement in the implementation of educational programs between the barangay officials and school personnel at Fundado, Canaman, Camarines Sur. With respect to the relationship between the level of involvement in the planning of the educational programs, the computed r-value is 0 and the critical value is 0.878 and a verbal interpretation of not significant. In the implementation of the educational programs, the computed r-value is 3.5 and the critical value is 0.811 showing significance in the level of involvement in the implementation of educational programs. With respect to the evaluation of the implemented educational program, the computed value is 3.5 compared to the critical value of 0.95 showing significance in the relationship between the level of involvement of school personnel and barangay officials.

The table implied that in the planning phase of the implementation of the educational program the computed value 0 is less than the critical value of 0.878 with 3 as the degree of freedom showing no significance in the level of involvement of both barangay officials and school personnel. In the implementation of the educational programs the computed value of 3.5 is greater than the critical value of 0.811 with 4 as the degree of freedom. When the computed value is greater the critical value, there is significance in the relationship between the level of involvement of barangay officials and school personnel in the implementation of educational

programs. With respect to the level of involvement of school personnel and barangay officials in the evaluation of the implemented educational programs, the computed value of 3.5 is greater than the critical value of 0.95 with 2 as the degree of freedom showing significant relationship in the level of involvement of barangay officials and school personnel.

The table shows that there is no significant relationship on the level of involvement of barangay officials and school personnel in the planning of the implementation of educational programs in their respective barangay, this means that the level of involvement of barangay officials in the planning phase of the educational does not affect the planning of the school personnel and vice versa. This also implies that barangay officials and school personnels can independently plan educational programs and be able to come up with comprehensive plans without the presence of the other. With respect to educational program implementation and evaluation, there is a significant relationship on the level of involvement of both school personnel and barangay officials. This means that their combined efforts have a measurable and impactful effect on the outcome in the implementation and evaluation of educational programs in their barangay. This indicates that their collaboration is essential for the success both in the implementation and evaluation of the educational program.

Based on the result, one can infer that during the planning phase, barangay officials' involvement does not necessarily affect the involvement of school personnel while during the implementation and evaluation, there is significant relationship which means that their involvement affects and is deemed necessary to achieve the desired outcomes. The result is evident in every educational program in the school where during planning, the school does not involve barangay officials, they can carefully plan without the presence of barangay officials. On the other hand, during the implementation and evaluation phase, they start asking support from the barangay resulting to collaboration between them.

The result is supported by community of practice theory, which emphasizes the importance of engagement in common interests through active participation. Barangay officials and school personnel can share their insights, strategies, and resources to achieve success in the educational programs in their barangay.

XII. SUMMARY, CONCLUSION, AND RECOMMENDATION

This part of the study determined the level of involvement of school personnel and barangay officials in the implementation of educational programs.

1. What is the level of involvement of teaching personnel in the implementation of educational programs along the following dimensions?

- Program Planning
- Program Implementation
- Program Evaluation

Findings

a. In program planning and development, active participation in educational programs ranked first with a weighted mean of 4.00 and verbally interpreted as always involved. Development of assessment tools ranked last of the indicators with a weighted mean of 3.40 with a verbal interpretation on always involved.

b. In program implementation, collaboration with colleagues ranked first with a weighted mean of 4.00 with a verbal interpretation of always involved while program implementation fidelity, use of program-specific strategies, and adaptation and modification ranked last with a weighted mean of 3.60 and verbally interpreted as always involved.

c. In program evaluation and improvement, feedback provisions and suggestion for improvement ranked first with a weighted mean of 4.00 with a verbal interpretation of always involved while participation in program review ranked last with a weighted mean of 3.40 and verbally interpreted as always involved.

Conclusion

a. Teachers are actively involved in all the indicators of program planning and development of educational programs but should consider to improve in the development of assessment tools.
b. Teachers are actively involved in the implementation of educational programs and consider program implementation fidelity, use of program specific strategies and techniques, and adaptation and modification to be given equal priority.
c. Teachers are actively involved in program evaluation and improvement but needs to participate more in the program review.
d. The level of involvement of teachers in the implementation of educational programs is always involved.

Recommendation

A school improvement plan is highly recommended for teachers to further enhance the level of involvement in the implementation of the educational programs specifically on the aspect of development of assessment tools, program implementation fidelity, use of program-specific strategies and techniques, and adaptation and modification, participation in program review and in taking program ownership.

2. What is the level of involvement of barangay officials in the implementation of educational programs along the following dimensions?

  • Program Planning
  • Program Implementation
  • Program Evaluation

Findings

a. In policy and planning, collaboration with schools ranked first with a weighted mean of 3.40 and verbally interpreted as always involved, while participation in educational planning meeting ranked last with a weighted mean of 2.80 with a verbal interpretation of sometimes involved.
b. In program implementation and support, security and safety ranked first with a weighted mean of 3.00 and a verbal interpretation of sometimes involved while provision for infrastructure ranked last with a weighted mean of 2.40 and a verbal interpretation of rarely involved.
c. In monitoring and evaluation, monitoring program progress ranked first with a weighted mean of 2.60 and a verbal interpretation of sometimes involved while both feedback and input and participation in program evaluation ranked last with a weighted mean of 2.20 and verbally interpreted as rarely involved.

Conclusion

a. Barangay officials are always involved in collaborating with schools in the policy and planning of educational programs but should consider participating in educational planning meeting to further strengthen educational programs.
b. Barangay officials are sometimes involved in providing security and safety while provision for infrastructure be given funding to achieve success.
c. Barangay officials are sometimes involved in monitoring program progress but are rarely involved in feedbacking and program evaluation.
d. The level of involvement of barangay officials at Fundado in the implementation of educational programs is sometimes involved.

Recommendation

A barangay-initiated project is highly recommended to further involved barangay officials in the implementation of educational programs focusing participation in educational planning meeting, provision for infrastructure, feedbacking, participation in program evaluation, and advocacy for education.

3. Is there a significant relationship in the level of involvement of barangay officials and school personnels in the planning, implementation, and evaluation of educational programs at barangay Fundado?

Findings

In planning of educational program, the computed value of 0 is less than the critical value of 0.878 with a degree of freedom of 3 and verbally interpreted as not significant. In the implementation of educational programs, the computed value of 3.5 is greater than the critical value of 0.811 showing significant relationship with 4 as the degree of freedom. In the evaluation of educational program, the computed value of 3.5 is greater than the critical value of 0.95, verbally interpreted as significant at the degree of freedom of 3.

Conclusion

There is no significant relationship on the level of involvement of barangay officials and school personnels in the planning of educational programs. There is a significant relationship on the level of involvement of barangay officials and school personnels in the implementation and evaluation of the educational programs.

Recommendation

Collaboration between barangay officials and school personnels in the planning of educational programs is recommended.

4. What functional improvement plan can be developed from the study to enhance the level of involvement of school personnels and barangay officials of Fundado in the implementation of educational programs?

a. Based on the result of the study, the functional improvement plan developed for the teachers is O-PLAN F. UN. DA.D.O., O-PLAN F. UN. DA.D.O., stands for Operational PLAN for Fidelity, Unified Notion, Development of Assessment, Differentiation, and Ownership. This plan aims to improve the level of involvement of teachers in terms consistent adhering to the design of the educational program. Unified Notion will enhance the level of involvement of teachers in reviewing the educational program so that all teachers can contribute to the decision-making process.

Development of Assessment caters to teachers' involvement in designing and selection of assessment of the educational programs through suggestions boxes and standardized evaluation forms. Differentiation caters to using strategies, techniques, methodologies, and be able to modify the program to suit the needs of its clientele. Ownership caters to the level of involvement of teacher's active engagement and willingness to facilitate and initiate educational programs and by taking responsibility of reporting, evaluating, and making program summary.

b. Based on the result of the level of involvement of the barangay officials, the suggested barangay projects to be implemented is PROJECT F.U.ND. – ADO., which stands for a PROJECT Feedbacking, Uptaking/Upskilling, Nurturing Delegate, - Academic Development Opportunities. This barangay-initiated project aims to improve the level of involvement of barangay officials in the educational programs by allocating funds from the barangay budget to focus on training barangay officials on how feedbacking, participation, enhancing the skills of the officials in terms management, nurturing delegates by providing them with assistance not only in security but also by providing them funds to support them in contests, and give fund to academic development opportunities. This project can be realized by allocating funds for barangay officials training and funds for students' endeavors.

XIII. PROPOSED IMPROVEMENT PLAN FOR TEACHERS ON THEIR INVOLVEMENT IN THE IMPLEMENTATION OF EDUCATIONAL PROGRAMS

Objectives:
1. To increase teacher engagement in the planning and evaluation of educational programs by conducting quarterly LAC sessions, pre-planning meetings, and online feedback mechanisms.
2. To build teachers' capacity in assessment and differentiated instruction by organizing two targeted workshops and assigning program coordinators to lead implementation efforts and submit regular reports.

Proposed Plan	IMPROVEMENT NEEDS	ACTION Objectives	PLAN Intervention	Timeline	Resources Needed
O-PLAN F. UN. DA.D.O - Operational PLAN for Fidelity, Unified Notion, Development of Assessment, Differentiation, and Ownership	-Participation in Program Review - Program Implementation Fidelity - Adaptation and modification -Development of Assessment - Use of program-Specific strategies and techniques - Program Ownership	To actively participate in reviewing the educational programs by contributing decision-making processes. To design and select assessment tools. To implement educational programs employing methods, techniques, and strategies to meet the needs of the clientele. To report activities by making summary of the implemented activities.	LAC Sessions -Pre-Planning Meetings -Use of online evaluation of the educational programs - institutionalize suggestion boxes or customer satisfaction survey forms -Delegation of project coordinators	Year-round.	MOOE

XIV. PROPOSED BARANGAY OFFICIALS PROJECT ON THEIR INVOLVEMENT IN THE IMPLEMENTATION OF EDUCATIONAL PROGRAMS

Objectives:

1. To increase the active participation of barangay officials in school planning and decision-making by involving them in SIP or program review meetings annually and engaging them in educational advocacy efforts.

2. To mobilize local government support for educational programs and infrastructure by encouraging barangay officials to allocate resources through resolutions or ordinances, participate in advocacy efforts, and establish community feedback mechanisms such as seminars, suggestion boxes, or satisfaction surveys.

Proposed Plan	IMPROVEMENT NEEDS	ACTION Objectives	PLAN Intervention	Timeline	Resources Needed
PROJECT F.U.ND. – ADO., - PROJECT Feedbacking, Uptaking/Upskilling, Nurturing Delegate, - Academic Development Opportunities	-Participation in educational Planning Meeting - Provision of Infrastructure - Feedbacking and Program Evaluation - Advocacy for Education	To conduct seminar-workshops on the involvement of barangay ofiicials in educational programs. To allocate funds to support education programs of the school within the barangay To give suggestions and ideas to school personnel on how to	Seminar-workshops Allocate funds through barangay ordinance or proposal	Year-round.	Barangay NaTA – National Tax Allocation

		improve educational programs within the barangay To prioritize educational programs in schools within the barangay			

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