

**STRATEGIC COMMUNICATIONS AS A TOOL TO ENHANCE
STAKEHOLDERS' PARTICIPATION IN SCHOOL'S
SHARED LEADERSHIP**

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ABSTRACT

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Stakeholder participation is very crucial in school governance to ensure harmonious co-existence between the school and the service area or community where it offers basic education services. Schools must involve all stakeholders within and to the bigger community with fair and inclusive representations. This leads to shared governance or leadership. Shared leadership is a modern leadership approach internalized through voluntary cooperation and interaction based on the competencies of all stakeholders and anchored on the sense of responsibility.

This action research employed a descriptive phenomenological design aimed to describe the experiences of Dororian National High School on the implementation of strategic communications, which intended to facilitate harmonious co-existence of internal and external stakeholders towards school’s shared leadership. Adopting the principles of applied communication research (ACR), the researchers utilized theory triangulation (Network Theory and Analysis, Contagion Theory, and Competing Values Framework), data triangulation (focus group, documents, and algorithm), and triangulated content analysis (TCA) as methods.

This ACR has three important subsets of investigations: (1) highly applicable and feasible facets of strategic communications in school's shared leadership and operations; (2) influence of strategic communications on stakeholders' participation in school's shared leadership; and (3) avenue and contribution for community of practice through benchmarking of best practices.

It has concluded that (1) the application of strategic communications banking both on traditional and modern approaches are highly applicable, feasible, and effective in school's shared leadership and operations. (2) There is a significant influence on enhancement of stakeholders' participation in school's shared leadership when strategic communications are utilized giving the various stakeholders a sense of belongingness through inclusion and recognition in the school's leadership and operations. Consequently, these influenced them to act positively in committing to their responsibilities in the school's shared leadership. Lastly, (3) the experience of Dororian NHS in employing strategic communications can be duplicated for community of practice or benchmarking of best practices by constituent schools, hence, contributing to further refinement of SBM practice.

Key words – *Descriptive phenomenology, School-based management, Shared governance, Stakeholder's participation, Strategic communications*

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I. CONTEXT AND RATIONALE

Indispensable in education today are the school's internal and external stakeholders. The Zurich University of Teacher Education (2022) sustained this claim as it firmly asserted that school community stakeholders should participate in communicating, networking and decision-making. Stakeholder participation is very crucial in school governance to ensure harmonious co-existence between the school and the service area or community where it offers basic education services.

When the school opens itself to involving all stakeholders from the school to the bigger community with fair and inclusive representations, it is subjecting itself to shared governance or leadership (Bahls, 2014; Benigni et al., 2021; Eisenstein, 2021). The parameters of shared leadership according to Goksoy (2016) can be construed to a modern leadership approach internalized through voluntary cooperation and interaction based on the competencies of all stakeholders and anchored on the sense of responsibility. Shifting the paradigm in school leadership guarantees the development of a critical path that serve to guide effective, cross-sector shared, and collaborative governance relationships. Lambert (2002) best captured this contention by stating that the school principal should not be solely given the yoke of school governance but should dissuade this by tapping members across the school community for leadership capacity.

There were many attestations that support shared leadership as a volatile avenue towards success in basic education service delivery. For one, Nappi (2014) forwarded that distributed or shared leadership can be considered as a facet of social capital, a driving force in the success of school leadership. Likewise, Alanezi (2016) discerned that practicing shared leadership could likely and visibly result in

high levels of administrative creativity as he further argued that educational institutions should develop or adopt modern leadership trends. Similarly, Wang et al. (2014) discovered the effectiveness of shared leadership compared with vertical or traditional leadership as it can bring unique effects in relation to team performance.

Consequently, the effectiveness proven by applying shared leadership or governance in schools boils down to a very important benefit: the positive influence on student welfare and achievement, which is what schools are ultimately striving for. There is evidence that shared leadership may have very positive effects on school culture that, in turn, affect student achievement. These indirect effects are sufficient to make shared decision-making a worthwhile school reform effort (Poff & Parks, 2010).

In the context of the Philippines, the education sector has been very receptive of this global education reform trend. Consistent with the global agenda in education, the country has reciprocally aligned its education reforms not just in the curriculum content and structures but more importantly in school governance and operation. The cross-cutting edge in educational leadership led by the Department of Education (DepEd) exists already more than a decade ago.

This was institutionalized through the issuance of DepEd Order No. 83, s. 2012 putting School-Based Management (SBM) as one of the priority programs for public schools nationwide. This directive strengthened the priority to continuously enhance the SBM scale and level of practice in public schools, reemphasize the centrality of the learners, and involve community in basic

education delivery. It furthered that SBM was identified as one of the key reform thrusts envisioned to effect improvements at the school level (DepEd, 2012).

More than a decade since the rollout of the evaluation of SBM scale and level of practice in DepEd public schools, there have been significant milestones achieved by the early school implementers proving the effectiveness and the benefits derived from strengthening SBM. Alegado (2018) confirmed this milestone in his study which grilled the educational context and structure of the Philippines in analyzing the challenges that hinder school improvement and student performance pinning it down on traditional 'principal-oriented' nature of leadership.

In the early implementation of the SBM, there is an illuminating breakthrough in the introduction of school-based management which had a statistically significant, albeit small, overall positive effect on average school-level test scores in 23 school districts in the Philippines (Khattri et al., 2012). Furthermore, Yamauchi (2014) found that the impact of SBM on students' test scores in the Philippines is larger than the estimate previously reported, probably because the schools had learned about SBM implementation from experiences accumulated in other provinces that introduced SBM earlier. This milestone was further cemented by the explications of Maca (2019) who discerned that SBM is recognized as the key lever in school achievement. The SBM cultivated the culture of innovation in DepEd schools by fostering transparency, enhancing collaborative practices, and ensuring stakeholders' participation in almost all levels of decision-making.

Considering these milestones that the SBM has contributed to shifting the paradigm in DepEd schools' operations and governance, there is an impeccable need for all public schools to venture into strengthening their SBM scale and level of practice, the sooner the better. Lubrica et al. (2019) underscored the implication of a substantial realization on the implementation of SBM in secondary schools embarking on institutionalizing quality improvement measures in all program areas as mandated in their respective school systems.

This recommendation by Lubrica et al. (2019) carries a heavy toll, particularly for schools that have not yet attained significant improvement in their SBM scale and level of practice. The case of the schools in Gigmoto District, Catanduanes have a long way to go to refurbish its SBM practice. Only one school (Sicmil Integrated School) has been recently accredited for SBM Level 2 out of nine schools. The other schools, Dororian Elementary School, Biong Elementary School, Gigmoto Rural Development High School, San Pedro Elementary School, Gigmoto Central Elementary School, Dominador C. Guerrero Elementary School, Sioron Integrated School, including Dororian National High School (Dororian NHS) are yet to muster stronger platforms and avenues to subject the schools for a higher SBM level accreditation. The case of Dororian NHS, a secondary school in Gigmoto District, Catanduanes falling to the small school category, has a long way to go to reinvigorate its SBM practice. While the school has long been existing for 45 years now since its establishment in 1978, being the barangay high school that caters secondary basic education for barangay Dororian of Gigmoto and barangay Genitligan of Baras, there is a lack of concrete evidentiary artifacts that would

prove its sterling standing in SBM. As of present, the school has not been subjected yet for evaluation of the SBM level of practice.

In the past five years before the reinstatement of Dororian NHS to its original campus at sitio Calubinhon, it has found refuge at the Dororian Elementary School campus which shared a portion and old classrooms in the school's site. Unfortunately, the school had been hardly hit by Super Typhoon Rolly in November 2020 which brought havoc to the Dororian Elementary School campus. Included in the destroyed school properties are the old records of Dororian NHS which have been kept for long years. The damages were irreparable. This has added another yoke for the school to restore its past artifacts which could serve as evidence for its SBM scale of practice.

Resorting to digitization of record file keeping is highly needed to curb this problem. However, the gaps created by the damages of the super typhoon would be impossible to be restored. Considering this, the school can start curating hard copies and digital versions of its records and files to ensure that the atrocities of future natural and or man-made calamities would spare the school by ensuring an alternative bank of artifacts, evidence, and records.

Additionally, the school also lacks a formal and systematic process of filing of records as evident by the absence of easy tracking and retrieving of documents such as communications and other reports which are part of the usual protocols and processes of the daily functioning of the school. The only record most safeguarded are the students' scholastic records which are limited to a few school

forms. An onsite validation of these claims would prove where the school lies in terms of its situation in communication platforms.

However, this gap does not forego the school's effectiveness in sustaining the delivery of basic education services to its service areas and clienteles. DNHS would not, in fact, continuously exist for 45 years now had it not been efficient in remote management practices. The school is receptive of the fact that while there may be gaps in the evidentiary artifacts to prove its robust practice in school leadership, there is a prevailing fact that some if not majority of the indicators under the four principles of the SBM are already being practiced. These, however, needed to be enhanced, institutionalized in the school level, rationalized, and integrated in its improvement and action plans.

Slowly, the school has already stoked early this year the organization of its school-based task force on SBM preparation for evaluation and accreditation by the Division SBM evaluators. Likewise, the school has also put in place some of its initiatives in communication and information dissemination with the conceptualization of the communication protocol and platforms applicable to the school's nuances. The designation of the School Information Coordinator (SIC) is one of the initial and solid steps to create seamless processes in the school communication including the proper documentation and record file keeping that will be a combination of both traditional and modern approaches.

On top of all these, the school also exhibit unique promising presence in its respective service areas and community of stakeholders to be hoisted not just a stale and outdated public learning institution, but as an innovative one with cross-

cutting edge in basic education service delivery. One attestation is its continuous expansion in relevant education curriculum which caters both junior and senior high school to its prospective enrollees. Another is the visibility that it transcends to the community bigger than its service areas, boasting of its handful of graduates in the past decades who are now sterling professionals in various fields, particularly in the education sector as public school teachers.

Among the key views of the SBM's broadened reform thrust is the enhancement of commitment of education stakeholders at all levels to their responsibilities and accountabilities in realizing the education outcomes for children. Additionally, it also underscored promoting shared governance between the school community (DepEd, 2012).

Delving further in the SBM framework, it provided four principles which categorized the key result areas to assess the SBM level of practice in public schools. These are leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources (DepEd, 2012).

Under the first principle (leadership and governance), the fourth indicator is concentrated on a leadership network that facilitates communication between and among school and community leaders for informed decision-making and solving of school-community wide learning problems (DepEd, 2012). It is then an important notion that schools pursuing to ripen in its SBM practice must establish seamless communication among its internal and external stakeholders. Consequently, there

is a great need to innovate the strategic communications platforms of the school if it hopes to ace these SBM conditions.

The impending waterloo of the school is the absence of well-curated communication pathways that bridge the internal stakeholders to its external stakeholders. If prolonged, this gap may become detrimental to the school's crucial role to convene its important and indispensable education partners in the bigger community. Simply put, there is no solid communication platforms in the district that smoothly and inclusively conjoins its internal and external stakeholders.

With the growing community of stakeholders of the school, there is a fusion of ordinary folks, professionals, middle skilled workers, and even top brass officials in the government and private agencies. It is then fitting for the school to harness its self-projection to the external stakeholders. This becomes an important avenue for the school to sustain its circle of key stakeholders such as the schools' staff, the parents, the barangay constituents, local government officials, alumni, nongovernment and civic organizations and other benevolent benefactors and education partners. They are very instrumental to the school's fortification of SBM practice which can be coursed through pooling of moral and financial resources and cementing the pathway to harmonious co-existence between these stakeholders for the school to perpetuate.

These foregoing premises lay the delineation of crucial leadership and governance needs of the school which may possibly be supplemented by school-based initiatives. First, the absorption of visibility in SBM practice that is institutionalized can be strategically put in motion. To complement this

undertaking, the exploitation of versatile communication strategies will be an efficient tool to introduce and sustain the school's initiatives along with SBM practices, particularly on the fourth indicator under the leadership and governance principle, hence, this action research.

II. ACTION RESEARCH QUESTIONS

This action research intended to facilitate the SBM practice by cementing the pathway to the harmonious co-existence of internal and external stakeholders. Specifically, it sought answers to the following questions:

1. What facets of strategic communications are highly applicable and feasible for the school's shared leadership and operations?
2. Is there a significant influence on stakeholders' participation in schools' leadership through strategic communications?
3. How will the school's experience and best practices in strategic communications serve as an avenue to chart benchmarking initiatives for other schools in the district or in the division?

III. INNOVATION, INTERVENTION, AND STRATEGY

The education sector's landscape has turned pervasive into grass root level initiatives as it continually positions itself into the 21st century inclusive progress and development. Being the forerunners of versatility in school governance and operation, the education leaders and specialists including the teaching staff should acknowledge the role of sharing leadership, accountability, and decision-making

which are key to address challenges and fortify service delivery. This is where the school-based management (SBM) comes in as a visionary and volatile mechanism to channel efforts towards the call of recent necessities in education.

Diametrical to this premise is the institutionalization of the School-Based Management (SBM) in the public education sector through the issuance of DepEd Order No. 83, s. 2012. This directive strengthened the SBM practice and reemphasized the centrality of the learners and the involvement of relevant community basic education delivery. It furthered that SBM was identified as one of the key reform thrusts envisioned to effect improvements at the school level.

Among the key views of the SBM's broadened reform thrust is the enhancement of commitment of education stakeholders at all levels to their responsibilities and accountabilities in realizing the education outcomes for children. Additionally, it also underscored promoting shared governance between the school and community.

Delving further in the SBM framework, it provided four principles which categorized the key result areas to assess the SBM level of practice in public schools, these are: leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources.

Under the first principle (leadership and governance), the fourth indicator is concentrated on a leadership network that facilitates communication between and among school and community leaders for informed decision-making and solving of school-community wide learning problems. It is then an important notion that schools who pursue to ripen in its SBM practice must establish seamless

communication among its internal and external stakeholders. Consequently, there is a great need to innovate the strategic communications platforms of the school if it hopes to ace these SBM conditions.

Recognizing the fourth indicator under SBM's leadership and governance principle which is concentrated on a leadership network that facilitates communication between and among school and community leaders for informed decision-making and solving of school-community wide learning problems, the school positions itself into creating a systematic, contextualized, and localized approach in communication efforts.

This innovation generally aimed to: (a) impact positively on the SBM practices of the school; (b) strengthen the public relations, information and communication of the school in all of its operations; (c) contribute to the school's continuous improvement; (d) aid in the school improvement planning and annual implementation planning; (e) influence positively the school's key performance indicators; and (f) ensure fluidity in the internal and external stakeholders engagement of the school.

Banking on the seven types of public relations, information and communication (PRIC) approaches discussed above, the innovation specifically aimed to: (1) centralize the communication plan and protocol of the school; (2) develop a media relation scheme; (3) initiate and maintain community relations channel for the school, its stakeholders and service areas; (4) leverage internal communications for teaching and nonteaching staff; (5) respond to crisis situations involving the school and community needing immediate crisis communication

management; (6) extoll strong external communication with the LGUs, private individuals and education partners; and (7) maximize online and social media presence of the school.

To achieve the targets of this innovation proposal, there were series of activities conducted which served as the strategies and basis of expected outputs.

Table 1

Innovation's Strategies and Outputs

Objectives	Expected Strategies & Outputs
1. Centralize the communication plan and protocol of the school	1.1. Secure official designation for the School Information Coordinator 1.2. Craft an innovative project proposal for the design and implementation of public relations, information and communication (PRIC) of the school 1.3. Illustrate an official school communication protocol through flowchart and organizational chart
2. Develop a media relations scheme	2.1. Create a press release dummy or format for uniformity 2.2. Provide full coverage through photo and video documentation, news and feature stories on school's milestones 2.3. Link with local, regional and national news outlets for press releases including information coordination with the DepEd Central Office-Public Affairs and Communications Service, Regional Office V and SDO-Catanduanes
3. Initiate and maintain community relations channel for the school, its stakeholders and service areas	3.1. Secure regular contacting scheme with the barangay LGU and assigned local information disseminator

Objectives	Expected Strategies & Outputs
	<p>3.2. Draft all announcement scripts for barangay bandilyo</p> <p>3.3. Create a large poster dummy for school's official announcement to the community's key spots and or quarterly newsletters</p>
<p>4. Leverage internal communications for teaching and nonteaching staff</p>	<p>4.1. Maintain updated minutes of all staff meeting for easy information tracking</p> <p>4.2. Keep all staff informed of latest updates for collective and individual concerns through real-time communication channels such as FB messenger group chats, emails, Google Workspace and other social media platforms</p>
<p>5. Respond to crisis situations involving the school and community needing immediate crisis communication management</p>	<p>5.1. Coordinate with appropriate local and higher offices for proper crisis communication management</p> <p>5.2. Draft all school incident reports in close coordination with concerned staff, external stakeholders and the school head</p> <p>5.3. Draft and release school's official statements through the social media, community announcement, and or partner media outlets for crisis situations in close coordination with the school head</p> <p>5.4. Provide regular updates or follow up stories, news items on developing crisis situations</p>
<p>6. Extoll strong external communication with the LGUs, private individuals and education partners</p>	<p>6.1. Curate an updated contact list and partnership agreements with the LGUs and its representatives for smooth coordination of programs, projects and activities (PPAs)</p>

Objectives	Expected Strategies & Outputs
	6.2. Maintain binding and sustained agreements and correspondence with private individuals and education partners
7. Maximize online and social media presence of the school	<p>7.1. Sustain relevant, timely and engaging social media contents in the school's official social media accounts</p> <p>7.2. Keep track of the social media algorithms and strive for increasing trend in reach and engagements</p> <p>7.3. Utilize social media outlets for school's public relations, information and communication initiatives</p>

With the school's nuances in mind as a takeoff for the conceptualization of this project, it would be a great leap in the school's communication efforts if it will adopt public relations, public information, and corporate communication approaches. As such, there would be seven types of communication to be implemented by the school, viz:

Table 2

Innovation's Methodology

Types of Public Relations, Information & Communications (PRIC)	Features and Descriptions	Remarks on Applicability and Feasibility in the DNHS Setting
1. Strategic communications	This essentially means that all PRIC efforts are coordinated to help the school achieve its communication objectives. Understanding the school's priorities from the outset is	The school can highly adopt this by employing a centralized communication protocol. The designation of the School Information Coordinator will

Types of Public Relations, Information & Communications (PRIC)	Features and Descriptions	Remarks on Applicability and Feasibility in the DNHS Setting
	a must, with communications objectives and subsequent activities established to support these priorities.	streamline official communication efforts of the school in close coordination with the school head.
2. Media relations	This puts the school into the spotlight by sending press releases and pitching interviews into the media outlets that enable the school to reach the desired, most important audiences.	While this may not be frequently needed by the school, this can still be adopted particularly in the dissemination of school's milestones.
3. Community relations	A more effective means of communication is direct engagement with the community or audience through owned channels. Engagement with the community in which a school operates should work two ways. For example, getting feedback from the local community is just as important as highlighting the benefits for the school's progress.	This can be highly adopted by the school since it has a direct interaction with the local community as its service areas. This can be in a form of traditional community announcement such as <i>Bandilyo</i> and or using barangay sound system, and feed backing mechanisms.
4. Internal communications	The teaching and nonteaching staff can be the school's biggest advocates or harshest critics so keeping them satisfied, motivated and loyal is crucial to the overall success of the school. Developing ongoing programs to keep staff engaged and	Equal to the importance of external stakeholders, the internal stakeholders of the school who are the teaching and nonteaching staff must be properly informed, briefed, and updated about the school's undertaking and communication

Types of Public Relations, Information & Communications (PRIC)	Features and Descriptions	Remarks on Applicability and Feasibility in the DNHS Setting
	informed, whilst understanding their needs and concerns, is a challenge for school and one which internal communications or school information coordinator is now playing a crucial role in assisting with.	protocols. As such, this can be highly adopted in the school.
5. Crisis communications	A school should take a planned and consistent approach to crisis management, with a clear crisis communications plan in place and strong relationships with both stakeholders and media built up over time which it can rely on at such times.	This is high necessity for the school as it confronts crisis situations that may need immediate release of official statements and public briefings that directly concern the school and immediate community.
6. Public Affairs	A school can be involved in building and developing relations between politicians, governments and other decision-makers. It is a relatively distinct subset within PRIC and there should be a keen interest in the political system and the process for enacting legislative change.	As the school works closely with the barangay and municipal LGUs and other private education partners and stakeholders, it is a necessity for the school to build strong public relations. There is strong conviction for the school to adopt this.
7. Online and social media communications	The school and its school information coordinator must be adept in choosing the best social media platforms and other digital channels to achieve the school's communication objectives.	The use of social media pages can be considered as one the strongest and most effective communication tools of the school. This had been already adopted by the school but there's a lot of improvement

Types of Public Relations, Information & Communications (PRIC)	Features and Descriptions	Remarks on Applicability and Feasibility in the DNHS Setting
		opportunities that the school can work on.

Theoretical Framework

Effective applied communication research (ACR) can be approached only from a solid grounding in communication theory according to O'Hair and Kreps (1990). They furthered that it is important in building new knowledge in communication as a related social science discipline to reflect a balanced treatment of present research practices and theoretical foundations. As a continuation, O'Hair and Kreps (1990, p.4) distinguished between discipline and policy research, the former being conclusion-oriented, and the latter being decision-oriented which suggests guidelines and courses of practical action for actors or agents.

On a clearer premise, decision-oriented research such as applied communication research is directed at efforts that intend to solve practical problems. To understand better the direction being threaded by this action research, an ACR in more specific sense, a theoretical triangulation was employed to expend the multi-layered analysis of the data along the process. O'Hair and Kreps (1999, p.24) supported theoretical triangulation to be ideal in ACR. Thurmond (2004) expressed that the point of triangulation is to decrease, negate, or counterbalance the deficiency of a single strategy, thereby increasing the ability to interpret the findings. Triangulation also has been viewed as a qualitative

research strategy to test validity through the convergence of information from different sources (Carter, Bryant-Lukosius, DiCenso, Blythe, & Neville, 2014). This study finds itself anchoring on applying the following combined communication theories:

Network Theory and Analysis

As a primary consideration of the context of this study that focuses on strategic communications, it must be understood that this is purposive to facilitating the school towards harmonious relationship with the various stakeholders through communication. This therefore lends utmost credence from the network theory which contemplates in the very same principle. In the communication setting, there is a network or most appropriately called a communication network that refers to the flow of communication and information between individuals in a particular group (Bourgeois, & Schwab [Encyclopedia Britannica], 2015). The network theory and analysis are the study of how the social structure of relationships around a person, group, or organization affects beliefs or behaviors. It studies the interpersonal linkages created by the sharing of information in the interpersonal communication structure (University of Twente in The Netherlands, 2004, p.71).

This fits the context of the study because in general, network analysis focuses on the relationships between people, instead of on characteristics of people. These relationships may comprise the feelings people have for each other, the exchange of information, or more tangible exchanges such as goods and money. By mapping these relationships, network analysis helps to uncover the emergent and informal communication patterns present in an organization, which

may then be compared to the formal communication structures. These emergent patterns can be used to explain several organizational phenomena. Historically, this theory pounces on the idea and the assessment of social choice and interpersonal attractiveness. Barnes is credited with coining the notion of social networks in 1954, an outflow of his study of a Norwegian island parish in the early 1950s (University of Twente in The Netherlands, 2004, p.70).

Contagion Theory

The applications of this communication theory are very broad, since organizations, government and certain interest groups all depend on networks (University of Twente in The Netherlands, 2004, p.60), wherein this study will look into the communication that is put in the context of government with array of people being considered and involved in the network. As one important theory in sociology, contagion theory which was introduced by Gustave Le Bon in 1895, advances collective behavior which explains that the crowd can cause a hypnotic impact on individuals leading everyone to think and act in the same manner and finally, the crowd become more suggestible (Douglas [Encyclopedia Britannica], 2019).

This theory becomes imperative in approaching interpersonal communication and relation such as this present study which can explain communication networks members' attitudes and behaviors (University of Twente in The Netherlands, 2004, p.59). Contagion theory seeks the relation between organizational members and their networks because communication networks

serve as a mechanism that exposes people, groups, and organizations to information, attitudinal messages and the behaviors of others.

Competing Values Framework

Lastly, the present investigation emanates from the principles building the competing values theory which emerged from a series of empirical studies on the notion of organizational effectiveness. Furthermore, it focuses on the unseen values over which people, programs, policies, and organizations live and die (University of Twente in The Netherlands, 2004, p.153-155). The theory underscores the importance of information management and communication planning as means of organizational effectiveness, which this study is heading to: a suggestive communication planning for benchmarking towards a community of practice.

Conceptual Framework

Guided by the three communication theories which set the trajectory of this investigation, the conceptual framework of this study is paradigmatically presented. The conceptual model was dominantly patterned from the Network Theory and Analysis and interwoven with the principles of the Contagion Theory and Competing Values Framework.

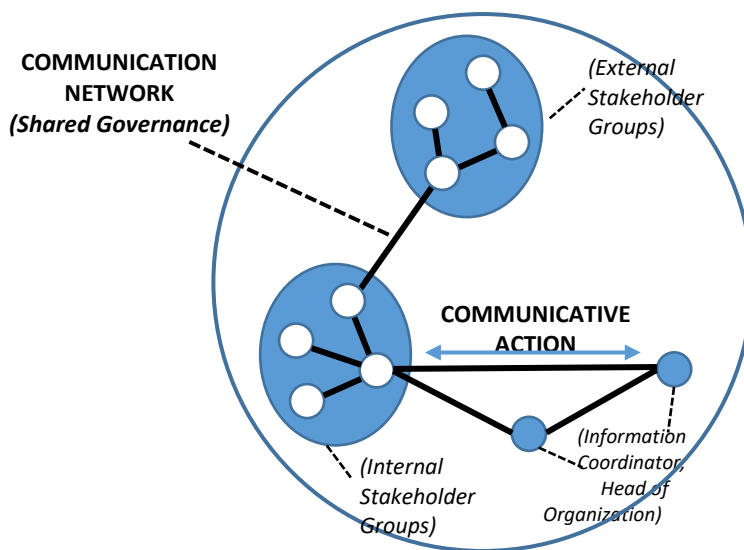


Figure 1

Conceptual Paradigm

The outermost circle signifies the communication radius that embraces all involved in the communication phenomenon. It sets the extent by which the strategic communications sphere exists and including the school-community, its careful understanding through analysis of contexts and in turn creates a communication network which is indicated by the lines that connect the smaller circles representing the key players in the network. Inside this, a communicative action is formed through the interactions of the roles assumed in the communication network, leading to an effective pathway to harmonious co-existence of all stakeholder groups involved which subsumes the intricacies of this study.

IV. ACTION RESEARCH METHODS

This action research is a qualitative phenomenological investigation that intended to describe how strategic communications significantly influences the SBM practice by cementing the pathway to the harmonious coexistence of both the internal and the external stakeholders. Ho and Limpaecher (2022) elucidated that descriptive phenomenology requires the researcher to bracket whatever a priori assumption has about the experience or phenomenon. Simply put, this research design is employed to understand a phenomenon's universal nature by exploring the views of those who have experienced it (Groenewald, 2004).

Participants and Other Sources of Information

To provide answers to the research questions, this action research banked on the triangulation of data. First, the participants were taken from the various groups of internal and external stakeholders of the school, namely the school personnel, school employees association, school student's organization for the internal groups; municipal local government unit or local school board, national government agency-municipal field office, non-government organization, alumni association, school parent-teachers association, barangay local government unit and barangay youth organization (for external groups).

Table 3
Participants Profile in the Focus Group

Type of Stakeholder Group Represented	Assigned Participant's Code	Position, Rank or Designation in the Organization or Institution	Age Range	Year(s) Serving in the Organization
Internal – School Personnel ¹	IS-01-A	School Head	51 – above	More than 3 years
Internal – School Personnel ²	IS-01-B	School DRRM Coordinator	31 – 40	1 year
Internal – School Employees Association	IS-02	TEA President	31 – 40	More than 3 years
Internal – School Student's Organization	IS-03	SSG President	12 – 18	1 year
External – Municipal LGU	ES-04	SB Member/ Chair, Committee on Education	41 – 50	More than 3 years
External – NGA Municipal Field Office	ES-05	PNP – Gigmoto MPS Officer-in-Charge	31 – 40	More than 3 years
External – Non-Government Organization	ES-06	Good Neighbors International Philippines (GNIP) – Education Casual Staff	19 – 24	Less than a year
External – Alumni Association	ES-07	DNHS Central Alumni Association – Secretary	41 – 50	More than 3 years
External – School Parent-Teacher's Association	ES-08	SPTA President/ Barangay Councilor and Chair, Committee on Education	41 – 50	More than 3 years
External – Barangay LGU ¹	ES-09-A	Barangay Dororian – Punong Barangay	41 – 50	More than 3 years
External – Barangay LGU ²	ES-09-B	Barangay Genitligan – Barangay Councilor and Chair, Committee on Education	51 – above	More than 3 years
External – Barangay Youth Organization	ES-10	Dororian Youth Organization (DYO) President	19 – 24	Less than a year

In the selection of participants, the stratified purposeful sampling was employed. As Nuñez (2015) explained, this type of sampling selects representatives from defined strata or groups. This kind of sampling is a subtype of maximum variation sampling that considers participants from diverse groups or multiple settings. Nuñez (2015) further elucidated that the heterogeneity of the groups may in fact reveal some common patterns that can enlighten the issue. Table 3 summarizes the profiles of the participants in this study describing the extremely varied details of their types, occupations, age and years in their affiliations.

The selection of the samples involved in this study as participants was based on the representations of the stakeholder groups identified. The selection of the representatives was done through automatic nomination which means, the highest occupying officer or official in each stakeholder group becomes the representative. In the case of some groups, participants are their officially designated representative occupying a lower rank or position from the same institution and or organization.

The second source of data emanated from the documents related to strategic communications employed by the school. These were utilized to support or countercheck certain claims of the participants during the focus group. These documents are the minutes of meetings, business correspondence, press releases, photo news and captions, video documentations, news articles, feature articles, social media posts, bandilyo scripts, incident reports, official statements, and other print media collaterals. These documents were the compilations of

outputs of the project or intervention employed in this action research which covered specific period of implementation.

Lastly, the online and social media algorithm (Facebook page) of the school used as official public online communication channel completes the data triangulation of sources. The algorithm report is a periodic generation of Facebook page collected in a month-range scheme. This is a non-biased and untampered source of data since algorithm report from Facebook page is an inherent feature of the social media application (Facebook) that automatically generates statistical report and analysis of how a particular page performed over a period and cannot be altered even by the page administrator or owner himself. The algorithm report includes the system-generated analysis of audience demographic profile such as the age and gender distributions and the location or address which they are from. The algorithm also comprised a graphic report of the Facebook page reach, engagement, top-performing organic posts, and number of page likes and followers. The algorithm report was used to triangulate the claims of the participants in the focus group and to present a simple descriptive statistical trend on the effectiveness of the strategic communications employed in this action research.

Data Gathering Methods

Employing triangulation in data collection, this study banked on focus group discussion (FGD), documentary review and analysis, and algorithm analysis of online and social media. A careful series of data collection was followed in this investigation.

To capture best the lived experiences of the participants, a systematic and carefully planned FGD was conducted with the identified participants. At the onset of the process, the researchers designed a focus group containing the schedule, assigned moderator and assistant moderator, date and time, as well as venue which were confirmed with the participants. The identification of the participants in the focus group were given considerable and fair selection pouncing on the degree of relevance and importance of the stakeholder groups in the school's daily operations. The basis of this selection was the organization of the school governance council whose members are the most important stakeholder representatives considered most relevant with the school's operations.

In the design of the FGD, a maximum of 10 participants was considered. Tumen-Akyildiz and Ahmed (2021) elucidated that an indication of a good FGD involves not too many participants as large groups as it discourages confidence in environment for the participants in expressing their views, viewpoints, values and skills. Tumen-Akyildiz and Ahmed (2021) furthered that an ideal FGD may consist between six to 10 or six to eight participants, highlighting a maximum of 10 – 12 participants. In the FGD designed for this study, the actual number of participants accounted to 12, however, their actual classification according to stakeholder groups represented can be narrowed into 10, since there were two representatives for the internal (school personnel) and external (barangay local government unit) stakeholder groups. Nonetheless, the actual count of the FGD participants in this study still falls within the suggested ideal maximum number of participants recommended by Tumen-Akyildiz and Ahmed (2021).

The FGD design comprised three stages with pre-identified and prepared FGD questions that were classified as engagement, exploration and exit questions. These questions were tailored fit with the target environment to produce or draw out rich sharing from the participants. The first stage (engagement) included two questions which are intended to set in the participants to be comfortable and feel openness with the group. The second stage (exploration) consisted of five questions which dig the participants insights and judgment on the aspects of strategic communications employed by the school. These questions are strategically sequenced from the general to more specific way to draw out the participants' sharing sufficient in answering the research problems of this study. The last stage (exit) is composed of one question which debriefed the participants from the group sharing and transitioned to the end of the FGD. However, these questions only served as a guide of the FGD as the actual conduct was not strictly done as structured. For instance, in the second stage, some of the succeeding questions were already discarded because the participants have already preempted the sharing of insights and judgment which already answered the succeeding questions. The moderators performed a critical and careful assessment on the sufficiency of the group sharing during the actual focus group, hence, discarded the succeeding questions which were already answered by the participants' responses in the previous questions.

After confirming the availability of the target participants for the focus group through an invitation letter sent to each of them, the focus group was conducted. In the actual conduct of the focus group, the ushers and usherettes helped settle

in the expected participants to the FGD on their designated seats upon arrival to the school. Next, the invited participants were given at least half an hour to settle in and get comfortable with the other invited participants. Once the expected participants all arrived, the moderator initiated the initial activities. A short orientation about the FGD was conducted to the group including the turn taking and processes of the exchanges of ideas. Then, the assistant moderator distributed the Consent Forms to participate in the FGD to the participants.

Likewise, the Demographic Information Forms were handed out which were filled out by the participants. Once all forms had been completed and retrieved, the moderator then proceeded with the FGD, rolling off with the engagement questions. This time, the assistant moderator turned on the voice recording device after confirming the consent were given by the participants. After every participant has exhausted his/her turn on sharing and no further additional sharing was raised, the moderator proceeded with the exploration questions. All participants were given enough time to share their thoughts, insights and elaborations on each question raised. After all exploration questions had been satisfied and no further new ideas or insights were being forwarded, the focus group smoothly transitioned to the exit questions.

The next step in the data collection was the transcribing of the voice recording of the FGD session. This ensured the researchers to facilitate easy retrieval and tracking of the conversations when subjected to data analysis. Simultaneously, the various school documents which are considered relevant to the implementation of strategic communications in the school were culled from

records as these are already centralized through the school communication protocol. An exhaustive compilation of the various communication platforms and its outputs was collected in printed and soft copies with duplicate copies secured and stored in carefully labelled folders as clearly defined in the school communication plan and project proposal. Parallel to these, the researchers also performed a periodic generation of online and social media algorithm reports directly from the official Facebook page used as the school's official online public communication channel.

Ethical Considerations

This action research involved human participation, therefore, careful processes regarding subjects and data protection were followed by the researchers. The following ethical considerations were properly addressed: full disclosure of research information, participant consent, and management and disposal of data.

Full Disclosure of Research Information

To ensure that participants are sufficiently and completely informed about the research and their participation in the research process, a copy of the research information clause (see Annex 4.3) was provided during the pre-FGD orientation. During the actual pre-FGD orientation, the researchers also discussed further the details and disclosed all relevant information regarding possible questions regarding participation, as follows: (1) What is the purpose of the study?; (2) Why

have I been chosen to take part?; (3) Do I have to take part?; (4) What will happen if I take part?; (5) Where will the interview take place?; (6) Are there any risks in taking part?; (7) Are there any benefits in taking part?; (8) Will my participation be kept confidential?; (9) What will happen to the results of the study?; (10) What will happen if I want to stop taking part?; and (11) What if I am unhappy or if there is a problem?

Participant Consent

To ensure that the participants were not unduly influenced to take part in the research and willingly engaged in the data collection process, they were provided with the consent to participate in focus group form (see Annex 4.3). This form contains details about their participation protected under the Data Privacy Act of 2012, and its Implementing Rules and Regulations, including the terms of storing, processing, archiving, and disposing of these data, thus reassuring them of the utmost protection of the collected data. No participant was subjected in the FGD unless the signed consent to participate in focus group form was secured by the researchers.

Management and Disposal of Data

The data collected from the interviews are stored or archived in the DepEd last mile school laptops issued to the researchers that are password protected and only themselves have access to. The audio-recording, as well as the consent forms

are secured and only the researchers and the panel of research examiners, evaluators, or schools division research committee members will be provided access to these upon request and following the terms stated in the consent form. These stored data will be destroyed within six (6) months or a maximum of one (1) year after the date of data collection.

Method of Data Analysis

After the careful and meticulous collection of data, these were subjected to cross analysis of the various data culled from the participants and other sources. To analyze the data, the process was adopted from Ho and Limpaecher (2022) which involved reading the data, demarcating the data, eliminating irrelevancies, grouping and naming data into constituents, and arranging the data into themes. This is to accurately and fully describe as much as possible the participants' lived experiences in triangulation with the documentary review and algorithm analysis to strengthen treatment of emerging themes from the transcript of focus group.

Triangulated Content Analysis (TCA)

This investigation has a strong grip in content analysis of firsthand data (i.e., the transcript of the focus group) as a primary method of analysis that is triangulated with secondary sources of data—the document and algorithm reports. Subscribing with a theoretical triangulation, this investigation expended the multi-layered analysis of the data along the process. This is in tune with the contentions of O'Hair and Kreps (1999, p.24) who supported theoretical triangulation to be ideal

in applied communication research. Likewise, Thurmond (2004) expressed that the point of triangulation is to decrease, negate, or counterbalance the deficiency of a single strategy, thereby increasing the ability to interpret the findings. Triangulation also has been viewed as a qualitative research strategy to test validity through the convergence of information from different sources (Carter et al., 2014).

Applying this in the data analysis, the manual coding was done in which the researchers scanned the data (full transcript of focus group) line-by-line to develop a thorough understanding of its contents as delineated by Harrapa (2021). This entailed making annotations and highlighting text to identify in vivo codes and eventually led to recurring themes. Primarily, the thematic analysis process involved reading through data sets: first the transcript of focus group, then the secondary sources which led to identifying patterns in meaning across the data sets to derive themes as further discussed by Ho and Limpaecher (2020).

The analysis of the documentary data, as well as the algorithm reports served as validating steps in the data analysis to further strengthen and support results from the thematic analysis of the main source of data from the focus group. Document analysis, according to Frey (2018) and Bowen (2009) is a form of qualitative analysis that uses a systematic procedure to analyze documentary evidence and answer specific research questions. Similar with other methods of analysis in qualitative research, document analysis requires repeated review, examination, and interpretation of the data to gain meaning and empirical knowledge of the construct being studied. Document analysis can be conducted

as a stand-alone study or as a component of a larger qualitative or mixed methods study (Frey, 2018; Bowen, 2009), where it is often used to triangulate findings gathered from another data source such as interview or focus group transcripts and observation. When used in triangulation, documents can corroborate or refute, elucidate, or expand on findings across other data sources, which helps to guard against bias.

Coding

To expedite the systematic coding in the TCA, the researchers divided the content of focus group discussion into an appropriate number of categories that express the same meaning, as the first process to content analysis elucidated by Tumen-Akyildiz and Ahmed (2021). The researchers created content codes (in vivo codes) of the discussion and took meticulous care of the repeated codes throughout the process, subsequently confirming these codes with document and algorithm analysis (constructed codes).

Furthermore, the TCA proceeds with counting and placing the codes into equal groupings. In this coding step, the TCA did not settle into purely counting words but resorted to a qualitative TCA which according to Tumen-Akyildiz and Ahmed (2021) is systematically analyzing vocabulary to categorize large amount of document into an effective number of categories for describing related concepts.

Process Flow Chart of TCA

A process flow chart of how the TCA was conducted presents the actual and clear step by step analysis conducted by the researchers.

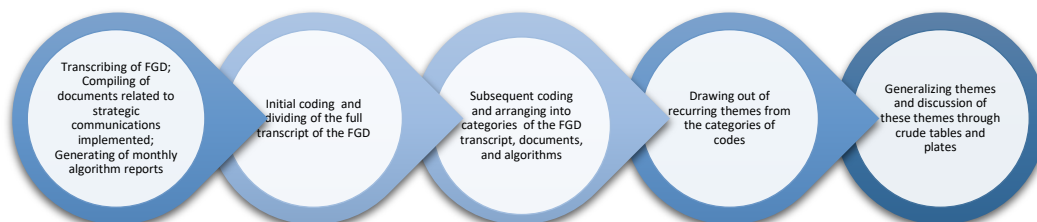


Figure 2

Process Flow Chart of TCA

V. RESULTS DISCUSSION AND REFLECTION

This section presents the detailed discussion of the results after conducting TCA on the triangulated data collected. In the discussion, the use of crude tables and plates to represent the thematic presentations were exploited to provide clarity and completeness of results. This section also summarizes the findings, conclusion and the reflection from the investigation conducted which may consequently improve future practice in the academe, particularly in the basic education sector.

There is a convincing tenet for school's shared leadership being associated with a good practice of open participation in communicating, networking, and decision-making (Zurich University of Teacher Education, 2022) among the key

players—the array of stakeholders that hold accountability towards the school’s fruition.

This applied communication research (ACR) which also constitutes the fundamental functions of action research as a tool to resolve issues, address challenges and roadblocks in practice, and generally facilitate the government agencies to improve its services (O’Hair and Kreps, 1990, p.4), confirmed effective communication network as an indispensable tenet of shared leadership within a school setting.

The foregoing subsections present relevant results that prove the sterling effectiveness of ACR in continuously improving the SBM practice in the public education sector as taken in the perspective of a school striving to enhance stakeholders’ participation in its scale of practice.

1. Highly Applicable and Feasible Facets of Strategic communications in School’s Shared Leadership and Operations

Being strategic in nature, the communication platforms implemented in the school through the innovation project PRICES PLUS, combined both traditional and modern approaches. This loosely means targeting audiences through economical, reliable, and fastest platforms to communicate messages or information using varied materials, printed and supplementary. A documentary analysis of communication materials compiled under the project revealed that there are various materials produced to complement the strategic communications of the school with its stakeholders.

Table 4
Overview of Communication Materials Produced

Communications Type and Approach	Classification of Communication Materials	Channel of Communication	Audience Targeted
Traditional - Media Relations	Press Releases, Photo News and Captions, Video Documentations, News Articles, Feature Articles	Print – newsletters and wall news Non-print – pdf file formats or thru messaging and text blasts	Public, specific stakeholder groups
Traditional - Community Relations	Bandilyo scripts, Bandilyo thru megaphone and barangay sound systems, Flyers and pamphlets Assembly and SPTA Meetings, Minutes of Meetings	Print – scripts, minutes Non-print – audio-enhanced tools	Public, specific stakeholder groups
Traditional and Modern – Internal Communications	Memoranda, Letters, Minutes of Staff Meeting, Face-to-Face and virtual Conferencing, FB messenger group chats and pages, email, phone calls and text messaging	Print Non-print, Virtual	Internal Stakeholder groups
Traditional and Modern – Crisis Communication	Incident Reports, Transcripts and Letters of Agreements, Official Statements	Print Non-print	Public, specific stakeholder groups
Traditional and Modern – External Communications and Public Relations	Business Correspondence, Memoranda, Letters, Minutes of Staff Meeting, Face-to-Face and virtual Conferencing, FB messenger group chats and pages, email, phone calls and text messaging	Print Non-print	Specific stakeholder groups
Modern – Online and social media	Facebook posts	Non-print, Facebook page	Public

Traditional communication approaches that have long been tested as productive and effective in mass communication were utilized in school communications being viewed to have affirmative outcome on stakeholders' participation in shared leadership. These communication approaches include media relations and community relations. Additionally, there are three other approaches that augmented the first two communication types, namely: internal communications, crisis communications, and external communications as complemented with public relations were a combination of traditional and modern approaches.

Media relations as the first facet of strategic communications employed materials such as press releases, photo news and captions, video documentations, news articles, and feature articles. These communication materials were regularly produced which chronicled the milestones and accomplishment of programs, projects, and activities (PPAs) of the school within the period covered by the project implementation. These were released through print and non-print communication channels targeting varied groups of audience such as the public, or in some instances, specific stakeholder groups. Using the social media as the outlet, this communication platform of the school was able to reach the desired, most important audiences as was explicated by Goodman (2000) and Gonzales-Herrero and Ruiz (2006).

Traditional community relations is a highly strategized form of communication which utilized the long existing communication channel of the school community—bandilyo, the oldest form of barangay public service

announcement. This platform has been serving as a versatile feedbacking mechanism from the local community of the school which continuously refined the school's operation and services. This falls within the premise that was elucidated by Gallagher et al. (1997) and Frazer and Fitzduff (1994). In this case, bandilyo scripts were prepared which are complemented by flyers and pamphlets, assemblies, and parent-teacher association meetings.

Internal communications intended for internal stakeholder groups of the school who are the teachers, staff, including students utilized combination of traditional and modern communication platforms. Memoranda, Letters, Minutes of Staff Meeting, Face-to-Face and virtual Conferencing, FB messenger group chats and pages, email, phone calls and text messaging were the communication materials produced under this type. These channels according to Kalla (2005) and Mishra et al. (2014) effectively aid in keeping the school's staff in check, sufficiently informed, and thus directly participate in the school's operation.

On the other hand, crisis communication was strategically used in special cases when the school faced man-made (see Figures 3 and 4, Annexes 5 and 6) and natural crisis situations, which according to Schildkraut et al. (2015) helped surely in managing the effects of the crisis and maintaining healthy relationships. As a crisis response mechanism of the school, it made use of incident reports, transcripts and letters of agreements, official statements released through print and non-print versions targeting the public and specific stakeholder groups when necessary. In the documentary analysis, the school faced two most important man-made crisis situations which was responded smoothly by this platform.

Contrastingly, external communications which is considered a public relations strategy of the school subscribed to business correspondence, memoranda, letters, minutes of staff meeting, face-to-face and virtual conferencing, FB messenger group chats and pages, email, phone calls and text messaging which aided the school in keeping in the loop of political system as was explicated by Smith (2018). The last facet, online and social media, was the fastest and economical communication channel as discerned by Murray (2008) and aided the school by maximizing the use of Facebook page where all communication materials that were intended for public consumption were released.

The TCA of the responses of the participants in the focus group eventually revealed two central themes that are relevant with the first research question:

Theme 1: Applicability and Feasibility of Traditional Communications

Among these platforms of strategic communications rolled out in the period of project implementation, most stakeholders expressed noteworthy on the visibility of the school to reach out to the school community. This was consistent to the prior findings of Nappi (2014) who forwarded that distributing leadership mechanisms to the school community would eventually lead to success in school governance. The first central theme that can be drawn from the focus group is the effective use of traditional communication approaches of the school. Business correspondence which falls under external communications and public relations remain as a lucrative communication material which assures various stakeholders' participation in the school operations.

Under the project implementation, business correspondence was regularly employed in the daily functioning of the school. This correspondence is in a form of a formal letter which was coded according to its content classification, whether invitational, a request, a transmittal, an informational, or a notice sent out to specific audience who are indirect or direct stakeholders involved in the crucial business of the school. Stakeholder-representatives in the focus group affirmed the frequency of this communication material which involves them in the school operation citing advance or early information on important concerns that would be undertaken requiring their interventions, participation, or decisions. Such case was earlier contended by Lambert (2022) tapping on the school community for leadership capacity. Diametrically, the regular and school-initiated PPAs were being communicated to concerned stakeholder groups using specific correspondence as evidenced by the compilation of external communications under the project PRICES PLUS.

As can be seen in Figure 5 (Annex 7), a sample of business correspondence addressed to a higher office bear a request for approval of the schedule to conduct one of the regular PPAs. The sample was coded as a letter-request under communications and was properly stamped. The sample also bear the decision by higher office with a side note. In this process, the school has opened itself into allowing shared decision-making. Poff and Parks (2000) opined that this communication strategy efficiently helps in weighing circumstances that may directly affect student achievement.

Alternatively, another traditional communication approach using community relations was noted by the participants in the focus group. Traditional communication materials which were produced under community relations include *bandilyo* scripts which are communicated to the respective barangay captains of the service areas of the school. These scripts contain straightforward phrasing of information which were written using the vernacular and ready for reading by the assigned public information officer of the barangay.

These materials were signed by the barangay captains for dissemination as can be conjectured from the Figure 6 (Annex 8) bearing a sample *bandilyo* script duly approved by the barangay captain. After the punong barangay's approval, these were then redirected to the barangay public information officer who takes charge of announcing to the public through megaphones roaming around the community by purok. In some instances, using the barangay public service announcement sound system, these scripts were being orchestrated for the information of the community. Considered a large-scale material, this inclusively communicates the school's various undertaking appealing to all ages and backgrounds of audience, thus, likely resulting in high levels of administrative creativity (Alanezi, 2016).

On the other hand, the in-person convention of stakeholders through assembly meetings and other small group face-to-face meetings or sessions were also expressly noted by the participants in focus group. As another platform of strategic communications under community relations, the regular holding of in-person meetings with stakeholders assured these stakeholders of being informed,

involved, and empowered in the school's operations and implementation of PPAs which according to Goksoy (2016) falls within the ambit of shared leadership. A regular conduct of the homeroom-based and school-wide parent-teacher association meeting forms part of this communication platform as evidenced by Figure 7 (Annex 9) showing the minutes of a regular SPTA meeting conducted by the school. The use of these platforms allowed the school to communicate updates and important announcements with the parents and students alike.

On the applicability and feasibility of strategic communications in school's shared leadership, both traditional and modern communication approaches that were employed under strategic communications of the school were effective in school's shared leadership and operations. Under traditional communication approaches, the most notable communication materials are business correspondence under external communications, bandilyo scripts and related traditional announcement tools under community relations, and assemblies, face-to-face meetings, and conventions with minutes of meetings community relations.

Theme 2: Applicability and Feasibility of Modern Communication

On top of all these, the use of modern communication approaches become a versatile platform for the school to link with its desired audience, thus, kept in check the various stakeholder groups on the school operations (Wang et. al, 2014). The participants in the focus group were in consensus with the effective use of the online and social media communication channels of the school to communicate various concerns.

The Facebook page of the school was noted as the main channel for this modern communication approach where various content types can be fed to the public and specific stakeholder groups without a concern for limitation in scope of dissemination and the radius of its reach. Important milestones of the schools which also show the participation of both the internal and external stakeholders of the school were being publicly communicated through online and social media. The communication materials produced were highly varied.

From the documentary analysis of the compilation of outputs and or communication materials produced by the school which can be revealed through Figure 8 (Annex 10), these are in form of press releases, photo news and captions, video documentations, news articles, feature articles, official statements, official announcements, crisis communication updates and other sorts of contents that are generally relevant with the public. These varied communication materials provided the school a clearer grasp of its audience and the extent of disseminating and communicating with various stakeholder groups, and even the greater scope of public.

At the onset of implementation of the social media of the school through creation of the Facebook page upon rollout of the project, there online presence of the school grows healthy in the social space through time. Figure 9 (Annex 11) shows the most recent algorithm of the school's Facebook page before the terminal reporting of the project.

An indication of a healthy growth of the online presence of the school can be further confirmed in Figures 10, 11 and 12 (Annexes 12, 13, and 14) showing

the algorithm of reach, engagement, and top performing organic posts of the in the Facebook page of the school. This platform has served as a very interactive channel of the school's communication which is not selective of its audience, thus, targeting bigger school community audience that is limitless in expectation. Some of the participants in the focus group affirmed that the school has effectively employed the transcending power of social media to reach out to its audience.

To support this contention, IS-02 has explicitly expressed during the focus group that the Facebook page of the school has been the best platform of communication according to him, further expressing that all targeted audience in the school community can be reached in just a click, including the messenger as the direct channel for feedbacking, sharing and other forms of interacting with audience.

Aside from IS-02, IS-01-B, ES-04 and ES-06 also explicitly expressed during the focus group that the social media has amplified the school's efforts to reach out, inform, and encourage participation among the stakeholder groups that they represent. They have attested to the immediacy and advance information to the school community whenever the school needs collaboration in various PPAs.

Among them, ES-06 crystally described how she has observed as a stakeholder-representative of non-government organization that the school's visibility in the social space is imminent, further citing that since the beginning of the school year, the school has been convening its community of stakeholders to participate in the school's operation. She then related that this becomes a volatile

avenue where organization like theirs may be able to know which PPAs or other priorities may be given to the school.

In addition to the applicability and feasibility of strategic communications in school's shared leadership, modern communication approaches are found effective. The most notable communication materials are press releases, photo news and captions, video documentations, news articles, feature articles, official statements, and crisis communication management updates which are channeled through the school's social media accounts (Facebook page).

2. Significant Influence of Strategic communications on Stakeholders' Participation in School's Shared Leadership

The TCA of the focus group revealed important patterns that clearly support the two initial central themes which cited both the traditional and modern strategic communications employed by the school as highly applicable and feasible in school's shared leadership and operations. Exploration of the other themes further strengthen the effectiveness of strategic communications in contributing meaningfully to convene healthy relationships (Poff & Parks, 2010) between the internal and external stakeholder groups of the school.

Theme 3: Belongingness Through Inclusion and Recognition

Majority of the participants in the focus group expressed affirmative dispositions of getting included (Alanezi, 2016) and recognized as part the school's stakeholder group actively engaged in school's operations. Both the internal and

external stakeholder groups' representatives confirmed sense of belongingness in the school as they are being involved in major concerns of the school.

This sense of belongingness stemmed from their expression of elation towards being included in getting informed and involved on important school's undertaking. For one, ES-09-A expressed that with the position she holds in the barangay, she already expected to be always tapped whatever undertaking the school has, recognizing that the school frequently involved her as part of decision-making body specially on concerns that are related with the community or barangay.

In support to this, ES-08 also openly expressed elation over being recognized as part of the school governance council, citing her multiple roles as a parent-representative and as an education committee chair of the community. Another claim in support with them was that of ES-09-B who expressed gratefulness on being included in the council that has voice in decision-making. He cited this as a great deal because it meant to the stakeholder group that he represents as a way of being involved and recognized.

During important undertaking of schools, the TCA revealed inclusivity of content of press releases and other communication materials putting on the limelight the concerned stakeholder groups. This projected positive remarks on the participants as their efforts and representations were being publicly recognized through various communication channels of the school, thus, assuring they have a place in leading the school to important undertakings.

In contrast, the internal stakeholder groups also expressed positive feedback on being recognized and included in the group and that the body they represent were given voice to constitute important decisions in the school. IS-01-B explicitly cited feeling honored and elated for being included in the immediate communications of important undertakings that the school has. Likewise, IS-03 expressed that she felt “superior” being given the avenue to express as the voice of the body she represented, while IS-02 and IS-01-A viewed being included as being connected in a circle which not all are getting included and expressed affirmation of mutual dispositions.

Theme 4: Commitment to Responsibilities: An Influence of Belongingness

Triggered by the affirmation of sense of belongingness in the school’s shared leadership that is rooted on being included and properly recognized, the participants in the focus group were significantly influenced to act on these positive dispositions. This brought forth the emergence of the next theme from the TCA which can be drawn from explicit repetition of codes—commitment to responsibilities in the school’s operation. Initially, this was coded as “pledge of support,” “collaboration,” and “willingness to share” as extended insights of the participants in the focus group after confirming affirmative dispositions of belongingness in the school’s shared leadership. However, as Tumen-Akyildiz and Ahmed (2021) discerned, vocabulary may be qualitatively analyzed to categorize related concepts rather than merely counting words, hence, the codes were later

subsumed under “commitment to responsibilities” as the theme gradually emerged.

Apparent in the focus group are the collective insights of all the participants. ES-07 affirmed this stating that she felt extreme willingness to share or help the school in whatever capacity her stakeholder group represents because there is satisfaction in being part of the school’s operations. Likewise, ES-06 cited the enormous responsibilities of getting a seat in the decision-making body of the school, therefore she conjectured that this entailed a stakeholder-representative to be committed towards collaboration between fellow stakeholder groups. In tune with this was the expression of commitment by ES-08, who also cited collaboration as an important flavor in running smoothly the school’s operations, and that there is “happiness in supporting and helping” in ways she can.

On the other hand, ES-09-B expressed a conditional commitment to responsibilities in the school’s operation, only if he and or the stakeholder group he represents are assured of being kept in the loop. On a clearer note, he cited being informed and invited through expressed means as a condition of sending help or support to the school’s undertaking, but generally expressed the feeling of getting included and involved.

Diametrically, ES-09-A who also represents similar stakeholder group strongly pledged to support the school in whatever undertaking. She said that she naturally felt being committed because of the nature of responsibilities she assumed in her position or office within the community. The participant even remarked getting beyond the extra mile of sending help even on personal accounts

if the school would need such. Another expression of interest from ES-10 in helping the school in its operations was noted, wherein he said that he felt excited to help the school and cooperate with planning and implementing of its various programs.

A striking expression of interest of commitment from ES-04 can be gleaned from the focus group, where he expressed strong affirmation with ES-06 about the importance of commitment that each stakeholder group should give in performing their responsibilities. Figure 13 (Annex 15) is in congruence with this statement expressed by ES-04 wherein he publicly disclosed the level of commitment that he and his stakeholder group have when it comes to important PPAs not only of DNHS but with the rest of the schools in the municipality where he is serving as education committee chair.

There were also seeming affirmations among the internal stakeholder groups during the focus group on their commitment to responsibilities to the school's operations. IS-03 has expressed full conviction towards commitment to her responsibilities alluding to her responsibility as a stakeholder group representative to a commitment that she has to give to an intimate relationship, citing instance where she opted to prioritize her responsibility as stakeholder representative over other commitments.

Similarly, IS-01-B claimed that it gave him sense of elation and honor over being committed with the school's plans of actions, which includes decision-making as to where the strategic directions of the school is heading. IS-02 likewise affirmed this by citing that getting involved in the school's operation and decision-

making can be associated with great honor to be part as a voice of his stakeholder group.

Nonetheless, extreme commitment can be implied from the sharing of IS-01-A during the focus group. He chronicled how for the stretch of long years that he served the school he remained to be passionate about thinking and doing initiatives for the continuous growth of the school. IS-01-A cited extreme examples showing his commitment and how he prioritizes the school's welfare attesting to the level of commitment that a school leader must show.

The influence of strategic communications on stakeholders' participation in school's shared leadership is evident. The various stakeholder groups expressed feeling the sense of belongingness in the school's shared leadership and operation for being included, recognized, and given platforms to be the voice through proper and strategic communications. The various stakeholder groups expressed their commitment to responsibilities as stakeholder groups representatives as brought about by the sense of belongingness in the school's shared leadership and operation for being included, recognized, and given platforms to be the voice through proper and strategic communications.

3. Avenue and Contribution for Community of Practice through Benchmarking of Best Practices

The emergence of the four central themes discussed in the above subsections are important footstones that open wider doors for improving practice not just in the school's strategic communications but also in school's shared

leadership as its direct extension. As substantiated with the results of TCA, attesting to the effectiveness, applicability and feasibility of both traditional and modern approaches to communication in school's shared leadership, the investigation is leading to the charting of benchmarking initiatives that can be offered as an offshoot of the lived experiences of the school in strategic communications implementation.

Table 4

**Overview of Avenues and Contribution of Strategic communications
on Promoting School's Shared Leadership**

Area of Contribution	Applicability and Potential for Further Avenues	Implication for Practice
Strategic communications as a Bridge of School's Stakeholders	Continuous refining and extending of scope to target more inclusive audience from wider stakeholder groups	Institutionalization of Strategic communications among schools to ripen the SBM scale and level of practice
Development of Formats, Protocols and Structures of Communication and Its Complementing Materials	Polishing of formats, further review of communication protocols, and development of a Capability Building (CapB) Package (training design and materials) for future implementation	Dissemination of Best Practices for adoption of other schools or institutions
Review and updating of principles of SBM Evaluation under networking, linking through communications	Compendium of School Information Coordinators and School-Based Management Coordinators. Policy Review and Updating of SBM and Its Evaluation Tools	Institutionalization of Strategic communications among schools to ripen the SBM scale and level of practice

This premise is being highly validated by the succeeding themes (Themes 3 and 4) which further strengthened the affirmative influence of strategic communications towards enhancing the stakeholders' participation in school's

shared leadership. In this sense, the investigation inevitably serves on the table important cornerstones of strategic communications that can be applied in similar schools with similar nuances, or perhaps, serve as a basis for crafting and implementing of strategic communications unique to the adopting schools. The avenues and contribution that this ACR can offer are summarized in Table 4, suggestive to facilitate potential community of practice or benchmarking initiatives within the public education sector.

This action research poses an avenue and contribution for community of practice through benchmarking of best practices. Among these avenues is the versatile utilization of strategic communications as a bridge of school's stakeholders. To expedite this, formats, protocols, and structures of communications and its complementing materials may be developed and put into a comprehensible handbook that will guide future benchmark. Extensively, the study positions a possible review and updating of principles of SBM evaluation under networking and linkage through strategic communications.

The exploitation of strategic communications banking both on traditional and modern approaches are highly applicable, feasible, and effective in school's shared leadership and operations. There is a significant influence on stakeholders' level of participation in school's shared leadership when strategic communications are utilized giving the various stakeholders a sense of belongingness through inclusion and recognition in the school's leadership and operations. Consequently, this influences them to act positively in committing to their responsibilities in the school's shared leadership. The experience of Dororian NHS in employing

strategic communications to enhance stakeholders' participation in school's shared leadership can be duplicated for community of practice or benchmarking of best practices by constituent schools, hence, contributing to further refinement of SBM practice.

Given these sterling results from this action research, some important implications towards practice can be drawn. There should be continuous refining and extending of scope to target more inclusive audience from wider stakeholder group which may be facilitated through institutionalizing of strategic communications among schools to ripen the SBM scale and level of practice. This can be achieved through polishing of formats, further review of communication protocols, and development of an Information, Education, & Development (IED) Package (handbook of materials) for future implementation. Additionally, this can be disseminated for adoption of other schools or institutions by integrating a compendium of evolving roles and functions of School Information Coordinators and School-Based Management Coordinators leading to the policy review and updating of SBM and its evaluation tools.

VI. ADVOCACY, UTILIZATION, AND DISSEMINATION

The offshoot of this action research is a compendium and strategic communications handbook for school's shared leadership. It is done through a simplified presentation that explicates the highly effective facets and best practices of the school on strategic communications. To provide an avenue for the community of practice, the offshoot of this work is presented to the School-Based

Management (SBM) Coordinators who are the school heads at the district level and or possibly at the division level for further dissemination. The benchmarking activities that will allow for other schools to adopt or replicate effective strategies and best practices are put in place to benefit more schools not just from the SDO Catanduanes but from the other divisions and regions as well.

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VIII. FINANCIAL REPORT

Activity	Cash Out	Balance
BASIC EDUCATION RESEARCH FUND (BERF) FACILITY GRANT		Php 15,000.00
1. Crafting and Preparation of Action Research Proposal		
a. Printing Expenses	Php 385.00	
b. Notarial Fee for the BERF Memorandum of Agreement (MOA)	Php 350.00	
c. Transportation Expenses (*2 pax)	Php 1,080.00	Php 13,185.00
2. Implementation of Strategies and Intervention		
a. Office and Printing	Php 4,290.00	
Supplies	Php 1,300.00	
b. Load Cards	Php 630.00	Php 6,965.00
c. Transportation Expenses (gasoline)		
3. Conduct of Focus Group Discussion with the Research Informants (Meals Expenses *14 pax)	Php 2,800.00	Php 4,165.00
4. Conduct of Advocacy, Utilization, and Dissemination Activities (Meals Expenses *11 pax)	Php 825.00	Php 3,340.00
5. Preparation and Submission of Terminal Report on BERF Completed Action Research		
a. Printing & Binding	Php 2,260.00	
d. Transportation Expenses (*2 pax)s	Php 1,080.00	Php 0.00

ANNEXES

Annex 1

LETTER OF INFORMATION FROM THE RRC CHAIR

Republic of the Philippines
Department of Education
 REGION V - BICOL

Office of the Regional Director

October 13, 2023

GERMAN T. TEJADA
JEROME ALCANTARA
 Dororian National High School
 Dororian, Catanduanes



Dear Mr. Tejada and Mr. Alcantara:

This refers to the research proposal duly approved by the Schools Division Research Committee (SDRC) which was favorably submitted to this Office for possible funding under the CY 2024 Basic Education Research Fund (BERF) Grant Facility.

This Office, through the Regional Research Committee (RRC), is pleased to inform you that the research proposal entitled **"STRATEGIC COMMUNICATION AS A TOOL TO ENHANCE STAKEHOLDERS' PARTICIPATION IN SCHOOL'S SHARED LEADERSHIP"** has been approved for implementation following the provisions provided for under DepEd Order No. 16, s. 2017.

In this regard, the processing of tranches for the BERF Facility funding and its deliverables is shown in the table below and shall serve as liquidation documents:

TYPE OF RESEARCH	TRANCHE	PERCENTAGE	DELIVERABLES
ACTION RESEARCH	FIRST TRANCHE	80 %	<ul style="list-style-type: none"> • Work Plan • Certificate of Acceptance for the Deliverable • Copy of MOA
	LAST TRANCHE	20 %	<ul style="list-style-type: none"> • Final Report • Certificate of Acceptance from Regional Research Committee (RRC) • Copy of MOA

Kindly take note that in the event that the research proponent failed to complete and submit the deliverables as scheduled, the research proponent shall be required to return the amount granted in full through direct payment or salary deduction within six (6) months.

Further, strict adherence to the provisions of DepEd Order No. 16, s. 2017 dated March 20, 2017 is hereby directed.

For questions and further clarifications, please coordinate with the Regional Research Committee through the Policy, Planning, and Research Division (PPRD).

We look forward to the successful implementation of your research. Thank you.

Very truly yours,

BEBIANO I. SENTILLAS
 Assistant Regional Director
 Chair, Regional Research Committee

PPRD/hrm
 10/13/23



Regional Center Site, Rawis, Legazpi City 4500

0969 516 9555
 region5@depd.gov.ph

Annex 2

DECLARATION OF ANTI-PLAGIARISM

1. We, GERMAN T. TEJADA JR. and JEROME T. ALCANTARA, understand that Plagiarism is the act of taking and using another's ideas and works and passing them off as one's own. This includes explicitly copying the whole work of another person and/or using some parts of their work without proper acknowledgement and referencing.
2. We hereby attest to the originality of this research proposal and have cited properly all the references used. We further commit that all deliverables and the final research study emanating from this proposal shall be of original content. We shall use appropriate citations in referencing other works from various sources.
3. We understand that violation from this declaration and commitment shall be subject to consequences and shall be dealt with accordingly by the Department of Education.

Proponent: **GERMAN T. TEJADA JR.**Signature: Date: May 30, 2024Proponent: **JEROME T. ALCANTARA**Signature: Date: May 30, 2024

Annex 3

DECLARATION OF ABSENCE OF CONFLICT OF INTEREST

1. We, GERMAN T. TEJADA JR. and JEROME T. ALCANTARA, understand that conflict of interest refers to the situations in which financial or other personal considerations may compromise our judgement in evaluating, conducting or reporting research.
2. We hereby declare that we do not have any personal conflict of interest that may arise from our application and submission of our research proposal. We understand that our research proposal may be returned to us if found that there is conflict of interest during the initial screening as per DepEd Order No. 16, s. 2017.
3. Further in any case of any form of conflict of interest, (possible or actual) which may inadvertently emerge during the conduct of our research, we will duly report it to the research committee for immediate action.
4. We understand that we may be held accountable by the Department of Education for any conflict of interest which we have intentionally concealed.

Proponent: **GERMAN T. TEJADA JR.**Signature: Date: May 30, 2024Proponent: **JEROME T. ALCANTARA**Signature: Date: May 30, 2024

Annex 4.1

FOCUS GROUP DISCUSSION (FGD) GUIDE

for the Action Research

*Strategic Communications as a Tool
to Enhance Stakeholders' Participation in School's Shared Leadership*

I. Schedule of FGD

Moderator:	German T. Tejada Jr.	Target Date:	March 26, 2024 (Tuesday)
Assistant Moderator:	Jerome T. Alcantara	Target Time:	8:30 AM – 2:30 PM
Target Participants:	10 Stakeholder Representatives	Tentative Venue:	SHS Bldg. 2, Rm. 1

II. Participants Breakdown

Type of Stakeholder Group Represented	Assigned Participant's Code	Position, Rank or Designation in the Organization or Institution	Age Range	Range of Year(s) Serving in the Organization or Institution
Internal – School Personnel ¹	IS-01-A	School Head	51 – above	More than 3 years
Internal – School Personnel ²	IS-01-B	School DRRM Coordinator	31 – 40	1 year
Internal – School Employee's Association	IS-02	TEA President	31 – 40	More than 3 years
Internal – School Student's Organization	IS-03	SSG President	12 – 18	1 year
External – Municipal LGU	ES-04	SB Member/Chair,	41 – 50	More than 3 years

External – NGA Municipal Field Office	ES-05	Committee on Education PNP – Gigmoto MPS Officer-in- Charge	31 – 40	More than 3 years
External – Non- Government Organization	ES-06	Good Neighbors International Philippines (GNIP) – Education Casual Staff	19 – 24	Less than a year
External – Alumni Association	ES-07	DNHS Central Alumni Association – Secretary	41 – 50	More than 3 years
External – School Parent- Teacher's Association	ES-08	SPTA President/ Barangay Councilor and Chair, Committee on Education	41 – 50	More than 3 years
External – Barangay LGU ¹	ES-09-A	Barangay Dororian – Punong Barangay	41 – 50	More than 3 years
External – Barangay LGU ²	ES-09-B	Barangay Genitligan – Barangay Councilor and Chair, Committee on Education	51 – above	More than 3 years
External – Barangay Youth Organization	ES-10	Dororian Youth Organization (DYO) President	19 – 24	Less than a year

IS – Internal Stakeholder, ES – External Stakeholder

III. FGD Questions

A. Engagement Questions

1. How do you feel about being invited and partaking in this FGD to talk about reorganizing and reactivating the School Governance Council?

(Ano an namate mo na naimbitaran ngani magpartisipar sa hulon-hulon na ini sa pag-reorganisa ngani maging aktibo utro ang satong School Governance Council?)

2. How would you express what you presently feel about participating in the governance initiatives and decision making of the school?
(Ano an namamate mo sa ngonyan sa pagtabang sa pagpadalagan buda pag-gibo nin mga mahalagang desisyon sa eskwelahan?)

B. Exploration Questions

3. Can you briefly describe the visibility of the school's initiatives to reach out to the community? Why did you say so?
(Namamate mo man an presensya nin eskwelahan sa paagi nin mga inisyatibong maimpormaran buda makabale ang komunidad sa mga kagamuhan kaini? Inano mo ini nataram?)
4. What channels of school's communication platforms are helpful in public information dissemination based on your personal experience or of the group you represent? Can you elaborate your answer?
(Sa painanong paagi ka nakakakua nin impormasyon manungod sa mga pigagibong aktibidades o sibot nin eskwelahan? An grupo o asosasyon na naayunan mo, namamate man daw ninda yan?)
5. How do you feel about being informed of the school's milestones, concerns, and progress?
(Ano an pagmate na nakaisi ka nin mga sibot, pag-uswag, buda mga accomplishment nin eskwelahan?)
6. Does being informed about school's updates give you the urgency or resolve to participate in the school's activities and other concerns?
(Pag ikan ka naiisihan na mga kaganapan sa eskwelahan, natatawan ka man kaini nin kaisipan o kagustohan na magtabang o makiayon sa pagresolbar o pagpagayon pa nin pagpamutang nin eskwelahan?)
7. In the group/organization/association/network that you represent, how would you express your willingness (or disinterest) to also encourage or influence them in participating in the school activities needing the support of the community and other stakeholders?
(Interesado ka (o baku) na maipuwensyahan an mga kaibahan mo sa asosasyon, grupo, o organisasyon na makisaro o magtabang sa kagamauhan nin eskwelahan?)

C. Exit Question

8. What are the plans, projects, programs or activities (if there is any) that you would like the school or students to be a beneficiary?
(Ano an mga plano, proyekto, programa o aktibidades an gusto mo pati nin asosasyon o grupo mo na gusto mong igibo na mabenipisyuhan an mga estudyante buda eskwelahan?)

IV. Procedures

1. The ushers and usherettes set in the expected participants to the FGD on their designated seats upon arrival to the school.
2. The invited participants will be given at least half an hour to settle in and get comfortable with the other invited participants.
3. Once the expected participants all arrived, the moderator will then initiate initial activities.
4. A short orientation about the FGD will be conducted to the group including the turn taking and processes of the exchanges of ideas.
5. Then, the assistant moderator will distribute the Consent Forms to participate in the FGD to the participants.
6. Likewise, the Demographic Information Form will be handed out to be filled out by the participants.
7. Once all forms have been completed and retrieved, the moderator will then proceed with the FGD, rolling off with the engagement questions.
8. Once every participant has exhausted his turn on sharing and no further additional sharing is raised, the moderator will go on with the exploration questions.
9. Each participant will be given enough time to share his thought, insights and elaborations on each question raised.
10. After all exploration questions have been satisfied and no further new ideas or insights are being forwarded, the group will be smoothly transitioned to the exit questions.
11. After this, snacks will be served to allow time for the participants to cool down from the interpolations.
12. The moderators and the school head will then distribute the certificates and token to the participants to conclude the FGD.

V. Attachments

1. Letter of Invitation and Confirmation for FGD
2. Consent Form of Participants to FGD
3. Demographic Information Form of FGD Participants

Prepared by:

GERMAN T. TEJADA JR.
FGD Moderator

JEROME T. ALCANTARA
FGD Assistant Moderator

Annex 4.2

Letter of Invitation and Confirmation of FGD Participant

5 February 2024

HON. ALMIE M. PAMPLONAPresident, Supreme Student Government
This School

Madam:

Warmest greetings from Dororian National High School.

As part of strengthening the School-Based Management (SBM) practice, the school intends to reorganize and reactivate the School Governance Council (SGC) which will serve as the highest decision-making body for the next three years.

Part of this, we are strengthening the stakeholders' participation in the school's shared governance through fortifying the communication platforms to better involve the school-community in all matters concerning the school. Extensively, by doing this, the school fosters the spirit of transparency in the quest to innovate the basic education service delivery.

Hence, we are bringing together all representatives of the school's internal and external stakeholders in a consultation meeting to initially set the abovementioned undertaking. May we then respectfully invite your presence or your official designated representative to a Focus Group Discussion (FGD) scheduled as follows:

<i>Date</i>	<i>Venue</i>	<i>Time</i>
March 26, 2024	Room 1, SHS Bldg. 2, Dororian NHS	08:30 AM– 02:30 PM

The crafting of the Enhanced School Improvement Plan for School Years 2023-2025 will be the highlight of the council's meeting. We are extremely hopeful that you will give this a preference and priority which will be a very significant step for the school's continued quest for quality service delivery.

Thank you very much in anticipation to your fast and ardent consideration of this invitation being made in the exigency of service, and we remain

Very truly yours,

GERMAN T. TEJADA JR.
SBM Coordinator

NOTED:

RICO A. TROLLANO
Head Teacher IIIGTJ/Letter-Invite-FGD/SGC-01/02-05-2024
PRICES-PLUS-Communications

Annex 4.3

CONSENT TO PARTICIPATE IN FOCUS GROUP

You have been asked to participate in a focus group sponsored by the Dororian National High School. The purpose of the group is to strengthen the School-Based Management (SBM) practice, the school intends to reorganize and reactivate the School Governance Council (SGC) which will serve as the highest decision-making body for the next three years. The information learned in the focus groups will be used to strengthen the stakeholders' participation in the school's shared governance through fortifying the communication platforms to better involve the school-community in all matters concerning the school. Extensively, by doing this, the school fosters the spirit of transparency in the quest to innovate the basic education service delivery.

You can choose whether to participate in the focus group and stop at any time. Although the focus group will be video or tape recorded, your responses will remain anonymous, and no names will be mentioned in the report.

There are no right or wrong answers to the focus group questions. We want to hear many different viewpoints and would like to hear from everyone. We hope you can be honest even when your responses may not be in agreement with the rest of the group. In respect for each other, we ask that only one individual speak at a time in the group and that responses made by all participants be kept confidential.

I understand this information and agree to participate fully under the conditions stated above:

SIGNED:

Date:


Printed Name _____*Position* _____

Annex 4.4

FOCUS GROUP PARTICIPANT DEMOGRAPHIC FORM <i>(Stakeholders' Participation in School's Shared Leadership)</i>	
Type of Group Represented <input type="checkbox"/> Internal Stakeholder <input type="checkbox"/> School Personnel <input type="checkbox"/> School Employee's Association <input type="checkbox"/> School Student's Organization <input type="checkbox"/> External Stakeholder <input type="checkbox"/> Mun LGU/Local School Board <input type="checkbox"/> NGA – Municipal Office <input type="checkbox"/> Non-Government Organization <input type="checkbox"/> Alumni Association <input type="checkbox"/> School Parent-Teacher Assoc. <input type="checkbox"/> Barangay LGU <input type="checkbox"/> Brgy. Youth Organization	Age <input type="checkbox"/> 12 – 18 years old <input type="checkbox"/> 19 – 24 years old <input type="checkbox"/> 25 – 30 years old <input type="checkbox"/> 31 – 40 years old <input type="checkbox"/> 41 – 50 years old <input type="checkbox"/> 51 – above years old Years Serving in the Office/Org./Assoc. <input type="checkbox"/> Less than a year <input type="checkbox"/> 1 year <input type="checkbox"/> 2 years <input type="checkbox"/> 3 years <input type="checkbox"/> More than 3 years

Annex 6

Sample Crisis Management Response (in Filipino)



Republic of the Philippines
Department of Education
 REGION V – BICOL
 SCHOOLS DIVISION OFFICE OF CATANDUANES
 DORORIAN NATIONAL HIGH SCHOOL

Office of the Head Teacher

OPISYAL NA PAHAYAG

Nakarating sa atensyon ng mga kawani ng Mataas na Pambansang Paaralan ng Dororian na mayroong taong walang beripikadong pagkakakilanlan ang gumagamit ng isang pekeng Facebook account upang maglabas ng mga seryosong akusasyon sa paaralan at sa mga guro nito.


Ang pekeng account ay inaakusahan ang Dororian NHS ng 'di maayos na pag-gasta ng pondong nalikom mula sa mga pribadong donasyon para sa Pa-Chat Si DNHS, isang proyektong pinasimulan ng mga guro ng paaralang ito upang mapondohan ang pagpapagawa ng sandaang pares ng mesa at upuan para sa mga mag-aaral.

Ang paaralan, sa pamamagitan ng mga guro ay sinisiguro sa publiko, partikular na sa mga mabubuti naming kasangga sa edukasyon ang pagpapanatili ng maingat at maayos na pamamaraan sa pag-gasta upang masigurong bawat sentimo na nalikom ay mapupunta sa tunguhin ng proyektong ito.

Patuloy ang pagbabatid sa pagkakakilanlan ng taong responsable para sa mapanlinlang na Facebook account at sa mga mapanirang post nito. Kung magpapatuloy ito sa 'di kanais-nais na gawain, nakahanda ang paaralan na makipag-ugnayan sa National Bureau of Investigation (NBI) at magkonsulta ukol sa legal na proseso upang kasuhan ang taong responsable at mga kasabwat nito ng cyber libel, slander at iba pang kaugnay na kaso.

GTJ/OfficialStatement-FB-01/28-03


PROCES-PLUS-Communications



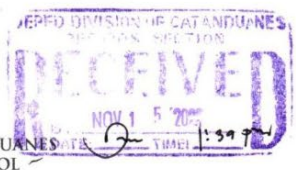
Dororian, Gigmoto, Catanduanes
 09295285246/09205862229
 302087@deped.gov.ph
 Dororian NHS

Annex 7

Sample Business Correspondence



Republic of the Philippines
Department of Education
 REGION V – BICOL
 SCHOOLS DIVISION OFFICE OF CATANDUANES
 DORORIAN NATIONAL HIGH SCHOOL
 DORORIAN, GIGMOTO, CATANDUANES



Office of the Head Teacher

November 14, 2023

SOCORRO V. DELA ROSA
 Schools Division Superintendent
 This SDO

Thru: **The Division BSP Coordinator**
 This SDO

Madam:

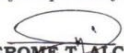
Warmest greetings from Dororian National High School.

Anent to the released division memorandum allowing the conduct of the BSP and GSP Camporal from November 2023 to January 2024, may we request to hold the same activity slated on December 8-10, 2023 at Dororian National High School campus.

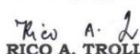
While the said memorandum also stipulates that the schedule of the activity be held only from Friday until Sunday, we would like to further request that the aforementioned schedule be allowed since December 8 (Thursday) which is the first day of the activity falls on a nonworking holiday and would not disrupt the classes. Rest assured that the school and its teaching and nonteaching staff will also follow the regular safety protocols and practice utmost mindfulness to avoid any glitches during the conduct of the activity.

Thank you very much in advance to your fast and ardent consideration of this urgent request being made in the exigency of service, and I am always


Very respectfully yours,


JEROME T. ALCANTARA
 School BSP Coordinator


Recommending Approval:


RICO A. TROLLANO
 Head Teacher III

Approved:


SOCORRO V. DELA ROSA
 Schools Division Superintendent


GTS/Letter-Request-SDO-BSP/11-14-2023
 PRICES-PLUS-Communications



Dororian, Gigmoto, Catanduanes
 09295285246/09205862229
 302087@depd.gov.ph
 Dororian NHS

Annex 8

Sample *Bandilyo* Script



Republic of the Philippines
Department of Education
 REGION V – BICOL
 SCHOOLS DIVISION OFFICE OF CATANDUANES
 DORORIAN NATIONAL HIGH SCHOOL
 DORORIAN, GIGMOTO, CATANDUANES

Office of the Head Teacher

BANDILYO


April 17, 2024

Mayad na aldaw tabi sa gabos na magurang na ikan estudyante sa Dororian National High School.

Pigapaisi tabi sainyo ang Dororian National High School magkaigwa ning School PTA Meeting. Ngani maipasabot sainyo ang mga importanteng bagay manungod uya, magkakaigwa tabi ning School PTA Meeting sa Lunes, ala-una ning hapon, Abril 18 sa eskwelahan.

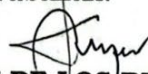
Pyalauman tabi na gabos ma-atendir sa meeting. Mabalos.

Minagalang,




RICO A. TROLLANO
Head Teacher II

Inaprubahan:



LEVI DE LOS REYES
Punong Barangay



📍 Dororian, Gigmoto, Catanduanes







📞 09295285246/09205862229

✉ 302087@deped.gov.ph

🏫 Dororian NHS

Annex 9


Sample Minutes of SPTA Meeting

 Republic of the Philippines Department of Education REGION V - ILOCOS SCHOOLS DIVISION OFFICE OF CATANDUANES IZORAN NATIONAL HIGH SCHOOL		 Republic of the Philippines Department of Education REGION V - ILOCOS SCHOOLS DIVISION OFFICE OF CATANDUANES IZORAN NATIONAL HIGH SCHOOL		 Republic of the Philippines Department of Education REGION V - ILOCOS SCHOOLS DIVISION OFFICE OF CATANDUANES IZORAN NATIONAL HIGH SCHOOL	
Office of the Head Teacher MINUTES OF MEETING OF PARENTS AND TEACHERS ON TUESDAY, 28 AUGUST 2022 AT THE IZORAN MNS FRONT GROUND					
ATTENDANCE Teaching Staff Present: 1. Rico A. Trolano – Head Teacher II 2. Arnette C. Canon – JHS Teacher III 3. Isabel T. Concepcion – JHS Teacher III 4. Jeanmar P. Dela Reyes – JHS Teacher III 5. Princess Joy B. Pantalon – JHS Teacher III 6. Eleni T. Torres – JHS Teacher III 7. Mercy V. Trasmallo – SHS Teacher II 8. Janelle T. Acutena – SHS Teacher II 9. Janelle Lloyd P. Orgays – SHS Teacher II 10. Daniel C. Romulo – SHS Teacher II 11. Jennifer T. Ripada Jr. – SHS Teacher II 12. Jorge E. Tapia – SHS Teacher II 13. Sorely O. Pantalon – SHS Teacher III Absent: 1. Randy T. Veto – SHS Teacher II					
Parents Present: 1. Grade 7 – 8 out of 14 parents 2. Grade 8 – 7 out of 12 parents 3. Grade 9 – 9 out of 10 parents 4. Grade 10 – 3 out of 14 parents 5. Grade 11 (IVALS) – 7 out of 22 parents 6. Grade 11 (JUNIOR) – 3 out of 11 parents 7. Grade 12 – 1 out of 12 parents					
PRELIMINARY: 1. At exactly 1:34 in the afternoon, Mr. Joshua Lloyd P. Orgays as the Master of Ceremonies, and upon the instructions of Mr. Rico A. Trolano as the presider, stated the opening program of the meeting by requesting the parents and teachers to rise for the Opening Prayer which was led by Mrs. Isabel T. Concepcion.					
Office of the Head Teacher 2. The parents and teachers solemnly participated with the prayer. After which, Mr. Orgays called the respective homeroom class advisers for the checking of the attendance of Grades 7 – 12 parents. 3. The checking of attendance yielded 42 out of the total 101 expected parent-attendees which is equivalent to 42% of the total expected parents. 4. After this, Mr. Orgays advised Head Teacher Rico A. Trolano on-duty as the presiding officer of the assembly. 5. Having found that the attendance of the parents reached 42% of the expected attendees and that only one from the 14 teaching and non-teaching staff was absent, Mr. Trolano convened and called to the order of business after having confirmed that the attendance was sufficient to constitute a quorum.					
ORDER OF BUSINESS 6. Mr. Trolano then entrusted by apologizing for the mistakes committed during the roll call as these are honest to goodness and innocent mistakes. 7. He told the parents that the meeting shall proceed as the agenda of the urgent meeting were very important and should not be delayed. 8. The presider then formally proceeded to the meeting by presenting the agenda, viz: A. Administration of Numeracy Test for Grades 7 – 10 B. Booster Shots for COVID-19 Vaccines to students C. Follow-up on the Continuation of the Construction of the Make-shift Classrooms D. Reorganization of Homeroom PTA Officers 9. On the discussion of Agendum 1 , Administration of Numeracy Test for Grades 7 – 10: 9.1. Mr. Trolano relayed to the parents the issuance of the Division Memorandum for the conduct of the numeracy test to Junior High School students. 9.2. As such, Mr. Trolano read to the parents the content of the memorandum.					
Office of the Head Teacher 12. The parents were then instructed to report to their respective homeroom class advisers for the election of the Homeroom PTA Officers. ACQUAINTANCE 13. After the discussion of the above concerns, the Presider asked the group if there are other issues and matters to be discussed. 14. There being no other matters and concerns left to be discussed, the meeting was adjourned at 3:04 in the afternoon.					
Prepared by: GERMAVY TELADA JR. SHS Teacher / Secretary Teachers & Employees Association CORROBORATED BY: JESSE C. ROMERO SHS Teacher / SPTA Alternate Adviser JANELYN P. DULLER School PTA President ATTESTED BY: Rico A. Trolano Head Teacher / SPTA Adviser					
 @Division, Ilocos, Catanduanes @SchoolDivisionOfficeCatanduanes @SchoolDivisionOfficeCatanduanes @Division MIS		 @Division, Ilocos, Catanduanes @SchoolDivisionOfficeCatanduanes @SchoolDivisionOfficeCatanduanes @Division MIS		 @Division, Ilocos, Catanduanes @SchoolDivisionOfficeCatanduanes @SchoolDivisionOfficeCatanduanes @Division MIS	

Annex 10

Sample Facebook Page Screenshots of Posts

Posts
About
Videos
Photos
Mentions


Dororian National High School
Aug 28, 2023 · 🌐

UPDATE: Pigagibong makeshift classrooms naatupan na


Sa loog nin sarong aldaw na atag nin mga magurang, dakula na ang nahaman sa pigagibong makeshift classrooms sa DNHS.




Sa utro semana, pigalauman na mahahaman na an pansamantalang klasrum buda makompletuhan an mga materyales na kaipo sa pagpanday ninto.




Mga skilled na panday na magurang nin Senior High School na estudyante ang nanginutan sa patrabaho subago.

Plano nin eskwelahan na mahaman ang klasrum bago matapos ang bulan nin Setyembre ngani maklasehan na.

GTJ/SIO/PRICES-PLUS-PR-006
#dnhsPTA #ParaSaBata #brigadadnhs











Baste Sto Tomas Tabuzo and 33 others

3 comments · 2 shares

Like
Comment
Share

Posts
About
Videos
Photos
Mentions


Dororian National High School
Jun 15, 2023 · 🌐

PRESS RELEASE:

DNHS, PENRO-Catanduanes magsasagaa ng tree planting


Lalahok bukas alas siyete ng umaga ang mga magsisipagtapos sa Senior High School ng Dororian NHS sa isasagawang Tree Planting Activity sa paaralan.




Bahagi ito ng Graduation Legacy Act of 2016 na naglalayong hikayatin ang mga mag-aaral na magtanim ng isang puno bago pa man sila magtapos.

Kasangga ng Dororian NHS ang Catanduanes Provincial Environment and Natural Resources Office (PENRO) sa gagawing tree planting na dadaluhan din ng kinatawan mula sa ahensya.

Limampung puno (narra at kuripapa) ang itatanim bukas na nanggaling din mula sa Catanduanes PENRO.

GTJ/SIO/PRICES-PLUS-PR-001
#ParaSaBataParaSaBayan
#plantatreetoday



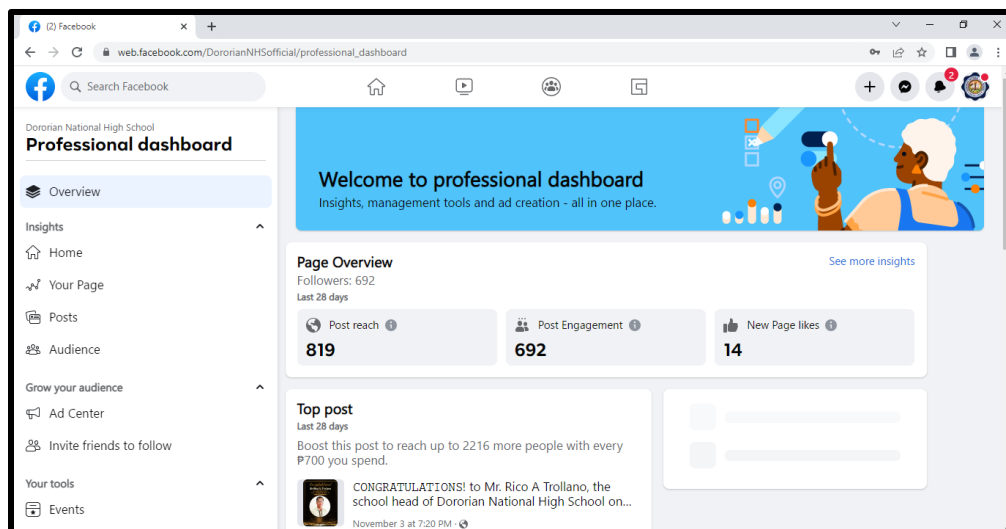



Jorge E. Tejada and 20 others

2 shares

Like
Comment
Share

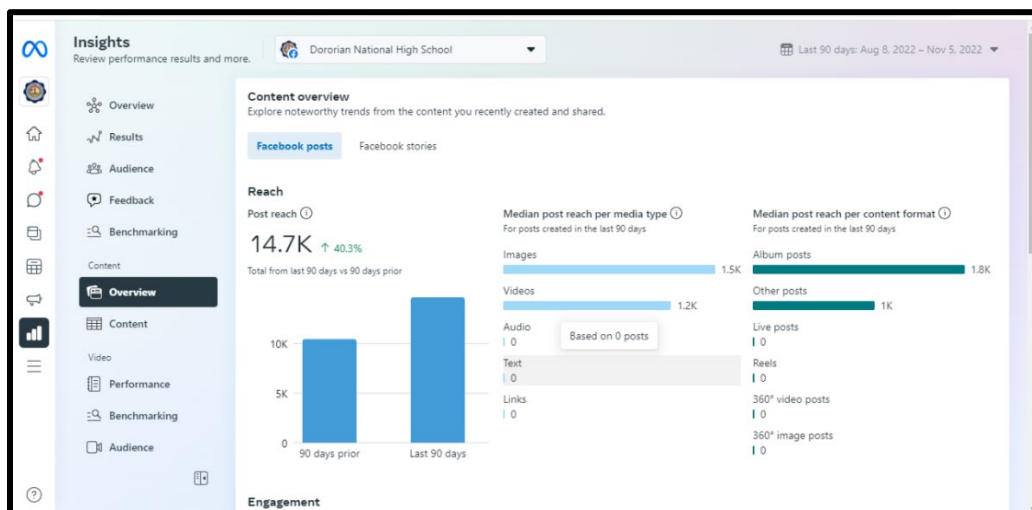
Annex 11

DNHS Facebook Page Overview of Algorithm



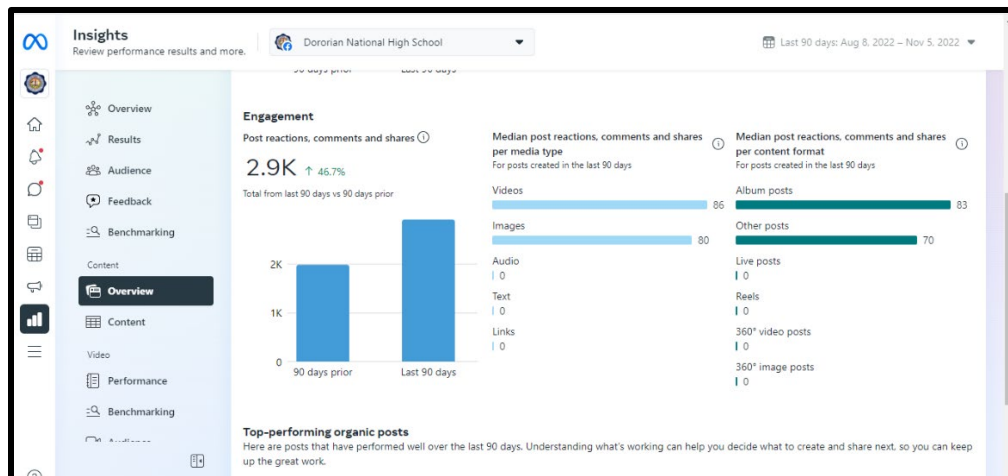
Annex 12

DNHS Facebook Page Algorithm of Reach

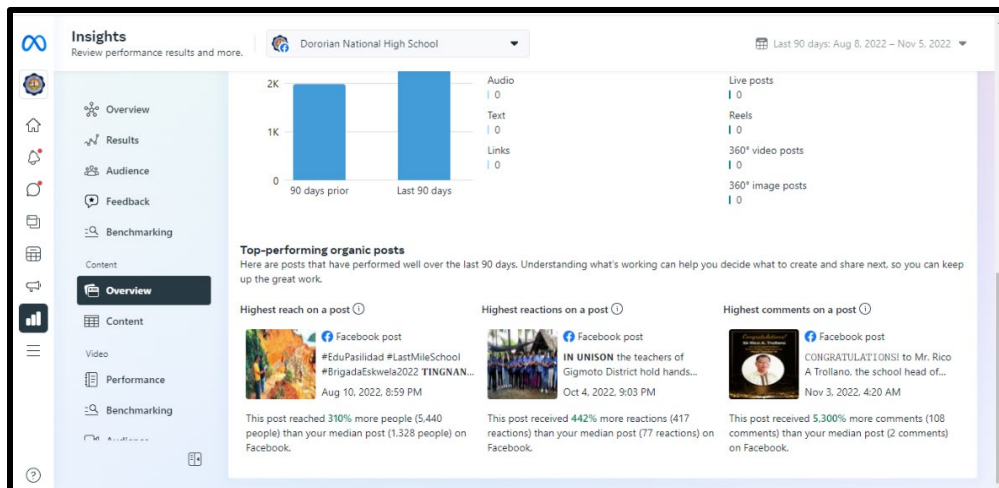


Annex 13

DNHS Facebook Page Algorithm of Engagement



Annex 14

**DNHS Facebook Page Algorithm
of Top-Performing Organic Posts**

Annex 15

Public Expression of Commitment by a Stakeholder-Representative

