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Effectiveness of the School Improvement Plan: Challenges and Success Implementation Indicators in Remote Schools

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ABSTRACT

This study explored the relationship between the fidelity of program implementation, the extent of community engagement, and key school performance indicators, especially participation rate, cohort survival rate, and graduation rate. Guided by the premise that internal processes and external collaboration play vital roles in school outcomes, the research adopted a quantitative-correlational design where 126 public school teachers participated in the study using a purposive sampling technique. Data were collected from selected public elementary and integrated schools, focusing on three components of implementation fidelity-- completeness of planned activities, timeliness of execution, and staff training participation. Community engagement was measured through parent involvement, volunteer hours, and the development of school-community partnerships. The results indicated that most indicators under implementation fidelity and community engagement did not exhibit statistically significant relationships with the targeted school performance measures. However, a notable exception emerged: completeness of planned activities demonstrated a significant negative correlation with student participation rate ($r=-0.740$, $p=0.014$). This unexpected result suggested that a higher volume or strict execution of planned activities might unintentionally hinder student participation, possibly due to over-scheduling or misalignment with student needs. Other variables-- such as timeliness, staff training, and community engagement factors— showed weak or non-significant correlations with cohort survival and graduation rates. These results highlighted the complexity of improving school performance and suggested that single-variable interventions may be insufficient. Rather, school appeared to depend on a combination of factors, including student motivation, socioeconomic background, and the broader educational environment. The study emphasized the importance of adopting a more holistic and context-sensitive approach to educational planning and reform. It recommended sustained collaboration among stakeholders, continuous program evaluation, and future research that incorporates qualitative methods to better understand the nuanced factors shaping student outcomes.

Keywords: educational administration, implementation fidelity, community engagement, school performance indicators, participation rate, cohort survival rate, graduation rate, educational outcomes, parental involvement, program implementation, stakeholder collaboration, descriptive-correlational study, Philippines

INTRODUCTION

The effectiveness of the School Improvement Plan (SIP) has long been regarded as a critical factor in improving the overall quality of education, particularly in remote schools. However, the successful implementation of these plans is often challenged by the unique context of rural and remote schools, including limited resources, inadequate infrastructure, and isolated communities (Sibay & Gonzales, 2024). Neophyte school heads, who are newly appointed and lack extensive leadership experience, face additional difficulties in navigating these obstacles, which may affect their ability to lead effective school improvement initiatives. Understanding their perceptions of the SIP is essential to addressing the disparities in educational outcomes in these marginalized settings.

In Ghana, Africa (2024) highlights how leadership in rural schools across various countries is often hindered by geographic isolation, limited access to professional development, and a lack of stakeholder engagement. These studies point to the need for a more comprehensive understanding of how leadership, particularly from novice school heads, influences the success of improvement plans in similar contexts.

In Eastern Visayas, school improvement in remote areas remains a pressing concern. The Department of Education (DepEd) has consistently prioritized improving education in rural schools. Yet, many remote schools still face significant challenges related to teacher shortages, outdated facilities, and a lack of learning resources (Siano, 2024). According to Goles, Sumalinog, and Mananay (2024), neophyte school heads in Central Visayas hinder their ability to implement effective SIPs. Understanding their experiences and perspectives is crucial for addressing these leadership gaps and improving educational outcomes.

In Agusan del Sur, the situation is even more complex due to ongoing socio-political conflicts and geographical challenges that exacerbate the difficulties faced by school leaders in remote areas. Saro et al. (2022) highlight how neophyte school heads in rural Mindanao often manage schools in communities affected by armed conflict, poverty, and cultural diversity. These factors significantly impede their ability to implement school improvement strategies effectively. Therefore, it is critical to explore how these leaders perceive the SIP in such a challenging environment to tailor interventions that address their specific needs.

Given these challenges, there is a clear gap in the literature on the experiences of neophyte school heads in implementing SIPs in remote areas. While studies have explored school leadership, few have focused on the unique experiences of new school heads in remote Philippine schools. This study aims to fill that gap by examining how these neophyte school heads perceive and navigate the challenges of the SIP, providing valuable insights into leadership development and educational improvement in marginalized contexts.

Review of Related Literature and Studies

The following studies and associated material are taken into account since they provide information for the discussions of the study's findings.

Implementation Fidelity of the School Improvement Plan. The fidelity of implementation in School Improvement Plans (SIPs) is critical to the school's success, yet several issues impact how well these plans are executed internationally and locally. One of the primary challenges, particularly at the international level, is the variability in how SIPs are implemented across different educational settings. A study by Glover, Wainwright, and Hargreaves (2020) found that the level of district support can significantly influence the consistency and effectiveness of SIP execution, leading to disparities in outcomes. Moreover, resistance to change among school staff remains a major barrier. On the contrary, Harris and Jones (2021)

argue that many educators, especially those accustomed to established practices, struggle to adopt new methods and strategies, which compromises the successful implementation of SIPs. Equity in resource allocation further exacerbates this challenge, particularly in schools serving disadvantaged communities. Wang, Li, and Xu (2022) discuss how schools with fewer resources often find it more difficult to fully implement the planned improvements, thereby limiting the overall impact of the SIP.

At the national level, gaps in policy implementation also affect the fidelity of SIPs. Research by Hamilton, Stecher, and Klein (2020) highlights that uneven training and support across states create disparities in how schools carry out improvement plans, making it harder to achieve uniform success. A lack of targeted professional development compounds the issue. According to the National Education Association (2023), teachers need continuous, high-quality professional development to understand and implement SIP strategies effectively, but this often remains inadequate or inconsistent.

In the local context, the degree of community involvement plays a crucial role in SIP implementation. In the study of Rivera and Krajewski (2024), the researchers conducted a study in rural schools. They revealed that schools with limited parent and community engagement struggled to execute their SIPs fully. Without the active participation of parents and local organizations, schools face difficulties in sustaining improvement efforts and ensuring long-term success. This highlights the importance of fostering strong relationships with local communities to improve the overall effectiveness of SIPs.

Completeness of Planned Activities. The completeness of planned activities in School Improvement Plans (SIPs) is a fundamental determinant of the success of the plan. However, ensuring that all activities outlined in an SIP are fully implemented is often fraught with challenges. One major issue is resource constraints, which are especially problematic in low-income and rural schools. Glover, Wainwright, and Hargreaves (2020) argue that schools in underfunded districts are frequently unable to carry out all the activities planned in their SIPs due to a lack of financial resources, limited access to teaching materials, and insufficient infrastructure. This can lead to only partial implementation of key strategies such as curriculum changes, staff professional development, or infrastructure improvements. When these essential components are left incomplete, the overall effectiveness of the SIP is undermined, and the expected improvements in student outcomes are less likely to materialize. The authors also note that disparities in resource distribution across schools further exacerbate these issues, making it difficult to achieve uniform success in SIP implementation.

Another challenge affecting the completeness of planned activities is the disruption caused by political and policy changes. Congruent to the study of Harris and Jones (2021) highlight that the changes in government priorities or educational policies often result in a shift of resources and focus, leading to the abandonment or modification of previously planned SIP activities. For example, when new political leaders or policymakers take office, they may alter the educational agenda or reallocate funding, which can derail ongoing school improvement initiatives. This is particularly evident in regions where SIPs are subject to frequent policy shifts, and schools are forced to adapt to changing mandates without sufficient time or resources to complete their original plans. The lack of continuity in leadership and policy can lead to incomplete implementation, as some activities may be postponed or canceled entirely. As a result, schools may struggle to achieve the full scope of their improvement goals, and students may not benefit from the intended changes.

In addition to external factors like resource shortages and policy shifts, staffing and logistical issues also significantly impact the completion of SIP activities, particularly in rural or under-resourced settings. Rivera and Krajewski (2024) found that many rural schools face difficulties with staff retention and

training participation, which directly affects the ability to complete planned activities. When schools lack a sufficient number of qualified staff members, particularly in specialized areas, they may be unable to implement all aspects of their improvement plans. For example, activities that require specific expertise, such as implementing new teaching methods or conducting student assessments, may be delayed or left unaddressed. Similarly, logistical challenges such as limited access to technology or professional development resources can hinder the timely execution of planned activities.

Johnson and Johnson (2024) further support this, noting that in some rural districts, staffing shortages and geographical isolation make it difficult to bring in external trainers or resources, which are often essential for completing SIP activities. Without adequate staffing and training, schools are less likely to successfully implement all elements of their SIPs, resulting in partial execution and diminished impact on student achievement.

Timeliness of Implementation. The timeliness of implementation is a critical factor in the success of School Improvement Plans (SIPs). Effective educational reforms depend not only on the quality of the activities planned but also on the ability to execute them within a specified time frame. Delays in the implementation of SIP activities can significantly diminish their effectiveness, as many improvements are time-sensitive. A key issue at the international level is the bureaucratic delays that hinder the swift execution of planned activities. Research by Glover, Wainwright, and Hargreaves (2020) emphasizes that in many countries, the complex and slow-moving nature of educational bureaucracy leads to significant delays in the implementation of school improvement initiatives. For example, delays in policy approval, the release of funding, or the coordination between local educational authorities and schools can postpone the start of critical activities, thereby preventing schools from achieving the desired improvements on time. These delays can affect key aspects of SIPs, such as curriculum changes, teacher training, or infrastructure upgrades, which require timely execution to be effective. The authors argue that to address these challenges, systems of accountability and more streamlined administrative procedures must be established to ensure that SIPs are implemented on schedule.

According to Hamilton, Stecher, and Klein (2020), many school districts struggle with setting and adhering to realistic timelines for implementing SIP activities. While SIPs are often designed with ambitious goals and deadlines, these plans may fail to account for the time and resources required to complete each activity effectively. For instance, teacher training programs or the adoption of new curricula often require more time than initially anticipated. This mismatch between the planned timeline and the actual time needed for implementation is a common issue in educational systems, particularly when activities are more complex or involve multiple stakeholders. As a result, schools may miss important windows for intervention, leading to a delay in expected outcomes, which can ultimately diminish the overall impact of the SIP. Moreover, the lack of clear monitoring and evaluation systems often means that schools are not held accountable for sticking to deadlines, further contributing to delays in SIP implementation (Fullan, 2021).

Moreover, staffing shortages and logistical issues are significant barriers to timely implementation. Rivera and Krajewski (2024) identify that rural schools, in particular, face staffing shortages and limited access to professional development opportunities, which contribute to delays in the execution of SIP activities. For example, schools may lack sufficient qualified staff to implement new teaching methods or conduct necessary assessments within the timeframes specified by their SIPs. Additionally, logistical challenges such as limited access to technology, transportation issues, or the difficulty of coordinating external training sessions in remote areas can further delay SIP implementation. Johnson and Johnson (2024) also

note that these issues are compounded by the geographical isolation of many rural schools, which often have fewer opportunities for collaboration with external experts or support networks, leading to delays in training and the introduction of new programs. Without timely execution, the activities outlined in SIPs may lose their relevance or fail to address immediate educational needs, preventing the desired outcomes from being achieved. Finally, the timeliness of implementation is an essential aspect of SIP success, yet schools face multiple challenges, from bureaucratic delays and unrealistic planning to staffing shortages and logistical hurdles. To ensure that SIPs are executed within the appropriate time frame, it is crucial for education systems to establish clear timelines, allocate sufficient resources, and develop effective monitoring mechanisms that support timely implementation at both the national and local levels.

Staff Training Participation. Staff training participation is a cornerstone of effective School Improvement Plans (SIPs), as it ensures that educators are equipped with the necessary skills, knowledge, and tools to implement the changes outlined in the SIP. However, numerous challenges related to staff participation in training programs hinder the successful execution of SIPs, particularly in under-resourced and rural areas. Internationally, one major barrier is limited access to professional development opportunities. Glover, Wainwright, and Hargreaves (2020) emphasize that schools in low-income or rural areas often lack access to quality professional development programs due to logistical constraints, insufficient funding, or a lack of qualified trainers. As a result, teachers in these areas may miss out on the training they need to effectively implement new teaching strategies or curricula. The authors argue that without high-quality professional development, the successful implementation of SIP activities is compromised, as teachers may be ill-prepared to adopt new methods, particularly those related to innovative or evidence-based practices. This highlights the critical role of accessible and well-funded training programs in the success of SIPs.

At the national level, teacher resistance to training and professional development is another significant challenge to staff training participation. Harris and Jones (2021) point out that many teachers are reluctant to participate in training programs due to a lack of perceived relevance, inadequate time, or resistance to change. In many cases, teachers feel overwhelmed by their existing workload and may view additional training as burdensome rather than beneficial. This resistance can be exacerbated by a lack of ownership or involvement in the SIP process. When teachers do not feel that they have a say in the design or implementation of the SIP, they are less likely to engage fully in the professional development activities. Harris and Jones (2021) argue that effective school improvement requires not just mandatory training, but also the creation of a culture where teachers are actively involved in the change process and feel supported throughout the transition. Without this buy-in, staff training participation tends to be low, affecting the overall success of the SIP.

Locally, logistical issues and staffing shortages play a critical role in limiting staff training participation. Rivera and Krajewski (2024) found that schools in rural or remote areas often struggle with attracting qualified trainers, and staff may face challenges in attending training sessions due to geographical isolation or transportation difficulties. For example, teachers in remote areas may have to travel long distances to attend workshops or seminars, which may not be feasible given their busy schedules or limited professional development budgets. Furthermore, schools with staffing shortages may find it difficult to release teachers for training sessions, as doing so would leave them short-handed. Johnson and Johnson (2024) highlight that this problem is particularly pronounced in small rural schools, where a lack of substitutes and the need for teachers to take on additional responsibilities may limit their ability to participate in training. These logistical barriers to staff training participation can prevent the timely and

comprehensive implementation of SIPs, as teachers may not be adequately prepared for the new demands placed on them by the plan.

Lastly, insufficient funding remains a significant challenge to staff training participation, particularly in less affluent school districts. Hamilton, Stecher, and Klein (2020) argue that while schools may recognize the importance of professional development, they often lack the financial resources to provide ongoing training opportunities for all staff members. Budget constraints may limit the number of training sessions available, reduce the quality of training programs, or prevent schools from hiring external experts to conduct specialized workshops. As a result, training may be sporadic, poorly structured, or only available to select staff, leading to an uneven distribution of knowledge and skills across the teaching staff. Without adequate funding for comprehensive and consistent professional development, schools are unlikely to achieve the full potential of their SIPs.

Staff training participation is a vital element of School Improvement Plans, yet challenges such as limited access to training, teacher resistance, logistical barriers, and insufficient funding often impede its success. Overcoming these barriers requires ensuring access to high-quality professional development opportunities and fostering a culture of engagement and support among teachers, so they are motivated to participate in the necessary training activities for the SIP to succeed.

Community Engagement Level. Community engagement plays a crucial role in the success of School Improvement Plans (SIPs), as the involvement of parents, volunteers, and local partners can significantly enhance the implementation and sustainability of school improvement initiatives. Key components of community engagement include parent participation, volunteer contributions, and partnership development. Despite its importance, research highlights several barriers that prevent schools from fully engaging their communities in SIPs, ranging from socio-economic challenges to insufficient communication and collaboration structures.

At the international level, parent participation is often hindered by socio-economic factors, cultural barriers, and a lack of time. Glover, Wainwright, and Hargreaves (2020) argue that in many low-income communities, parents may be unable to participate in school activities due to work commitments, lack of transportation, or language barriers. As a result, schools struggle to engage parents in meaningful ways, impacting their improvement plans' effectiveness. For instance, when parents are not involved in decision-making processes or in supporting their children's learning, the school's efforts to improve student outcomes may be less effective. Moreover, in some cultures, there may be a lack of familiarity with the concept of school-community collaboration, which can further discourage parental involvement. This issue is compounded by limited communication channels between schools and families, making it difficult for parents to stay informed about school activities and improvement initiatives. To address this challenge, Glover et al. (2020) emphasize the need for schools to develop more inclusive, culturally responsive strategies that encourage greater parent participation in SIP activities.

Nationally, schools often face challenges in engaging communities due to the lack of infrastructure for volunteer coordination. Harris and Jones (2021) point out that while volunteerism is often seen as a way to strengthen SIPs, many schools lack the organizational structure needed to effectively coordinate volunteer efforts. Schools may not have dedicated staff or resources to recruit, train, or manage volunteers, which can lead to underutilization of the community's potential to support school improvement initiatives. In addition, the quality and quantity of volunteer involvement can vary significantly, with some schools having high levels of volunteer support, while others may struggle to engage local volunteers at all. The authors argue that building partnerships with local organizations and businesses can help schools

strengthen their volunteer base, but this requires deliberate efforts to create and sustain such partnerships over time. Schools that are successful in developing community engagement strategies tend to have strong leadership and clear communication channels that help foster a sense of ownership and shared responsibility for the school's success.

On a local level, partnership development is another critical aspect of community engagement in SIPs. Rivera and Krajewski (2024) highlight that local schools, particularly those in rural areas, often face challenges in establishing effective partnerships with local businesses, non-profits, and other community organizations. Many rural schools are located in geographically isolated areas, which can make it difficult to build partnerships with external organizations. Additionally, local businesses may be hesitant to invest time and resources in school improvement efforts, especially if they do not see an immediate benefit to their involvement. Johnson and Johnson (2024) further stress that schools must take a proactive approach to partnership development, seeking out organizations that align with the school's goals and values, and creating mutually beneficial partnerships. When successful, such partnerships can provide schools with resources, expertise, and additional support that enhances SIP implementation of SIPs, such as through donations, mentorship programs, or collaborative projects that benefit students and the wider community.

Another key aspect of community engagement is the volunteer hours contributed by community members. Schools often rely on volunteer support for activities such as tutoring, mentoring, organizing events, and assisting in the classroom. However, the level of volunteer participation can be influenced by the availability of time, community interest, and the perceived impact of their contributions. Harris and Jones (2021) suggest that schools need to create structured, flexible opportunities for volunteer involvement to maximize participation. By providing volunteers with clear roles, expectations, and training, schools can encourage greater involvement and ensure that volunteer efforts are effectively aligned with the goals of the SIP. In rural areas, where volunteer bases may be smaller, leveraging digital tools and remote volunteering opportunities can also help to overcome logistical challenges, as noted by Rivera and Krajewski (2024).

Moreover, community engagement is a vital component of successful SIP implementation, with parent participation, volunteer hours, and partnership development being essential to fostering a supportive environment for school improvement. Overcoming barriers such as socio-economic constraints, lack of volunteer coordination, and limited partnership opportunities requires schools to develop more inclusive, flexible, and proactive strategies to engage the community in meaningful ways.

School Performance Indicators (SPIs). School Performance Indicators (SPIs) are essential tools used to assess the effectiveness of educational institutions and to track progress toward their improvement goals. SPIs typically include metrics related to student achievement, graduation rates, participation rates, and co-curricular and extra-curricular involvement. These indicators help schools, policymakers, and educators evaluate the outcomes of their educational strategies and determine whether they are meeting the needs of students and the community. However, several challenges impact the accurate and comprehensive use of SPIs. One of the primary concerns is the complexity of measuring diverse aspects of school performance. Glover, Wainwright, and Hargreaves (2020) argue that traditional SPIs often focus predominantly on quantitative measures such as test scores or graduation rates, which may fail to capture the full range of factors influencing educational success, including social, emotional, and developmental outcomes. Furthermore, these metrics can overlook the quality of learning environments and teacher-student interactions, which are equally vital to student success. A broader, more holistic approach to SPIs is essential to fully understand and address the diverse dimensions of school performance.

At the national and international levels, graduation rates and student participation are commonly used indicators of school performance. Harris and Jones (2021) emphasize that while these indicators provide useful insights into how schools are performing academically, they are often insufficient in measuring the overall quality of education. For example, high graduation rates may not necessarily correlate with high-quality education if students are graduating with limited skills or if the curriculum does not meet their developmental needs. In some contexts, the pressure to improve graduation rates can lead schools to focus narrowly on academic outcomes, neglecting areas such as social integration or emotional well-being. Additionally, participation rates in school activities, such as co-curricular and extra-curricular programs, provide valuable insights into student engagement. According to Fullan (2021), these indicators are crucial in understanding how well students are connected to their schools and their learning communities. Schools that promote strong participation in co-curricular and extra-curricular activities tend to see higher levels of student motivation and a stronger sense of community, both of which positively impact overall school performance.

At the local level, school performance indicators also include more nuanced metrics such as co-curricular achievements and extra-curricular involvement. Rivera and Krajewski (2024) point out that while academic performance is often emphasized, the development of students outside the classroom is equally important in shaping their overall success. For instance, co-curricular activities such as sports, music, debate, and leadership programs not only enhance students' skills but also foster collaboration, discipline, and a sense of belonging. These activities contribute to a well-rounded education that prepares students for both academic and personal success. Moreover, Johnson and Johnson (2024) argue that extra-curricular achievements, such as community service or participation in school clubs, can be crucial indicators of a school's ability to foster holistic development in its students. By tracking these indicators, schools can better understand the factors that contribute to long-term academic success and student well-being, which in turn helps them refine their SIPs and make data-driven decisions for further improvement.

Participation Rate. Participation is a critical indicator of school performance that reflects student engagement in academic and extracurricular activities. Research has consistently shown that higher levels of participation are linked to improved educational outcomes. For instance, Glover, Wainwright, and Hargreaves (2020) found that when students actively participate in classroom discussions, group projects, and school events, they develop a stronger sense of belonging and commitment to their education. This engagement not only enhances their learning experiences but also fosters a positive school climate. Schools that prioritize participation tend to implement strategies such as collaborative learning and inclusive practices that encourage all students to take an active role in their education.

Moreover, parental and community involvement significantly influences student participation. Harris and Jones (2021) emphasize the importance of creating partnerships between schools and families, suggesting that schools that effectively engage parents in their children's education see higher participation rates. Parental involvement can take various forms, such as attending school events, volunteering, or supporting homework efforts at home. When families are engaged, students are more likely to participate in school activities, leading to increased motivation and academic success. The authors argue that building strong home-school connections is essential for promoting a culture of participation within schools.

Additionally, participation in co-curricular and extracurricular activities can significantly impact students' overall development. Rivera and Krajewski (2024) highlight that involvement in these activities not only enhances students' social skills and self-esteem but also provides opportunities for leadership and teamwork. Schools that encourage participation in sports, arts, and clubs tend to cultivate a sense of

community and school pride. This engagement can lead to improved academic performance as students feel more connected to their peers and the school environment. Therefore, fostering an inclusive and supportive atmosphere that promotes participation is crucial for enhancing student outcomes.

Cohort Survival Rate. The cohort survival rate is an essential indicator of a school's ability to retain students from one grade to the next and is often used to assess the effectiveness of educational systems. A high cohort survival rate signifies that the students are successfully progressing through their educational journeys, while a low rate may indicate challenges such as dropouts or transfers. Glover, Wainwright, and Hargreaves (2020) emphasize that factors influencing cohort survival rates include academic support, school climate, and the availability of resources. Schools that provide targeted interventions, such as tutoring and counseling, are more likely to see higher survival rates as they address the individual needs of students.

Moreover, socio-economic factors play a significant role in cohort survival rates. Harris and Jones (2021) highlight that the students from low-income backgrounds often face barriers that impede their educational progress, including financial instability, lack of transportation, and insufficient support at home. Schools serving disadvantaged communities must implement strategies to mitigate these challenges, such as offering mentorship programs and after-school support. By creating a supportive environment that considers the socio-economic context of their students, schools can improve their cohort survival rates and ensure that all students have the opportunity to succeed.

Finally, the impact of school culture and community involvement on cohort survival rates cannot be overstated. Rivera and Krajewski (2024) argue that schools with strong community ties and a positive school culture tend to experience higher cohort survival rates. When students feel connected to their school and supported by their community, they are more likely to remain enrolled and engaged. Implementing initiatives that foster strong relationships between students, teachers, and families can create an environment conducive to student retention, ultimately leading to improved educational outcomes.

Graduation Rate. The graduation rate is a key performance indicator that reflects the percentage of students who complete their secondary education within a specified time frame. A high graduation rate is often seen as a marker of educational success and is crucial for students' future opportunities. Glover, Wainwright, and Hargreaves (2020) emphasize that graduation rates can be influenced by various factors, including school policies, curriculum quality, and student support services. Schools that implement comprehensive academic programs and provide resources such as counseling and mentoring are more likely to achieve higher graduation rates, as they address the diverse needs of their students.

In addition to academic support, the social and emotional well-being of students significantly impacts graduation rates. Harris and Jones (2021) highlight that the students who experience social isolation, bullying, or mental health issues are at a greater risk of dropping out. Schools that prioritize mental health resources, create a safe and inclusive environment, and foster positive relationships among students are better equipped to retain their students and support their path to graduation. By recognizing the importance of emotional well-being in the educational journey, schools can take proactive measures to ensure that students feel supported and motivated to complete their education.

Furthermore, external factors, such as community support and family involvement, also play a vital role in influencing graduation rates. Rivera and Krajewski (2024) note that schools that engage families in the educational process and establish partnerships with local organizations often see improved graduation rates. When families are involved in their children's education and community resources are leveraged to support students, the likelihood of graduation increases. Schools must work collaboratively with families

and community stakeholders to create a holistic support system that encourages student persistence and success.

Co-curricular Achievements. Co-curricular achievements encompass a range of activities that occur alongside the academic curriculum and contribute to students' holistic development. These activities, which can include sports, music, arts, and clubs, play a significant role in enhancing students' skills, confidence, and overall school experience. Glover, Wainwright, and Hargreaves (2020) argue that participation in co-curricular activities is linked to improved academic performance, as students who are engaged in diverse activities often develop better time management, teamwork, and leadership skills. These experiences not only enrich students' learning but also help foster a sense of belonging and school spirit.

Moreover, co-curricular achievements provide opportunities for students to explore their interests and talents outside of the traditional classroom setting. Harris and Jones (2021) emphasize that schools that promote a wide range of co-curricular activities enable students to discover their passions and develop skills that are not typically emphasized in the academic curriculum. For example, students involved in debate clubs or theater productions may enhance their public speaking and critical thinking abilities, which can positively impact their academic performance. By offering diverse co-curricular options, schools can cater to the varying interests and strengths of their students, fostering a more inclusive environment.

Lastly, the impact of co-curricular achievements on students' social development should not be overlooked. Rivera and Krajewski (2024) highlight that involvement in co-curricular activities encourages students to build relationships, develop social skills, and engage with peers from diverse backgrounds. These interactions can help reduce feelings of isolation and foster a sense of community within the school. Schools that actively support co-curricular engagement often see improved student morale and retention rates, as students are more likely to remain connected and committed to their educational journey when they have opportunities to engage with their peers in meaningful ways.

Extra-curricular Achievements. Extra-curricular achievements refer to the accomplishments of students in activities that occur outside the formal curriculum, including sports, clubs, and community service. These activities are essential for developing skills such as leadership, teamwork, and time management. Glover, Wainwright, and Hargreaves (2020) point out that students who participate in extra-curricular activities often experience enhanced personal development, which can contribute to their academic success. For example, students involved in athletics may develop discipline and resilience, qualities that can translate to their academic endeavors.

The role of extra-curricular achievements in fostering school connectedness is also significant. Harris and Jones (2021) emphasize that participation in extra-curricular activities can lead to stronger relationships among students and between students and staff, creating a supportive school environment. When students engage in these activities, they are more likely to feel a sense of belonging and commitment to their school community. This connectedness can mitigate feelings of isolation and reduce dropout rates, as students who are involved in extra-curricular activities often feel more invested in their school experience.

Furthermore, extra-curricular achievements can provide students with valuable experiences that extend beyond the school environment. Rivera and Krajewski (2024) highlight that participation in community service and leadership programs can help students develop a sense of civic responsibility and social awareness. These experiences not only contribute to personal growth but also prepare students for future challenges in higher education and the workforce. Schools that encourage and support extra-curricular

involvement create pathways for students to explore their interests, develop skills, and build connections that will benefit them in the long run.

Theoretical Framework

The theoretical framework for assessing the effectiveness of school improvement plans (SIPs) in remote schools is Social Capital Theory. This framework guides the exploration of how various factors implementation fidelity, community engagement, and school performance indicators interact to influence the overall success of SIPs.

Social Capital Theory focuses on the value of social networks and relationships within a community. In the context of education, it highlights the significance of community engagement, particularly through parent participation, volunteer hours contributed, and partnership development. Authors like Putnam (2000) and Coleman (1988) argue that strong social networks enhance cooperation and collective action, leading to better educational outcomes. Schools that foster connections with families and community members can leverage these relationships to enhance student support and engagement, thereby positively affecting school performance indicators such as participation rates, cohort survival rates, graduation rates, and co-curricular and extra-curricular achievements.

Statement of the Problem

This study aimed to examine the perceptions of neophyte school heads regarding the School Improvement Plan (SIP) and to analyze how these factors influence the perceived effectiveness or success of the SIP in remote schools. Specifically, this study sought to answer the following questions:

1. What is the level in implementation fidelity of the school improvement plan in terms of?

1.1 completeness of planned activities,
1.2 timeliness of implementation, and
1.3 staff training participation?

2. What is the level in community engagement level terms of?

2.1 parent participation rate,
2.2 volunteer hours contributed, and
2.3 partnership development?

3. What is the level of school performance indicators in terms of?

3.1 participation rate,
3.2 cohort survival rate,
3.3 graduation rate,
3.4 co-curricular achievement, and
3.5 extra-curricular achievement?

4. Is there a significant relationship between the implementation of SIP and school performance indicators?
5. Is there a significant relationship between challenges in community engagement and school performance indicators?
6. Which domain among implementation fidelity determines school performance indicators?
7. Which domain among community engagement determines school performance indicators?

Null Hypotheses

The null hypothesis was tested at the 0.05 level of significance:

Ho_1. There is not significant relationship between level of challenges in the implementation of SIP and school performance indicators**.**

Ho_2. There is not significant relationship between challenges in community engagement and school performance indicators.

Ho_3. No domain among implementation fidelity and community engagement determines school performance indicators.

Ho4. Increased community engagement, measured through parent participation rates and volunteer hours contributed, is positively associated with the effectiveness of the SIP in enhancing student participation and academic achievements.

Ho5. There is a significant difference in school performance indicators (such as graduation rates and co-curricular achievements) between remote schools that effectively implement their SIPs and those that do not.

Ho6. The challenges faced during the implementation of the SIP (such as resource allocation and lack of training) negatively impact the effectiveness of the SIP in remote schools.

Scope and Delimitations of the Study

This study examined the effectiveness of the School Improvement Plan (SIP) in remote schools, focusing on the implementation indicators and their impact on school performance. Key implementation indicators include completeness of planned activities, timeliness of implementation, and staff training participation. In contrast, school performance indicators encompass participation rates, cohort survival rates, graduation rates, and co-curricular and extra-curricular achievements.

The scope of the study is limited to selected remote schools in the **Langilan District,** chosen due to their distinct challenges related to geographic isolation and resource constraints. These schools collectively serve a student population of **4,821,** and were included to better understand how SIPs operate in contexts where access to resources and consistent community engagement may be limited.

The research was conducted during the Academic Year 2024-2025, focusing on the perceptions and experiences of school leaders, teachers, and community stakeholders within these schools. Limitations of the study include the potential for response bias, as participants may have varying levels of familiarity with the SIP and its implementation. Additionally, the findings may not be generalizable to all remote schools, as each institution may face unique challenges based on its specific context. Furthermore, the study relied on quantitative data collection methods, which may not capture all stakeholders' nuanced perspectives in the SIP process. Despite these limitations, the research sought to contribute valuable insights into the dynamics of school improvement efforts in remote educational settings.

Significance of the Study

The findings of this study provide valuable insights into how neophyte school heads' perceptions influence the success of the School Improvement Plan (SIP) in remote schools, benefiting the following stakeholders:

Learners. The results of the study could offer learners an enhanced educational experience by promoting a well-structured School Improvement Plan (SIP), which directly addresses their learning needs and supports their academic growth, even in remote settings.

Teachers. The results of the study would help teachers gain insights into how shared leadership with school heads can improve teaching strategies, resource allocation, and overall school outcomes, fostering better collaboration.

School Administrators. The results of the study would help administrators understand the challenges faced by neophyte school heads in remote areas and supports the development of leadership programs to enhance SIP implementation.

Policymakers. The results of the study would inform policymakers in crafting policies that support leadership development, resource provision, and community engagement, ensuring the success of SIPs in remote schools.

Parents. The results of the study would help parents better understand how their involvement contributes to school improvement.

Communities. The results of the study would help community members encourage greater participation and support for educational efforts.

Future Researchers. The results of the study would serve as a basis for further studies on leadership and school improvement in remote areas, helping to explore additional factors that influence the effectiveness of SIPs.

Research Locale

This study was conducted in selected schools within the Langilan District of Kapalong, Davao del Norte—a remote and marginalized area composed of 35 schools, 25 of which were chosen as research sites. These schools, such as Aninipot Elementary School, Gupitan Integrated School, and Upper Tagasan Integrated School, are located in geographically isolated sitios and barangays, with many serving Indigenous Peoples (IP) learners and operating with limited resources. Despite their varied sizes and staffing—from small schools with as few as three teachers to larger integrated schools with over 20 personnel—their shared context of resource scarcity and geographic remoteness presents a compelling setting to explore school leadership. The study focused on the perceptions and experiences of novice leaders in implementing the School Improvement Plan (SIP), highlighting the challenges and opportunities of distributed leadership in promoting collaboration among educators, parents, and community stakeholders to enhance academic and institutional development in rural education contexts.

Research Respondents

The respondents of this study consisted of school heads and teachers from Langilan District, Kapalong, Davao del Norte. Specifically, 25 school heads and 227 teachers from remote schools, namely Aninipot ES, Balulon ES, Banualay ES, Dibabawon II ES, Dugayan ES, Kamunuan ES, Kapogi ES, Kawayan ES, Lower Tagasan ES, Luno-Luno ES, Mansalinao ES, Moling ES, Nasinabong ES, Ngan ES, Patel ES, Pipisan ES, Taongatok ES, Tawinian ES, Tiapo ES, Gupitan IS, Kapatagan IS, Langan IS, Mambago IS, Mangkay IS. Upper Tagasan IS will be involved in the study. This combination of participants allows the study to capture a comprehensive view of leadership and instructional experiences in remote settings. Using universal sampling, we arrive at an estimated 227 respondents. Using Google Forms, the questionnaires will be distributed based on the distance and locations of some of the mentioned schools.

Research Instrument

The survey questionnaire for this study was meticulously designed to evaluate the perceived effectiveness

of the School Improvement Plan (SIP) and the challenges encountered by schoolteachers and heads in implementing it within remote schools. The first questionnaire focused on the indicators of perceived success, drawing on foundational research in educational leadership and program effectiveness, particularly the works of Leithwood and Sun (2012) and Smith et al. (2016). This section was divided into five main indicators: participation, cohort survival rate, graduation rate, co-curricular achievements, and extra-curricular achievements. Each indicator consists of five statements assessed using a four-point Likert scale ranging from "Strongly Disagree" (1) to "Strongly Agree" (4). This structure allows for a nuanced understanding of respondents' perceptions regarding student outcomes and overall school performance.

Range of Means	Descriptive Equivalent	Description
3.50-4.00	Strongly Agree	The measure described for School performance indicators is high.
2.50-3.49	Agree	The measure described for School performance indicators is moderately high.
1.50-2.49	Disagree	The measure described for School performance indicators is moderately low.
1.00-1.49	Strongly Disagree	The measure described for School performance indicators is low.

The second questionnaire addresses the implementation challenges faced by school staff, informed by relevant studies that identify barriers in educational leadership, including Johnson and Kruse (2010) and Jones et al. (2015). This section is organized into three key areas: implementation fidelity (with sub-indicators of completeness of planned activities, timeliness of implementation, and staff training participation), community engagement (covering parent participation rate, volunteer hours contributed, and partnership development), and other contextual challenges. Each area includes five statements, also evaluated using the four-point Likert scale.

Range of Means	Descriptive Equivalent	Description
3.50-4.00	Strongly Agree	The measure described for implementation fidelity and community engagement is high.
2.50-3.49	Agree	The measure described for implementation fidelity and community engagement is moderately high.
1.50-2.49	Disagree	The measure described for implementation fidelity and community engagement is moderately low.
1.00-1.49	Strongly Disagree	The measure described for implementation fidelity and community engagement is low.

By employing these comprehensive and methodologically sound questionnaires, the study aims to gather critical insights into the effectiveness of the SIP and the specific challenges faced by school teachers and heads. The findings will ultimately contribute to developing strategies for enhancing educational leadership and improving student outcomes in remote schools.

Validation of Research Instrument

To ensure the validity and reliability of the research instrument, the questionnaire underwent a comprehensive review by a panel of experts in educational leadership and school improvement, particularly those experienced in implementing School Improvement Plans (SIP). This panel assessed the content validity of the items to confirm that they accurately reflect the constructs being measured. Following this expert review, a pilot test will be conducted with 20 school teachers and heads from a non-participating school within the same district. This pilot test aims to identify any potential issues related to the questions' clarity, relevance, or structure.

Feedback gathered from the pilot test was instrumental in making necessary revisions to enhance the clarity and effectiveness of the instrument. The reliability of the questionnaire will be assessed using Cronbach's alpha, with an aim for a coefficient of 0.70 or higher. This threshold ensured internal consistency across the scales measuring perceptions of SIP success and the challenges encountered during its implementation (Fowler, 2013). By employing these validation techniques, the study sought to establish a robust research instrument that accurately captures the complexities of the School Improvement Plan's effectiveness in remote schools.

Data Collection Procedure

The following steps were taken during data collection:

Ethics Review Approval. Before starting the research, the proposal was submitted for ethics review to ensure compliance with ethical standards concerning participants' rights and welfare. Since the study focuses on neophyte school heads' perceptions of the School Improvement Plan (SIP) in a remote setting, ethical considerations prioritized confidentiality, informed consent, and participant protection. This step ensured that their identities and responses are safeguarded throughout the research process.

Permission Acquisition. Following ethics approval, formal permission was sought from the Schools Division Superintendent of Davao del Norte and the school heads of Langilan District. The request included an outline of the study's objectives, particularly its focus on evaluating the perceived success and challenges of the SIP in a rural school context. Approval from school authorities is crucial for accessing participants and conducting the study effectively.

Informed Consent Distribution. Once permission is granted, informed consent forms was provided to the participating neophyte school heads. These forms detailed the study's purpose, procedures, potential risks, and participants' rights, including their ability to withdraw at any time. Ensuring that participants fully understand their involvement is essential, especially in a study assessing leadership perceptions in remote educational environments. Only those who voluntarily sign the consent forms would participate in the study.

Questionnaire Validation. To guarantee the accuracy and relevance of the research instrument, the questionnaire underwent validation by a panel of experts in school leadership and educational improvement. Their feedback helped ensure that the questions were appropriate for assessing perceptions of SIP success and challenges in rural schools. A pilot test was conducted with a group of non-participating neophyte school heads to identify any potential issues with clarity or structure. Revisions were made based on this feedback to enhance the instrument's effectiveness.

Questionnaire Administration. Once all permissions were obtained and consent is secured, the questionnaires were administered to the neophyte school heads during designated school hours. The researcher was present to provide instructions and clarify any doubts, ensuring that the questionnaires are

completed accurately. This process was essential to gather reliable data on the school heads' views on SIP success and the challenges they faced in implementing the plan.

Data Analysis. After the questionnaires were completed, the responses were entered into a secure database for statistical analysis using SPSS software. The data were analyzed through correlation methods to explore the relationships between the school heads' perceptions of SIP success and the challenges they encounter. Correlation coefficients would help determine the strength and direction of these relationships, offering insights into how leadership perceptions impact the effectiveness of the SIP in remote schools.

Statistical Treatment of Data

The data collected in this study were analyzed using appropriate statistical tools to examine the relationships between the perceived success of the School Improvement Plan (SIP) and the challenges faced by school teachers and heads. The mean was calculated to evaluate the overall perceptions of SIP success, focusing on key areas such as student participation, cohort survival rate, graduation rate, and co-curricular and extra-curricular achievements. This analysis provided valuable insights into the general attitudes and beliefs of participants regarding the effectiveness of the SIP in remote schools.

To explore the relationships between perceptions of SIP success and the identified challenges, such as implementation fidelity, community engagement, and resource availability, ***Pearson's Correlation coefficient (Pearson's r)*** was utilized. This statistical method helped determine the strength and direction of the relationships, illustrating how the perceptions of school staff may influence the success of the SIP in remote educational contexts. The results of this analysis would contribute to a deeper understanding of the dynamics between leadership challenges and school improvement outcomes, ultimately guiding future interventions aimed at enhancing educational practices in rural settings.

Ethical Considerations

Before conducting the study, the researcher will prioritize the protection of the respondents' rights, values, and privacy, adhering strictly to ethical guidelines throughout the process. The following ethical considerations will be observed during data collection.

Social Value. The study's design, methodology, and data collection will align with its goal of understanding the perceived success of the School Improvement Plan (SIP) and the challenges faced by neophyte school heads. The findings aim to inform educational leadership practices and improve SIP implementation strategies in remote schools like Langilan District. Insights gained will be shared with school leaders and administrators to enhance future SIPs and improve school management in remote settings.

Informed Consent. Participation in the study will be entirely voluntary, with respondents providing informed consent before participating. The researcher will ensure that all participants understand the study's purpose, focus on the SIP, and leadership perceptions, as well as their right to withdraw at any time without consequences. This ensures transparency and participant autonomy.

Risks, Benefits, and Safety. The researcher will ensure that no harm comes to participants, with data collection conducted in a safe environment. The potential benefits, including contributions to improving school leadership and SIP outcomes in remote schools, will be communicated to the participants. Precautions will be taken to minimize risks, and the study will aim to positively influence leadership development in remote educational settings.

Privacy and Confidentiality. Participants' privacy and confidentiality will be strictly maintained. All personal information and responses will be securely stored, accessible only to the researcher and authorized personnel. Data will be reported in aggregate form, ensuring anonymity. Participants will be given the chance to review findings to ensure accurate representation of their views.

Justice. Fairness in participant selection and data collection will be ensured. Participants will be chosen based on the study's requirements, focusing on neophyte school heads in Langilan District rather than convenience sampling. The benefits of the research, such as recommendations for better SIP practices, will be made available to all participants, ensuring equitable distribution of any advantages resulting from the study.

RESULTS

Level of Implementation Fidelity. This section presents the results addressing the first research question, which explores the level of implementation fidelity in relation to completeness of planned activities, timeliness of implementation, and staff training participation.

Level of Implementation Fidelity in Terms of Completeness of Planned Activities. This section presents the results of the first statement of the problem, which measures the level of implementation fidelity in terms of completeness of planned activities. Table 1 shows how well the planned activities in the School Improvement Plan (SIP) were implemented, focusing on completeness.

Table 1
Level of Implementation Fidelity in terms of Completeness of Planned Activities

INDICATOR	Mean	Description
1. All planned activities in the School Improvement Plan (SIP) are completed as scheduled.	3.26	High
2. The activities outlined in the SIP are executed in full.	2.93	Moderate
3. Staff members are well-informed about all planned activities in the SIP.	3.42	High
4. There is regular monitoring of the progress of SIP activities.	3.14	Moderate
5. The SIP activities align well with the school's educational goals.	3.95	High
OVERALL MEAN	**3.34**	**High**

The data indicates that indicator number 5, which states that *"The SIP activities align well with the school's educational goals,"* achieved the highest mean score of 3.95, categorized as High.

On the other hand, indicator number 2, which states that *"The activities outlined in the SIP are executed in full,"* received the lowest mean score of 2.99, categorized as Moderate. This suggests that while most planned activities align well with the school's goals, there may be challenges in fully executing all the activities outlined in the SIP.

The overall mean score of 3.34 reflects as High level of implementation fidelity in terms of the completeness of the planned activities, indicating that, on average, the activities within the SIP are well-executed and aligned with the school's objectives.

Level of Implementation Fidelity in Terms of Timeliness of Implementation. This section presents the results of the second statement of the problem, which measures the level of implementation fidelity in terms of timeliness of implementation. Table 2 shows how well the School Improvement Plan (SIP) activities were implemented in terms of timeliness.

Table 2
Level of Implementation Fidelity in Terms of Timeliness of Implementation

INDICATOR	Mean	Description
1. The implementation of SIP activities occurs on time as planned.	3.15	Moderate
2. Delays in the execution of SIP activities are infrequent.	2.99	Moderate
3. The school effectively adheres to the timelines established for the SIP.	3.13	Moderate
4. Timely completion of SIP activities is emphasized by school leadership.	3.41	High
5 updated as necessary.		High
OVERALL MEAN	**3.20**	**Moderate**

The data reveals that indicator number 4, which states that *"Timely completion of SIP activities is emphasized by school leadership,"* received the highest mean score of 3.41, categorized as High. This indicates that school leaders strongly emphasize completing activities on time.

On the other hand, indicator number 2, which states that *"Delays in the execution of SIP activities are infrequent,"* obtained the lowest mean score of 2.99, categorized as Moderate. This suggests that while efforts are made to complete activities on time, some delays still occur occasionally.

The overall mean score of 3.20 reflects a Moderate level of implementation fidelity concerning the timeliness of SIP activities. This means that while there is a reasonable effort to stick to the schedule, there is room for improvement in consistently meeting timelines.

Level of Implementation Fidelity in Terms of Staff Training Participation. This section presents the results of the third statement of the problem, which measures the level of implementation fidelity in terms of staff training participation. Table 3 shows how well the school implements staff training related to the School Improvement Plan (SIP).

Table 3
Level of Implementation Fidelity in Terms of Staff Training Participation

INDICATOR	Mean	Description
1. Staff training related to the SIP is accessible to all teachers.	3.52	Very High
2. A majority of teachers participate in the SIP training sessions.	3.31	High
3. The training provided effectively prepares staff for implementing the SIP.	3.47	High
4. Ongoing professional development opportunities are available for staff.	3.21	High
5. Teachers feel confident in their training regarding the SIP.	3.16	High
OVERALL MEAN	**3.33**	**High**

The data highlights that indicator number 1, which states that "Staff training related to the SIP is accessible to all teachers," has the highest mean score of 3.52, rated as Very High. This suggests that the school makes a strong effort to ensure that training opportunities are available to everyone.

In contrast, indicator number 5, which states that "Teachers feel confident in their training regarding the SIP," recorded the lowest mean score of 3.16, categorized as High. This indicates that while most teachers participate in training, some still feel uncertain about their readiness to implement the SIP.

Overall, the average mean score of 3.33 indicates as High level of implementation fidelity when it comes to staff training participation. This means that, in general, teachers are given sufficient opportunities to receive training, although there's still room for improvement in boosting their confidence and ensuring continuous professional development.

Summary of Implementation of Fidelity. This section presents the results of the statement of the problem, which measures the overall level of implementation fidelity. Table 4 provides a summary of the implementation fidelity based on three key areas: completeness of planned activities, timeliness of implementation, and staff training participation.

Table 4
Summary of Implementation of Fidelity

INDICATOR	Mean	Description
Completeness of Planned Activities	3.34	High
Timeliness of Implementation	3.20	High
Staff Training Participation	3.33	High
OVERALL MEAN	**3.29**	**High**

The data shows that staff training participation had the highest mean score of 3.34, categorized as High, indicating that teachers generally have good access to training and feel prepared for SIP implementation. The completeness of planned activities also received as High rating with a mean of 3.30, reflecting that most planned actions were carried out as intended.

However, timeliness of implementation had a lower mean score of 3.20, categorized as Moderate. This suggests that, while the activities were generally completed, some did not strictly follow the intended schedule.

Overall, the average mean score of 3.29 indicates a High implementation fidelity level, meaning that the school generally adheres well to the planned activities, ensures adequate staff training, and meets most timeliness expectations.

Level of Community Engagement. This section presents the results addressing the second research question, which explores the level of community engagement among stakeholders. Specifically, it examines the extent of parent participation rate, volunteer hours contributed, and partnership development between the school and local organizations.

Level of extent challenges in Community Engagement Level in terms of Parent Participation Rate. This section presents the results of the fourth statement of the problem, which measures the level of community engagement in terms of parent participation rate. Table 5 displays the challenges related to community engagement, specifically focusing on parent participation rate in school activities related to the School Improvement Plan (SIP).

Table 5
Level of extent challenges in Community Engagement Level terms of Parent Participation Rate

INDICATOR	Mean	Description
1. Parents actively participate in school activities related to the SIP.	3.47	Very High
2. The school effectively encourages parental involvement in school initiatives.	3.67	Very High
3. There are regular communications with parents about the SIP.	3.43	Very High
4. Parents are welcomed and valued in decision-making processes.	3.45	Very high
5. The school organizes events to foster parent engagement in school activities.	3.40	Very High
OVERALL MEAN	**3.48**	**Very High**

Among the listed indicators, *"The school effectively encourages parental involvement in school initiatives"* received the highest mean score of 3.67, categorized as Very High. This indicates that the school actively motivates parents to be part of school-related activities and projects. Similarly, the indicator *"Parents actively participate in school activities related to the SIP"* also scored Very High with a mean of 3.47, suggesting that many parents do get involved when given the opportunity.

However, the indicator *"The school organizes events to foster parent engagement in school activities"* received a Very High mean score of 3.40, implying that while events do happen, there is a huge room for more strategic planning to increase parent turnout. Similarly, *"Parents are welcomed and valued in decision-making processes"* scored Very High mean at 3.43, suggesting that parental input is not consistently prioritized.

The overall mean score of 3.48 indicates a very high level of parent participation, reflecting that the school generally does a good job of encouraging parents to be involved. However, there is still an opportunity to improve by creating more inclusive decision-making processes and organizing better-planned engagement activities.

Level of extent challenges in Community Engagement Level in terms of Volunteer Hours Contributed.

This section presents the results of the fifth statement of the problem, which measures the level of community engagement in terms of volunteer hours contributed. Table 6 highlights the challenges related to community engagement, specifically in terms of volunteer hours contributed to support school initiatives.

Table 6
Level of extent challenges in Community Engagement Level terms of Volunteer Hours Contributed

INDICATOR	Mean	Description
1. Community members regularly volunteer their time to support school initiatives.	3.14	High
2. The school acknowledges and appreciates the contributions of volunteers.	3.52	Very High
3. There are organized opportunities for community members to get involved.	3.44	Very High
4. Volunteer support positively impacts the implementation of the SIP.	3.35	Very High
5. The school effectively recruits volunteers for SIP-related events.	3.22	Very High
OVERALL MEAN	**3.34**	**Very High**

The data shows that indicator number 2, which states that *"The school acknowledges and appreciates the contributions of volunteers,"* received the highest mean score of 3.52, categorized as High. This indicates that the school makes significant efforts to recognize and value the time and effort of community volunteers.

On the other hand, indicator number 1, which states that *"Community members regularly volunteer their time to support school initiatives,"* had the lowest mean score of 3.14, categorized as High. This suggests that while there are volunteers, their participation may not be as consistent or widespread as desired.

Overall, the average mean score of 3.34 indicates a very high level of community engagement in terms of volunteer hours. This means that, generally, the school has been successful in fostering volunteer involvement.

Level of extent challenges in Community Engagement Level in terms of Partnership Development. This section presents the results of the sixth statement of the problem, which measures the level of community engagement in terms of partnership development. Table 7 highlights the challenges related to community engagement, focusing on partnership development.

Table 7
Level of extent challenges in Community Engagement Level terms of Partnership Development

INDICATOR	Mean	Description
1. The school has formed strong partnerships with local organizations.	2.70	Moderate
2. Community partnerships enhance the resources available for SIP implementation.	3.35	High
3. Collaboration with local groups is actively encouraged by the school.	3.41	High
4. The school regularly assesses the effectiveness of its partnerships.	3.41	High
5. New partnerships are sought to improve support for the SIP.	2.59	High
OVERALL MEAN	**3.09**	**High**

The data shows that indicators 3 and 4, which state that *"Collaboration with local groups is actively encouraged by the school"* and *"The school regularly assesses the effectiveness of its partnerships,"* both received the highest mean score of 3.41, categorized as High. This indicates that the school actively promotes collaboration and evaluates existing partnerships to ensure they are effective.

On the other hand, indicator number 5, which states that *"New partnerships are sought to improve support for the SIP,"* recorded the lowest mean score of 2.59, categorized as High. This suggests that while there are efforts to maintain and assess current partnerships, there may be fewer initiatives to establish new ones.

The overall mean score of 3.09 indicates a high level of community engagement in terms of partnership development. While the school maintains some strong partnerships and encourages collaboration, expanding partnership networks should be improved.

Summary of Community Engagement. Table 8 provides an overview of the level of community engagement based on three key areas: completeness of planned activities, volunteer hours contributed, and partnership development.

Table 8
Summary of Community Engagement

INDICATOR	Mean	Description
Completeness of Planned Activities	3.48	High
Volunteer Hours Contributed	3.34	High
Partnership Development	3.09	Moderate
OVERALL MEAN	**3.30**	**High**

Among these areas, the completeness of planned activities received the highest mean score of 3.48, categorized as High, indicating that the school has successfully completed community engagement activities as planned. Volunteer hours contributed also scored High with a mean of 3.34, showing that community members actively participate in school initiatives.

However, partnership development scored a bit lower with a mean of 3.09, categorized as Moderate. This indicates that while some partnerships exist and are maintained, there is still room to establish new connections and strengthen existing ones.

The overall mean score of 3.30 signifies as High level of community engagement, suggesting that the school is generally effective in mobilizing community support, although further efforts in building partnerships could enhance engagement even more.

Level of School Performance. This section presents the results addressing the third research question, which examines the level of school performance based on key educational indicators, including student enrollment, participation rate, co-curricular and extra-curricular achievements, graduation rate, and cohort survival rate.

Level of School Performance Indicators in terms of Participation Rate. Table 8 shows the participation rate of various schools within the community, calculated based on the number of enrolled students relative to the school-age population of their respective barangays.

Table 9
Level of School Performance Indicators in terms of Participation Rate

Name of School	School Enrolment	School Age Population of Barangay	Participation Rate
1.Mangkay IS	279	460	61.00%
2. Mambago IS	205	583	35.20%
3. Upper Tagasan IS	298	640	46.60%
4. Langan IS	317	743	42.70%
5. Kapatagan IS	513	911	56.30%
6. Gupitan IS	584	1036	56.40%
7. Pipisan ES	187	286	65.40%
8. Nasinabong ES	109	282	38.70%
9. Patel ES	276	363	76.00%
10. Kawayan ES	84	137	61.30%
11. Tiapo ES	165	307	53.74%
12. Dugayan ES	198	300	66.00%
13. Dibabawon II ES	98	163	60.12%
14.Taongatok ES	156	251	62.15%
15. Ngan ES	178	296	60.13%
16. Aninipot ES	171	259	66.02%
17. Luno-Luno ES	168	243	69.13%
18. Mansalinao ES	101	186	54.30%
19. Lower Tagasan ES	112	243	46.09%
20. Moling ES	92	195	47.17%
21. Kamunuan ES	89	198	44.94%
22. Tawinian ES	189	257	73.54%
23. Balulon ES	94	165	56.96%
24. Banualay ES	83	138	60.14%
25. Kapogi ES	75	166	45.18%
TOTAL	4821	1,286,529	56.20%

Among the listed schools, Patel ES recorded the highest participation rate of 76%, indicating strong community involvement and a high proportion of school-age children attending classes. Similarly, Tawinian ES also demonstrated a relatively high participation rate of 73.54%, followed by Luno-Luno ES and Aninipot ES with rates of 69.13% and 66.02%, respectively.

On the other hand, Mambago IS had the lowest participation rate of 35.20%, suggesting that a significant portion of school-age children in that barangay are not enrolled. Nasinabong ES also showed a relatively low participation rate of 38.70%, indicating a need for targeted efforts to improve enrolment.

The overall participation rate across all schools is 56.20%, meaning that just over half of the school-age population in these areas is enrolled. This highlights an opportunity for the school community to work on strategies to boost enrolment, particularly in schools with lower participation rates.

Level of School Performance Indicators in terms of Cohort Survival Rate. Table 10 presents the cohort survival rate of various schools, measuring how many students enrolled in Kindergarten nine years ago (or five years ago) have progressed to Grade 10 (or Grade 6) by the school year 2024–2025

Table 10
Level of School Performance Indicators in terms of Cohort Survival Rate

Name of School	Enrolment in Kindergarteen 9 years/5 yr. ago	Enrolment in Grade 10/6 in SY 2024-2025	Cohort Rate
1.Mangkay IS	33	14	42.4%
2. Mambago IS	54	21	38.9%
3.Upper Tagasan IS	48	17	35.4%
4. Langan IS	29	16	55.2%
5. Kapatagan IS	68	35	51.5%
6. Gupitan IS	96	47	49%
7. Pipisan ES	28	12	42.9%
8. Nasinabong ES	35	19	54.3%
9. Patel ES	56	34	60.7%
10. Kawayan ES	21	9	42.9%
11. Tiapo ES	41	25	60.9%
12. Dugayan ES	54	35	64.8%
13. Dibabawon II ES	48	28	58.3%
14.Taongatok ES	39	24	61.5%
15. Ngan ES	50	29	58%
16. Aninipot ES	56	27	48.2%
17. Luno-Luno ES	46	25	54.3%
18. Mansalinao ES	35	20	57.1%
19. Lower Tagasan ES	44	24	54.5%
20. Moling ES	38	26	68.4%
21. Kamunuan ES	38	23	60.5%
22. Tawinian ES	60	32	53.3%
23. Balulon ES	53	25	47.1%
24. Banualay ES	37	22	59.4%
25. Kapogi ES	40	24	60%
TOTAL	1147	613	50.37%

As observed among listed schools, Moling ES has the highest cohort survival rate of 68.4%, indicating that a majority of students who started in Kindergarten managed to stay in school and reach the target grade level. Similarly, Dugayan ES (64.8%) and Taongatok ES (61.5%) also show relatively high survival rates, suggesting successful retention strategies.

On the other hand, Upper Tagasan recorded the lowest survival rate of 35.40%, followed closely by Mambago IS with 38.90%. These figures indicate that a significant number of students did not continue their education up to the target grade, which might suggest challenges related to student retention or dropout rates.

The overall cohort survival rate across all schools is 50.37%, which indicates that less than half of the students who initially enrolled in Kindergarten managed to progress to Grade 10 or Grade 6 within the expected time frame. This highlights the need for targeted interventions to improve student retention and reduce dropout rates.

Level of School Performance Indicators in terms of Graduation Rate. Depicted in Table 11, the graduation rates of various schools, comparing the number of graduates from Junior High School (JHS) or Elementary School (ES) to the enrolment figures as of August 2024.

Table 11
Level of School Performance Indicators in terms of Graduation Rate

Name of School	Number of Graduates JHS/ES	Enrolment in August 2024	Graduation Rate
1.Mangkay IS	13	14	92%
2. Mambago IS	17	21	80%
3.Upper Tagasan IS	15	17	88%
4. Langan IS	14	16	87%
5. Kapatagan IS	30	35	85%
6. Gupitan IS	44	47	93%
7. Pipisan ES	11	12	91%
8. Nasinabong ES	19	19	100%
9. Patel ES	27	34	79%
10. Kawayan ES	9	9	100%
11. Tiapo ES	21	25	84%
12. Dugayan ES	28	35	80%
13. Dibabawon II ES	20	28	71%
14.Taongatok ES	16	24	67%
15. Ngan ES	16	29	55%
16. Aninipot ES	21	27	78%
17. Luno-Luno ES	17	25	68%
18. Mansalinao ES	20	20	100%
19. Lower Tagasan ES	15	24	63%
20. Moling ES	25	26	96%
21. Kamunuan ES	23	23	100%
22. Tawinian ES	18	32	56%
23. Balulon ES	20	25	80%
24. Banualay ES	22	22	100%
25. Kapogi ES	13	24	54%
TOTAL	**494**	**613**	**81.88%**

Among the listed schools, Nasinabong ES, Mansalinao ES, Kamunuan ES, Kawayan ES and Banualay ES stand out with a perfect graduation rate of 100%, indicating that all enrolled students successfully completed their grade level. Another strong performer is Moling ES, with a graduation rate of 96%, followed closely by Gupitan IS (93%) and Mangkay IS (92%). These high rates demonstrate effective retention and completion strategies.

In contrast, Kapogi ES recorded the lowest graduation rate of 54%, followed by Ngan ES of 55%. While these rates are still relatively high, they indicate that some students did not complete their education within the expected timeframe.

The overall graduation rate across all schools is 81.88%, signifying that the majority of students successfully completed their grade level. This highlights the school's commitment to helping students progress through their education. However, there is still a need to address the factors affecting completion in schools with slightly lower graduation rates.

Level of School Performance Indicators in terms of Co-curricular achievements. The results presented in Table 12 indicate the level of co-curricular achievement across various schools.

Table 12
Level of School Performance Indicators in terms of Co-curricular achievements

SCHOOL	School Enrolment	Number of Achievers	Co-curricular Achievement Rate
1.Mangkay IS	279	28	10%
2. Mambago IS	205	20	9.8%
3.Upper Tagasan IS	298	31	10%
4. Langan IS	317	46	14%
5. Kapatagan IS	513	42	8.19%
6. Gupitan IS	584	48	8.22%
7. Pipisan ES	187	15	8.02%
8. Nasinabong ES	109	11	10%
9. Patel ES	276	17	6.16%
10. Kawayan ES	84	7	8.33%
11. Tiapo ES	165	12	7.27%
12. Dugayan ES	198	22	11.11%
13. Dibabawon II ES	98	10	10.20%
14.Taongatok ES	156	15	9.61%
15. Ngan ES	178	16	8.98%
16. Aninipot ES	171	13	7.60%
17. Luno-Luno ES	168	15	8.92%
18. Mansalinao ES	101	9	8.91%
19. Lower Tagasan ES	112	11	9.82%
20. Moling ES	92	9	9.78%
21. Kamunuan ES	89	7	7.86%
22. Tawinian ES	189	20	10.58%
23. Balulon ES	94	8	8.51%
24. Banualay ES	83	7	8.43%
25. Kapogi ES	75	5	6.66%
TOTAL	4821	444	8.68%

The Co-curricular Achievement Rate is calculated as the number of achievers relative to the total school enrolment. Among the schools listed, Langan Integrated School stands out with the highest achievement rate of 14%, followed by Dugayan ES with a rate of 11.11%. Tawinian ES also shows a 10.58% achievement rate, indicating strong participation and success in co-curricular activities.

In contrast, Patel ES records the lowest rate of 6.16%, indicating fewer students gaining recognition in co-curricular events relative to the total enrolment. Tiapo ES and Kapogi ES also report relatively lower rates of 7.27% and 6,66%, respectively, despite having higher enrolments compared to other schools. The overall co-curricular achievement rate across all schools is 8.68%, showing a strong collective performance, although individual school rates vary significantly.

This section highlights the importance of supporting co-curricular involvement across schools, as those with higher rates may be employing more effective strategies to encourage student participation and achievement.

Level of School Performance Indicators in terms of Extra-curricular achievements. The data in Table 13 highlights the level of extra-curricular achievements across various schools. The Extra-Curricular Achievement Rate is calculated based on the number of achievers relative to the total school enrolment.

Table 13
Level of School Performance Indicators in terms of Extra-curricular achievements

SCHOOL	School Enrolment	Number of Achievers	Extra-curricular Achievement Rate
1.Mangkay IS	279	10	3.58%
2. Mambago IS	205	8	3.90%
3.Upper AGASAN	298	12	4.03%
4. Langan IS	317	20	6.31%
5. Kapatagan IS	513	18	3.51%
6. Gupitan IS	584	24	4.11%
7. Pipisan ES	187	4	2.14%
8. Nasinabong ES	109	4	3.67%
9. Patel ES	276	14	5.07%
10. Kawayan ES	84	1	1.19%
11. Tiapo ES	165	12	7.27%
12. Dugayan ES	198	8	4.04%
13. Dibabawon II ES	98	14	14.28%
14.Taongatok ES	156	12	7.69%
15. Ngan ES	178	10	5.61%
16. Aninipot ES	171	11	6.43%
17. Luno-Luno ES	168	14	8.33%
18. Mansalinao ES	101	3	2.97%
19. Lower Tagasan ES	112	4	3.57%
20. Moling ES	92	3	3.26%
21. Kamunuan ES	89	1	1.12%
22. Tawinian ES	189	10	5.29%
23. Balulon ES	94	2	2.12%
24. Banualay ES	83	1	1.20%
25. Kapogi ES	75	1	1.33%
TOTAL	4821	221	4.48%

Among the schools listed, Dibabawon II Elementary School has the highest achievement rate at 14.28%, indicating strong student involvement and success in extra-curricular activities. Luno-Luno ES follows with an achievement rate of 8.33%, and Taongatok ES also shows a commendable rate of 7.69%.

On the other hand, Kamunuan ES records the lowest rate at 1.12%, indicating fewer students gaining recognition in extra-curricular events compared to its enrolment. Kawayan ES also shows a low rate of 1.19%. Despite having a larger enrolment, Kapatagan IS reports an achievement rate of just 3.51%, suggesting that higher enrolment does not necessarily translate to more achievers.

Overall, the total extra-curricular achievement rate across all schools is 4.48%, showing that less than half of the student population participates actively or excels in extra-curricular activities. This result emphasizes the need to encourage more students to engage in extra-curricular programs, as schools with higher rates may be fostering a more supportive environment for student involvement.

Relationship between Implementation Fidelity and School Performance Indicators (Participation Rate). This section presents the fourth and fifth research questions, the findings addressing the relationship between implementation fidelity and school performance indicators, with a focus on participation rate.

Table 14

Relationship between Implementation Fidelity and School Performance Indicators (Participation Rate)

Indicators	Pearson r-value	p-value	Decision
Completeness of Planned Activities	-0.740	0.014	**Significant**
Timeliness of Implementation	-0.534	0.112	**Not Significant**
Staff Training Participation	-0.534	0.112	**Not Significant**

***Significant at 0.05 level*

As shown in Table 14, the correlation analysis reveals that the completeness of planned activities is significantly and negatively correlated with participation rate, as indicated by a Pearson r-value of -0.740 and a p-value of 0.014. This suggests that as the completeness of planned activities decreases, participation rate may also be adversely affected, highlighting the critical role of thorough and consistent implementation in driving school engagement. On the other hand, timeliness of implementation and staff training participation did not demonstrate statistically significant relationships with participation rate, both with Pearson r-value of -0.534 and a p-value of 0.112. Although these variables show a moderate negative correlation, the lack of statistical significance indicates that other factors may influence participation rates beyond implementation timelines and staff preparedness. Overall, the findings underscore the importance of fully executing planned school programs to promote broader student engagement and participation, which are essential components of overall school performance.

Relationship between Community Engagement and School Performance Indicators (Participation Rate). This section discusses the relationship between community engagement variables and school performance indicators, particularly the participation rate.

Table 15
Relationship between Community Engagement and School Performance Indicators (Participation Rate)

Indicators	Pearson r-value	p-value	Decision
Parent Participation Rate	-0.550	0.099	**Not Significant**
Volunteer Hours Contributed	-0.091	0.803	**Not Significant**
Partnership Development	-0.563	0.090	**Not Significant**

***Significant at 0.05 level*

As indicated in Table 15, the results show that none of the community engagement indicators have a statistically significant relationship with participation rate. The parent participation rate demonstrated a

moderate negative correlation with a Pearson r-value of -0.550 and a p-value of 0.099, which does not meet the threshold for statistical significance. Similarly, volunteer hours contributed yielded a very weak negative correlation (r = -0.091) with a high p-value of 0.803, suggesting no meaningful relationship with student participation. Partnership development also showed a moderate negative correlation (r = -0.563) but with a p-value of 0.090, indicating a lack of statistical significance. While the correlations suggest a potential trend wherein increased community engagement might not directly predict higher student participation, the results imply that other mediating variables—such as school leadership, internal school climate, or resource availability—may play a more critical role in influencing participation rates. These findings highlight the complexity of educational dynamics and suggest that community involvement alone may not be sufficient to significantly impact student participation without the integration of broader institutional supports.

Relationship between Implementation Fidelity and School Performance Indicators (Cohort Survival Rate). This section presents the relationship between implementation fidelity and school performance indicators, focusing specifically on the cohort survival rate.

Table 16
Relationship between Implementation Fidelity and School Performance Indicators (Cohort Survival Rate)

Indicators	Pearson r-value	p-value	Decision
Completeness of Planned Activities	-0.385	0.272	Not Significant
Timeliness of Implementation	-0.325	0.359	Not Significant
Staff Training Participation	-0.325	0.359	Not Significant

***Significant at 0.05 level*

As depicted in Table 16, the findings reveal that none of the implementation fidelity indicators demonstrate a statistically significant relationship with cohort survival. The completeness of planned activities yielded a moderate negative correlation with a Pearson r-value of -0.385 and a p-value of 0.272, indicating no significant association. Similarly, both the timeliness of implementation and staff training participation recorded identical correlation coefficients (r = -0.325) and p-values (0.359), further supporting the absence of a statistically significant relationship. These results suggest that while implementation fidelity remains a crucial factor in program execution, it may not have a direct and measurable effect on improving cohort survival rates in the short term. It is possible that other factors, such as socio-economic conditions, student motivation, or school climate, may exert greater influence on student retention over time. Thus, while high fidelity in implementing planned activities is essential for maintaining program integrity, its direct impact on sustaining students through the academic cycle may require further exploration and possibly a longer-term evaluation.

Relationship between Community Engagement and School Performance Indicators (Cohort Survival Rate). This section presents the relationship between community engagement and school performance indicators, focusing specifically on the cohort survival rate.

Table 17
Relationship between Community Engagement and School Performance Indicators (Cohort Survival Rate)

Indicators	Pearson r-value	p-value	Decision
Parent Participation Rate	-0.229	0.524	Not Significant
Volunteer Hours Contributed	-0.397	0.255	Not Significant
Partnership Development	-0.418	0.229	Not Significant

***Significant at 0.05 level*

As shown in Table 17, the findings reveal that none of the community engagement indicators demonstrate a statistically significant relationship with cohort survival. Parent participation rate exhibited a weak negative correlation with a Pearson r-value of -0.229 and a p-value of 0.524, indicating no significant association. Likewise, both volunteer hours contributed and partnership development showed moderate negative correlations (r = -0.397 and -0.418, respectively) with p-values of 0.255 and 0.229, further supporting the absence of statistically significant relationships. These results suggest that although community engagement activities are present, they may not directly influence the ability of students to progress and persist through the academic years. It is plausible that other factors, such as economic challenges, student motivation, or school environment, exert more substantial effects on cohort survival. Therefore, while community engagement is vital for fostering a supportive school environment, its impact on student retention may require further investigation and potentially a longer-term perspective to fully understand.

Relationship between Implementation Fidelity and School Performance Indicators (Graduation Rate). This section presents the relationship between implementation fidelity and school performance indicators, with a focus on the graduation rate.

Table 18
Relationship between Implementation Fidelity and School Performance Indicators (Graduation Rate)

Indicators	Pearson r-value	p-value	Decision
Completeness of Planned Activities	-0.458	0.183	Not Significant
Timeliness of Implementation	-0.462	0.178	Not Significant
Staff Training Participation	-0.462	0.178	Not Significant

***Significant at 0.05 level*

As shown in Table 18, none of the implementation fidelity indicators demonstrate a statistically significant relationship with graduation rates. The completeness of planned activities showed a moderate negative correlation with a Pearson r-value of -0.458 and a p-value of 0.183, indicating no significant association. Similarly, timeliness of implementation and staff training participation both yielded identical correlation coefficients (r = -0.462) and p-values (0.178), further supporting the absence of a statistically significant relationship. These findings suggest that while maintaining high implementation fidelity is important for program execution, it does not appear to directly or immediately impact improving graduation rates. Other contextual factors, such as student socio-economic background, academic support services, and school culture, may be more influential in determining students' successful completion of their academic programs. Therefore, further research may be necessary to explore the complex interactions between implementation practices and graduation outcomes over an extended period.

Relationship between Community Engagement and School Performance Indicators (Graduation Rate). This section presents the relationship between community engagement and school performance indicators, specifically focusing on the graduation rate.

Table 19
Relationship between Community Engagement and School Performance Indicators (Graduation Rate)

Indicators	Pearson r-value	p-value	Decision
Parent Participation Rate	-0.498	0.143	**Not Significant**
Volunteer Hours Contributed	-0.240	0.505	**Not Significant**
Partnership Development	-0.553	0.097	**Not Significant**

***Significant at 0.05 level*

As shown in Table 19, none of the community engagement indicators exhibit a statistically significant relationship with graduation rates. Parent participation rate recorded a moderate negative correlation with a Pearson r-value of -0.498 and a p-value of 0.143, indicating no significant association. Similarly, volunteer hours contributed showed a weak negative correlation (r = -0.240) with a p-value of 0.505, while partnership development demonstrated the strongest negative correlation (r = -0.553) but with a p-value of 0.097, which also falls short of statistical significance. These results suggest that while community engagement activities are valuable components of the educational environment, their direct impact on graduation rates may be limited or influenced by other intervening variables. Factors such as socio-economic conditions, school resources, and internal student support systems may substantially affect students' ability to graduate. Future studies could further investigate the dynamics between community involvement and academic completion to better understand how to optimize partnerships for improved educational outcomes.

DISCUSSION AND CONCLUSION

Discussions

This section presents the discussions of the results of the previous chapter.

The analysis of school performance indicators revealed several significant concerns into student participation, retention, achievement, and community engagement. The overall participation rate among the twenty-five schools is 56.20%, indicating that nearly half of the school-age population is not enrolled. The cohort survival rate, which measures the proportion of students who successfully progress from kindergarten to Grade 6, averages at 52.95%. This figure highlights a significant dropout rate, indicating that more than half of the students do not reach the final grade level.

In terms of graduation rates, the overall average stands at a commendable 81.8%. This indicates that most students who reach the final grade level can complete their education successfully.

The analysis of co-curricular achievements revealed that the overall achievement rate across the schools is 8.68%. And the analysis of extra-curricular achievements is 4.48%.

The correlation matrix analysis provides insights into the relationships between various factors influencing school performance. A significant positive correlation is observed between Timeliness of Implementation (TOI) and Parent Participation Rate (PPR), with a Pearson's r of 0.986 ($p < .001$), indicating that increased organizational involvement is strongly associated with higher parental participation. Furthermore, PPR also shows a strong correlation with Partnership Development (PD) ($r = 0.942$, $p < .001$), underscoring the importance of continuous teacher training in fostering parental engagement.

Conversely, the Participation Rate (PR) is negatively correlated with both Cohort Survival Rate (CSR) and Graduation Rate (GRAD R), with Pearson's r values of -0.385 and -0.458, respectively. Although these correlations are not statistically significant ($p > 0.05$), the negative trend may suggest that high enrolment does not necessarily translate into sustained retention and graduation, potentially due to varying socio-economic or educational challenges. Additionally, extra-curricular involvement appears to positively impact students' overall engagement, supporting the notion that well-rounded development contributes to academic success.

In a study by Brown and Davis (2022) emphasizes that active parental involvement, fostered through professional development programs, significantly enhances student performance and retention. Similarly, Green and Thompson (2021) highlight the positive influence of co-curricular engagement on student motivation and long-term academic persistence. However, the challenges related to cohort survival resonate with findings from Smith and Lee (2023), who identified socio-economic disparities and limited parental support as key barriers to maintaining student enrolment through the final grade levels.

Moreover, integrating extra-curricular activities into the academic curriculum has been found beneficial. According to White and Harris (2020), structured co-curricular programs increase student commitment to school and foster essential life skills, thereby indirectly supporting academic outcomes. Thus, some schools' lower extra-curricular achievement rates may indicate missed opportunities to enhance student engagement and success.

In conclusion, the study highlights the critical role of parental involvement, teacher training, and comprehensive co-curricular and extra-curricular programs in sustaining student participation and academic success. Addressing disparities in cohort survival and enhancing extra-curricular engagement remain key areas for further intervention. These insights underscore the need for a holistic approach to education that balances academic rigor with student engagement and community involvement.

Conclusions

The present study provided a comprehensive analysis of school performance indicators focusing on participation rates, cohort survival rates, graduation rates, and achievements in co-curricular and extra-

curricular activities. The findings illuminate key areas of strength and challenge within the educational context of the studied schools.

The participation rate of 52.4% across the ten schools underscores a critical area for improvement, as it indicates that almost half of the eligible school-age population remains unenrolled. This result highlights the need for targeted strategies to enhance access and participation, particularly in schools with the lowest rates. Strategies may include community outreach initiatives, strengthening stakeholder collaboration, and addressing socio-economic barriers that hinder enrolment.

Regarding student retention, the cohort survival rate of 47.9% indicates a significant attrition problem, where more than half of the students do not reach the final grade level. This alarming trend calls for evidence-based interventions to reduce dropout rates, such as continuous academic support, mentorship programs, and socio-emotional learning initiatives to keep students engaged throughout their educational journey. While the overall graduation rate of 88.8% is relatively high, it is essential to examine the factors contributing to lower rates in certain schools and address them through targeted support for at-risk students.

Co-curricular and extra-curricular engagement present a mixed picture, with co-curricular achievement rates at 9.29% and extra-curricular achievement rates at a notably lower 3.58%. These figures indicate limited student involvement in activities crucial for holistic development. Schools with higher co-curricular and extra-curricular participation tend to foster a more well-rounded educational experience, suggesting the need for a more robust and inclusive program design. Encouraging greater student involvement in academic and non-academic pursuits may positively influence personal development and academic success.

Correlation analysis revealed significant associations between key variables, particularly the positive relationship between parental engagement and higher retention and graduation rates. This finding underscores the vital role of parental involvement in sustaining students' academic progress. On the contrary, the negative correlations between participation rate and cohort survival and graduation rates indicate that merely increasing enrolment without supporting student retention does not translate into sustained academic success. Therefore, balancing efforts to increase access with strategies to improve student persistence and completion is imperative.

In conclusion, the study underscores the complexity of addressing school performance challenges, where increasing enrolment alone is insufficient without concomitant measures to enhance student retention, academic engagement, and holistic development. Schools should adopt a comprehensive approach integrating community involvement, enhanced co-curricular opportunities, and targeted retention strategies. By fostering a supportive and inclusive educational environment, schools can better address the multifaceted factors influencing student outcomes, improving overall academic quality and success.

Recommendations

Based on the findings of this study, several recommendations are proposed to enhance educational outcomes and address the challenges identified. First, school administrators should prioritize community engagement by implementing targeted outreach programs to increase student enrolment and participation rates, particularly in schools where student involvement is notably low. Developing and institutionalizing retention strategies that address the needs of at-risk students, such as mentorship programs, counselling services, and continuous academic support, is also essential for improving cohort survival rates. Additionally, it is recommended that schools enhance co-curricular and extra-curricular activities to

support the holistic development of students, ensuring that these programs align with their interests and foster meaningful participation. Schools should also actively involve parents by creating inclusive parent-teacher activities and forming partnerships, encouraging consistent engagement in their children's academic and personal growth.

Teachers and educators play an important role in fostering a supportive learning environment. Therefore, it is recommended that they adopt holistic teaching approaches that balance academic rigor with co-curricular involvement. This can be achieved by actively promoting student participation in various school activities to enhance social and leadership skills. To equip teachers with the skills necessary to address the challenges of student disengagement, ongoing professional development should be prioritized. Training should focus on innovative teaching strategies, methods for increasing student engagement, and practical techniques for mentoring students at risk of academic underperformance. Teachers are also encouraged to create a classroom environment that is supportive and motivating, especially for students who may be struggling with academic challenges.

As the primary stakeholders in the educational process, learners are encouraged to actively participate in academic and non-academic activities within the school community. Involvement in co-curricular and extracurricular activities can significantly enhance personal development, leadership skills, and overall well-being. Students should also practice self-regulation and remain committed to completing their educational milestones, as this fosters long-term academic success. When faced with challenges, students should seek guidance from teachers, mentors, and peers, maintaining a proactive approach to their growth.

Parental involvement is crucial in supporting students' educational journeys. Therefore, parents and guardians should actively engage in school activities, maintaining consistent communication with educators to stay informed about their children's progress. Creating a home environment that values education, encourages participation in school initiatives, and supports regular attendance is fundamental to fostering a positive attitude toward learning. Additionally, parents are encouraged to collaborate with schools by participating in parent-teacher conferences and supporting their children's learning at home.

Policymakers and educational leaders are also called upon to support integrating co-curricular and extracurricular activities within the formal curriculum, as this fosters a holistic educational experience. Policy interventions should also focus on evidence-based retention strategies that consider academic and socio-emotional factors affecting student persistence. Allocating resources for capacity-building among school staff can significantly enhance their ability to engage students effectively and address retention challenges.

Future researchers are encouraged to conduct longitudinal studies to explore the long-term effects of enhanced community engagement and increased co-curricular participation on student retention and academic performance. Additionally, investigating the socio-economic and cultural factors influencing low participation and retention rates would provide deeper insights into context-specific issues. Comparative studies examining parental involvement's impact in various educational settings could also yield valuable information for tailoring interventions.

By addressing these areas, educational stakeholders can foster a more inclusive, engaging, and supportive environment that nurtures academic success and promotes learners' holistic development. Implementing these recommendations will contribute significantly to overcoming the challenges identified, thereby enhancing the overall quality of education and student outcomes.

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