PROACTIVE COLLABORATION BETWEEN THE SCHOOLS AND ITS STAKEHOLDER

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For a school to remain adherent to the thrust of providing quality education, support from all its stakeholders is integral. The challenge of keeping the school a place of sound learning is not directed to the schools alone but also to every individual connected with education. Helps rendered to the school may be in form of partnership, services or donations like cash and/or materials necessary to develop the schools’ well-being. But in order to have these helps, to connect among stakeholders or linkages is a challenge that school heads have to face.

Before the recent Brigada Eskwela, Deped Secretary Leonor Briones called for the selfless participation of everyone (Lulu, G.P. 2018). This call for help was necessary to prepare the schools for the opening of classes. Facilities and equipment that require repairs were repaired and materials that could be augmented in the schools were supplied. Furthermore, other means to help the schools were once again reminded to public like Adopt-a-School Program, a program established under Republic Act No. 8525.

Essentially, in order to achieve the schools’ goal, the schools’ stakeholder: the students, parents, teachers, school administrators, families, community members, local business leaders, elected officials, school board members, city counselors, state representatives, organizations etcetera (stakeholder, 2014), must be involved proactively. One good example of this was during Brigada Eskwela when ‘we witness the spirit of volunteerism in motion as Filipinos from all walks of life make quality basic education all the more possible for our learners,’ as Sec. Briones stated (Lulu, G.P. 2018).
On another hand, sporadic involvement of stakeholders becomes more prevalent than maintained volunteerism, as the school days run. This situation poses greater challenge among school heads. As support declines when they are most needed, achieving the schools’ goal becomes daunting. For example, in terms of law, smoking near school premises and other public spaces is prohibited. But this law is not regulated properly. Thus as the adults remain heedless of the law, some pupils become smokers at an early age, even when teachers teach them the danger of smoking.

Moreover, in the simple practice of discipline that concerns disposal of waste, even when the school teaches the pupils on proper segregation and treatment of waste products, because of non-regulation and neglect of public officials, the teachings are ignored. These examples, when considered on the other aspects of our nation are the ones that hinder our progress. As the communication among the school, community, industry and government remains disconnected, the system suffers and remain poor.

Thus, if we perceive the schools as an individual person, and reflect on the Hierarchy of Human Need by Maslow we’ll see that the schools also need to satisfy the different levels: physiological, safety, love and belongingness, self-esteem and self-actualization (Cherry, 2018). The stakeholders are the needs that has to be satisfied, and they must be conforming to each other so they may not cause a problem that would hinder the acquisition of the last level. In order to achieve the higher level, the most basic or fundamental needs of the school must be satisfied.

References:

