



**Journal of Social Transformation, Governance  
and Public Administration (JSTGPA)**

**Volume 2 Issue 2-2026**

**e-ISSN 3116-2916**

**<https://jstgc.minduraresearch.com/journal/index>**

**Submitted 3-2-2026: | Accepted: 5-8-2026 | Published 6-30-2026**

## **EVALUATION OF THE ANNUAL IMPLEMENTATION PLAN OF PUBLIC SCHOOLS**

**Vanessa Joy G. Erece**

Master of Public Administration

Major in Project Development and Administration

Apayao State College-Luna Campus

San Isidro Sur, Luna, Apayao

garciavanessajoy09@gmail.com

### **Abstract**

*This study evaluates the implementation of the Annual Implementation Plan (AIP) in selected public schools in the Luna District, Province of Apayao. It examines the AIP in terms of alignment with the School Improvement Plan, planning and preparation, resource allocation and budgeting, implementation of activities, monitoring and evaluation, stakeholder participation, and overall effectiveness. A descriptive-survey research design is employed involving school heads, teachers, administrative personnel, and PTA or community representatives as respondents. Findings reveal that the AIP is implemented at a Very High level across all indicators, indicating strong alignment with school goals, effective planning, efficient resource utilization, and active stakeholder participation. However, challenges such as financial limitations, limited resources, schedule disruptions, and weather-related factors are identified. The study concludes that the AIP is an effective tool for school improvement and governance. It recommends strengthening financial management, enhancing stakeholder collaboration, and improving monitoring systems to sustain effective implementation.*

**Keywords:** *Annual Implementation Plan, School Improvement Plan, School-Based Management, stakeholder participation, monitoring and evaluation, educational planning.*

### **Publisher's Note**

The *Journal of Social Transformation, Governance, and Public Administration (JSTGPA)* publishes all articles under the terms of the **Creative Commons Attribution-Non Commercial 4.0 International License (CC BY-NC 4.0)**. This license permits any non-commercial use, sharing, adaptation, distribution, and reproduction in any medium or format, provided appropriate credit is given to the original author(s) and the source, a link to the Creative Commons license is provided, and any changes made are indicated. The authors retain copyright and the publisher is granted the right of first publication.



## **Introduction**

Education plays a vital role in national development, and school planning ensures alignment with national goals and local needs. Globally, education systems adopt decentralized and results-based management approaches, where the Annual Implementation Plan (AIP) serves as a key tool for translating long-term goals into yearly targets. Countries such as the United States, United Kingdom, Australia, New Zealand, Singapore, Canada, and South Africa implement similar planning systems emphasizing accountability, stakeholder participation, and data-driven decision-making (von Bertalanffy, 1968; Fullan, 2007; Epstein, 2011; Mintzberg, 1994).

In the Philippines, the Department of Education institutionalizes the School Improvement Plan (SIP) and AIP to operationalize school-based management, translating long-term goals into programs, projects, and activities aligned with priority improvement areas (Department of Education, 2016; Odden & Picus, 2014). DepEd Order No. 44, s. 2015 emphasizes decentralization and alignment with national and local education frameworks (Department of Education, 2015).

Studies show that stakeholder involvement improves implementation, while strong monitoring enhances outcomes, but rural schools often face capacity and resource constraints affecting effectiveness (Bautista, 2017; Garcia & Ramos, 2019; Llaneta, 2020). Other studies highlight issues in SIP-AIP alignment, budgeting, and implementation delays (Crawford, 2018; Manzano, 2022; OECD, 2020).

Stakeholder participation strengthens ownership and sustainability, although engagement in rural contexts remains limited (Epstein, 2011; Castro, 2021). The AIP also faces challenges such as weak monitoring systems, resource limitations, and low participation, requiring improved planning systems, capacity-building, and digital tools (OECD, 2019; UNESCO, 2020; World Bank, 2004; SEAMEO INNOTECH, 2023; Senge, 2006).

Despite its importance, limited empirical studies exist on AIP implementation in rural areas like Luna District, Apayao, highlighting the need for localized evaluation of its effectiveness in school planning and governance.



## **Statement of the Problem**

This study evaluates the Annual Implementation Plan (AIP) of public schools in the Luna District. Specifically, it answers the following questions:

1. What is the profile of the respondents in terms of;
  - 1.1 Position
  - 1.2 Years in Service
  - 1.3 Educational Attainment
  - 1.4 School of Assignment
  - 1.5 PTA or community/learners' representatives
2. What is the level of implementation of the Annual Implementation Plan (AIP) in terms of:
  - 2.1 Alignment with School Improvement Plan (SIP)
  - 2.2 Planning and Preparation
  - 2.3 Resource Allocation and Budgeting
  - 2.4 Implementation of Activities
  - 2.5 Monitoring and Evaluation
  - 2.6 Stakeholder Participation
  - 2.7 Overall Effectiveness
3. What challenges were encountered by school stakeholders in the implementation of the Annual Implementation Plan (AIP)?
4. What recommended interventions can be forwarded to address the challenges encountered in the implementation of the Annual Implementation Plan (AIP)?

## **Theoretical Framework**

This study is anchored on several interrelated theories that explain school planning, implementation, and evaluation of the Annual Implementation Plan (AIP).

The School-Based Management (SBM) Theory emphasizes decentralized decision-making, where school leaders and stakeholders are empowered to manage resources and improve school performance through autonomy and accountability (Caldwell & Spinks, 2008).

The Systems Theory views schools as interconnected systems where inputs, processes, and outputs work together to achieve educational goals (von Bertalanffy, 1968). Strategic Management Theory highlights the importance of planning, implementation, and



evaluation in aligning school activities with institutional goals (Mintzberg, 1994; David, 2011).

Results-Based Management (RBM) focuses on accountability and measurable outcomes, ensuring that resources are effectively used to achieve results (World Bank, 2004). Organizational Learning Theory emphasizes continuous improvement through feedback and shared learning within institutions (Senge, 2006). Stakeholder Theory highlights the importance of collaboration among teachers, parents, and communities in improving school outcomes (Epstein, 2011; Fullan, 2007).

Resource Dependence Theory explains that limited external resources can affect implementation effectiveness (Pfeffer & Salancik, 1978), while Classical Management Theory supports structured planning, organizing, and controlling processes in school management (Fayol, 1949).

Overall, these theories collectively explain the AIP as a strategic, collaborative, and results-oriented framework that supports effective school-based management, resource utilization, stakeholder engagement, and continuous school improvement.

### **Research Paradigm**

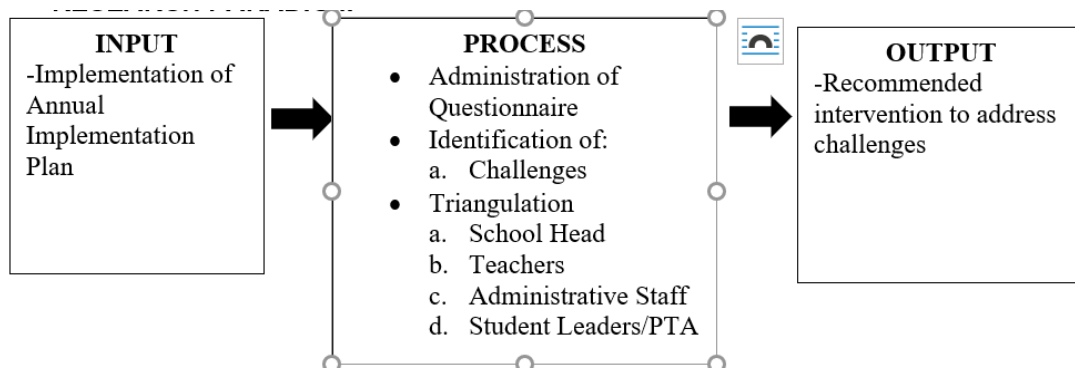




Figure 1: Research Paradigm

The IPO framework demonstrates that the study begins with the examination of AIP implementation (Input), proceeds through structured data collection and analysis involving multiple stakeholders (Process), and culminates in the formulation of evidence-based recommendations (Output). This paradigm ensures that the study is systematic, data-driven, and action-oriented, ultimately contributing to the improvement of school planning and management practices.

## Research Methodology

### Research Design

This study utilized a descriptive-survey research design. Descriptive research was employed to gather factual information regarding the formulation, implementation, and monitoring of the Annual Implementation Plan (AIP) in public schools within the Luna District. The evaluative component, on the other hand, assessed the effectiveness, efficiency, and alignment of the AIPs with School Improvement Plans (SIPs) and DepEd guidelines. This design was appropriate because it allowed the researcher to objectively examine existing practices and identify gaps and areas for improvement.

### Locale of the Study

The study was conducted in selected public elementary and secondary schools within the Luna District, under the Schools Division of Apayao. The identified schools were as follows: Calayucay Elementary School, Marag Elementary School, Cagandungan East Elementary School, Cagandungan West Elementary School, Bayugao Elementary School, Tumog Agricultural and Trade High School, and Marag Valley Agricultural and Trade High School. The district was chosen due to its diverse school profiles and accessibility for the researcher.

### Respondents and Sampling Procedure

The respondents of the study included school personnel and community representatives who were directly involved in the preparation, implementation, and monitoring of the Annual Implementation Plan (AIP). Specifically, the study involved the following:

| Category of Respondents                | Number of Elementary | Number of Secondary | Total |
|----------------------------------------|----------------------|---------------------|-------|
| School Heads                           | 6                    | 2                   | 8     |
| Teachers                               | 6                    | 2                   | 8     |
| Administrative Officer II              | 6                    | 2                   | 8     |
| Administrative Assistants              | 6                    | 2                   | 8     |
| PTA/Community/Learners' Representative | 6                    | 2                   | 8     |
| TOTAL                                  |                      |                     | 40    |



Figure 2. Table of Respondents

These respondents are selected through purposive sampling, as they are considered key informants with relevant knowledge, experience, and involvement in the AIP processes in their respective schools.

### **Research Gathering Instruments**

The primary data-gathering instrument used in this study is a researcher-made questionnaire, which is validated for content and tested for reliability before administration to ensure clarity and appropriateness. The questionnaire is composed of four parts. Part I gathers the respondents' profile, including position, years of service, educational attainment, school assignment, and stakeholder representation. Part II measures the level of AIP implementation using a four-point Likert scale, focusing on alignment with SIP, planning and preparation, resource allocation, implementation of activities, monitoring and evaluation, stakeholder participation, and overall effectiveness. Part III identifies the challenges encountered in AIP implementation, while Part IV gathers recommendations for improvement. The instrument also includes open-ended questions to collect qualitative data on strengths, challenges, and suggested strategies to enhance school planning and governance.

### **Data Gathering Procedure**

The data gathering process followed several systematic steps. First, the researcher sought approval from the Schools Division Office (SDO) of Apayao and the Luna District Office to conduct the study in the participating public schools. Upon approval, the researcher coordinated with school heads to distribute the questionnaires to eligible respondents. The purpose of the study was explained, and confidentiality and anonymity were assured. Respondents were given sufficient time to complete the questionnaire.

Completed questionnaires were collected and checked for completeness. The researcher also reviewed relevant school documents, such as SIPs and AIPs, when necessary, to validate certain responses. All data gathered were organized, encoded, and prepared for statistical and thematic analysis.

### **Statistical Treatment of Data**





**Journal of Social Transformation, Governance  
and Public Administration (JSTGPA)**

**Volume 2 Issue 2-2026**

**e-ISSN 3116-2916**

**<https://jstgc.minduraresearch.com/journal/index>**

**Submitted 3-2-2026: | Accepted: 5-8-2026 | Published 6-30-2026**

Descriptive statistics such as mean, frequency, percentage and rank were used.

The 4-point likert scale was used to determine the Alignment with School Improvement Plan (SIP), Planning and Preparation, Resource Allocation and Budgeting, Implementation of Activities, Monitoring and Evaluation, Stakeholder Participation and the Overall Effectiveness. The scale is presented below.

| Point | Limits of Description | Descriptive Value | Interpretation |
|-------|-----------------------|-------------------|----------------|
| 4     | 3.25 – 4.00           | Strongly Agree    | Very High      |
| 3     | 2.50 – 3.24           | Agree             | High           |
| 2     | 1.75 – 2.49           | Disagree          | Low            |
| 1     | 1.00 – 1.74           | Strongly Disagree | Very Low       |

### **Ethical Considerations**

The study ensured confidentiality and voluntary participation. All data collected are used solely for academic purposes. Participants are informed of their right to withdraw at any time without consequence.

### **Results and Discussion**



This section presents the analysis and interpretation of the data gathered from the survey. The data collected from the survey provided answers to the research questions of the study.

**Table 1. Frequency Distribution of respondents according to their profile**

| Profile Variables                                          | Frequency | Percentage    |
|------------------------------------------------------------|-----------|---------------|
| <b>Position</b>                                            |           |               |
| School Head                                                | 8         | 20.00         |
| Teacher                                                    | 8         | 20.00         |
| Administrative Officer II                                  | 8         | 20.00         |
| Administrative Assistant II/III                            | 8         | 20.00         |
| PTA/Learners                                               | 8         | 20.00         |
| <b>Total</b>                                               | <b>40</b> | <b>100.00</b> |
| <b>Years In Service</b>                                    |           |               |
| 0-3 years                                                  | 23        | 57.50         |
| 4-7 years                                                  | 2         | 5.00          |
| 8-11 years                                                 | 7         | 17.50         |
| 12 years and above                                         | 8         | 20.00         |
| <b>Total</b>                                               | <b>40</b> | <b>100.00</b> |
| <b>Educational Attainment</b>                              |           |               |
| Bachelor's Degree                                          | 10        | 25.00         |
| Master's Unit                                              | 8         | 20.00         |
| Master's Degree                                            | 10        | 25.00         |
| Doctorate's Unit/Degree                                    | 7         | 17.50         |
| Student                                                    | 1         | 2.50          |
| Elementary Graduate/High School Graduate/Vocational Course | 4         | 10.00         |
| <b>Total</b>                                               | <b>40</b> | <b>100.00</b> |

The Table 1 shows the profile of the respondents in terms of Position, Years of Service and Educational Attainment.

## **Position**

The equal distribution of respondents across stakeholder groups—school heads, teachers, administrative staff, and PTA/learners—indicates balanced representation of perspectives in the study. This ensures that the evaluation of the Annual Implementation Plan (AIP) reflects diverse experiences and insights from key school stakeholders. Educational research emphasizes that multi-stakeholder participation strengthens school planning and improves implementation through shared responsibility and collaboration (Bautista, 2017). Inclusive engagement also supports more sustainable school reform outcomes and stronger institutional development (Fullan, 2007). The Department of Education highlights stakeholder involvement as a core principle of School-Based Management, promoting participatory governance and accountability (Department of Education, 2015, 2016). Likewise, strong school-community partnerships contribute to improved educational effectiveness (Epstein, 2011).





Overall, balanced stakeholder representation enhances the reliability of findings and supports collaborative decision-making in AIP implementation. It also strengthens transparency, accountability, and collective ownership of school programs, aligning with Systems Theory, which emphasizes coordinated interaction among organizational components for effective outcomes (von Bertalanffy, 1968).

### **Years of Service**

The distribution of respondents' years in service shows that most are early-career personnel (57.50% with 0–3 years of experience), followed by those with 12 years and above (20%), 8–11 years (17.50%), and 4–7 years (5%). This indicates a workforce largely composed of less experienced staff, supported by a smaller group of highly experienced personnel.

This mix of novice and experienced employees has important implications for the implementation of the Annual Implementation Plan (AIP). Research suggests that effective educational change depends on collaboration between experienced and early-career teachers, as this promotes both stability and innovation in school improvement processes (Fullan, 2007). Likewise, learning organizations thrive when knowledge is shared continuously, enabling professional growth and capacity development among staff (Senge, 2006). Studies also show that teacher experience contributes to instructional effectiveness and organizational efficiency, while less experienced educators often demonstrate adaptability and innovation (OECD, 2019; Hanushek, 1986). However, a high proportion of early-career personnel may create implementation challenges if not supported by mentoring and professional development. The Department of Education emphasizes continuous training and collaborative planning to strengthen school-based management practices (Department of Education, 2015, 2016).

Overall, the findings suggest that while early-career personnel enhance innovation, effective mentoring, coaching, and capacity-building are necessary to ensure consistent and effective AIP implementation.

### **Educational Attainment**

The educational attainment profile of respondents indicates that most are highly educated, with equal proportions holding bachelor's degrees (25%) and master's degrees (25%), followed by those with master's units (20%), doctorate-level education (17.50%), and a smaller proportion of students and individuals with lower educational backgrounds (12.50% combined). This suggests that the respondents are generally well-qualified for tasks related to the planning and implementation of the Annual Implementation Plan (AIP).



Research shows that higher educational attainment among school personnel is associated with improved instructional quality, stronger decision-making, and more effective implementation of school reforms (OECD, 2019; OECD, 2019). Similarly, teacher quality and professional knowledge are key factors in successful school improvement and structured planning systems (Fullan, 2007). Professional development and advanced training further strengthen school-based management by enhancing planning, budgeting, and evaluation capacities (Department of Education, 2015, 2016). Effective strategic management also depends on the competencies and analytical skills of personnel (David, 2011), while evaluation becomes more effective when stakeholders possess adequate technical and analytical skills (Patton, 2008).

Overall, the findings suggest that the high educational attainment of respondents supports effective AIP implementation. However, inclusive participation and continuous capacity-building remain essential to ensure that all stakeholders can contribute meaningfully to school planning and decision-making.

**Table 2.1. Level of Implementation of the AIP in terms of Alignment with the School Improvement Plan (SIP)**

| <b>Alignment with SIP</b>                                                   | <b>Mean</b> | <b>Interpretation</b> |
|-----------------------------------------------------------------------------|-------------|-----------------------|
| 1. AIP activities align with SIP goals and objectives.                      | 3.90        | Very High             |
| 2. AIP addresses priority needs identified in the SIP.                      | 3.90        | Very High             |
| 3. The alignment between AIP and SIP is reviewed regularly.                 | 3.85        | Very High             |
| 4. Stakeholders understand how the AIP supports overall school improvement. | 3.80        | Very High             |
| <b>Category Mean</b>                                                        | <b>3.86</b> | <b>Very High</b>      |

The Table 2.1 results show that the Annual Implementation Plan (AIP) is highly aligned with the School Improvement Plan (SIP), with an overall mean of 3.86 interpreted as Very High. This indicates that school planning and implementation are strongly guided by institutional priorities, and that AIP activities are consistent with SIP goals and identified school needs.

This finding supports strategic and systems-based planning, which emphasizes that organizational effectiveness improves when activities are aligned with shared goals and vision (Senge, 2006). The Department of Education also stresses that the AIP must be anchored on the SIP to ensure coherence, accountability, and effective implementation (Department of Education, 2015, 2016). Likewise, successful school improvement is



strengthened when planning is clearly connected to priorities and when stakeholders understand their roles (Fullan, 2007).

Although overall results are very high, the lowest mean was noted in stakeholders' understanding of how the AIP supports school improvement ( $M = 3.80$ ), suggesting possible gaps in communication and awareness. This highlights the need to strengthen stakeholder engagement, as active participation improves planning effectiveness and implementation success (Bautista, 2017; Epstein, 2011).

Overall, sustaining strong SIP–AIP alignment requires continuous communication, collaboration, and stakeholder capacity-building to enhance understanding, participation, and commitment.

**Table 2.2. Level of Implementation of the AIP in terms of Planning and Preparation**

| Planning and Preparation                                           | Mean        | Interpretation   |
|--------------------------------------------------------------------|-------------|------------------|
| 1. The AIP is developed through a collaborative process.           | 3.90        | Very High        |
| 2. Teachers and stakeholders are consulted during AIP preparation. | 3.83        | Very High        |
| 3. The AIP clearly specifies outputs, outcomes, and indicators.    | 3.85        | Very High        |
| 4. The timeline for AIP activities is realistic and achievable.    | 3.75        | Very High        |
| <b>Category Mean</b>                                               | <b>3.83</b> | <b>Very High</b> |

The Table 2.2 results show that the planning and preparation of the Annual Implementation Plan (AIP) are highly effective, with an overall mean of 3.83 interpreted as Very High. This indicates strong school practices in developing the AIP, particularly through collaborative processes and stakeholder involvement. The highest-rated indicator highlights that the AIP is developed collaboratively, reflecting strong engagement among stakeholders.

This finding aligns with Fullan (2007), who emphasized that collaboration strengthens commitment and sustainability in school improvement, and Epstein (2011), who highlighted that stakeholder participation enhances educational outcomes through strong school–family–community partnerships. The Department of Education (2016, 2015) also stresses that participatory planning ensures more responsive and accountable school programs.

Although results are generally very high, the lowest-rated indicator concerns the realism of the AIP timeline, suggesting possible challenges in scheduling and time management. This implies the need to strengthen planning efficiency and monitoring



systems. Mintzberg (1994) noted that strategic plans often face implementation constraints, while Fayol (1949) emphasized that effective management requires coordination and control to ensure timely execution.

Overall, while collaborative planning is strong, improving scheduling and implementation monitoring can further enhance AIP effectiveness.

**Table 2.3. Level of Implementation of the AIP in terms of Resource Allocation and Budgeting**

| <b>Planning and Preparation</b>                                         | <b>Mean</b> | <b>Interpretation</b> |
|-------------------------------------------------------------------------|-------------|-----------------------|
| 1. Resources provided in the AIP are sufficient for planned activities. | 3.83        | Very High             |
| 2. Budget allocation matches identified priorities.                     | 3.80        | Very High             |
| 3. Resources are used efficiently during AIP implementation.            | 3.88        | Very High             |
| 4. The AIP clearly documents resource requirements.                     | 3.85        | Very High             |
| <b>Category Mean</b>                                                    | <b>3.84</b> | <b>Very High</b>      |

The Table 2.3 results indicate that resource allocation and budgeting in the implementation of the Annual Implementation Plan (AIP) are highly effective, with an overall mean of 3.84 interpreted as Very High. This suggests that schools demonstrate strong financial management and efficient use of resources in supporting planned activities and school priorities. The highest-rated indicator shows that resources are used efficiently during AIP implementation, reflecting strong accountability and responsible financial management.

This finding is supported by Odden and Picus (2014), who emphasized that effective resource allocation ensures that funds are directed toward priority educational needs. The Department of Education (2015, 2016) likewise highlights that AIP budgeting promotes transparency, accountability, and alignment with school goals, while Hanushek (1986) stresses that efficient resource use improves educational outcomes and organizational performance.

Although results are generally very high, the lowest-rated indicator suggests some misalignment between budget allocation and identified priorities, possibly due to limited funds, delays, or competing needs. This implies the need for improved financial planning and participatory budgeting.

Pfeffer and Salancik (1978) explain that organizations must strategically manage limited resources, while Mintzberg (1994) emphasizes prioritization and flexibility in





planning. Strengthening monitoring and stakeholder involvement in budgeting can further improve alignment and effectiveness of AIP implementation.

**Table 2.4. Level of Implementation of the AIP in terms of Implementation of Activities**

| <b>Implementation of AIP Activities</b>                                    | <b>Mean</b> | <b>Interpretation</b> |
|----------------------------------------------------------------------------|-------------|-----------------------|
| 1. AIP activities are implemented according to schedule.                   | 3.60        | Very High             |
| 2. Teachers play an active role in implementing AIP activities.            | 3.73        | Very High             |
| 3. Strategies used in AIP implementation are appropriate for school needs. | 3.83        | Very High             |
| 4. Challenges encountered during implementation are addressed promptly.    | 3.75        | Very High             |
| <b>Category Mean</b>                                                       | <b>3.73</b> | <b>Very High</b>      |

The Table 2.4 results indicate that the implementation of Annual Implementation Plan (AIP) activities is highly effective, with an overall mean of 3.73 interpreted as Very High. This shows that schools demonstrate strong implementation practices, active stakeholder involvement, and appropriate strategies in executing planned programs. The highest-rated indicator highlights that implementation strategies are appropriate for school needs, reflecting responsiveness to school priorities and context.

This finding aligns with Fullan (2007), who emphasized that effective implementation depends on both planning and the ability to respond to emerging challenges. Ashworth (1999) also stressed that flexibility and reflective practice are essential for successful program execution. The Department of Education (2015, 2016) further underscores that AIP implementation strategies must remain responsive to actual school conditions to ensure effective delivery of services.

Although results are very high, the lowest-rated indicator involves timely implementation of activities, suggesting minor delays or scheduling issues. This implies the need to strengthen coordination, time management, and monitoring systems.

Mintzberg (1994) noted that implementation may face operational constraints despite strong planning, while Fayol (1949) emphasized coordination and control to ensure timely execution. Strengthening monitoring and contingency planning can further improve AIP

**Table 2.5. Level of Implementation of the AIP in terms of Monitoring and Evaluation**

| <b>Monitoring and Evaluation</b>                               | <b>Mean</b> | <b>Interpretation</b> |
|----------------------------------------------------------------|-------------|-----------------------|
| 1. A monitoring team regularly checks AIP progress.            | 3.83        | Very High             |
| 2. Monitoring tools and indicators are used consistently.      | 3.83        | Very High             |
| 3. Progress reports are communicated to stakeholders.          | 3.75        | Very High             |
| 4. Evaluation findings are used to improve future AIP planning | 3.80        | Very High             |
| <b>Category Mean</b>                                           | <b>3.80</b> | <b>Very High</b>      |



The Table 2.5 findings indicate that monitoring and evaluation practices in the implementation of the Annual Implementation Plan (AIP) are highly effective, with an overall mean of 3.80 interpreted as Very High. This shows that schools have functional monitoring systems, consistently use evaluation tools, and apply findings to improve school programs and activities. The highest-rated indicators emphasize that monitoring teams regularly check AIP progress and consistently use monitoring tools.

This finding supports Patton (2008), who emphasized that evaluation is most effective when findings are used to guide decision-making and improvement. Kirkpatrick and Kirkpatrick (2006) also stressed that evaluation systems should provide feedback that leads to performance improvement. The Department of Education (2015, 2016) highlights that monitoring and evaluation ensure accountability and evidence-based decision-making, while the World Bank (2004, 2024) emphasizes that results-based management relies on strong monitoring systems to assess performance and improve planning.

Although results are very high, the lowest-rated indicator concerns the communication of progress reports to stakeholders, suggesting minor gaps in information dissemination. This implies the need to strengthen transparency and stakeholder communication.

Epstein (2011) emphasized that strong school-community partnerships require open communication, while Patton (2008) noted that evaluation is most valuable when findings are widely shared and used. Strengthening reporting systems can further improve accountability and stakeholder engagement.

**Table 2.6. Level of Implementation of the AIP in terms of Stakeholder Participation**

| <b>Stakeholders Participation</b>                                   | <b>Mean</b> | <b>Interpretation</b> |
|---------------------------------------------------------------------|-------------|-----------------------|
| 1. Parents and community members are engaged in AIP activities.     | 3.73        | Very High             |
| 2. Stakeholders are informed of AIP objectives and results.         | 3.78        | Very High             |
| 3. Partnerships with local organizations help in AIP implementation | 3.78        | Very High             |
| 4. Stakeholder feedback is considered in improving the AIP.         | 3.83        | Very High             |
| <b>Category Mean</b>                                                | <b>3.78</b> | <b>Very High</b>      |





**Journal of Social Transformation, Governance  
and Public Administration (JSTGPA)**

**Volume 2 Issue 2-2026**

**e-ISSN 3116-2916**

**<https://jstgc.minduraresearch.com/journal/index>**

**Submitted 3-2-2026: | Accepted: 5-8-2026 | Published 6-30-2026**

The Table 2.6 findings show that stakeholder participation in the implementation of the Annual Implementation Plan (AIP) is highly evident, with an overall mean of 3.78 interpreted as Very High. This indicates strong collaboration and engagement of stakeholders in school programs and activities. The highest-rated indicator shows that stakeholder feedback is considered in improving the AIP, reflecting the value placed on participatory decision-making and continuous improvement.

This finding is supported by Epstein (2011), who emphasized that strong school-family-community partnerships improve educational outcomes through shared responsibility and engagement. Fullan (2007) also highlighted that sustained educational reform is strengthened through active stakeholder involvement in both implementation and improvement processes. The Department of Education (2015, 2016) stresses that stakeholder participation is central to School-Based Management, promoting accountability and shared ownership, while Bautista (2017) noted that engagement improves planning and implementation effectiveness.

Although results are very high, the lowest-rated indicator involves participation of parents and community members in AIP activities, suggesting limited or inconsistent engagement. This implies the need to strengthen outreach and involvement strategies.

Epstein (2011) and Castro (2021) both emphasized that active community participation enhances responsiveness and sustainability of school programs. Strengthening communication and collaboration activities can further improve stakeholder engagement and AIP effectiveness.



**Table 2.7. Level of Implementation of the AIP in terms of Overall Effectiveness**

| <b>Overall Effectiveness</b>                                              | <b>Mean</b> | <b>Interpretation</b> |
|---------------------------------------------------------------------------|-------------|-----------------------|
| 1.. The AIP contributes significantly to learner performance improvement. | 3.85        | Very High             |
| 2. The AIP strengthens school management and operations.                  | 3.88        | Very High             |
| 3.The AIP improves teaching and learning processes.                       | 3.88        | Very High             |
| 4. The AIP enhances community involvement in school development.          | 3.80        | Very High             |
| 5. The AIP provides clear direction for overall school improvement.       | 3.90        | Very High             |
| 6. Overall, the AIP is effective in addressing school needs.              | 3.93        | Very High             |
| <b>Category Mean</b>                                                      | <b>3.87</b> | <b>Very High</b>      |

The Table 2.7 results indicate that the Annual Implementation Plan (AIP) is highly effective, with an overall mean of 3.87 interpreted as Very High. This suggests that the AIP is strongly implemented and contributes significantly to school improvement in areas such as learner performance, school management, instruction, and community involvement. The highest-rated indicators show that the AIP provides clear direction for school improvement and effectively addresses school needs, reflecting strong responsiveness and alignment with school priorities.

This finding is supported by Fullan (2007), who emphasized that effective educational reform depends on context-responsive implementation, and Epstein (2011), who highlighted the importance of family and community involvement in sustaining school improvement. The Department of Education (2015, 2016, 2021) also stresses that the AIP must align with School-Based Management principles to ensure stakeholder participation and effective school improvement, while Bautista (2017) supports the role of collaboration in strengthening implementation.

Although results are very high, the lowest-rated indicator concerns community involvement, suggesting that engagement is still not fully maximized. This implies the need to strengthen stakeholder participation strategies.

Epstein (2011) and Castro (2021) both emphasize that stronger community involvement improves responsiveness and sustainability. Enhancing communication and collaboration can further improve AIP effectiveness and inclusivity.



**Table 3. Challenges Encountered in the Implementation of the Annual Implementation Plan (AIP)**

| <b>Challenges Encountered</b>                   | <b>Frequency</b> | <b>Rank</b> |
|-------------------------------------------------|------------------|-------------|
| Financial Limitations and delays                | 40               | 1           |
| Limited Resources                               | 40               | 1           |
| Weather Disturbances and other external factors | 40               | 1           |
| Schedule disruptions                            | 40               | 1           |

The Table 3 results show that all identified challenges in the implementation of the Annual Implementation Plan (AIP) financial limitations and delays, limited resources, weather disturbances and other external factors, and schedule disruptions—were experienced by all respondents. This indicates that these issues are universal and represent major barriers to effective AIP implementation.

These findings suggest that AIP implementation challenges are multidimensional, affecting financial, operational, time management, and environmental aspects of school operations. Financial constraints and limited resources reflect persistent systemic issues in public education. Odden and Picus (2014) emphasized that inadequate and delayed funding affects program implementation, while Hanushek (1986) noted that resource limitations reduce educational productivity. The Department of Education (2015, 2016) also recognizes funding delays and resource shortages as common challenges in school-based program implementation.

Schedule disruptions highlight ongoing issues in planning and coordination. Mintzberg (1994) explained that implementation often faces constraints due to competing demands and organizational pressures. Weather-related disruptions further reflect environmental vulnerabilities, particularly in disaster-prone contexts. UNESCO (2020) emphasized that such external shocks significantly disrupt education continuity.

Overall, these findings imply that AIP implementation challenges are systemic in nature. Addressing them requires stronger financial planning, improved resource allocation, flexible scheduling, and enhanced disaster preparedness to ensure sustainable school improvement.



**Table 4. Recommended Interventions to Address Challenges in the Implementation of the AIP**

| Challenges Encountered                          | Interventions                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Financial Limitations and delays                | <ul style="list-style-type: none"> <li>• Strengthen timely releases of funds through coordination in the Division Office</li> <li>• Implement early financial planning and procurement schedules during AIP preparation.</li> <li>• Promote partnerships with LGUs, NGOs, and private sectors for additional funding support.</li> <li>• Ensure transparent and participatory budgeting among stakeholders.</li> </ul> |
| Limited Resources                               | <ul style="list-style-type: none"> <li>• Strengthen linkages with LGUs, alumni, and private organizations for donations and support.</li> <li>• Prioritize allocation based on SIP-AIP aligned needs.</li> </ul>                                                                                                                                                                                                       |
| Weather Disturbances and other external factors | <ul style="list-style-type: none"> <li>• Prepare contingency plans and make-up schedules for missed activities.</li> </ul>                                                                                                                                                                                                                                                                                             |
| Schedule disruptions                            | <ul style="list-style-type: none"> <li>• Develop realistic and flexible AIP timelines with buffer periods.</li> <li>• Conduct regular monitoring and adjustment of implementation schedules.</li> <li>• Use coordination meetings to align activities and avoid conflicts</li> </ul>                                                                                                                                   |

The Table 4 results present recommended interventions to address challenges in the implementation of the Annual Implementation Plan (AIP), focusing on financial management, resource mobilization, disaster preparedness, and flexible planning. Overall, the strategies emphasize stronger coordination, proactive planning, and stakeholder collaboration to ensure effective implementation of school programs.

For financial limitations and delays, interventions include improved coordination with the Division Office, early financial planning, procurement scheduling, partnerships with LGUs, NGOs, and private sectors, and participatory budgeting. These align with Odden and Picus (2014), who stressed efficient resource allocation, and the Department of Education



(2015, 2016), which emphasizes transparent and aligned budgeting. Bautista (2017) also highlighted that stakeholder engagement improves planning efficiency and ownership.

For limited resources, interventions focus on external partnerships and prioritization of SIP-AIP-aligned needs, supported by Hanushek (1986), UNESCO (2020), and Caldwell and Spinks (2008), who emphasized resource optimization and collaboration.

For weather disturbances, contingency planning and make-up activities are proposed, aligning with UNESCO (2020) and Senge (2006), who stressed adaptability and resilience.

For schedule disruptions, flexible timelines, monitoring, and coordination meetings are recommended. Mintzberg (1994), Fullan (2007), and the Department of Education (2015, 2016) emphasize flexibility, collaboration, and continuous monitoring.

Overall, the interventions highlight the need for adaptive, collaborative, and well-coordinated systems to strengthen AIP implementation effectiveness and sustainability.

## **Summary of Findings**

This study evaluated the implementation of the Annual Implementation Plan (AIP) in terms of its alignment with the School Improvement Plan (SIP), planning and preparation, resource allocation and budgeting, implementation of activities, monitoring and evaluation, stakeholder participation, and overall effectiveness, as well as the challenges encountered and the recommended interventions to address these challenges.

The findings indicate that respondents were evenly distributed among school stakeholders, most of whom were early in their service and generally held at least a bachelor's degree, indicating a fairly young but qualified workforce. Overall, the AIP was implemented at a "Very High" level in terms of alignment with the SIP, planning and preparation, resource allocation, implementation of activities, monitoring and evaluation, stakeholder participation, and overall effectiveness. However, despite this high level of implementation, several challenges were consistently encountered, including financial limitations and delays, limited resources, schedule disruptions, and weather-related and other external factors. To address these concerns, the study identified interventions focusing on improved financial planning and fund release, stronger partnerships for resource mobilization, flexible scheduling, contingency planning for disruptions, and enhanced monitoring systems.





Ultimately, while the AIP supports school improvement, continuous refinements in resource management, coordination, and adaptability are essential for long-term sustainability.

## **Conclusions**

Based on the Statement of the Problem, the study concludes that:

1. The respondents were composed of different school stakeholders such as school heads, teachers, administrative personnel, and PTA/community representatives, with most having 0–3 years of service and generally holding at least a bachelor's degree. This indicates a relatively young but qualified group of respondents involved in school implementation processes.
2. In terms of the level of implementation, the AIP is executed at a "Very High" level across all dimensions, specifically in its alignment with the SIP, planning and preparation, resource allocation and budgeting, implementation of activities, monitoring and evaluation, stakeholder participation, and overall effectiveness. This demonstrates that schools in the Luna District successfully translate their strategic goals into operational actions.
3. Feedback from the stakeholders reveal several challenges in AIP implementation, including financial limitations and delays, limited resources, schedule disruptions, and weather-related or external factors. These challenges indicate that despite strong implementation practices, both internal and external constraints still affect the efficiency and smooth execution of planned activities.
4. The study concludes that the recommended interventions focus on strengthening financial management, improving resource mobilization through partnerships, enhancing flexible planning and scheduling, and reinforcing disaster preparedness and monitoring systems. These interventions are essential to address implementation gaps and further improve the effectiveness and sustainability of the AIP.

## **Recommendations**

In light of the findings and conclusions, the following recommendations are proposed:

1. School administrators, in coordination with the Division Office, should strengthen financial planning and ensure timely release and proper utilization



**Journal of Social Transformation, Governance  
and Public Administration (JSTGPA)**

**Volume 2 Issue 2-2026**

**e-ISSN 3116-2916**

**<https://jstgc.minduraresearch.com/journal/index>**

**Submitted 3-2-2026: | Accepted: 5-8-2026 | Published 6-30-2026**

of funds to address recurring financial limitations and delays affecting AIP implementation.

2. Schools should intensify partnerships with LGUs, NGOs, private sectors, and community stakeholders to supplement limited resources and support the effective implementation of priority programs under the AIP.
3. School heads should adopt flexible and adaptive scheduling systems and strengthen contingency planning, including make-up activities and DRRM-based strategies, to address schedule disruptions and weather-related challenges.
4. School leaders should enhance stakeholder communication, participation, and monitoring systems, particularly by improving the dissemination of progress reports and encouraging stronger community involvement to sustain effective and transparent AIP implementation.

## **References**

- Bautista, R. M. (2017). Stakeholder engagement in school planning and its effect on implementation. *Philippine Journal of Educational Administration*, 23(2), 45–58.
- Caldwell, B. J., & Spinks, J. M. (2008). *Rethinking school-based management: Ensuring quality education through effective leadership*. Routledge.
- Castro, M. (2021). Stakeholder participation in rural school planning. *Philippine Educational Leadership Review*, 9(2), 55–70.
- Crawford, K. (2018). Challenges in school improvement plan implementation. *Asia-Pacific Journal of Education Management*, 7(3), 31–45.
- David, F. R. (2011). *Strategic management: Concepts and cases* (13th ed.). Pearson Education.
- Department of Education. (2015). DepEd Order No. 44, s. 2015: Guidelines on the preparation and submission of the School Improvement Plan (SIP) and Annual Implementation Plan (AIP). <https://www.deped.gov.ph>
- Department of Education. (2016). *School improvement planning guidebook*. Department of Education.
- Department of Education. (2021–2023). *Annual status reports on school-based management implementation*. Department of Education.
- Epstein, J. L. (2011). *School, family, and community partnerships: Preparing educators and improving schools* (2nd ed.). Westview Press.



**Journal of Social Transformation, Governance  
and Public Administration (JSTGPA)**

**Volume 2 Issue 2-2026**

**e-ISSN 3116-2916**

**<https://jstgc.minduraresearch.com/journal/index>**

**Submitted 3-2-2026: | Accepted: 5-8-2026 | Published 6-30-2026**

- Fayol, H. (1949). General and industrial management. Pitman.
- Fernández, R. (2018). School improvement plan alignment and implementation. *International Journal of Educational Policy*, 12(3), 45–60.
- Fullan, M. (2007). The new meaning of educational change (4th ed.). Teachers College Press.
- Garcia, A., & Ramos, P. (2019). Monitoring and evaluation practices of school improvement plans in the Philippines. *Asian Journal of School Leadership*, 6(4), 50–65.
- Hanushek, E. A. (1986). The economics of schooling: Production and efficiency in public schools. *Journal of Economic Literature*, 24(3), 1141–1177.
- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). Evaluating training programs: The four levels (3rd ed.). Berrett-Koehler.
- Llaneta, M. E. (2020). Resource allocation and project implementation in rural public schools: An analysis of SIP-AIP alignment. *Journal of Educational Management Policy Studies*, 18(3), 77–89.
- Mintzberg, H. (1994). The rise and fall of strategic planning. Free Press.
- OECD. (2019). Education indicators and monitoring systems. OECD Publishing.
- OECD. (2019). TALIS 2018 results (Volume I): Teachers and school leaders as lifelong learners. OECD Publishing.
- Odden, A., & Picus, L. O. (2014). School finance: A policy perspective (5th ed.). McGraw-Hill.
- Patton, M. Q. (2008). Utilization-focused evaluation (4th ed.). Sage.
- Pfeffer, J., & Salancik, G. R. (1978). The external control of organizations: A resource dependence perspective. Harper & Row.
- SEAMEO INNOTECH. (2023). Digital tools for school planning and documentation. SEAMEO INNOTECH.
- Senge, P. M. (2006). The fifth discipline: The art and practice of the learning organization (Rev. ed.). Doubleday.
- UNESCO. (2015). Education 2030: Incheon declaration and framework for action. UNESCO.
- UNESCO. (2020). Global education monitoring report. UNESCO.
- UNICEF. (2012). Child-friendly schools manual. UNICEF.
- United Nations Educational, Scientific and Cultural Organization. (2020). Global education monitoring report. UNESCO.



**Journal of Social Transformation, Governance  
and Public Administration (JSTGPA)**

**Volume 2 Issue 2-2026**

**e-ISSN 3116-2916**

**<https://jstgc.minduraresearch.com/journal/index>**

**Submitted 3-2-2026: | Accepted: 5-8-2026 | Published 6-30-2026**

U.S. Department of Education. (2010). Use of education data at the local level: From accountability to instructional improvement. Office of Planning, Evaluation and Policy Development.

Von Bertalanffy, L. (1968). General system theory: Foundations, development, applications. George Braziller.

World Bank. (2004). Monitoring and evaluation: Some tools, methods and approaches. World Bank.

World Bank. (2004). Results-based management: Principles and applications. World Bank.