



## COMMUNITY PARTNERSHIP IN SECONDARY SCHOOLS: A SEQUENTIAL ANALYSIS OF ISSUES, PROBLEMS AND OUTSTANDING PRACTICES

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Article history:		Abstract:
<b>Received:</b>	August 22 <sup>nd</sup> 2020	It takes everyone involved in a child's life to develop his physical, emotional, relational, spiritual and intellectual aspects. Community partnership in this regards is essential to achieve and be successful in any educative objectives. This study aimed to develop a framework based on the outstanding practices utilized by school heads in addressing the issues and problems encountered in school-community partnership in Cluster VI, Division of Pampanga. The respondents of this study were forty (40) school heads and teachers and the one hundred twenty (120) barangay officials. This study employed an explanatory method of research in gathering data and information to identify the issues and problems of the school-community partnership and analyzes the outstanding performance of select school heads that will enhance the partnership between school and barangay-LGU. Data analysis came out using SPSS or statistical techniques including frequency distribution, weighted mean and analysis of variance (ANOVA). The respondents have assessed the level of participation of barangay-LGU as high in the different school-related activities. After transcribing the qualitative data, following the interview guide, concepts, categories and themes were identified where the emerging framework was drawn. Out five participants: capacity development programs, dedicated mutual progression, resource mobilization, strong engagement, systematic communication, support and collaboration, and team player came out to be the outstanding practices of the school heads in their partnership with the barangay-LGU. These practices when come together and form a circle will represent the continuity and efficiently will utilize by the school heads towards building a strong partnership with the community.
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### CHAPTER I

#### 1. THE PROBLEM AND ITS BACKGROUND

##### 1.1 INTRODUCTION

In climbing great heights in the field of education, big hurdles and challenges will surely be encountered. However, these do not discourage educators specifically in the public sector to achieve their pre-determined goals. It takes everyone involved in a child's life to develop his physical, emotional, relational, spiritual and intellectual aspects. This is the key to the concept of holistic education. After all, this is the real purpose of education according to Mahmoudi, Jafari, Nasrabadi, and Liaghatdar (2012) and nevertheless it is one of the salient features as promised in the K to 12 program, nurturing the holistically developed Filipino. The African proverb, "It takes a village to raise a child," expresses a fundamental truth in the call of the country's present education system. Community partnership in this regards is essential to achieve and be successful in any educative objective all throughout the globe.

Through the related literatures, it can be deemed that partnerships are vital to help learners attain their full potential, and while parent and community participation has always been a component of public schools, there is a need for higher recognition and support for the significance of these collaborative efforts. The linkage of the school with the community defines the societal process. Every child of each family attends school and to meet their mutual goal, integrating available resources together is one of their options. Indeed, working with each other might create the change that the society needs. In creating a distinct partnership between the two, not being overboard with the actions is essential to have a continuous learning to do process.

Stating the issues and recognizing its outstanding practices as this paper wanted to present in a deeper understanding, would not lead with the misconception of the word "partnership". In addition, away from the other studies conducted in any research that focuses only in the partnership with the different groups of people not giving emphasis on the one important group of organization, the barangay, the government's key part of national development which have the same vision for their clientele within the community and revealed the positive effects of partnership, it is in this light the research wanted to pursue this study.

These vast and diverse community partnerships already exist along with their positive impacts to the learning process based on related studies conducted around the world. What educational leaders need to do is to identify the mechanisms that impede the positive outcomes of a good working relationship of the school and its community specifically the barangay-Local Government Unit (LGU), and look for ways to maximize the leverage they can offer not only for the learners but for the school and the community as well. The researcher deemed this essentially and was motivated to be the focus of this study with an aspiration of designing a framework of best practices to enhance the working relationship of the school and community to achieve common goal. Indeed, this is one achievement that the researcher would like to share in the Department of Education specifically in Region III, Division of Pampanga and if possible, the whole country.

### 1.2 STATEMENT OF THE PROBLEM

This mixed method research aims to investigate the school-community partnership by analysing the issues and problems and outstanding practices of the secondary schools.

Specifically, it was designed to answer the following questions:

1. How may the respondents assess the level of participation of the barangay-LGU in the school-related activities among the following areas:
  - 1.1 communicating school policies and regulations;
  - 1.2 involvements to year-round school activities;
  - 1.3 providing financial support and assistance;
  - 1.4 participation to school improvement planning?
2. Are there significant differences among assessment of the respondents on the level of participation of the barangay-LGU in the school-related projects?
3. How may the respondents assess the issues and problems on partnership relative to the following domains:
  - 3.1 child protection;
  - 3.2 environment protection;
  - 3.3 health and wellness;
  - 3.4 peace and order?
4. Are there significant differences among assessment of the respondents on the above mentioned issues and problems encountered as regards to the partnership?
5. What issues and problems of partnership on the aforementioned domains that must be addressed?
6. What outstanding practices do school heads utilize in addressing the issues?
7. What intensified school-barangay-LGU partnership framework may be proposed?

### 1.3 Scope and Delimitations

This study focused on the community partnership of secondary schools. It primarily aimed to analyze the issues on the working relationship of the school and barangay-LGU towards the realization of their goals. Also it analyzed the outstanding practices of the school to address the issues and problems encountered on the working relationship with the community, specifically, the barangay-LGU. The results of the study were used to design a framework of best practices to enhance the working mechanisms of the school and the barangay within Cluster 6 of the Department of Education, Division of Pampanga.

## 2. SIGNIFICANCE OF THE STUDY

The following are the supreme importance of the study:

**2.1 Local Government Unit Officials.** The results of the study will improve the strategies on how to support the partnership between school and community in handling sustainable partnership towards the realization of their pre-determined goal of development and progress.

**2.2 School Administrators.** The results of the study will help the superiors of the school in creating changes in enhancing the partnership with stakeholders and the whole community. This study can also help the school administrators to engage in the community to come up with better agreements for effective management of the partnership.

**2.3 Teachers.** The study would shed light on the strengths and weaknesses of the teacher in charge of the different programs, projects and activities in coordination of the barangay and thus that awareness will be useful in improving oneself.

**2.4 Future Researchers.** This study will help future researchers in obtaining some related literature and studies, informative ideas and significant results that will be an aid for future study.

### 1. METHOD

#### 1.1 Research Design

A mixed method sequential explanatory study was conducted. Sequential designs occur when one phase data collection phase of the study occurs before the next. Explanatory studies are used when the intent is to conduct a qualitative phase of the study in order to help explain the previous quantitative results as mentioned by Creswell and Clark (2011).

This study employed an explanatory method of research in gathering data and information to identify the issues and problems of the school-community partnership and analyzes the outstanding performance of select school heads that will enhance the partnership between school and barangay-LGU.

#### 2. Respondents/Participants

The researcher purposely selected school officials and barangay officials in the quantitative phase. The total respondents of the study in the quantitative phase were one hundred sixty (160). For the qualitative part of the study, purposive sampling was used for the recruitment of the five (5) participants. These are School Heads who showed exemplary performance in a school-community partnership like in the implementation of the Brigada Eskwela (BE), an annual campaign which prepares schools nationwide a few weeks before the school year starts. Only the winning School Heads were selected to highlight their outstanding practices as being recognized by the DepEd- Division of Pampanga and in order to come up with a framework to highlight such practices.

#### 3. Research Instrument

The researcher used a survey questionnaire as the research instrument in the first phase of the study. The first part of the survey questionnaire was used to assess the level of participation of the barangay-LGU in the school related activities. It was adopted from Cabardo (2016) in the study "Levels of Participation of the School Stakeholders to the Different School-Initiated Activities and the Implementation of School-Based Management." The researcher sought permission for the use of the said instrument before it was utilized.

The items in the second part of the survey questionnaire were constructed by the researcher with the assistance of her adviser. To establish validity, the content of the second part in the survey questionnaire was validated by four (4) Municipal and Local Government Operation Officer (MLGOO), three (3) outstanding School Heads and three (3) seasoned teachers who are credible and has ten (10) years of experience in working and in coordinating in the barangay. The results of validation revealed the acceptance of all the items in the child protection, environment protection, health and wellness and in peace and order domain with a scale of 96.67%, 98.33%, 98.33% and 98.57% scale content validity index respectively.

On the other hand, for the qualitative phase of the study, the researcher utilized semi-structured interview to school heads of the participating schools. To ensure that the questions in the semi-structured interview will gather the reliable data and information it was validated by the persons in authority.

#### 4. Data Collection

Upon the approval of the request, the researcher personally administered the entire survey questionnaire to the key informants for the purpose of ensuring a one hundred percent collection of survey questionnaire. After the survey, the questionnaires were retrieved and collected to analyze the data gathered and were tallied and tabulated. In the second phase, deliberations of the unstructured interview were observed and being used as a reference to obtain the information provided in the results of the study. This was the basis of the researcher to propose a framework to enhance the said partnership in the success of delivering quality, accessible, relevant, and liberating basic education for learners.

#### 5. Statistical Treatment of Data/Data Analysis

**5.1 Quantitative Phase.** To analyze and interpret the data gathered in the quantitative phase, the data collected were tabulated and processed using SPSS. Specifically, descriptive statistical techniques were used such as frequency, weighted mean, and analysis of variance (ANOVA).

**5.2 Qualitative Phase.** The researcher adopted the five (5) data analysis procedures of Nicdao (2015) namely (1) read the transcribed data line by line and then divide the data into meaningful analytical units, (2) use key point coding to apply key terms to each analytical unit, (3) group codes with commonalities into concepts, (4) create themes or categories from similar concepts and (5) illustrate the conceptual framework by presenting the themes in a figure.

### RESULTS, FINDINGS, AND DISCUSSION

This chapter presents the essential data gathered from the instruments in order to meet the objectives of the study. It includes the results, analysis and interpretation of the gathered data.

#### 1. ASSESSMENT OF RESPONDENTS ON THE LEVEL OF PARTICIPATION OF THE BARANGAY-LGU IN THE DIFFERENT SCHOOL-RELATED ACTIVITIES

##### 1.1 Communicating School Policies and Regulations

As assessed by the respondents, as a whole, the Barangay-LGU got high level of participation in communicating school policies and regulation with mean score of 3.35. The results of this study is as same as the result conducted by Cabardo (2016) where part 1 of the survey questionnaire was adopted. Further, the respondents assessed that the Barangay-LGU was very high in participation in maintaining smooth interpersonal relationship and good communication with the school authorities especially on matters that affect the total school community.

##### 1.2 Involvement to Year-Round School Activities

The respondents rated the barangay-LGU with high level of participation in involvement to year-round school activities with the grand weighted mean score of 3.37. It can also be gleaned on the table that the barangay-LGU was "very high" engaged to the different school activities such as Brigada Eskwela.

##### 1.3 Providing Financial Support and Assistance

As a whole, all items were rated "high" by the respondents in describing level of participation of the barangay-LGU in the different school-related activities in terms of providing financial support and assistance. This means further that the barangay officials do their responsibilities in providing financial support and assistance to schools.

##### 1.4. Participation to School Improvement Planning

The level of participation of the barangay-LGU is high with the mean score of 3.21. This means further that the respondents are in unison that the barangay has participation in the School Improvement Plan (SIP).

#### 2. SIGNIFICANT DIFFERENCE BETWEEN AND AMONG THE ASSESSMENT OF RESPONDENTS ON THE LEVEL OF PARTICIPATION OF THE BARANGAY-LGU IN THE DIFFERENT SCHOOL-RELATED ACTIVITIES

As results of the analysis of variance (ANOVA), the p-value of communicating school policies and regulations (0.007), involvement to year-round school activities (0.000), providing financial support and assistance (0.000), and participation to school improvement planning (0.001) is less than 0.01. This suggests that there are significant differences in the assessment of the respondents on the level of participation of the barangay-LGU in the different school-related activities.

#### 3. ASSESSMENT OF RESPONDENTS ON ISSUES AND PROBLEMS OF SCHOOL-COMMUNITY PARTNERSHIP

The issues and problems encountered in the school-barangay-LGU partnership were assessed by the respondents as great extent based on the grand weighted mean score of 3.19. The least mean score among the domains is health and wellness (3.04). The highest mean score among the issues and problems is the peace and order domain (3.30).

#### 4. SIGNIFICANT DIFFERENCE BETWEEN AND AMONG THE ASSESSMENT OF RESPONDENTS ON ISSUES AND PROBLEMS OF SCHOOL-COMMUNITY PARTNERSHIP

There are significant differences in the assessment of the respondents on the issues and problems of school-community partnership as suggested by the p-value which are all less than 0.01 in terms of child protection domain (0.000), environment protection (0.000), health and wellness (0.000), and peace and order (0.001).

#### 5. ISSUES AND PROBLEMS OF SCHOOL-COMMUNITY PARTNERSHIP

Based on the results on the assessment of the respondents on the issues and problems in the school-community partnership per domain, the following were noted:

##### 5.1 Child Protection

There is no communication between the school and its barangay to conduct regular meeting at least once a month and call for special meetings whenever necessary in the Local Council for the Protection of Children.

## 5.2 Environmental Protection

Absence of a school principal as one member of the barangay Ecological Solid Waste Management Committee.

## 5.3 Health and Wellness

There is no regular meeting of the School Principal and members of the Barangay Physical Fitness and Sports Development Council (BPFSDC) at least once a month to plan and formulate a blueprint for the short, medium, and long term plan for the sectoral sports based on the National Policy and Program of "Sports for All" including a well-synchronized year round calendar of sports activities and competitions culminating in a "Palarong Pambansa."

## 5.4 Peace and Order

Absence of a public school teacher in the composition of the Barangay Peace and Order Committee.

## 6. OUTSTANDING PRACTICES OF SCHOOL HEADS UTILIZED IN ADDRESSING THE ISSUES AND PROBLEMS OF SCHOOL-COMMUNITY PARTNERSHIP

The outstanding practices that school heads utilized in addressing the issues in their partnership with the barangay-LGU, each domain has themes that were emerged.

### 6.1 Child Protection

Included on this domain are two themes: (1) open communication; and (2) strategic planning. 6. Outstanding Practices of School Heads Utilized in Addressing the Issues

### 6.2 Environmental Protection

This domain has three themes: (1) program awareness; (2) commitment and involvement; and (3) organizational conferences.

### 6.3 Health and Wellness

There were two themes emerged on this domain such as (1) work coordination; and (2) genuine role.

### 6.4 Peace and Order

Two themes were emerged on this domain namely (1) professional discussion; and (2) program advocacy.

## 7. DESIGNED MODEL OF OUTSTANDING PRACTICES OF A SCHOOL-COMMUNITY PARTNERSHIP

The proposed framework of best practices for enhancing the school-community partnership of the researcher reflects the outstanding practices of school heads in their exemplary performance as an educational leader. Four domains namely child protection, environment protection, health and wellness and peace and order are considered the domains where school and barangay-LGU can work hand in hand toward the common good.

## 8. CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. The level of participation in the different school-related activity is high as rated by the respondents. Meaning barangay-LGU as an external stakeholder of the schools performs well.
2. There are significant differences on the level of participation of the barangay-LGU in the different school-related activities.
3. There are issues and problems that need to be addressed to have a healthy and fruitful school-community partnership.
4. There are significant differences in the assessment of the respondents on the issues and problems of school-community partnership.
5. This study affirms Vygotsky's Sociocultural theory concepts of collaboration and school-community established relationship. Barangay-LGU as one significant partner of the school can strengthen and produce meaningful actions that promote higher functions to support the school's needs through an established and constant coordination with them.
6. Outstanding school heads utilized effective strategies in addressing the issues and problems encountered in the school-community partnership.
7. The developed framework of best practices for enhancing school-community partnership is crafted based on the outstanding practices of school heads in addressing the issues and problems encountered in the school-community partnership.

## 9. RECOMMENDATIONS

In the light of findings and conclusions drawn the following recommendations are offered:

1. The high level of participation of the barangay-LGU in the different school-related activities must be sustained so that academic outcomes will improve.
2. The researcher-made survey questionnaire employed in the study can be improved by introducing new domains to track the issues and problems that impede the positive outcome of school-community partnership.
3. The themes in the Outstanding Practices Framework of school-community partnership should be given an utmost attention by all educators not only school leaders so that stakeholders will be motivated to work collaboratively within the school community.
4. A representative from the barangay-LGU must be included in all the projects, programs and activities specifically in the conduct of strategic planning for the whole school year to intensify the working relationship of the school and community.
5. This study serves as an eye opener on the mandates of both offices. Maximum efforts should be given by the school officials and the barangay officials in their calling as public servants.
6. A capacity development program is to be proposed to boost the human, financial, organizational, and resources of both offices for school-community partnership be effective.
7. The developed framework of outstanding practices of school-community partnership can be introduced to forum or a capacity building seminar to be attended by the educators and public officials to enhance their skills in managing any form of partnership and collaboration.
8. Finally, researchers examining school-community partnership can use the data in the improvement of the same study.

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