Research Article

Management of School-Community Partnership: Basis for Teacher Enhancement Program

Leo L. Codilla Jr.

College of Education, Caraga State University-Main Campus, Butuan City, 8600, Philippines

ABSTRACT

This study aimed to determine the practices and challenges in managing school-community partnerships in East Butuan District II elementary schools. The participants of the study were the Elementary School Teachers and School heads of East Butuan District II. Complete Enumeration is used in the study. The tested variables were practices of elementary schools, challenges in forging a school-community partnership, and the extent of school-community partnership.

The findings reveal that the practices of elementary schools in the district showed a moderate level of manifestation except for participation in the athletic meet and preparation for the national achievement test (3.80), indicating a high level of manifestation. Similarly, the challenges forging school-community partnerships have moderate manifestation.

On the other hand, the majority revealed either a moderate or low extent of school-community partnerships. This suggests that elementary schools in the East Butuan District II still want to manage school-community partnerships. It is interesting to note that practices and challenges significantly influence the extent of school-community partnership; a higher manifestation of practices but a lower manifestation of challenges implies a greater extent of school-community partnership.

Keywords: *Community Partnership, Practices with School-Community, Challenges in Forging School-Community Partnership*

Introduction

School provides structure and keeps a child focused on the future. It is where children learn and develop communication and social skills, providing children a sense of belongingness. Hence, the school plays a vital role in pupils' future success. However, it is crucial as well to create a solid school-community partnership since when school, families, and other stakeholders work together to support learning; children tend to do better in school, stay in school longer, and like school more (LaRoque, Kleiman & Darling, 2011; Epstein & Connors, 1992; Henderson & Mapp, 2002).

In education, the interagency collaboration includes groups or individuals' cooperation to address health education, special education, and safety (Peterson, 2011). Schools can collaborate with various community partners – individuals, businesses, and formal and informal community organizations to ensure that all students have opportunities to learn. The teachers and families are provided the support they need. When the school, family, and community will work together as one and be able to produce well-planned programs, educational goals on improving student performance and other school improvement goals will be attained (Epstein *et al.*, 2018; Epstein & Sheldon, 2016; Epstein, 2013; Bryk *et al.*, 2010). This collaboration is a call for school administrators and is a part of their administrative functions.

Habegger (2008) posits that the different roles of school administrators include assuring instruction aligned to departments' academic content standards, designing instruction for student success, developing a partnership with parents and community, and nurturing a culture where each individual feels valued. Van Velsor and Orozco (2007) added that one of the principal's roles is to flourish a good school-community bond. Then, it is on the hand of the principals and school heads to create the so-called cooperative partnership among all the stakeholders of the school.

Oddly, teachers are not satisfied with how the parents extend their help regarding the school-community partnership. Some parents are not encouraged to come to school for the entire school year, no matter what challenges arise. Others never seem to do a follow-up, especially in terms of their child's development and performance in school. There are many ways parents can extend their helping hand and support their child's education simultaneously, but teachers feel they don't always get that help from the parents (Chen et al., 2016). Thus, strong school-community relations should be given importance and priority.

In particular, elementary teachers of the rural schools in East Butuan District II provide minimal community linkages and professional engagement, thus producing less participation among parents in school activities. For this reason, some schools experienced problems in the physical uplift of the schools, especially during the preparation for the opening of classes. This scenario encourages a look into proponent possible ways of increasing the school-community partnership for the benefit of the learners as the center of the educative process.

Methods

This study employed a descriptive research design. It utilized a validated questionnaire to gather the necessary data. A Focus Group Discussion (FGD) was also conducted to validate the responses of the teachers and school heads regarding the practices and challenges encountered in managing school-community partnerships. The gathered data were analyzed using descriptive statistics such as Spearman rho correlation with a t-test to test the significance of the relationship.

Result and Discussion

Table 1. *Correlation between level of manifestation of practices and challenges and extent of manifestation of community partnership*

Practices	R*	p-value	Interpretation
Preparation for national achievement test (NAT)	0.532	0.000	Highly significant
General/homeroom parents & teachers association (PTA) meeting	0.562	0.000	Highly significant
Participation in the curricular competition	0.407	0.000	Highly significant
Participation in an athletic meet	0.247	0.039	Significant
Acquisition of sports and other equipment	0.521	0.000	Highly significant
Formulation of barangay/PTA resolution	0.428	0.000	Highly significant
Participation in the division/district-based – activities	0.662	0.000	Highly significant
Challenges		0.000	Highly significant
Generation/sourcing of subsidy	0.416	0.000	Highly significant

Practices	R*	p-value	Interpretation
Participation in the school events and/or barangay celebration	0.585	0.000	Highly significant
Parental guidance	0.314	0.008	Highly significant
Utilization of community resources	0.382	0.000	Highly significant

Table 1 shows the correlation between the level of manifestation of practices and challenges and the extent of manifestation of community partnership. It is shown that all practices are highly significant to school-community practices except for participation in the athletic meet, which is described as significant. This implies that a higher manifestation of practices results in a greater extent of school-community partnership. On the other hand, all the challenges are highly significant to school-community partnerships. This also explains that the challenges have a positive correlation with the extent of school-community partnership. That is, a lower manifestation of challenges implies a greater extent of school-community partnership. These results can be associated with the positive parent-school interaction, which benefits parents in how schools communicate and interact with parents (American Federation of Teachers, 2007).

Table 2. *Correlation between level of manifestation of practices and extent of community partnership in terms of its six parameters*

IVs	Statistics	Extent of school-community partnership					
		scp1	scp2	scp3	scp4	scp5	scp6
(P1)	R	0.377**	0.481**	0.603**	0.246*	0.365**	0.404**
	p-value	0.001	0.000	0.000	0.040	0.002	0.001
(P2)	R	0.474**	0.523**	0.612**	0.304*	0.395**	0.385**
	p-value	0.000	0.000	0.000	0.010	0.001	0.001
(P3)	R	0.249*	0.527**	0.568**	0.110	0.133	0.134
	p-value	0.038	0.000	0.000	0.363	0.272	0.269
(P4)	R	0.346**	0.372**	0.279*	0.072	0.238*	0.025
	p-value	0.003	0.001	0.019	0.554	0.047	0.835
(P5)	R	0.472**	0.380**	0.391**	0.577**	0.380**	0.180
	p-value	0.000	0.001	0.001	0.000	0.001	0.135
(P6)	R	0.292*	0.461**	0.476**	0.184	0.258*	0.011
	p-value	0.014	0.000	0.000	0.128	0.031	0.926
(P7)	R	0.509**	0.538**	0.535**	0.371**	0.304*	0.300*
	p-value	0.000	0.000	0.000	0.002	0.011	0.012

** Correlation is significant @ 1%.
* Correlation is significant @ 5%.

Table 2 shows the correlation between the level of manifestation of practices and the extent of community partnership in terms of its six parameters. This implies that all correlations between the level of manifestation of practices and extent of community partnership are significant except for the correlation between participation in curricular competition and conduct of *pahina*, the conduct of fundraising and conduct of barangay celebration; between participation in athletic meet and conduct of *pahina* and conduct of fundraising; between the acquisition of sports and other equipment and conduct of barangay celebration; and between the formulation of barangay/PTA resolution, and conduct of *pahina* and conduct of barangay celebration. Cox-Petersen (2010) stressed that barriers hinder the collaboration of schools, families, and communities,

just like the results shown above. However, if the stakeholders acknowledge and accept these hindrances, the teachers can utilize strategies to encourage their participation.

Table 3. *Correlation between level of manifestation of challenges and extent of community partnership in terms of its six parameters*

IVs	Statistics	Extent of school-community partnership					
		scp1	scp2	scp3	scp4	scp5	scp6
(C1)	R	0.220	0.138	0.323**	0.420**	0.204	0.242*
	p-value	0.067	0.253	0.006	0.000	0.090	0.044
(C2)	R	0.532**	0.203	0.445**	0.289*	0.363**	0.469**
	p-value	0.000	0.092	0.000	0.015	0.002	0.000
(C3)	R	0.249*	0.261*	0.412**	0.406**	0.108	0.177
	p-value	0.038	0.029	0.000	0.000	0.374	0.142
(C4)	R	0.366**	0.459**	0.399**	0.172	0.369**	0.261*
	p-value	0.002	0.000	0.001	0.154	0.002	0.029

** Correlation is significant @ 1%.
* Correlation is significant @ 5%.

Table 3 shows the correlation between the level of manifestation of challenges and the extent of community partnership in 6 parameters. The result shows that all correlations are significant except for the correlations between generation/sourcing of subsidy and conduct of *brigada eskwela*, the conduct of extra-curricular activities, conduct of *pahina* and conduct of fundraising; between participation in the school events and/or barangay celebration and conduct of extra-curricular activities; between parental guidance and conduct of *pahina* and conduct of fundraising; and utilization of community resources and conduct of *pahina*. Challenges are spices that add flavor to the school's partnership with its internal or external stakeholders. For the benefit of the pupils as the center of the educative process, teachers, the school head, and other school personnel should look for possible strategies that will cater to this partnership. It is imperative to create a solid school-community bond since when stakeholders are working together to assist in learning, students will, in general, improve in school, stay in school longer, and like school more. (Sanders & Galindo, 2014).

Conclusion

The study's findings show that the majority of the stakeholders would join the practices that will bring pride to the school and their pupils since it is shown in the result that participation in athletic meet and preparation for NAT are given priority. Also, there is a moderate manifestation of challenges in forging school-community partnership in all four indicators, which implies that stakeholders still need the motivation to participate in these activities more frequently. It is also supported in the manifestation of community partnership which is described as generally moderate, which implies a need for more strategies for linkages in schools.

It is also interesting to note that practices and challenges significantly influence the extent of school-community partnership; that is, the higher manifestation of practices, but the lower manifestation of challenges implies a greater extent of school-community partnership. This means that the lower manifestation of challenges will invite more stakeholders to come in and help the schools, increasing the extent of school-community partnership. However, not all practices and challenges significantly correlate to school-community partnerships, which means there's a need to use better strategies to increase school-community partnerships.

under the leadership of the Public Schools District Supervisor, Mr. Rey C. Collado.

References

American Federation of Teachers, (2007). Building Parent-Teacher Relationships. Washington, D.C.: American Federation of Teachers.

Bryk, A. S., Sebring, P. B., Allensworth, E., Easton, J. Q., & Luppescu, S. (2010). Organizing schools for improvement: Lessons from Chicago. University of Chicago Press.

Chen, M. E., Anderson, J. A., & Watkins, L. (2016). Parent perceptions of connectedness in a full service community school project. Journal of Child and Family Studies, 25(7), 2268-2278.

Cox-Petersen, A. (2010). Educational partnerships: Connecting schools, families, and the community. SAGE Publications.

Epstein, J. L. (2013). Ready or not? Preparing future educators for school, family, and community partnerships. Teaching Education, 24(2), 115-118.

Epstein, J. L., & Connors, L. J. (1992). School and family partnerships. Practitioner, 18(4), n4.

Epstein, J. L., & Sheldon, S. B. (2016). Necessary but not sufficient: The role of policy for advancing programs of school, family, and community partnerships. RSF: The Russell Sage Foundation Journal of the Social Sciences, 2(5), 202-219.

Epstein, J. L., Sanders, M. G., Sheldon, S. B., Simon, B. S., Salinas, K. C., Jansorn, N. R., ... & Hutchins, D. J. (2018). School, family, and community partnerships: Your handbook for action. Corwin Press.

Habegger, S. (2008). The principal's role in successful schools - NAESP. www.naesp.org. Retrieved November 15, 2021, from https://www.naesp.org/sites/default/files/resources/1/Principal/2008/S-O_p42.pdf

Henderson, A. T., & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis, 2002.

LaRocque, M., Kleiman, I., & Darling, S. M. (2011). Parental involvement: The missing link in school achievement. Preventing School Failure, 55(3), 115-122.

Petersen, A.C. (2011). Educational Partnerships: Connecting Schools, Families, and the Community. California: Sage Publications, Inc.

Sanders, M. G., & Galindo, C. (2014). Communities, schools, and teachers. Handbook of Professional Development in Education: Successful Models and Practices, PreKâ, 12, 1976.

Van Velsor, P., & Orozco, G. L. (2007). Involving low-income parents in the schools: Community centric strategies for school counselors. Professional School Counseling, 11(1), 2156759X0701100103.