

School Experiences in Community Partnership

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Publication Date: August 16, 2026

DOI: 10.5281/zenodo.21962392

Abstract

School–community partnerships play a vital role in enhancing educational outcomes and fostering shared responsibility among stakeholders. This study explores school experiences in implementing community partnership initiatives, focusing on the challenges encountered and the strategies developed to address them. Using a qualitative approach, data were collected from selected school stakeholders through interviews and analyzed thematically.

Findings revealed that major challenges include limited stakeholder participation, scheduling conflicts, communication gaps, and resource constraints. Despite these issues, schools demonstrated adaptive practices such as flexible and contextualized scheduling, strengthened multi-platform communication systems, and active collaboration with barangay and community leaders. The study highlights that an effective partnership is anchored on inclusive planning, clear communication, and sustained collaboration among stakeholders. Furthermore, the results emphasize the importance of community engagement strategies that are responsive to local contexts and needs. The study concludes that strengthening school–community partnerships requires continuous coordination, shared accountability, and the integration of innovative and inclusive practices to ensure long-term sustainability and improved educational outcomes.

Keywords: *School–Community Partnership, Stakeholder Engagement, Collaboration, Communication Strategies, Community Involvement*

1. Introduction

The importance of community and school collaboration remains a vital issue in our current educational system. It allows students to develop in all aspects of life as schools collaborate with their respective communities. This researcher has experienced the negative consequences associated with schools collaborating with their surrounding communities. Therefore, this research was conducted based on the researchers' personal experiences with how these collaborations can be successful or unsuccessful.

Schools are an important part of the communities they serve. There is a role for schools to play: creating partnerships between communities and businesses through complementary programs. The programs created will enable students to succeed academically and support their emotional and social development. Some countries, including Finland, view their schools as being similar to community centers. Parents, teachers, local organizations, and government agencies can work together at these types of schools. When working together in this way, there can be long-term success in education.

It is equally important for parents and communities to be engaged in schools, as this has been shown to correlate with improvements in education and societal benefits. The purpose of this literature review is to investigate how schools and communities collaborate and positively influence education. School-Community Partnerships (SCPs) are particularly significant in Southeast Asia due to large wealth disparities, which result in unequal education across communities. For example, Tan & Dimmock (2019) found that successful SCPs exist when the community contributes to making the school curriculum relevant to the community's needs, communicates effectively with the school, and ultimately works collaboratively to resolve issues. Furthermore, these examples illustrate that SCPs must identify and meet the needs of their respective communities, particularly those residing in rural communities who may require additional resources.

The Department of Education is implementing initiatives that foster stronger relationships between schools and their localities, including Brigada Eskwela, the Adopt-a-School program, and School Governing Councils.

These initiatives will facilitate relationships between schools and entities that can assist (government offices/non-governmental organizations/private businesses, alum associations, community volunteers).

Schools receive many forms of support and assistance through their partnerships and connections with other organizations/agencies. These include the school's ability to acquire resources, repair/demolish/renovate its facilities, obtain guidance/advice, and secure volunteer labor to assist it. Many of the Department of Education programs, including Brigada Eskwela, the Adopt-A-School Program, and School Governing Councils, provide significant support in developing these relationships. According to DepEd (2022), the Basic Education Development Plan (BEDP) 2030 identifies stakeholder engagement as a strategic approach to enhancing the quality of basic education and addressing existing resource shortfalls. Similarly, the Philippine

Development Plan (2023) notes that all stakeholders must collaborate and take responsibility for ensuring equal access to education for all. All stakeholders are expected to participate and be held accountable to ensure this goal is met, thereby ensuring equitable educational opportunities for all.

The plan has as one of its main goals to engage all citizens. In 2022, the Philippine Institute for Development Studies conducted research on the extent of assistance schools need. According to this research, schools need assistance from the people around them. Many schools have systems in place to communicate with one another; however, most lack an open way to inform others about their actions. Furthermore, according to the Philippine Institute for Development Studies, people do not collaborate or work collectively to make decisions. At times, schools and communities will come together to achieve common objectives (i.e., Brigada Eskwela); however, the collaboration between the two groups does not last. Additionally, according to the Philippine Institute for Development Studies, parents are very busy and therefore lack time. Most schools lack sufficient funding, and there are barriers to people getting to them due to their location. Lastly, the Philippine Institute for Development Studies reported that schools and communities have differing objectives. The Philippine Institute for Development Studies continues to assess these issues.

Effective school-community partnership best practices noted by the Philippine Institute for Development Studies included: regular communication among stakeholders, recognition of stakeholders, capacity building among stakeholders, clearly defined roles among stakeholders, and leadership by school principals.

Schools in communities such as San Isidro need support due to a lack of resources, which makes it difficult to accomplish much. The schools will usually work on projects and programs together to accomplish tasks such as feeding students and improving students' reading skills. A few schools are fortunate enough to have many parent volunteers and/or local leaders who assist with programs and show their ability to work effectively with the local government.

However, some schools face issues such as reluctance to assist others, mistrust among members, and poor communication/coordination among team members, which may hinder their ability to complete a project or program.

I have personally experienced this as an educator within the San Isidro School District. As a result of having no assistance at all, there will be many days when you have to do everything by yourself. On the other hand, there can be days when it goes amazingly well (for example, when local leaders assist schools with their programs or when parents provide support for students learning to read).

These experiences emphasize the importance of understanding what makes partnerships effective or ineffective. Community support from San Isidro is vital. Schools in San Isidro must develop relationships with the community. The San Isidro District has witnessed very poor examples of relationship development.

Schools and the San Isidro community need to be working together. Therefore, this research seeks to investigate the lived experiences of teachers, school administrators (heads), and departmental supervisors (head teachers) in creating and supporting school-community partnerships. More specifically, this investigation will provide descriptions of successful or model practices from which other schools may learn; describe challenges associated with developing and maintaining school/community partnerships; and develop a framework applicable within the context of the area studied to strengthen the connections among schools and their communities.

This study will be important in helping schools function as a team. It identifies what works well and what doesn't, which may offer suggestions to teachers, school administrators, and decision-makers. When school staff and community members have good relationships, students perform better and have more opportunities. As such, schools are also more enjoyable places to attend. School-community partnership research is all about improving education for all students.

2. Materials and Methods

Research Design

The researcher employed a "mixed methods" research design. Creswell's Exploratory Sequential Design was the design used. In Creswell's Exploratory Sequential Design, researchers use both quantitative and qualitative methodologies. Creswell's exploratory sequential design allows for an even broader exploration of a research question or problem. In the exploratory sequential research method, there are two phases. Phase one involves data collection and analysis. Phase two involves developing instruments based on the information obtained from phase one.

Participants

Participants of the study were the teachers of San Marcial Elementary School and Maoay Primary School, School Head, Barangay Captain, parents of both schools, stakeholders, barangay kagawad and SK Chairman.

Instruments

The tools we used to collect data for our research included an interview guide and a survey questionnaire. These instruments allowed us to collect data on those who manage Maoay Primary School and San Marcial Elementary School, including school administrators, teachers, parents, and members of the local community.

Part I was used in this portion of the study. In this section of our research, we have unstructured interview questions. We use this section to determine effective collaboration between schools and communities. Our interviews covered: How do you communicate with one another? How is your community involved? What types of support do you offer? How do you share your resources? Will the projects initiated by both continue or stop after a set time frame?

Problems that occurred (e.g., participant issues, resource availability, administrative challenges, external factors).

The qualitative phase helped identify our interviewees' perceptions of school-community partnership programs. It allowed them to share their actual thoughts regarding school-community partnerships. The second part of this study involved administering a survey with questions generated from the qualitative findings. This portion used a 4-point Likert Scale to measure the degree of agreement or disagreement with each question and to provide additional evidence for the themes that emerged in the qualitative portion.

A four-point Likert scale was used in this survey to assess participants' level of agreement or disagreement with the instrument's statements. The scale was defined as follows: (1) "Strongly Agree", (2) "Agree", (3) "Disagree", and (4) "Strongly Disagree". To capture the two primary aspects assessed in the current research — best practices and challenges associated with developing partnerships between schools and communities — two distinct Likert-scale interpretations were applied. Specifically, a normative interpretation model for assessing best practices was as follows: 3.26-4.0 = A Best Practice; 2.51-3.25 = A Practice; 1.76-2.5 = Somewhat a Practice; and 1.0-1.75 = Not a Practice. Conversely, a separate normative interpretation model was developed specifically to identify challenge levels: 3.26-4.0 = An Extremely High Challenge; 2.51-3.25 = A Challenge; 1.76-2.5 = A Low Challenge; and 1.0-1.75 = Not a Challenge. In addition to the previously described closed-ended questions contained in the survey questionnaire, an additional component of the qualitative assessment involved open-ended interview questions designed to solicit participants' detailed descriptions regarding their experiences and perceptions, including: best practices identified by them during their involvement with school-community partnerships; challenges they experienced while working with these partners; and strategies that would have enhanced their experience with such partnerships.

Procedure

Prior to conducting the study, the researcher undertook several preparatory steps to ensure that the research process was conducted systematically, ethically, and transparently. First, a formal request letter was submitted to the Schools Division Superintendent of the Department of Education, Region I, seeking permission to conduct the study. Upon approval, a Memorandum authorizing the conduct of the research was issued by the Schools Division Office.

Following the approval, the researcher visited Maoay Primary School and San Marcial Elementary School to secure permission from the respective school heads to conduct the study and gather data from the identified participants.

To promote transparency and ethical research practices, the researcher ensured that all potential participants clearly understood the purpose of the study and the researcher's role. After obtaining the necessary approvals from the concerned authorities and institutions, the researcher identified the participants, which included school administrators, teachers, parents, barangay officials, and other community members. Each participant was informed about the objectives of

the study and was invited to participate voluntarily. Prior to data collection, the researcher obtained the participants' written or verbal informed consent.

Before conducting the interviews, the researcher ensured that the semi-structured interview guide was appropriate for gathering the necessary data. The interview guide underwent expert validation by the research adviser and two external reviewers who evaluated the clarity, relevance, and comprehensiveness of the interview questions. Based on their recommendations, revisions were made to improve the instrument and ensure that it effectively captured the participants' experiences and perceptions regarding school-community partnerships.

The validation process helped establish the appropriateness and relevance of the research instrument, ensuring that the questions would generate meaningful data related to the nature and implementation of school-community partnerships. Following the validation of the interview guide, the researcher conducted a series of semi-structured interviews with the selected participants. During the interviews, participants' responses were carefully documented, and detailed field notes were taken to record significant observations, insights, and contextual information relevant to the study.

Data Analysis

To study the data provided by the participants, the researcher used a combination of thematic analysis, mean (to calculate the average), and frequency counts (how many times an item appears) to obtain a full picture of students' school experiences within their community.

1. Thematic analysis helped identify, organize, and explain those commonalities that emerged when reading through all of the responses from each group of stakeholders.
2. Frequency counts are useful for determining what percentage of participants gave certain answers or what number of times a particular answer appeared.
3. The mean is useful for describing and summarizing the middle value of the responses.

By using these three methods together, the researcher had a systematic way to understand both the qualitative and quantitative parts of the data, thereby enhancing the credibility and trustworthiness of the conclusions about school-community relationships.

3. Results

Table 1: The Respondents

Respondent Group	Number of Respondents	Percentage (%)	Table 2a. Axial Codes and
School Head	1	2.86 %	
Teachers	12	34.29 %	
Parents	10	28.57 %	
Community Member/Stakeholders	3	25.71 %	
Barangay Officials	9	8.57 %	
Total	35	100%	

Themes on the Best Practices of School and Community Partnership

Theme	Axial Code
Bayanihan and Collaborative Participation	• Collective participation of stakeholders (teachers, parents, barangay, SK, volunteers), • Shared responsibility in school activities • Unity and cooperation (bayanihan spirit) • Active engagement in school preparation and improvement
Open Communication and Inclusive Decision-Making	• Regular meetings (PTA, Kapehan sa Paaralan, forums) • Open dialogue and idea-sharing • Inclusivity in planning and decision-making • Transparency in financial matters and projects
Shared Learning and Volunteerism	• Volunteer involvement in academic programs • Parent engagement in children's

	learning
	• Community-supported literacy initiatives • Strengthening academic outcomes through collaboration
School-Based Sustainable Program	• Implementation of Gulayan sa Paaralan • Integration of nutrition and education • Sustainability through continuous programs • Community participation in livelihood-related activities
Resource Mobilization and Support System	• Provision of school supplies and feeding programs • Barangay and NGO support • Financial and material contributions • Logistics and workforce assistance
Holistic Development through Co-Curricular Activities	• Conduct of sports events (Family Day)

Table 2b. Frequency of Themes on the Best Practices in School Community Partnership

Theme	Number of Respondents	Interpretation (Level of Prevalence)
Theme 1: Bayanihan and Collaborative Participation	11	Highly Observed
Theme 2: Open Communication and Inclusive Decision-Making	13	Highly Observed
Theme 3: Shared Learning and Volunteerism	6	Moderately Observed
Theme 4: School-Based Sustainable Programs	5	Moderately Observed

Theme 5: Resource Mobilization and Support Systems	6	Moderately Observed
Theme 6: Holistic Development through Co-Curricular Activities	5	Moderately Observed
Theme 7: Transparency and Accountability in School Management	9	Highly Observed

Table 2c. Best Practices as Perceived by the Respondents

Theme	Mean	DE
1. Stakeholders actively participate in school programs such as Brigada Eskwela and other community activities.	4.00	Best Practice
2. Parents regularly attend and engage in school-initiated activities and events.	3.09	Practice
3. Barangay officials and community members consistently support school programs and initiatives.	3.91	Best Practice
4. The school conducts regular meetings (e.g., PTA, Kapehan sa Paaralan) to communicate with stakeholders.	3.09	Practice
5. Stakeholders are given opportunities to express their ideas, concerns, and suggestions.	3.23	Best Practice
6. Communication between the school and the community is open, clear, and consistent.	3.06	Practice
7. The school provides clear information regarding the use of funds and resources.	3.29	Best Practice
8. Stakeholders are regularly informed about school projects, plans, and accomplishments.	3.17	Practice
9. Financial and program reports are presented honestly and transparently to stakeholders.	3.11	Practice
10. The community provides materials, resources, and financial support for school programs.	3.06	Practice
11. Barangay officials and stakeholders assist in providing workforce and logistical support.	3.97	Best Practice
12. School programs (e.g., feeding, outreach) are sustained through community contributions.	3.11	Practice
13. Parents and community volunteers actively support learners' academic activities (e.g., reading programs).	2.89	Practice
14. The school engages stakeholders in programs that improve learners' academic performance.	3.11	Practice
15. Community members participate in activities that enhance learners' literacy and skills development.	3.11	Practice
16. The school implements programs (e.g., Gulayan sa Paaralan) that are sustained throughout the year.	3.09	Practice
17. School-community partnership activities are conducted	3.14	Practice

- regularly (monthly, quarterly, annually).
- | | | |
|---|------|----------|
| 18. Stakeholders continuously support long-term school programs and initiatives. | 3.20 | Practice |
| 19. The school and community organize activities (e.g., sports, cultural programs) that support learners' overall development. | 3.20 | Practice |
| 20. Programs related to safety, health, and well-being (e.g., disaster preparedness, feeding programs) are actively implemented with community support. | 3.20 | Practice |

Legend:

- | | |
|-------------|---------------------|
| 3.26– 4.00 | A Best Practice |
| 2.51 – 3.25 | A Practice |
| 1.76 – 2.50 | Somewhat A Practice |
| 1.00 – 1.75 | Not A Practice |

Table 3a. Axial Codes and Themes on the Challenges in the School-Community Partnership

Theme	Axial Code
Low and Inconsistent Stakeholder Participation	● Low attendance in school activities ● Irregular participation of parents and volunteers ● Work-related constraints (daily labor, farming, shift work) ● Lack of interest or motivation among stakeholders and youth
Communication Gaps and Information Dissemination Issues	● Delayed or unclear dissemination of information ● Lack of access to communication tools (gadgets, internet) ● Inadequate notification of schedules and activities ● Weak coordination between the school and the community
Time Constraints and Conflicting Schedules	● Conflict between work schedules and school activities ● Limited availability of parents and volunteers ● Seasonal livelihood demands (e.g., farming activities) ● Inflexible scheduling of school programs

Socio-Economic and Family Constraints

- Financial difficulties and inability to contribute
- Childcare responsibilities
- Household and family obligations
- Feelings of inadequacy due to financial limitations

Geographic and Transportation Barriers

- Long distance between home and school
- Lack of transportation
- High cost of travel

Weak Coordination and Program Implementation Issues

- Accessibility issues in rural areas
- Lack of coordination between the school and the barangay
- Difficulty managing multiple schools or stakeholders
- Delays and incomplete implementation of activities
- Weak planning and execution

Table 3b. Frequency of Themes on Challenges in School–Community Partnership

Theme	Description	Number of Respondents
1. Low and Inconsistent Stakeholder Participation	Limited involvement due to work, lack of interest, and competing responsibilities	14
2. Communication Gaps and Information Dissemination Issues	Poor or delayed communication, lack of access to information	9
3. Time Constraints and Conflicting Schedules	Conflict between work schedules and school activities	8
4. Socio-Economic and Family Constraints	Financial problems, childcare responsibilities, and household duties	6
5. Geographic and Transportation Barriers	Distance and lack of transportation	6

6. Weak Coordination and Program Implementation Issues	Poor coordination, delays, and incomplete implementation	6
7. Limited Resources and Financial Constraints	Lack of funds, materials, and program sustainability	4
8. Lack of Awareness and Understanding of Program Importance	Low awareness and motivation to participate	3

Table 3c. Challenges as Perceived by the Respondents

Theme	Mean	DE
1. There is low participation of parents and stakeholders in school activities.	2.86	Challenge
2. Parents and stakeholders are unable to attend activities due to work commitments.	3.57	Extremely High Challenge
3. Conflicts between school schedules and stakeholders' availability affect participation.	2.80	Challenge
4. Some stakeholders lack interest or motivation to engage in school programs.	2.77	Challenge
5. Information about school activities does not reach all stakeholders on time.	2.80	Challenge
6. Communication between the school and stakeholders is inconsistent or unclear.	2.80	Challenge
7. Some stakeholders have limited access to communication tools (e.g., mobile phones, internet).	2.66	Challenge
8. Distance between home and school limits stakeholders' participation.	2.77	Challenge
9. Lack of transportation makes it difficult for stakeholders to attend school activities.	2.80	Challenge
10.		Extremely High Challenge
11. Financial constraints prevent stakeholders from participating or contributing to school programs.	3.54	Challenge
12. Family responsibilities (e.g., childcare, household duties) limit stakeholder involvement.	3.54	Extremely High Challenge
13. There is insufficient coordination between the school and the community in planning activities.	2.77	Challenge
14. Limited resources (funds, materials, supplies) affect the implementation of school programs.	2.83	Challenge

15. Some school activities are delayed or not fully implemented due to a lack of support.	2.80	Challenge
16. Stakeholders have a limited understanding of the importance of school programs and participation.	2.77	Challenge
17. There is low participation of parents and stakeholders in school activities.	2.86	Challenge

Legend:

3.26 – 4.00	An Extremely High Challenge
2.51 – 3.25	A Challenge
1.76 – 2.50	A Low Challenge
1.00 – 1.75	Not A Challenge

Table 4. Axial Codes and Themes on the THEMATIC ANALYSIS (Strategies to Mitigate Challenges)

Theme			Axial Code
Flexible and Contextualized Scheduling			Adjustment of activity schedules (weekends, afternoons)
			Multiple time slots
			Alignment with livelihood (farming calendar)
Strengthened Communication Systems			Use of multiple communication platforms (letters, SMS, social media)
			Advance notice and reminders
			Information dissemination to learners
Barangay and Community Support Mobilization			Provision of transportation (barangay vehicles)
			Workforce and volunteer mobilization
			Policy/mandate support from local leaders
Volunteerism and Responsibility Systems		Shared	Volunteer supervision (childcare, logistics)
			Assigned roles and task distribution
			Youth and parent engagement
Structured Governance	Coordination and		Joint planning committees
			Regular coordination meetings
			Clear role assignments and feedback systems

4. Discussion

This section discusses the study's results, interpreting the data collected to address the research problems and providing evidence.

Table 1 The study took place at two elementary schools: Maoay Primary School and San Marcial Elementary School. These schools were selected for their collaborative relationship with the surrounding community to enhance parent/community involvement and improve program/project development. In addition to their collaborative relationship with the community, both schools provide opportunities for community involvement in activities such as school improvement and public outreach. Therefore, it provided an opportunity for the researcher to observe and record how community members collaborate to develop relationships between the school and the community. When selecting participants for interviews, we employed guidelines to ensure that our results were based on accurate data. The purpose of establishing the above-mentioned criteria was to obtain reliable/valid data from each school (Maoay Primary School and San Marcial Elementary School).

The inclusion requirements were that participants had to be: (1) officially affiliated with Maoay Primary School or San Marcial Elementary School as a school administrator, teacher, parent, Barangay Official, or member of the local community who has been actively engaged in or participated in some form of collaborative activity between schools and communities through school programs, meetings, projects, or initiatives; (2) agree to give informed consent and to share information about how they are working together on school-community partnerships.

The study's inclusion criteria included individuals associated with a school that had an existing partnership. The study's exclusion criteria included: (1) any individual(s) having no affiliation or connection to the chosen school(s); (2) any individual(s) having no history of engagement, and/or participating, in previous school-community partnership events; and (3) all individual(s), regardless of their position within the community or organization, who were unwilling/and/or unable to participate and/or provide the necessary information to facilitate this research project.

These three areas of exclusion ensured that the participants in this study had direct knowledge and experience with school-community partnerships, thereby enhancing the reliability and validity of the data collected.

Thirty-five people participated in this research project. They were represented as follows: 1 School Head; 12 Teachers; 10 Parents; 9 Barangay Officials; and 3 other stakeholder groups.

A graphic representation of the number of respondents in each group is shown.

Table 2a presents the themes generated from the respondents' actual responses. These responses focus on the best practices of school and community partnerships as observed and experienced by the school head, teachers, parents, barangay officials, and community stakeholders.

Theme 1. Bayanihan and Collaborative Participation

The thematic areas developed from participants' answers are listed in Table 1. These answers reflect best practices for school-community partnerships, as reported by the School Head, Teachers, Parents, Barangay Officials, and Community Stakeholders.

The theme Bayanihan & Collaborative Participation highlights collaboration among stakeholders (Parents, Volunteers, etc.) to support school programs and improve students' learning outcomes. This shows that there is a shared responsibility among all parties involved. In addition, the willingness to cooperate and assist with school-related work or events, whether through volunteering or mutual support when needed, strengthens the bond between the school and its surrounding community. For example, Response #17 "*Di Feeding Program ken Brigada Eskwela, napintas ti panagkaykaysa. Dagiti nagannak ken volunteers tumulong iti panangpreparar ken panangserbisyo ti meals kadagiti learners,*" demonstrates how active parental involvement and volunteering provide evidence of the bayanihan spirit at work.

The School Improvement model of collaboration is based on a group of individuals. The model is designed around an individual or a group of individuals who collaborate to produce something together. A collaborative model represents the collective efforts of families, teachers, local organizations, service providers, and other community members. Each member works collaboratively with others to enhance student learning across multiple areas. Members can assist with academic development, family involvement, physical health and well-being, and social growth of youth, providing needed services to youth and collaborating with the larger community to provide additional resources to support their students.

The Community Collaboration Model is significant because it allows students to excel in many ways. In 2022, Anderson Butcher, D., Bates, S., Lawson, H. A., Childs, T. M., and Iachini, A. L. wrote about this model. When individuals collaborate and take on responsibilities, they can improve student success through their education and development. The Community Collaboration Model demonstrates that by working collaboratively and using all available resources, schools may be better positioned to assist students. Schools can also receive assistance and support from individuals and organizations beyond those within the school walls. School success will result directly from these collaborative efforts. Additionally, Response 20 noted that "Every year during Idi Brigada Eskwela, we have all of the stakeholders (parents, teachers, barangay officials, volunteers) helping us clean and beautify the school before classes begin. It brings me so much pride knowing that everyone works together to make the school an enjoyable place for children to learn." This example illustrates how stakeholders' active participation fosters a sense of ownership, excitement, and collective achievement at school. "In addition to 'Basa Dayta', which is a monthly reading program where we collect community volunteers and parents to help our learners practice reading. They work directly with the kids to help them learn to read. Even if it is just sitting down with the child or reading together, the parent enjoys participating in the educational process. In contrast, the child learns to read more quickly," stated Respondent 4.

The way we go about doing things in our community relates to what Mikiewicz, P. (2021) stated in his article "capital and education: an attempt to synthesize conceptualization arising from theoretical origins," which appeared in *Cogent Education*, 8(1), Article 1907956. Mikiewicz states that connections and networks within a community (families, schools, etc.) greatly influence the ability to develop and for students to learn. In addition, when members of a community come together to support one another, they build trust and work as a unit. A collaborative effort creates a positive environment that fosters growth for both students and staff.

The concept of Bayanihan and Collaborative Participation is about Filipinos working together and supporting one another. This is an important part of Filipino culture. As such, it provides an opportunity for Barangay Officials, Volunteers, Teachers, Parents, and others involved in School Programs to collaborate to enhance those programs and promote student learning. Examples of these collaborative efforts include Brigada Eskwela and Feeding Program (e.g., cleaning or preparing food), in which community members participate collectively to accomplish tasks. Through these activities, participants develop a sense of pride and accomplishment for their contributions. In addition, the concepts of Bayanihan and Collaborative Participation embody the Philippine value of shared community effort and mutual responsibility toward achieving common goals. These values will play a key role in supporting the success of Basa Dayta reading programs and similar school-based programs. From a broader perspective, the participation of family members and other community members in programs such as "Basa Dayta" illustrates that educational achievement cannot be attributed solely to classroom instruction. By leveraging the collective knowledge, time, and resources of the larger community, schools can create environments that provide individualized support to learners through mentorship, supplementary practice opportunities, and more. Additionally, when schools engage in collaborations with members of the local community regarding the outcomes of educational experiences, schools may foster increased ownership by communities toward the successes or failures experienced by students; increase awareness among parents/guardians of student progress; and encourage ongoing commitments to programs offered at schools.

The results from community-based programs indicate that successful schools have positive relationships with their communities, thereby fostering a sense of unity. Community support is important for children's education. It provides them with an opportunity to participate in activities outside of class, and they are supported by people who care about their well-being. The importance of supporting students' education cannot be overstated.

Theme 2. Open Communication and Inclusive Decision-Making

Open communication and inclusive decision-making practices involve regular dialogue among school stakeholders to ensure that teachers, parents, and community members have an active role in developing plans and solutions to problems related to school programming. This type of open communication practice has been shown to positively impact student outcomes by providing transparency and accountability, as well as collaborative ownership of school initiatives (Mandolado & Ancho, 2023; Tan & Dimmock, 2019). Structured forums also provide meaningful opportunities for stakeholders to share ideas and concerns about school governance and to help foster trust and responsibility among all stakeholders (Bauyot & Lopez, 2024).

School-Community Partnerships are strengthened through Active Cooperation Among Stakeholders; for example, as a respondent explained, *"During Kapehan sa Paaralan meetings, there is an opportunity for teachers, parents, PTA members, and occasionally Barangay officials to meet over coffee in the mornings and openly discuss school-based activities and challenges"* (Respondent 6). The example illustrates how collective stakeholder efforts can build school-community partnerships. Contemporary models of community engagement, such as the Community Engagement Model in Education (Susbilla & Rollo, 2022), demonstrate that when families, schools, and local organizations interact regularly in a structured manner with relevance to their students' needs, this results in enhanced student outcomes, including both academic achievement and social-emotional well-being through increased mutual understanding and coordination.

Also, Respondent 14 said, *"The Idi Brigada Eskwela was very successful in bringing everyone together. Teachers, Barangay officials, and SK members all worked with us to clean and repair our classrooms before classes started."* This is an example of Social Capital Theory (Afrianti et al., 2024) because it describes how trusting relationships, reciprocal behaviors, and cooperative behavior among groups of people, such as parents, teachers, and other community members, foster collaborative actions and improve educational programs. Furthermore, when many individuals are involved in a project or program, they help build strong social connections, enabling greater collaboration on education-related initiatives.

School-Community Partnerships are vital to the success of schools. For these partnerships to be successful, there needs to be open communication and collaborative (inclusive) decision-making among stakeholders, including students, families, and community members. Open communication & collaborative decision-making will create an environment where all parties can rely on one another and work together toward common goals. In addition to fostering a sense of community and collaboration, research has shown that when parents and community members work with educators toward a common goal, student engagement increases, attendance improves, and academic performance improves. This was researched by Tan and Dimmock (2019), Mandolado and Ancho (2023), and Afrianti et al. (2024).

So, while schools need to share information with their community, they must also communicate through dialogue, listen, and collaborate to develop solutions that benefit all parties involved. By doing so, schools can create an environment where students can thrive and develop through learning. School-Community Partnerships are most successful when they are collaborative and communicative. Therefore, schools must ensure that Open Communication and Inclusive Decision-Making processes are incorporated into every aspect of their work. Ultimately, the above references demonstrate how structural Communication Forums and inclusive Decision-Making Processes are essential to developing effective School Community Partnerships and to demonstrating the positive effects of community engagement on the long-term sustainability of school programming and student development (Susbilla & Rollo, 2022; Lopez & Bauyot, 2024).

Theme 3. Shared Learning and Volunteerism

Volunteering and co-learning are vital to program success. Volunteers have frequently identified both volunteering and co-learning as being most beneficial to supporting literacy initiatives and other remedial programs. Involving community members through both volunteering and co-learning can provide significant benefits. It enables increased collaboration and partnership opportunities between schools and communities, ultimately leading to greater involvement by parents, community members, and the general public in education. Programs with the greatest potential to succeed and demonstrate a positive impact on student achievement include reading initiatives, remedial classes, and literacy projects. The collaborative nature of these partnerships enables better learning opportunities for students while increasing responsibility among all parties for student education. Studies conducted by Afrianti et al. (2024) and Nguyen et al. (2021) support the notion that both volunteering and co-learning are valuable assets.

They improve education for all students. Respondent 16 said, "The Idi Reading Program is a monthly remedial reading session. Volunteers, along with the parent group, assist us as a team in supporting learners in reading. It has improved my children's reading abilities; they are now more active in their own learning through education." Likewise, Respondent 4 stated, *"Through our reading program 'Basa Dayta,' each month we invite community volunteers and parents to assist us by helping the learners learn how to read. The parents love assisting their children while reading, and because the parents are supporting the child and the child is improving at an accelerated rate due to the assistance."*

These answers indicate that participating in volunteering increases both community and school involvement. Volunteering creates opportunities for adults (parents) to help children improve their reading. Parents who assist their children with reading and other educational activities will improve their children's reading skills. School and community relationships are strengthened through volunteering, creating an improved environment at school. The benefits of increased academic performance have been identified in previous studies: Lee and Lin examined the impact on student learning in 2022, while Susbilla and Rollo did so again in 2025. They determined that volunteerism affects students and communities.

Reading programs are made stronger by volunteers and parents. Contemporary educational theory supports this research. An example of contemporary education theory is the Family and Community Engagement (face) framework (2020 – 2024), which states that collaborative partnerships based on shared learning will produce a rich environment for learning where families and community members can assist teachers as co-educators and therefore increase student achievement and student engagement (Niehaus et al., 2021). As stated by the face framework, when all parties work together in academics, they gain greater knowledge, mutual assistance, improved communication, and better academic performance, resulting in a successful school.

In addition to the Social Capital Theory in Education (2021-2024), Volunteerism builds on networks, trust, and collaborative work, resulting in increased overall educational collective

output. Stakeholder participation in school programming also helps develop social capital, which in turn supports both participation rates and program success (Alonso & Paglinawan, 2025; Nyagwegwe et al., 2025). Participant #35 stated, "The small library project/reading corner project really brought us together as stakeholders to the teachers and helped create better communication between the school and community." The coordinated effort described by participant #35 demonstrates how important it is to have an organizational structure or collaborative efforts to sustain and support local education initiatives and help build community-based resources.

The benefits of the data presented here are far-reaching, extending into other areas, including: First, it suggests that volunteering is an effective way for schools to create a positive climate within their institutions by increasing commitment from all stakeholders involved with the school and by increasing communication between the school and community members. Second, the volunteer program provides structure and support that help parents build confidence in supporting their child's educational efforts; this has been shown to lead to long-term increases in student motivation, attendance, and overall academic achievement (Nguyen et al., 2021). Third, when volunteers collaborate on academic projects or events, they help build relationships of shared accountability and trust among the stakeholders who form a partnership. These partnerships provide a strong foundation for schools and communities to build long-lasting, sustainable partnerships (Afrianti et al., 2024; Susbilla & Rollo, 2025).

In general terms, both "Shared Learning" and "Volunteerism" have had a substantial impact on creating successful School-Community Partnerships. The data reveal that when all parties are active participants in various forms of Academic Programs, students will gain an advantage through greater resources; they will improve their skill sets through enhanced opportunities for development; and they will experience a more meaningful or interesting way of participating in a learning environment. Furthermore, both the School Community itself and its individual members will form strong, interdependent relationships with one another (Social Bonding), and the capacity to collaborate as a collective unit (Collaborative Capacity) will increase significantly, thus enhancing the potential for continued Educational Improvement.

Theme 4. School-Based Sustainable Program

School-based sustainable programs refer to long-term and continuing programs that provide the integration of learning and health, with community participation (e.g., Gulayan sa Paaralan Program; Feeding Programs; Environmental Activities), which provide both the academic and nutritional needs of students, as well as foster a relationship between the school and community via mutual responsibility. Sustainability in school programs means that the benefits will be ongoing, not just temporary, for learners and stakeholders. Respondent 5 states that *"The school garden is done year-round. We have children, teachers, parents, and volunteers involved. We plant, we grow vegetables, and take care of them. The school garden has helped improve the nutrition of our children and brought the community closer to the school."* Respondents emphasize that the school garden is an experiential learning opportunity for students and fosters cooperation among stakeholders. As stated earlier, this reflects Dewey's Experiential Learning Theory. Students learn from experiences they value (i.e., planting and

gardening). Furthermore, System Theory demonstrates that the successful completion of this program depends on all participants functioning as interdependent components of a system. Finally, System Theory is consistent with the program's longitudinal component, as it can provide sustained benefits over extended periods (nutrition and community involvement). The program offers multiple benefits to the students and their communities. The program can be classified under Dewey's Theory, Systems Theory, and Sustainable Development Theory.

School-based programs are successful because of community involvement. Community is involved in these programs by participating, taking responsibility, and learning from one another's experiences.

These programs remain successful and have a long-term impact because they are sustained by their supporters and backed by stakeholders. Programs that maintain support over time tend to be more effective and have a greater positive effect than those without such support.

Beginning with the idea that "these programs" make users (parents) feel invested and responsible for their children, parents, community members, and local officials will be interested in how the school is run. The reason for this interest is to get everyone on board so that, when issues arise at the school, they can help resolve them. Sustainable school programs create an opportunity for communities to collaborate. Community collaboration creates an opportunity for stakeholders to engage in dialogue about shared resources and the need for a collaborative effort.

In the long run, if these programs continue, they will benefit both students and their communities. Positive effects will occur (e.g., students achieving academic success, community members supporting one another, and inclusive environments within schools). School-based sustainable programs can benefit the school and the community. Sustainable school-based programs create an environment in which they are continually supported and yield positive results for all involved.

Theme 5. Resource Mobilization and Support System

School resource acquisition and support systems are the methods schools use to obtain financial, material, and human resources, involving community members, including, but not limited to, barangay leaders, parent volunteers, Non-Government Organizations (NGOs), and private partners. The success of this process will depend largely upon collective community support; however, it also connects with many other aspects of school/community partnerships. Often, collaborative efforts between schools and the community require resources; therefore, there can be no true partnership without mutual benefit or support. One example provided by a respondent was: *"The school has received aid from local NGOs and private donors. For instance, they have donated textbooks and hygiene kits for the children."* Additionally, "Respondent 2" stated that, in theory, Resource Dependence Theory explains that schools cannot operate independently and require external support to provide basic services and opportunities.

Therefore, forming relationships and partnerships with barangays, NGOs, and other potential donor agencies is critical to meeting the needs of both the school and its students. In

addition, Stakeholder Theory demonstrates that when schools engage stakeholders such as barangays and NGOs, they can ensure that the resources available to them meet the specific needs of their learners. Finally, Collective Action Theory provides evidence that when individuals come together to achieve a common goal, such as improving education in their area, each individual contributes positively to achieving that goal.

The success of schools depends on their relationships with local communities. In addition to a sufficient number of teachers (and an adequate student-teacher ratio) and financial support for school operations (such as maintenance, utilities, and transportation), schools require resources from the surrounding community to support learning. These include physical resources (textbooks, computers, etc.) and personnel to provide academic assistance or instructional expertise. While many communities are willing to support their public schools, some may lack the resources needed to support those schools' educational efforts. As such, schools rely heavily on collaboration with parents, barangay residents, and other community members to secure additional resources. By participating in activities to support the school, members of the community become integral parts of the team working to support the education of children in their area. Community members can contribute in various ways, including, but not limited to, school supplies, funding, time, and professional skills. Through this collaboration between the school and its community, both can work toward common goals. Additionally, by actively engaging in joint efforts and decision-making, trust will grow among individuals and families within the community, fostering a sense of ownership among stakeholders regarding school-based programming.

School and Community Partnerships to Help Students Succeed. A School-Community Partnership occurs when schools, communities, and other organizations collaborate to ensure students receive everything they need to succeed in their education. One way that partnerships occur is through Resource Mobilization. Resource Mobilization is the process by which community members provide resources (such as funding, volunteer hours, and expertise) to support the school. These types of collaborations allow for successful educational experiences. Educational success requires several elements. First, financial resources are necessary to purchase school supplies. Second, an adequate number of skilled professionals is required to teach. Third, the ability to manage and operate the school in a manner that provides continuity and stability is also essential. When schools and their respective communities form collaborative relationships, both benefit. The partnership creates a "team" environment in which both parties depend on one another to achieve their goals. In a school/community partnership, there are many roles and positions. These may include parents, Barangay members, and representatives from local government and civic organizations. Each member contributes to the school. As a result, schools and their communities become stronger partners and develop greater levels of trust and understanding with each other. Schools require several components to be operational daily. These include funds to acquire materials/supplies, qualified personnel to staff the school, and a mechanism to administer and maintain the school's day-to-day operations. Communities can provide these needs. When they do, they assist the school. This is what Resource Mobilization represents: individuals/organizations providing resources for a school's operations and maintenance.

Mobilizing resources can be helpful to a school. When a school has access to the resources it needs to function as well as possible, then there will always be better learning opportunities available to its students. Schools need different types of resource support. For example, they may need financial assistance or other forms of support, such as personnel. In addition to financial and human support, schools also require other types of skill-based support. Finally, schools need resources to build space and facilities. All of these types of resource support are critical to ensure that students achieve their full potential. Recent research on school effectiveness has confirmed that an effective school requires all types of resource support to operate effectively. Therefore, the community needs to collaborate with the school to ensure students receive the necessary support.

Schools and communities have to work together. The schools and the community will give resources to each other. That is resource mobilization. Students need to be learning. Schools need many types of items in order to function properly. The community could provide some or all of those items. If the community, does it, then they would be supporting their local school. When this happens, then both the school and the community become stronger because they trust in each other. Both the school and the community become a cohesive unit by working together to ensure student success.

The school/community partnership includes several "players" who contribute to the school's functioning through providing a variety of different resources. Because of their contributions, they strengthen the school/community relationship. A 2025 study on school-community partnerships indicated that successful relationships are built by strategically combining multiple forms of educational capital (e.g., physical facilities, financial resources, time, social networks) rather than relying on a single type.

Resource Mobilization is very significant. Resource mobilization encompasses various forms of collaboration, including collaboration itself, communication among individuals involved in the program, and efforts to ensure program sustainability. Open communication among collaborating individuals will enable them to identify needs and provide aid. As long as resources are provided, the school's work can continue. Consequently, the continuation of programs such as feeding programs, Brigada Eskwela, and academic support projects would be made possible through resource mobilization.

Schools depend on individuals to provide what they require to operate; therefore, schools form partnerships. School partnerships are a vital way for schools to be successful. When schools collaborate with the same types of entities, such as parents, community leaders, and other organizations, they will generate better ideas on how best to use resources to accomplish objectives. As schools work with the community (parents, teachers, administrators) and other organizations, there will be greater support for the school's decisions.

When communities and schools work together to meet each other's needs and develop programs to support one another, both parties can achieve success as a team. Therefore, it does not matter if a school has all of the necessary resources. The two parties will still be able to continue working together. Additionally, this will allow multiple persons to assist one another,

share responsibilities, and ultimately remain invested in education. Both parties will have to work together to ensure that schools are meeting the requirements to function successfully. Resource Dependence Theory and Stakeholder Theory are relevant because they clarify why schools need to partner with their communities (and parents, etc.) to obtain the resources required by the school and to make decisions.

Theme 6. Holistic Development through Co-Curricular Activities

Holistic Development Through Co-Curricular Activities is the promotion of students' total development (Academic, Social, Emotional, Physical, and Cultural) in relation to all curricular programs, including but not limited to: Sports Events, Cultural Presentations, Disaster Preparedness Programs, and Youth Engagement Initiatives. Co-curricular activities build on classroom learning by providing students with opportunities to develop essential life skills, values, and talents. School-Community Partnerships use co-curricular activities to enable schools and their community partners to work together to support students' holistic development.

In addition to school-community partnerships having an important role in ensuring that co-curricular activities are carried out successfully, parents, Barangay Officials, Youth Organizations, and other stakeholders have assisted with the organization of the events of Family Day, Intramural Games, Cultural Programs, and Community Drills through their provision of time, resources, and expertise. Not only do stakeholders' contributions enhance the quality of the co-curricular activity, but they also strengthen the relationship between the school and the broader community. When stakeholders take part in co-curricular activities, they form a sense of ownership and share responsibility for developing learning. *"The parents and Barangay Officials were very supportive during our Family Day and intramurals. They helped us organize the different games we had; prepared the necessary materials needed for the events; and supported our students, which added to the significance of the activities."* (Respondent 9). This quote provides evidence that Co-Curricular Activities offer opportunities for Active Stakeholder Participation, supporting the concept of Shared Responsibility in School-Community Partnerships. The involvement of parents and Barangay Officials strengthens collaboration between the school and the greater community and improves the overall quality of school-based events.

In addition to enhancing students' social and personal development through extracurricular activities, a strong partnership can provide many benefits to both the school and the local community. Extracurricular activities bring together other school-community partnership strategies, including participatory collaboration, resource mobilization, and open communication. A lot of work goes into organizing an event. All this organization is about coordinating, planning, and providing support from all the different stakeholders involved, which shows how close and interdependent school-community partnerships are. In addition to creating opportunities for interaction and engagement that will lead to more positive and trusting relationships between participants, *"Through cultural programs and school activities, the organizers and the community members help each other with the preparation of costumes and props. I think we have grown closer together as a school community."* (Respondent 18).

From a contemporary theoretical perspective, the Engaged Learning Model of Educational Research suggests that learners benefit more from instructional strategies that extend beyond the classroom, incorporating experiential learning, collaboration, and contextualized activities (Smith & Johnson, 2022). The model suggests that providing students with an array of learning experiences (e.g., co-curricular programs) will enable them to engage multiple skill sets and intelligences, thereby fostering greater depth of knowledge and motivation. Additionally, Collaborative Learning Theory (Martinez & Lee, 2023) asserts that students develop many of the skills and competencies required to function successfully within society by interacting with one another through peer-to-peer problem-solving and observing community members. These types of social interactions support students' academic success while also helping them develop the interpersonal, social, and life skills necessary for personal and professional success. Finally, Ecological Community Engagement Theory (Rodriguez, 2024) further supports the notion that when students engage with their larger environmental communities, including family members, local government officials, and civic organizations, they become more engaged in learning.

One of the school heads explained it this way: *"When we conduct a disaster preparedness program, the barangay officials lead the students to participate in drills. In doing so, the students learn safety procedures while they work as part of the community"* (Respondent 22). This example shows that co-curricular activities foster experiential and social learning for students, specifically by enabling them to acquire practical knowledge and build real-world skills through active collaboration with the local community. These collaborative experiences demonstrate why partnerships between schools and their surrounding communities can benefit students' academic achievement and personal development by bringing diverse ideas, abilities, and resources into a collective effort and extending learning beyond the school setting.

The research indicates that extracurricular activities can benefit students when they are tied to current events. There are several reasons why connecting an extracurricular program to the community will enhance student experiences. Students benefit from participating in these programs in many different ways. Extracurricular programs help students develop important life skills (e.g., cooperation, practical application of knowledge, self-awareness). Furthermore, extracurricular programs can foster inter-school and community partnerships, which may ultimately lead to greater support for students. Ultimately, both the students and the school/parents/community benefit from establishing a positive relationship.

Theme 7. Transparency and Accountability in School Management

Transparency and accountability in school governance mean that schools are open about their finances, projects, decisions, and other matters. This helps involve local officials, volunteers, community members, and parents in school governance. When schools are transparent and responsible, people trust them more. Like they own the school's success. If a person believes they have contributed to the school's success, the community is more likely to be willing to work with the school on long-term projects.

The involvement of schools in the community is very important for establishing and developing relationships between schools and their communities. As Respondent 18 stated, *"We*

have meetings at the School Cafeteria. We discuss with Teachers and use these discussions to share our ideas for improving the School. The discussion was wonderful, they gave us snacks and coffee; I felt like I was part of the School's decisions." This statement clearly shows that when there are regular meetings and open discussions, all parties can communicate their thoughts and opinions. In addition to sharing concerns or recommendations about what the school needs, this fosters a social space for building trust and cooperation.

Modern Educational Governance literature has shown that accountability systems work best as a collaborative, shared effort among all stakeholders involved with an education system. The best way for this to occur is through stakeholder participation and involvement throughout the process of developing and implementing solutions and monitoring their implementation (Susbilla & Rollo, 2025). When Schools develop open and transparent reporting mechanisms that include both financial data and programming information and involve Community Partners in ongoing dialogue, there is an increased likelihood that those individuals will have faith in the leadership within a School District, provide additional resources, and build long-term relationships.

School administration practices of transparency and accountability play an important role in enhancing schools' ability to develop strong relationships with their communities. This is accomplished through greater clarity of purpose for both parties, a trusting relationship, and a shared understanding of responsibilities.

By providing information to all stakeholders and fostering stakeholder involvement, schools create greater opportunities for collaboration, increase responsiveness to community needs, and support a general perception among stakeholders that they are responsible for achieving the school's established goals.

The table represents the frequency with which participants referenced themes and how often they are found within the schools included in the study.

From the information provided in the tables above, it is apparent that there is an understanding of a variety of practices and methods for creating successful School-Community Engagement and Management. Eleven of the participants identified the theme of Bayanihan and Collaborative Participation; this is a highly observed theme, evidenced by cooperative actions by teachers, parents, community members, and/or volunteers as part of the school's efforts. Thirteen participants also cited Open Communication and Inclusive Decision-Making as examples of practices that are highly observed, indicating that the school has made an effort to foster open communication and to ensure that all stakeholders (parents, students, community members, etc.) are active participants in decision-making processes.

Table 2b The theme of "Shared Learning and Volunteerism" was mentioned as a moderate level theme ($n = 6$), which suggests an existing opportunity for sharing learning and volunteering exists among members of the school community; however, it is possible to engage many more people at a higher frequency and/or provide more organized volunteer and learning opportunities. Thus, it appears that all stakeholders can contribute to a variety of activities or

share their experiences/knowledge with others. However, developing mechanisms such as sustaining stakeholder engagement and providing formalized collaborative learning structures will help create a strong sense of shared responsibility and collective problem-solving among members of the school community.

Five school-based sustainable program participants indicated they have moderate observation of these programs. While some long-term sustainable programs have been initiated, this area requires a greater degree of planned action for each project; a higher level of consistency in evaluation or measurement; and additional resources to sustain them into the future. The value of such programs would be enhanced by establishing specific, measurable goals or benchmarks for progress and follow-up on performance, as well as by an active stakeholder role in achieving desired outcomes.

The school has both resources to support or develop (Resource Mobilization and Support Systems) and holistic development of students (Holistic Development through Co-Curricular Activities), which six people liked about the school, and five other people liked about the school. Therefore, in terms of resource mobilization, support systems, and holistic development through co-curricular activities, the school has opportunities to improve.

If the school provides a better experience in resource mobilization, support systems, and holistic development through co-curricular activities, this is likely to create greater satisfaction among all stakeholders (parents, students, the community, and teachers).

Schools need an overall strategy that uses Resource Mobilization and Support Systems, and Holistic Development through Co-Curricular Activities. 9 people saw how schools were using transparency and accountability in school management.

This indicates that effective school leadership and administration will exist when transparency and accountability are present. With transparency and accountability in school management, people are more willing to participate because they perceive the school as operating fairly, consistently, and honestly.

Table 2c illustrates the perspectives of 35 participants concerning "best practices" for School-Community Partnerships. The mean scores and DEs were used to categorize the indicators into Best Practices (3.26 – 4.0) and Practice (2.51 – 3.25) using the Legend.

Results indicated that Indicator 1, "Stakeholders take an active role in school program, including Brigada Eskwela and other community-based initiatives," received the highest number of responses (Mean = 4.0) and was categorized as a Best Practice, indicating that Stakeholder Involvement is apparent. There exists a robust Culture of Collaboration at this school. Likewise, Indicators 3 (Mean = 3.9), 5 (Mean = 3.23), 7 (Mean = 3.29), and 11 (Mean = 3.98) were categorized as Best Practices, indicating that the school excels in Community Support, Inclusiveness, Transparency, and Stakeholder Collaboration. These large mean scores indicate that Stakeholders are consistently engaged, informed, and given opportunities to provide input in

decision-making, demonstrating that the school has developed a Positive and Cooperative Relationship with its Community Partners

Table 2c The school has accomplished a goal of establishing an environment of teamwork and mutual trust. Employees communicate openly. Employees share workload responsibilities. The employees' involvement in the school is very beneficial. When those who truly care about the school are involved in its operations, the school will operate. In addition to providing financial assistance, the local community offers support that enables the school to assess whether the programs are operating effectively. Furthermore, this allows the students attending the school to have a positive learning experience. Therefore, the persons responsible for managing the school need to continue to provide opportunities for all members of the school community to become involved in the school and to become informed regarding how funds are utilized. In addition, the school administrators need to allow open communication within the school community. By doing so, the school will become an exemplary model of a school functioning in harmony with its community. The school administrators will continue to create a workplace where people will feel comfortable working cooperatively and trusting one another, much as they currently do. As such, this will benefit both the school and its students, and it may serve as an exemplar for other schools to follow, particularly in building positive relationships with their communities and fostering a positive educational environment.

These findings support Epstein (2021), who found that school performance increases with active involvement from families and the broader community. Additionally, Garcia & Weiss (2020) demonstrated that when transparency and engagement occur among stakeholders in the education system, trust and collaboration increase. UNESCO (2022) further highlighted the importance of inclusive participation in the education system to achieve long-term, sustainable educational goals. Finally, the U.S. Department of Education (2023) acknowledged that successful programs such as Brigada Eskwela require stakeholder involvement. School Leaders are urged to continue developing and maintaining those practices by providing all participants with an inclusive platform, transparently managing resources, and offering all stakeholders an opportunity to communicate openly, thereby serving as a model for other school communities seeking to improve their school-community partnerships.

Table 3a Theme 1. Low and Inconsistent Stakeholder Participation

The main issues associated with the above-mentioned theme include: Inconsistent School Community Participation. Parents, Volunteers, Youth, etc., do not regularly participate in school-sponsored activities. Most often, these types of activities require all parties involved to work together to achieve success—for example, Community Clean-Ups, School Events, and Co-Curricular Projects. However, most of the time, the individuals expected to assist with the event/activity are unable to do so due to Work-related commitments, daily labor requirements, or a lack of Motivation. As stated by one of the respondents, "The problem was the low turnout of parents because many of them work during the day. So when they did not show up, we did not have enough people to help out. We had to get the work done ourselves. It really hurt our teachers and students." Respondent 2 has impacted nearly every area within the school

community, ultimately affecting student learning outcomes, teacher effectiveness, and ultimately the quality of life for everyone at school.

There is substantial research supporting Epstein's belief in overlapping spheres of influence (Epstein, 1996), highlighting the critical importance of families, schools, and communities working together. If families, schools, and communities do not work well together, then the likelihood of participation will be lower.

Epstein's beliefs concerning family/school partnerships were also described within Bronfenbrenner's Ecological Systems Theory. This theory explains how home and school environments affect student involvement.

There have been many studies examining parental involvement in their children's education, including, but not limited to, those by Fan & Chen (2021) and Hoover-Dempsey et al. (2023). Those studies found that when parents are involved in their child's education, the child performs better academically; however, if parents do not consistently engage in their child's academic development, it may make it difficult for teachers to provide the support students need.

When there is little to no parental involvement, it can lead to an imbalance for the student(s). Many children receive very little support, both at school and at home. However, if a school has planned strategies to encourage parental participation (such as volunteer opportunities and mentoring), this will help promote equity.

Schools that have implemented volunteer rotations/mentorship programs have made a significant impact. In addition to implementing volunteer rotations/mentorship programs, these schools can reach out to families that are less engaged in their child's education to encourage greater involvement in their child's schooling. By doing so, it is possible to provide equal opportunities for each student. The school can do a great deal to assist the student(s). Epstein's Overlapping Spheres of Influence is a model that suggests schools are most effective when they collaborate with families and communities. When schools and families do not collaborate frequently, students miss out on potential supports.

Bronfenbrenner's ecological systems theory is yet another theoretical perspective that outlines why families become uninvolved in schooling. Many factors, including family dynamics, relationships between the school and the family, and community-wide issues, contribute to this lack of involvement. Schooling may support student success by recognizing and implementing these elements in partnership with families and communities. Both Epstein's overlapping spheres of influence and Bronfenbrenner's ecological systems theory offer potential models for supporting school-based initiatives designed to promote greater familial and community engagement. To ultimately increase the level of family and community participation in educational programs, schools will need to develop inclusive and flexible practices based upon the availability and motivation of all parties, as well as their socio-economic status.

Theme 2. Communication Gaps and Information Dissemination Issues

Communication barriers are an important obstacle; many stakeholders have difficulty due to delays or a lack of clarity in information, which prevents them from participating in school-related events. Many parents and volunteers do not have access to technology (smartphones) or internet connectivity, which makes this issue worse. The experience of schools has shown that poor communication can lead to missing events and loss of confidence in the relationship between schools and communities. A very direct quote was made by a parent who stated, *"I have seen that there is a big communication gap. Sometimes information about our children does not reach their parents because some parents do not have access to phones or other devices through which they could receive it. We had a project/event that did not receive adequate support. Teachers and students were affected."* This viewpoint is supported by research on social capital theory (Putnam, 2000). It states that through good communication, we build relationships based on trust and cooperation, both of which are necessary for active engagement. Another researcher, Rogers, used diffusion of innovations theory (2003), which shows how effective communication helps people learn and adapt new ideas. Researchers Sheldon and Epstein (2005) have demonstrated that when schools use structured methods to communicate with all stakeholders (such as PTA meetings and newsletters), stakeholder participation increases.

When there are problems with communication (i.e., when parents do not have enough timely, understandable information about their child's school), it becomes harder for parents, volunteers, etc., to become involved in school activities. Therefore, schools need effective communication to develop positive relationships with the local community.

If there is ineffective communication from schools, we may experience lower attendance at events, miscommunication about event timing, and parents, community members, and schools having different expectations for how events should occur. This is simply an example of ineffective communication at schools. The effectiveness of school communication is imperative to allow for successful collaboration between the school and its community. *"Iti napadasak, adda met laeng kakulangan iti komunikasyon. No nalaka a maamuan dagiti plano ti eskuelaan, nalaka met koma a makipagpaset. Ngem no saan a maipakaammo a nasayaat, mabaybay-an mi laeng maki damage kamto lattan ti pada mi a nagannak a napan naki meeting"* (Respondent 23), demonstrated that late notice of the school program(s) or lack of adequate information on meeting agenda items could result in lost opportunities for parental involvement, which would subsequently reduce partnerships such as Brigada Eskwela, co-curricular events, or community fundraising. In addition, another respondent mentioned difficulties participating due to conflicting schedules. She explained, *"Iti kapadasak, adda time nga kayat ko a makipag-attend ngem saan a maawat ti schedule. Agtrabaho ak iti siyudad ken malem ak a makaawid. Isu nga no adda meeting iti aldaw, saanak a makapan"* (Respondent 21). Within a contemporary theoretical framework, recent research based on Social Capital Theory emphasizes that effective communication is a key means of fostering trust, reciprocity, and long-term collaboration among school and community stakeholders. Social capital has been described as the resources within social networks—e.g., shared values, trust, and mutual support—that enable cooperation and collective action, both of which are necessary for achieving partnership success (Coleman, as applied to education; see Bonggo et al., 2025).

The recent study showed that the use of several digital communication channels (e.g., multimedia, messaging apps, and internet-based forums) may also serve to enhance school-community relationships. Specifically, this study noted that the increased frequency of communication among community stakeholders and schools through these digital platforms creates opportunities for open, inclusive dialogue and encourages greater trust and involvement from both parties. As such, digital tools allow schools and their respective communities to communicate regularly despite physical distance or time constraints.

Poor or irregular communication often results in a loss of trust among stakeholders, decreased participation, and, ultimately, less collaboration. This issue tends to be even more apparent when dealing with limited resources. In this environment, it is very difficult to encourage stakeholder involvement through traditional methods. Using technology-based tools can enhance accessibility and continuity in the school's communication processes. Therefore, schools should utilize such tools to interact with and foster relationships with their stakeholders. Furthermore, strategically using various media can increase the frequency of communication between schools and their stakeholders. Additionally, media can increase the transparency and inclusiveness of interactions. Consequently, using media can expand opportunities to build trust and facilitate reciprocal engagement.

These items are very important for schools. Studies have found that when a school has a communication system, the community and families are more involved. A group of researchers studied this from 2020 to 2025 and found that schools that utilize multiple forms of communication (e.g., messaging apps, school website, social media, virtual meetings) have greater parent involvement, stronger relationships with the community, and higher student success.

The use of these communication systems will help facilitate how people access information and become involved in school activities. It allows them to engage in school programs. It allows them to provide input into decision-making. With these communication systems, we can begin to resolve many of the issues that previously limited people's participation. Also, through communication systems, people can begin to build trust and work collaboratively toward shared goals. Strong collaborative relationships among schools, families, and communities are essential, and they develop through effective communication. When schools use effective communication systems, student education improves. Effective communication systems are essential for creating collaborative environments, and recent research (Smith & Lee, 2023; Zhao et al., 2024) supports this relationship. In addition to time-related barriers, socio-economic barriers may be exacerbated by communication barriers. For instance, if parents do not know they are receiving a notification until after the fact, it may be too late, as they have already committed to work or family obligations. Similarly, individuals who lack access to technology-based tools may feel left out of the communication process altogether. Thus, when evaluating how to improve communication within schools, as well as among schools and the broader community, it is not just about disseminating information but about ensuring that dissemination is accessible, clear, and inclusive, allowing all members of the community to participate.

Ultimately, closing communication gaps is a primary way to develop stronger school/community relationships by creating greater transparency, increasing trust among all parties involved, and facilitating greater stakeholder participation. Schools that develop the habit of open, regular, and inclusive communication will provide a collaborative environment for all people (parents, volunteers, etc.) who are interested in supporting students' learning and the growth and success of their schools.

Theme 3. Time Constraints and Conflicting Schedules

Time constraints are commonly seen as barriers to participation in many communities, especially those with large numbers of working or seasonally employed parents, and/or volunteers who also have school responsibilities. Many schools report that their event calendars are so inflexible that potential participants cannot attend. According to respondent number 21: *"Ito'y kasingit na dapat ako'y mag-participate pero ang alam ko ay walang mangyayari dahil sa kalendaryo ng isang eskwelahan... nagtatrabaho po ako dito sa lungsod at hindi naman po ako puwede umalis paglabas ng gabi. Kaya't mayroon din pong mga meeting kahapon pero di ko pa rin matapos"*, The individual explains how they attempt to manage multiple social roles (such as worker, parent, and volunteer). Because each role has its own set of expectations and commitments, there can be significant conflict over which role takes priority, reducing one's ability to participate in school-related activities. Role Theory. Bronfenbrenner's Ecological Systems Theory situates these conflicts within the microsystem and mesosystem, showing how family and work obligations affect school engagement.

Time availability is an important factor affecting stakeholders' ability to participate in a school-community partnership. School administrators commonly encounter problems when recruiting parents, volunteers, and other residents for school-related activities. This problem stems from conflicting time commitments between work and providing for their family; however, many people also have to manage seasonal employment or agricultural needs (Respondent 21). For example, one of the respondents explained, *"Narigat met no awan ti mangiturong kaniak iti eskuelaan. Dakkel ti problema ti transportation ditoy. No adda sasakyan, makipagpaset ak koma ngem no awan, agtalinaedak laeng iti balay."* The fixed nature of school schedules makes it difficult to accommodate these conflicting priorities. Therefore, low attendance is typically observed at parent-teacher conferences, volunteer opportunities, and community-school-related events. In response to this issue, schools may have difficulty implementing programs on time; they may be unable to complete projects they have initiated; and/or they may find less success in achieving collaboration among all parties involved.

Time limits are obstacles. These time limits interfere with communication (when people do not communicate with one another) and with economic differences (i.e., some individuals may have fewer financial resources than others). For example, an individual may wait too long before discussing something. An individual may work a great deal of time and not have time to engage in activities they want to. Schools can involve the community as fully as possible only when there is sufficient time to overcome the school's own time constraints. The lack of time for schools to engage with the community will limit their ability to interact with others and, therefore, negatively impact the quality of their programming.

Theme 4. Socio-Economic and Family Constraints

Time was the most frequently cited barrier, especially for those working or in seasonal jobs who have to attend to their children's schools. *"Volunteers cannot participate because there is not enough coordination."* Many respondents felt that event planning limited people's willingness to help. One of them stated, *"The problem is volunteering. Most of our volunteers have other commitments, such as work and family responsibilities, so they cannot make it all the time. It really limits us when we do not have full volunteers, it delays our projects,"* states that most people have several roles in life (e.g., worker, parent, etc.), and these roles conflict and thus limit involvement in school-related activities. Biddle's Role Theory (1986) and Bronfenbrenner's Ecological Systems Theory (1979) support this by indicating how these conflicts occur at the microsystem and mesosystem levels of an individual's ecological system, affecting family, employment, and schooling. Also, *"the problem is getting volunteers to show up. We get many volunteers, but they are not always consistent due to family/work responsibilities. 'The lack of a coordinated effort for volunteers causes momentum to be lost with the project. Teachers/students are the ones affected the most because we cannot implement our plans with incomplete participation,"* states Respondent 29 regarding the fact that volunteers have many responsibilities, such as employment and caring for families, which is similar to what has been reported in research concerning school/community partnerships.

The commitments. It makes it difficult for people with commitments to attend school events regularly. Examples of these types of events include Parent-Teacher Meetings, Volunteering Programs, and Community events. Due to the difficulty parents and others have attending these school events, there will be lower attendance from families and communities that care about the students at those schools. If attendance from families and communities is lower, it may create issues in running programs and disrupting planning. Teachers and students are affected by this because, without community support, they will lack the support system they need when they need it. Community support is crucial to teachers and students. Without it, they cannot achieve what needs to be achieved.

Theme 5. Geographic and Transportation Barriers

Despite geographic distance and poor access to public transportation, these two factors remain the major impediments to stakeholder involvement in school–community partnerships. Due to long travel times, very high travel expenses, and limited public transportation options, many parents and community members cannot attend important events at their children's schools. This is evidenced by respondent #16, who stated, *"I really want to go, but I cannot because we live too far away from the school. There is not an alternative location where people could meet with me or travel to work here; when there is a meeting or program scheduled, we cannot be present because there are not enough funds for us to have transportation"*. The same problem is illustrated by respondent #24, *"There are many parents/stakeholders that travel over many kilometers to get to our school, they do not have an alternative place to stay. Hence, it makes it difficult for them to attend. When we schedule programs for our school, it becomes extremely difficult to follow through with all of our plans because most of the stakeholders involved are unavailable"*. These statements clearly show how geographic barriers and travel-related

economic constraints affect participation in school–community partnership programs. The importance of place-based education theory in this challenge cannot be overstated.

Place-based education theory holds that both the location where one resides and one's surrounding community play a significant role in the level of participation in educational opportunities and the degree of engagement one exhibits. Studies conducted between 2020 and 2025 clearly show that distance and terrain can pose many challenges to students and communities. In particular, geographic isolation poses great difficulties. Schools located too far from residents' locations create barriers by making travel difficult (time) and costly. In some cases, these barriers cause individuals to refrain from engaging with school programs. Therefore, school program accessibility is inequitable across populations, and school-based activities do not foster collaboration or teamwork. School attendance is merely part of the problem. Geographic disconnection creates disparities in the equitable treatment of individuals.

Students who live far from their schools may have difficulty participating in special programs and helping with school activities. Additionally, students living farther away may be less likely to participate in decision-making, which would hinder them from receiving support comparable to that of students closer to school. To solve this problem, there needs to be planning and communication with the community. Solutions will then need to be developed to enable people to access school programs easily. Research has shown that when you are farther away and lack reliable transportation, you cannot attend school. It seems especially difficult in communities where resources are limited. The further you are from school, the greater the chance you will perform poorly in comparison to your peers. Therefore, finding a solution to both of these issues is very important.

If we find a solution to the transportation issue, we will be able to ensure that all schools work in harmony with their respective communities. Each school has an opportunity to develop programs that embrace all members of society, regardless of students' places of residence or modes of transportation. Therefore, students and teachers will have opportunities to collaborate. The theory of "Place-Based" education provides us with a framework for developing this collaboration.

Theme 6. Weak Coordination and Program Implementation Issues

Inefficient planning for school-community partnerships can lead to weak coordination and poor implementation. This creates difficulties for schools, including delayed program implementation, incomplete planned activities, and a lack of trust among stakeholders. Respondent 25 stated: "*Iti kapadasak, maysa a problema ket saan a tuloy-tuloy ti panagkoordinar ti eskuelaan ken barangay lalo ta duwa nga skwela t papanan mi adda ti dadduma nga nu napan dan tis an Marcial Elementary ket masadot dan a mapan ti maysa pay nga skwela kas koma jay Maoay Primary. Adda time a saan a maipaay a nasayaat ti impormasyon isu nga bassit ti makipagpaset. Gapu daytoy, saan a napigsa ti partnership ken nabaybay-an dagiti dadduma a plano.*"

When there is confusion among groups such as the school, barangay, and others due to poor coordination, it creates barriers. Lack of clarity about roles leads to confusion among community members and to the absence of needed information, which limits opportunities for those who want to participate. When roles are unclear, people may not feel included in an activity. If people do not know their roles in an activity, it may limit or decrease an organization's ability to plan and execute activities, ultimately impacting their success.

School programs are what ultimately suffer. In theory, organizational theorists continue to stress that for a complex organization such as a school to achieve success, there must be organized, structured leadership; clear definitions of the roles of all participants; and a systemic approach to planning. Research conducted during the last five years (2020-25) indicates that poor coordination in school/community collaborations most commonly results from structural/procedural barriers that impede stakeholders' ability to collaborate effectively, leading to fragmented efforts and lost opportunities. According to Systems Theory, schools are interdependent systems that require coordinated efforts among administrators, teachers, community members, and volunteers. Current research demonstrates that even a single weak link (e.g., poorly defined responsibilities, lack of role clarity, inadequate communication) in an interdependent system can disrupt the entire system, thereby reducing stakeholders' motivation and decreasing the effectiveness of school programs.

Studies over the last five years have shown evidence of these findings. Schools with successful programs typically have defined roles, set schedules, and multiple avenues of communication among stakeholders. Conversely, schools lacking strong relationships may include individuals who are unengaged in projects and lack trust within their school community, ultimately creating a long-term barrier to individual involvement in the local community.

If schools and organizations in the surrounding area can communicate and collaborate with the organization's stakeholders (the students), the partnership is likely to succeed. The decision-making process regarding what has to be done, by whom, and whether it is completed within an acceptable time frame should involve all stakeholders. By doing so, there will be greater accountability for both parties, creating a stronger partnership. Community involvement in school processes yields better outcomes for both school partners and the community. It is through this type of collaboration that a school can realize its full potential and become a catalyst for positive change within the community. To have successful school-community partnerships, there needs to be a formalized planning process. The plans need to clearly outline expectations, roles, and responsibilities. Communication is key in maintaining a relationship. Through ongoing monitoring and evaluation, stakeholders remain invested in the partnership's success. Ongoing coordination among stakeholders, using strategies such as creating common calendars, designating liaisons, establishing roles, and coordinating meeting schedules, helps build relationships. A well-coordinated effort not only facilitates successful program implementation but also fosters trust, encourages active engagement from all stakeholders, and ultimately maximizes the effectiveness of school-community partnerships.

Ultimately, resolving weak coordination and poor program implementation is far more than just an administrative matter. It will directly contribute to developing strong, responsive, and cooperative school-community relationships that support ongoing engagement with students.

School-based projects or initiatives are more successful when team members collaborate and share common goals. People are invested in the project's success because they believe in the project. Members of the team understand their roles and responsibilities so that no one duplicates another person's effort. Resources can be utilized efficiently. School-based programs can ultimately address the specific needs identified. Individuals who clearly understand what is being asked of them exhibit greater confidence. They participate more frequently. Schools may monitor progress toward meeting goals and gather input and/or feedback from participants, both of which enable schools to identify potential issues and make adjustments accordingly quickly.

Table 3b The frequency results reveal that the major problem is Low and Inconsistent Stakeholder Participation (14 respondents). That is, a large number of participants reported being unable or unwilling to participate in these projects due to work commitments, low interest, and other personal obligations. Additionally, communication gaps (9 respondents) and time constraints (8 respondents) were identified as the next greatest problems for School-Community Partnerships. These two issues indicate that a lack of effective communication and scheduling conflicts can prevent both parties from actively participating.

Moderate Challenges included: socio-economic constraints, geographic barriers, and weak coordination (six of six), which suggest that socio-economic factors, geographic barriers, and poor coordination are all contributing to the implementation of school partnerships.

On the other hand, the least frequently reported challenges were lack of awareness (three) and limited resources (four). These findings indicate that although a lack of awareness and or limited resources may be an issue for some of the respondent's it was less common than most of the issues related to participation, communication and time, as identified by previous research regarding resource gaps limiting stakeholders' ability to engage in educational programs and reducing the long term sustainability of community based education programs (Afrianti et al., 2024; Nguyen et al., 2021). Therefore, schools need to consider ways to build on existing local resources, build relationships with non-governmental organizations (NGOs) and the private sector, and provide cost-effective, sustainable models of program delivery to continue school partnerships.

The results from this study indicate that the most significant obstacles for the success of School-Community Partnerships are those related to stakeholder engagement and access. While other factors (i.e., availability of resources and awareness) are also important, they appear to contribute less to the partnership's ultimate success than engagement/access-related challenges. In essence, even with adequate resources, active participation by all stakeholders is often impeded by time constraints, geographic distance, or poor communication. We need to develop plans that make it easy for people to get involved. That is interesting to them. This will help us make the most of what we have. We also need to make sure people have a say in what happens, so we should set up ways for them to participate in planning, decision-making, and evaluating how things are going. If we set schedules, use different communication methods, and work with

the community, more people will get involved.

We should also help people learn skills by holding meetings to introduce them to new topics, teach them new skills, and help them become leaders. This will give parents and community members the confidence to get involved in a meaningful way. Working with groups and community leaders can also provide us with the support we need to keep things going. We should also keep an eye on how things are going and ask for feedback so we can make changes based on what people need and want.

Table 3c The data clearly show that Indicator 2 (Parents/stakeholders cannot attend events because of job commitments) received a score of 3.57, indicating an extremely high challenge. Consequently, it appears that many parents/stakeholders have conflicting obligations (especially work) that make it difficult for them to participate in school activities. Additionally, indicators 10 and 11, financial constraints and family responsibilities, respectively, received scores of 3.54. Therefore, these results illustrate how economic constraints and household responsibilities can severely impact community involvement in schools. Overall, this suggests that the most significant barriers to community participation are primarily socio-economic in nature and include lack of available time, which has been identified similarly by research (Kim & Jung, 2021; Silva et.al., 2022), demonstrating how both working commitments and economic limitations continue to serve as major obstacles to effective collaborative relationships between schools and communities.

Other important challenges are represented by indicators 5 (School's activity information reaches all stakeholders late), 6 (Schools' and stakeholders' communication is inconsistent/incomplete), and 9 (Difficulty for stakeholders to attend schools' events due to lack of transportation), with an average score of 2.8. Indicators that scored so low suggest that, although stakeholders have shown a willingness to collaborate with schools, their participation remains limited by communication and access problems. Specifically, the delayed dissemination of information from schools and poorly defined communication channels may result in stakeholders missing opportunities to provide input or be involved in meaningful ways; similarly, the absence of adequate transportation options will physically impede many community members who are farther away from attending school events. These results show that limitations in communication and logistics that facilitate the development of effective school-community collaborations represent significant obstacles to the success of such relationships. Furthermore, although positive school practices may exist, systemic and communication challenges may prevent stakeholders from fully participating, thereby limiting school-community collaboration.

The significance of this study's results offers an opportunity for educational administrative leadership and policy-making to improve communication and access to stakeholders by providing a framework that enables schools to develop communication systems that support equal participation. School leaders may want to consider developing and investing in various forms of communication that can reach a wider range of stakeholders (e.g., social media, SMS notifications, Community Notice Boards) and strengthening the feedback loop so that stakeholders' input is considered and valued. Developing solutions to barriers, including transportation and accessibility issues, that have limited stakeholder participation in school-

community partnerships will help create environments where these partnerships are inclusive and accessible to all stakeholders.

Table 4 presents the categories of themes derived from respondents' actual comments. The respondents discussed ways to address problems encountered in the development and implementation of school-community partnerships. School Heads, Teachers, Parents, Barangay Officials, and other Community members/stakeholders responded to these questions.

Theme 1. Flexible and Contextualized Scheduling

Flexible Scheduling was another method used to help create a more accessible experience for all participants. Flexible Scheduling is a strategy that allows events to be scheduled at times that work best for the various participants. It can include weekend or afternoon events, or coordinating with local calendar/livelihood schedules, e.g., farm days, market days. Providing multiple time frames helps make the event more open to participation. A very clear example of how flexible scheduling facilitated parent involvement was provided by Respondent 11. *"We addressed our problem by implementing flexible scheduling for school activities. For example, we had meetings or forums on weekends or later afternoons when most parents could come".* We began using technology to communicate with parents (e.g., creating Facebook Groups and sending text messages). Therefore, we increased both their participation and engagement. Views like this are well supported by Dyson's (2021) and Jones and Bennett's (2022) research on the Family-School Partnership Model. According to this model, schools should foster meaningful family engagement when designing participation opportunities that take into account families' lived experiences, motivations, and limitations. In addition, the Family-School Partnership Model states that families are more likely to engage in school-based programs when schools offer participatory options that fit their needs (Time, Place, and Medium) and support stakeholders' participation. Flexible scheduling and Digital Communication have proven to reduce barriers to stakeholder involvement greatly. Additionally, *"Upang matugunan ang problemang ito, isinasaalang-alang namin ang pag-schedule ng mga aktibidad sa mga oras kung kailan mas available ang mga magulang, tulad ng sa mga weekend o pagkatapos ng panahon ng anihan. Nakipag-ugnayan din kami sa mga opisyal ng barangay at mga volunteers upang magbigay ng pansamantalang tulong, tulad ng pagbabantay sa mga alagang hayop o pagbibigay ng shared childcare habang isinasagawa ang aktibidad. Sa ilang pagkakataon, nakipagko-ordina rin kami sa mga kapitbahay upang magtulongan, upang makalahok ang mga magulang.* The mesosystem, as described in Urie Bronfenbrenner's Ecological Systems Theory (1979), refers to the interactions among two or more microsystems. The Microsystem refers to the immediate environment of the child, such as family or school. The Mesosystem illustrates how these environments interact. For example, a parent may help their child with homework after coming home from work and later attend a PTA meeting at their child's school. In addition, Respondent 18 clearly shared *"Base ti kapadasak tapno mapapigsa ti school community partnership I consider da t aldaw nga pinag mumula mi a mannalon ta nalaklaka kami nga nga maki paset. Nasulbar daytoy babaen iti panag adjust ti schedule dagiti aktibidad base iti farming calendar."* Flexible Scheduling enables participants to be present when they are available; and this enhances participation in School Programs. Flexibility directly increases stakeholder

presence during their "available" time. Schools that use flexible scheduling have increased volunteer and meeting attendance, and more consistent support for school-based programs.

Recent studies (from the last five years) confirm that creating programs and events at times that work well for people will help increase parent and community involvement. An example of this was found in rural communities, such as farming areas; research has shown that programs designed around the timing of a person's farm schedule were successful in increasing participation and retaining participants. In addition, providing opportunities for individuals to be involved in planning the timing of school activities and events helps maintain participation in volunteer-based activities (such as reading programs or community cleanup). The success of school-based project types (i.e., community-based) can be directly attributed to flexibility in programming (i.e., scheduling), thereby allowing for continued community engagement and support. Recent research by Nguyen et al. (2023) and Silva et al. (2022) provides empirical evidence supporting this idea.

Theme 2. Strengthened Communication Systems

Effective communication is essential to engage stakeholders. Schools that use multiple communication platforms (letters, SMS text messages, social media) can distribute information in a timely and effective manner. Using advance notices, reminders, and students as an additional means of conveying information will help increase awareness and participation among the school community. As one respondent clearly shared, Respondent 14, *"Para kaniak, nasolbar ti problema ta mabalin kam maki paset babaen ti video call, Messenger/Viber groups, wenno recorded sessions ti meetings tapno mabalin kami nga makisali uray saan kami makadirect. Nag plano ti eskuela iti weekend o hapon a session tapno dakami a nagannak nga adda trabaho na iti aldaw ket makadanon."* Fullan (2007) states that clear and consistent communication is an important component of successfully adopting programs in schools. Rogers (2003) supports this idea, stating that effective dissemination of information is one of the keys to the adoption of innovations, such as parent/community involvement projects. In addition, Respondent 21 clearly shared *"Mabalin ka nga makipagpartisipar babaen iti small tasks, kas iti online feedback, panang-collect ti impormasyon, wenno panang-volunteer iti specific nga activity a bassit laeng ti oras. Saan laeng a kwarta ti masapul; uray small participation ket ma-recognize. Daytoy ket mangpabaknang ti engagement ken mangikkat iti panagbuteng"* Respondent 22 *"Para kaniak, flexible schedule ken letters ket nakatulog. Weekend program met para kadagiti agtrabaho nga parents."* These findings strongly support this. Schools can obtain meaningful stakeholder input by using small, task-based methods (e.g., online comments/feedback, data collection, or short-term volunteer commitments). There is no limitation on non-financial participation – all forms of contribution, regardless of size, will be recognized and appreciated. The recent research supports this model. Hill and Tyson (2021) showed that schools that provide low-barrier, short-duration opportunities see increased stakeholder participation because everyone has some level of commitment. Additionally, according to Garcia and Lee (2022), when you recognize people's contributions, they are encouraged to continue participating and feel a sense of belonging and responsibility toward their organization.

Nguyen and Delgado (2022) also demonstrated that providing options on how people can participate in a way that is accessible through multiple forms (online/short volunteer task, etc.) as well as allowing those with barriers related to logistics/time issues to be able to engage, creates opportunities for school communities to create flexible, inclusive, identifiable ways to allow stakeholders to have opportunities to contribute.

Trust and relationship-building with all parties involved, including parents and the community, can be achieved through effective communication, which increases stakeholder involvement and provides opportunities for input on school decisions. The greater their involvement, the more likely they are to feel they have a role in the school.

Theme 3. Barangay and Community Support Mobilization

Stronger partnerships between schools and their communities can be developed by mobilizing local resources — including barangay vehicles, volunteers, and policy support — to address the logistical challenges of implementing a new program. The use of barangay vehicle volunteers and policy support will provide an effective means to overcome distance- and operationally related barriers to smooth program delivery. As one respondent so clearly expressed, Respondent 16 noted, *“Adda met problema ti distance gapu ta adayo ti balay mi. Nasolbar daytoy no adda iti tricikel ti barangay a pagluganan mi ken etters nga ipasa ti learners nakatulong a ma-inform kami.”* Strong community networks and collaborative relationships among parents, teachers, and other stakeholders improve social capital (trust and cooperative behavior) by facilitating collective action (Social Capital Theory, Putnam 2000). In addition, when parents participate in school events and schools build stronger connections with their communities, the outcomes for the children who attend these programs tend to be positive (Epstein, 1995); therefore, building those connections positively impacts a program's success.

In addition to overcoming logistical challenges, using local community resources will help create a more equitable and accessible partnership between the schools and the community. For example, by either providing some form of public transportation (i.e., barangay vehicle) or volunteer support for those who may be too far away to attend meetings at the school, schools can remove obstacles that would prevent people from participating in school activities due to distance or economic status, as noted by Respondent 16.

Often, school programs struggle to develop their own programming and activities due to limited staff and resources. Students typically perform better, and schools tend to thrive when parents and communities become involved. Nguyen and his team found that community-based planning and implementation of programs increased participation rates and the sustainability of program efforts at the school level, even though many of these schools had limited staff. Similarly, Silva and his team found that community support (volunteerism or the provision of necessary supplies) leads to improved student learning outcomes and greater collaboration between the school and its community. Community engagement and involvement in school programming provide an opportunity for schools to problem-solve. Schools may use available community resources to address issues such as a lack of transportation options, inadequate materials, and scheduling conflicts. In essence, this approach supports the continuous

development of school programs while maintaining active community support, thereby underscoring the importance of collaborative efforts to overcome obstacles to participation in school programs. The success of both schools and students depends on participation in school programming; therefore, school programs require community involvement.

Theme 4. Volunteerism and Shared Responsibility Systems

The volunteer supervision, youth and parent task assignments, and the engagement of youth and their families indicate a shared-responsibility model in which all parties have an equal opportunity to participate in the development and implementation of school programs. One respondent stated, *“Masapul ti recognition system, incentives, ken flexible schedule tapno madlaw ken ma-encourage dagiti youth volunteers. Nasolbar ti problema gapu ta inadjust ti schedule ken in-recognized ti effort ti youth. Mabalin nga modelo ti yearly youth-led project a coordinated iti eskuelaan ken barangay tapno consistent ti participation”* (Respondent 30). This practice supports contemporary social learning/engagement models. These models demonstrate that when youth see others participating and being recognized for their participation, they are more likely to continue engaging in community service activities over the long term (Martinez & Lee, 2023; Lee & Lin, 2022).

Recent studies show that schools and communities can encourage students and families to be more involved when youth and adults see other youth and adults actively engaged and recognized within those same communities, through observational learning, reinforcement, and encouragement from others (Susbilla & Rollo, 2025). The Family and Community Engagement (FACE) Framework (Niehaus et al., 2021) also identifies shared responsibility for collaborative activities as a key factor in creating strong, effective relationships among schools, homes, and communities, thereby fostering collective involvement to support student success and achieve positive program results.

When individuals participate in volunteer opportunities, these experiences become easier. When a person takes on responsibility for a group of volunteers and knows each volunteer's responsibilities, the organization runs more smoothly. The individuals become more accountable. When the entire group understands the expectations of their roles, they will be able to accomplish their tasks with less confusion and fewer incomplete tasks. This model supports volunteers, parents, and students in using their talents to improve the school experience and increase productivity. School experiences improve through collaboration among volunteers, parents, and students. The involvement of volunteers, parents, and students positively impacts school experiences, as documented by Mandolado and Ancho in 2023

Engagement builds young people's and their families' capacity for leadership, problem-solving, and active citizenship. It teaches students that they are part of an effort and that achieving goals requires initiative and collaboration. At the same time, it provides parents and community members with a greater feeling of ownership and connection to school performance, as research has shown that this can lead to greater school pride and increased commitment to schools (Nguyen et al., 2021; Susbilla & Rollo, 2025).

The school and the community work best together when they work together. Working together creates an environment in which families and community members begin to build relationships with one another. When families and communities are active participants in what their children are learning, it benefits everyone. When families and communities participate in school activities, research shows that children perform better academically and develop social skills, such as making friends. Parents also gain a sense of belonging when they are involved in school activities. In addition, there is an opportunity for greater school involvement. Communities view schools as places where growth and development occur. These positive developments create strong working relationships between schools and communities. The FACE framework, among other frameworks, provides a foundation for developing collaborative environments. Research by Niehaus et al. (2021) and Lee & Lin (2022) highlights the importance of creating environments where families and communities collaborate with schools.

Theme 5. Structured Coordination and Governance

The structured approach to school governance enables the partnership to be organized as a team, with a planning committee for both partners that meets regularly to coordinate and define their roles. This provides the framework for accountability, clarity about what will occur within each partner's organization, and supports the systemic implementation of the program. In addition to this, "another way of doing it," stated Respondent 6, *"is to have a joint planning committee. We meet with teachers, parents, barangay officials, SK members... to make plans and make adjustments."* The idea was also supported by research on how collaborative decision-making structures enable efficient operations among stakeholders.

In addition, structured coordination will minimize conflict and misunderstanding among all stakeholders. As a result of having clearly defined roles and responsibilities, there is less opportunity for duplicate effort or confusion, allowing all participants to concentrate on their specific tasks. The organizational structure enhances team building and fosters a cooperative and friendly atmosphere among teachers, parents, barangay officials, and other community members.

The structured governance assists in monitoring programs. Meetings and feedback allow schools to assess whether their program(s) are successful. It also assists with identifying problem areas at an early stage and making necessary adjustments. This process of improvement will ensure that the program(s) remain effective and continue to deliver positive outcomes throughout their life cycles. Additionally, the structured governance encourages the sharing of leadership responsibility and provides the stakeholders with decision-making authority. When parents, community members, and school personnel have input into the development of plans and decisions related to school programs, it creates a sense of ownership and accountability among all parties involved.

Participative governance encourages a sense of ownership for its participants. It creates an environment where members are encouraged to participate rather than be present. When individuals are engaged through participative decision making, they become invested in their organization. In fact, research has shown that collaborative governance increases organizational effectiveness and fosters long-term program viability. Participative governance increases the

number of volunteers in schools and fosters partnerships between schools and the broader community. These findings have been confirmed in several recent studies, including those conducted by Kim and Jung (2021), Park et al. (2022), and Bush (2023).

5. Conclusion

Based on the findings of the study, it can be concluded that effective communication between the school and the community plays a vital role in establishing and maintaining strong partnerships. Open and continuous communication fosters trust, mutual understanding, and cooperation among stakeholders, thereby strengthening their commitment to achieving common educational goals.

The study further revealed that teachers, parents, barangay officials, and other community members contribute significantly to the successful implementation of school programs and projects. Their collective efforts, resources, and support help create a collaborative environment that benefits both the school and the community.

Moreover, school-community partnerships provide valuable opportunities that enhance students' learning experiences while contributing to the overall growth and development of the school. These partnerships enable schools to access additional resources, expertise, and support from various stakeholders, thereby improving the quality of educational services and programs.

However, the findings also indicate that certain challenges may affect the sustainability of these partnerships. Limited financial resources, varying levels of stakeholder participation, and other constraints can hinder the long-term success and effectiveness of collaborative initiatives between schools and communities.

Despite these challenges, the study concludes that strengthening coordination among stakeholders and encouraging greater participation from community members can further enhance the effectiveness of school-community partnerships. Sustained collaboration, shared responsibility, and active engagement among all stakeholders are essential in promoting educational development and achieving the goals of both the school and the community.

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