

An Evaluation Of School - Community Relations Of Bayanan Elementary School: Basis For Intensifying Stakeholders' Engagement In Education

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Abstract

This study evaluated the school-community relations of Bayanan Elementary School as a foundation for intensifying stakeholder engagement in education. The primary objective was to assess the extent of community involvement and identify areas requiring intensified collaboration. Guided by the IPOO (Input-Process-Output-Outcome) Conceptual Framework, a sequential mixed-method design was employed, combining surveys of 356 respondents with interviews of 20 participants to capture both quantitative and qualitative perspectives. The study was reviewed and approved by the Institutional Ethics Review Committee, with informed consent obtained and confidentiality maintained throughout data collection. Results revealed strong community support in fostering a positive school climate, literacy, and instructional assistance; however, contributions in technology, inclusion, and financial aid were limited. Stakeholders actively participated in school functions and child-friendly initiatives, yet support for learners with disabilities, mental health programs, and digital education remained inconsistent. Collaborative practices were evident through documentation and feedback, though strategic planning ranked lowest among the identified areas. In response, the S³ CARE: School and Stakeholder Synergy with Community Actions for Responsive Education Program was proposed to provide a structured road map for inclusive partnerships, empowering initiatives, and recognition systems that promote innovation, educational equity, and sustainable educational transformation. The findings affirm that effective school-community relations, strengthened by meaningful partnerships and shared responsibility, are essential in achieving holistic educational outcomes and advancing stakeholder participation in education.

Keywords: *community collaboration, inclusive partnerships, educational equity, responsive education.*

Introduction

A strong school–community relationship is vital in achieving educational goals, fostering civic consciousness, and developing productive citizens, as affirmed by the proverb “It takes a village to raise a child.” Republic Act 9155 and DepEd Order No. 013, s. 2022 emphasize active parental and community involvement, while DepEd Order No. 26, s. 2022 institutionalizes stakeholder participation through School Governance Councils (SGCs). At Bayanan Elementary School in Bacoar City, Cavite, recent reports show a 33% decline in generated resources and only 27% stakeholder participation in school events, highlighting challenges in sustaining support.

This study evaluates school–community relations to identify causes of declining engagement and propose strategies to revitalize collaboration, intensify stakeholder involvement, and enhance the educational environment. Guided by the IPOO (Input–Process–Output–Outcome) framework, the study examines forms of assistance, resources and services utilized, extent of support, utilization patterns, measurable results, and challenges hindering effective collaboration.

Methodology

A sequential mixed-methods design was employed, collecting quantitative and qualitative data simultaneously and analyzing them sequentially before integration. Quantitative surveys assessed stakeholder support and resource utilization (Creswell & Creswell, 2019), while qualitative interviews captured perceptions and experiences (Plano Clark & Ivankova, 2020). Integration contextualized statistical trends with lived experiences, producing actionable strategies for stakeholder engagement (Creswell & Poth, 2022).

The population included 2,196 parents/guardians, 822 Grades 5–6 learners, 88 school personnel, and 122 external stakeholders from Barangays Bayanan, Molino I, and San Nicolas III (total 3,228). Using Slovin’s Formula, a sample of 356 was determined: 106 parents, 40 learners, 88 personnel, and 122 external stakeholders. Stratified random sampling was applied to parents and learners, while total enumeration was used for personnel and external stakeholders.

Internal stakeholders included learners, parents/guardians, and school staff; external stakeholders comprised government agencies, NGOs, religious groups, alumni, retirees, professionals, and business representatives. For the quantitative phase, 234 internal and 122 external stakeholders participated. For the qualitative phase, 20 interviewees were selected—10 internal (e.g., Principal, Teachers, SPTA, SELG Officers) and 10 external (Barangay Officials, Professionals, Alumni).

A self-made Likert-scale questionnaire assessed assistance, resource utilization, stakeholder support, and overall relations. Open-ended questions explored challenges and insights. Instruments were validated for face and content validity, reviewed by experts, and pilot-tested. Reliability was confirmed with Cronbach’s Alpha values ranging from 0.912 to 0.970, indicating excellent consistency.

The study followed four stages: (1) Planning—defining objectives and identifying stakeholders; (2) Preparatory—securing approvals, developing instruments, and obtaining consent; (3) Data Collection—administering surveys and conducting interviews; and (4) Analysis—using statistical tools for quantitative data and thematic coding for qualitative responses.

Quantitative data were analyzed using mean, standard deviation, ranking, and percentage. Likert scales measured levels of support, utilization, and evidence of relations. Qualitative data underwent thematic and content analysis to identify recurring patterns and perspectives.

The study adhered to strict ethical standards, including informed consent, confidentiality, anonymization, equity in representation, and non-intrusive methods. Data security was ensured, and the evaluation was reviewed by the Institutional Ethics Review Committee. Transparency and collaboration were prioritized, with continuous monitoring for emerging ethical concerns.

Results

Forms of Assistance

The community's strongest contributions were in maintaining a positive learning environment (78.1%), teaching and learning support (77.5%), and literacy programs (75.3%). Holistic support was evident in child-friendly systems (73.6%) and health and nutrition (72.8%). Lower support was observed in technology (56.2%), assistive learning for LWDs (55.9%), and financial aid (42.1%).

Community Resources and Services

Top resources included infrastructure (65.7%), textbooks (64.0%), and audio-visual materials (62.6%). Services were most evident in feeding and health care (71.1%) and reading tutorials (70.5%). Mid-tier contributions included safety/security (62.9%) and mentorship (58.4%). Lower support was noted in adaptive devices (40.2%), financial donations (44.1%), and counselling/home visitation (48.0%).

Extent of Community Support

All items were rated "Full Support" (overall mean = 4.48). Highest-rated were positive learning environments (M=4.61), reading programs (M=4.57), child-friendly systems (M=4.57), and numeracy programs (M=4.55). Lower-ranked items included mental health (M=4.38), financial aid (M=4.31), and technology support (M=4.31).

Extent of School Utilization

Resources such as infrastructure (M=4.35), textbooks (M=4.32), and safety equipment (M=4.27) were fully utilized. Services were all rated "Fully Utilized" (overall mean = 4.35), with reading tutorials (M=4.47) and safety/security (M=4.45) ranking highest. Respondents noted that resources were fully integrated but often insufficient in quantity.

Measurable Results

School-community relations resulted in improved learning environments, enhanced literacy and numeracy, strengthened safety and health programs, and active stakeholder participation. However, declining participation (27%) and reduced resources (₱1.8M to ₱1.2M) highlight sustainability challenges.

Challenges

Qualitative data revealed episodic contributions, limited financial aid, insufficient technological support, and underdeveloped mental health programs. Stakeholders emphasized that resources were fully utilized but often inadequate.

Discussion

The findings affirm that Bayanan Elementary School benefits from strong community support, particularly in traditional and holistic domains such as literacy, health, and safe learning environments. These align with national initiatives like Brigada Eskwela and the Adopt-a-School Program, which emphasize volunteerism and shared responsibility.

However, gaps remain in financial aid, technology integration, inclusivity, and mental health support. These areas reflect broader systemic challenges in Philippine education, where schools rely heavily on community volunteerism but struggle with resource-intensive needs. Partnerships with private and alumni networks are essential to sustain scholarships and technological access.

The IPOO framework highlights that while inputs and processes are strong, outputs and outcomes are constrained by resource adequacy and participation rates. Strengthening partnerships, diversifying resource mobilization, and embedding emerging priorities into community efforts are essential for sustaining and enhancing school-community relations.

- Strategic interventions should include:
- Expanding financial partnerships with private and alumni networks.
- Integrating digital literacy and ICT support into community programs.
- Embedding mental health initiatives into school-community collaborations.
- Sustaining year-round engagement rather than event-based contributions.

Ultimately, the study demonstrates that effective school-community relations foster inclusive, responsive, and sustainable educational ecosystems. By addressing financial, technological, and wellness needs, Bayanan Elementary School can intensify stakeholder engagement and ensure holistic learner development.

Conclusions

The evaluation of school–community relations at Bayanan Elementary School, guided by the IPOO framework, confirms that strong collaboration exists in traditional domains such as literacy, health, and safe learning environments. The Input stage highlights significant assistance in maintaining a positive school climate and academic support, though contributions in technology, inclusivity, and financial aid remain limited. The Process stage shows consistent integration of community involvement in school operations, yet support for learners with disabilities, mental health initiatives, and digital education is less sustained. The Output reflects measurable achievements in documentation, program evaluations, and stakeholder participation, but strategic planning and long-term coordination require strengthening. The Outcome is embodied in the proposed S³ CARE Program (School & Stakeholder Synergy with Community Actions for Responsive Education), which provides a roadmap for reinforcing stakeholder synergy, compassion-based interventions, and inclusive educational initiatives. Overall, the study affirms that effective school–community relations are vital for holistic learner development and sustainable educational outcomes.

Recommendations

To intensify stakeholder engagement and strengthen school–community relations, the following actions are recommended:

1. **Formalize Stakeholder Engagement** through regular forums and partnership agreements.
2. **Prioritize Inclusive Education** by launching awareness drives, providing assistive devices, and promoting volunteerism.
3. **Strengthen Digital Literacy** with ICT training for teachers and learners.
4. **Normalize Mental Health Initiatives** by establishing wellness spaces and psychosocial activities.
5. **Ensure Financial Equity** via scholarship screening and emergency aid systems.
6. **Advance Strategic Planning** using surveys and feedback for long-term, community-driven plans.
7. **Celebrate Stakeholder Contributions** through recognition events and gratitude platforms.
8. **Implement the S³ CARE Program** to unify strategic collaboration and compassionate action.

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