

Teachers' Perception Of School-Community Relations

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Abstract

This paper takes a closer look at investigating the perception of teachers in school and community and the problems they encountered in community partnership, significant difference between the gender in response to community-relations dimension, and the significant relationship between the perception of teachers in school and community relations when grouped according to their age, teaching experience, and educational attainment. This study utilized a descriptive survey approach of investigation and used survey questionnaire as the research instrument. In selecting the respondents, the researcher used random sampling and have identified a total of 72 who constituted the sample. This study made use of statistical techniques such as frequency, percentage, weighted mean, Whitney U test and Spearman rho to assess the information that was gleaned from the respondents. Findings revealed that teachers perceived positively the state of partnership, encouraging close contacts with parents as well as communicating with the stakeholders involved. However, lack of seminars attended about school and community relations, constraint of time in school and insufficient community participation, multi-tasking of personnel emerged as their major problems encountered. The study revealed that there is a significant difference between gender towards their capability to engage closer contacts with the parents. Furthermore, there is a significant relationship between educational attainment and encouraging close contacts with parents. Thus, the study recommended to strengthen the involvement of the community along various programs and projects of the school to address the problems and challenges encountered in partnership matters and build positive school-community relationship utilizing constant communication and collaboration with parents.

Keywords: *teachers, partnership, community, perception, problems encountered.*

INTRODUCTION

Education in a democracy constitutes a collaboration between educators and people, particularly the parents of students. A symbiotic relationship must exist between the school and the community, as public education relies heavily on community support, while the community flourishes with an informed population. Nevertheless, a school cannot operate in isolation. It requires support, active collaboration, and comprehension from the community to enhance its advancement; concurrently, it functions as a tool for teaching.

Moreover, Neupane and Dhakal (2023) contended that schools are inextricably linked to their local communities, suggesting an intrinsic connection between the school and the community, prior to contemplating further collaborations. Furthermore, schools are created to cultivate human resources for societal advancement. In this environment, cultivating a robust school-community relationship reconciles the disparity between the school and the community, facilitating a closer alignment of the education system with community expectations.

School-community ties are frequently termed collaborations. Collaboration encompasses more than mere cooperation. It transcends a mere process to augment collaboration and coordination. Therefore, experts that operate as a multidisciplinary team to coordinate therapy are not collaborators; they constitute a treatment team. Interagency teams formed to improve coordination and communication among agencies are not collaboratives; they constitute a coordinating team (Adelman & Taylor, 2020). Furthermore, Department Order No. 40, series of 2015, articulated that a primary objective of the K to 12 Basic Education Program is to cultivate pupils possessing pertinent knowledge, competencies, and values necessary for advancing their education and training.

Tashi (2022) asserted the need of cultivating strong partnerships between schools and communities, wherein both entities collaborate to deliver significant educational experiences for children. He additionally advocates that acknowledging their importance, school-community collaborations have to be bolstered by policy interventions, and disseminating these policies throughout the community is likely to augment involvement and focus from both educational institutions and communities.

Republic Act 8525, known as the "Adopt-A-School Act," was enacted in 1998 to promote volunteerism and public-private collaboration in education. The Adopt-A-School Program (ASP) enables private sector organizations and experts to enhance the nation's public education system (Mandolado & Ancho, 2022).

Teachers, on the other hand, play a crucial role in fostering innovative relationships. Razo (2021) articulated that teachers serve a significant leadership role within their communities, extending beyond the confines of the classroom. They assume leading positions in initiatives concerning children's education and welfare, cultural development programs, and offering technical help to the local community. Educators participate in committees that formulate educational and welfare strategies for young children. They provide counsel on educational issues and coordinate community events for various organizations. This establishes teachers as



proactive leaders within their communities in many capacities.

This study examines the perceptions of teachers at Santa Cruz National High School in the Division of Occidental Mindoro, providing stakeholders, including school administrators, the community, and students, with insights into how the partnership between the school and the community influences educational outcomes and evaluates its significant impact on transforming students' lives and enhancing the community in the long term.

The Santa Cruz National High School, the largest secondary institution in the Municipality of Santa Cruz, Occidental Mindoro, accommodates two thousand three hundred sixty-four (2,364) students, comprising one thousand seven hundred fourteen (1,714) junior high school students and six hundred fifty (650) senior high school students for the academic year 2024-2025. Accommodating a large student body necessitates funding, prompting the pursuit of collaborations.

These facilitated the researcher's motivation to undertake this study. The researcher aimed to ascertain teachers' perceptions regarding the school-community relations at Santa Cruz National High School, as well as the challenges they face in fostering a harmonious relationship between the school and the community, along with other relevant issues that improve community relations.

METHODOLOGY

This research utilized a quantitative descriptive research design to examine teachers' perceptions of school-community relations at Santa Cruz National High School. The descriptive research design, as defined by Eckel (2023), was employed to explore and analyze the relationship between two or more variables without manipulating or controlling any of them. The primary goal was to measure the extent of these relationships based on the teachers' experiences and views regarding school-community interactions.

This study was confined to all the junior high school and senior high school teachers in Santa Cruz National High School. In total, seventy-two (72) respondents constituted the sample of the study.

To gather the data needed for the study, the researcher used a survey questionnaire. The survey included the demographic profile of teachers in Santa Cruz National High School in terms of gender, age, teaching experience; and educational attainment; the teacher's perception in the present school-community relations in terms of partnership, encouraging close contacts with parents, and communication process and the problems encountered by the teachers in maintaining a harmonious relationship between the school and the community.

To test the reliability of the instrument, a pilot test was conducted. The results were computed using Cronbach's Alpha to determine internal consistency. The reliability of the instrument was measured through Cronbach's alpha coefficient as this instrument measure the internal consistency, that is, how closely related a set of items are as a group. The 10



respondents who were used in the reliability of research instrument will not be included in the actual survey.

Responses from the questionnaires were directly encoded and analyzed using Microsoft Excel application- Frequency and Percentage for the profile and Perception of the teachers, frequency and mean same with on how to assess the problems encountered by the teachers in Santa Cruz National High School using also the 4- point Likert Scale.

To facilitate the accuracy and reliability of interpretations of data, the following statistical tools was used; **Frequency and Percentage;** used to determine the for the Perception of the teachers; **Mean;** used to describe the problems encountered; **Mann-Whitney Test;** used to determine significant difference between the gender of teachers; and **Spearman rho;** used to determine the relationship between the respondents' profile and teachers' perception. All calculations were done using IBM SPSS Statistics for Windows, Version 25.0.

RESULTS

Majority of the teachers are relatively young ranging from 21-30 years old and 50% serviced for one to five years, and mostly female (66.7%) and bachelor's degree earners (61.1%).

Teacher-respondents strongly agreed across the partnership concepts in school-community relations, specifically in encouraging parents to assist them in improving the school system and recording data regarding various community responses recorded the highest mean of 3.97.

Positive response was also recorded in establishing partnership through encouraging closer contacts with parents, specifically, in promoting effective communication, maintaining effective relationship with parents, allowing visitation among parents as well as constant invitation among the people in the community regarding school activities, and most importantly, participating in every activities imposed by the school in partnership with the school, all interpreted as strongly agree.

Furthermore, to strengthen school and community relations, teacher-respondents strongly agreed in the relevance of respecting feedback from the parents and suggestions ($M = 3.99$) to avoid passive communication.

Data revealed that there is a significant difference between the teachers' gender and engaging closer parental contacts.

The data revealed that age have no significant relationship among the partnership dimensions. In terms of tenure of service, as teaching experience increases, the teachers have positive view of school-community relationship. Lastly, educational attainment and encouraging close contacts with parents have significant relationship.



The data shown that teachers strongly agreed that these factors such as multi-tasking of personnel ($M = 3.33$), lack of effective communication between the school and community people ($M = 3.13$), constraint of time in school and insufficient community participation ($M = 3.61$), lack of seminars attended about school and community relations ($M = 3.72$), limited projects and programs related to school and community partnerships ($M = 3.67$), and insufficient community participation ($M = 3.01$) perceived to be the problems present in the school and community relations. However, very few teachers agreed that lack of awareness in programs and activities related to school and community partnership in determining the problems encountered in terms of school and community partnership. Teachers also believe that they already have the knowledge to community partnership programs.

Conclusions

The findings of this study indicate that most of the teachers at Santa Cruz National High School are more likely to practice school and community partnerships to establish collaboration specifically with the parents.

Based on the result of the study, it reveals that the teachers have positive perception in the present school and community relations in terms of partnership, encouraging close contacts with parents, and communication process.

There is a significant difference between teacher's gender and engaging closer contacts with the parents.

Educational attainment and encouraging close contacts with parents have significant relationship.

The result of the study implies that the multi-tasking of teachers is the major constraint in establishing school and community partnership.

The findings of this study will be presented in the following forums for wider dissemination and possible adoption of the proposed strategy.

Finally, the study strongly recommended to strengthen the involvement of the community along various programs and projects of the school to address the problems and challenges encountered in partnership matters. Also, build positive school-community relationship utilizing constant communication and collaboration with parents. In addition, formulate strategic plan with the presence of stakeholders focusing on the relevance of school and community relations to teaching and learning process. Furthermore, suggested studies or related research be made in the future covering other factors affecting school and community relations.

Proposed School-Community Partnership Development and Engagement Program

This program would focus on building and sustaining long-term partnerships between schools and various local entities, such as businesses, organizations, and government agencies. The program would seek to create collaborative opportunities for mutual benefit, including the exchange of resources, mentorship, internships, and skills training, aimed at enhancing both the educational experience of students and the overall development of the community. To effectively



implement this program, three focal areas would be emphasized:

Rationale: A School-Community Partnership Development and Engagement Program is essential for creating a collaborative environment where both educational institutions and community stakeholders work together to improve the quality of education and student outcomes. By fostering strong partnerships, schools can access additional resources, expertise, and support from local businesses, organizations, and parents, which enhances students' learning experiences. Moreover, community involvement in school activities helps bridge gaps between academic learning and real-world applications, promoting more relevant and impactful education. The program also empowers community members, encouraging their active participation in shaping educational policies and programs that benefit both students and the broader community.

General Objective: The general objective of the School-Community Partnership Development and Engagement Program is to strengthen collaboration between schools and community stakeholders, fostering a supportive and resource-rich environment that enhances educational outcomes, promotes active community involvement, and aligns educational initiatives with local needs and priorities.

School-Community Partnership Development and Engagement Program

Partnership Focal Area							
Key Components	Objectives	Activities	Person(s) Responsible	Timeline	Resources Needed	Success Indicators	Estimated Budget (PHP)
Needs Assessment: This initial step involves analyzing the existing skills, knowledge, and challenges of the target group to understand	Analyze existing skills, knowledge, and challenges of community partners to identify areas of improvement. Identify the	Survey community stakeholders to understand their needs and potential contribution	School head, teachers, community outreach team	1-2 months	Survey tools, community feedback platforms, focus groups	Completion of assessments and identification of key improvement areas	Based on budget deliberations



what areas require improvement.	specific needs of local community partners to effectively support the school.						
Goal Setting:	Set clear and measurable goals for the partnership, ensuring they are specific, measurable, achievable, relevant, and time-bound.	Set goals such as forming five new partnerships within the first six months.	Program Coordinators	1 month	SMART criteria templates, partnership agreements documents	Clear and measurable goals established, with agreement from all partners	Based on budget deliberations
Program Design	Develop a comprehensive plan for the partnership's structure, including specific activities, resources needed, and a timeline for execution. Create a	Create a partnership engagement plan, outlining steps for collaboration and resources needed.	Partnership Designers	2-3 months	Planning materials, meeting spaces, event coordination tools	Program structure designed, with clear timelines and resource allocation	30,000



plan to recruit and formalize partnerships with community entities.

Implementation	Put the program into action by coordinating meetings, engaging stakeholders, and mobilizing the necessary resources.	Host regular meetings with community members and maintain clear, formal agreements	Project Manager	Ongoing	Staffing for coordination, outreach materials, transportation	Successful execution of activities, with active participation from stakeholders	100,000
	Engage with community partners, establish roles, and formalize agreements						

Monitoring and Evaluation	Track the partnership's progress,	Collect feedback from partners	Evaluation Team	6-12 months	Survey tools, performance	Regular progress reports, positive	50,000
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Partnership Development:

The program would prioritize establishing formal and informal partnerships between schools and local businesses, community organizations, and government entities. These partnerships would aim to provide additional resources, such as financial support, professional expertise, or physical resources like facilities for events or training. It would also foster opportunities for joint projects that benefit both students and the community, such as community service initiatives or career fairs.

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