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SEC Reg. No. 2024020137294-00
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iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Elementary Teachers-Local Officials Shared Partnership Leadership Towards Community Development Program

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Received: 27 August 2024

Revised: 29 September 2024

Accepted: 30 September 2024

Available Online: 30 September 2024

Volume III (2024), Issue 3, P-ISSN – 2984-7567; E-ISSN - 2945-3577

Abstract

Aim: This study aimed to explore on the elementary teachers-local officials shared partnership and leadership towards community development program in Jose Panganiban District.

Methodology: The study made use of qualitative method of research and sourced its data from the selected teachers and local officials in Jose Panganiban District. The data were accumulated using interview guide and were treated using qualitative analysis.

Result: The shared leadership of the elementary teachers and community leaders in terms of leadership and governance in Jose Panganiban District was attained and fostered through collaborative decision-making, professional development and support to teachers and local leaders, community engagement and partnerships and communication and transparency.

Conclusion: The developed community development program or plan highlighted collaborative interventions, practices and innovations to foster enhancement in the shared partnership and leadership of the educators and community leaders.

Keywords: *teachers-officials-partnership-community, shared partnership, shared leadership, teachers, local officials.*

INTRODUCTION

School-community relations programs are indeed vital and indispensable in fostering opportunities towards school development and improvement. However, the success rate and positive outcomes of school-community programs are reliant not merely on the programs but more on the implementers and contributors towards the noble advocacies. These contributors are evidently inclusive of the teachers and community leaders. These two are undeniably, the closest and most dependable partners and supporters of the school leaders in upholding and implementing variety of projects, campaigns and milestones centered on school-community relations.

According to Arrhenius (2021), it can also be viewed that the roles and involvement of the teachers in the conduct and accomplishment of school-community relations programs can also be justified by their adherence to the standards of the Philippine Professional Standards for Teachers (PPST). These standards specifically include the provisions of PPST on the professional domains. These domains are the community linkages and professional engagement and personal growth and professional development. Through these PPST domains, teachers are faced not only with the need and demands for supporting community programs but most of all with the mission, commitment and advocacy to exemplify and model positive actions that define the values of noble contributors to school-community programs.

In order to justify and reinforce the need and accountability towards school-community programs, teachers and local officials always look into the opportunities and support services that these programs can extend towards the welfare of the learners, learning communities and the local communities. Teachers and community leaders are also cognizant that balance in the support systems between the school and the local community is vital and indispensable to both sectors. This is attested by the fact that when the schools are well-supported by the community, school programs become more attainable and that



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when the community is well-empowered and recognized by the schools, more opportunities arise in terms of improvement in the quality of community life through education.

In a national scenario or context, schools continue to manifest stronger adherence to the legal bases, principles, mandates, and foundations of school-community-relations programs that include support services from the teachers and local officials. Thus, in order for the schools to attain success and positive outcomes in establishing collaborative system with the stakeholders, they must first attain full and in-depth mastery of the legal bases defining good and acceptable stakeholders' empowerment. These legal bases include the Article XIV Section 1 of the 1987 Constitutions and the Education Act of 1982. Specifically, the Article XIV Section 1 of the 1987 Constitutions states that the state is mandated to protect and promote the right of all the citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all. Likewise, in the Batas Pambansa Blg. 232 or the Education Act of 1982 or an act providing for the establishment and maintenance of an integrated system of education. As provided in this act, the national development goals include the need to achieve and maintain accelerating growth of economic development, assure the maximum participation of all people in the attainment and enjoyment of the benefits of such growth and to achieve and strengthen national unity and consciousness.

Adherence to these legal bases of school-based management and partnership with stakeholders is not just intended to ensure compliance with the educational and national mandates but most of all, to assure that the teachers, school leaders and community leaders are on the right tracks toward the accomplishment of school-community relations targets and goals. The legal bases of school-community relations programs are also rooted in various and multiple educational, cultural, national, and social systems, values, and principles. Thus, the educators and local community officials who are highly passionate and committed towards meeting the standards of the legal foundations of school-community relations are reflecting the endeavor to sustain and nurture these values.

In view of the locale of this study including the elementary schools of Jose Panganiban District, it can be viewed that there are various and multiple specific school-community relations programs that embrace, accommodate and promote the stakeholders' involvement and participation in school development programs and advocacies. Specifically, in this district, the school-community relations programs that advocate stakeholders' empowerment as school contributors include the Brigada Pagbasa Program, Community-based Feeding Program and Parenting Education Program. In the other schools of the district, the school-community relations programs are mostly exemplified and reflected in the DRRM-based programs initiated by the departments and agencies fostering disaster ready and resilient schools. There are also relevant programs that promote police-school collaboration such as the conduct of drug awareness lectures, information dissemination and education among the elementary pupils as spearheaded local police officers and staff within the immediate community. Even the simple, yet highly active and meaningful involvement and participation of the elementary schools of Jose Panganiban District to the conduct of preparatory programs, events and activities in local festivals and celebrations in the LGU are also reflective of the progressive school-community relations, partnership and collaboration. In all these cited events, undertakings and programs, the collaborative support system between the teachers and local community officials are typically integrated, observed and reflected. In fact, the faculty, PTA, Barangay Council and LGU officials are usually engaged in the collective management and accomplishment of these specific school-community programs.

Thus, in view of the cited discussions and realizations, the researcher found interest and motivation to pursue a study that delved on the shared partnership and leadership that are practiced by the elementary teachers and local community officials of Jose Panganiban District gearing towards community development. These shared partnership and leadership practices involving the internal and external stakeholders were examined and analyzed in this research along the contexts of school-community programs and core components of school management. The researcher recognized the need to assess these shared partnership and leadership practices in order to foster more in-depth and profound understanding of how much the school value the indispensable roles of stakeholders and to also help the stakeholders appreciate their own worth and merit as contributors to school development and social support services and interventions.

It can be gleaned that the separate studies of Roxas (2018), Arrhenius (2021) and Daniel (2019) relevantly delved on the involvement and participation of teachers to the school-community programs. Comparatively, the present study also includes teachers as one of the groups of informants but also includes the local officials as respondents to be subjected in this qualitative investigation.

On the other hand, the separate studies of Hands (2015) and Owan (2019) relevantly analyzed the teachers' perceptions on the significance of collaborative school-community relations program. Comparatively, the present research



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also integrated teachers as one of the groups of informants. However, the focus is more on the shared partnership and leadership between teachers and local officials towards community development program.

Meanwhile, the studies of Gipit (2018), Babatid (2019), Codilla (2022) and Quinto (2022) coherently dealt with the investigation of the community leaders in the school-community programs. In comparison, the present study also incorporates local officials or community leaders as one of the sources of data, however, the study poses more comprehensive investigation with its analysis of collaboration between teachers and community leaders. On a different note, the separate studies of Garcia (2021) and Olaivar (2017) similarly examined the support services of community leaders in Brigada Eskwela program. Comparatively, the present study also includes concepts on school-community programs involving the local officials but delves more on the collaborative practices and leadership shared by both the educators and community leaders, making the study more in-depth in scope.

The study of Silva (2019), Cabardo (2016) and Panela (2020) relevantly delved on the involvement of LGU in the collaborative school-community programs. In comparison, the current research also includes LGU as one the major sources of data, however, the focal objective of the study is more on the shared partnership between teachers and local officials and this research also includes Barangay Council and other community leaders as respondents, not only the LGU officials.

Objectives

This study aimed to explore on the elementary teachers-local officials shared partnership and leadership towards community development program in Jose Panganiban District.

Specifically, it sought to answer the following questions:

1. How do the elementary teachers and local officials in Jose Panganiban District schools engage in shared partnership in terms of:
 - a. Brigada Eskwela;
 - b. Brigada Pagbasa;
 - c. DRRM; and
 - d. Parenting education program?
2. How do the participants practice shared leadership in terms of:
 - a. leadership and administration;
 - b. curriculum and learning;
 - c. accountability and continuous improvement; and
 - d. resource management?
1. Based on the results of the study, what community development program can be developed to enhance the shared partnership and shared leadership practices of elementary teachers and local officials?.

METHODOLOGY

Research Design

This study employed the use of qualitative case study approach which is viewed appropriate and suitable in the purposes and initiatives of the researcher to explore on the salient variables of the study. Through the use of qualitative case study approach, the researcher was engaged in more in-depth and profound investigation on the shared partnership and leadership practices of the elementary teachers and local officials towards community development framework in terms of specific school-community programs.

The qualitative case study method was also applied in the discussion of the experiences of participants in the shared leadership in terms of leadership and governance, curriculum and learning, accountability and continuous improvement and management of resources. This method is applicable in the natural setting of the locales and in terms of gaining access to direct data and information from the informants.

Population and Sampling

The key informants of this study were the internal and external stakeholders of the public elementary schools of Jose Panganiban District. Specifically, the internal stakeholders who participated in the data collection were the selected elementary teachers who render active participation in variety of school-community relations programs.



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On the other hand, the external stakeholders who were engaged in this study included the Barangay Council and the officials and members of the Local Government Unit and Non-Government Organization (NGO) representatives. These informants participated in Focus Group Discussions (FGD). Both the internal and external stakeholders who were involved in data acquisition system in this study were selected and subjected to purposive sampling method.

Research Instrument

The pertinent data in this study were acquired and collected using three major research instruments. Specifically, these tools were the interview guide, focus group discussion and documentary analysis.

Interview Guide. This was used to contain sets of questions to be addressed to the informants on the given topic. The interview questions were open-ended in nature to give ample opportunities to the informants to freely express their views and comments based from the focal concepts of the interview. Interview guide questions specifically evolved on the collaborative practices of educators and community leaders and the challenges addressed along this shared partnership.

Focus Group Discussion. During the Focus Group Discussion, the chosen informants dealt with the concerns of the present topic. This was done to validate and verify the information shared by the key informants during the interview session. Furthermore, this helped to extract additional insights that can support the objectives of the study.

Document Analysis Framework. In interpreting the information and data gathered during the FGD and interview sessions, the documents as reflected in the framework were of great importance. This helped verify the account gathered from the key informants and other sources of data. Specifically, the framework is presented in matrix form for easier understanding of the data analysis phase. This contains several columns marked as indicators, sub-indicators, documents needed, sources of documents and triangulation of data entailed.

Data Collection

Prior to the full implementation of the study, the researcher first addressed the ethical aspects and standards. These ethical aspects included securing first the permit from the district and division committees for the conduct of the study in the selected schools. The research proposal was also subjected to approval by the authorities. Upon approval, the research instruments were validated by the experts. Then, an interview guide was requested to the current principals in the selected elementary schools in Jose Panganiban District. Afterwards, the researcher further verified the information shared by the informants through the FGD. The researcher also secured permit from the school leaders in getting access to the needed documents and reports. A follow-up conversation with the informants was done for clarification or additional insights supplied as the analysis of data was pursued.

Specifically, for Problem 1 on the shared partnership practices of elementary teachers and local officials, the data were gathered by conducting series of interviews with the cited informants. On the other hand, for Problem 2 on the shared leadership between elementary teachers and local officials, the data acquisition was supported by the conduct of Focus Group Discussion (FGD) among the cited participants.

Data Analysis

The pertinent data in this study were also subjected to qualitative analysis. In analyzing the data gathered in this study, the researcher was guided by an analytical framework. Since this paper employed the qualitative case study research approach, information collection and insight exploration were performed. Thus, the data gathered from the interviews and FGD were assessed and analyzed using qualitative analysis specifically the thematic analysis.

Specifically, the thematic analysis helped to justify and analyze the interview results, responses and data. Thematic analysis also guided the researcher in delving into deeper and more profound exploration and justification of the data. With this framework, analysis of data based from information collected and insights explored, as well as documents needed were accomplished.

Ethical Considerations

The study ensured the compliance to all protocols in the conduct of research, adhering to ethical considerations.



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RESULTS AND DISCUSSION

The major identified practices that reflect the extent or degree to which Brigada Eskwela Program foster shared partnership between educators and community leaders included comprehensive information dissemination on Brigada Eskwela advocacies, intensive maintenance, repair and clean-up works, heightened volunteerism among Brigada manpower during physical preparations and collaborative over-all planning and preparation system for the opening of classes.

On the other hand, in terms of Brigada Pagbasa, it can be viewed that the major collaborative practices undertaken by the elementary teachers and local officials included the conduct of community-based collaborative remedial reading instruction for at risk readers, promoting volunteerism in all school alliances in supporting community-based reading projects, adherence to MOA between schools and volunteers engaged in collaborative reading interventions, tapping multisectoral partners and stakeholders to serve as reading tutors and sponsors and direct and practical engagement and support systems of community leaders in teaching reading skills to at risk readers.

Moreover, it was also found that the major responses gathered that reflect the shared partnership in DRRM among the respondents were the initiatives to promote proper coordination and cooperation in implementing disaster management programs, collaborative goal-setting on DRRM programs and advocacies, practical emergency response trainings and drill to teachers and learners and collective sharing of available resources to support DRRM.

Meanwhile, in terms of parenting education, it was found that major collaborative practices of the teachers and community leaders to support parenting education program were through home visitation sessions to provide informal counselling and trainings for parents, bringing community of adults to foster collaborative parental education for the parents, employing motivational strategies and approaches to boost parents' confidence and efficacy towards parenthood and fostering opportunities towards shared responsibility between teachers and community leaders in providing holistic services for the parents.

The shared leadership of the elementary teachers and community leaders in terms of leadership and governance in Jose Panganiban District was attained and fostered through collaborative decision-making, professional development and support to teachers and local leaders, community engagement and partnerships and communication and transparency.

Meanwhile, in terms of curriculum and learning, it was found that the major collaborative practices of the teachers and local community leaders in supporting curriculum and learning include aligning curriculum services with community needs, fostering community involvement in educational and social activities, matching the school resources and support services to the goals and objectives of school programs, leveraging the combined expertise and resources of faculty and community officials in promoting a conducive learning environment for learners and a welcoming and socially-nurturing school environment for stakeholders.

On the other hand, it was found that the major collaborative endeavor of the teachers and local leaders in promoting accountability and continuous improvement were creating programs that provide frameworks and structures that encourage teachers and social officials to work together in a mutually supportive manner. Other major accountability practices include promoting open communication, data-driven decision-making, and collective problem-solving. It was also found that teachers and local officials often work collaboratively to set goals, monitor progress, and make necessary adjustments to improve educational outcomes.

Finally, it was revealed that the major collaborative practices in supporting management of resources by the teachers and local leaders were through joint efforts in planning, allocating, and utilizing resources effectively, identify the needs of the educational institution and the community, and developing strategies for acquiring and managing resources such as finances, facilities, and materials. Moreover, the teachers and community leaders collaborate to establish partnerships, explore and acquire funding opportunities and engage in resource-sharing initiatives. By pooling their expertise and leveraging community connections, the teachers and local officials are also able to ensure that resources are allocated that suit the educational goals and the needs of the learners, learning communities and the partner communities.

Based on the results of the study, the researcher developed a community development program that was intended to foster enhancement in the shared partnership and shared leadership between the elementary teachers and community leaders of Jose Panganiban District. The researcher developed the specific output of the study in the form of community development plan that contains the proposed measures, interventions and best practices in supporting and enhancing the shared partnership and shared leadership of the elementary teachers and local officials in Jose Panganiban District. Through this plan, the educators and community leaders can gain access to ideas, inputs and knowledge on the best practices to improve their collaborations in supporting Brigada Eskwela, Brigada Pagbasa, DRRM

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and parenting education program. It also proposes highlighted measures and practices to foster enhancement in the shared leadership and governance, shared curriculum management, shared accountability and shared resource management endeavor of both groups of participants.

Conclusion

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

1. The shared partnership between teachers and community leaders were reflected in Brigada Eskwela through massive maintenance works and collective preparations. Meanwhile, in terms of Brigada Pagbasa, the highlight of the collaborative practices of the faculty and community leaders was tapping multisectoral partners in providing community-based remedial reading instruction and services for at risk readers and learners. On the other hand, the shared partnership of the teachers and community officials in DRRM highlighted practical emergency response trainings and drill to teachers and learners and collective sharing of available resources to support DRRM. Moreover, in terms of parenting education program, the shared partnership highlighted home visitation sessions to provide informal counselling and trainings for parents and promoting community of adults to foster collaborative parental education for the parents.
2. The major shared leadership practices of the teachers and local leaders were reflected and executed mostly in terms of collaborative decision-making, aligning curriculum services with community needs, fostering community involvement in educational and social activities, creating programs that provide frameworks and structures that encourage teachers and social officials to work together and implementation of strategies for acquiring and managing resources such as finances, facilities, and materials.
3. The developed community development program or plan highlighted collaborative interventions, practices and innovations to foster enhancement in the shared partnership and leadership of the educators and community leaders.

Recommendations

In the light of the findings and conclusions of the study, the following recommendations are hereby proposed:

1. Teachers and community leaders can conduct and implement a collaborative educational management research centered on the best practices and innovations to improve shared leadership under the school-community programs.
2. Research-based and evidence-based innovations, projects and advocacy programs can be collaboratively implemented by the teachers and community officials to explore on further shared leadership skills and knowledge that can uphold school-community relations.
3. The developed community development program or plan can be subjected to experimental research or evaluative research to assess its functionality as a research-based intervention for shared partnership and leadership of teachers and community leaders.

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