
The School-Community Relations in Batangas State University

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Abstract – This study aimed to assess the status of community relations in Batangas State University Integrated School. It sought to provide answer to the long growing question of how administrators, teachers, parents and community officials perceive the present school-community relations in terms of partnership, encouraging closer contacts with parents and communication process. Factors like the comparison of how each groups answered are also used as source of hard data. Likewise, the involvement of the teachers in the school-community activities, as well as the problems identified by the teachers in maintaining a harmonious relation between the school and the community as well as the solutions therefore are likewise included. It was found out that the state of partnership, encouraging closer contacts with parents as well as communicating with each stakeholder involved are all in commendatory levels. The involvement of the teachers are great in extent as well as they specialize in dealing with environmental sanitations, drug abuse prevention, election related activities and sports activities while they perform rather well in terms of hosting livelihood programs like cooperatives. Statistics show that the greatest hindrance of teachers involve lack of support from the administration to realize activities while overall, the respondents agree that there is a harmonious relationship between the school and the community. It is recommended that the school administration and the community led by the barangay officials should have strong coordination with each other so that the strong bond between the school and the community may prosper in the long term.

Keywords – Community, School, Relations, Management.

I. INTRODUCTION

Education in a democracy is a partnership between the teachers and the citizens, specifically with the parents of the pupils in school. Symbiotic relationship should exist between the school and the community since public education draws its great support from the community and the community thrives and endures best with an enlightened citizenry.

However, a school cannot exist alone. It needs support, active cooperation and understanding of the community people to make it more progressive; at the same time it serves as an instrument of education.

A good school-community relationship contributes greatly in achieving school objectives, planning of activities and realization of goals. A well-planned program of activities will result to the best accomplishments which will redound not only to the school but to the community at large. A strong school-community collaboration and partnership are crucial in building up a society with civic consciousness and productive citizens. This is true as community service is one of the most important responsibilities of the school. Through this service, education is becoming more effective because pupils are educated with indirect contact with the problem of the social group. This is because the school performs its obligations not only to develop the students through classroom instruction but also to serve the community by helping it to become a wholesome environment for the people to live in. The extent to which the school carries out the latter has a major influence on the kind of life that develops in the community and therefore has an important bearing on the life of the local people.

According to Reeder (2000), school community relations have assumed greater significance. This is true to a great extent because this structural relationship which involves the school and its educational activities enlist the interest and support of the public. The relationship between the public school and community is on the level of sympathy, cooperation and understanding. The need for a program of public school relation does much in the justification of education, the kinds of and cost of education. The agent of public relations program of the school is the person responsible for the planning and carrying out the program.

In a much broader sense, school community involves all the means by which the school becomes acquainted with and develops understanding of the community, thereby devoting a part of their time to promote teacher-community relations.

As cited by Fontanilla (2017), whether the school system is big or small, its public relations have to be effective if it desires good results. To this end, the teachers must cooperate with the principal, co-teachers, community leaders, and layman to carry out a sound program of school community relations. In this manner, the school can really become a true catalyst of the community movement designed to integrate the community activities with those of the school.

The teachers are in the forefront to implement the goals and objectives of education in the community. Teachers must have complete perceptions of the community structure where they are assigned. Group participation of the school personnel is ensured not only within the sphere of social jurisdiction but will be extended to the community, thus, the school creates a friendly atmosphere not only with the parents but with the entire community, as well. When teachers and administrators are concerned with the prevailing problems and needs of the community, the community-centered school becomes active. (Dizon 2005).

Community organization according to Miclat (2001) is expected to identify the needs and problems of the community, prioritizing them, formulating solutions in solving problems, meeting needs, implementing through cooperatives capacity in community problem solving process and community integration. The philosophy of community organization, acceptance of the right of the community to decide what it wants, rather than having the organizer's view imposed upon it is based on the belief on the capacity of the people to find richer and more satisfying ways of of living if they are helped to use the resources and if their environment could be made available to them.

The focus of community organizations includes the following: 1. Removal of block for growth; 2. Reliance on potentialities of the individual group and community as a whole; 3. The development of the capacity of indigenous leader to lead, manage and function in his assigned social roles in the community; 4. Development of the ability of different sectors in the community to function as an integral whole; 5. Strengthening people's capacity in problem solving, decision-making and cooperation, and 6. The full use of inner and indigenous resources before tapping the resources from the external environment.

As stressed by Bernardino (2000), when the school and the community learn to cooperate with one another many opportunities will arise to unite their efforts and materials on projects for community development. To gain more effective public relations with the community, school activities should make the school as the center of all community activities. Teacher-parent participation in community affairs elicits community participation in the operation of the school. This will help attain close and good school community relationship.

Parent-teacher involvement in school community activities/ projects enhances leadership and foster close relationship with school personnel. This was experienced by the researcher when she participated in Halloween and caroling for fund raising campaign. Though it was hard to walk because of the distances of houses, the researcher never felt tired, bored and hungry because it was really enjoyable to join and work with the parents. Communicating with them helped develop good relationship.

This goes to say that it is very significant that the school and the community should have harmonious relationship. The school can no longer be conceived as the sole agency of education. And yet, the resources of the life activities of the community itself can never program in which all persons adult and children participate. These suggest symbiotic relationship between school and community.

With this scenario, the researcher was motivated to conduct this study. Furthermore, she wanted to find out the status of the school-community relations of Batangas State University Integrated School and the extent of participation of teachers, parents and barangay officials in school-community projects/ activities and other pertinent matters which enhance community relations.

II. OBJECTIVES OF THE STUDY

The study aimed to assess the status of community relations in Batangas State University Integrated School, Main Campus 1.

1. The administrators, teachers, parents and community officials perceived the present school-community relations in terms of:
 - 1.1 Partnership;
 - 1.2 Encouraging close contacts with parents and
 - 1.3 Communication process?
2. Teachers involvement in the school-community activities. How do their responses compare?
3. Problems meet by the teachers in maintaining a harmonious relation between the school and the community. Possible solutions are offered to minimize the identified problems.
4. Develop a school-community program to enhance school community relations.

III. MATERIALS AND METHODS

The descriptive method of research was used to present a narrative and descriptive exposition of school-community relationship, involvement of teachers in school-community activities, problems and solutions. The questionnaire was the main instrument for data gathering to generate the needed information to answer the questions stated in the objectives.

The questionnaire was formulated by first researching relevant sources on the on the study. The questionnaire items were revised numerously to improve reliability of responses which were verified by a panel of five experts. The questionnaire was sampled in Batangas State University Integrated School and after reliable results were obtained, the same questionnaire was then administered to the principal's respondents.

The data interpreted in this study used the weighted mean method wherein the five weighted averages were i-

-nterpreted using the following scale:

Options	Range	Verbal Interpretation
5	4.50-5.00	To a Very Great Extent
4	3.50-4.49	To a Great Extent
3	2.50-3.39	To a Moderate Extent
2	1.50-2.49	To Some Extent
1	1.00-1.49	To a Less Extent

IV. RESULTS AND DISCUSSIONS

1. *Perceptions of Administrators, Teachers, Parents and Barangay Officials Regarding the Present School-Community Relation*

The perceptions of administrators, teachers, parents and barangay officials regarding the present school community relation in terms of partnership, encouraging closer contacts with parents and communication process are discussed in this study.

Table 1. Partnerships as Perceived by Administrators.

Partnership Concepts	x	V.I.	Rank
1. Maintain harmonious relationship with community officials and leaders from the different sectors.	4.36	GE	2
2. Supervise and coordinate community sponsored school activities.	4.00	GE	5
3. Encourage parents to assist teachers in improving the school system.	4.73	VGE	1
4. Record data regarding various community responses.	4.27	GE	4
5. Inform community officials about certain school policies.	4.30	GE	3
Composite Mean	4.33	GE	

1.1 *Partnership as Perceived by Administrators*

Table 1 shows that the administrators perceived that the partnership concepts of the school community relation are observed to a great extent as revealed by a composite of 4.33, especially when they encourage parents to assist teachers in improving the school system. This means that the administrators noted that it was advantageous and important if the teachers and parents have closer contacts because they would be able to determine the strong and weak points of the pupils.

Table 2. Partnerships as Perceived by Teachers.

Partnership Concepts	x	V.I.	Rank
1. Maintain harmonious relationship with community officials and leaders from the different sectors.	3.97	GE	3
2. Supervise and coordinate community sponsored school activities.	3.85	GE	4
	4.12	GE	1

Partnership Concepts	x	V.I.	Rank
3. Encourage parents to assist teachers in improving the school system.	3.75	GE	5
4. Record data regarding various community responses.	4.11	GE	2
5. Inform community officials about certain school policies.			
Composite Mean	3.96	GE	

1.2 Partnerships as Perceived by Teachers

Table 2 shows that the teacher respondents perceived to a great extent their encouragement of the parents to assist them in improving the school system which is an indication that the teachers believed that the parents should be their partners in attaining the objectives of the school.

Table 3. Partnerships as Perceived by Parents

Partnership Concepts	x	V.I.	Rank
1. Maintain harmonious relationship with community officials and leaders from the different sectors.	3.35	ME	4
2. Supervise and coordinate community sponsored school activities.	3.93	GE	1
3. Encourage parents to assist teachers in improving the school system.	3.73	GE	2
4. Record data regarding various community responses.	3.24	ME	5
5. Inform community officials about certain school policies.	3.63	GE	3
Composite Mean	3.96	GE	

1.3 Partnership as Perceived by Parents

Table 3 shows that overall, the parents perceived that the partnership of the school and community is commendable and is achieved to a great extent. The parents perceived that the school supervises and coordinates community sponsored school activities well which is an indication that the parents and the school have closer contact with the community which the school taps to manage some activities in the community.

Table 4. Partnerships as Perceived by Barangay Official.

Partnership Concepts	x	V.I.	Rank
1. Maintain harmonious relationship with community officials and leaders from the different sectors.	3.35	ME	4
2. Supervise and coordinate community sponsored school activities.	3.93	GE	1
3. Encourage parents to assist teachers in improving the school system.	3.73	GE	2
4. Record data regarding various community responses.	3.24	ME	5
5. Inform community officials about certain school policies.	3.63	GE	3
Composite Mean	3.96	GE	

1.4 Partnerships as Perceived by Barangay Officials

Table 4 shows that the barangay officials perceived to a great extent all the partnership concepts especially that of maintaining a harmonious relationship with community officials and leaders from different sectors, which is an effective indication that they are partners in the realization of the programs and campaigns launched by the government, as well as they also become partners of the school personnel in attaining the objectives of the school.

Table 5. Encouraging Closer Contacts with Parents as Perceived by Administrators.

Partnership Concepts	x	V.I.	Rank
1. Promote effective communication between the school and PTA members as well as community people	4.64	VGE	3
2. Maintain effective parent-teacher relationship	4.64	VGE	3
3. Participate in community-school projects and activities	4.64	VGE	3
4. Allow parents to visit school anytime convenient to them	4.45	GE	5
5. Invite parents and community people during school activities	4.73	VGE	1
Composite Mean	4.62	VGE	

1.5 Encouraging Closer Contacts with Parents as Perceived by Administrators

Table 5 proves that the administrator cite that they invited the parents and people to a very great extent during the school activities with waited mean of 4.73 which ranked first among 5 items. This indicates that the administrators always invite and inform parents and community people of the school activities to strengthen and be assured of closer contacts of the school and parents in the community.

Table 6. Encouraging Closer Contacts with Parents as Perceived by Teachers

Partnership Concepts	x	V.I.	Rank
1. Promote effective communication between the school and PTA members as well as community people	4.29	GE	4
2. Maintain effective parent-teacher relationship	4.32	GE	3
3. Participate in community-school projects and activities	4.03	GE	5
4. Allow parents to visit school anytime convenient to them	4.38	GE	2
5. Invite parents and community people during school activities	4.39	GE	1
Composite Mean	4.28	GE	

1.6 Encouraging Closer Contacts with Parents as Perceived by Teachers

Table 6 proves that as reflected in the table, the teacher respondents rated items to a great extent with 4.28 composite mean. Inviting parents and community people during school activities is perceived to a great extent by the teacher respondents waited mean of 4.39 ranked first in the rank order distribution. This signifies indication that the parents were often requested to attend school activities to enable them to be involved and be aware if what was going on in the school.

Table 7. Encouraging Closer Contacts with Parents as Perceived by Parents Themselves.

Partnership Concepts	x	V.I.	Rank
1. Promote effective communication between the school and PTA members as well as community people	3.83	GE	3
2. Maintain effective parent-teacher relationship	4.16	GE	1
3. Participate in community-school projects and activities	3.74	GE	4
4. Allow parents to visit school anytime convenient to them	3.68	GE	5
5. Invite parents and community people during school activities	3.88	GE	2
Composite Mean	3.89	GE	

1.7 Encouraging Closer Contacts with Parents as Perceived by Parents Themselves

It can be inferred in the table that the parents perceived to a great extent the closer contact with parents with a composite mean of 3.89. Parents cite that school encourage contact with them by maintaining effective parent-teacher relationship assessed as done to a great extent by parents with weighted mean of 4.16 ranked first in the rank order distribution. This means that the parents believed that the closer contacts with parents is a good way of maintaining a harmonious relation between the school and the community.

Table 8. Encouraging Closer Contacts with Parents as Perceived by Barangay Officials.

Partnership Concepts	x	V.I.	Rank
1. Promote effective communication between the school and PTA members as well as community people	3.67	GE	4.5
2. Maintain effective parent-teacher relationship	3.87	GE	1
3. Participate in community-school projects and activities	3.67	GE	4.5
4. Allow parents to visit school anytime convenient to them	3.72	GE	3
5. Invite parents and community people during school activities	3.77	GE	2
Composite Mean	3.74	GE	

1.8 Encouraging Closer Contacts with Parents as Perceived by Barangay Officials

As perceived by the barangay officials to a great extent, the school invites parents and community people during school activities, weighted mean of 3.77 an affirmation that the barangay officials observed that if the school invites parents during school activities, the parents will be more cooperative in school projects and activities.

Table 9. Communication Process as Perceived by Administrators.

Partnership Concepts	x	V.I.	Rank
1. Maintain good rapport with local media people	4.10	GE	4
2. Inform the community of the school projects and activities through newsletters and other forms of media	4.00	GE	5
3. Disseminate information to PTA members	4.60	VGE	3
4. Be truthful, honest, and respect the parents and the community people as a whole	4.70	VGE	1.5
5. Express honest appreciation for what the parents and the community people do	4.70	VGE	1.5
Composite Mean	4.42	GE	

1.9 *Communication Process as Perceived by Administrators*

It can be gleaned in the table that 3 items were rated to a very great extent. The composite mean of 4.42 reveals that the administrators perceived that the school community relationship in terms of communication process is perceived to a great extent. Being truthful, honest and respectful to the parents and the community people as a whole and expressing honest appreciation for what the parents and the community people do are perceived to a very great extent by the administrators with weighted mean of 4.70 which ranked 1.5. This is an indication that the school administrators serve as model in communicating with the community.

Table 10. Communication Process as Perceived by Teachers

Partnership Concepts	x	V.I.	Rank
1. Maintain good rapport with local media people	4.03	GE	4
2. Inform the community of the school projects and activities through newsletters and other forms of media	3.88	GE	5
3. Disseminate information to PTA members	4.52	VGE	2
4. Be truthful, honest, and respect the parents and the community people as a whole	4.67	VGE	1
5. Express honest appreciation for what the parents and the community people do	4.47	GE	3
Composite Mean	4.32	GE	

1. 10 *Communication Process as Perceived by Teachers*

As noted in the table, the teacher respondents rated two items to a very great extent and three items to a great extent. The composite mean of 4.31 reveals that the teachers perceived the school community relationship terms of communication process to a great extent. Being truthful, honest and respectful to the parents and the community as a whole is perceived to a great extent by the teachers with weighted mean of 4.67 ranked first among the first five items. This implies that the school tries its best to communicate effectively to the parents of children in the community for closer school community relationship.

Table 11. Communication Process as Perceived by Parents

Partnership Concepts	x	V.I.	Rank
1. Maintain good rapport with local media people	3.01	ME	1
2. Inform the community of the school projects and activities through newsletters and other forms of media	2.98	ME	2
3. Disseminate information to PTA members	2.92	ME	3.5
4. Be truthful, honest, and respect the parents and the community people as a whole	2.92	ME	3.5
5. Express honest appreciation for what the parents and the community people do	2.74	ME	5
Composite Mean	2.91	ME	

1.11 *Communication Process as Perceived by Parents*

It can be inferred from the table that the parents perceived to a moderate extent all the items with a composite mean of 2.91. Maintaining a good rapport with local media people is perceived to a moderate extent by the parents with a weighted mean of 3.01 which means that the parents observed that the school only shows moderate rapport with the media people in the community which are indicative that some activities and problems of the school are not known by the community.

Table 12. Communication Process as Perceived by Barangay Officials.

Partnership Concepts	x	V.I.	Rank
1. Maintain good rapport with local media people	3.08	ME	2
2. Inform the community of the school projects and activities through newsletters and other forms of media	2.90	ME	4
3. Disseminate information to PTA members	2.78	ME	5
4. Be truthful, honest, and respect the parents and the community people as a whole	3.17	ME	1
5. Express honest appreciation for what the parents and the community people do	3.01	ME	3
Composite Mean	2.99	ME	

a. *Communication Process as Perceived by Barangay Officials*

As manifested in the table, all the items were perceived to a moderate extent by the barangay officials with a composite mean of 2.99. The school personnel is perceived to be truthful, honest and respectful to the barangay officials with weighted mean of 3.17. This means that the barangay officials observed that the school's communication processes are not readily observed, a possible indication that parents and some community people may not be made aware of school's goals and policies.

b. *Comparison of the Responses of the Four Groups of Respondents*

The four groups of respondents did not differ in their perceptions regarding the school community relation in terms of partnership. The null hypothesis of having great contrasts in responses is rejected.

V. CONCLUSIONS

Based from the findings revealed in the study, the following conclusions were drawn:

1. The administrators, teachers, parents and barangay officials perceive that the school-community relation is achieved to a great extent, however they differ in their perceptions on school community relation considering closer contact with parents and communication process.
2. The respondents perceive that the teachers are involved to a great extent in the school-community activities, however, they differ in perceptions on school-community activities like environmental sanitation, beautification and the like.
3. The teachers sometimes encounter problems in maintaining harmonious relation between the school and the community and the respondents suggested that the school administrators and teachers should maintain a har-

-monious relation with the community people to minimize and solve the identified problems.

RECOMMENDATIONS

In light of the conclusions drawn, the following recommendations were offered by the researcher:

1. The proposed school-community program can be implemented to strengthen school-community relationship.
2. The teachers and administrators should be more resourceful in the proves of sourcing funds through more functional linkages with the community agencies or non-government agencies.
3. The administrators should recognize the efforts of the teachers who are involved actively in community activities to enhance further their participation in activities outside the school. The administrators should also help the teachers in making community projects more successful and productive to both the parents and the community people.
5. Similar study can be conducted in different locality.

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AUTHOR'S PROFILE

Dr. Maria Gloria Ramos- Datinguino is a proud graduate of Lyceum of the Philippines University where she finished her Bachelor's Degree in Psychology with flying colors. She had not one but two Masters Degree, the first is in the field of Education at University of Batangas and the second one in Psychology at Lyceum of the Philippines University. She accomplished the peak of her academic pursuit when she finished her Doctorate Degree in Educational Management at Philippine Normal University, Philippines at a very young age. She has been a profound practitioner in the academe in both the public and private sectors. In public service, she had been the respected Principal of several institutions like Banoyo National High School, Mabini National High School and Batangas Province High School for Culture and Arts where she was lauded by the Department of Education as one of the outstanding educators in public sector. In the private sector, she had been a Guidance Counselor for many years, Head of the Psychology Department of University of Batangas and now, she is currently a Professor in both the Undergraduate and Graduate school of the College of Teacher Education at Batangas State University where she teaches major subjects, rearing would-be teachers to be excellent in the field of education. She holds the position of the Department Chairperson of the Graduate School. She ventures in the field of research right now, had multiple International Research presentations where she was two times Best Oral Research Presenter in the 2017 in Hongkong sponsored by Association of Scholarly Editors. Another sponsored agency, the Philippine Association of Institution for Research, Inc. in Howard Plaza, Hotel, Taipei, Taiwan on June 7-9, 2017. She was again a research presenter in International Conference on Education 2017, in Kuala Lumpur, Malaysia last April 20-22, 2017. Her initial researchers were the International Conference on Education 2016 at Crown Regency Hotel, Boracay Island, December 9-11, 2016 and the REDTI or Research and Educational Development in Venus Park Hotel, Baguio City last September 28-30, 2016. In 2018, she presented another research in the ICEDU or International Conference of Education sponsored by TIKM Sri Lanka held in Bangkok, Thailand. Another Best Paper Presenter from Asian Conference on Educational Development Dahilayan Forest Park Resort, Manolo Fortich, Bukidnon, Phillipnes in July 27 to 29, 2018. With her knowledge and expertise in the academe, she is not just blessed in her career but also on her personal life. A fulfilled and happy wife for 33 fruitful years with Capt. Bhogs Datinguino, an international master mariner from Anilao Proper, Mabini, Batangas. She is a great mom to a law student with high academic profile, graduated cum laude and consistent ANC Best Debater. She also has a beautiful daughter from the first batch of K to 12 program, now taking up College of Accountancy. She is a resident panelist in thesis and dissertation in Batangas State University, a renowned coach of oratory and parliamentary procedure and various contests. Recently, she received the Outstanding Alumni Award from the Lyceum of the Philippines University and the Excellence Award in Austral-Asian Theater International. Local and international conventions and seminars she continuously attending to keep her abreast for more innovations and now Research advisee keeps her busy schedule, USA.