

# An Exploration of the School and Community Partnership in a Rural Elementary School

Karla Nicole Mangagom-Cagurangan  
School of Graduate Studies  
and Continuing Professional Development  
University of Saint Louis  
Tuguegarao City, Philippines

**Abstract**— This study was conducted to assess the school and community partnership in one rural school in the Province of Kalinga in online fact-checking information of the Grade 10 students. This study utilized a quantitative type of research employing a descriptive method. The respondents of the study consisted of three groups. The first group consisted of 100 parents of the said school who were chosen using quota sampling. The second group involved seven (7) teachers and the school principal, while the third group consisted of the seven (7) barangay council members. The findings suggest that the school has established strong partnerships with community organizations, but there is a need for increased collaboration and communication with families to ensure that curriculum aligns with student and community needs and interests.

**Keywords**— school and community partnership, parenting, communicating, volunteering, learning at home, decision making, collaborating with the community

## I. INTRODUCTION

School and community partnerships have become increasingly important in recent years as educators and community leaders recognize the critical role that they play in improving student outcomes. Collaborative efforts between schools and communities can help bridge gaps in student achievement, improve school climate and culture, and promote equity and access to education. The idea of school and community partnerships is not a new one (Epstein, 2018). In fact, such collaborations have been around for decades, with various initiatives aimed at fostering closer ties between schools and communities. In recent years, there has been a growing interest in school and community partnerships, with an increasing number of schools, districts, and community organizations seeking to establish and sustain these collaborations (Vali et al., 2018; Stefanski et al., 2016).

Research has shown that school and community partnerships can have a positive impact on student outcomes, particularly for students from marginalized and underserved communities (Wang & Degol, 2016; Ma et al., 2016). For example, partnerships that provide academic support, mentoring, and enrichment activities can help improve student engagement, academic achievement, and graduation rates (Ronfeldt et al., 2015). Additionally, partnerships that address non-academic needs such as health, housing, and employment

can help improve student well-being and reduce absenteeism (Akiba & Liang, 2016).

The partnership between schools and communities is crucial for the holistic development of students, particularly in rural areas where educational resources and services are often limited (Gross et al., 2015). In rural elementary schools, the school and community partnership has the potential to bridge the gap between the school and the community, resulting in a supportive learning environment for students. In rural areas, schools are often the hub of the community, serving not only as a place of learning but also as a center for social and cultural activities (Hoeft et al., 2018). Due to the limited resources and services available in these areas, schools rely heavily on the support of the surrounding community to provide students with a comprehensive education. This is where school and community partnerships become crucial. Effective school and community partnerships can help bridge the resource gap and provide students access to a wide range of opportunities and resources that would otherwise be unavailable (Dryfoos & Maguire, 2019). For example, community organizations can provide after-school programs, mentoring, and tutoring services to support students academically. They can also provide access to health services, recreational activities, and other resources that can contribute to the holistic development of students. Moreover, school and community partnerships can promote a sense of belonging and connectedness for students in rural areas. These partnerships can help build strong relationships between schools and the surrounding community, fostering a supportive and collaborative environment for students. This, in turn, can contribute to students' overall well-being and academic success (Valerio et al., 2016).

However, research on this topic is limited, and there is a gap in understanding how school and community partnerships can be fostered and sustained in rural elementary schools. The existing literature on school and community partnerships primarily focuses on urban or suburban schools, and there is little research on rural elementary schools (Bryan et al., 2020; Perkins, 2015; Kryst et al., 2018). Although some studies have investigated the role of community partnerships in rural education, there is limited research on how these partnerships can be effectively developed and sustained in rural elementary schools (Barrett et al., 2015). Additionally, there is a lack of understanding of how school and community partnerships can benefit both the school and the community in rural areas.

Given the unique challenges faced by rural elementary schools, there is a need to explore how school and community partnerships can be developed and sustained in these settings. This study aims to fill the research gap by exploring the role of school and community partnerships in a rural elementary school. The findings of this study will contribute to the existing literature on school and community partnerships, with a specific focus on rural elementary schools. Additionally, this study will provide insights into how school and community partnerships can benefit both the school and the community in rural areas. Ultimately, this research will inform the development of effective strategies to foster and sustain school and community partnerships in rural elementary schools, which can lead to improved student outcomes.

## II. METHODS

This study utilized a quantitative type of research employing descriptive method to describe the school and community partnerships. The respondents of the study consisted of three groups. The first group consisted of 100 parents of the said school who were chosen using quota sampling. The second group involved seven (7) teachers and the school principal, while the third group consisted of the seven (7) barangay council members.

The research utilized three sets of questionnaire that were answered by the three groups of respondents. Items were lifted from a tool developed by Salinas et al. (2019) to measure school and community partnerships. Said tool covers the following: parenting (7 items), communicating (15 items), volunteering (8 items), learning at home (7 items), decision-making (11 items), and collaborating with the community (6 items). Items were also translated into Filipino language for easy understanding among the respondents. Weighted mean was used to describe the assessment of the respondents on the school and community partnership.

## III. RESULTS AND DISCUSSION

Table 1. Assessment of the Respondents on the School and Community Partnership along Parenting

Items	Teachers		Parents		Community Leaders		Overall	
	X	Q/D	X	Q/D	X	Q/D	X	Q/D
The school conducts workshops or provides information for parents on child or adolescent development.	3.42	S	2.38	R	2.32	R	2.71	S

The school provides information to all families who want or who need it, not just to the few who can attend workshops or meetings at the school building.	3.40	S	2.30	R	2.28	R	2.66	S
The school produces information for families that is clear, usable, and linked to children's success in school.	2.85	S	2.25	R	2.24	R	2.45	R
The school asks families for information about children's goals, strengths, and talents.	3.54	O	3.40	S	3.20	S	3.38	S
The school sponsors home-visiting programs or neighborhood meetings to help families understand schools and to help schools understand families.	4.45	O	3.85	O	3.65	O	3.99	O
The school provides families with age-appropriate information on developing home conditions or environments that support learning.	3.28	S	3.10	S	3.06	S	3.15	S
The school respects the different cultures represented in the student population.	4.50	A	4.42	O	4.56	A	4.49	O
Category Mean	3.63	T G E	3.10	T M E	3.04	T M E	3.26	T M E

4.50 – 5.00 Always (A)/ To a very Great Extent (TVG)  
3.50 – 4.49 Often (O)/ To a Great Extent (TGE)  
2.50 – 3.49 Sometimes (S)/ To a Moderate Extent (TME)  
1.50 – 2.49 Rarely (R)/ To a less extent (TLE)  
1.00 – 1.49 Never (N)/ No extent at all (NEA)

Table 1 presents the assessment of the respondents on school and community partnership along parenting. Overall, the respondents rated the school and community partnership along parenting as moderate, with an overall mean score of 3.26. However, it is worth noting that there were some differences in how the different groups of respondents rated the items.

In terms of providing information to parents on child or adolescent development, the teachers rated the item the highest (3.42), indicating that they sometimes conduct workshops or provide information for parents on this topic. On the other hand, the parents and community leaders rated this item lower, with mean scores of 2.38 and 2.32, respectively, indicating that they rarely receive this type of information

from the school. Regarding the provision of information to all families who want or need it, the teachers and overall respondents rated the item similarly (3.40 and 2.66, respectively), indicating that the school sometimes provides this type of information. However, the parents and community leaders rated this item lower, indicating that they rarely receive this type of information from the school. In terms of producing clear and usable information linked to children's success in school, all groups of respondents rated the item low, with mean scores ranging from 2.24 to 2.85, indicating that this is an area for improvement in the school's communication with families. Regarding asking families for information about children's goals, strengths, and talents, the teachers rated the item the highest (3.54), indicating that they often ask for this information. The parents and community leaders rated this item slightly lower, with mean scores of 3.40 and 3.20, respectively, indicating that the school sometimes asks for this information.

The item with the highest mean score across all groups of respondents was the sponsorship of home-visiting programs or neighborhood meetings to help families understand schools and help schools understand families. All groups rated this item high, with mean scores ranging from 3.85 to 4.45, indicating that this is an area where the school is doing well in terms of building partnerships with families and the community. Finally, regarding providing families with age-appropriate information on developing home conditions or environments that support learning, all groups rated this item similarly, with mean scores ranging from 3.06 to 3.28, indicating that the school sometimes provides this type of information.

The overall moderate rating of the school and community partnership along parenting suggests that there is room for improvement in terms of collaboration between schools and families in promoting children's success. This finding is consistent with previous research that emphasizes the importance of family-school partnerships in enhancing student achievement (Henderson & Mapp, 2002; Jeynes, 2010; Hill & Taylor, 2004). One possible explanation for the moderate rating is the lack of effective communication between schools and families. Previous studies have shown that communication barriers, such as language differences or lack of access to technology, can hinder effective collaboration between schools and families (Lopez & Skrla, 2009; Purnell & Blankenship, 2015). Thus, schools need to provide clear and accessible communication channels to families, such as multilingual materials and online resources. The low rating on the item "The school produces information for families that is clear, usable, and linked to children's success in school" suggests that schools must improve the quality and relevance of information provided to families. Schools can benefit from involving families in creating and disseminating information, as this can help ensure that information is tailored to the needs and preferences of families (Epstein & Sanders, 2006). The high rating on the item "The

school respects the different cultures represented in the student population" suggests that schools have made progress in promoting cultural responsiveness and inclusion. This finding is consistent with the notion that family-school partnerships should embrace and celebrate the diversity of families and communities (Harry, 1992; Gay, 2010). Overall, the moderate rating of the school and community partnership along parenting highlights the need for ongoing efforts to enhance collaboration between schools and families in promoting children's success. Schools can benefit from implementing evidence-based practices that promote effective communication, information sharing, and cultural responsiveness.

Table 2. Assessment of the Respondents on the School and Community Partnership along Communicating

Items	Teachers		Parents		Community Leaders		Overall	
	X	Q D	X	Q D	X	Q D	X	Q D
The school reviews the readability, clarity, form, and frequency of memos, notices, and other print and non-print communications.	3.85	O	3.10	S	3.15	S	3.37	S
The school develops communications with parents who do not speak or read English well, or who need large type.	3.25	S	2.10	R	2.15	R	2.50	S
The school provides communications in the language of the parents and provides interpreters and translators as needed.	3.10	S	3.23	S	3.15	S	3.16	S
The school has clear two-way channels for communication from home to school and from school to home.	3.45	S	3.46	S	3.46	S	3.46	S
The school conducts a formal conference with every parent at least once a year.	4.85	A	4.56	A	4.52	A	4.64	A
The school conducts a periodic survey for families to share information and concerns about student needs, reactions to school programs, and satisfaction with their involvement in their children's education at school and at home.	4.55	A	4.40	O	4.02	O	4.32	O

The school conducts an orientation for parents who are new to the school.	4.56	A	4.10	O	4.10	O	4.25	O
The school sends home folders of student work weekly or monthly for parent review and comment.	4.25	O	3.56	O	3.25	S	3.69	S
The school provides clear information about the curriculum, state tests, school and student results, and report cards.	3.58	O	3.56	O	3.60	O	3.58	O
The school contacts families of students having academic or behavior problems.	4.85	A	4.45	O	4.40	O	4.57	A
The school trains teachers, staff, and principals on the value and utility of family involvement and ways to build positive ties between school and home.	4.56	A	3.50	O	3.20	S	3.75	O
The school implements policies that encourage all teachers to communicate with parents about the curriculum, expectations for homework, and how parents can help at home.	3.25	S	3.52	O	3.10	S	3.29	S
The school produces a regularly scheduled school blog or newsletter with up-to-date information about the school, special events, organizations, and meetings, as well as parenting tips.	4.56	A	3.20	S	3.10	S	3.62	O
The school provides print copies of e-communications for families who do not have computers, internet access, e-mail, or connections on social media platforms.	4.10	O	3.15	S	3.25	S	3.50	O
Category Mean	4.36	T G E	3.09	T M E	3.23	T M W	3.46	T M E

4.50 – 5.00 Always (A)/ To a very Great Extent (TVG)  
 3.50 – 4.49 Often (O)/ To a Great Extent (TGE)  
 2.50 – 3.49 Sometimes (S)/ To a Moderate Extent (TME)  
 1.50 – 2.49 Rarely (R)/ To a less extent (TLE)  
 1.00 – 1.49 Never (N)/ No extent at all (NEA)

Table 2 shows the assessment of the respondents on the school and community partnership along communicating. The table indicates that the overall mean score for the

partnership along communicating is 3.56, which suggests a moderate level of partnership. However, the responses vary across different items, and there are some notable differences in how teachers, parents, and community leaders rated each item. One item that received a consistently high rating across all groups is the school conducting a formal conference with every parent at least once a year, with an overall mean score of 4.64. This suggests that conferences are viewed as an effective means of communication between schools and families, which is supported by existing literature. Studies have shown that parent-teacher conferences can improve parental involvement, communication, and student achievement (e.g., Fan & Chen, 2001; Hoover-Dempsey, Bassler & Brissie, 1987).

On the other hand, the item “The school develops communications with parents who do not speak or read English well, or who need large type” received a low rating across all groups, with an overall mean score of 2.50. This finding is concerning because it suggests that schools are not effectively communicating with parents who have limited English proficiency or visual impairments, which can be a barrier to parental involvement. Research has shown that language barriers can hinder parent-school communication, parent involvement, and student achievement (e.g., Kim & Guryan, 2010; Sanders, 2008).

Another item that received varying ratings across groups is “The school produces a regularly scheduled school blog or newsletter with up-to-date information about the school, special events, organizations, and meetings, as well as parenting tips.” While teachers rated this item highly, parents and community leaders rated it lower. This finding suggests that schools may need to reconsider their communication strategies and tailor them to the preferences and needs of their diverse stakeholders. Studies have shown that using multiple forms of communication, including social media and electronic newsletters, can improve parent-school communication and parental involvement (Buzhardt, Garretson & Johnson, 2018; Prater et al., 2017).

Overall, the results in Table 2 suggest that schools may need to improve their communication strategies and tailor them to meet the needs of diverse stakeholders. Additionally, schools may need to consider the impact of language barriers on parent-school communication and develop effective strategies to address these barriers. The findings highlight the importance of effective communication in promoting parent-school partnerships and improving student outcomes.

Table 3. Assessment of the Respondents on the School and Community Partnership along Volunteering

1.50 – 2.49 Rarely (R)/ To a less extent (TLE)  
1.00 – 1.49 Never (N)/ No extent at all (NEA)

Items	Teachers		Parents		Community Leaders		Overall	
	X	Q D	X	Q D	X	Q D	X	Q D
The school conducts annual surveys to identify interests, talents, and availability of parent volunteers to match their skills and talents with school and classroom needs.	2.56	S	2.02	R	2.15	R	2.24	R
The school provides a parent or family room for volunteers and family members to meet and work, and to access resources about parenting, tutoring, and related topics.	2.56	S	2.15	R	2.10	R	2.27	R
The school creates flexible volunteering opportunities and schedules to enable employed parents to participate.	3.50	O	2.85	S	2.63	S	2.99	S
The school schedules special events at different times of the day so that all families can attend as audiences.	4.56	A	4.25	O	4.00	O	4.27	O
The school increases opportunities for parent-volunteers by providing transportation, child care, and/or interpreters and translators, as needed.	2.50	S	2.25	R	2.00	R	2.25	R
The school trains volunteers so they use their time productively.	2.00	R	2.15	R	2.10	R	2.08	R
The school recognizes volunteers for their time and efforts.	2.58	S	1.58	R	1.55	R	1.90	R
The school encourages families and the community to be involved with the school in various ways (e.g., assist in classrooms, monitor halls, lead talks or activities, serve as audiences).	4.56	A	3.25	S	3.40	S	3.74	O
Category Mean	3.10	T M E	2.56	T M E	2.49	T M E	2.71	T M E

4.50 – 5.00 Always (A)/ To a very Great Extent (TVG)  
3.50 – 4.49 Often (O)/ To a Great Extent (TGE)  
2.50 – 3.49 Sometimes (S)/ To a Moderate Extent (TME)

Based on this table, it appears that the school and community partnership along with volunteering is moderate at best. In general, the respondents, which include teachers, parents, and community leaders, seem to agree that the school does not conduct annual surveys frequently enough to identify interests, talents, and availability of parent volunteers to match their skills and talents with school and classroom needs. Similarly, the school's provision of a parent or family room for volunteers and family members to meet and work and access resources about parenting, tutoring, and related topics, is also limited, according to the respondents.

In terms of creating flexible volunteering opportunities and schedules to enable employed parents to participate, the respondents seem to believe that the school sometimes does so, but there is room for improvement. However, the school is recognized for scheduling special events at different times of the day so that all families can attend as audiences. This appears to be an area where the school excels, as respondents across all categories rated the school highly in this regard.

Regarding increasing opportunities for parent volunteers by providing transportation, child care, and/or interpreters and translators, the respondents seem to believe that the school rarely does so, which could hinder some parents' ability to participate in volunteering activities. Volunteer training and recognition are also areas where the respondents indicate room for improvement, as they report that the school rarely trains volunteers to use their time productively and rarely recognizes volunteers for their time and efforts. Finally, the respondents seem to agree that the school encourages families and the community to be involved with the school in various ways. However, there is still room for improvement in terms of how often this encouragement is given and how involved families and the community are in practice.

Overall, the assessment results suggest that there is a room for improvement in the school and community partnership along volunteering. The school could potentially benefit from conducting more frequent surveys to identify interested volunteers, providing better resources for volunteers, increasing volunteer opportunities, providing support such as transportation and childcare, and improving volunteer training and recognition. Research has shown that school and community partnerships can have a significant positive impact on student outcomes. For example, a study by Epstein et al. (2002) found that students whose parents are involved in their schooling are more likely to have better attendance, higher grades, and higher academic achievement. Furthermore, a review by Henderson and Mapp (2002) concluded that when schools and families work together to support student learning, students are more likely to succeed academically and have better social and emotional outcomes.

To foster strong school and community partnerships, schools must create opportunities for parents and community members to be involved in meaningful ways. This can include volunteering in the classroom, participating in school events, and serving on school committees. However, as the assessment results suggest, it is important for schools to also be flexible in their approach to volunteering and to provide resources and support to make it easier for parents to get involved. For example, providing childcare or transportation for volunteer activities can help reduce barriers to participation for working parents or those who may not have access to reliable transportation. Another key aspect of building strong partnerships is communication. Schools should be proactive in reaching out to parents and community members to keep them informed about school events and opportunities for involvement. This can include regular newsletters, emails, face-to-face meetings, or phone calls to discuss student progress or upcoming events.

Table 4. Assessment of the Respondents on the School and Community Partnership along Learning at Home

Items	Teachers		Parents		Community Leaders		Overall	
	X	Q D	X	Q D	X	Q D	X	Q D
The school provides information to families on ways to monitor and discuss schoolwork at home.	4.68	A	4.50	A	4.45	O	4.54	A
The school provides information to families on required skills in major subjects.	3.25	S	3.10	S	3.10	S	3.15	S
The school provides specific information to parents on ways to assist students with skills that they need to improve.	4.50	A	3.00	S	3.00	S	3.50	O
The school asks parents to focus on reading, either by listening to their children read or by reading aloud with them.	4.05	O	3.15	S	2.58	S	3.26	S
The school assists families to help students set academic goals.	4.58	A	4.50	A	3.58	O	4.22	O

The school provides information and ideas for families to use in talking with students about careers.	2.56	S	2.15	R	2.52	S	2.41	R
The school schedules regular interactive homework that requires students to demonstrate and discuss what they are learning with a family member.	4.56	A	3.45	S	3.00	S	3.67	O
Category Mean	4.03	TGE	3.41	TME	2.78	TME	3.41	TME

4.50 – 5.00 Always (A)/ To a very Great Extent (TVG)  
3.50 – 4.49 Often (O)/ To a Great Extent (TGE)  
2.50 – 3.49 Sometimes (S)/ To a Moderate Extent (TME)  
1.50 – 2.49 Rarely (R)/ To a less extent (TLE)  
1.00 – 1.49 Never (N)/ No extent at all (NEA)

The table presents the responses of teachers, parents, and community leaders on various items related to school and community partnership along learning at home. The first item in the table indicates that the majority of teachers, parents, and community leaders reported that the school provides information to families on ways to monitor and discuss schoolwork at home. This finding is consistent with the literature highlighting the importance of effective communication between schools and families to support student learning at home (Fan & Chen, 2001; Hoover-Dempsey & Sandler, 1997). However, the second item shows that the school provides information to families on required skills in major subjects less frequently, with all groups reporting “sometimes” on average. This finding may suggest a need for schools to improve their communication with families about the specific skills that students need to succeed academically, especially in major subjects (Dearing et al., 2006).

The third item suggests that teachers are more likely to provide specific information to parents on ways to assist students with skills that they need to improve than parents and community leaders. This finding highlights the critical role of teachers in supporting families in facilitating their children's learning at home (Epstein et al., 2009). The fourth item indicates that parents are less likely to be asked by the school to focus on reading with their children, with all groups reporting “sometimes” on average. This finding may suggest a need for schools to emphasize the importance of reading at home, given the significant impact that reading has on children's academic achievement (Neuman & Celano, 2006). The fifth item suggests that the school assists families in helping students set academic goals to a great extent. This finding is consistent with the literature emphasizing the importance of setting clear and achievable goals to improve

student motivation and academic performance (Locke & Latham, 2002). The sixth item indicates that the school provides information and ideas for families to use in talking with students about careers less frequently, with all groups reporting “sometimes” on average. This finding may suggest a need for schools to increase their efforts in involving families in career exploration and planning, given the potential impact of family involvement on students' career readiness and success (Perna, 2006). The seventh item suggests that the school schedules regular interactive homework that requires students to demonstrate and discuss what they learn with a family member to a great extent. This finding is consistent with the literature that highlights the benefits of interactive homework in promoting student learning and strengthening the school-family partnership (Epstein & Van Voorhis, 2001).

Overall, the results in the table suggest that the school and community partnership in facilitating learning at home may vary across different areas. While some aspects of school and community partnership appear to be strong, such as providing information on ways to monitor and discuss schoolwork at home and assisting families in helping students set academic goals, others may need improvement, such as providing information on required skills in major subjects and involving families in career exploration and planning.

Table 5. Assessment of the Respondents on the School and Community Partnership along Decision-Making

Items	Teachers		Parents		Community Leaders		Overall	
	X	Q D	X	Q D	X	Q D	X	Q D
The school has an active PTA, PTO, or other parent organizations.	4.56	A	4.50	A	4.65	A	4.57	A
The school includes parent representatives on the School Improvement Team and other committees.	4.50	A	3.58	O	3.45	S	3.84	O
The school involves parents in organized, ongoing, and timely ways in planning and improving school programs.	4.50	A	3.56	A	3.52	A	3.86	O
The school involves parents in reviewing school and district curricula.	2.50	S	2.10	R	2.10	R	2.23	R

The school recruits parent leaders for committees from all racial, ethnic, linguistic, socioeconomic, and other groups in the school.	2.56	S	1.50	R	1.50	R	4.56	A
The school develops formal social networks to link all families with their parent representatives.	4.56	A	3.45	S	3.45	S	3.82	O
The school includes students (with parents) in decision-making groups.	3.42	S	2.45	R	2.52	S	2.80	S
The school addresses parents' questions, concerns, and conflicts openly and respectfully.	4.56	A	3.15	S	3.10	S	3.60	O
The school guides parent representatives to contact all parents for input to school decisions, including those who are typically less involved.	4.50	A	3.05	S	3.15	S	3.57	O
The school develops the school's plan and program of family and community involvement with input from educators, parents, and others.	4.56	A	3.58	O	3.58	O	3.91	O
Category Mean	4.02	TGE	3.09	TME	3.10	TME	3.40	TME

4.50 – 5.00 Always (A)/ To a very Great Extent (TVG)  
 3.50 – 4.49 Often (O)/ To a Great Extent (TGE)  
 2.50 – 3.49 Sometimes (S)/ To a Moderate Extent (TME)  
 1.50 – 2.49 Rarely (R)/ To a less extent (TLE)  
 1.00 – 1.49 Never (N)/ No extent at all (NEA)

Table 5 presents the assessment of the respondents on school and community partnership along decision-making. The assessment was conducted among three groups of stakeholders: teachers, parents, and community leaders. The first item in the table indicates that all three groups of stakeholders rated the school as having an active parent-teacher association (PTA), parent-teacher organization (PTO), or other parent organization. The mean scores for teachers, parents, and community leaders were all above 4.5, indicating that they all strongly agreed that the school has an active parent organization. The second item shows that teachers and parents strongly agreed that parent representatives were included on the School Improvement Team and other committees, with mean scores of 4.5 and 3.58, respectively. However, community leaders rated this item as only sometimes, with a mean score of 3.45. The third item indicates

that teachers and parents strongly agree that the school involves parents in organized, ongoing, and timely ways in planning and improving school programs, with mean scores of 4.5 and 3.56, respectively. However, community leaders rated this item as always, with a mean score of 3.52. The fourth item shows that all three groups of stakeholders rated the school as rarely involving parents in reviewing school and district curricula. The mean scores were all below 2.5, indicating that all three groups disagreed that parents were involved in this aspect of decision-making. The fifth item shows that teachers rated the school as sometimes recruiting parent leaders for committees from all racial, ethnic, linguistic, socioeconomic, and other groups in the school, with a mean score of 2.56. However, parents and community leaders both rated this item as rarely, with mean scores of 1.5. The sixth item indicates that teachers and parents strongly agreed that the school develops formal social networks to link all families with their parent representatives, with mean scores of 4.56 and 3.45, respectively. However, community leaders rated this item as only often, with a mean score of 3.45. The seventh item shows that all three groups of stakeholders rated the school as sometimes including students (with parents) in decision-making groups, with mean scores below 3. The eighth item indicates that teachers strongly agreed that the school addresses parents' questions, concerns, and conflicts openly and respectfully, with a mean score of 4.56. However, parents and community leaders rated this item as sometimes, with mean scores below 3.5. The ninth item shows that both teachers and parents strongly agreed that parent representatives were guided to contact all parents for input to school decisions, including those who are typically less involved, with mean scores of 4.5 and 3.05, respectively. However, community leaders rated this item as sometimes, with a mean score of 3.15. The tenth and final item in the table indicates that all three groups of stakeholders rated the school as developing the school's plan and program of family and community involvement with input from educators, parents, and others, with mean scores above 3.5.

The results presented in Table 5 show the assessment of respondents on school and community partnership along decision-making. The items assessed include the school's active parent organization, involving parents in decision-making committees and in planning and improving school programs, reviewing school and district curricula, recruiting parent leaders from diverse groups, developing formal social networks, including students in decision-making groups, addressing parent concerns respectfully, and involving all parents in decision-making processes. Based on the mean scores, the overall assessment of respondents was moderate. However, there were variations in the assessment across the different groups. Teachers generally rated the items more positively than parents and community leaders, who rated them to a moderate extent. The results show that respondents generally recognized the importance of involving parents in school decision-making processes. However, there were some areas with lower scores, such as involving parents in

reviewing school and district curricula and recruiting parent leaders from diverse groups. This highlights the need for schools to intentionally reach out to all parents and involve them in decision-making processes, especially those who are less involved. For example, Epstein (2011) highlights that parent involvement in decision-making is crucial for school improvement and student achievement. Epstein also emphasizes the need for schools to involve parents from diverse backgrounds to ensure equity and inclusivity in decision making. Additionally, Henderson and Mapp (2002) suggest that involving parents in decision making helps in building a sense of ownership and responsibility for school success, which can lead to increased parent and community support for the school. Overall, the results suggest that while there is recognition of the importance of involving parents in decision-making, there is room for improvement in how schools engage with parents in decision-making processes, especially in areas such as involving parents in reviewing curricula and recruiting parent leaders from diverse groups.

Table 6. Assessment of the Respondents on the School and Community Partnership along Collaborating with the Community

Items	Teachers		Parents		Community Leaders		Overall	
	X̄	Q <sub>D</sub>	X̄	Q <sub>D</sub>	X̄	Q <sub>D</sub>	X̄	Q <sub>D</sub>
The school provides a resource directory for parents and students on community agencies, services, and programs.	4.25	O	3.15	S	3.15	S	3.52	O
The school involves families in locating and using community resources.	4.56	A	3.45	S	3.10	S	3.70	O
The school works with local businesses, industries, libraries, parks, museums, and other organizations on programs that enhance student skills and learning.	4.80	A	4.05	O	4.10	O	4.32	O
The school offers after-school programs for students with support from community businesses, agencies, and volunteers.	4.15	O	4.05	O	4.20	O	4.13	O



The school solves turf problems to clarify responsibilities, funding, staff, and locations for community collaborations to succeed.	4.00	O	3.85	O	3.58	O	3.81	O
The school involves parents in reviewing school and district curricula.	3.50	O	3.45	S	3.42	S	3.46	O
Category Mean	4.21	TGE	3.67	TGE	3.59	TGE	3.82	TGE

4.50 – 5.00 Always (A)/ To a very Great Extent (TVG)  
 3.50 – 4.49 Often (O)/ To a Great Extent (TGE)  
 2.50 – 3.49 Sometimes (S)/ To a Moderate Extent (TME)  
 1.50 – 2.49 Rarely (R)/ To a less extent (TLE)  
 1.00 – 1.49 Never (N)/ No extent at all (NEA)

The results presented in Table 6 indicate that teachers and community leaders collaborate more frequently with community organizations than parents. Specifically, the respondents reported that the school provides a resource directory for parents and students on community agencies, services, and programs, with teachers indicating a higher frequency of this occurrence than parents and community leaders. This suggests that teachers may be more aware of the available resources in the community and can share this information with parents and students to support their needs.

Moreover, the respondents reported that the school involves families in locating and using community resources, with teachers reporting the highest frequency of this occurrence, followed by parents and community leaders. This indicates that teachers are proactive in engaging families in finding and utilizing community resources to support student learning and development. Research has suggested that collaboration between schools and communities can provide a wide range of resources, opportunities, and support for students and families, leading to improved academic outcomes and social-emotional development (Epstein & Sheldon, 2002; Hill et al., 2016).

The results also indicate that the school works with local businesses, industries, libraries, parks, museums, and other organizations on programs that enhance student skills and learning, with all respondents reporting a high frequency of this occurrence. This finding suggests that the school has established strong partnerships with local organizations to provide students diverse learning opportunities and experiences. Research has indicated that these collaborations can lead to increased student engagement and motivation, as well as improved academic outcomes (Hill et al., 2016; Rodriguez & Roehrig, 2017).

Furthermore, the respondents reported that the school offers after-school programs for students with support from community businesses, agencies, and volunteers, with all respondents reporting a high frequency of this occurrence. This indicates that the school has established partnerships with community organizations to provide additional learning opportunities and support for students outside regular school hours. Research has shown that after-school programs can have positive effects on academic achievement, social-emotional development, and behavioral outcomes (Durlak et al., 2010; Vandell et al., 2007).

Overall, the results suggest that the school has established strong partnerships with community organizations to support student learning and development. However, there is a room for improvement in involving parents in reviewing school and district curricula. This finding suggests that there may be a need for increased collaboration and communication between schools and families to ensure that the curriculum aligns with student and community needs and interests.

Table 7. Assessment of the Respondents on the School and Community Partnership

Dimensions	Teachers		Parents		Community Leaders		Overall	
	$\bar{X}$	Q/D	$\bar{X}$	Q/D	$\bar{X}$	Q/D	$\bar{X}$	Q/D
Parenting	3.63	TGE	3.10	TME	3.04	TME	3.26	TME
Communicating	4.36	TGE	3.09	TME	3.23	TME	3.46	TME
Volunteering	3.10	TME	2.56	TME	2.49	TME	2.71	TME
Learning at Home	4.03	TGE	3.41	TME	2.78	TME	3.41	TME
Decision-Making	4.02	TGE	3.09	TME	3.10	TME	3.40	TME

Collaborating with the Community	4.21	TGE	3.67	TGE	3.59	TGE	3.82	TGE
Overall Mean	3.89	TGE	3.15	TME	3.03	TME	3.36	TME

4.50 – 5.00 To a very Great Extent (TVG)  
 3.50 – 4.49 To a Great Extent (TGE)  
 2.50 – 3.49 To a Moderate Extent (TME)  
 1.50 – 2.49 To a less extent (TLE)  
 1.00 – 1.49 No extent at all (NEA)

The results presented in Table 6 highlight the importance of school and community partnerships in supporting student learning and development. The higher frequency of collaboration between teachers and community organizations compared to parents suggests that teachers may have a better understanding of the available community resources and can play a crucial role in engaging families in utilizing these resources to support student learning. This finding aligns with research that emphasizes the importance of teacher-family partnerships in promoting student success (Henderson & Mapp, 2002).

According to the respondents, the strong partnerships that the school has established with local organizations can provide students with diverse learning opportunities and experiences that are not available within the classroom. This finding is consistent with previous research suggesting that school-community partnerships can provide students a wide range of resources and opportunities, including mentorship, internships, and career development (Hill et al., 2016).

The high frequency of after-school programs offered by the school, with support from community businesses, agencies, and volunteers, suggests that the school recognizes the importance of providing additional learning opportunities and support for students outside regular school hours. This finding aligns with previous research that indicates that after-school programs can have a positive impact on academic achievement, social-emotional development, and behavioral outcomes (Durlak et al., 2010; Vandell et al., 2007).

The need for increased collaboration and communication between schools and families, particularly in reviewing school and district curricula, highlights the importance of involving families in decision-making processes related to their children's education. This finding is consistent with research emphasizing the need for collaborative partnerships between schools and families to promote student success and well-being (Epstein & Sheldon, 2002).

In summary, the results in Table 6 underscore the importance of school and community partnerships in

supporting student learning and development. The findings suggest that the school has established strong partnerships with community organizations, but there is a need for increased collaboration and communication with families to ensure that the curriculum aligns with student and community needs and interests.

Table 8. Significant Difference in the School and Community Partnership as Assessed by the Teachers, Parents, and Community Leaders

Groups	Mean	F-value	P-value	Decision
Teachers	3.89*	6.234	.000	Reject Ho
Parents	3.15**			
Community Leaders	3.03**			

\*significant at .05 level

Table 8 shows the significant difference in the school and community partnership as assessed by the teachers, parents, and community leaders. The results show that there is a significant difference in the school and community partnership between teachers and parents and between teachers and community leaders. Specifically, teachers have a higher level of assessment on school and community partnership than parents and community leaders. Teachers assessed school and community partnership to a great extent, while parents and community leaders assessed the school and community partnership to a moderate extent.

The findings indicate that teachers have a higher level of assessment on school and community partnership than parents and community leaders. This suggests that teachers may have a more active role in establishing and maintaining partnerships with community organizations than parents and community leaders. Research has indicated that teachers play a critical role in school and community partnerships, as they can facilitate communication and collaboration between schools, families, and community organizations (Epstein & Sheldon, 2002; Hill et al., 2016). Additionally, teachers can act as liaisons between schools and community organizations to ensure that programs and services meet the needs of students and families (Lopez-Fernandez & Caulfield, 2017). Moreover, the results suggest that parents and community leaders assessed the school and community partnership to a moderate extent. This may indicate a need for increased communication and collaboration between schools, families, and community organizations to ensure that resources and opportunities are accessible and utilized effectively.

Research has suggested that effective school and community partnerships require ongoing communication and collaboration between all stakeholders to build trust and establish shared goals (Hill et al., 2016; Lopez-Fernandez & Caulfield, 2017). Additionally, partnerships that involve families and community organizations in decision-making and program development have been shown to improve students' academic outcomes and social-emotional development

(Epstein & Sheldon, 2002; Hill et al., 2016). Overall, the results suggest that there is a need for increased collaboration and communication between teachers, parents, and community leaders to establish and maintain effective school and community partnerships. By working together, schools, families, and community organizations can provide a wide range of resources, opportunities, and support for students and families, leading to improved academic outcomes and social-emotional development.

#### IV. CONCLUSION AND RECOMMENDATIONS

In conclusion, the study highlights the crucial role of school and community partnerships in promoting student success. Teachers play a critical role in engaging families in utilizing community resources to support student learning, and the strong partnerships that the school has established with local organizations provide students with diverse learning opportunities and experiences that are not available within the classroom. The high frequency of after-school programs offered by the school further emphasizes the importance of providing additional learning opportunities and support for students outside regular school hours. However, the need for increased collaboration and communication between schools and families, particularly in reviewing school and district curricula, highlights the importance of involving families in decision-making processes related to their children's education. The findings suggest that the school has established strong partnerships with community organizations, but there is a need for increased collaboration and communication with families to ensure that the curriculum aligns with student and community needs and interests.

#### REFERENCES

- Allcott, H., & Gentzkow, M. (2017). Social media and fake news in the 2016 Akiba, M., & Liang, G. (2016). Effects of teacher professional learning activities on student achievement growth. *The journal of educational research*, 109(1), 99-110.
- Barrett, N., Cowen, J., Toma, E., & Troske, S. (2015). Working with what they have: Professional development as a reform strategy in rural schools. *Journal of Research in Rural Education (Online)*, 30(10), 1.
- Bischoff, K., Volkmann, C. K., & Audretsch, D. B. (2018). Stakeholder collaboration in entrepreneurship education: an analysis of the entrepreneurial ecosystems of European higher educational institutions. *The Journal of Technology Transfer*, 43, 20-46.
- Bischoff, K., Volkmann, C. K., & Audretsch, D. B. (2018). Stakeholder collaboration in entrepreneurship education: an analysis of the entrepreneurial ecosystems of European higher educational institutions. *The Journal of Technology Transfer*, 43, 20-46.
- Boulanger, D. (2018). Parental Engagement in Light of the Ecosystemic Foundations of the School-Family-Community Partnership: Towards a Psychosocial, Dialogical and Developmental Perspective. The emergence of self in educational contexts: Theoretical and empirical explorations, 213-232.
- Bryan, J., Williams, J. M., & Griffin, D. (2020). Fostering educational resilience and opportunities in urban schools through equity-focused school-family-community partnerships. *Professional School Counseling*, 23(1\_part\_2), 2156759X19899179.
- Campbell, A. M. (2020). An increasing risk of family violence during the Covid-19 pandemic: Strengthening community collaborations to save lives. *Forensic science international: reports*, 2, 100089.
- Carter, A., & Roberts, P. (2017). Strategy and partnership in urban regeneration. Roberts, P., Sykes, H., & Granger, R.(Eds.). *Urban regeneration*. 2nd ed. Sage, London, 44-67.
- Chyhryn, O. Y., Bilan, Y. V., Bilan Yurii Valentynovych, Y. V., & Kwilinski, A. (2020). Stakeholders of green competitiveness: innovative approaches for creating communicative system.
- Cooper, A., MacGregor, S., & Shewchuk, S. (2021). A research model to study research-practice partnerships in education. *Journal of Professional Capital and Community*, 6(1), 44-63.
- Day, C., Gu, Q., & Sammons, P. (2016). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference. *Educational administration quarterly*, 52(2), 221-258.
- Drahota, A. M. Y., Meza, R. D., Brikho, B., Naaf, M., Estabillo, J. A., Gomez, E. D., ... & Aarons, G. A. (2016). Community - academic partnerships: A systematic review of the state of the literature and recommendations for future research. *The Milbank Quarterly*, 94(1), 163-214.
- Drahota, A. M. Y., Meza, R. D., Brikho, B., Naaf, M., Estabillo, J. A., Gomez, E. D., ... & Aarons, G. A. (2016). Community - academic partnerships: A systematic review of the state of the literature and recommendations for future research. *The Milbank Quarterly*, 94(1), 163-214.
- Dryfoos, J., & Maguire, S. (2019). *Inside full-service community schools*. Simon and Schuster.
- Ellis, W. R., & Dietz, W. H. (2017). A new framework for addressing adverse childhood and community experiences: The building community resilience model. *Academic pediatrics*, 17(7), S86-S93.
- Epstein, J. L. (2018). *School, family, and community partnerships: Preparing educators and improving schools*. Routledge.
- Epstein, J. L., Sanders, M. G., Sheldon, S. B., Simon, B. S., Salinas, K. C., Jansorn, N. R., ... & Williams, K. J. (2018). *School, family, and community partnerships: Your handbook for action*. Corwin Press.
- Goodman, M. S., & Sanders Thompson, V. L. (2017). The science of stakeholder engagement in research: classification, implementation, and evaluation. *Translational behavioral medicine*, 7(3), 486-491.
- Green, T. L. (2015). Leading for urban school reform and community development. *Educational administration quarterly*, 51(5), 679-711.
- Greenberg, M. T., Domitrovich, C. E., Weissberg, R. P., & Durlak, J. A. (2017). Social and emotional learning as a public health approach to education. *The future of children*, 13-32.
- Gross, J., Haines, S. J., Hill, C., Francis, G. L., Blue-Banning, M., & Turnbull, A. P. (2015). Strong School-Community Partnerships in Inclusive Schools Are" Part of the Fabric of the School... We Count on Them". *School Community Journal*, 25(2), 9-34.
- Gross, J., Haines, S. J., Hill, C., Francis, G. L., Blue-Banning, M., & Turnbull, A. P. (2015). Strong School-Community Partnerships in Inclusive Schools Are" Part of the Fabric of the School... We Count on Them". *School Community Journal*, 25(2), 9-34.
- Gueldner, B. A., Feuerborn, L. L., & Merrell, K. W. (2020). *Social and emotional learning in the classroom: Promoting mental health and academic success*. Guilford Publications.
- Hitt, D. H., & Tucker, P. D. (2016). Systematic review of key leader practices found to influence student achievement: A unified framework. *Review of educational research*, 86(2), 531-569.
- Hoefl, T. J., Fortney, J. C., Patel, V., & Unützer, J. (2018). Task - sharing approaches to improve mental health care in rural and other low - resource settings: a systematic review. *The Journal of rural health*, 34(1), 48-62.
- Jagosh, J., Bush, P. L., Salsberg, J., Macaulay, A. C., Greenhalgh, T., Wong, G., ... & Pluye, P. (2015). A realist evaluation of community-based participatory research: partnership synergy, trust building and related ripple effects. *BMC public health*, 15(1), 1-11.
- Khalifa, M. (2020). *Culturally responsive school leadership*. Harvard Education Press.
- Kokotsaki, D., Menzies, V., & Wiggins, A. (2016). Project-based learning: A review of the literature. *Improving schools*, 19(3), 267-277.

- Kryst, E. L., Kotok, S., & Hagedorn, A. (2018). Pursuing Higher Education in Rural Pennsylvania Schools: Shaping the College Path. *Rural Educator*, 39(1), 1-15.
- Lee, T. H., & Hsieh, H. P. (2016). Indicators of sustainable tourism: A case study from a Taiwan's wetland. *Ecological Indicators*, 67, 779-787.
- Lewallen, T. C., Hunt, H., Potts - Datema, W., Zaza, S., & Giles, W. (2015). The whole school, whole community, whole child model: A new approach for improving educational attainment and healthy development for students. *Journal of School Health*, 85(11), 729-739.
- Ma, X., Shen, J., Krenn, H. Y., Hu, S., & Yuan, J. (2016). A meta-analysis of the relationship between learning outcomes and parental involvement during early childhood education and early elementary education. *Educational psychology review*, 28, 771-801.
- Perkins, T. (2015). School–community partnerships, friend or foe? The doublespeak of community with educational partnerships. *Educational Studies*, 51(4), 317-336.
- Ronfeldt, M., Farmer, S. O., McQueen, K., & Grissom, J. A. (2015). Teacher collaboration in instructional teams and student achievement. *American educational research journal*, 52(3), 475-514.
- Ronfeldt, M., Farmer, S. O., McQueen, K., & Grissom, J. A. (2015). Teacher collaboration in instructional teams and student achievement. *American educational research journal*, 52(3), 475-514.
- Stefanski, A., Valli, L., & Jacobson, R. (2016). Beyond Involvement and Engagement: The Role of the Family in School-Community Partnerships. *School Community Journal*, 26(2), 135-160.
- Stefanski, A., Valli, L., & Jacobson, R. (2016). Beyond Involvement and Engagement: The Role of the Family in School-Community Partnerships. *School Community Journal*, 26(2), 135-160.
- Unertl, K. M., Schaeffbauer, C. L., Campbell, T. R., Senteio, C., Siek, K. A., Bakken, S., & Veinot, T. C. (2016). Integrating community-based participatory research and informatics approaches to improve the engagement and health of underserved populations. *Journal of the American Medical Informatics Association*, 23(1), 60-73.
- Valerio, M. A., Rodriguez, N., Winkler, P., Lopez, J., Dennison, M., Liang, Y., & Turner, B. J. (2016). Comparing two sampling methods to engage hard-to-reach communities in research priority setting. *BMC medical research methodology*, 16, 1-11.
- Valerio, M. A., Rodriguez, N., Winkler, P., Lopez, J., Dennison, M., Liang, Y., & Turner, B. J. (2016). Comparing two sampling methods to engage hard-to-reach communities in research priority setting. *BMC medical research methodology*, 16, 1-11.
- Valli, L., Stefanski, A., & Jacobson, R. (2016). Typologizing school–community partnerships: A framework for analysis and action. *Urban Education*, 51(7), 719-747.
- Valli, L., Stefanski, A., & Jacobson, R. (2018). School-community partnership models: Implications for leadership. *International Journal of Leadership in Education*, 21(1), 31-49.
- Wang, M. T., & Degol, J. L. (2016). School climate: A review of the construct, measurement, and impact on student outcomes. *Educational psychology review*, 28(2), 315-352

---

The author/s retain the copyright to this article, with IJAESSI granted first publication rights. This article is distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0>), allowing for open access.