

## **Interaction Among Stakeholders in a School Setting**

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**ABSTRACT:** The study gives a new outlook and an insight in the performance of their school task which the teachers are expected to improve both the academic and the physical aspects of the child's education. It is hoped that the results of this study can lead them to discover these needs and suggest ways with which these needs could be met without waiting for government aid to come. Theory Gathering-Inductive Method was employed by the researcher using an in-depth interview technique. The technique was used to gather valid and factual data from which to draw conclusions. Interviews with the Barangay officials were undertaken to verify the answers to the instrument.

**Keywords:** School-Community Relationship, Parents, Teachers, School, Normative Survey, PTA

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## INTRODUCTION

Education plays a very important role in most societies transformation process. Educators perform a specified task in giving out the best quality education it can offer. In order to achieve, there must be a continuous assessment of programs and activities (Beare and Millikan, 1989).

Initiating and implementing change, however, is not an easy straightforward activity. To enhance the probability that change will be accepted, the educational manager must know how the factors that influence the change process and manage these factors effectively.

The magnitude of change depends upon the objectives that it seeks to achieve. In educational institutions, change can be introduced so that it has an impact on the whole institution or it can be initiated and implemented within sub-units of the institution. This can take the form of new or revised educational programs, novel approaches to teaching, or organizational restructuring. Regardless of its magnitude, it is always a challenging task to about the process of implementing change for educational managers. The risk of failure is constant and always accompanied by rude sides among other members of the organization.

The school should project its program into the life of the community. There is at present an increasing demand by school administrators and teachers for information on how to improve school-community relations. In Calubian National High School, Calubian South District, there is PTA organization. Election of officers is conducted at the beginning of every school year. When all the students have completed the secondary education, parents are free from membership of the organization, and they are free from any obligations in school.

In some instances, there are times that the parents are hostile to the school programs initiated by the school administrators. Parents are complaining that every meeting conducted it ended to contributions. But because of the majority rule, the minority group will subscribe to the common suggestions. The school administrator in CNHS as her own techniques of mobilizing the PTA just to gain support. Intensive mobilization of the organization is a contributing factor of success in school projects and programs being implemented. Whether the school programs are successful or not yet the PTA has played its role and function as partner of the school administrators and teachers in molding the children as citizens in a democratic society.

The study aimed to determine the perceptions of teachers and parents on the status of the school-community relationship (Parents Teachers Association) of Calubian National High School, Calubian South District, Division of Leyte and its utilization of Parents Teachers Association for the betterment of the school, the children and the total public system of education.

## **METHODOLOGY**

In Abadiano (2014), the Grounded theory Glasserian approach (1978), using a qualitative research method, was utilized to generate the theory on school-community relationship. To achieve the purpose of the study, the normative survey method was employed by the researcher using the questionnaire and unstructured interview techniques. The questionnaire was used to gather valid and factual data from which to draw conclusions. Interviews with the barangay officials were undertaken to verify the answers to the instrument.

The study was conducted in Calubian National High School, Calubian South District Division of Leyte. Calubian South District is located in the Northern part of Leyte and is one of the 4<sup>th</sup> class municipalities in the Province of Leyte, Region VIII.

The respondents were the school principal, teachers and parents of Calubian National High School, Calubian South District, Division of Leyte in school year 2018-2019. The participants of the study were seven (7) classroom teachers actually handling classes in the school, ten (10) randomly selected parents who are PTA members in the school and one (1) school principal. The research utilized in-depth interview schedule.

The researcher conducted a semi-structured interview with eighteen (18) classroom teachers, school principal and selected parents of Calubian National High School, Calubian South District, Division of Leyte. Some participants were contacted through snowball sampling.

### ***Results and Discussion of Preliminary Study for Theory Development***

Three (3) major themes were extracted after a thorough analysis of the data. These were categorized and labeled accordingly for further discussion.

The following themes were interpreted and analyzed carefully as provided from the transcripts of the participants:

#### **Theme 1: Feelings**

#### **Theme 2: Significance of the Information**

#### **Theme 3: Motivational Information**

#### **Theme 1: Feelings**

Participants shared their varied views and feelings about the certain issues asked about their status and experiences in building linkages among school and community.

“It feels good to know nga ang uban ginikanan nagpakabana usab sa eskwelahan. Labi na gyud Makita nimo sa ilahang lihok nga interesado sila musuporta sa tanang kalihokan sa eskwelahan. Mapasalamaton sad ko nga na assigned ko sa eskwelahan nga medyo maayo ang relasyon sa mga ginikanan ngari sa mga magtutudlo.” (P7)

“Nindot kayo sud-ungon nga himsog ang relasyon sa mga ginikanan ngari kanatong mga magtutudlo dili lang tungod kay makatabang sila sa kalamboan sa eskwelaha kundili makatabang sad sila sa pag improve sa academic performance sa ilahang mga bata.” (P3)

### **Theme 2: Significance of the Information**

Some participants felt encouraged by supporting school-community relationship through PTA, others are so happy that they contributed something to the improvement of the school, some of whose responses can be found below.

“It is us teachers to guide the parents in their responsibilities in school, in the community and their children.” (P9)

### **Theme 3: Motivational Information**

Most of the participants felt motivated and inspired emotionally, physically and mentally to share their support to the school and community as well. Intrinsically and extrinsically they are motivated to achieve a good rapport relationship:

“Kung tanang ginikanan kanunay gasuporta sa tanang kalihokan nato ari sa eskwelahan, paspas pud ang improvement ug mas mapadali pud pag implement sa atoang projects and programs.” (P3)

“Sa pagkatinuod lang maam para nako nindot nga pamalakad sa eskwelahan nga paapilon me permi kung unsay mga kalihokan. Dakoug tabang ang mga magtutudlo sa among mga bata.” (P10)

### ***Hypotheses Derived from the Results:***

***Generation of hypothesis 1:*** The study participants were asked to share their experiences about how they correlate, how they feel and behave in supporting the school.

There were extracted from the following three themes:

### **Theme 1: Feelings**

“It feels good to know nga ang uban ginikanan nagpakabana usab sa eskwelahan. Labi na gyud Makita nimo sa ilahang lihok nga interesado sila musuporta sa tanang kalihokan sa eskwelahan. Mapasalamaton sad ko nga na

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**Hypothesis 1:** If the parents are given importance by the school, then they will become more supportive.

**Proposition 1:** The vision and mission of the school can be perceived by the support of the parents.

*Generation of hypothesis 2:* Theoretical categories on the status of school-community relationship used in national concerns and are recognized internationally such as those which emerged from the interviews. Interview findings were diverse.

### **Theme 2: Significance of the Information**

“It depends upon the leadership of the school head or school principal maam because if dili siya maningkamot makakuha sa attention sa mga ginikanan and kumonidad, maglisod sad me mga maestra pagtukod ug maayo nga relasyon ngadto kanila.” (P13)

“It is us teachers to guide the parents in their responsibilities in school, in the community and their children.” (P9)

**Hypothesis 2:** If there is a strong partnership, then all school projects and programs will be realized.

**Proposition 2:** Building partnerships perceived by the leadership of the school administrator.

*Generation of Hypothesis 3:* Theoretical Theme 2 is motivational information which entails the positive drive in the school implementation projects and programs.

### **Theme 3: Motivational Information**

“Kung tanang ginikanan kanunay gasuporta sa tanang kalihokan nato ari sa eskwelahan, paspas pud ang improvement ug mas mapadali pud pag implement sa atoang projects and programs.” (P3)

“Sa pagkatinuod lang maam para nako nindot nga pamalakad sa eskwelahan nga paapilon me permi kung unsay mga kalihokan. Dakoug tabang ang mga magtutudlo sa among mga bata.” (P10)

**Hypothesis 3:** Fostering community connections to schools, increases students connection.

**Proposition 3:** School-community partnerships can create a great impact on school profile.

**Generated Grounded Theory:**

The Status of School-Community Relationship is captured by the following features:

It is encouraged that schools and parents shall work hand in hand in creating networks towards supporting each other in order to achieve a good foundation for the youth. With this, through involvement a positive effect will then be achieved between parents and communities. *(Theme 1);*

To develop long lasting and meaningful impact in the educational arena, ways to achieve engagement between parents and families shall be strongly part and parcel in the mission and vision of the system. *(Theme 2);*

It is during the time when both works as one, that’s the time where both can create a conducive and welcoming atmosphere for students. Alongside, will have an impact on the ability of the school to provide quality services to its clientele by involving themselves in the decision-making and rather making-solutions of the schools to attain a better and brighter education. *(Theme 3);*

The theory generated can be summarized as follows:

***“Community provides key support to schools in achieving quality education.”***

It is believed that involvement in the community is a great indicator of students’ improvement in their academic achievement. Developing community involvement partnership is indeed a great challenge.

In delivering quality education, family has been considered as one of the important factors that provides quality positive feedback which in one way or another be given value in the process of decision-makings. Thus, can provide collaboratively to intended outcomes of the school system.

In order to arrive into certain accountability, exchange of opinions between different stakeholders should always be taken into account. These aspect is very relevant to the point that stakeholders share common responsibilities in meeting the needs of the school system.

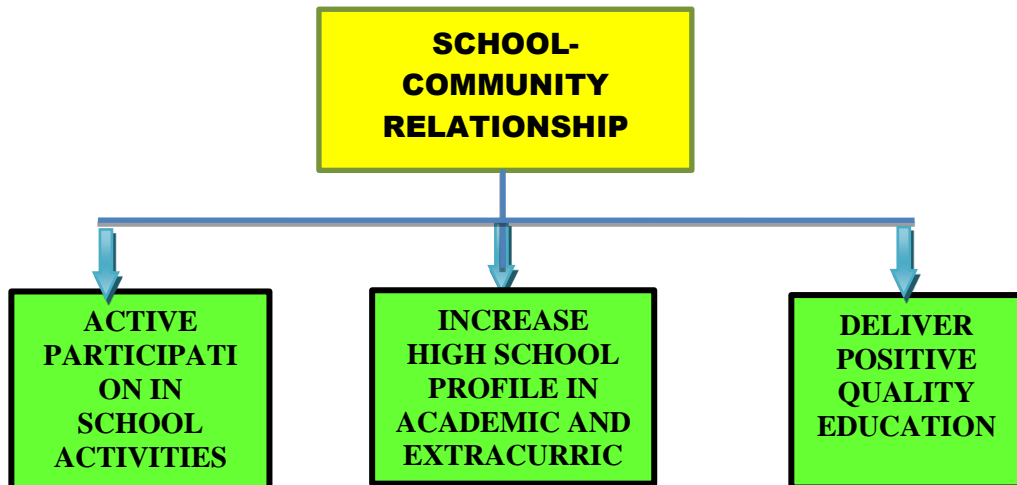
Sadly, this aspect were not taken into account. The challenge among community groups remain until recognize by the people involve among the

system. It should always be a reminder that the different stakeholders should meet half way in order to attain the intended outcome.

The performance of the learners, depend on the stakeholders' demonstration of support in so many ways that they can. This support brings change to the part of the learners, they become motivated and encouraged to continue and pursue their studies successfully. Both an opportunity to the school and the community.

This is also in the same with the parents who personally present themselves in school varied activities. May it be assisting the teachers in organizing activities for their children. Numerous ways may be enumerated to establish relationship among the two. This shall be encourage and should be the top priority of both parties.

#### CATARAJA'S DYNAMICS ON SCHOOL-COMMUNITY RELATIONSHIP



**Figure 1:** Conceptual Model of Cataraja's School-Community Relationship

The dynamics of school-community relationship will be successful if it is taken seriously and religiously by the community, parents and school teachers. The above figure depicts the vitality of how school-community relationship can have an important, positive impact on the school's ability to deliver quality education.

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