Strengthening Community Linkages: Basis for an Intervention Program

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Authors' contributions

This is a collaborative effort of the group, Author ATB, designed the proposal. Authors ARF and MMGA, performed the statistical analysis, wrote the protocol. Author MMGA managed the literature searches. Author JRT gathered data, helped in writing the draft of the manuscript. All authors work together in revising the manuscript.

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ABSTRACT

Strengthening linkages and partnership in the basic education program is a remarkable development in today's school. Indeed, problems and issues arising between the school, students, and parents are easily identified and ultimately solve. Strong collaborations of teachers and parents are of paramount importance to consider a lot of success to serve the needs of the growing number of youth aspiring to acquire quality education for their life. Identifying activities, programs and projects of the school-community linkages and knowing problems and difficulties between school and community is of great importance in going through the education development program in University of Eastern Philippines Laboratory High School UEP-PRM Campus Catubig, Northern Samar. This study was anchored on the theory developed by Epstein, et al. [1] at John Hopkins University, mentioning the six types of partnerships framework which is a useful model for analyzing and designing school-community-involvement programs. The main purpose of the study is to determine the extent of strengthening the school-community linkages-basis for intervention program in University of Eastern Philippines PRM Campus Catubig, Northern Samar.

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A simple descriptive research method was used in this study. The full description of this study was premised to give a clear picture of the present status and condition of the statement of the problems under consideration using the inputs, process, and outputs strategy of the research. The main instrument of this study was patterned from Alcantara [2] survey questionnaire on identifying the programs and projects and in strengthening the school-community linkages as the basis for the intervention program of the school system. However, it was modified to suit the appropriateness of the instrument relative to the present study. Results of the respondents' assessment were very significant in their perceptions that the activities and programs must be planned and coordinated by both school and the community in order to have a successful educational growth among the learners, as well as the community will be benefitted if the pupils will be all successful in their endeavors.

Based on the findings of the study, the status on the linkages between the school and community as perceived by the teachers and parents were "very effective", the programs and projects of the school and community as assessed by the respondents to strengthen these programs, there is a significant difference in the perceptions of programs and projects of the school and community linkages of the aforementioned variables, both school and community persons-in-charge must coordinate with each other by taking into consideration with the solutions offered, an intervention program was considered by the researcher as a proposed intervention plan offered relative to strengthen school and community linkages.

1. INTRODUCTION

The Philippine Constitution provides that all Filipinos have the right to receive free quality basic education. The country's commitment to the Millennium Development Goals and the Philippine National Education for All (EFA) Plan aims to translate this constitutional guarantee into a reality by 2015. To help ensure the achievement of the EFA 2015 targets, it is critical that adequate and stable school environment is secured for countrywide attainment of goals. In cognizance to this program, clean classrooms, well-maintained learning tools, and attractive landscaping inspire students to go to school, study hard and persevere to reach their dreams. In connection with this, the Department of Education (DepEd), tries its best to turn these ideals into reality through Brigada Eskwela, an annual campaign which prepares schools nationwide a few weeks before the school year starts [3].

 Tonisito, U. (2017), Undersecretary for Legislative Affairs, External Partnerships, and Project Management Service, told the Philippine News Agency (PNA) that the campaign was established in 2003 to address the resources gaps faced by the agency through strengthened partnerships with the communities [4]. "In 2017 we have expanded the concept of Brigada Eskwela, besides to clean or beautify our schools, we also make sure they are safe and prepared in time of disasters. We also have

activities during the national maintenance week and we expect to sustain it for the whole year round," he said. Umali added the campaign also focuses on encouraging out of school children and youth to go back to school and finish their studies. "Not less than 78,000 OSYs, through the ALS and regular schooling, already went back to school. We wanted to decrease our dropout rates and make sure that all these partnerships will have positive impact on the learning outcomes of our children," he said. Citing this year's theme "Matatag na Bayan para sa Maunlad na Paaralan", Umali said the campaign reiterates the importance of everybody's contribution in providing the Filipino youth quality education. Ensuring quality facilities for education is a collective responsibility of all and should not rely on the Department of Education all the time. The initiative mobilizes thousands of parents, alumni, civic groups, local businesses, non-government organizations, teachers, students, and individuals who volunteer their time and skills to do repairs on the school buildings and facilities in time for school opening. In its year of implementation, a total of 12,533 schools participated as against the 4,000 expected school participants. In 2008, it has become a permanent activity in the school calendar where all schools nationwide are now mandated to implement the program every second week of May. Apart from instilling school pride in the community, the Brigada Eskwela campaign provides an opportunity for everyone to contribute in the future of the Filipino youth and in nation-building.

Redillas [5] Exploring Filipino teachers' identity and community engagements. Unpublished dissertation, University of South Australia, Adelaide, 2017) this study explores how contemporary Filipino teachers' mandated and voluntary community engagements contribute to the construction of their social identity while positioning their role towards a culturally sensitive citizenship education. In addition, it interrogates the state of citizenship education in the Philippine context with particular attention to the tensions between global and national citizenship education. It then articulates how Filipino teachers' numerous and continuous civil participation may contribute to the construction of their social identity. Further, it focuses on how identity, particularly the manner by which this identity is constructed, influences how they deliver citizenship education both in school and in their respective communities. This analysis of teachers' community engagements draws from data collected in my earlier study entitled "Exploring Filipino teachers' identity and community engagements". Through cursory historical analysis of how teachers' community engagements are implicated in a colonization agenda, this chapter establishes how engrained teachers' community engagements are in the Philippine culture. It proceeds to examine how teachers' continuing community engagements can position them as critical agents for citizenship education in Philippine society and provide possible links between global and national citizenship education. Finally, it concludes by retracing the main arguments of how Filipino teachers' community engagements facilitate the construction of their social identity and how the experiences drawn from these civic participations contribute to organizing a culturally sensitive citizenship education.

Identifying activities, programs and projects of the school-community linkages and knowing problems and difficulties between school and community is of paramount importance in going through the education development program in University of Eastern Philippines Laboratory High School UEP-PRM Campus Catubig, Northern Samar. Interest in working together with the hope of integrating available human and material resources would be of significant impact for consideration towards quality education and training program needed experience of our young people for today and tomorrow as well. Strengthening the school-community relationship is one of a significant system support of the

growing numbers of young people to provide more concerns that government as partner in human resource development towards socio-economic enhancement as a program to total development.

Ho [6] each child is vulnerable and can either be molded to be successful or made to fail in life. According to the Child and Youth Welfare Code of the Philippines, the child is one of the most important assets of the nation, the promotion and enhancement of the child's life and welfare is also anchored on the moral supervision and support given by his parents or guardians. In order for a child to succeed, parents exert a lot of influence on their child's cognitive development in the early years and thus, the contact between home and school should be maintained, especially during the primary school years.

Evangelista [7] Principal, teachers and parents go hand in hand in achieving the progress of the pupils and of the total school community. Although family background appears to be a powerful determinant of parental involvement, most parents, if duly encouraged, are able to devote extra time and effort to assisting with their children's education, both in the home and school settings.

Harris and Goodall [8] schools involve parents in school-based or school related activities. This constitutes parental involvement rather than parental engagement, parental involvement can encompass a whole range of activities with or within the school while parents view parental engagement as offering support to students while teachers tend to view it as a means to improved behavior. Harris and Goodall [8] Parental Involvement in Public Primary Schools in Kenya that a society needs to increase its level of educational involvement and that starts with the support by the parents. He claims that parent-school linkages can be enhanced through the teacher/parent relationship because teachers are the main linkage of parents to the school, the teacher/parent relationship is critical to pupils' success and parent involvement. Parents must be considered a constant and principle component of curriculum.

Sapungan, and Sapunga [9], emphasized the involvement of the parents in educating their children, is tantamount to saying that the school is proactive in implementing changes or development among the students. As parent's

involvement is increased, teachers and school administrators also raise the chance to realize quality reform in education.

Effective collaboration and teamwork are the key factors and facets in addressing barriers to development adequate learning of the boys and girls providing family acquisition and establishing major changes towards short and long term socio-economic development program. Brigada Eskwela, through school and community resources development program in many tangible program and projects as a binding force together in many ways acclaimed to have achieve better impact to the students as they institutionalized educational system, and exercising major commitment of shared accountabilities, responsibilities, obligation and intervention program. These programs and projects would indeed strengthens school and community linkages, which optimally provide a blending partnerships the way in putting together resources of at least one school and sometimes a group of schools of the district and province with resources are put in place. Comprehensive partnerships represents a promising directions for generating essential interventions to address barriers to teaching-learning program, that can enhanced good and healthful means of educational development. Building and strengthening families and neighborhood linkages and partnerships requires school-community enlightened vision, creative leadership with new and multifaceted roles for professionals who work in school communities, as well as for all who are willing to assume leadership.

This study was anchored on the theory developed by Epstein, et al. [1] at John Hopkins University, mentioning the six types of partnerships framework which is a useful model for analyzing and designing family-involvement programs. This framework describes the general categories of partnerships that exist between schools, families, and communities. They are: Parenting: Helping families establish home environments to support children as learners; Communications: The use of effective forms for school-to-home and home-to-school communications; Volunteering: The recruitment and organization of the school's volunteer program; Learning at Home: Helping families assist their children with homework and recognizing other learning at home opportunities; Decision-making: Including parents, students, and community members in the school decision-

making process; Collaborating with the Community: The identification and integration of resources and services from the community.

With the researchers' desire to provide the highest performance of quality basic education in their service area, they positively anchored concerted efforts in working closely between teachers and parents, through this study in assessing whether or not there was a strong linkages and partnership between school and community. Strengthening linkages and partnership in the basic education program is a remarkable development in today's school. Indeed, in doing so, problems and issues arising between the school, students, and parents are easily identified and ultimately solve. Strong collaborations of teachers and parents are of paramount importance to consider a lot of success to serve the needs of the growing number of youth aspiring to acquire quality education for their life.

The main purpose of the study is to determine the extent of strengthening the school-community linkages-basis for intervention program in University of Eastern Philippines PRM Campus Catubig, Northern Samar. Specifically, it seeks to answer the following questions: What is the status of linkages between the school and community; what are the programs and projects of the school and community as assessed by the respondents to strengthen these programs in terms of? Brigada Eskwela; Support in providing instructional materials; Fund raising activity; Sharing of resources; Donation of equipment; Outreach program; and Shared governance; Is there any significant difference in the perceptions of programs and projects of the school and community linkages of the aforementioned variables? What are the problems encountered and solutions offered in the school and community linkages? Based on the findings, what intervention plan may be proposed?

2. MATERIALS AND METHODS

A simple descriptive research method was used in this study. The full description of this study was premised to give a clear picture of the present status and condition of the problems under consideration, premised within the inputs, process, and outputs strategy of the research. The inputs include the profile of the respondent-parents in terms of age, gender, educational

attainment, nature of work or employment, and monthly family income. In the process, it assessed on the extent of linkages and level of implementation of the programs and projects of the school-community and student academic achievements and problems encountered. The output were quantified on the extent in the implementation of programs and projects and students' performance in terms of Brigada Eskwela, support in providing IMs, fund raising, sharing of resources, donations, outreach program, and shared governance. From the output it served as basis for the development of intervention program of the school. Hence, purposive sampling techniques or complete enumeration from the identified samples has been considered to determine the total number of respondents. Fifty (50) parents with their students enrolled, together with the twenty (20) teacher-respondents in this study in University of eastern Philippines UEP-PRM Campus, Catubig, and Northern Samar. Data derived from these groups of respondents were ascertained that has been developed because the parent's perception reflects their answers on the instrument used precisely to some difficult areas of the questionnaire. The student's academic performance will likewise guide the school administration in establishing data-based information management system (IMs) on how to prepare and respond problems encountered in the process of the educational development program.

The main instrument of this study was the survey questionnaire which was personally prepared by the researcher and completely formulated using the patterned from the dissertation of Alcantara [2]. It consists of two parts. Part 1 determines the profile of the respondents. Part 2 of the instrument tried to identify the programs and projects and in strengthening the school-community linkages as the basis for the intervention program of the school system. The data gathered was been tallied, analyzed and interpreted using the following statistical tools: Frequency counts, percentages, and mean distribution. To determine the status on the linkages between school and community partnership was quantified using the "Likert's" five scale responsive to provide meaning values within the framework of the aforementioned variables with the following statistical formula. To determine and test the null hypothesis of the study, the T-test of means of correlated samples was be used at .05 levels of significance.

In order to quantify and determine significant difference of the respondent's perception indicated in the null hypothesis of the study, the t-test of means formula was been used respectively.

3. RESULTS AND DISCUSSION

Sub-problem No.1. What is the status of linkages between school and community in UEP-PRMC Catubig, Northern Samar?

The table reveals that status on the linkages between the school and community as perceived by the teachers and parents were "very effective" with an overall mean of 4.19. For the school, the criteria were: instructional component (WM=4.45); the Governance and Management of school (WM=4.42); Financial Support for School (WM=4.18); School-based programs and Services (WM=4.42); and address other Barrier to teaching-learning program (WM=4.21). On the community criteria, these were: Youth Development (WM=4.18); Youth and Family Recreation and enrichment opportunities WM=4.08); Physical and Mental Health Services (WM=4.13) Support for development of Community organizations (WM=3.95); and Economic development programs (WM=3.87). This implies that the status of linkages between the school and the community were perceived by the respondents as "very effective" which means that the respondents believe that there is a good and harmonious relationship between these two linkages.

This findings supports the study of Cavaye, J. Cavaye, J. [10] on Community Development. Strengthening Links between Schools and Communities emphasizing the role of community in promoting school community linkages to strengthen relationship working for a common goal for the quality learning of the students.

Sub-Problem No. 2 what are the activities and projects of the school and community as assessed by the respondents to strengthen these programs in terms of:

3.1 Brigada Eskwela

Table 2 shows the assessment of the respondents on the activities and projects of the school and community in terms of Brigada Eskwela. The table reveals that both the respondents have the same assessment on the variable Brigada Eskwela which was "excellent"

with an overall mean of 4.43, these criteria were: School cleaning before classes (WM=4.48); Painting school building (WM=4.45); and Provide materials to school (WM=4.37). This implies that the respondents' assessment on the Brigada Eskwela was excellent in the performance as observed in the community by the stakeholders. Meaning, everybody is participating in this activity, in fact, school head was mandated by DEpEd to submit documentation on what transpired in the school in the mandatory implementation.

The findings supports the study of Redillas [3] Exploring Filipino teachers' identity and community engagements. This study explores how contemporary Filipino teachers' mandated and voluntary community engagements contribute to the construction of their social identity while positioning their role towards a culturally sensitive citizenship education. In addition, it interrogates the state of citizenship education in the Philippine context with particular attention to the tensions between global and national citizenship education. It then articulates how Filipino teachers' numerous and continuous civil participation may contribute to the construction of their social identity.

3.2 Support in Providing Instructional Materials

Table 3 reveals that the teacher-respondents' assessment was "fair" with an overall mean of 2.01 in all the criteria being mentioned and the parents' assessment was fair compared to that of the teachers. These were the results of the assessment: procure materials for laboratory devices (WM=2.15 and interpreted as fair; installation of charts, maps and figures (WM=2.34) and interpreted as fair; and provide instructional learning materials (WM=1.54) and interpreted as poor. The overall composite mean was 2.01 and interpreted as fair. This implies that there was no significant contribution of efforts in providing linkages on the varied activities of the school and community. It can be inferred that both parents and teachers are not working together in providing support to instructional materials of the school for the benefits of their children. This study supports Peters, M. [11] on Parental Involvement: How Much is enough and what Can Schools Do to Encourage It? Proved that parental support in terms of providing instructional materials has a significant contribution in realizing goals align to school programs and activities in accordance to Brigada Eskwela Program.

Table 1. Status of linkages between school and community

A. School	Teachers		Parents		Composite	
	WM	VI	WM	VI	WM	VI
1. Instructional component	4.40	VME	4.50	VME	4.45	VME
2. The Governance and Management of school	4.44	VMME	4.40	VME	4.42	VME
3. Financial Support for School	4.10	VE	4.26	VE	4.18	VE
4. School-based programs & Services	4.52	VE	4.32	VE	4.42	VME
5. Address other barrier to teaching-learning program	4.20	VE	4.22	VE	4.21	VE
Sub-mean	4.33	VE	4.34	VE	4.34	VE
B. Community						
1. Youth Development	4.20	VE	4.16	VE	4.18	VE
2. Youth and family recreation & enrichment opportunities	4.10	VE	4.06	VE	4.08	VE
3. Physical & Mental Health Services	4.11	VE	4.15	VE	4.13	VE
4. Support for development of community organizations	4.00	VE	3.90	VE	3.95	VE
5. Economic development programs	3.88	VE	3.86	VE	3.87	VE
Sub-mean	4.06	VE	4.02	VE	4.04	VE
Overall mean	4.20	VE	4.18	VE	4.19	VE

Table 2. **Assessment on the activities and projects of the school and community in terms of brigada eskwela**

Criteria	Teachers		Parents		Composite mean	
	WM	VI	WM	VI	WM	VI
1. School cleaning before classes	4.45	E	4.51	E	4.48	E
2. Painting school building	4.44	E	4.46	E	4.45	E
3. Provide materials to school	4.30	E	4.44	E	4.37	E
Overall mean	4.40	E	4.47	E	4.43	E

Table 3. **Assessment on the activities and projects of the school and community in terms of support in providing instructional materials**

Criteria	Teachers		Parents		Composite mean	
	WM	VI	WM	VI	WM	VI
1. Procure materials for laboratory devices	1.80	F	2.5	F	2.15	F
2. Installation of charts, maps and figures	1.57	P	3.1	F	2.34	F
3. Provide instructional learning materials	1.50	P	1.58	P	1.54	P
Overall mean	1.62	P	2.39	F	2.01	F

3.3 Fund Raising Activity

Table 4 shows that assessment of the respondents on the activities and projects of the school and the community in terms of fund raising activity.

The table reveals that both respondents assessed the activities and projects in terms of fund raising activity as "excellent" with an overall mean of 4.20. These criteria were: Solicitation (WM=4.34) and interpreted an excellent; sponsoring King and Queens (WM=4.03) and interpreted as very good; and other form of fund raising activity (WM=4.24) and interpreted as excellent. The fund raising activity through solicitation shows the highest mean, followed by other forms of fund raising activity and Search for Ms. Popular Girl Scout This implies that parents are very concern enough in supporting their children in the fund raising program of the school. It can also be inferred that parents in the community has the good heart in providing assistance in terms of monetary contribution in spite of the financial situation nowadays in our society.

Findings of this study supports the study of Pineda, K. [12]. Comparison of the Parents' and School Personnel's Perceptions on the Existing Home-School Collaboration Program of Woodrose School, SY 2006-2007, Implications for the Program, wherein collaborative and engaging activity is significant in child's academic endeavor.

3.4 Sharing of Resources

Table 5 shows the assessment of the respondents on the activities and projects of the school and community in terms of sharing of resources. As shown in table 5, the school and community has very good linkages in sharing their resources, such as the use of school building during meetings of the barangay with a weighted mean of 4.29 and interpreted as excellent; including the use of musical instrument with a weighted mean of 3.97 and interpreted as very good; and provide assistance during school activities that needed close security with a weighted mean of 4.50 and interpreted as excellent; with an overall mean of 4.25 and interpreted as excellent.

This implies that the school and community in terms of sharing of resources, go hand in hand just to make sure that each organization has the accessibility to each resources which showed that a good camaraderie in the exchange of resources would bring peace and order. The results of this study is similar to Sapungan, G., and Sapungan, R. [9]. Parental involvement in child's education: importance, barriers and benefits, wherein findings revealed that parental involvement in sharing of resources is significant to every child's development and progress in school.

3.5 Donation of Equipment

Table 6 shows the assessment of the respondents on the activities and projects of the school and community in terms of donation of equipment.

The table indicates that both the respondents assessed the donations of equipment as "excellent" with an overall mean of 4.47, these criteria were the following: land site donation to put up a school (WM=4.16); Letting the stakeholders use the school land area for gardening and business (WM=4.24); excess of technology which are not used anymore will be donated to the students such as desktops or computers (WM=5.00).

This implies that indeed teachers and parents had a very good working relationship. It can also be inferred that through their concerted effort towards this end, education development would enhance the pupils learning in the service area which can be attained with success and growth. This supports the study of Goodall, J., and Vorhaus, J. [13] on review of Best Practice in Parental Engagement whereby parents proactively share and collaborate every school activities by way of donating or sharing some available resources for the purpose of helping students to develop their skills and potentials.

3.6 Outreach Program

Table 7 shows the assessment of the respondents on the activities and projects of the school and community in terms of outreach program.

Table 4. Assessment on the activities and projects of the school and community in terms of fund raising activity

Criteria	Teachers		Parents		Composite mean	
	WM	VI	WM	VI	WM	VI
1. Solicitation	4.24	E	4.44	E	4.34	E
2. Search for Ms. Popular Girl Scout	4.00	VG	4.06	VG	4.03	VG
3. Other Forms of Fund Raising Activity/Contests	4.20	E	4.28	E	4.24	E
Overall mean	4.15	VG	4.26	E	4.20	E

Table 5. Assessment on the activities and projects of the school and community in terms of sharing of resources

Criteria	Teachers		Parents		Composite mean	
	WM	VI	WM	VI	WM	VI
1. Use of school building during meetings by the municipality	4.10	VG	4.47	E	4.29	E
2. Use of school musical instrument & etc.(Parade during Fiesta, and other local occasions/activities)	3.90	VG	4.04	VG	3.97	VG
3. Provide assistance during school activities that needed close security.	4.00	VG	5.00	E	4.50	E
Overall mean	4.00	VG	4.50	E	4.25	E

Table 6. Assessment on the activities and projects of the school and community in terms of donation of equipment

Criteria	Teachers		Parents		Composite mean	
	WM	VI	WM	VI	WM	VI
1. Land site donation to put up a school	4.10	VG	4.22	E	4.16	VG
2. Letting the stakeholders use the school land area for gardening and business	4.00	VG	4.48	E	4.24	E
3. Excess of technology which are not used anymore will be donated to the students such as desktops or computers.	4.99	E	5.00	E	5.00	E
Overall mean	4.36	E	4.57	E	4.47	E

The table reveals that all the respondents assessed the outreach program as "excellent" with an overall mean of 4.25. The criteria were the following: home visitation (WM=4.16) and interpreted as very good; educating the adults which are illiterate (WM=4.32) and interpreted as excellent; and landscaping, gardening and beautification programs in the surroundings of the community (WM=4.26) and interpreted as excellent.

This implies that these three school-community linkages as to outreach program, had been undertaken by the teachers and parents to be working together as a paramount and important contribution to the pupil's educational development and training. It can also be inferred that with the excellent working relationship of the teachers and parents, the effective and efficient teaching-learning situation had been attained. The results of this study supports Henderson, Mapp and Beth Sattes, [14] on "An Ecologically Balanced Approach to Academic Improvement," Educational Horizons, Winter, "Parental and Community Involvement in Student Learning".

3.7 Shared Governance

Table 8 shows the assessment of the respondents on the activities and projects of the school and community in terms of shared governance.

The table shows that the overall mean of shared governance was 4.25 and interpreted as "excellent". These were the following criteria: organization of PTA got a weighted mean of 4.11 and interpreted as very good; other relevant organization got a weighted mean of 4.34 and interpreted as excellent; school-community organizations got a weighted mean of 4.32 and interpreted as excellent. This implies that both school and community had a very good working relationship to the shared governance. Both the

school and community has a very good linkage that was perceived and observed to be very acceptable to the people. This findings is similar to the study of Dannug, Roman R. [15] on "Politics, Governance and Government with Philippine Constitution wherein, progress of specific tasks will be realized if participated actively by persons concerned, with the community.

3.8 Summary

Table 9 shows the summary of the assessment of the respondents on the activities and projects in terms of the given variables.

The table reveals that the overall mean of all the variables on the activities and projects of the school and community linkages was 3.98 which was interpreted as "very good".

This implies that the parents and teachers had a common assessment that the school and community linkages were doing their share of promoting and providing the educational needs of the learners, providing the instructional materials, as well as the community was open to share their resources to them. However, there was one (1) variable which has the least composite mean and that is "support in providing instructional materials", this means that both respondents agreed that there is poor observance of providing instructional materials to the learners.

Sub-Problem No. 3 is there any significant difference in the perceptions of the programs and projects of the school and community linkages in terms of the aforementioned variables?

Table 10 shows the summary of the assessment of the respondents on the activities and projects in terms of the given variables. The table reveals

Table 7. **Assessment on the activities and projects of the school and community in terms of outreach program**

Criteria	Teachers		Parents		Composite mean	
	WM	VI	WM	VI	WM	VI
1. Home visitation	4.10	VG	4.22	E	4.16	VG
2. Educating the adults which are illiterate	4.30	E	4.34	E	4.32	E
3. Landscaping, gardening & beautification programs in the surroundings of the community	4.25	E	4.26	E	4.26	E
Overall mean	4.22	E	4.27	E	4.25	E

Table 8. **Assessment on the activities and projects of the school and community in terms of shared governance**

Criteria	Teachers		Parents		Composite mean	
	WM	VI	WM	VI	WM	VI
1. Organization of PTA	4.10	VG	4.12	VG	4.11	VG
2. Other relevant Organization	4.30	E	4.38	E	4.34	E
Overall mean	4.23	E	4.28	E	4.26	E

Table 9. Summary on the assessment of the activities and projects in terms of its variables mentioned

Criteria	Teachers		Parents		Composite mean	
	WM	VI	WM	VI	WM	VI
1. Brigada Eskwela	4.40	E	4.47	E	4.43	E
2. Support in Providing Instructional Materials	1.62	P	2.39	F	2.01	F
3. Fund Raising Activity	4.15	VG	4.26	E	4.20	E
4. Sharing of Resources	4.00	VG	4.50	E	4.25	E
5. Donation and Equipment	4.36	E	4.57	E	4.47	E
6. Outreach Program	4.22	E	4.27	E	4.25	E
7. Shared Governance	4.23	E	4.28	E	4.26	E
Overall mean	3.85	VG	4.11	VG	3.98	VG

that all the variables of the activities and projects of the school and community linkages were all significant, with the following results that the f-values were greater than the p-values at .05 level of significance, thereby rejecting the hypothesis, in favor of all the variables were significant in the study. This implies that both the respondents' assessment were very significant in their perceptions that the activities and programs must be planned and coordinated by both school and the community in order to have a successful educational growth among the learners, as well as the community will be benefitted if the pupils will be all successful in their endeavors.

Sub-Problem No. 4. What are the problems encountered and solutions offered in the school and community linkages?

Table 11 shows the problems encountered and solutions offered to improve the school and community linkages.

The table reveals the following problems encountered in the school to link in the community: understanding the existing policy, accountability pressures, leadership, budget, space, schedules, and capacity building; the community problems were: negative attitude, working knowledge and communication skills. The solutions offered to address the problems encountered were the following: an orientation

with regards to policies must be discussed; let the personnel know that in every actions done, there is a consequence and must be ready to accept the responsibility and handle it properly; a leader must know his jobs and responsibilities by updating himself with the new trends in handling personnel and leader empowerment; leader is empowered to make good decisions, thereby reminding himself of the IRR of every government funds spent; may call the presence of the community to discuss with them the availability of resources to be shared; plan the activities ahead according to the school calendar so as not to overlap schedules; an important factor that must be considered to maintain a good rapport and harmonious relationship within the organization; proper orientation and information based on facts and realities must be discussed so as not to misunderstood the purpose of participation; proper dissemination of information must be used to let the members of the group understand the purpose of camaraderie to be involved in school; and the communication must be direct and accurate by informing all members with regards to the information received.

Sub-Problem No. 5. Based on the findings, what intervention plan may be proposed?

An intervention plan was considered by the researcher as a proposed intervention plan

Table 10. Significant difference on the assessment of the activities and projects in terms of its variables

Variables	F value	P value	Decision	Verbal interpretation
1. Brigada Eskwela	1.486	.010	Reject Ho	Significant
2. Support in Providing Instructional Materials	6.603	.000	Reject Ho	Significant
3. Fund Raising Activity	2.194	.000	Reject Ho	Significant
4. Sharing of Resources	3.683	.000	Reject Ho	Significant
5. Donation and Equipment	4.361	.000	Reject Ho	Significant
6. Outreach Program	2.478	.000	Reject Ho	Significant
7. Shared Governance	2.371	.000	Reject Ho	Significant

Table 11. Problems encountered and solutions offered to improve the school-community linkages

Problems encountered	Solutions offered
A. School Problems	
1. Understanding the existing policy	1. An orientation with regards to policies must be discussed.
2. Accountability pressures	2. Let the personnel know that in every actions done, there is a consequence and must be ready to accept the responsibility and handle it properly.
3. Leadership	3. A leader must know his jobs and responsibilities by updating himself with the new trends in handling personnel and leader empowerment.
4. Budget	4. A leader is empowered to make good decisions, thereby reminding himself of the IRR of every government funds spent.
5. Space	5. May call the presence of the community to discuss with them the availability of resources to be shared.
6. Schedules	6. Plan the activities ahead according to the school calendar so as not to overlap schedules.
7. Capacity Building	7. An important factor that must be considered to maintain a good rapport and harmonious relationship within the organization.
B. Community problems	
1. Negative Attitude	1. Proper orientation and information based on facts and realities must be discussed so as not to misunderstood the purpose of participation.
2. Working Knowledge	2. Proper dissemination of information must be used to let the members of the group understand the purpose of camaraderie to be involved in school.
3. Communication Skills	3. Communication must be direct and accurate by informing all members with regards to the information received.

offered relative to the strengthening of school and community linkages. The proposed intervention plan is appended in this study.

4. CONCLUSIONS

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

1. There is a significant difference in the perceptions of programs and projects of the school and community linkages of the aforementioned variables.
2. There is a significant difference in all the variables of the activities and projects of the school and community linkages.

3. School and community persons-in-charge must coordinate with each other by taking into consideration with the solutions offered.
4. An intervention program was considered by the researcher as a proposed intervention plan offered relative to the strengthening of school and community linkages.

CONSENT AND ETHICAL APPROVAL

As per international standard or university standard guideline participant consent and ethical approval has been collected and preserved by the authors.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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