PRACTICES OF SCHOOL HEADS IN PROMOTING PARTNERSHIP ON PARENTAL AND COMMUNITY INVOLVEMENT

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ABSTRACT

This study aims to investigate the practices of school heads in promoting partnership on parental and community involvement in selected public secondary schools within the Division Laguna. The respondents compose of 414 public secondary teachers from the District Victoria, Pila, Santa Cruz, Pagsanjan, and Lumban. The study addresses questions related to the level of school heads in promoting partnership in terms of school-family and school-community partnership, as well as the significant relationship of school-family and school-community partnership on parental and community involvement. The findings of the study suggest that prioritizing and investing in school-family and school-community factors can lead to improved student outcomes and engaged communities. The study concludes that both school-family and school-community partnerships have a significant relationship with parental and community involvement, and the practices of school heads in promoting partnerships on school-community partnerships have a significant relationship with parental and community involvement. These results highlight the critical role of school leaders in fostering partnerships with families and communities to support students' academic success.

Keywords:

school heads, school-community partnership, school-family partnership, parental involvement

INTRODUCTION

School leaders play a crucial role in promoting parental and community involvement, which is essential for the success of educational institutions. They must develop strategies and practices that build mutual trust and respect between home, school, and community.

Several policy directives concerning collaboration, community involvement, and partnerships between parents, schools, and community groups were released by DepEd. Department of Education (DepEd) Memorandum 53 series 2020 preparations and enhancing partnership involvement to guarantee that learning continues even in times of emergency. DepEd, Order No. 32 s. 2020 - Emphasizes the critical role that parents, guardians, and other household partners and community members play in assisting children's at-home learning. DepEd Order No. 39 series 2009 - bans DepEd from endorsing any commercial good or service.

Schools, heads, and teachers are given extra parental authority and obligation under Articles 218 and 219 of the Family Code.

The Adopt-A-School Act of 1998, Republic Act 8525, encourages people, private groups, and organizations to assist in the development of public schools. DepEd Order No. 24, s. 2016 - provides guidelines for accepting donations and processing applications for tax incentives by private donor-partners supporting the K to 12 programs and D.O. 40, s. 2015 (Guidelines on K to 12 Partnerships) - training and gathering relevant knowledge and skill to enter the world of work through employment or entrepreneurship.

And DepEd Order 015 series 2008 the School-Based Management (SBM) Framework, which aims to improve basic education by empowering schools and involving the school community in decision-making and to respond to their specific education needs and promotes accountability and shared leadership among families, communities, schools, and Local Government Units (LGUs). This study, the practices of school heads in promoting partnership on parental and community involvement in selected public secondary schools within the Division Laguna sought to answers the following questions:

1. What is the level of school heads in promoting partnership in terms of school family partnership as to.

      1.1 Communicating to Parents;
      1.2 Giving Awards and Recognition;
      1.3 Providing Seminars and workshops;
      1.4 Creating Partnership with clubs; and
      1.5 Observing Regular meetings?

2. What is the level of school heads in promoting partnership in terms of school community partnership as to

      2.1 Creating welcoming environment;
      2.2 Donor and Sponsor;
      2.3 Observing regular meetings;
      2.4 Initiating Program and Activities;
      2.5 Building Relationship-Trust; and
      2.6 Shared Leadership PTA/PTC/SGC?

3. What is the level of Parental and Community Involvement as to

      3.1 Parenting;
      3.2 Communicating;
      3.3 Volunteering;
      3.4 Learning at Home;
      3.5 Decision Making; and
      3.6 Collaborating with community?

4. Does school-family partnership have significant relationship on parental and community involvement?

5. Does school-community partnership have significant relationship on parental and community involvement?

REVIEW OF RELATED LITERATURE

The study focuses on the practices of school heads in promoting partnership on parental and community involvement in schools. This study is supported and guided by the following theories. The theory of overlapping spheres of influence by Epstein (2018) is guiding the study, which proposes six essential components of parental involvement for academic and social success. The Accountability Role Theory model is also being used to investigate authority roles, accountability practices, and academic achievement of school leaders. This model emphasizes the need for clear accountability practices, measurable goals, and regular reporting to stakeholders. Finally, Simon's Decision-Making Theory is being used to guide the decision-making process of school principals, emphasizing the need for reasonable and thoughtful decision-making for effective management of school programs and activities.

Positive parenting practices, such as warmth and responsiveness, have been found to predict better executive functioning in young children. Parenting practices, including responsive parenting, scaffolding, and shared book reading, also have a significant impact on a child's learning and development. However, parental involvement tends to decline as students enter high school, which can be detrimental to a child's education. It is crucial for parents to continue their involvement throughout their child's education, as education is a shared responsibility among parents, schools, and the community.

Parenting is a variable found relevant in this study. Parenting involves supporting children's learning at home and in school, monitoring their progress, and advocating for their education Epstein (2016). Positive parenting practices, such as warmth and responsiveness, have been found to predict better executive functioning in young children Melby-Lervåg et al. (2021). Parenting practices, including responsive parenting, scaffolding, and shared book reading, also have a significant impact on a child's learning and development over time Kim et al. (2020).

Communication is an important variable in the study on promoting parental and community involvement in schools. Active and enriched communication between parents and teachers can benefit a child's academic achievement Keane (2016), and technological advancements like mobile phone apps have made it easier for parents to communicate with schools. It is important to aim for a common understanding in a professional and courteous manner in communicating Bordalba and Bochaca (2019). Schools also need to educate parents on the advantages of digital media for communication, and school heads should initiate communication training for teachers to improve communication between school and family Bauer et al. (2018).

Volunteering is relevant in promoting parental and community involvement, according to the study. Programs such as the Republic Act 8525 Adopt-A-School Program (ASP) promote community involvement in public schools, and events like "Brigada Eskwela" foster volunteerism. Parents and community partners can gain non-materialistic benefits from volunteering, such as increased self-confidence and learning new things Leviten-Reid and Campbel (2016). Parental volunteering is positively associated with academic achievement, and involving parents and community members in decision-making processes can lead to greater levels of involvement and support for school initiatives Sunardi (2020). School heads

can promote volunteerism by establishing clear expectations, recognizing, and appreciating volunteers' efforts, involving parents and community members in decision-making, and utilizing technology Nunez and Bargerstock (2018).

Learning at home is also found relevant in this study, as it can positively impact a child's academic achievement and motivation (Epstein 2018). Teachers can involve parents in their child's learning by providing information, ideas, and strategies for learning at home Kirschner et al. (2018). Learning at home has become crucial during the COVID-19 pandemic, and online learning has provided some benefits, such as flexibility and accessibility instruction Kim (2020). Parental involvement and support are essential for ensuring equitable access to learning opportunities and promoting academic success. Schools and educators should encourage and provide resources for learning at home to enhance student learning and prepare them for future success.

The study found that decision-making is a relevant variable in education-related parental and community involvement. Employing consensus decision-making methods can ensure that all stakeholders have an opportunity to express their opinions Abiola and Nwaogu (2021), and actively participate in the decision-making process Li et al (2020). Involving parents and community members in decision-making processes positively affects their level of involvement in the school, enhances the quality of education, and fosters a supportive learning environment Epstein and Sanders (2017). Effective communication and transparency in decision-making processes are essential, and school leaders play a significant role in facilitating such processes.

Collaboration with the community is variable also found relevant in this study, for promoting civic well-being and supporting student success Epstein and Sanders (2017). It involves schools, families, and the community actively working together, leveraging their distinct perspectives and resources Aguirre et al (2021). Collaborative initiatives are effective, sustainable, and bring together individuals, organizations, and institutions from different sectors and backgrounds to achieve common goals Salinas and Jansorn et al. (2019). Community collaboration is essential for developing innovative and culturally appropriate solutions that are inclusive and equitable. School heads can foster community involvement in school activities by partnering with local organizations and businesses, promoting parental involvement through workshops, training, and effective communication. Collaboration is vital for meeting the needs of students and sustaining inclusive settings.

Communication is also relevant in this study. Effective communication between schools and parents is crucial for establishing a positive and strong relationship between families and schools, building trust and a sense of partnership (Epstein, 2018). It can take various forms, such as newsletters, emails, social media, or parent-teacher conferences, and provide valuable information about a child's academic progress, behavior, and social development Compton-Daw and Meadows (2020). Effective communication with parents can also lead to increased parental involvement in school activities and decision-making processes Rashid and Huzin (2021)

School heads can promote partnership with school, family, and community by giving awards and recognition to parents and community members Epstein and Sanders (2017). This strategy can help to build trust, foster a sense of community, and promote a positive school climate, especially in high-poverty schools Kwon and Akin-Little (2021). Recognizing parents' contributions can also create pride and support within the family and community and validate their efforts towards improving student outcomes Dempster and Robbins (2017). By providing opportunities for parents to share their culture and opinions and engaging them in meetings and training sessions, schools can increase parental involvement and positively impact a child's academic success and well-being Conus and Fahrni (2019).

Providing seminars and workshops is an effective way for school heads to promote school-family partnership by providing a platform for parents and school staff to exchange ideas, share knowledge, and develop skills that can benefit student learning and academic success Santiago et al (2016). This practice fosters relationships, builds trust, and promotes shared responsibility for student learning. Effective partnerships between schools and families have been shown to improve academic achievement, attendance rates, and behavior of students Bai et al (2021).

Creating partnerships with community clubs and local businesses can enhance learning experiences for students, families, and the broader community while fostering a sense of shared responsibility for education and well-being Zeller-Berkman and Beckett (2021). Regular meetings or gatherings between schools and families are effective practices that can promote cooperation, trust, and partnership Feinberg and Johnson (2021). They provide an opportunity for families to share their expertise, resources, and ideas for supporting their child's learning, which can lead to more effective collaboration and a supportive learning environment for students Kavcic and Klemencic, (2017). Effective partnerships require identifying potential partners, building relationships, developing a shared vision and goals, establishing clear communication channels, providing training and support, and monitoring and evaluating effectiveness.

Regular meetings between school heads and families can help to encourage partnership and collaboration Warne and McAndrews (2021). By attending or holding regular meetings with families, school administrators can interact with parents, hear their concerns, and establish trust Nguyen and Honneth (2021).

Encouraging parents to attend school meetings and fostering regular interactions between schools and families can contribute to the development of mutual trust and understanding, leading to more effective collaboration and a more supportive and inclusive learning environment for students Kim and Shim (2021).

School Community Partnership

Creating a welcoming environment for community members is crucial for promoting school-community partnerships. Good communication, appreciation for involvement opportunities, one-on-one parent-teacher meetings, being open to parents, and building strong relationships are essential aspects that facilitate relationships between school, family, and community Watson (2019). Understanding the needs and concerns of parents, providing

training and resources to teachers and staff, and creating a welcoming, inclusive school environment that promotes trust and respect between families, schools, and the community can foster positive relationships Wang and Yuen (2021). Having a welcoming school environment promotes trust and respect, increases parental involvement and engagement, and improves student academic performance and behavior McDermott and Roza (2021). School heads play a crucial role in establishing this environment by being approachable, fostering a culture of respect, encouraging parent involvement, prioritizing communication, and emphasizing student support Champion (2020).

School donors and sponsors are crucial in supporting schools and enhancing the education system by providing financial and other resources such as programs, materials, and scholarships Fitriah (2018). The positive effects of sponsorship can be due to increased financial resources and improved management practices Sikorski and Feldman, (2021). Donors and sponsors can also support research and development efforts, provide training and professional development opportunities for teachers and staff, and offer mentorship and networking opportunities for students Paddock and Bruch (2019). School leaders should seek and cultivate relationships with donors and sponsors to create mutually beneficial partnerships for the school's success and the students.

Having regular meetings between school and community partner is relevant in this study, as it enhances educational programs, increase student engagement, and improve academic achievement by having regular meetings with community partners Stairs et al (2020).

This practice provides opportunities for school leaders to gather feedback (Epstein 2018), build relationships and trust, align school goals with community needs, identify resources and opportunities, and promote community engagement and involvement in the school Hands (2015). Collaborating with community partners can help school administrators to improve student learning outcomes and ensure the success of every school program Cohen (2018).

Initiating programs and activities that encourage collaboration between schools and community members is crucial for promoting strong school-community partnerships Epstein (2018). These programs and activities provide opportunities for schools to work with community members towards common goals and can lead to positive outcomes for both schools and communities, such as sharing resources, expertise, and knowledge to create effective educational programs Keane (2016). They also provide opportunities for students to engage with their community, develop important skills, and become active and engaged members of their community Kim and Park (2019). Effective school communication is also critical for promoting collaboration and engagement between schools and community members Hughes, (2021). School leaders should ensure regular, open, and transparent communication channels with community members Al-Hameed (2018).

Building positive relationships and trust between school heads, teachers, parents, students, and community members is an important variable for promoting school-community partnership Hamlin, (2017). These relationships can lead to positive outcomes such as

improved student behavior, academic success, and increased engagement Brown et al (2019). School heads can promote these relationships by regularly communicating with community members, actively listening to their concerns, providing opportunities for cultural expression, and creating a warm and inviting school culture Conus and Fahrni (2019). When all stakeholders work collaboratively towards shared goals, there can be positive effects for both the school and the community.

Shared leadership is relevant in the study promoting parental and community involvement in schools. Shared leadership involves collaborative decision-making and problem-solving among teachers, administrators, parents, students, and community members, Epstein (2018), leading to more effective decision-making, improved student outcomes, and increased stakeholder satisfaction and support Cameron et al (2020). This approach can help build trust, promote inclusivity, and ensure that the voices and perspectives of all community members are heard and valued. By promoting shared leadership, school heads can create a positive learning environment that maximizes the potential for student success Santiago et al (2016). As a school principal, it is essential to promote shared leadership among stakeholders to create an effective learning environment. By utilizing the power of parental community involvement, school heads can foster an atmosphere of collaboration and cooperation between teachers, administrators, and parents.

Several studies have emphasized the importance of parental involvement and positive parenting in improving child outcomes. Parenting interventions and support for parents are recommended to promote positive parenting Efron et al (2021). Effective communication between school leaders and parents is identified as a critical component of effective school leadership, promoting positive school climate, and facilitating parental involvement Epstein (2018).

Frequent and positive communication between teachers and parents can significantly increase parental involvement in their child's education. Establishing trust and open lines of communication can lead to increased parental and community involvement in school activities and decision-making processes.

In the study "The influence of school leadership on parental involvement" conducted by Liu and Feng (2018). The study explores the impact of school leadership on parental involvement from the perspective of school climate. It suggests that effective school leadership can promote positive school climate, which in turn facilitates parental involvement. Communication between school leaders and parents is identified as a critical component of effective school leadership.

A study by Dick (2019), on "Parental involvement at a School of Skills in the Western Cape" A survey research design was used, and 74 parent/caregiver participants were conveniently sampled after all ethical protocols were followed. The findings indicated that volunteering as a form of parental involvement was represented by low to moderate levels of involvement, the participants indicated that their challenge was that they were not trained on how to offer their talents for volunteering at the school.

A study on "Religiosity, Parental Support, and Formal Volunteering Among Teenager "conducted by Paintsil (2019) the results suggested a significant relationship between teens'

religious experiences and formal volunteering. In addition, parents can induce formal volunteering by encouraging their teens to volunteer and participate in religious youth groups.

A study by Chen et al (2021) examined the impact of parent-teacher communication on parent involvement and student academic achievement. The researchers found that frequent and meaningful communication between parents and teachers leads to increased parental involvement, which in turn, has a positive impact on student achievement.

Giving Awards and Recognition is an important practice of school heads used to promote parental and community involvement in education.A study by Hahs-Vaughn and colleagues (2021) investigated the impact of incentives on parent involvement in a reading program. The researchers found that providing parents with incentives, such as gift cards and recognition, led to increased participation and engagement in the program.

A study by Owens and colleagues (2020) investigated the impact of volunteer recognition programs on volunteer retention in schools. The researchers found that recognizing and appreciating the efforts of volunteers increased their commitment and retention in the school.

A study on " School leaders Engagement with Families and Community Members" by Kosenko et al (2018) reviewed studies on parenting programs and their impact on parental involvement in schools. The review found that programs that provided seminars and workshops for parents were effective in increasing parental involvement and improving student outcomes.

For synthesis, the above-mentioned studies discussed were found significant and relevant that shed light to the development of the current study on practices of school heads in promoting partnership on parental and community involvement.

METHODOLOGY

This study aimed to evaluate the practices of school heads in promoting partnership in parental and community involvement in selected public secondary schools in the Division of Laguna. The descriptive research method was used, and a researcher-made questionnaire was prepared and validated through content validation. Permission was obtained from the Schools Division Superintendent and Public Schools District Supervisor to conduct the study. The questionnaire was personally distributed and retrieved by the researcher, and the gathered data were analyzed using statistical treatment, mean and standard deviation, and statistical regression. Electronic forms and spreadsheets were used in tabulating and computing the statistics, which were then validated by a statistician. The respondents rated the practices of school heads in implementing parental and community involvement using 5-point Likert scale using format below,

Legend:	Scale Range	Interpretation
5	4.20 – 5.00	Highly Practiced
4	3.40 – 4.19	Moderately Practiced
3	2.60 – 3.39	Practiced
2	1.80 – 2.59	Slightly Practiced
1	1.00 – 1.79	Did Not Practiced

RESULT AND DISCUSSION

Level of School heads in Promoting Partnership on School-Family Partnership

Table 1 Level of school heads in promoting partnership in terms of School-Family partnership as to Communicating to Parents

Communicating to Parents	Mean	SD	Verbal Interpretation
My school principal ensures that all parents are informed regarding key school updates and events.	4.53	0.55	Moderately Practiced
My school principal provides easy access to school websites and school newspapers.	4.08	0.46	Moderately Practiced
My school principal monitors and advises teachers to send regular and useful information to parents on learners' progress.	4.11	0.45	Moderately Practiced
My school principal monitors and advises teachers to send regular and useful information to parents on learners' progress.	4.11	0.45	Moderately Practiced
My school principal has made sure that there is a manual and website that explains how the school is set up and provides contact information for faculty and staff.	4.17	0.63	Moderately Practiced
Overall Mean	4.20	0.55	Moderately Practiced

Table 1 Presents level of school heads in promoting partnership in terms of School-Family partnership as to Communicating to Parents.

The data shows that the school principal's practices in communicating with parents are moderately practiced, with an overall mean score of 4.20. The principal scored the highest in ensuring that all parents are informed about key updates and events but had slightly lower scores in providing easy access to the school website and newsletter and ensuring effective communication through various channels.

Table 2 Level of school heads in promoting partnership in terms of School-Family partnership as to Giving Awards and Recognition

Giving Awards and Recognition	Mean	SD	Verbal Interpretation
Our school makes a special effort to identify exemplary works and performance of parents and community partners.	4.52	0.57	Highly Practice
Our school makes a special effort to give school partners awards such as trophy thank you letter and token of appreciation.	4.08	0.57	Moderately Practice
Our school makes a special effort to create announcement recognition to people who do voluntary works, sponsor, and donor through tarpaulin and Facebook.	4.12	0.43	Moderately Practice
Our school has provided videos and pictures that can be emailed and posted on the school's Facebook page for recognition of parents and community partners.	4.19	0.76	Moderately Practice
Our school have named a portion of a school building, a class section in recognition of parents and partners.	3.86	0.58	Moderately Practice
Overall Mean	4.16	0.63	Moderately Practice

Table 2 illustrates the level of school heads in promoting partnership in terms of School-Family Partnership as to giving awards and recognition. The ratings given by the respondents, it can be interpreted that the school has a moderately high practice in giving awards and recognition to parents and community partners.

The mean score for all the items is 4.16, which falls under the "Moderately Practice" category. This indicates that the school puts a special effort into identifying exemplary works and performances of parents and community partners.

Table 3 Level of school heads in promoting partnership in terms of School-Family partnership as to Providing Seminars and Workshops

Providing Seminars and Workshops	Mean	SD	Verbal Interpretation
Our school hosted seminars and workshops for parents and school partners to encourage partnership and involvement.	4.24	0.73	Moderately Practice
Our school hosted seminars and workshops for parents and school partners to encourage partnership and involvement in crime prevention, voters' education, family planning, drug, and livelihood education, etc.	3.75	0.62	Moderately Practice
Our school hosted family workshops where they can receive information from different service providers and educators.	3.49	0.55	Practice
Our school hosted seminars and workshops for parents and school partners to support the skill and knowledge development of learners.	4.14	0.74	Moderately Practice
Our school hosted seminars and workshops that provide a forum for discussion on issues like technology in the classroom and changes to educational policy.	3.69	0.65	Moderately Practice
Overall Mean	3.86	0.72	Moderately Practice

Table 3 illustrates the level of school heads in promoting partnership in terms of School-Family Partnership as to Providing Seminars and Workshops. The overall mean of 3.86 falls under the category of "Moderately Practice", which indicates that the school is making some efforts to involve parents and school partners in different activities, but there is still room for improvement.

Table 4 Level of school heads in promoting partnership in terms of School-Family partnership as to Partnership with Clubs and Community Organizations

Partnerships with Clubs and Community Organizations	Mean	SD	Verbal Interpretation
My school principal communicates and asks for the help of different community clubs to support the GPTA and SGC programs and activities.	4.13	0.37	Moderately Practice
My school principal offered a variety of linkages for Parents, and GPTA to seek and ask for help in achieving our program and activities as GPTA.	4.54	0.68	Highly Practice
My school principal always initiates inviting and collaborating with different clubs in the community to support the GPTA and	4.08	0.40	Moderately Practice

SGC programs and activities.

	Mean	SD	Verbal Interpretation
My school principal sought linkages of clubs and organizations outside of our community like the regional and national level clubs to support achieving our program and activities.	3.68	0.54	Moderately Practice
My school principal supports and encourages the development of clubs and organizations that benefit learners and teachers in collaboration with local, national, and international clubs.	3.42	0.67	Practice
Overall Mean	3.97	0.67	Moderately Practice

Table 4 above illustrates the level of school heads in promoting partnership in terms of School-Family Partnership as to Partnership with Clubs and Community Organizations. The overall mean is 3.97, which falls under the "Moderately Practice". This suggests that while the school principal does initiate some efforts to collaborate with community clubs to support the GPTA and SGC programs and activities, there is still room for improvement.

Table 5 illustrates the level of school heads in promoting partnership in terms of School-Family Partnership as to Observing Regular Meetings to Parents. The overall mean score for the observation of regular meetings of parents is 3.83, which falls under the category of "Moderately Practice" with a standard deviation of 0.72 indicating that the school principal uses simple evaluation forms to get parents and community members' feedback after every meeting.

Table 5 Level of school heads in promoting partnership in terms of School-Family Partnership as to Observing Regular Meetings to Parents

Observes Regular Meetings of Parents	Mean	SD	Verbal Interpretation
My school principal encourages parents and stakeholders to participate in school meetings and planning by sending a letter of invitation.	4.41	0.53	Moderately Practice
My school principal observes Quarterly Meetings with the GPTA (General Parent-Teachers Association) and the SGC (School Governing Council)	3.74	0.59	Moderately Practice
My school principal encourages and provides a scheme for teachers to monitor parents' attendance in every school activity.	4.21	0.62	Moderately Practice
My school principal makes sure that everyone interested in the meeting—parents and community members—are present.	3.71	0.59	Moderately Practice
My school principal uses simple evaluation forms to get parents and community members' feedback after every meeting.	3.08	0.38	Practice
Overall Mean	3.83	0.72	Moderately Practice

Level of school heads in promoting partnership on School-Community Partnership

Table 6 Level of school heads in promoting partnership in terms of School-Community Partnership as to Creating a Welcoming Environment. Based on the data the overall mean is 4.09, 0.57 indicating a "Moderately Practiced" approach. This suggests that the school principal is making effort to ensure that families and visitors feel welcomed and included by providing welcome signs that are accessible and written in local dialects,

making it easier for them to navigate the school building.

Table 6 Level of school heads in promoting partnership in terms of School-Community Partnership as to Creating a Welcoming Environment

Creating Welcoming Environment	Mean	SD	Verbal Interpretation
My school principal ensures parents and community members feel welcome and happy every time visit the school.	4.06	0.53	Moderately Practice
My school principal provides easy access to the school compound for a person with a disability.	4.15	0.57	Moderately Practice
My school principal ensures welcome signs are provided and written in local dialects to help families and visitors and explain how to get around the school building.	4.17	0.59	Moderately Practice
My school principal takes the time to listen to the issues and concerns of people parents and community members from all walks of life and that their opinions are heard.	4.03	0.51	Moderately Practice
My school principal has assigned teachers and trained staff to communicate with language, cultural differences, and respect in mind.	4.03	0.62	Moderately Practice
Overall Mean	4.09	0.57	Moderately Practice

Based on the data provided, the overall mean for donor and sponsorship practices in the school is 4.15 with a standard deviation of 0.63, indicating that the school's donor and sponsorship practices are "Moderately Practiced". It indicates that the school principal regularly invites parents and community members to engage in volunteer work, such as beautifying the school or assisting students, and fundraising programs.

Table 7 Level of school heads in promoting partnership in terms of School-Community Partnership as to Donor and Sponsorship

School Donor and Sponsorship	Mean	SD	Verbal Interpretation
My school principal invites parents and community members to do volunteer work, such as school/ classroom beautification programs, assisting students, and fund-raising programs.	4.52	0.57	Highly Practice
My school principal encourages parents and community members to participate in school activities like tree planting, feeding programs, bloodletting book reading, and other school programs.	4.08	0.57	Moderately Practice
My school principal provides support and encourages parents and community members to get involved in donation drives and classroom/student sponsorship programs.	4.12	0.43	Moderately Practice
My school principal has invited private companies and individuals to support school programs and activities.	4.15	0.74	Moderately Practice
My school principal had asked for and received donations from private individuals abroad to support school programs and activities.	3.86	0.58	Moderately Practice
Overall Mean	4.15	0.63	Moderately Practice

Based on the data provided, the overall mean for donor and sponsorship practices in the school is 4.15 with a standard deviation of 0.63, indicating that the school's donor and

sponsorship practices are "Moderately Practiced". The highest mean score is for item 1, which indicates that the school principal regularly invites parents and community members to engage in volunteer work, such as beautifying the school or assisting students, and fundraising programs. A mean score of 4.52 indicates that this behavior is highly practiced in school.

Table 8 Level of school heads in promoting partnership in terms of School-Community partnership as to Observes Regular Meeting –Community Partners

Observes Regular Meetings -Community Partners	Mean	SD	Verbal Interpretation
My school principal encourages parents and stakeholders to participate in school meetings and planning by sending a letter of invitation.	4.40	0.51	Moderately Practice
My school principal observes Quarterly Meetings with the GPTA (General Parent-Teachers Association) and the SGC (School Governing Council)	3.66	0.65	Moderately Practice
My school principal encourages and provides a scheme for teachers to monitor parents' attendance in every school activity.	3.99	0.72	Moderately Practice
My school principal makes sure that everyone who is interested in the meeting—parents and community members—are present.	3.62	0.60	Moderately Practice
My school principal uses simple evaluation forms to get parents and community members' feedback after every meeting.	3.08	0.38	Highly Practice
Overall Mean	3.75	0.73	Moderately Practice

Based on the data, the overall mean is 3.75 and SD of 0.73 which is moderately practiced the item with the highest mean score of 4.40 is "My school principal encourages parents and stakeholders to participate in school meetings and planning by sending a letter of invitation and importance of collecting feedback from parents and community members and exploring ways to improve the implementation of this practice to better engage with the school community.

Table 9 Level of school heads in promoting partnership in terms of School-Community Partnership as to Initiating Activities. The method to involve parents and community people is for school heads to schedule home visits, community activities, and community-based learning opportunities.

Table 9 Level of school heads in promoting partnership in terms of School-Community Partnership as to Initiating Activities

Initiating Program and Activities	Mean	SD	Verbal Interpretation
My school principal encourages, identifies, and draws in local community resources that can assist staff and families.	4.42	0.50	Moderately Practice
My school's principal makes sure that all programs and events engage community members and stakeholders, attendance is monitored and give them certificates of participation.	3.82	0.67	Moderately Practice
My school principal encourages and provides a scheme for teachers to monitor parents' and community members' attendance in every school	4.15	0.67	Moderately Practice

activity.

	Mean	SD	Verbal Interpretation
My principal ensures that student interests are emphasized in all activities and are initiated by parents.	3.85	0.69	Moderately Practice
My principal makes sure that money raised through school-sponsored fund-raising events is properly audited and applied to the initiatives for which it was intended.	3.69	0.77	Moderately Practice
Overall Mean	3.99	0.72	Moderately Practice

Based on the provided data, the overall mean score for the school's principal's involvement in community engagement activities is 3.99, which falls under the verbal interpretation of "Moderately Practice." The data shows that the principal encourages and identifies local community resources that can assist staff and families, as well as providing a scheme for monitoring attendance in every school activity, both of which scored higher than the overall mean.

Table 10 below presents the level of practice of school heads in promoting partnership in terms of School-community partnership as to Building relationship-trust. Based on the ratings provided, it appears that the school principal is moderately practicing behaviors that help to build relationships and trust with families and the community. The ratings for each statement are in the range of 4.03 to 3.66, which indicates that the behaviors are being practiced to some extent but there is room for improvement. The overall mean rating of 3.95 also falls within the "Moderately Practice".

Table 10 Level of school heads in promoting partnership in terms of School-Community Partnership as to Building Relationship-Trust

Building Relationship (Trust)	Mean	SD	Verbal Interpretation
My school principal routinely meets one-on-one or in small groups with families.	4.04	0.76	Moderately Practice
My school principal ensures transparency boards are updated and signed by duly authorized personnel.	4.03	0.67	Moderately Practice
My school principal uses simple evaluation forms to get parents and community members' feedback after every meeting.	4.11	0.67	Moderately Practice
My school principal makes sure programs and activities for families focus on student achievement – they help families understand what their children are learning and promote high standards.	3.93	0.67	Moderately Practice
My school principal ensures issues and concerns of parents, and the community is being addressed accordingly.	3.66	0.74	Moderately Practice
Overall Mean	3.95	0.72	Moderately Practice

Table 11. Presents the practice of shared leadership with the PTA/PTC/SGC is at a "Moderately Practice" level, with an overall mean of 3.99 and a standard deviation of 0.74. This means that the principal is somewhat consistent in practicing shared leadership with the PTA/PTC/SGC, but there is still room for improvement. The item with the highest mean is

"My school principal observes Quarterly Meetings with the GPTA (General Parent-Teachers Association) and the SGC (School Governing Council)" with a mean of 4.16. This indicates that the school principal is consistently practicing shared leadership with the PTA/PTC/SGC by holding regular meetings with them.

Table 11 Level of school heads in promoting partnership in terms of School-Community partnership as to Shared Leadership PTA/ PTC/ SGC

Shared Leadership PTA/PTC/SGC	Mean	SD	Verbal Interpretation
My school principal observes Quarterly Meetings with the GPTA (General Parent-Teachers Association) and the SGC (School Governing Council).	4.16	0.61	Moderately Practice
My school principal encourages parents and families to be involved in planning how they would like to be involved in school activities.	4.07	0.72	Moderately Practice
My school principal ensures every parent-teacher conference, community leaders and stakeholders are present to discuss the school's performance and work.	3.49	0.66	Practice
My school principal seeks the advice of PTA/PTC and SGC in creating the school improvement plan.	4.10	0.73	Moderately Practice
My school principal together with the PTA/PTC conducts awarding ceremonies for GPTA and SGC officers for their exemplary works annually.	4.13	0.77	Moderately Practice
Overall Mean	3.99	0.74	Moderately Practice

Level of Parental and Community Involvement

Table 12 Level of Parental and Community Involvement as to Parenting

Parenting	Mean	SD	Verbal Interpretation
My school principal ensures parents and community members feel welcome and happy every time visit the school.	4.21	0.51	Moderately Practice
My school principal handles discreetly conflicts or disagreements between parents and teachers.	4.18	0.48	Moderately Practice
My school principal makes sure that each parent receives the right amount of support and attention if they need to assist the learners.	3.86	0.59	Moderately Practice
My school principal takes the time to listen to the issues and concerns of parents and community members.	3.98	0.54	Moderately Practice
My school's principal makes sure that parents, and teachers, work together to create a healthy environment and provide the resources needed for students to succeed.	3.99	0.52	Moderately Practice
Overall Mean	4.04	0.55	Moderately Practice

Based on the given data, the overall mean for the parenting practices of the school

principal is 4.04 with a standard deviation of 0.55, indicating a "Moderately Practiced".This ratings suggest that the principal is doing a reasonably good job of making parents feel welcome and addressing conflicts or concerns, but there is room for improvement in ensuring that each parent receives adequate support and attention.

Table 13 Level of Parental and Community Involvement as to Communication with Parents

Communicating to Parents	Mean	SD	Verbal Interpretation
My school principal ensures that all parents are informed regarding key school updates and events.	4.65	0.48	Highly Practice
My school principal provides easy access to the school website and school newsletter.	4.20	0.49	Moderately Practice
My school principal makes sure effective communication between the school and families is observed through a letter, phone call, and Facebook messenger.	4.13	0.50	Moderately Practice
My school principal monitors and advises teachers to send regular and useful information to parents on learners' progress.	4.36	0.60	Moderately Practice
My school principal has made sure that there is a manual and website that explains how the school is set up and provides contact information for faculty and staff.	3.39	0.62	Practice
Overall Mean	4.15	0.68	Moderately Practice
Communicating to Parents	4.98	0.55	Moderately Practice

Based on the given data, the overall mean of 4.98 suggests that the school principal's communication to parents practice is "Moderately Practiced".The item with the highest mean score is "My school principal ensures that all parents are informed regarding key school updates and events" with a score of 4.65. This indicates that parents strongly agree that the school principal does a good job of ensuring that all parents are informed about important school updates and events.

Table 14 Level of Parental and Community Involvement as to Volunteering

Volunteering	Mean	SD	Verbal Interpretation
My school principal ensures the school has an inviting atmosphere for parents to get involved.	4.65	0.48	Highly Practice
My school principal makes it simple for volunteer parents with disabilities to access the school compound.	4.20	0.29	Moderately Practice
My school principal motivates parents to assist and participate in school activities like Brigada Eskwela, Clean and Green, Feeding Program, and Gulayan sa Paaralan.	4.13	0.50	Moderately Practice
My school principal encourages teachers to use technology in sending messages and announcements of invitations for recruiting volunteers for the school.	4.36	0.60	Moderately Practice
My school principal observes different approaches to maintaining good relationships with parents, teachers, and learners while volunteering.	3.39	0.62	Practice
Overall Mean	4.15	0.68	Moderately Practice

Based on the given data, the overall mean score for the school principal's practices related to volunteering is 4.15 with a standard deviation of 0.68. The verbal interpretation of the mean score suggests that the principal's practices are "Moderately practiced". This means that while the principal is implementing some good practices related to volunteering.

Table 15 Level of Parental and Community Involvement as to Learning at Home

Learning at Home	Mean	SD	Verbal Interpretation
My school principal ensures parents information on student safety.	4.22	0.62	Moderately Practice
My school principal offers parent education (e.g. courses on family literacy) or family support programs (e.g. to assist with health, and nutrition).	4.10	0.61	Moderately Practice
My school principal provides a scheme to inform families about how to help students with homework and other school-related activities.	3.47	0.58	Practice
My school principal advises teachers to send home materials that will help parents work with their children, such as learning kits or interactive homework assignments.	4.08	0.46	Moderately Practice
My school principal makes sure that any concerns and feedback by parents about remote learning and homework assignments are taken into consideration.	3.48	0.63	Moderately Practice
Overall Mean	3.87	0.67	Moderately Practice

Based on the given data, the overall mean of 3.87 and SD of 0.67 suggests that the school principal's learning at home practice is "Moderately Practiced". It is a positive indicator of the school's commitment to the safety and well-being of its students. School principals may need to find ways to communicate and outreach efforts to ensure that parents have access to the resources and information they need to support their child's learning at home.

Table 16 Level of Parental and Community Involvement as to Decision Making

Decision Making	Mean	SD	Verbal Interpretation
My school principal involves parents and stakeholders in the decision-making process.	4.27	0.51	Moderately Practice
My school principal makes sure that decisions are made in the best interest of learners.	4.06	0.58	Moderately Practice
My school principal fosters trust between parents, school administrators, and staff when it comes to decision-making.	4.19	0.58	Moderately Practice
My school principal ensures that parents are informed of decisions affecting their children's education.	3.90	0.57	Moderately Practice
My school principal makes sure that the governing council, as elected parent officials have a voice in all significant decisions.	3.78	0.76	Moderately Practice
Overall Mean	4.04	0.63	Moderately Practice

Based on the given data, the overall mean of 4.04 suggests that the school principal's decision-making practice is "Moderately Practiced". This indicates that the school heads collaborate with the community in decision making with regards to school projects and activities.

Table 17 Level of Parental and Community Involvement as to Collaboration

Collaboration	Mean	SD	Verbal Interpretation
My school principal advises teachers to give parents a copy calendar of events and meetings.	4.19	0.59	Moderately Practice
My school principal coordinates decision-making for parents of learners with difficulties.	4.12	0.53	Moderately Practice
My school principal cooperates with GPTA and SGC to strengthen school programs and student development.	4.14	0.58	Moderately Practice
My school principal reaches out to identify and draw in local community resources that can assist staff and families.	4.21	0.54	Moderately Practice
My school principal encourages parents to support school improvement projects and visit and attend school programs.	3.96	0.52	Moderately Practice
Overall Mean	4.12	0.56	Moderately Practice

Based on the data provided, the mean score for all items is 4.12, which falls under the verbal interpretation of "Moderately Practiced". However, it's important to note that the standard deviation for each item ranges from 0.52 to 0.59, indicating some variability in responses among the participants.

The table below shows the results of a statistical analysis investigating the relationship between school-family partnerships and parental and community involvement. Based on the table, several initiatives have significant relationships with parental and community involvement. "Giving Awards and Recognition," "Creating Partnership with Community Clubs," and "Observing Regular Meetings" have significant positive relationships with parental and community involvement in multiple domains of school-family partnership. On the other hand, "Providing Seminars and Workshops" and "Collaborating with the Community" have mixed results with some significant and some non-significant relationships with parental and community involvement in different domains. It is important to note that some initiatives show non-significant relationships with parental and community involvement. These findings suggest that not all school-family partnership initiatives are equally effective in promoting parental and community involvement.

Table 18 Significant Relationship between School-Family Partnership on Parental Community Involvement

PARENTAL COMMUNITY	SCHOOL-FAMILY PARTNERSHIP	Beta Coefficie	t-stat	p-value	Verbal Interpretation

INVOLVEMENT		nt			
	Communicating to Parents	0.111	2.29	0.023	Significant
	Giving Awards and Recognition	0.182	3.729	0	Significant
PARENTING	Providing Seminars and Workshops	-0.007	-0.71	0.886	Not Significant
	Creating Partnership with community Clubs	0.099	2.034	0.043	Significant
	Observing Regular Meetings	-0.007	-0.71	0.886	Not Significant
	Communicating to Parents	0.013	0.312	0.755	Not Significant
	Giving Awards and Recognition	0.456	10.854	0	Significant
COMMUNICATIN G	Providing Seminars and Workshops	-0.143	-3.365	0.001	Significant
	Creating Partnership with community Clubs	-0.056	-1.317	0.188	Not Significant
	Observing Regular Meetings	0.09	2.104	0.036	Significant
	Communicating to Parents	0.041	0.856	0.393	Not Significant
	Giving Awards and Recognition	0.23	4.722	0	Significant
VOLUNTEERING	Providing Seminars and Workshops	-0.023	-0.475	0.635	Not Significant
	Creating Partnership with community Clubs	0.015	0.31	0.757	Not Significant
	Observing Regular Meetings	0.056	1.162	0.246	Not Significant
	Communicating to Parents	0.078	1.594	0.112	Not Significant
	Giving Awards and Recognition	0.098	1.98	0.048	Significant
LEARNING AT HOME	Providing Seminars and Workshops	-0.041	-0.843	0.4	Not Significant
	Creating Partnership with community Clubs	0.03	0.601	0.548	Not Significant
	Observing Regular Meetings	0.104	2.109	0.036	Significant
	Communicating to Parents	0.05	1.021	0.308	Not Significant
	Giving Awards and Recognition	0.196	3.982	0	Significant
DECISION MAKING	Providing Seminars and Workshops	0.037	0.754	0.451	Not Significant
	Creating Partnership with community Clubs	-0.018	-0.358	0.721	Not Significant
	Observing Regular Meetings	0.006	0.117	0.907	Not Significant
	Communicating to Parents	0.039	0.834	0.405	Not Significant
COLLABORATIN G WITH THE COMMUNITY	Giving Awards and Recognition	0.271	5.743	0	Significant
	Providing Seminars and Workshops	-0.091	-1.934	0.054	Not Significant
	Creating Partnership with community Clubs	0.059	1.256	0.21	Not Significant
	Observing Regular Meetings	0.131	2.786	0.006	Significant

Significant at 0.05 level (2-tailed)

The table below showed that several factors of school-community partnerships were significantly related to parental/community involvement, including school donor/sponsor, observing regular meetings, initiating programs and activities, and shared leadership in the PTA/PTC/SGC. In particular, creating a welcoming environment was significant for parenting, with school donor and sponsors and observing regular meetings showing a positive relationship. Communicating to parents was significant with school-family partnership practices like shared leadership in PTA/PTC/SGC, initiating programs and activities, and school donor/sponsor. Overall, the study suggests that building strong school-community partnerships can positively impact parental/community involvement in various areas, and specific practices such as regular meetings and shared leadership can be particularly effective. However, the variable of creating a welcoming environment showed mixed results, with significant positive relationships with communicating, volunteering, and learning at home.

Table 19 Significant Relationship between School Community Partnership on Parental Community Involvement

PARENTAL COMMUNITY INVOLVEMENT	SCHOOL-FAMILY PARTNERSHIP	Beta Coefficient	t-stat	p-value	Verbal Interpretation

PARENTING	Creating a Welcoming Environment	0.074	1.422	0.156	Not Significant
	School Donor/Sponsor	0.162	3.135	0.002	Significant
	Observing Regular Meetings	0.123	2.368	0.018	Significant
	Initiating Programs and Activities	0.09	1.709	0.088	Not Significant
	Building Relationship -Trust	0.016	0.294	0.769	Not Significant
	Shared Leadership PTA/PTC/SGC	0.097	1.96	0.051	Not Significant
COMMUNICATIN G	Creating a Welcoming Environment	0.115	2.591	0.01	Significant
	School Donor/Sponsor	0.413	9.353	0	Significant
	Observing Regular Meetings	0.085	1.906	0.057	Not Significant
	Initiating Programs and Activities	0.169	3.76	0	Significant
	Building Relationship -Trust	0.048	1.137	0.256	Not Significant
	Shared Leadership PTA/PTC/SGC	0.116	2.549	0.011	Significant
VOLUNTEERING	Creating a Welcoming Environment	0.072	1.422	0.156	Not Significant
	School Donor/Sponsor	0.216	4.262	0	Significant
	Observing Regular Meetings	0.102	2.009	0.045	Significant
	Initiating Programs and Activities	0.17	3.296	0.001	Significant
	Building Relationship -Trust	0.042	0.853	0.394	Not Significant
	Shared Leadership PTA/PTC/SGC	0.097	1.86	0.064	Not Significant
LEARNING AT HOME	Creating a Welcoming Environment	0.034	0.645	0.519	Not Significant
	School Donor/Sponsor	0.117	2.253	0.025	Significant
	Observing Regular Meetings	0.102	1.952	0.052	Not Significant
	Initiating Programs and Activities	0.127	2.403	0.017	Significant
	Building Relationship -Trust	0.104	2.109	0.036	Significant
	Shared Leadership PTA/PTC/SGC	0.08	1.494	0.136	Not Significant
DECISION MAKING	Creating a Welcoming Environment	0.009	0.183	0.855	Not Significant
	School Donor/Sponsor	0.213	4.122	0	Significant
	Observing Regular Meetings	0.102	1.967	0.05	Significant
	Initiating Programs and Activities	0.091	1.726	0.085	Not Significant
	Building Relationship -Trust	0.064	1.29	0.198	Not Significant
	Shared Leadership PTA/PTC/SGC	0.045	0.855	0.393	Not Significant
COLLABORATING WITH THE COMMUNITY	Creating a Welcoming Environment	0.075	1.52	0.129	Not Significant
	School Donor/Sponsor	0.261	5.272	0	Significant
	Observing Regular Meetings	-0.025	-0.49	0.622	Not Significant
	Initiating Programs and Activities	0.135	2.685	0.008	Significant
	Building Relationship -Trust	0.009	0.175	0.861	Not Significant
	Shared Leadership PTA/PTC/SGC	0.153	3.22	0.001	Significant

Significant at 0.05 level (2-tailed)

CONCLUSION

Drawn from the results of the study, the following conclusions are set forth:

1. The hypothesis stating that does school-family partnership have significant relationship on parental and community involvement is **accepted**.

2. The hypothesis stating that does school-community partnership have significant relationship on parental and community involvement is **accepted.**

RECOMMENDATIONS

Based on the research findings, the following are recommendations for school heads to promote partnership on parental and community involvement:

1. Develop a comprehensive and national standard plan that outlines strategies to promote partnership with parents and community members. This plan should include activities, communication strategies, and goals that align with the school's vision and mission of Deped that will be exercise through the country.

2. School heads should prioritize effective communication strategies such as regular newsletters, email updates, and parent-teacher conferences. Make a scheme for effective dissemination of information and announcement to communicate the public.

3. A welcoming school environment helps parents and community members feel included and valued. School heads should prioritize creating a welcoming environment through initiatives such as school events, parent involvement opportunities, and community partnerships.

4. Involve parents and community members in decision-making processes: Involving parents and community members in decision-making processes can promote engagement and investment from the community. School heads should prioritize involving parents and community members in school governance councils, PTA/PTC, and other decision-making processes.

5. Deped should consider a National Month in celebration of the valuable service and should recognize and celebrate the contributions of parents and community members through activities such as awards, recognition programs, and appreciation events.

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