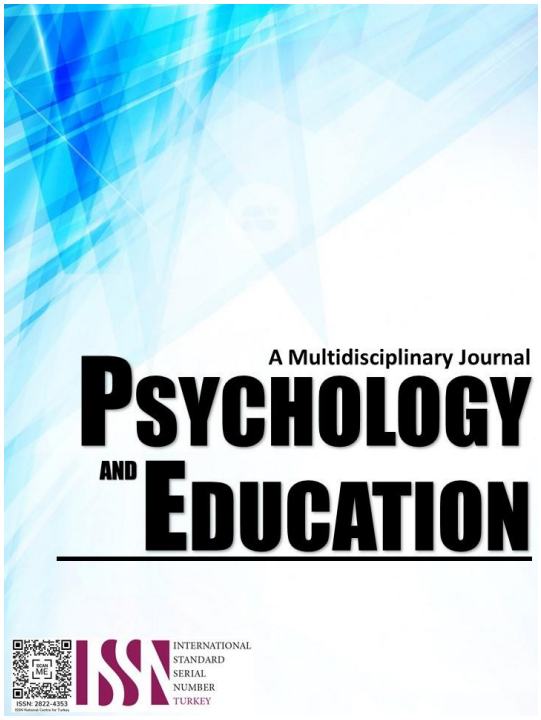
COMMUNITY INVOLVEMENT PRACTICES OF PUBLIC SECONDARY SCHOOL TEACHERS



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

2023
Volume: 11
Pages: 435-446
Document ID: 2023PEMJ975
DOI: 10.5281/zenodo.8196142
Manuscript Accepted: 2023-28-7

Psych Educ, 2023, **11**: 435-446, Document ID:2023 PEMJ975, doi:10.5281/zenodo.8196142, ISSN 2822-4353
Research Article

Community Involvement Practices of Public Secondary School Teachers

Bryan M. Estigoy*, Edgar F. Olua
For affiliations and correspondence, see the last page.

Abstract

The study focused on the community involvement practices of public secondary school teachers in the new normal in the 2nd District of Zambales. The study determined the profile of the respondents, the extent of community involvement practices of the respondents, the significant relationship between the profile of the respondents, and the extent of their community involvement practices. The descriptive method of research was used in this study. Findings showed that most respondents are in the middle adulthood stage, married, holding a Teacher III position with a monthly income of Php 20,001 – Php 30,000, experienced teachers with Masters Units, and equipped with training. Likewise, the community involvement practices of the respondents are extensive and all-encompassing. Hence, they do the necessary practices to ensure a healthy and wonderful relationship with the community. Finally, years in service as a teacher greatly influence the extent of community involvement practices of teachers along with collaborating with the community. The study recommended that public secondary school teachers can adapt the program crafted by the researcher to strengthen their community involvement practices. Further, close monitoring/ advising of parents should be done to attract more parents and other stakeholders to engage during community involvement activities. In addition, teachers should recognize problems encountered that may pose an effect on their extent of community involvement practices.

Keywords: *parenting, volunteering, community involvement, community collaboration, learning at home*

Introduction

A community can be seen as a matrix of social organizations such as the school (Wenger, 2018). School is a part of the community; whatever happens in the community, it affects the schools. Therefore, it is crucial that the schools establish and maintain a harmonious relationship with the community in which the school is situated. The school's interaction with the community has a significant impact on achieving the school's overall mission and vision. According to the social systems theory, a community's culture, ethics, and values interact with the school's expectations systematically and continuously.

Teachers serve various roles and functions in the teaching-learning process as agents of change toward achieving social, economic, moral, intellectual, cultural, and political goals. The implementation of the new normal education challenges all teachers to adopt different learning modalities to cater to the need of learners. Educators must continuously learn, unlearn, and relearn to improve their instructional craft. Educators can advise to explore or join a professional learning network, courses, webinars, workshops, or certification training to brush up on their face-to-face, blended, and online teaching practices and search for new ideas online. With their quest to improve and enhance their capabilities in the delivery of instruction, they should still help and encourage community involvement that will enable them to realize their goal.

As stated in Article III, Section 6 of the Professional Teachers' Code of Ethics;

"Every teacher is an intellectual leader in the community, especially in the barangay, and shall welcome the opportunity to provide such leadership when needed, to extend counseling services, as appropriate, and to actively be involved in matters affecting the welfare of the people."Thus, schools must establish appropriate entities through which members of the educational community can share relevant practices, information, and recommendations to provide assistance and support and promote their common interests.

Consequently, community Involvement is stressed in RA 9155, more popularly known as the "Governance of Basic Education Act of 2001". To enable the schools and learning centers to reflect the values of the community by allowing teachers/learning facilitators and other staff to have the flexibility to serve the needs of all learners. As such, teachers need to consider this critical role in developing successful students. The positive school-community relationship is significant since the teacher is the backbone of the country's educational system (Nebor, 2017). Regardless of the school's size, its public relations program must always be addressed. School community members must cooperate in carrying out sound programs, projects, and activities that will give satisfactory results for the

benefit of all in the community.

The role of the teacher in community relation states that teachers must also be prepared to make the most favorable impressions possible in even the most innocent of circumstances to maintain public support. The community's perception of the teacher affects their perceptions of the school and, subsequently, students' morale, school resources, and support for their school in general. Thus, teachers must collaborate with other school stakeholders to develop and build a school culture where students thrive while improving their learning abilities.

Education continues to be the most important strategy for societal progress worldwide (Mokoena, 2017). Its purpose is to empower each person, without exception, to develop their talents to the fullest extent possible and to realize their creative potential, including taking responsibility for their own lives and accomplishments (UNESCO, 2016). It is one of theprimary drivers of national economic development and one of the most effective ways individuals hope to improve their lives.

The most effective way to promote community and local development is to have teachers in the community. Schools should be community-oriented and enthusiastic about improving the well-being of their communities through extension and outreach services. Schools with teachers devoted to implementing local development through extension projects and programs can be a valuable resource for generating resources to implement specific plans for the community and encouraging them to pursue extension and outreach activities (Ozor & Nsukka, 2018).

In the new normal of education, community and school collaboration was strengthened and emphasized to continuously implement education despite the COVID-19 pandemic based on the Basic Education-Learning Continuity Plan (BE-LCP). The drastic change in education transforms teachers into adopting new learning modalities. Bilbao (2018) claimed that a school and its community, in collaboration, are indeed inseparable if they are to impact the lives of the learners and members of the community they are committed to serving.

Most of the teachers' motivation for involvement includes their concern for community service to others and a sense of responsibility and obligations as public servants. Rygus, E. (2017) stated in her article about community involvement in our schools the five strategies to build a better relationship: create an open and friendly school, establish transparency and open-door policy, be visible in the hallways, ensure that all members feel valued, and provide feedback.Crites (2020) cited some community involvement practices of teachers such as conducting Homeroom PTA meetings, seeking the assistance of parents or any family member to help their children in their lessons at home, communicating with parents to help monitor the progress of their children, updating parents with the performance of their children, and conduct home visitation to provide support to parents and learners to understand their children's development better.

Furthermore, Tobergte and Curtis (2020) stated that best practices of teachers in involving the community include conducting yearly surveys to identify community volunteers' interests, capabilities, and availability so that their skills and talents can be matched to school and classroom requirements, provision of community access where they can work and participate in the planning resources, acknowledgment of community involvement for their financial and monetary assistance, creation of flexible modular delivery schedules that allow the community to work while also participating in their children's activities and teaching communities how to better guide their children in answering their modules.

Meador (2017) postulated that true school reform will always begin with increased community involvement in education. It has been proven that parents who invest time and place value on their child's education will have children who are more successful in school. Schools, parents, and the community should work together to promote all students' health, well-being, and learning. When schools actively involve parents and engage community resources, they can respond more successfully in school. Schools, parents, and the community should work together to promote all students' health, well-being, and learning.

Resueño's (2016) study on the home-school partnership practices in the public secondary schools in Baler, Aurora, Philippines, claimed that teachers encountered problems with the parent's communication and student's learning at home. Judson (2017) recommended that schools, parents, and the community work together to promote all students' health, well- being, and learning.

When schools and community organizations work together to support learning, everyone benefits. Partnerships can strengthen, support, and even transform individual partners, resulting in improved program quality, more efficient use of resources, and better alignment of goals and curricula (Harvard Family Research Project, 2017).

According to Olsen and Fuller (2018), teachers' and parent participation positively impacts children, families, and schools when schools and parents work together to promote and encourage children's learning and development. Not income or social status, but the extent to which a student's family can create a home environment that encourages learning and expresses high (but not unrealistic) expectations for their children's achievement and future careers is the most accurate predictor of a student's academic achievement.

As a result, school leaders and teachers must become more involved in their communities. Many families and community members may hesitate to engage in schools if they do not believe the school climate, or the social and educational environment, makes them feel welcomed, respected, trusted, heard, and needed. According to research, there is a link between the school atmosphere and the level of involvement of parents, community members, and families in their children's education. Effective school-family-community partnerships emerge when schools build a healthy climate by reaching out to families and community members and offering frameworks for them to get involved (Communtzis-Page, 2017).

The advantages of community involvement in children's education have been proven (Epstein, 2018). Strong evidence shows that parents' interest and support are the most essential variables in their children's success or failure in school. Henderson and Mapp (2019) found that students with above-median parental participation had 30 percent greater academic achievement rates than pupils with below-median parental involvement in a review of 51 pieces of research. Horn and West (2018) discovered parental and community involvement significantly impacts student dropout rates. Increased parental involvement has also favorably impacted students' attendance, attitudes, behavior, and goals.

There is a range of ways why parents and teachers should be more involved in educational institutions. The most important reason is to assist all students in achieving academic and life success. Partnerships between parents, community members, and the school can help teachers with their work, improve school programs and climate, provide support and services to families, increase parents' skills and leadership, connect families with others in the school and community, and improve parents' skills and leadership (Epstein, 2018).

DepEd Order 40, s.2015, which defines many responsibilities of teaching staff in the Philippines, emphasized the importance of school-community relationships and involvement. Some activities include research, identifying potential partners, engagement, relationship growth, and monitoring and evaluation.

Many educators are concerned about this because they want their community collaborations to be mutually beneficial and for their students to feel productive in their work. It is critical to address a community's most pressing needs for a goal to have a significant impact. Thus, relying on well-known community leaders and groups is critical to assess the community's needs and provide more information about its difficulties. Community goals should become more evident due to these needs evaluations, allowing project ideas to arise more easily.

In the Schools Division Office of Zambales, teachers have different practices involving the community, especially during this pandemic. Collaboration with the community will be significant, especially in this new normal setup of education where distance learning is being implemented. Thus, within this premise, the researcher was motivated to conduct this study to determine the community involvement practices of the public secondary school teachers in the Schools Division Office of Zambales.

Research Questions

This study aimed to determine the community involvement practices of public school secondary teachers in the 2nd District of Zambales. Specifically, this study sought answers to the following questions.

1. What is the profile of the respondents in terms of:
   1.1 age;
   1.2 sex;
   1.3 civil status;
   1.4 highest educational attainment;
   1.5 designation;
   1.6 years in service; and
   1.7 no. of training attended related to the new normal?
2. What is the extent of community involvement practices of the respondents along:
   2.1 parenting;
   2.2 communications;
   2.3 volunteering;
   2.4 learning at home;
   2.5 decision-making;
   2.6 collaborating with the community; and g). risk management?
3. Is there a significant relationship between the profile

of the respondents and the extent of their community involvement practices?
4. What program can be proposed to improve the community involvement practices of teachers?

Methodology

Research Design

A descriptive survey was used in this study. The technical plan for data collecting, measurement, and analysis is known as descriptive survey design. Likewise, descriptive research design entails describing, recording, analyzing, and reporting on existing conditions (Kothari, 2009). It implies that ideas are explored and will record respondents' perspectives and attitudes on increasing public school secondary teachers' community involvement practices in the New Normal.

Furthermore, according to Creswell & Creswell (2017), descriptive survey design involves quantitative and qualitative methodologies. According to Pattern and Newhart (2017), quantitative research design entails evaluating objective theories by examining the relationship between variables using statistical methodologies. Thus, using this research design will assist the researcher in exploring and gathering information to propose a plan of action to improve community involvement.

Research Instruments

To gather the pertinent data needed in this study, the following research instruments were used: Researcher-Developed Questionnaire. It consists of two (2) parts, namely, the profile of the respondents and the extent of community involvement practices of the respondents.Part I is the Profile of the respondents. It determines the objective traits. The following factors are considered: age, sex, civil status, highest educational attainment, designation, years in service, and no. of training attended related to the new normal.Part II is a questionnaire on the extent of community involvement practices of the public secondary school teachers, parenting, communications, volunteering, learning at home, decision-making, collaborating with the community, and risk management.The abovementioned research instruments were validated by three (3) experts in educational management.

Data Gathering Procedure

The researcher sought the permission of the Schools Division Superintendent (SDS) to conduct the study in their respective division. After the permission was granted, the researcher coordinated with the schools to float the questionnaire.Afterward, the data gathered were analyzed and treated using appropriate statistical treatment. A summary of results and findings was provided to generate conclusions and recommendations. Based on the findings and recommendations, a proposed program was crafted to strengthen the community involvement practices of public secondary school teachers in SDO Zambales.

Statistical Treatment

The public secondary school teachers' community involvement practices were described in average weighted mean, frequency, and percentage. The frequency of each indicator was tallied and interpreted using the survey questionnaire.

For research question number 1, frequency and percentage were used to describe the profile of the respondents in terms of age, sex, civil status, highest educational attainment, designation, years in service, and no. of training attended related to the new normal.
For research question number 2, the weighted mean was used to determine the extent of community involvement practices of teachers along with parenting, communications, volunteering, learning at home, decision-making, collaborating with the community, and risk management.
For research question number 3, chi-square was used to determine the significant relationship between the profile of the respondents and the extent of their community involvement practices.
To answer research question number 4, salient findings of problem number 1, 2, and 3 served as bases.

Results and Discussion

Table 1 presents the profile of the respondents along with age, civil status, monthly family income, highest educational attainment, years in service, current position, and the number of training attended.

Psych Educ, 2023, **11**: 435-446, Document ID:2023 PEMJ975, doi:10.5281/zenodo.8196142, ISSN 2822-4353
Research Article

Table 1. *Profile of the Respondents*

Variables		*Frequency*	*Percentage*
Age	30-40 years old	78	33.2
	41-50 years old	98	41.7
	51-60 years old	48	20.4
	61 years old and above	11	4.7
Civil Status	Single	42	17.9
	Married	187	79.6
	Widowed	6	2.6
	Separated	0	0.0
Monthly Family Income	Php 20,000 and below	0	0.0
	Php 20,001 – Php 30,000	188	80.0
	Php 30,001 – Php 40,000	21	8.9
	Php 40,001 – Php 50,000	23	9.8
	Php 50,001 and above	3	1.3
Highest Educational Attainment	Doctor's Degree	12	5.1
	With Doctor's Units	33	14.0
	Master's Degree	49	20.9
	With Master's Units	88	37.4
	Bachelor's Degree	53	22.6
Years in Service	1-3 years	32	13.6
	4-6 years	56	23.8
	7-10 years	98	41.7
	11 years and above	49	20.9
Current Position	Master Teacher II	6	2.6
	Master Teacher I	14	6.0
	Teacher III	134	57.0
	Teacher II	45	19.1
	Teacher I	36	15.3
No. of Training Attended Related to New Normal	0-2	79	33.6
	3-4	118	50.2
	5 and above	38	16.2

The profile of the respondents has a very significant role to play in expressing and giving responses about the study. It describes the personal and professional attributes examined and presented in this chapter. Age. It can be observed from Table 2 that the respondents with 41 -50 age brackets obtained the highest frequency of 98 with a percentage of 41.7. Secondly, the 30-40 age brackets obtained 78 or 33.2 %. Thirdly, the 51-60 age bracket with 48 or 20.4 %. Lastly, age brackets under 61 and above have a frequency of 11 with 4.7%. The figures imply that most of the respondents are in the middle adulthood stage.

Civil Status. The data revealed that most respondents were married, obtaining 79.6%, 17.9% were single, and only 2.6% were widowed/widowers. These findings are similar to the study conducted by Burke (2015), which states that as teachers, schools face some realities concerning the issues related to their civil status. However, depending on the school context, they may experience life and work differently.

Monthly Income. Most of the respondents belong to the Php 20,001 – Php 30,000 income bracket comprising 80% of the respondents. The other 20% are distributed among the higher income brackets. The data could mean that most of the respondents are in the positions of Teacher I, Teacher II, or Teacher III, as exhibited by their monthly salary.

Highest Educational Attainment. It can be seen from the table that many of the respondents earned Master's Units (37.4%), while there is a slight difference that can be observed in the percentage between those who graduated with Bachelor's Degree (22.6%) and Master's Degree (20.9%). It implies that teachers continuously grow professionally by attending post-graduate studies.

Years in Service. Most respondents have at least seven years of experience (62.6%) in the academe. It means that many teachers already have extensive experience in the field. A small percentage of participants are relatively new, with 13.6% having below four years of experience and 23.8% having around 4-6 years.

Current Position. As can be seen in the data presented, most of the respondents have Teacher III positions. Contrary to their years of experience, promotion is different than expected. Only a tiny frequency of respondents belongs to Master Teacher positions (6 for Master Teacher II and 14 for Master Teacher I). Every teacher has the power and responsibility to define the curriculum—its contents and method as reflected in their job description. D.O. No. 5O, s. 2O14, Guidelines on the Recruitment, Selection, and Placement of Personnel according to the DepEd Rationalization Program under Executive Order 366, s. 2OO4 stipulates that every teacher is subject to professional development and promotion.

The number of Training Attended related to New Normal. More than half of the respondents have attended at least three seminars, with a percentage of 66.4%. It means that the respondents are equipped with the knowledge necessary to teach and involve the community under the current circumstances. It can be gleaned that training is part of any organization. Training and seminars are convenient and helpful as it scaffolds and prepares teachers to create a just atmosphere in the workplace (Illinois, 2021).

Table 2, which can be found on the next page, presents the extent of community involvement practices of the respondents along with parenting.

It is reflected in Table 2 that the respondents obtained an overall weighted mean of 4.42, denoting a descriptive equivalent of "Highly Practiced." On the

extent of involvement practices in parenting, the respondents value the participation of parents in learners' progress and development.

Table 2. *Extent of Community Involvement Practices of the Respondents, along with Parenting*

Indicators *As a teacher, I…*	*WeightedMean*	*Descriptive Equivalent*
1. conduct Homeroom PTA meetings	4.67	Very Highly Practiced
2. seek assistance from parents or any family member to help their children in their lessons at home	4.48	Highly Practiced
3. communicate with parents to help monitor the progress of their children	4.55	Very Highly Practiced
4. update parents with the performance of their children	4.23	Highly Practiced
5. conduct home visitation to provide support to parents and learners tounderstand their children's development better	4.18	Highly Practiced
Overall Weighted Mean	**4.42**	**Highly Practiced**

Among the indicators on the extent of involvement practices along parenting, the conduct of Homeroom PTA meetings obtained the highest weighted mean of 4.67, denoting a descriptive equivalent of “Very Highly Practiced." It means the respondents are in touch with the community, especially actively communicating with parents through frequent meetings. According to Spencer (2017), PTA meetings are gateways to inform parents about school work, including all the issues and concerns that teachers encounter, including their involvement in the community. They also ensure to help the school in line with the improvement of facilities and learning environment. As they involve themselves with their children's education, they ensure cooperation in all school programs, plans, and activities.

On the other hand, conducting home visits to support parents and learners to understand better their children's development obtained the lowest weighted mean of 4.16, denoting a transmuted rating of "Highly Practice." Based on the article in Education Week Organization 2014, home visitation is vital to bridge the gap between the school and home and their collaboration and involvement. Moreover, it stresses the importance of support among parents in their children’s education for teachers to achieve the target learning outcomes.

Table 3 shows the extent of community involvement practices of the respondents along with communications.

Table 3. *Extent of Community Involvement Practices of the Respondents along Communications*

Indicators As a teacher, I…	*Weighted Mean*	*Descriptive Equivalent*
1.examine all memos, notices, and other printand non-print communications for proper information dissemination	4.26	Highly Practiced
2. improve open-line communication for parents who do not speak English fluently, cannot read well, or require large print	4.17	Highly Practiced
3. create clear two-way communication channels from home to school and from school to home	4.29	Highly Practiced
4.conduct an annual survey in the community tocontribute information and concerns about student needs and responses to school programs, as well as their enthusiasm for their participation in school	4.14	Highly Practiced
5. conduct orientation for every school year to update the community on the new policies ofthe school	4.27	Highly Practiced
Overall Weighted Mean	4.23	Highly Practiced

It can be gleaned from Table 4 that the respondents obtained an overall weighted mean of 4.23, denoting a descriptive equivalent of “Highly Practiced” along communications. All indicators obtained a weighted mean close to the average (4.23). However, the highest indicator was the conduct of orientation for every school year to update the community on the school's new policies, garnering a weighted mean of 4.27 and being described as “Highly Practiced." It means that giving updated information to community members is vital. According to Opfer et al. (2018), the activities that make up the school-level orientation to learning have a strong to moderate impact on teacher learning change, described as a composite outcome of change in beliefs, practices, and learners. This influence can be seen through route analysis. School-level orientation attitudes influence teachers' learning changes in a marginal but substantial way.

While the lowest weighted mean was the indicator of the conduct of an annual survey in the community to contribute information and concerns about student needs and responses to school programs, as well as their enthusiasm with their participation in school, with a weighted mean of 4.14 and the descriptive equivalent of "Highly Practiced." In a recent policy brief from the National Education Association (NEA,

2019), it is stated that "students tend to earn higher grades, attend school more frequently, stay in school longer, and enroll in higher- level programs when schools, parents, families, and communities work together to support learning."

Table 4 shows the extent of community involvement practices of the respondents along with volunteering.

It can be noted in Table 4 that the respondents obtained an overall weighted mean of 4.23, denoting a descriptive equivalent of "Highly Practiced" along with volunteering. This category has a similar weighted mean as communications, a positive indicator of the respondents' spirit of volunteerism. There is a relatively higher weighted mean on acknowledging the importance of financial assistance (4.55) with the descriptive equivalent of "Very Highly Practiced."

Table 4. *Extent of Community Involvement Practices of the Respondents along Volunteering*

Indicators As a teacher, I…	*Weighted Mean*	*Descriptive Equivalent*
1. Conduct a yearly survey to identify communityvolunteers' interests, capabilities, and availability so that their skills and talents can be matched to school and classroom requirements.	4.09	Highly Practiced
2. provide community access where they can work and participate in the planning resources	4.11	Highly Practiced
3. acknowledge community involvement for their financial and monetary assistance	4.55	Very Highly Practiced
4. create flexible modular delivery schedules thatallow the community to work while participating in their children's activities.	4.22	Highly Practiced
5.teach communities how to make the most oftheir time by guiding their children to answer their modules.	4.18	Highly Practiced
Overall Weighted Mean	4.23	Highly Practiced

The result implies that additional funds are needed to strengthen school facilities, which can be obtained through strong community partnerships. The connections between schools and community members, groups, and organizations are necessary to advance learners' social, emotional, physical, and intellectual growth (Saunders, 2019). The yearly survey identifying community volunteers' capacity had the lowest weighted mean of 4.09, denoting a descriptive equivalent of "Highly Practiced." Conduct of a yearly survey or stakeholders' survey is significant in determining the community's volunteer capacity, which can serve as a strong basis for strengthening the collaboration between the institution and the community.

Table 5 shows the extent of community involvement practices of the respondents along with learning at home.

Table 5. *Extent of Community Involvement Practices of the Respondents Along Learning at Home*

Indicators As a teacher, I…	*Weighted Mean*	*Descriptive Equivalent*
1. craft digitalized instructional materials as supplementary learning resources for my learners	4.55	Very Highly Practiced
2. design alternative methods in the delivery of instruction	4.47	Highly Practiced
3. provide lecture notes and supplemental	4.69	Very Highly Practiced
4. give remedial instruction to slow learners	4.58	Very Highly Practiced
5. create various learning materials to cater to the different types of learners	4.51	Very Highly Practiced
Overall Weighted Mean	4.56	Very Highly Practiced

It is reflected in Table 6 that the respondents obtained an overall weighted mean of 4.56, denoting a descriptive equivalent of “Very Highly Practiced," along with learning at home. It could mean the teachers are excellent at responding to learning modalities during the pandemic.

Providing lecture notes and supplemental examples garnered the highest weighted mean of 4.69, denoting a descriptive equivalent of "Very Highly Practiced." Teachers are willing to expound on what is already provided in the modules. Supplemental resources can encourage students to learn more comfortably, especially if adapted to their interests and learning objectives (Wiley Education, 2020).

All indicators received the exact descriptive equivalent of “Very Highly Practiced” except for designing

alternative methods, with a slightly lower weighted mean of 4.47 denoting a descriptive equivalent of "Highly Practiced." It means the existing methods are abundant and efficient, and looking for alternative methods is only sometimes necessary. Ibanez (2022) explains that while multiple alternative methods exist, teachers need help to gain popularity among their target students. Using those methods only sometimes leads to positive results.

Table 6 shows the extent of community involvement practices of the respondents in decision-making.

Table 6. *Extent of Community Involvement Practices of the Respondents along Decision-Making*

Indicators As a teacher, I…	*Weighted Mean*	*Descriptive Equivalent*
1. set rules and regulations inside the learning environment	4.42	Highly Practiced
2. choose topics to be discussed that are significant to my learners	4.23	Highly Practiced
3. decide on the strategies that I will use in the classroom	4.27	Highly Practiced
4. apply approaches that are suited to the needs of my learners	4.33	Highly Practiced
5. decide on the kinds of activities that I willgive to my students depending on their learning needs	4.54	Very Highly Practiced
Overall Weighted Mean	4.36	Highly Practiced

It can be gleaned from Table 7 that the respondents obtained an overall weighted mean of 4.36, denoting a descriptive equivalent of “Highly Practiced” in decision-making. The respondents often decide on the activities and instruction to be given to the students based on their different learning needs.

There is an emphasis on deciding the kinds of activities that will be given to the students based on learning needs, as indicated by a weighted mean of 4.54, denoting a descriptive equivalent of "Very Highly Practiced." Laurillard (2020), in particular, classifies the learning activities into six types depending on the motivation, interaction, and outcome expected. Making sure that varying types of activities are present stimulates the learning experience.

Other decision-making standards also received a rating above 4.0 and a descriptive equivalent of "Highly Practiced." It means that teachers often make multiple decisions throughout the planning of their lessons and activities to ensure holistic learning. Choosing which topics to discuss is challenging as it received the lowest weighted mean of 4.23. It could be attributed to several factors that severely affect topic selection. In the article by Levy (2018), she explains that the intrinsic difference in the student's learning styles makes finding a topic that everyone would enjoy challenging. Additionally, the class dynamic is complex, especially in ensuring the lecture is exciting and appropriate.

Table 7 shows the extent of community involvement practices of the respondents along with collaborating with the community.

Table 7. *Extent of Community Involvement Practices of the Respondents, along with Collaborating with the Community*

Indicators As a teacher, I…	*Weighted Mean*	*Descriptive Equivalent*
1. provide a community partnership in helping facilitate learning	4.18	Highly Practiced
2. encourage opportunities to involve the community in the student learning environment	4.11	Highly Practiced
3. address accountability demands to allocate academic concerns in the new normal	4.03	Highly Practiced
4. encourage leverage community assets in establishing new learning opportunities	4.02	Highly Practiced
5. focus on connection, relationships, and regulation, to more meaningful ways for academic concerns	3.87	Highly Practiced
Overall Weighted Mean	4.04	Highly Practiced

This domain received the lowest weighted mean, 4.04, and a descriptive equivalent of "Highly Practiced." The provision of community partnership is the most practiced indicator with a weighted mean of 4.18 and a descriptive equivalent of "Highly Practiced." O’Keefe (2018) emphasizes the importance of community involvement in completing the holistic learning experience, as each community member contributes uniquely. Community involvement exposes learners

early to possible scenarios in their future careers.

There is a particularly low weighted mean on meaningful ways of addressing academic concerns, which is 3.87, denoting a descriptive equivalent of "Highly Practiced." Teachers might need help answering various problems given the current circumstances and the multiple factors involved. Meador (2019) explains that this is due to academic concerns needing proper communication from all parties involved to be solved, something logistically tricky most of the time. Despite that, all standards are still within the "Highly Practiced" descriptive equivalent, which means there is an excellent overall performance on community collaboration.

Table 8 shows the extent of community involvement practices of the respondents along with risk management.

The overall weighted mean for this domain is 4.29, denoting a descriptive equivalent of "Highly Practiced." There is a high rating on collaboration in assuring the safety and health of constituents, particularly mental health, with a weighted mean of 4.58, denoting a descriptive equivalent of "Very Highly Practiced." It is parallel to the study of Constantin (2019), which expounds on the challenges experienced by students in her article "Student Mental Health Must Be Top Priority, What You Need to Know as a Student." More often than not, students take responsibility for their mental health and shy away from asking teachers for help. Thus, it is vital to show that teachers are approachable and takes mental health problems as seriously as others.

Other indicators have a weighted mean of at least 4.0 and a descriptive equivalent of "Highly Practiced." It means that risk reduction is actively practiced to prevent disasters and problems from occurring. It also shows the readiness to have interventions in case issues arise. However, it should be noted that communication of outcomes and involvement in information dissemination has a low weighted mean of 4.12, denoting a descriptive equivalent of "Highly Practiced." Saha (2019) stresses the importance of teachers as a bridge from academic institutions to communities as they often connect to students and other constituents. Teachers can use their expertise to determine the best way to transmit information.

Table 8. *Extent of Community Involvement Practices of the Respondents along Risk Management*

Indicators As a teacher, I…	*Weighted Mean*	*Descriptive Equivalent*
1. Collaborate in school processes and operations to protect the safety and healthwellness of students, faculty, and staff, specifically on mental health.	4.58	Very Highly Practiced
2. engage in the procurement of Personal Protective Equipment (PPE) to be provided in schools, such as masks, face shields, disinfectant spray, thermal scanners, alcohol, medicine, vitamins, and the like	4.22	Highly Practiced
3. communicate outcomes and get involved in information dissemination to fight againstCOVID-19 and risk control measures	4.12	Highly Practiced
4. create and support the enhancement/development of Contingency Plans for COVID-19 and Disasters	4.16	Highly Practiced
5. communicate in the community over revised risk control and concerns	4.37	Highly Practiced
Overall Weighted Mean	4.29	Highly Practiced

Table 9 shows the summary table of the extent of community involvement practices of the respondents.

The grand weighted mean of 4.30 shows that the community involvement practices of the respondents are extensive and all-encompassing. As mentioned previously, learning at home obtained the highest overall weighted mean (4.56) and is the only indicator with a descriptive equivalent of "Very Highly Practiced," while Collaborating with Community obtained the lowest overall weighted mean of (4.04) denoting a descriptive equivalent of "Highly Practiced." O'Keefe (2018) argues that incorporating the community into learning allows teachers to foster relationships outside the academe and help students learn practical and social skills.

On the other hand, Kern (2021) differentiates the current period as a time for self- directed learning since traditional structural learning is complex. Self-motivation, independence, and creativity are

emphasized as these would help students survive the current modalities without being pressured.

Table 9. *Summary Table of the Extent of Community Involvement Practices of the Respondents*

Indicators	*Overall Weighted Mean*	*Descriptive Equivalent*
Parenting	4.42	Highly Practiced
Communications	4.23	Highly Practiced
Volunteering	4.23	Highly Practiced
Learning at Home	4.56	Very Highly Practiced
Decision-Making	4.36	Highly Practiced
Collaborating with the Community	4.04	Highly Practiced
Risk Management	4.29	Highly Practiced
Grand Weighted Mean	4.30	Highly Practiced

All domains obtained an overall weighted mean higher than 4.0 denoting a descriptive equivalent of "Highly Practiced" except for learning at home. All respondents do the necessary practices to ensure a healthy relationship with the community. Ibanez (2022) stipulates that finding the perfect middle ground would be optimal for learning. However, it is also possible to achieve positive learning outcomes while figuring out what works for most students.

Table 10 presents the significant relationship between the profile of the respondents and the extent of their community involvement practices.

It can be noted in Table 10 that there is a significant relationship between the years in service as a teacher and the community involvement practices along with collaborating with the community as indicated by the significance value of .000, which is less than the set level of significance which is .05. Therefore, the null hypothesis is rejected. According to Maraña (2019), an experienced teacher is more adept at collaborating with the community than those new to the services. He explained that experience is a factor in gaining the community's trust.

Table 10. *Significant Relationship between the Profile of the Respondents and the Extent of Their Community Involvement Practices*

Profile	*Community Involvement Practices*						
	Parenting	Communications	Volunteering	Learning at Home	Decision-Making	Collaborating w/theCommunity	Risk Management
Age	.335	.245	.634	.235	.338	.346	.422
Civil Status	.476	.573	.372	.347	.524	.537	.475
Monthly Family Income	.485	.527	.475	.646	.634	.425	.353
Highest Educational Attainment	.374	.284	.536	.284	.627	.363	.348
Years in Service as a Teacher	.245	.425	.356	.124	.452	**.000***	.472
Current Position	.362	.213	.112	.092	.231	.189	.234
No. of Training Attended	.435	.245	.234	.344	.342	.287	.473

Note: * significant at .05 level alpha

Conclusion

(1) Most respondents are in the middle adulthood stage, married, holding a Teacher III position with a monthly income of Php 20,001 – Php 30,000, experienced teachers with Master's Units, and equipped with training. (2) The community involvement practices of the respondents are highly practiced. Likewise, they do the necessary practices to ensure a meaningful relationship with the community. (3) Years in service as a teacher greatly influence the extent of community involvement practices of teachers along with collaborating with the community.

(1) Public secondary school administrators and teachers should craft and implement activities to increase the number of parents/guardians attending community involvement activities. (2) Close monitoring/ advising of parents should be done to attract more parents and other stakeholders to engage during community involvement activities. (3) Public secondary school administrators and teachers should recognize problems encountered in their practices in involving the community in school activities. (4) A

similar study should be conducted, considering other community involvement practices of public school teachers. (5) Future researchers could utilize the result of this study in their research/ studies.

References

Admin. (2019, March 29). Why community involvement in schools is important. Pride Surveys. Retrieved July 3, 2022, from https:/http://https//www.pridesurveys.com/index.php/blog/community-involvement-in-schools/

Bilbao, P.P., Corpuz, B.B., Llagas, A.T., and Salandanan G.G. (2018). The Teaching Profession 2nd ed. Quezon City: Adriana Printing Co., Inc.

Crites, C.V. (2020). Parent and Community Involvement. Unpublished Dissertation. Liberty University, United States of America. Retrieved on April 21, 2020

Creswell, J.W. and Creswell, J.D (2017). Research design: Qualitative, quantitative, and mixed-method approaches. Sage publications

Communtzis-Page, G. (2017). Critical issue: Creating the school climate and structures to support parent and family involvement. Appalachia Educational Laboratory & the North Central Regional Education Laboratory. Retrieved July 6, 2018, fromhttps://www.ncrel.com/.Code of Ethics for Professional Teachers, Article III.

Constantin, G. (2019, May 13). Student Mental Health must be the top priority. Thrive.Retrieved July 3, 2022, from https://thriveglobal.com/stories/student-mental-health- must-be-top-priority-what-you-need-to-know-as-a-student/

D.O. 40, s. 2015 (Guidelines on K to 12 Partnerships)

Epstein, J. (2018). School/family/community partnerships: Caring for the children weshare.Phi Delta Kappan, 76(9), 701.

Judson, M. (2017). Why Family and Community Involvement Are Important. Retrieved from https://www.education. nh.gov/instruction/school_health/health_coord_family.htm. January 3, 2011

Henderson, A. T., &Mapp, K. L. (2019). A new wave of evidence: The impact of school, family, and community connections on student achievement. Austin, TX: Southwest Educational Development Laboratory.

Horn, L., & West, J. (2018). A profile of parents of eighth-graders: National education longitudinal study of 1988, statistical analysis report. (ERIC Document Reproduction Service No. ED350 341).

Ibáñez, F. (2020, November 11). Six different alternative educational methodologies - observatory: Institute for the future of education. Observatory. Retrieved July 3, 2022, from https://observatory.tec.mx/edu-news/alternative-educational-methodologies

Kothari, C.R. (2019). Research methodology: Methods and techniques (2nd Revised Edition). New Delhi: New Age International

Kern, S. (2021, March 25). Why learning at home should be more self-directed and less structured. Edutopia. Retrieved July 3, 2022, from
httpshttps://www.edutopia.org/article/why-learning-home-should-more-self-directed-and-%20less-structured

Laurillard, D. (2020). Teaching as a design science: Building Pedagogical Patterns for Learning and Technology. Routledge.

Levy, S. (2018, February 14). What should we talk about, anyway? Picking the right topics.

Busy Teacher. Retrieved July 3, 2022, from https://busyteacher.org/22673-picking-%20right-topics-esl-class.html

L.J. Saha, A.G. Dworkin (eds.). (2019). International Handbook of Research on Teachers and Teaching, 71–79.

Meador, D. (2017). Effective Strategies to Increase Parental Involvement in Education. Meador, D. (2019, April 16). Steps to effectively address a problem with a teacher.

ThoughtCo. Retrieved July 3, 2022, fromhttps://www.thoughtco.com/effectively-address-concern-with-teacher-3194420

Muthoni, K.C. (2015). The Impact Of Community Involvement In Public Secondary Schools Management, A Case Of Machakos County, Kenya [PDF]. Retrieved at https://pdfs.semanticscholar.org/ffe8/0734efc2151ac327bb410a7c309b6ff7dbe9.pdf

Nebor, J.N. (2017). The Role of the Teacher in Schoolcommunity Relations. Retrieved from https://eric.ed.gov/?id= ED287827 on February 17, 2017.

O'Keefe, B. (2018, October 19). 5 steps to better school/community collaboration. Edutopia. Retrieved July 3, 2022, from https:https://www.edutopia.org/blog/school-community-collaboration-brendan-okeefe

Olsen, G. and Fuller, M.L. (2018). The Benefits of Parent Involvement: What Research Has to Say. Pearson Allyn Bacon Prentice Hall. Retrieved from https:https://www.education.com/reference/article/benefitsparent-involvement-research/ on March 24, 2018

Opfer, V. D., Pedder, D. J., & Lavicza, Z. (2018). The influence of school orientation to learning on teachers' professional learning change. School Effectiveness and School Improvement, 22(2), 193–214. doi:10.1080/09243453.2018.572078 Ozor, N. and Nsukka, N, (2018). The Role of Local Leaders Overall Effectiveness. Retrieved from https:http://https//www.thoughtco.com/problems-for-teachers-that limit-their-overall- effectiveness-3194679 on March 22, 2018.

RA 9155 in 2001, otherwise known as Governance of Basic Education

Resueno, J.C., (2016). Home-school Partnership of Freshmen's Parents in the Public Secondary Schools of Baler. Unpublished Master's Thesis. Aurora State College of Technology, Baler, Aurora.

Rygus, E. (2017). Parental Involvement in Our Schools. Retrieved from https:/https://www.teachers.ab.ca/Publications/ATA%20Magazine/Volume%2090/Number%201/Articles/Pages/ParentalInvolvementinourSchools.aspx on February 17, 2017.

Sanders, M. (2019). Community Involvement In Schools From Concept to Practice. Education and Urban Society - EDUC URBAN

SOC. 35. 161–180. 10.1177/0013124502239390.

Using supplemental resources in the online classroom - center for teaching and learning: Wiley education services. Center for Teaching and Learning | Wiley Education Services. (2020, January 31). Retrieved July 3, 2022, from https://ctl.wiley.com/using-supplemental-resources-online-classroom/

Wenger, E., McDermont, R., & Snyder, W. M. (2018). Cultivating communities of practice.Boston: Harvard University Business School Press.

Affiliations and Corresponding Information

Bryan M. Estigoy
Bamban National High School
Department of Education - Philippines

Edgar F. Olua, PhD
Deparment of Education SDO Urdaneta City - Philippines