

# School Community Partnership of DepEd Programs in Castilla Districts

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**Abstract**— This study aimed to describe the School-Community Partnerships along the DepEd Programs in Castilla Districts SY 2020-2021. The study used the descriptive method of research. It determined the profile of the programs schools and the challenges that may be encountered by the school heads along the identified programs.

The main instruments that were used in the study were the consolidated reports of the School Heads in Castilla to determine the profile of the five programs and the significant contributions. Other instruments are a survey questionnaire and an open-ended questionnaire used to gather responses on the challenges encountered on the five programs. The respondents of the study were the elementary school heads of the three districts in Castilla. The data that were gathered were tabulated, analyzed and interpreted using the appropriate statistical measures and tools such as frequency, percentage and ranking.

It was revealed that the completed tangible projects in 2020 and 2021 for Brigada Eskwela were repaired classrooms, constructed and repaired comfort rooms, handwashing facilities, kiosks, spans of perimeter fence, improvements and beautification. The total amount spent for the projects in two years were 9,779,321.25 and 9,559,604.50.00 respectively. There were 22,973 and 23,826 volunteers for the projects. The total cash donations for Adopt-a-School Program in terms of Learning Environment, Learning support, Technology Support, Health and Nutrition, training and Development and Direct assistance was php6,829,692.50. The total number of kilos harvested with respect to Gulayan sa Paaralan was 6,150. There are 115 kilos out of the harvest were sold and the remaining 6,035 kilos were used for feeding. The total funds utilized was php250.00. The 120-day Feeding Program was completed in 2020 with the budget amounting to php7,797,600.00. It was supported by 352 DepEd personnel and 352 parents. On the other hand, there were no more non-readers after the implementation of the Reading Program. Some of the identified significant contributions of the program were the funds donated by the volunteers for the projects and the time for free services rendered by concerned individuals. There were identified challenges that were encountered by the school heads in the implementation of the Deped programs. An Action Plan can be proposed to sustain the effective implementation of the DepEd Programs.

It was concluded that the implementation of the DepEd Programs were found to be successful and beneficial to the learners through the concerted efforts of the parents, community and other stakeholders. The significant contributions that were identified from the implementation of the DepEd programs with the support of the volunteers helped the learners in terms of food security, physical facilities, learning resources, conducive learning environment and reading skills. The identified challenges encountered by the school heads need to be address and be given considerations for the success of the implementation of the program. The Action Plan Hereby Proposed can be adapted for implementation.

The recommendations were: the School Heads may consider intensifying their initiatives thru Brigada Eskwela, Adopt a School Program, Gulayan sa Paaralan Program, Feeding and Reading Programs in building a strong-community partnerships relative to the implementation of the said DepEd Programs. The DepEd Programs may still be intensified through a strong school community partnership to derive significant benefits that may be given importance to be used as resources to support the school and the community, especially the learners. Support from individual volunteers may be considered and given importance by the school authorities especially the school heads for them to be able to address the challenges they have encountered in the implementation of the programs. The Action Plan hereby proposed is highly recommended to be adapted upon review and approval by the higher authorities. Researchers may utilize the findings of this research as basis for conducting other studies using other programs of the DepEd in other Districts.

**Keywords**— school community, DepEd program, Castilla districts, partnership.

## INTRODUCTION

The true measure of learning success is how well students are prepared to accomplish their current and future academic, personal, and professional goals

through the development of knowledge, a sense of responsibility and self-reliance, and a deep connection to the school and community. In this concept, the role of the school authorities and administrators through the implementation of educational programs and a strong

school community partnerships are needed to support the achievement of successful learning outcomes.

Learning success is the processes that are most likely to lead to positive student outcomes. However, how these processes are defined is often a source of debate between teachers and students. Since school heads tend to center learning success around diploma or degree completion. Learners define their success not just as advancement towards graduation and good grades but rather as a more holistic sense of fulfillment (Curtis 2021). In other words, students' learning success refers to a classroom that has the resources and appropriate teaching strategies to support a socially and culturally diverse student population. Ultimately, it has the goal of exposing students to diverse ideas, world views, and peoples as means of enhancing learning and imbuing the classroom with relevance.

On the other hand, quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. It is a common knowledge that it is very much possible for a school to produce better and productive community. It leads to the fact that a well-educated citizen comprises a well-educated country. It is easy for any division, district, or school to create a community involvement plan or any plan that involves the contribution of the community in the implementation of the school programs. However, the big question as to how to maximize the involvement of the community remains unanswered. Community mobilization is an important aspect of school community partnerships.

For more than ten decades the lack of a school management methodologies and strategies has been the cause of countless complaints from among stakeholders. But it has been only in the last 30 years that efforts have been made to find a solution to this problem. It is imperative therefore that in this context the school managers employ their expertise as leaders to lead and manage the implementation of the DepEd programs. School Community partnership is one of the most important aspect in the success of the programs.

American Institute for research (2021) shows that both the elementary and secondary level, when schools, parents, families, and communities work together, student earn higher grades; attend school more regularly; stay in school; and, are more motivated. This is true for students of all ages, all backgrounds, and across race and ethnicity. Furthermore, a variety of

supports cutting across the spectrum of social, health, and academic needs may be necessary for school success. High quality schools have demonstrated track records connecting with community resources and families to improve student outcomes in all domains of development.

With regards to DepEd Memorandum Order No. 048 s. 2021, which was issued on August 2, 2021, Briones said that the opening of classes on September 13 is pursuant to Republic Act 11480 and is in line with the department's commitment to ensure that education continue amid the challenges of face-to-face classes brought by the Covid-19 pandemic. "In preparation for the opening of classes, the Brigada Eskwela Program shall be implemented from August 3 to September 30, 2021, with focus on collaboration and strengthening partnership engagements that complement DepEd efforts to implement the Basic Education Learning Continuity Plan (BE-LCP) and to ensure the delivery of quality basic education notwithstanding the Covid-19 pandemic," the memo said as posted on the DepEd website.

According to DepEd Memorandum No. 95 series of 2018 known as the "Sustaining the Implementation of the "Gulayan sa Paaralan" (GPP) in Public Elementary and Secondary Schools Nationwide wa issued "to address malnutrition and promote vegetable production and consumption among school children." through the Learner Support Services-School Health Division (BLSS-SHD)." According to Secretary Briones, the guidelines on the implementation of the GPP, is stipulated in the DepEd Memo No. 223 series of 2016 which directs the strengthening of the GPP. DepEd said the goal is "to sustain school gardens, not only to attain 63% sustainable garden at present, but also to establish gardens in all schools nationwide." This same memo will be used to continue the implementation of the GPP.

Briones said that the general objective of the GPP is to "promote food security in schools and communities, through self-help food production activities and values among learners and appreciation of agriculture as a life support system." Specifically, the GPP also aims to "establish and maintain gardens as a ready food basket/source of vegetables in sustaining feeding." It also served as "laboratory for learners" and "produce in schools' vegetables which have rich sources of protein, vitamins, and mineral, and eventually increase vegetable consumption and improve learners' nutrition."

Meanwhile, Republic Act No. 8525 (1998), AN ACT ESTABLISHING AN "ADOPT-A-SCHOOL

PROGRAM," PROVIDING INCENTIVES THEREFOR, AND FOR OTHER PURPOSES. Section 3 states that there is hereby established the "Adopt-a-School Program" which will allow private entities to assist a public school, whether elementary, secondary, or tertiary, preferably located in any of the twenty (20) poorest provinces identified by the Presidential Council for Countryside Development or any other government agency tasked with identifying the poorest provinces in, but not limited to, the following areas: staff and faculty development for training and further education; construction of facilities; upgrading of existing facilities, provision of books, publications and other instructional materials; and modernization of instructional technologies.

Further, pursuant to DepEd No. 031 ORDER s. 2021 known as the "OPERATIONAL GUIDELINES ON THE IMPLEMENTATION OF THE SCHOOL-BASED FEEDING PROGRAM", The Department of Education (DepEd), through the Bureau of Learner Support Services-School Health Division (BLSS-SHD), maintains its commitment to provide good nutrition to learners amidst the COVID-19 Pandemic. As such, it shall continue the implementation of the School-Based Feeding Program (SBFP) to address hunger and encourage learners to enroll, contribute to the improvement of their nutritional status, provide nourishment for their growth and development, help boost their immune system, enhance and improve their health and nutrition values.

However, in consideration of the changes brought about by the pandemic, the implementation of the SBFP has been modified, putting utmost importance to the welfare, safety, and health of learners and personnel involved, while also ensuring the attainment of the program objectives. The SBFP shall be implemented in line with the Basic Education-Learning Continuity Plan (BE-LCP) and in strict compliance with the DepEd required health standards.

Meanwhile, DepEd Order No. 14 s. 2018 known as the Policy Guidelines on Administration of the Revised Philippine Informal Reading Inventory states that the Department of Education (DepEd) supports Every Child a Reader Program, which aims to make every Filipino child a reader and a writer at his/her grade level. Thus, the DepEd through the Bureau of Learning Delivery-Teaching and Learning Division (BLD-TLD) shall continue to administer the Revised Philippine Informal Reading Inventory (Phil-IRI) assessment to learners in public elementary schools nationwide effective School Year 2018-2019. The Phil-IRI used as a classroom-

based assessment tool aims to measure and describe the learners' reading performance in both English and Filipino languages in oral reading, silent reading and listening comprehension. These three types of assessment aim to determine the learner's independent, instructional and frustration levels. The Phil-IRI data shall also serve as one of the bases in planning, designing/redesigning the reading instruction of the teachers and the school's reading programs or activities to improve the overall school's reading performance.

In order to address the aforementioned gaps, there is a need to strengthen the reading proficiency of every learner and to nurture a culture of reading which is a requisite skill in all content areas. To attain this goal, DepEd shall strengthen every Child a Reader Program (ECARP) with the following aims a. Equip learners with reading skills to make them proficient and independent readers in their grade level; b. Capacitate teachers to become effective reading teachers; and c. Nurture a culture of reading in schools, communities, and various levels of governance in DepEd-central office (CO), regional offices (ROs), and schools division offices (SDOs) d. All offices at the CO, ROs, SDOs and school levels are strongly encouraged to respond to Hamon: Bawat Bata Bumabasa (3Bs Initiatives) by intensifying their advocacy for reading and by pledging commitment to make every learner a reader at his/her grade level. Further, all offices at the CO, RO, SDOs and school levels are directed to align their priorities towards the promotion of the culture of reading as a key step in closing achievement gaps.

The cited programs of the DepEd give full support to the education sector for the welfare of the learners. These programs are being implemented by the schools all over the country in addressing the needs of the learners based on needs assessments and evaluation. Further, through the involvement of the community and stakeholders in the implementation of the programs, a strong partnership shall be established between the community and the schools in the Department of Education.

To achieve the common goals, an answer can be gleaned from the declaration of policy of Republic Act 9418 or the Volunteer Act of 2007. This legislation recognizes that volunteerism or "bayanihan" can be harnessed as a strategy for national development and international cooperation. The Act commits government to partnership to achieve the needed social transformation and sustainable development through volunteerism. There are three main interrelated objectives of the Volunteer Act of 2007. First, it aims to provide the policy framework that shall underscore the fundamental



principles necessary to harmonize the broad and diverse efforts of the voluntary sector. Second, it aims to provide a conducive and enabling environment for the mobilization and nurturance of volunteers and volunteer organizations. Third, it hopes to strengthen the Philippine National Volunteer Service Coordinating Agency (PNVSCA) as an effective institution to support volunteerism in the country.

As a framework, the Volunteer Act recognizes the different roles of different sectors of society, including government. It is tasked to provide the environment for volunteerism to prosper. It shall be facilitative, coordinative and promote in performing its functions. To a certain extent, this means taking a backseat. Epstein (2009) mentioned that school-community partnerships is a shared responsibility and reciprocal process whereby schools and other community agencies and organizations engage families in meaningful and culturally appropriate ways, and families take initiative to actively supporting their children's development and learning. Schools and community organizations also make efforts to listen to parents, support them, and ensure that they have the tools to be active partners in their children's school experience. Partnerships are essential for helping students achieve at their maximum potential and, while parent and community involvement has always been a cornerstone of public schools, greater recognition and support of the importance of these collaborative efforts is needed.

The Department of Education (DepEd) is committed to provide the members of its organization with opportunities to (1) Link their individual achievements and make meaningful contribution to the attainment of the institution's vision and mission (2) Promote individual and team growth, participation and commitment and (3) Grow professionally and personally. It has the mandate to protect and promote the right of all citizens to quality basic education, take appropriate steps to make such education accessible to all, take into account regional and sectoral needs and conditions and encourage local planning in the development of educational policies and programs. Along this line, school partnerships shall be strengthening and operational through the implemented programs of the department.

Further, it conveys its core principle that schools through the school heads and school personnel are competent, committed and accountable in providing access to quality and relevant education for all through effective partnerships, and high degree of professionalism. With this in view, the main variables of

the study are anchored to above premises which the following significant roles of the stakeholders, school heads and school personnel are shown through their practices as to the community participation. The researcher being a school head, it is often observed that there is a lack of participation coming from the community which includes the parents, barangay officials, school officers and other stakeholders. These group are not properly motivated to get involved in the school programs and activities to help the school children identify their needs to achieve meaningful learning success. For this reason, the researcher conceptualized this study to come up with an action plan that could be utilized in response to the call of the school community especially the school children. It is imperative therefore that educators should exhaust all the means of getting the community involved with the activities of the school. The school authorities are ready to discover and provide ways on getting the attention and support of its stakeholders.

It is therefore along the above premises that this study is conceptualized to intensify the school-community partnership in the attainment of school goals through the effective implementation of the school programs in attaining learning success. It aims to help develop the confidence to explore issues and ideas critically, to try new things, and to take managed risks in performing the noble goal of serving the community. Hence, this study.

#### **STATEMENT OF THE PROBLEM**

This study described the School-Community Partnerships along the DepEd Programs in Castilla Districts SY 2019-2020 to 2020-2021.

Specifically, it sought answers to the following sub-problems:

1. What is the profile of the programs on school-community partnership along:
  - a. Brigada Eskwela
  - b. Adopt-A-School Program
  - c. Gulayan sa Paaralan
  - d. School-Based Feeding Program
  - e. Reading Program
2. What are the significant contributions of the community partnerships along the identified programs?
3. What are the challenges encountered by the school heads along the identified programs?
4. What plan of action may be proposed to enhance the stakeholders' involvement in school-community partnerships?

**METHODOLOGY**

**Research Design**

This study aimed to describe the School-Community Partnerships along the DepEd Programs in Castilla Districts SY 2020-2021. The study used the descriptive method of research. As defined by Aquino (2008), descriptive research is also known as statistical research, describes data and characteristics about the population or phenomenon being studied.

It is also used for frequencies, averages and other statistical calculations. In this study, it was used to determine the profile of the programs schools along Brigada Eskwela, Adopt-A-School Program, Gulayan sa Paaralan, Feeding and Reading. It also delved on the significant contributions of school-community partnerships in the attainment of learning success and the challenges that may be encountered by the school heads along the identified variables.

The main instruments that were used in the study were the consolidated reports of the School Heads in Castilla to determine the profile of the five programs and the significant contributions. Other instruments are a survey questionnaire and an open-ended questionnaire used to gather responses on the challenges encountered on the five programs.

The respondents of the study were the elementary school heads of the three districts in Castilla. The data that were gathered were tabulated, analyzed and interpreted using the appropriate statistical measures and tools such as frequency, percentage and ranking.

**The Sample**

The respondents of the study were purposively chosen from Castilla Districts which totals to 50. This is the total enumeration of the School Heads of the respondent schools. Table 1 shows the respondents who participated in the study. It can be gleaned from the table that there are 19 TICs or 38% of the school heads, 14 or 28% are HT and 17 or 34% are principals.

*Table 1: The Respondents*

School Heads	frequency	Percentage
Teachers In-Charge	19	38%
Head Teachers	14	28%
Principals	17	34
Total	50	100

**The Instrument**

The main instruments used in the study are the consolidated reports of the School Heads in Castilla in determining the profile of the five programs and the significant contributions of the programs. Another instrument is a survey questionnaire that was used to gather responses of the school heads on the challenges encountered on the five programs.

These instruments were shown to the researcher’s adviser for some comments and suggestions before they were shown to the panel of evaluators for other recommendations, corrections and approval. The instruments were subjected to a dry-run which were administered to some school heads who are not the respondents of the study in Castilla Districts. The dry-run was administered on May 9 and were retrieved on May 11, 2022. After the dry-run, the instruments were reviewed again by the researcher together with the adviser for some parts and ambiguous questions that needs revisions before it was distributed for final administration. The researcher has observed and established research ethics with respect to the confidentiality and privacy of the data that will be gathered.

**Data Gathering Procedure**

Before the conduct of the study, the researcher asked permission and approval from the Deped Schools Division Superintendent, Public Schools District Supervisor to conduct the study and distribute the survey questionnaires among the respondents. After the approval, the researcher conducted the study on the schedules stipulated in the request. The researcher personally distributed the questionnaires to the elementary school heads in Castilla Districts. The consolidated data of the five (5) programs was provided by the office of the Sorsogon Divisin through a request letter. The collection of the data from the respondents and distribution of the questionnaires were done on May 16, 2022 and were retrieved on May 30, 2022. A hundred percent retrieval of the questionnaire was realized. The responses were tabulated, recorded, tallied, analyzed and interpreted by the researcher with the help of her adviser. Appropriate statistical measures and tools were used for the purpose.

**Statistical Analysis Procedure**

The gathered data were tabulated, analyzed and interpreted using the appropriate statistical measures and tools. In determining the profile of the five programs documentary analysis was used to determine the status

of each program based on the inventory reports of the school heads for two consecutive school years from 2019-2020 and 2020-2021 respectively.

The significant contributions of the five (5) programs of the Department of Education based on the inventory reports of the school heads in Castilla Districts were presented in plates for quantitative and qualitative analysis. In determining the challenges encountered by the school heads in school-community partnership along the five programs, frequency count and ranking were used.

## RESULTS AND DISCUSSIONS

The study used the descriptive method of research. It was used to determine the profile of the programs of the schools along Brigada Eskwela, adopt a School Program, Gulayan sa Paaralan Program, Feeding and Reading Programs. It also delved on the significant contributions of school-community partnerships in the attainment of learning success and the challenges that were encountered by the school heads along the identified variables.

The main instruments that were used in the study were the consolidated reports of the School Heads in Castilla to determine the profile of the five programs and its significant contributions to the learners, schools and the community. Other instruments are a survey questionnaire and an open ended questionnaire for the respondents to be used to gather responses on the challenges encountered on the five programs. The respondents of the study were the elementary school heads of the three districts in Castilla. The data that were gathered were tabulated, analyzed and interpreted using the appropriate statistical measures and tools such as frequency, percentage and ranking.

### Findings

Based from the analysis of the data gathered, the following findings were revealed.

1. The completed tangible projects in 2020 and 2021 for Brigada Eskwela were repaired classrooms, constructed and repaired comfort rooms, handwashing facilities, kiosks, spans of perimeter fence, improvements and beautification. The total amount spent for the projects in two years were 9,779,321.25 and 9,559,604.50.00 respectively. There were 22,973 and 23,826 volunteers for the projects. The total cash donations for Adopt-a-School Program in terms of Learning Environment, Learning support, Technology Support, Health and Nutrition, training and Development and Direct

assistance was php6,829,692.50. The total number of kilos harvested with respect to Gulayan sa Paaralan was 6,150. There are 115 kilos out of the harvest were sold and the remaining 6,035 kilos were used for feeding. The total funds utilized was php250.00. The 120-day Feeding Program was completed in 2020 with a budget amounting to php7,797,600.00 and was supported by 352 DepEd personnel and 352 parents. There are no more non-readers after the implementation of the Reading Program.

2. Some of the identified significant contributions of the program were the funds donated by the volunteers for the projects, the voluntary time for free services rendered by concerned individuals.
3. There were identified challenges encountered by the school heads in the implementation of the DepEd programs.
4. An Action Plan can be proposed to sustain the effective implementation of the DepEd Programs.

## CONCLUSIONS

On the light of the findings, the following conclusions are made.

1. The implementation of the DepEd Programs was found to be successful and beneficial to the learners through the concerted efforts of the parents, community and other stakeholders.
2. The significant contributions that were identified from the implementation of the DepEd programs with the support of the volunteers helped the learners in terms of food security, physical facilities, learning resources, conducive learning environment and reading skills.
3. The identified challenges encountered by the school heads need to be addressed and be given considerations for the success of the implementation of the program.
4. The Action Plan Hereby Proposed can be adapted for implementation.

## RECOMMENDATIONS

Based from the conclusions drawn, the following recommendations are made.

1. The School Heads may consider intensifying their initiatives thru Brigada Eskwela, adopt a School Program, Gulayan sa Paaralan Program, Feeding and Reading Programs in building a strong-community partnerships relative to the implementation of the said DepEd Programs.
2. The DepEd Programs may still be intensified through a strong school community partnership to

derive significant benefits that may be given importance to be used as resources to support the school and the community especially the learners.

3. Support from the individual volunteers may be considered and given importance by the school authorities especially the school heads to address the challenges they have encountered in the implementation of the programs.
4. The Action Plan hereby proposed is highly recommended to be adapted upon review and approval by the higher authorities.
5. Researchers may utilize the findings of this research as basis for conducting other studies using other programs of the DepEd in other Districts.

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