

# Collaborative Partnership of the Schools and the Local Government Unit for Professional Development of Teachers

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**Abstract**— A collaborative partnership is a strategic initiative that helps realize a desired goal. Through the collaborative partnership of the schools and the local government, continuous teacher development is highly attainable. This study explored the perceived level of collaboration between the schools and the Local Government Unit of Barcelona, Sorsogon. Likewise, the perceived potential benefits of collaboration, aspects of teachers' professional development, and the challenges relative to collaboration of the two entities were identified. Through the use of mixed approaches in research, it was found that there was a high level of collaboration between the schools and the Local Government unit in terms of planning, implementing, and monitoring the professional development of teachers. Administrative barriers and limited community support pose a moderate challenge, while the resource limitations and legal support issues were viewed as considerable challenges that hinder the joint initiative. The collaboration facilitated a strong partnership that enhances the professional development of teachers, thus making education more relevant and effective in addressing local educational challenges. The findings propelled the researcher to propose a collaborative partnership framework that outlined the shared roles of the schools and the local government unit in fostering the continuous professional development of teachers.

**Keywords**— collaborative partnership, local government unit, professional development, partnership framework.

## INTRODUCTION

In recent times, collaborative partnerships between schools and Local Government Units (LGUs) have proven to be transformative in enhancing teacher development and improving educational outcomes. By combining resources, fostering community involvement, and implementing targeted programs, these collaborations address systemic challenges that individual schools often cannot resolve alone. Such partnerships play a vital role in addressing educational inequities, enhancing professional growth, and building community engagement, as supported by various studies and literature.

One of the primary benefits of school-LGU partnerships is the effective mobilization and allocation of resources. Funding mechanisms like the Special Education Fund (SEF), as governed by Republic Act (RA) 9155 and the Local Government Code, enable schools to address infrastructural gaps and implement quality educational programs. RA 9155, also known as the "Governance of Basic Education Act of 2001," establishes the framework for decentralizing educational management and highlights the role of LGUs in supporting schools. The act empowers schools to have more autonomy in decision-making, emphasizing school-based management, while ensuring that LGUs provide essential support to enhance educational services.

Furthermore, the Local Government Code of 1991 mandates LGUs to allocate resources for education through the SEF, managed in accordance with the Department of Budget and Management (DBM), the Department of Education (DepEd), and the Commission on Audit (COA) regulations. The DBM is responsible for overseeing budgetary allocations and ensuring that funds are properly distributed according to government policies. DepEd, as the primary agency overseeing basic education, provides guidance and sets the standards for the utilization of these funds, ensuring alignment with national educational goals. Meanwhile, COA plays a crucial role in auditing expenditures and maintaining financial transparency to prevent mismanagement or misuse of educational funds. These provisions ensure that funds are properly allocated and utilized to enhance learning environments.

In addition to resource allocation, these partnerships foster a sense of community engagement and ownership. The involvement of LGUs in school activities creates platforms for dialogue among educators, parents, and local authorities, ensuring that educational programs align with the community's needs. According to the Australian Council for Educational Research (2013), this alignment not only increases the relevance of initiatives but also strengthens accountability among stakeholders. The collaboration empowers communities

to take a more active role in shaping educational policies.

Another critical area where school-LGU partnerships make a significant impact is professional development. Schools frequently organize workshops, training programs, and capacity-building sessions that enhance teachers' competencies in modern pedagogical approaches, curriculum planning, and innovative teaching strategies (Department of Education, 2018). These programs enable teachers to stay updated on emerging trends and adapt to the evolving demands of education. Networking opportunities further enrich these efforts, allowing educators to exchange best practices and build professional connections, as noted in Isabirye et al (2024).

However, despite their potential, these partnerships face challenges that can hinder their effectiveness. Communication gaps often emerge as a significant barrier. The absence of structured communication frameworks can lead to misaligned objectives of the organizations. Miscommunication or lack of shared understanding undermines the success of collaborative efforts. Addressing this issue requires establishing formal communication channels and regular feedback mechanisms to ensure alignment and adaptability.

Other problem that this partnership encounter is the resource limitations. LGUs, despite their significant contributions, often struggle with competing demands for their resources, which can limit the scope of educational initiatives. This financial strain may hinder large-scale programs or reduce the availability of professional development opportunities for teachers. Diversifying funding sources through public-private partnerships can help address this issue, ensuring the sustainability and scalability of collaborative initiatives.

Despite these challenges, school-LGU partnerships present numerous opportunities for educational improvement. These collaborations facilitate the implementation of targeted programs addressing specific community needs. Moreover, LGU-supported initiatives enrich the curriculum and empower teachers to incorporate contemporary issues into their teaching, promoting critical thinking and creativity among students.

Capacity building and networking are other notable benefits of these partnerships. Professional development programs facilitated by the schools and LGUs focus on enhancing teachers' competencies and encourage

collaboration among educators. Darling-Hammond et al. (2017) emphasized that such programs foster a culture of continuous improvement, enabling teachers to remain responsive to changing educational demands. This culture of collaboration ensures that learning environments prioritize teacher development and student success.

Collaborative partnerships between schools and LGUs have the potential to drive meaningful change in the educational landscape. By fostering shared responsibility, community engagement, and professional growth, these collaborations enhance the effectiveness of educational systems. While challenges such as communication gaps and resource constraints persist, proactive strategies can mitigate these issues and unlock the full potential of these partnerships. Future efforts should focus on developing innovative models of collaboration that address existing challenges while maximizing benefits. Sustained commitment to these partnerships will contribute to the creation of resilient and inclusive education systems that meet the diverse needs of learners.

The role of Local Government Units (LGUs) and educational institutions in delivering top-quality education is crucial. Strong collaboration and commitment are essential to ensure effective teacher growth. This study aims to determine the impact of school-LGU partnerships on the professional development of teachers in the Municipality of Barcelona, specifically focusing on Barcelona Central School.

The primary goal of this study is to explore how partnerships between local government and schools in Barcelona support teachers' professional development. It aims to investigate the current level of collaboration between schools and LGUs regarding teacher development and to assess how teachers and LGU representatives perceive the potential benefits of this collaboration. The study examined the various aspects of professional development prioritized within these partnerships and identify the challenges that hinder effective joint initiatives, such as administrative barriers, resource limitations, legal issues, local community support, and the framework of the collaborative partnership. By evaluating these aspects, the study seeks to highlight the unique mechanisms through which these partnerships contribute to enhancing the quality of education in Barcelona.

Understanding how collaboration between local governments and schools affects teacher performance improvement is a significant topic. Insights into these relationships can inform educational policymakers, administrators, and other stakeholders about enhancing educational quality and effective teaching strategies.

This study intended to contribute to ongoing discussions on improving educational quality by examining the rationale behind school-LGU relationships and their impact on teachers' professional development.

This study aimed to contribute to the body of knowledge on collaborative partnerships between schools and LGUs for teacher professional development. The results are expected to provide evidence-based insights and recommendations that can inform educational policies, initiatives, and practices.

Effective collaboration between LGUs and schools is anticipated to support teachers' professional growth, leading to improved teaching methods, enhanced educational quality, and better student outcomes.

**Statement of the Problem**

This study determined the collaborative partnership of the schools and the LGU for professional development of teachers. Specifically, this study sought answers to the following questions:

1. What is the level of collaboration between schools and LGUs regarding teacher's professional development as assessed by teachers and LGU representative's in
  - 1.1. Planning Phase,
  - 1.2. Execution Phase, and
  - 1.3. Evaluation Phase?
2. How do teachers and LGU representatives perceive the potential benefits of their collaboration?
3. What are the different aspects of teacher's professional development prioritized in the partnership as assessed by LGU representatives and teachers?
4. What are the challenges that hinder effective joint initiatives in terms of:

**Research Instruments**

**Table 1.1 Perceived Level of Collaboration in Planning Professional Development of Teachers**

Indicators	Mean	Description
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- 4.1 Administrative barriers,
  - 4.2 Resource limitations,
  - 4.3 Legal issues, and
  - 4.4 Local community support?
5. What collaborative partnership framework between the school and LGU to ensure responsiveness to the evolving needs of teachers?

**II. METHODOLOGY**

This chapter presents the discussion of the research methods design, the sources of data, population of the study, the research instruments, the data gathering procedures and the statistical tools used by the researcher in conducting the study. Important formulae were also included to guide the researcher in data treatment.

**Research Design**

This study is based on an analytical-descriptive survey design, with both quantitative and qualitative research methodologies used to examine initiated Professional Development Training (PDT) programs and their impact on teachers' personal and professional development, as well as educational quality.

The goal is to observe the characteristics and experiences of respondents in relation to PDT programs. The study also contains a question aimed to examine respondents' perceptions of their level of participation in PDT programs.

This evaluation is meant to assess how engaged respondents are in various professional development options, with the expectation that greater involvement will contribute to improved professional progress and education quality.

**Respondents of the Study**

The respondents of this study were twenty (20) teachers and five (5) LGU representatives from Barcelona, Sorsogon. In this study, purposive sampling was utilized to choose respondents who are actively engaging in teacher professional development through collaborative partnerships.

<b>The goals of the schools and the LGU relative to teachers' development are considered</b>	4.57	High
<b>The adequacy of resources has been equitably allocated during the planning phase by the two parties</b>	4.57	High
<b>The clarity and timeliness of communication between the two parties have been observed</b>	4.50	High
<b>Both the two entities share inputs on what learning and development activities be given to teachers</b>	4.47	High
<b>The schools and the LGU jointly conduct the needs assessment of teachers</b>	4.27	High
<b>Average</b>	4.48	High

This study used a survey questionnaire and checklists to collect information about school-LGU collaboration in teacher professional development. The survey questionnaire used a Likert scale to assess respondents' perceptions and was divided into sections that included respondent profiles, participation in professional development initiatives, perceived benefits of collaboration, priority areas in teacher development, challenges in joint initiatives, the effectiveness of a collaborative framework, and additional comments.

The checklists were useful in identifying crucial components of teacher development and evaluating joint efforts. This combination of survey questionnaire and checklists resulted in a thorough examination of school-LGU collaboration.

### III. RESULTS AND DISCUSSION

Collaboration between schools and the local government is indispensable for teachers' professional development. These two entities serve as the great pillars in honing teachers' knowledge, skills, and attitudes essential in delivering their craft in teaching

and learning. They are vital stakeholders in the promotion of teachers' growth and development.

Local government units have been mindful of the status of achieving quality education in the country, thus, their support is expected to be evident in providing relevant teacher development programs. Similarly, schools are the institutions in charge of the delivery of the curriculum to the learners and must build strong partnerships with the local government units to ensure that the teachers will be provided with appropriate learning and development programs, projects, and activities.

Table 1.1 presents the perceived level of collaboration between schools and the LGU in planning professional development for teachers. The highest-rated indicators, both with a mean score of 4.57, highlight that schools and the LGU strongly collaborate in setting teacher development goals and equitably allocate resources during the planning phase. Clear and timely communication between the two entities is also evident, with a mean score of 4.50, reinforcing the effectiveness of their partnership.

*Table 1.2 Perceived Level of Collaboration in the Execution of Professional Development for Teachers*

<b>Indicators</b>	<b>Mean</b>	<b>Description</b>
<b>Issues are jointly addressed by the two parties during the l and d execution</b>	4.57	High
<b>Both the two parties provide resources in the execution of the l and d activities</b>	4.50	High
<b>Both the presence of the school and the LGU representatives are noticed in the l and execution</b>	4.43	High
<b>Both parties have monitors to oversee the conduct of the l and d activities</b>	4.36	High
<b>The LGU resource allotment and the complementary share of the school have been noticed during the execution of training</b>	4.28	High
<b>Average</b>	4.43	High

Table 1.2 shows the perceived level of collaboration between schools and the LGU in executing professional development activities for teachers. The highest-rated indicator, with a mean score of 4.57, highlights that both

parties effectively collaborate in addressing issues during the execution of learning and development activities. The provision of resources by both entities follows closely with a mean score of 4.50, reflecting

strong support in implementing training programs. The presence of school and LGU representatives during execution received a mean score of 4.43, indicating active participation.

Meanwhile, the monitoring of learning and development activities by both parties was rated at 4.36, showing efforts to oversee and ensure smooth implementation. Lastly, the LGU's resource allotment and the complementary contribution of schools were acknowledged with a mean score of 4.28. The findings, with an average mean of 4.43, demonstrate a high level of collaboration between schools and the LGU in executing professional development programs, ensuring

effective implementation through shared responsibilities and active involvement.

Additionally, respondents rated the sharing of inputs on learning and development activities at 4.47, indicating active involvement from both parties. Meanwhile, the joint conduct of teachers' needs assessments received a slightly lower rating of 4.27, though it still reflects a strong collaborative effort. The findings, with an average mean of 4.48, demonstrate a well-established partnership between schools and the LGU in planning professional development programs, ensuring alignment in goals, resource allocation, and communication.

**Table 1.3** Perceived Level of Collaboration in Monitoring and Evaluation of Professional Development for Teachers

Indicators	Mean	Description
<b>Both the two parties ask for feedback essential to continuous improvement</b>	4.64	High
<b>The openness and transparency of the evaluation process have been discussed by two parties</b>	4.36	High
<b>The effectiveness of using evaluation results as data input for future planning has been considered by considered by the two parties</b>	4.28	High
<b>The collection of feedback about the professional development activities have been jointly facilitated by the two parties</b>	4.21	High
<b>The thoroughness of evaluating the outcomes of the l and d has been looked into by the two parties</b>	4.18	High
<b>Average</b>	4.33	High

The data presented in Table 1.3 highlights the perceived level of collaboration in the monitoring and evaluation of professional development for teachers. The overall average mean score is 4.33, indicating a high level of collaboration between the involved parties. The highest-rated aspect is the mutual effort in seeking feedback essential for continuous improvement, with a mean score of 4.64. Transparency in the evaluation process has a mean score of 4.36, while the use of evaluation results for future planning has a mean score of 4.28. The facilitation of feedback collection has a mean score of 4.21, and the thorough assessment of learning and development outcomes has a mean score of 4.18. These findings suggest that both parties actively participate in monitoring and evaluation, fostering a collaborative environment that supports continuous growth and improvement in teacher development.

**How the Teachers and the LGU Representatives Perceived the Potential Benefits of Collaboration**

The collaboration is evident between the local government and the schools ensures, that relevant learning and development has been provided to the

teachers. Such shows the significant role of collaboration in designing programs, projects, and activities that cater to the needs of the teachers.

**Collaboration Between Teachers and LGU Representatives**

The findings reveal that teachers and Local Government Unit (LGU) representatives recognize the significance of collaboration in fostering professional growth, enhancing educational resources, and addressing challenges in the education sector. This partnership plays a crucial role in ensuring that both teachers and students receive adequate support for effective teaching and learning.

**Professional Development and Career Growth**

Collaboration between schools and LGUs provides numerous opportunities for professional development. Teachers benefit from training programs, mentorship initiatives, and exposure to advanced teaching strategies, all facilitated through LGU and school partnerships. One respondent mentioned that, "The LGU provides resources, funding, and expertise, while

the school offers a platform for implementation and feedback” (P1). This demonstrates the mutual benefits of collaboration, where LGUs supply essential support while schools ensure effective application and continuous improvement. It highlights the synergy that exists between the two entities in enhancing teacher competencies. Another participant pointed out that “access to training sessions sponsored by the LGU creates opportunities for career development for teachers” (P5). This emphasized the role of LGUs in providing educators with continuous learning opportunities, helping them advance in their careers and improve teaching effectiveness.

These narratives give prominence to the pivotal role of LGUs in empowering teachers through access to appropriate and well-supported training programs, particularly in local communities.

For instance, in rural areas where there tends to be limited access to training centers and educational conferences, LGUs can facilitate localized training by bringing in the education specialists and trainers to conduct workshops within the community itself.

One benefit from LGU-school cannot address all the gaps in the skills and resources of the teachers. Urbanized cities have taken the technical route by facilitating a digital e-learning environment coupled with online professional development training for teachers. Initiatives like ICT-trainings and blended learning modes are promoting constructive teaching strategies for teachers, enabling them to provide their students with better interactive and effective learning opportunities (UNESCO, 2019). Besides strengthening the working relations between the school and LGU's nurturing a culture of continual learning where teachers are encouraged to innovate and improve their teaching. In many locations, LGUs work with school heads in mentoring and professional learning communities, whereby experienced teachers guided novice teachers in improving their classroom practices (DepEd, 2022). This process created not only a collaborative environment for improving contextualization but also a space for teachers to share their promising practices and brainstorm on common challenges.

Professional development is viewed as a joint responsibility through this partnership, which in turn strengthens the overall education system to benefit teachers and students alike. In different provinces, LGUs are facilitating education grants and scholarships

in order to allow teachers to pursue further studies, reinforcing the significance of continuous professional development. By investing in teacher development at the local level, LGUs have committed to the sustainability of quality education, ensuring that all students are provided learning experiences of the highest caliber in their regions.

### *Access to Resources and Support*

The collaboration between schools and Local Government Units (LGUs) plays a crucial role in ensuring access to essential resources that enhance educational quality. Schools often face financial and logistical constraints that can hinder their ability to provide students with quality learning experiences. However, partnerships with LGUs help bridge these gaps by offering multifaceted support (Ching, 2024).

Respondents emphasized that LGU support extends beyond financial assistance to include technological tools and human resources. Financial support from LGUs can help fund school projects, purchase educational materials, and improve facilities. As one respondent stated, “The LGU can provide funding, technology tools, and training materials, meaning schools can access resources they might not have otherwise” (P18). This statement highlights how LGU contributions enable schools to acquire much-needed educational tools that would otherwise be difficult to obtain.

Beyond financial assistance, LGUs also provide access to experts and professionals who contribute to school development. Another respondent noted that “LGU and school representatives can provide materials, resources, and human resources, such as resource speakers from various agencies” (P21).

This insight underscored how LGU partnerships facilitate capacity-building initiatives, such as teacher training programs and student enrichment activities, that would otherwise require significant school expenditures (World Bank, 2016).

These narratives indicated that partnerships allow for a more efficient allocation of educational resources, helping schools overcome financial constraints while ensuring that students and teachers have access to modern learning tools and infrastructure. Research findings from Yecla et al. (2022) confirm that LGU-funded initiatives play a crucial role in sustaining school operations and improving the overall learning environment.

Further, through LGU partnerships, schools benefit from improved infrastructure, digital literacy initiatives, and expanded internet connectivity. These contributions address gaps in technological access, enabling students and teachers to participate in modern, technology-driven education. Digital literacy programs, for example, equip students with skills essential for future careers, while improved internet access allows for seamless integration of online learning resources.

By fostering these partnerships, LGUs and schools create a sustainable support system that empowers educators, enhances student learning, and strengthens the overall education sector. The ongoing collaboration between these entities ensures that education remains inclusive, resilient, and responsive to the evolving needs of learners and educators alike.

### ***Skill-Building and Empowerment of Educators***

Teachers benefit significantly from the skill-building opportunities facilitated through LGU collaboration. Many respondents acknowledged that training programs, workshops, and expert-led sessions equip them with the necessary competencies to meet evolving educational demands. These initiatives help teachers stay updated with the latest pedagogical approaches, ensuring they can effectively address students' diverse learning needs.

One respondent emphasized, "Collaborating between LGU and schools can create opportunities for career advancement for teachers. With access to specialized training, mentorship programs, and resources, teachers can further develop their skills and qualifications" (P1). This narrative highlights the role of LGU partnerships in providing structured career growth pathways, enabling teachers to enhance their expertise and take on leadership roles within the education sector. Additionally, these collaborations foster a culture of continuous learning, where educators are encouraged to pursue higher education, certifications, and leadership training.

By investing in teacher development, LGUs not only improve instructional quality but also contribute to the retention of skilled educators. Furthermore, well-supported teachers are more likely to engage in innovative teaching practices, mentor their peers, and actively contribute to school improvement initiatives, ultimately enhancing the overall educational system.

Another participant highlighted the importance of adapting to technological advancements, stating, "It

creates opportunities for teachers to improve their teaching practices, especially in utilizing modern technologies to facilitate better learning" (P2). In an era where digital tools play a crucial role in education, LGU-supported programs help educators integrate technology into their teaching strategies, improving student engagement and learning outcomes. Studies indicate that technology integration in classrooms enhances student achievement and prepares learners for future careers (Reimers & Schleicher, 2020). Access to digital literacy training, online resources, and IT infrastructure allows teachers to develop innovative instructional methods that align with 21st-century education standards.

By supporting skill-building efforts, LGUs contribute to creating a more dynamic and competent teaching workforce. Through these collaborative efforts, LGUs not only strengthen the capabilities of educators but also contribute to the overall improvement of the education system by ensuring that teachers are well-equipped to deliver high-quality learning experiences.

### ***Addressing Educational Challenges***

The collaboration between schools and Local Government Units (LGUs) is necessary in overcoming various educational challenges. Respondents highlighted that financial assistance, targeted training, and resource-sharing initiatives enable schools to address key concerns related to professional development. These efforts help ensure that schools can maintain high educational standards despite financial and logistical constraints. On this note, one participant answered that, "The partnership between the school and the LGU plays a crucial role in addressing educational challenges. With continuous financial support from the LGU, schools can sustain and enhance the quality of education, ensuring better opportunities for both students and teachers." (P14). This statement underscores the importance of LGU funding in maintaining and improving educational services. However, some respondents also acknowledged the need for additional external funding sources, suggesting that collaboration with non-governmental organizations (NGOs) could further supplement educational efforts. By working with multiple stakeholders, schools can expand their programs, upgrade facilities, and introduce new initiatives that directly benefit students and teachers (Dela Cruz et al, 2023).

In addition, to address the educational challenges encountered by teachers, the LGU and the school must

work together. One respondent stated, “The LGU-School being aware of the challenges faced by the teachers can directly provide appropriate support through collaboration (P23). This narrative emphasized the significant contribution of collaboration in addressing the specific needs of educators. When the LGU and the school work hand in hand, they can develop and implement effective strategies that cater to the demands of the teaching environment. This partnership ensures that teachers are equipped with adequate resources, training, and support systems, enabling them to deliver quality education. Furthermore, a strong LGU-School relationship fosters a proactive approach to problem-solving, making it easier to identify and resolve issues that may hinder the teaching and learning process.

**Strengthening the LGU-School Partnership**

A well-established collaboration between schools and LGUs is essential for fostering a supportive educational environment. Respondents emphasized that building trust, aligning goals, and enhancing communication are key factors in making this partnership successful. These elements ensure that both institutions work cohesively toward a shared vision of improving education. One participant shared, “By working together on teachers’ professional development, both parties build trust, communication, and share goals. Schools benefit from LGU’s support and expertise, while the LGU gains insight into the needs and challenges of the education sector” (P1). This statement underscored that collaboration is not a one-sided effort but a mutually beneficial relationship where schools receive vital assistance, while LGUs gain a deeper understanding of educational gaps and priorities that allow them to provide more targeted support. This partnership creates sustainability in educational initiatives to ensure that professional development efforts are consistent and aligned with evolving educational demands.

Strong collaboration also leads to the implementation of policies that directly address classroom challenges that leads to a more responsive and effective learning environment. By actively engaging in teacher development, LGUs help strengthen the overall education system, creating a cycle of continuous improvement that benefits both educators and students.

Parallel to the statement mentioned above, one respondent explicitly emphasized that “coordinating their goals to raise educational standards helps create a more comprehensive plan for community development” (P5). This highlights that the LGU-school partnership extends beyond academic improvements, influencing economic and social progress.

When LGUs invest in education, they contribute to producing a skilled workforce, fostering community engagement, and addressing societal issues such as literacy and employment. A strong partnership ensures that schools are not isolated institutions but integral parts of community development initiatives, aligning their objectives with broader local policies and programs.

**III. Aspects of Teachers’ Professional Development Prioritized in Collaboration**

Teachers have unique needs and qualities as professionals. They vary in terms of what competency-based needs may be provided to them so that they can deliver their duties, functions, and responsibilities inherent in their positions.

Being aware of this, in the collaboration that has been made between the local government units and the schools, varied aspects of teachers’ professional development have to be critically prioritized. Doing such yields in the provision of professional development appropriate to the needs of the teachers.

*Table 2. Aspects of Teachers’ Professional Development Prioritized in Collaboration*

Aspects of Teachers’ Professional Development	Frequency	Rank
Technology Integration	22	1
Research and Innovation	16	2
Learning Area Content	10	3
Teaching Methodologies	6	4
Assessment	4	5

The data presented in Table 2.0 highlight the prioritized aspects of teachers' professional development within the collaborative partnership between schools and Local

Government Units (LGUs). The findings reveal that Technology Integration is the most emphasized area, receiving 22 mentions, which underscores the



recognition of its critical role in modern education. As educators increasingly face the challenge of adapting to a digital landscape, effective technology integration is essential for enhancing teaching practices and improving student engagement.

Following closely is Research and Innovation, ranked second with 16 mentions. This prioritization reflects an understanding that fostering a culture of inquiry among educators is vital for continuous professional growth.

Learning Area Content, ranked third with 10 mentions, highlights the importance of subject-specific expertise in teacher development. A solid grasp of content knowledge enables educators to effectively address student needs and create engaging lessons. In contrast, Teaching Methodologies and Assessment received

lower mentions, indicating a shift in focus toward more dynamic aspects of professional development. The lower priority given to teaching methodologies suggests that as teachers become more proficient in technology and content knowledge, their teaching methods will naturally evolve to incorporate these advancements.

**IV. Challenges that Hinder Effective Joint Initiative**

The presence of any obstacle in any undertaking has been a usual occurrence and a part of the process. The identified obstacles are the challenges that hinder the realization of the desired outcome. Challenges are expected to be part of the process in the collaboration made by the local government units and the schools in providing essential programs, projects, and activities relative to teachers’ professional development.

*Table 3. Challenges that Hinder Effective Joint Initiative*

Challenges	Frequency	Rank
<b>Administrative Barriers</b>		
Conflicting priorities between the schools and the LGU	15	1
Occurrence of some “bureaucratic delays”	13	2
Limited and inadequate communication	12	3
<b>Resource Limitations</b>		
Limited access to some resources	20	1
Inadequacy of funds	19	2
Limited qualified trainers and resources persons	18	3
<b>Legal Support Issues</b>		
Restrictions on resource sharing and allocation	18	1
Challenges related to regulatory compliance and policies	17	2
Differences in policy interpretation and implementation	15	3
<b>Community Support</b>		
Limited awareness of the community about L and D	16	1
Poor Community Involvement	15	2
Resistance of some stakeholders	14	3

Table 3.0 outlines the challenges that hinder effective collaboration between schools and Local Government Units (LGUs) in executing joint initiatives. Based on the Table, the challenges are categorized into four (4), namely administrative barriers, resource limitations, legal support issues, and community support. Each category has three (3) identified most pressing challenges.

In terms of administrative barriers, conflicting priorities between the schools and the LGU has 15 as its frequency obtained, making it 1st in rank, followed by the occurrence of some “bureaucratic delays,” 13 making it

2nd in rank. Limited and inadequate communication obtained a frequency of 12, placing it 3rd.

On resource issues, the limited access to some resources achieved a frequency of 20 and rank 1st, while inadequacy of funds, 19, and limited qualified trainers, 18, setting them in 2nd and 3rd ranks, respectively.

On the other hand, legal support issues include restrictions on resource sharing with a frequency of 18, challenges related to regulatory compliance, 17 and the variation in policy interpretation, 15, putting them in ranks 1st, 2nd, and 3rd., respectively.

Meanwhile, on issues relative to community support, the limited awareness of the community about the L and D had a frequency of 16 and topped the list. This is followed by poor community involvement, 15 and resistance of some stakeholders, 14, obtaining the 2nd and 3rd ranks, respectively.

Addressing these challenges is critical for enhancing the effectiveness of partnerships between schools and LGUs. Enhanced resource allocation and clearer legal frameworks could facilitate better collaboration.

***V. Proposed Collaborative Partnership Framework Between the Schools and the LGU to Promote the Professional Development of Teachers***

***I. Rationale***

The professional development of teachers is essential for establishing quality education in certain locales. Achieving the desired student outcomes becomes possible if a partnership between schools and local government is evident. A strong partnership of these pillars of education can provide the resources, support, and coordination necessary to create effective and appropriate professional development programs. This framework describes a cooperative strategy for combining the initiatives of local government unit and schools in support of teachers' ongoing professional development.

***II. Goal of the Partnership***

Enhance teachers' competencies through a supportive learning community thereby promoting lifelong learning among educators and improving student outcomes.

***III. Specific Objectives of the Partnership***

- Provide teachers the chance to learn new pedagogical techniques, techniques, and abilities.
- Encourage cooperation between educators, administrators, and representatives of the local government.
- Ensure that efforts for professional development result in better instruction and better student outcomes.

***IV. Roles and Responsibilities Schools***

***- Learning and Development Needs Assessment***

Teachers' professional development requirements will be evaluated by schools, and training plans will be customized accordingly.

***-Initiating and facilitating Local Collaboration***

Schools will create platforms for teachers to engage in collaborative learning through workshops, peer observations, and action research projects.

***-Conducting On-Site Support***

Schools will offer mentoring, coaching, and in-house training to teachers based on identified needs.

***Local Government Unit***

***-Resource Allocation***

The LGU will ensure adequate funding and provision of necessary resources.

***-Providing Expertise and External L and D Activities***

The LGU can partner with private sectors and NGOs to provide training for teachers

***- Linkages and Networking***

The LGU will connect to other educational networks and professional communities, allowing teachers to participate in conferences, workshops, and online communities.

***Teachers***

***-Engagement and Participation***

Teachers will actively participate in the learning and development initiatives.

***-Feedback and Reflection***

Teachers will provide feedback to schools and LGU on the impact of the L and D activities and further reflect on their learning and experiences.

***V. Key Collaborative Activities***

***-Joint Professional Development Workshops***

Both the schools and the LGU can initiate and implement workshops on the areas determined as results of the teachers' assessment. Experts will take the lead on the delivery of the topics.

***-Forming a Professional Learning Community***

The Learning Action Cells will be institutionalized with funding both from the schools and complemented by the resources of the LGU.

**IV. CONCLUSIONS AND RECOMMENDATIONS**

***Conclusions:***

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

1. The level of collaboration between schools and the LGU regarding teacher's professional development is high.

2. The collaboration between the LGU and schools provides resources, skill development opportunities, career advancement, and serves as an effective channel for addressing educational challenges.
3. The prioritized aspects in partnership are technology integration, research and innovation, and assessment.
4. The most significant challenges in school-LGU collaboration are administrative barriers, resource limitations, legal support issues, and community support, with key areas such as conflicting priorities, limited resources, legal restrictions, and poor community awareness.
5. The proposed collaborative partnership framework effectively outlines the shared roles and responsibilities of schools, LGUs, and teachers in fostering the continuous professional development of educators.

**Recommendations:**

Based on the findings and conclusions of the study presented, the following recommendations are suggested:

1. The schools and LGUs partnership be strengthened further by establishing regular communication channels and joint initiatives to ensure sustained support and continuous improvement in teacher development programs.
2. Partnership be strengthened by increasing resource sharing, skill development programs, and support for addressing educational challenges.
3. Teacher development programs incorporate ongoing training in emerging technologies and pedagogical advancements to continually enhance educators' ability to deliver high-quality, future-ready education.
4. Priorities be aligned through regular communication, secure additional funding, improve resource access, and invest in training. Legal frameworks should be adjusted to facilitate resource sharing, and community awareness and involvement should be increased to garner support and reduce resistance.
5. The proposed framework be regularly reviewed and adapted to ensure it remains responsive to the evolving needs of teachers, schools, and LGUs, promoting sustained and meaningful professional development.

**V. ACKNOWLEDGEMENT**

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