TEACHERS' INVOLVEMENT LEVEL IN COMMUNITY DEVELOPMENT ACTIVITIES IN BINAN CITY: A BASIS FOR SCHOOL-COMMUNITY PARTNERSHIP PROGRAM

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Abstract - School-community partnership becomes a major trend in the Philippine educational system. This approach provides a gateway of promoting centralized aims and objectives that lead to total development of communities. The vital links between experience, work, and education have been strengthened. In effect, private and public schools have gained their power as valuable community resources. This descriptive study was conducted to determine the high school teachers' involvement level in community-based activities in Binan City during the school year 2018-2019. To test the hypothesis, chi-square was employed to determine the significant relationship between the high school teachers' participation level in community-based activities and their personal variables. Results showed that high school teachers were found to be highly involved in peace and conflict prevention/resolution activities and seldom involved in Food Production activities. Furthermore, it was found out that there were different demographics that influenced the involvement of teachers in community development activities: (a)School; (b)Age; (c)Gender; (d)Monthly-income; (e)Teaching experience; and (f)Teaching designation.

Keywords - School-Community Enhancement, High School Teacher's Participation, Community-Based Activities

I. INTRODUCTION

Community development can only be attained if the stakeholders are working together towards school-community enhancement program implementation. Belonging to knowledge-based sector, teachers' major task does not only revolve around the school campus, but also in the community where they live in. Teachers' efforts have contributed to realizing the significance and benefits of community participation in education and have recognized community participation as one of the strategies to improve educational access and quality. With these, teachers and school leaders must be active change agents and team builders in order to guide their institutions in the preparation of future educators and leaders that will conduct effective community involvement programs and practices (Epstein & Sanders, 2006; Symeou, 2006).

In Binan city, the local government has been promoting shared growth as a gateway to achieve development goals of the city. Gathering representative from different stakeholders, governmental and non-governmental organization, initiates the first step of community-based participatory planning. Creating school-community enhancement program in the city serves as an entourage to a meaningful partnership between the community and school towards the attainment of Millennium Development Goals (MDG) and Education for All (EFA). Bastida& Tan (2017) mentioned that the school and the community are on the front lines of the teacher's educational reach and limitation. Both are instrumental in bringing about a favorable environment that could facilitate mutual assistance and needed services to improve quality teaching and to promote public welfare in the community. According to Dilao (2013), issues in the community will not be solely addressed by the local government officials nor by the residents, but these need a knowledge' based sector or the epistemic community and the academe for it to come up with a scientific diagnosis with regard to the occurrences of

problems in the community. Gonzales (2008), as cited by Bastida& Tan (2017), also explained that the academe is one of the main actors in the society which could possibly effect change by way of empowering people in the community. Thus, any academic institution is socially responsible in bringing its expertise to the community especially in the field of teaching, research, and community extension. The purpose of the study was to determine the participation level of high school teachers in community-based activities in Binan city. This also aimed at identifying the significant relationship between the participation level and the teachers' personal variables.

II. RELATED LITERATURE AND STUDIES

As stated by McAuliffe (2009), Poverty, crime, failing school systems, lack of affordable housing and lack of health care are issues that are pressing in low-income communities. These are the issues which complicate community development because it requires mutual assistance and needed services from

multiple sources. People have started to amend those struggles to attain sustainable development of the community.

As Cavaye (2004) described, "Community development is a process where local people not only create more jobs, income and infrastructure, but also help their community become fundamentally better able to manage change." Furthermore, he explained that community development means that a community itself engages in a process aimed at improving the social, economic and environmental situations of the community. Community development intensively relies on the community itself, hence, community participation. According to Burns et.al. (2004), community participation concerns the engagement of individuals and communities in decisions about things that affect their lives. As a knowledge-based sector, teachers perform crucial tasks not only in schools, but also in the community as a whole. Further explained by Dilao (2013), all academic teachers should be trained and be professional so that they can give critical thinking and bold experiments in conducting social solutions and help people by motivated actions. This also reflects the statement of Ntini (2006) in which he mentioned that rural-based teachers should participate in community development activities, since they have a wide knowledge base and transferable skills, and they are part of and trusted by the community. Teachers hold accountability in making a change in the community for the reason they are highly-regarded professionals.

III. METHODOLOGY

The study involved teachers of 8 different public high schools located in the City of Biñan, Laguna. The number of participants were selected from the population using stratified sampling. Overall, there were 238 teachers who participated in the study.The main instrument of the study was a survey questionnaire adapted from the study of Bastida Jr., E. & Tan, C. (2017)**.** The questionnaire measured the level of participation in 9 community-based activities. A five-point response scale from 1 = "No Involvement at All" to 5= "Very Highly Involved" was used. Reliability of the questionnaire was excellent (Cronbach alpha $\geq$ 0.92) for the items in each of the community-based activities. Further, the comparison of the level of involvement of the teachers across profile variables was carried out using t-test and ANOVA, depending on the number of groups in each profile variable. Resulting p-values that are less than 0.05 were considered significant. All analyses were performed using SPSS version 25.

IV. RESULTS AND DISCUSSION

Based on the research objectives, the following findings are presented.

Table 1. Profile of Teachers

		n	%
School	Biñan Integrated National High School	40	16.8%
	Biñan Secondary School of Applied Academics	34	14.3%
	Dela Paz National High School	15	6.3%
	Jacobo Z. Gonzales Memorial National High School	84	35.3%
	Mamplasan National High School	12	5.0%
	Nereo R. Joaquin National High School	15	6.3%
	San Francisco Integrated National High School	16	6.7%
	Southville 5A Integrated National High School	22	9.2%
Age (years) Mean: 32.5 (± 7.8)	20-29	105	44.1%
	30-39	97	40.8%
	40 or more	36	15.1%
Gender	Male	80	33.6%
	Female	158	66.4%
Monthly Income (PhP)	20000 or less	134	56.3%
	more than 20000	104	43.7%
Teaching Experience Mean: 6.3 (± 4.8)	1 or less	17	7.1%
	2 to 3	67	28.2%
	4 to 5	53	22.3%
	6 to 7	26	10.9%
	8 to 10	37	15.5%
	11 to 12	19	8.0%
	13 or more	19	8.0%
Teaching Designation	Teacher 1	181	76.1%
	Teacher 2	21	8.8%
	Teacher 3	36	15.1%

Generally, most of the teachers were female and within the age bracket of 20-39 years old. Also, majority of them were Teacher 1 as position classification because they have just spent 2 to 5 years teaching experiences or in the service, earning less than Php 20,000.

Table 2. Participation in Peace and Conflict Prevention/Resolution Activities

Indicative Statements	Mean	SD	Interpretation
1. I suggest techniques to help strengthen peace and order in my community and demonstrate ways about how peace can be achieved and how	3.49	1.13	Highly Involved

	conflict can be prevented in community.			
2.	I provide guidance on dealing with common problems in my community by furnishing advice and principles on how to evaluate ethically and successfully in conflict environment.	3.48	1.04	Highly Involved
3.	I promote the use of evaluation as a tool to improve learning and accountability, and ultimately enhance the effectiveness of the conflict prevention and peace -building interventions.	3.42	1.06	Highly Involved
4.	I encourage coordination and coherence among the various government entities including security, military, trade, private development, humanitarian, and peace-building fields	3.36	1.14	Moderately Involved
5.	I provide lessons to community people about ways on how to reduce conflict in family, relatives, relationship, and other people.	3.34	1.19	Moderately Involved
Average		3.42	1.04	Highly Involved

Table 2 shows that three items have been evaluated as "highly involved" and two items were "moderately involved". Item 1 indicated the highest mean and item 5 indicated the lowest. On the average, the teachers believe that peace and conflict prevention activities have a strong effect in community development. This is related to the study conducted by Sayed (2011), in which he mentioned that teachers are the agents of learning they need continuous training in peace-building studies. Teachers are perennial learners who need continuous professional development regularly to enhance their competencies.

Table 3. Participation in Water, Hygiene and Sanitation Activities

Indicative Statements	Mean	SD	Interpretation
1. I help in designing, building, and maintaining water sanitation systems which include simple modifications to withstand the risks of disasters.	3.15	1.19	Moderately Involved
2. I carry out vulnerability assessments of community supplies of water and sanitation systems to assess the ability to provide essential services in the sanitary activities.	3.12	1.20	Moderately Involved
3. I ensure shelters and temporary camps have access to safe water and sanitation.	2.94	1.17	Moderately Involved
4. I provide services in preventing defecation in areas which could contaminate water supplies such as cleaning canals.	3.05	1.19	Moderately Involved
5. I volunteer to be a member of the group that aims to clean canals and drainage in the community.	3.08	1.24	Moderately Involved
Average	3.07	1.09	Moderately Involved

Table 3 shows that all items have been evaluated as "moderately involved". Item 1 indicated the highest mean and item 3 indicated the lowest. On the average, the teachers believe that water, hygiene and sanitation activities have a moderate effect in community development.

Table 4. Participation in Basic Education Activities

Indicative Statements	Mean	SD	Interpretation
1. I provide an opportunity for barangay officials to learn the basics of developing and crafting functional literacy and educational programs relevant to the respective communities	3.11	1.24	Moderately Involved
2. I initiate in giving scholarship to those deserving students to continue schooling.	2.83	1.20	Moderately Involved
3. I volunteer to be a member of literacy outreach program to teach drop-out students for them to gain an access to quality education.	3.14	1.21	Moderately Involved
4. I increase awareness of the community people about the innovative education and learning the life-long skills through conducting seminars and workshops to them.	3.11	1.28	Moderately Involved
5. I conduct night classes, give modules, and establish partnership with private sectors to deliver transformative education and functional literacy to community people who are unprivileged.	2.73	1.26	Moderately Involved
Average	2.99	1.13	Moderately Involved

Table 4 shows that all items have been evaluated as "moderately involved", item 3 indicated the highest mean and item 5 indicated the lowest. On the average, the teachers believe that basic education activities have a moderate effect in community development. According to Bogler (2001), effective teachers understand the importance of working as

part of an early literacy team. They acknowledge teachers as an important part of the community for they lay the groundwork for community people to succeed in higher part of life through emphasizing the importance of emergent literacy and functional literacy.

Table 5. Participation in Disaster Risk Prevention Activities

Indicative Statements	Mean	SD	Interpretation
1. I raise awareness about the preventive ways of disaster risk through conducting seminars and informing the public about the disaster-risk prevention strategies that should be used during calamity.	3.30	1.20	Moderately Involved
2. I am actively involved with different government agencies such as CDRRMC, DOH, and local offices to inform people about the safety measures that should be observed during disaster.	3.06	1.20	Moderately Involved
3. I participate in government program regarding risk assessment, flood mapping, and mitigation planning to help the community in finding out the best practices and strategies to be used during natural hazards.	3.08	1.17	Moderately Involved
4. I explain to the residents as well as to the leaders the benefits of having adequate knowledge and preparation about the first aid, life-saving activities, and emergency measures that should be observed during disaster.	3.08	1.20	Moderately Involved
5. I raise student awareness about hazards and disaster in the community and introduce disaster prevention strategies and drill to reinforce the concept that the student and communities can plan for disaster and reduce its impact.	3.57	1.04	Highly Involved
Average	3.22	1.04	Moderately Involved

Table 5 shows that four items have been evaluated as "moderately involved" and one item has been evaluated as "Highly involved". Item 5 indicated the highest mean and item 2 indicated the lowest. On the average, the teachers believe that disaster risk reduction activities have a moderate effect in community development. In relation with this, Malaviya (2013), in her study, pointed out that the teachers were well aware of their roles and responsibilities for the disaster preparedness in the schools.

Table 6. Participation in Disease Prevention Activities

Indicative Statements	Mean	SD	Interpretation
1. I help in informing residents about the programs and services offered by health centers and I initiate health program and disease awareness among the people of community for preparedness and health stability	3.11	1.22	Moderately Involved
2. I inform all mothers in my community about the importance and schedule of the feeding program for their children and encourage couples and parents in my community to attend seminars about responsible parenthood.	2.91	1.26	Moderately Involved
3. I discuss with my neighbors the importance of a clean environment and the possible disease which may affect residents and children if environment is unclean.	3.09	1.18	Moderately Involved
4. I volunteer to be a member of any medical missions in the community.	2.79	1.25	Moderately Involved
5. I lead the community in the construction of proper drainage to be free from stagnant water to impede the s spread of bacteria and virus that make up diseases.	2.74	1.22	Moderately Involved
Average	2.92	1.14	Moderately Involved

Table 6 shows that all items have been evaluated as "moderately involved". Item 1 indicated the highest mean and item 5 indicated the lowest. On the average, the teachers believe that disease prevention activities have a moderate effect in community development. In connection to the study of Gamms et al. (2010), they pointed out health status and related health behaviors are known by influences at multiple levels: personal, organizational/institutional, environmental, and policy. Since significant and dynamic interrelationships exist among these different levels of health determinants, educational and community-based programs are most likely to succeed in improving health and wellness when they address influences at all levels and in a variety of environments/settings.

Table 7. Participation in Sports and Recreation Activities

Indicative Statements	Mean	SD	Interpretation
1. I guide play activities of out-of-school youths and coordinate with local officials and other civic organizations to put up playgrounds	2.78	1.19	Moderately Involved
2. I conduct arts exhibits for those people in the community who have ardent inclination to arts	2.64	1.14	Moderately Involved

	such painting, sculpture, and sketching			
3.	I help local officials in organizing sports activities in barangay to acknowledge the community people about the importance of being physically fit	2.77	1.19	Moderately Involved
4.	I coordinate with non-governmental organizations to raise fund for the conduct of sports activities in the community to develop the people physically and mentally and I organize team building activities in the local community because it helps community people to meet like-minded people and develop a favorable rapport.	2.76	1.16	Moderately Involved
5.	I join in physical health programs of the government officials just like attending Aerobics session, sports fest, and cultural shows, and organizing a dance troupe and a choral group in our community.	2.81	1.20	Moderately Involved
Average		2.75	1.10	Moderately Involved

Table 7 shows that all items have been evaluated as "moderately involved". Item 5 indicated the highest mean and item 2 indicated the lowest. On the average, the teacher believe that sports and recreation activities have a moderate effect in community development. In connection, Ruhanen&Whitford (2011) recommended that teachers involve themselves in sports and recreation for it contributes some improvement in school retention, attitudes towards learning, social and cognitive skills, physical and mental health and well-being. It can also improve one's physique and can really change one's perspective toward healthy lifestyle for the overall development of the health community.

Table 8. Participation in Cultural and Historical Preservation Activities

Indicative Statements	Mean	SD	Interpretation
1. I conduct religious teaching to the community through bible study and ministry group.	2.88	1.26	Moderately Involved
2. I help in reviving age-old traditions and values through organizing poster-making contest which aims to develop nationalism and patriotism in barangay.	2.91	1.19	Moderately Involved
3. I teach children and community people the value of knowing the cultural heritage and ancestors for them to be proud of.	3.19	1.18	Moderately Involved
4. I spearhead the making of mini-community parks, playground, and mini-museum for culture preservation.	2.63	1.22	Moderately Involved
5. I coordinate with local government officials to promote awareness regarding rich history and culture through conducting singing, dancing contest, cultural shows and concert for a cause.	2.71	1.25	Moderately Involved
Average	2.86	1.10	Moderately Involved

Table 8 shows that all items have been evaluated as "moderately involved". Item 3 indicated the highest mean and item 4 indicated the lowest. On the average, the teachers believe that cultural and historical preservation activities have a moderate effect in community development. In this sense, teachers should promote awareness about the culture and history of the community it will preserve the local perspectives for a healthy community. All teachers have a vital role in promoting respect for the cultural diversity of their students and the community.

Table 9. Participation in Food Production Activities

Indicative Statements	Mean	SD	Interpretation
1. I organize non-government clubs which aim to provide livelihood and help the house owners to put up their own business through planting crops and vegetables in their backyards.	2.67	1.19	Moderately Involved
2. I initiate the raising of chickens, ducks, pigeons, geese for home and commercial consumption and I encourage the community to put up home garden and orchards.	2.42	1.09	Seldom Involved
3. I encourage the community to raise pigs, goats, and other domesticated animals for home and commercial consumption.	2.40	1.12	Seldom Involved
4. I initiate to farmers increased food production through the use of local and commercial fertilizers and through practice of crop rotation.	2.45	1.14	Seldom Involved
5. I initiate income-generating projects with local officials and socio-civic organization which helps to provide livelihood for those who are unemployed for community economic stability.	2.48	1.18	Seldom Involved
Average	2.49	1.07	Seldom Involved

Table 8 shows that four items have been evaluated as "seldom involved" and one item was "moderately involved". Item 1 indicated the highest mean and item 3 indicated the lowest. On the average, the

teachers believe that food production activities have a low effect in community development. Similarly, Francisco (2005) found out that in terms of economic community activities, teachers were moderately participative, which implied that as perceived by the teachers themselves, their involvement in the economic community was good.

Table 10. Participation in Environmental Protection Activities

Indicative Statements	Mean	SD	Interpretation
1. I inform the people about the existing community ordinances, resolutions, and laws on the proper disposal of garbage.	3.21	1.19	Moderately Involved
2. I explain to the people the importance of discipline in the implementation of proper waste management projects.	3.37	1.08	Moderately Involved
3. I reinforce the strict implementation of proper waste management in the community through mobilizing youth to encourage the members of the community to practice proper waste management.	3.29	1.11	Moderately Involved
4. I initiate campaign /drives for cleanliness and clean and green revolution through using proper methods of waste management such as recycling, composting, and garbage segregation.	3.28	1.18	Moderately Involved
5. I invite all sectors in the community for the seminars and training on waste management through coordinating with the government officials regarding available resource persons and speakers for the seminars and training to be conducted in the community.	2.86	1.24	Moderately Involved
Average	3.20	1.07	Moderately Involved

Table 10 shows that all items have been evaluated as "moderately involved". Item 2 indicated the highest mean and item 5 indicated the lowest. On the average, the teachers believe that environmental protection and awareness activities have a moderately effect in community development. As forerunners of environmental awareness, Bastida& Tan (2017) advised that teachers carry out environmental practices that can help community people to maintain cleanliness and orderliness in the whole community. They must inform the public about the ways to protect the environment and provide innovative ways to lessen the environmental problems which could be seen everywhere.

Table 11. Summary of Participation in Community-based Activities

	Mean	SD	Interpretation
Peace and Conflict Activities	3.42	1.04	Highly Involved
Water, Hygiene and Sanitation Activities	3.07	1.09	Moderately Involved
Basic Education Activities	2.99	1.13	Moderately Involved
Disaster risk Prevention Activities	3.22	1.04	Moderately Involved
Disease Prevention Activities	2.92	1.14	Moderately Involved
Sports and Recreation Activities	2.75	1.10	Moderately Involved
Cultural and Historical Preservation Activities	2.86	1.10	Moderately Involved
Food Production Activities	2.49	1.07	Seldom Involved
Environmental Protection Activities	3.20	1.07	Moderately Involved

Comparison of Participation in Community-Based Activities

School

Teachers of BSAA and MNHS were found to be significantly more involved in community-based activities terms of Peace and Conflict Prevention/Resolution, Water, Hygiene and Sanitation, Basic Education and Literacy, Disaster Risk Prevention and Mitigation, Disease Prevention and Treatment, Sports and Recreation, and Environmental Awareness and Protection.

Age

Teachers aged 30-39 years were found to be significantly more involved in community-based activities terms of Basic Education and Literacy, Disaster Risk Prevention and Mitigation, Disease Prevention and Treatment, and Sports and Recreation.

Gender

Male teachers were found to be significantly more involved in community-based activities terms of Peace and Conflict Prevention/Resolution, and Food Production.

Monthly Income

Teachers earning 20000 Php or less per month were found to be significantly more involved in community-based activities terms of Disaster Risk Prevention and Mitigation, Disease Prevention and Treatment, Sports and Recreation, Cultural and Historical Preservation, Food Production, and Environmental Awareness and Protection.

Teaching Experience

No significant difference was established in the involvement of the teachers in terms of all the community-based activities. Teaching experience is not indicative of how involved the teacher will be in community-based activities.

Teaching Designation

Teachers designated as Teacher 1 were found to be significantly more involved in community-based activities terms of Disaster Risk Prevention and Mitigation, Disease Prevention and Treatment, Sports and Recreation, Cultural and Historical Preservation, and Environmental Awareness and Protection.

SUMMARY AND CONCLUSION

High involvement of the teachers in the community development activities ensures a good starting point to achieve development goals in the local government of Biñan. As a part of the knowledge-based sector, teachers could be assets to community as they initiate and spearhead community-based activities. The results of the study provide also valuable information that could help both the school and community towards a shared growth through partnership. Since the community serves as the extension of the learning environment and the school is a sanctuary where students can formally educate themselves, teachers' engagement in the community development activities gives additional efforts for the realization of the vision and mission of the Biñan City, which is to promote public welfare. Relative to the results of the study, the hypothesis stating that there is no significant relationship between the respondent-related factors in terms of gender, civil status, and age and their involvement level in development activities was partly upheld by the study. High school teachers were found to be highly participative in peace and conflict prevention/resolution activities. Gender was found to be significantly related to the level of participation of high school teachers in peace conflict, hygiene and sanitation, and food production activities. Also, the result showed that high school teachers' participation level in peace and conflict prevention, water, hygiene and sanitation, and disaster risk reduction activities was affected by their age. Further, civil status has a significant relationship with teacher's participation in environmental awareness, food production, and cultural and historical activities.

RECOMMENDATIONS

Based on the results of the study, it is recommended that community developers and leaders consider schools, especially teachers, as a primary support in initiating community development activities. There must be some form of consultation, communication, and coordination between the schools and community heads relative to the assignment of teachers in the community. Government must give additional funds for the schools which will be used for community-related activities. Thus, a committee should be created to formulate possible solutions to the problems encountered by the teachers in community-based activities. There is also a need to include participation in community-based activities in the official time of teachers. Giving incentives and certificates in the form of service credits should be given to those teachers who actively participate in community-based activities. Enrichment seminars and in-service training and workshops should be consistently conducted to strengthen teachers' commitment and dedication not only for the improvement of the school but the whole community as well.

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