



## RELATIONSHIP STATUS BETWEEN SCHOOLS AND STAKEHOLDERS: BASIS FOR A PROPOSED ACTION PLAN ON SUSTAINABLE SCHOOL - COMMUNITY PARTNERSHIP

**SAMANTHA CRISTINA ABRANTES TEJADA**

<https://orcid.org/0009-0005-3060-7342>

[samanthacristina.abrantes@deped.gov.ph](mailto:samanthacristina.abrantes@deped.gov.ph)

San Isidro Elementary School  
Pagsanjan Laguna, Philippines

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### ABSTRACT

*This study aimed to investigate the current status of the relationship between schools and stakeholders in the District of Pagsanjan. A quantitative descriptive design was employed, and 288 respondents comprised of school heads, teachers, parents, alumni, local government officials, religious organizations, and non-government organizations were included in the study. Data were gathered using a researcher-made questionnaire. Results showed that the Feeding Program, Gulayan sa Paaralan program, and the Clean-up Drive Program of the Department of Education “Often” encouraged and engaged the school and stakeholders in active partnership. The current status of the relationships between the school and parents, local government officials, alumni, religious organizations, and non-government organizations was “Very Satisfactory.” It was concluded that the programs of the Department of Education have improved the relationship between the school and the community, and have created avenues for the school and community to address common concerns such as health, sanitation, and nutrition. Moreover, schools should involve all sectors of the community in their programs and convince stakeholders of the importance of their assistance in the education and learning process of pupils.*

*Keywords: action plan, stakeholders, community partnership, DepEd programs*

### INTRODUCTION

To encourage the participation of the private sector and stakeholders, the Department of Education introduced programs and projects to meet the needs of schools and students. These programs and projects include the Adopt-a-School Program Law (RA 8525) (Francisco et al., 2015) and *Brigada Eskwela* whose goal is to foster understanding among all sectors of society that the education of the Filipino people is the responsibility of everyone (Luz, 2017), the Feeding Program and Gulayan sa Paaralan which was implemented by Memorandum No. 293 (Rosales, 2019), and the establishment of the Youth for the Environment in Schools by DO 72, S. 2003 whose projects include

the Clean-Up Drive inside and surrounding the school premises, including public and common areas in the community (Ballard et al., 2017).

Clark (2017) introduced the concept of sustainability in strengthening the relationship between the school and the stakeholders. They said that human relationships in educational contexts could also be sustained by developing in them the qualities of sustainable relationships. These qualities of sustainable relationships could be established, developed, or enhanced if the prospects of developing them already exist. What is more important is that a sustainable relationship between the school and the stakeholders could result in sustainable administration and sustainable supervision by the school head with

the strengthening of the relationship between the school and the community.

In this study, the researcher assessed the current status of the relationship between stakeholders and the public elementary schools in Pagsanjan District in terms of the programs and projects of the Department of Education that engage the schools and stakeholders in a partnership. The study would further determine the prospects of sustaining the relationship between stakeholders and the schools in Pagsanjan to develop an action plan for sustainable school-community partnerships.

The researcher thought that if there could be environmental sustainability, human relationships particularly the relationship between schools and stakeholders could also be sustained. Thus, the study probed into the programs and projects of the Department of Education included the feeding program, "gulayan sa paaralan" program, and the clean-up drive campaign program, that engage the schools and stakeholders in a relationship towards sustainability.

Specifically, the researcher established, first, the profile of schools in terms of the reports based on the adopt-a-school program, National Achievement Test, and Brigada Eskwela Report. The current status of the relationship between the public elementary schools of Pagsanjan District and stakeholders including the parents, local government officials, alumni, religious organizations, and non-government organizations, would also be determined by the researcher to form the basis for the proposed plan for sustaining the relationship between schools and stakeholders of Pagsanjan District.

It has been observed by the researcher in the school where the researcher works that there remain stakeholders who showed hesitation in participating in different activities related to the programs of DepEd. Sadly, it has become more difficult for many schools to win the confidence of some organizations to become partners of schools in the provision of quality education to learners (Stefanski et al., 2016). Still, those schools that were successful in having partners were not able to sustain the partnership.

Sustaining a good working relationship between schools and stakeholders could be most helpful for the effective implementation of the programs and projects of the Department of Education, as well as for improving the performance of schools and pupils in national assessments of learning.

The aim of the study which was to improve the relationship between stakeholders and the public elementary schools of Pagsanjan District in Laguna by proposing an action plan for sustainable school-community partnership. The respondents of the study came from the public elementary schools of the said district. At the top of the figure, it can be seen that the study focused on the relationship between stakeholders and the public elementary schools of Pagsanjan District in Laguna. At the bottom of the figure, it is shown that the study determined the current status of the relationship between the schools and the parents of pupils, alumni, local government officials, members of religious organizations, and members of non-government organizations. It is also shown that the study determined how the programs and projects of the Department of Education, such as the Feeding Program, Gulayan sa Paaralan, and Clean-up Program, engage the schools and stakeholders in a relationship. The study proposed an action plan for sustainable school-community partnerships to improve the relationship between stakeholders and the public elementary schools of Pagsanjan District in Laguna.

## OBJECTIVES OF THE STUDY

The study aimed to determine the current status of the relationship between schools and stakeholders to form the basis for a proposed action plan on sustainable school-community partnership.

The researcher provided answers to the following specific research questions

1. Determine the school profile in terms of:
  - 1.1 Adopt-a-School Program Report;
  - 1.2 Performance in 2014-2015 National Achievement Test (NAT); and
  - 1.3 Brigada Eskwela Report



2. Identify the DepEd programs and projects engaging school and stakeholders' partnership in terms of:
  - 2.1 Feeding Program;
  - 2.2 Gulayan sa Paaralan; and
  - 2.3 Clean-up Drive Program
3. Explore the current status of the relationship of public elementary schools and the following stakeholders:
  - 3.1 Parents;
  - 3.2 Local Government Officials;
  - 3.3 Alumni;
  - 3.4 Religious Organizations; and
  - 3.5 Non-government Organizations

## METHODOLOGY

The researcher employed the descriptive research design for the study. According to Monette et al. (2013), the descriptive method is best applicable to studies whose goals are to describe what the present conditions are, to identify exactly what is currently transpiring, and what is commonly being practiced at present time.

For the collection of data, the researcher decided to use the survey method wherein the researcher distributed a researcher-made, but validated questionnaire to the respondents of the study at different times depending on the availability of the respondents, and the researcher collected back the same survey forms after some time.

Additionally, the population of respondents of the study was composed of 288 of which 12 were school heads of the twelve 12 public elementary schools in Pagsanjan District, and 114 were teacher-respondents taken randomly from each of the 12 public elementary schools in Pagsanjan District. Hence, the researcher employed the purposive sampling technique. Rai and Thapa (2015) said that the purposive sampling technique allows the researcher to select a sample of respondents who would meet the purpose of the study and would provide information that would shed light on the questions posed by the researcher. This means that the respondents of the study were taken exclusively from the public secondary schools in Pagsanjan District and from the members of the communities in their vicinity.

Moreover, the researcher conducted a thorough validation of the research instrument for reliable and valid data collection. The questionnaire was given to the grammarian, an expert in school administration and supervision, and a statistician to check its face and content validity, respectively. After revision, it was tested for reliability with a Cronbach's alpha score of 0.889. Lastly, it was given to respondents with the help of the school heads, and the data gathered were tallied in Microsoft Excel. The summarized data as well as the manuscript were submitted to the statistician for analysis using the statistical software available to the statistician, which is the Statistical Package for Social Sciences (SPSS) version 20.

The following statistical tools were used for the analysis of the data: Percentage, Frequency Distribution, and Mean were used to summarize data from the Adopt-A-School program, National Achievement Test, Brigada Eskwela, programs and projects of the Department of Education, and the current status of the relationship between the public elementary schools and the stakeholders.

The computed means were interpreted using the following table of verbal interpretations of means:

**Table 1**  
*Verbal Interpretations of Means*

Mean	Engaging Stakeholders in DepEd's Programs and Projects	Current Status of Relationship
1.00 – 1.50	Never	Unsatisfactory
1.51 – 2.50	Seldom	Slightly Satisfactory
2.51 – 3.50	Sometimes	Satisfactory
3.51 – 4.50	Often	Very Satisfactory
4.51 – 5.00	Always	Excellent

## RESULTS AND DISCUSSION

There were a total of 12 schools that participated in the study, and these schools are public elementary schools in the District of Pagsanjan. The table below summarizes the distribution of schools according to the Adopt-a-School Program report in terms of the type of adopting entity/partner of the school.



## 1. School Profile according to Adopt-a-School Program

### 1.1. In terms of Type of Adopting Entity/Partner

**Table 2**

*School Profile according to Adopt-a-School Program in terms of Type of Adopting Entity/Partner*

Adopting Entity/Partner	Frequency	Percentage (%)
Business Sector	2	16.67
Non-Government Organization	6	50.00
Foundation	5	41.67

The table above that most of the public elementary schools in Pagsanjan District were adopted by non-government organizations. In particular, 6 public elementary schools in Pagsanjan District were adopted by non-government organizations, and they represent 50% of the 12 public elementary schools in Pagsanjan District. This is followed by 5 public elementary schools that were adopted by a foundation, and they represent 41.67% of the 12 public elementary schools in Pagsanjan District. There are 2 public elementary schools, representing 16.67% of the 12 public elementary schools in Pagsanjan District that were able to establish partnership with the business sector.

### 1.2. In terms of the Type of Assistance Received from Adopting Entity/Partner

**Table 3**

*School Profile according to Adopt-a-School Program Report in terms of the Type of Assistance Received from Adopting Entity/Partner*

Assistance Received	Frequency	Percentage (%)
Cash	5	41.67
Physical Facilities	3	25.00
Reading Materials	7	58.33
Computer Laboratory	4	33.33
Science Laboratory	5	41.67
Assistive Learning Devices	4	33.33

Table 3 shows the kind of assistance extended to public elementary schools by their partners or adopting entity. A school may receive

one or more of these assistance. The majority of the public elementary schools in Pagsanjan District received reading materials from their adopted entity or partner as assistance to schools, and these schools represent 58.33% of the 12 public elementary schools in Pagsanjan District. This is followed by 5 public elementary schools that received assistance in kind for their science laboratory, and these 5 schools represent 41.67% of the 12 public elementary schools in Pagsanjan District. Another 5 public elementary schools received monetary assistance, and these 5 schools also represent 41.67% of the 12 public elementary schools in Pagsanjan District.

The 4 public elementary schools received assistance in kind for their computer laboratory, and these 4 schools represent 33.33% of the 12 public elementary schools in Pagsanjan District. Another 4 public elementary schools received assistive learning devices assistance from their partners, and these 4 schools also represent 33.33% of the 12 public elementary schools in Pagsanjan.

## 2. Performance in NAT of Public Elementary Schools in Pagsanjan District for SY 2014 – 2015

The achievement rate of the District of Pagsanjan in five learning areas is 96.30. Furthermore, the District of Pagsanjan has the highest achievement rate of 104 for Science and the lowest achievement rate of 84.30 for Mathematics.

Among the public elementary schools in Pagsanjan District, Pinagsanjan Elementary School has the highest average Mean Percentage Score (MPS) of 79.21 in 5 learning areas; while C. Lanuza Elementary School has the lowest average Mean Percentage Score (MPS) of 33.52 in 5 learning areas.

In the Pagsanjan District, Maulawin Elementary School had the highest Mean Percentage Score (MPS) in Filipino with 77.25, while Pinagsanjan Elementary School had the highest MPS in Mathematics (90.08), English (83.13) and Science (86.71). The lowest MPS for each of these subjects was 46.88 for Filipino (Dr. Augusto E. Hocson Elementary School), 27.61 for



Mathematics (C. Lanuza Elementary School), 32.95 for English (C. Lanuza Elementary School), and 29.74 for Science (C. Lanuza Elementary School). In HEKASI, Maulawin had the highest MPS at 82.20 and C. Lanuza had the lowest at 29.44.

### 3. School Profile according to Brigada Eskwela Report

**Table 4**  
*School Profile according to Brigada Eskwela Report*

Activities of Brigada Eskwela	Frequency	Percentage (%)
Repainting walls and blackboards	4	33.33
Cleaning (classroom, grounds, windows, and doors)	12	100.00
Repairing fences	12	100.00

The table above shows the activities undertaken by the public elementary schools in Pagsanjan District during the Brigada Eskwela Program of the Department of Education. It can be seen that all the public elementary schools in Pagsanjan District cleaned their classrooms, grounds, windows, and doors. Similarly, all the public elementary schools in Pagsanjan District did repairs, particularly to their fences. However, only 4 public elementary schools, representing 33.33% of the 12 public elementary schools in Pagsanjan District were able to undertake repainting of their walls and blackboards.

#### 3.1. In terms of Entities who Participated

The table lists the stakeholders who have participated in Brigada Eskwela Program of the Department of Education. It can be seen that in all the public elementary schools in Pagsanjan District students, teachers, parents, school heads, members of the local government unit, and the community residents or community members all participated in Brigada Eskwela Program.

**Table 5**  
*School Profile according to Brigada Eskwela Report in terms of Entities who Participated*

Stakeholders	Frequency	Percentage (%)
Students	12	100.00
Teachers	12	100.00
School Head	12	100.00
Parents	12	100.00
Private Partners/Companies	5	41.67
Local Government Unit (Policemen, Firefighters, etc)	12	100.00
Members of religious groups	4	33.33
Members of Non-Government Organizations	5	41.67
Community Residents/Members	12	100.00

There were 5 public elementary schools that received the participation of private partners or companies during the Brigada Eskwela Program, and these schools represent 41.67% of the 12 public elementary schools in Pagsanjan District. There were also 5 public elementary schools that received the participation of non-government organizations during the Brigada Eskwela Program, and these schools also represent 41.67% of the 12 public elementary schools in Pagsanjan District.

There are 4 public elementary schools that received the participation of members of religious during the Brigada Eskwela Program, and these schools represent 33.33% of the 12 public elementary schools in Pagsanjan District.

#### 3.2. In terms of Donations/Assistance Received

The table above lists the donations or assistance extended by stakeholders to the public elementary schools in Pagsanjan District during the implementation of Brigada Eskwela Program. It can be seen in the table that all 12 public elementary schools in Pagsanjan District received manpower support from the stakeholders.



**Table 6**  
*School Profile according to Brigada Eskwela Report in terms of Donations/Assistance Received*

Donations/Assistance Received	Frequency	Percentage (%)
Cash	3	25.00
Manpower	12	100.00
Learning Materials	6	50.00
Volunteer Services	7	58.33

There were 7 public elementary schools that received specialized or professional volunteer services from some stakeholders, and these 7 schools represent 58.33% of the 12 public elementary schools in Pagsanjan District. There are 6 public elementary schools that received donations in the form of learning materials from some stakeholders, and these 6 schools represent 50% of the 12 public elementary schools in Pagsanjan District. Three of the 12 public elementary schools in Pagsanjan District received monetary donations from stakeholders specifically for use during the Brigada Eskwela Program, and these 3 schools represent 25% of the 12 public elementary schools in Pagsanjan District.

The following table shows how frequently the “Feeding Program” of the Department of Education engages the school and the stakeholders in an active partnership.

#### 4. Program of the Department of Education Engage the School and Stakeholders in Partnership

The Feeding Program of the Department of Education has a positive effect on the relationship between the school and the stakeholders, encouraging and engaging them in an active partnership. It provides opportunities for both the school personnel and stakeholders to interact, communicate, and exchange views, which are all necessary for them to develop a good relationship. It also serves as motivation for cooperation between the school and the stakeholders, allowing them to work towards a common goal for the successful implementation of the program. Lastly, it brings to the awareness of the school and stakeholders what they can contribute to the

implementation of the program, making them realize their dependency on each other for achieving the goals of the program.

**Table 7**  
*Summary of How Frequently the Program of the Department of Education Engage the School and Stakeholders in Partnership*

Programs of DepEd	WM	VI	Rank
Feeding Program	4.43	O	1
Gulayan sa Paaralan	4.28	O	3
Clean-up Drive (Clean and Green)	4.31	O	2
<b>Overall Weighted Mean</b>	4.34	<b>O</b>	

Moreover, the Gulayan sa Paaralan program of the Department of Education has been found to have a strong relationship between the school and its stakeholders. The program has provided opportunities for the school and stakeholders to coordinate with one another, with the school providing better guidance for the stakeholders on how they could contribute to the project. The overall weighted mean of 4.28 indicates that the Gulayan sa Paaralan program of the Department of Education “Often” engages the school and the stakeholders in an active and productive partnership for the successful implementation of the program. The program has taught the community the importance of taking an active role in the undertaking of the school of which their children are a part and has shown the participants of the program the importance of dividing a big task into smaller tasks and delegating these smaller tasks to the stakeholders for the program to succeed.

Consequently, the Clean-up Drive Program of the Department of Education has often facilitated the partnership between the school and the stakeholders for the benefit of both. This partnership has allowed both parties to understand their mutual dependence on each other to successfully implement the program. The results also indicate that both the school and the community have taken active involvement and participation in the clean-up program, as they understand the importance of cleanliness for the betterment of both the school and the community.



This mutual understanding has strengthened their relationship and has allowed them to work together towards the promotion of the common good.

Through the implementation of the three programs by the Department of Education, a strong relationship has been formed between the school and the stakeholders, leading to the successful implementation of the program. The programs have provided opportunities for the school and stakeholders to interact, communicate, and exchange views, motivating them to work together and understand their mutual dependency. The results indicate that the programs have been successful in promoting the common good and strengthening the partnership between the school and the community. The overall weighted mean of 4.34 further confirms the success of the programs.

### 5. Current Status of the Relationship of Public Elementary Schools and the Stakeholders

**Table 8**  
*Summary of the Current Status of the Relationship of Public Elementary Schools and the Stakeholders*

Indicators	WM	VI	Rank
Parents	4.29	VS	3
Local Government Officials	4.04	VS	5
Alumni	4.18	VS	4
Religious Organizations	4.37	VS	2
Non-Government Organizations	4.44	VS	1
<b>Overall Weighted Mean</b>	4.44	VS	

The relationship between the school and parents is very satisfactory. The indicator with the highest weighted mean of 4.55 shows that the parents are well-informed by the school authorities about how they can actively participate in the operation of the school. There is also coordination between the school and parents and the school makes allowances for parents to comply with the requirements of the school. This implies that parents get consideration from the school in times when compliance for them is difficult. The weighted

mean of 4.29 means that there is the relationship between the school and parents. This is due to the good partnership that has been established, developed, and facilitated by the programs of the Department of Education.

The results of the survey suggest that the relationship between the school and the local government officials is very satisfactory and is based on mutual respect and a recognition of each as an esteemed member of the community. This relationship is made possible by the occasions where the school and the local government officials meet each other formally and informally. The survey results also indicate that it is necessary for the maintenance of this very satisfactory relationship that the school and the local government officials meet regularly to discuss matters that concern them or to discuss programs for which both have to work together to implement.

The relationship between the school and alumni is “Very Satisfactory”, which is a result of regular and effective communication between the two. The alumni appreciate the school being invited to attend and participate in the programs of the school, and the school appreciates the support and assistance that the alumni can provide. For a continuous and improved relationship between the school and alumni, there must be an effort by both sides to keep the communication active and consistent, and for the alumni to always be cognizant of their alma mater and be open to helping out and supporting the school in any way they can. A good relationship between the school and alumni can open avenues for collaboration that can benefit both the school and alumni.

Furthermore, there is an excellent relationship between the school and religious organizations which is attributed to the fact that the school has been keeping them informed about the extent of their participation in the school’s operations. This understanding of each other’s roles, status, and obligations also implies that both parties are aware of their respective limitations and can work together to achieve the best outcome for the students. Furthermore, the survey results also revealed that the heads of security, library, learning resources, and canteen interact with the stakeholders with authority and professionalism, yet at a level that the stakeholders can understand.



This indicates that the school is not only concerned with the teachers and school head having positive interactions with the stakeholders but also the other members of the staff.

The relationship between the school and non-government organizations is excellent due to the constant communication between the two entities and the school head's motivation and encouragement of the stakeholders to get involved in the learning process of pupils. This communication takes different forms and is key to a successful relationship. Furthermore, the school needs to motivate and encourage the stakeholders to understand the importance of their contributions to the development of young learners and their potential to be leaders in the future. Hence, the results of the study suggest that communication and motivation are two of the key elements in establishing an excellent relationship between the school and non-government organizations.

The overall weighted mean of 4.44 implies that the relationship between the schools and the community, particularly the stakeholders, is "Very Satisfactory". This means that each group of stakeholders is equally important to the schools, as each of them has their contributions to make for the education of the learners. The results indicate that with a very satisfactory relationship between the schools and the community, the schools and their stakeholders are working together to bring the best education to the learners in the public schools.

## CONCLUSIONS

The researcher found that the Department of Education's Feeding Program, Gulayan sa Paaralan program, and Clean-up Drive Program have all served as a link between the school and the community, which has strengthened their relationship through cooperation, communication, and coordination. The programs have also demonstrated to the stakeholders the importance of their roles in the implementation of the programs and the importance of taking active participation and involvement in the school's undertakings for the common good. Consequently, the researcher concludes that the programs of the Department of Education paved the way for the improvement of the relationship between the school and the

community; they have created avenues for the school and community to deal with their common concerns including health, sanitation, and nutrition; and that the programs confirm and prove that an undertaking can be successful if the school and the community will cooperate to work as partners who coordinate and communicate with each other about the tasks they need to carry out efficiently and effectively to achieve the best results from the implementation of the programs.

Likewise, the very satisfactory relationship between the school and its stakeholders, including parents, local government officials, and alumni, is a testimony to the programs of the Department of Education which have been successful in creating opportunities for them to interact, communicate, coordinate and work together. This is what has led to the success of the programs and the satisfaction of all those involved.

It is also concluded that the school considers all sectors of the community in getting representative individuals from these sectors to participate in school programs, to assist the school in the process of educating the pupils, and to share their perspectives on the same issue that confronts the school but which affects the entire community. It is likewise concluded that having a very satisfactory relationship with the religious sector will make it easier for the school to seek advice from them or to consult them about important matters concerning learners, about DepEd's memorandum, or local government's ordinance, in order to determine the decision that is appropriate for a God-fearing educator.

The researcher concludes that part of the school's role in establishing good working relationships with the community is to convince the stakeholders that their assistance and involvement in the education and learning process of pupils are very much needed and that they would be doing much for the good of the young children who mostly come from destitute families. The stakeholders also need to be motivated properly and encouraged by the school so they will understand well the importance of their contribution as partners of schools in the provision of quality education to young children, in shaping the lives of young learners, and in developing the



young children as leaders in the future by developing their full potentials as human beings.

## RECOMMENDATIONS

The researcher recommends that schools call for representatives from the community and stakeholders when making important decisions, involve stakeholders in the planning process, show appreciation and gratitude for assistance, be transparent in management, parents comply with requirements, alumni cooperate with public elementary schools, local government involves school heads in development planning, religious organizations coordinate with schools for teaching values and lessons from the Bible, and non-governmental organizations support the implementation of education programs and request financial reports.

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## AUTHOR'S PROFILE



**Samantha Cristina Abrantes Tejada** is an experienced educator with 9 years of teaching experience in public school and a full scholarship in both high school and college. Currently, she is enrolled in a Doctor of Education in Education Management, and is the Coordinator of a Waste Management Initiative, Yes O Coordinator, Science Coordinator, and a Board of Trustees Member at UECPL.

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