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Implementation of School Community Program and Teacher's Participation in School Events in Marawi City Division

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ABSTRACT

The strength of a school community is essential for a successful educational institution, particularly in the Marawi City Division, where sociocultural and educational challenges exist. This study examined the implementation of the school community program and the extent of public elementary school teachers' participation in various school events. A descriptive survey approach was used, with 250 teachers participating, and the data were analyzed using descriptive and inferential statistics. Results showed a high level of program implementation, with religious activities being the most implemented and economic activities the least. Teachers' participation in school events was also generally high, with the greatest involvement during Ramadan and the lowest in cultural dance activities. Significant differences in participation were observed based on age, sex, and ethnicity. The study proposed a school development plan to enhance the program's implementation, particularly in economic activities and outreach programs. It recommended a comprehensive development strategy to address diverse community needs, strengthen external collaborations, and promote inclusivity. Overall, while the school community program and teachers' participation in Marawi City Division are strong, further improvements are necessary to create a more inclusive and impactful school-community connection.

INTRODUCTION

Background of the Study

The implementation of school community programs and teacher's participation in school events play a pivotal role in fostering community development, particularly in conflict-affected areas like Marawi City, Lanao del Sur, Philippines. Marawi City has endured significant socio-political challenges, most notably the 2017 Marawi Siege, which left destruction in its wake. This crisis not only displaced thousands of families but also disrupted the local education system, severely affecting both students and educators.

Even years after the siege, the remnants of conflict continue to shape the city's recovery, with schools facing infrastructural damage, resource limitations, and the lingering effects of trauma among teachers and students. In such a context, the role of public elementary school teachers extends beyond classroom instruction. Their active involvement in school programs and community initiatives becomes essential in rebuilding the social fabric, fostering resilience, and restoring a sense of normalcy among learners.

Beyond academic instruction, teachers serve as agents of social cohesion and community empowerment. Their participation in school events strengthens student engagement, promotes holistic development, and cultivates a sense of belonging (Singh, 2023). Additionally, fostering strong school-community partnerships enhances educational inclusivity and support systems, creating a more nurturing and resilient learning environment (Wijayanti *et al.*, 2023). Thus, understanding the impact

of teachers' involvement in school activities is crucial in shaping policies and interventions that contribute to the long-term recovery and development of Marawi City's educational landscape.

This study seeks to explore the level of involvement of public elementary teachers in Marawi City Division in school events and school community programs. It aims to investigate their motivations for participating in these activities and examine the impact of their involvement on the community. By understanding their perspectives, motivations, and experiences, policymakers and stakeholders can develop strategies to enhance school community involvement, further contributing to the overall well-being and resilience of the community.

Public elementary teachers in Marawi City Division face numerous challenges in their commitment to school community involvement. The aftermath of the Marawi Siege has left them dealing with trauma and loss, as well as the task of rebuilding their schools and supporting their students' emotional well-being. Despite these challenges, they remain resilient and committed to making a positive impact on their students and the community.

The participation of teachers in school events and community initiatives plays a vital role for several reasons. Firstly, it fosters a sense of belonging and connection among students (De Vera, 2022). When educators take an active role in these activities, students feel acknowledged and supported, which can contribute to enhanced academic performance and overall well-being. Secondly, teachers' engagement in community initiatives helps strengthen the relationship between schools and the

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wider community. It encourages positive interactions and partnerships, facilitating the sharing of knowledge and resources. This collaboration greatly influences the overall growth of the community by promoting collective responsibility and empowerment.

Thirdly, public elementary teachers play a vital role in modeling positive behavior and values to their students. By participating in community activities, they demonstrate the importance of civic engagement and service to others, instilling these values in their students. This can have long-lasting effects, as students are more likely to become active and engaged citizens in their community. The findings of this study would provide valuable insights and recommendations to promote and enhance the implementation of school community programs and teachers' participation in school events of public elementary school teachers in Marawi City Division. It will contribute to the growth and resilience of the community by fostering a more inclusive and community-oriented educational environment. Policymakers and stakeholders can utilize these recommendations to develop strategies that empower teachers and encourage their active participation in school events and school community programs. By doing so, they can support the holistic development of students and contribute to the overall well-being of the Marawi City community.

LITERATURE REVIEW

This section encompasses various literature and studies from books, periodicals, journals, and others that are relevant sources that pertain to the subject of the study. It includes the respondent's profile such as age, sex, highest educational attainment, teaching experience, and ethnicity. Further, the implementation of school community programs on cultural, economic, religious, and social are also involved. Moreover, teacher's participation in school events with regard to cultural dance, sports competitions, art exhibits, community outreach, and Ramadhan days are also considered.

Respondents' Profile

Age plays a crucial role in determining an individual's level of experience, perspective, and energy. Age can affect attitudes, motivation, and willingness to engage in extra-curricular activities. Younger teachers may be more inclined to participate actively in school community programs due to their enthusiasm and desire to contribute, while older teachers may bring the benefit of experience and wisdom to such activities Green (2018). The age composition of a teaching staff can influence the overall level of participation in community activities.

Gender differences can also have an impact on participation levels in school community programs. Studies indicate that female teachers tend to be more involved in extracurricular activities compared to their male counterparts (Willemse *et al.*, 2018). This difference may be influenced by various factors, including societal expectations, caregiving responsibilities, and personal

preferences. It is essential to recognize and address any gender disparities to ensure equitable opportunities for all teachers to participate in school community programs. The level of education achieved by teachers can influence their engagement in school community programs. Teachers with higher educational qualifications may possess a more extensive knowledge base and a better understanding of the significance of community involvement in educational settings. They may also possess advanced skills necessary for planning and implementing community-based programs (Willemse *et al.*, 2018). However, it is important to note that teachers with lower levels of education may still contribute effectively to community programs through their experience, dedication, and unique perspectives.

Teaching experience plays a crucial role in a teacher's ability to engage in the school community program (Willemse *et al.*, 2018). Through their experience in the classroom, teachers develop a deep understanding of students' needs, interests, and learning styles. This knowledge enables them to design school community programs that are meaningful and relevant to students' lives. Moreover, experienced teachers have a network of connections within the school community, including colleagues, administrators, and parents, which can be leveraged to enhance the success of the program. They can actively participate in organizing, coordinating, and promoting community activities, fostering collaboration, and establishing strong partnerships between the school and the wider community. Teacher participation brings expertise, enthusiasm, and a sense of commitment that ultimately contributes to the success and impact of the school community program.

Ethnicity can impact teacher's participation in school community programs through cultural factors, such as language proficiency, cultural norms, and perceptions of belongingness (MacBeath & Dempster, 2018). It is crucial to recognize the diversity within the teaching workforce and prioritize inclusivity in community activities to ensure that teachers from all ethnic backgrounds feel welcomed and valued.

Regarding the relationship between school community programs and teacher's participation in public elementary schools, it is vital to consider the inclusive involvement of teachers from diverse backgrounds to promote cultural understanding and community-building (MacBeath & Dempster, 2018). By acknowledging the impact of age, sex, highest educational attainment, and ethnicity on teacher participation, schools can create supportive environments that encourage and recognize the diverse contributions of all teachers in community activities.

Implementation of School Community Program

A school community is a critical component in fostering holistic development and academic success among students. To establish a strong connection between the school and its surrounding community, it is essential to implement a comprehensive school community program

that promotes engagement, collaboration, and positive interaction. This article aims to discuss the significance of a school community program and its benefits in enhancing the overall educational experience, student development, and community cohesion.

A school community program is a structured initiative that focuses on engaging students, teachers, parents, and the wider community in various activities aimed at fostering a sense of belonging, developing social skills, and enhancing educational opportunities. Recent researches highlight the numerous benefits of such programs. According to Zimmerman *et al.* (2018), school community programs promote positive relationships between students, teachers, and community members. This connection creates a supportive environment for learning and personal growth. Additionally, these programs allow students to explore their interests, talents, and passions beyond the traditional classroom setting, which can lead to improved academic outcomes (Esper, 2021).

Cultural Activities

Cultural activities refer to various forms of creative expression by individuals or groups within a specific society. These activities encompass a wide range of practices, including art, music, dance, theatre, literature, film, festivals, and traditional customs. Cultural activities play a crucial role in shaping and preserving a society's identity, heritage, and values. Engaging in cultural activities not only offers individuals an opportunity for self-expression but also facilitates the transmission of cultural knowledge and traditions across generations. These activities serve as a means of communication, facilitating the sharing of ideas, emotions, and perspectives within a community. They enhance intercultural understanding, foster social cohesion, and promote inclusivity as they are often open to participation from diverse backgrounds.

Cultural activities play a vital role in fostering a sense of belonging, promoting diversity, and enriching the school community. According to a study conducted by Arimoto (2018), participation in cultural activities positively affects students' social integration and enhances their cultural awareness. The study highlighted the importance of creating a varied activity program that showcases different cultural traditions, performances, and workshops. Engaging students in cultural activities within the school community can enhance their understanding and appreciation of other cultures. This can be achieved through organizing multicultural festivals, art exhibits, or even language exchange programs. By exposing students to different cultural practices, they can develop a more global perspective and become more tolerant and accepting individuals.

Economic Activities

Economic activities refer to the various actions and initiatives undertaken by individuals, organizations, and communities to generate income, facilitate trade, and

contribute to overall economic development. These activities can encompass a wide range of endeavors, including entrepreneurship, job creation, investment, production, and consumption. According to a study by Banerjee and Duflo (2019), economic activities play a critical role in driving economic growth, reducing poverty, and improving living standards. Through the establishment of businesses, the creation of employment opportunities, and the generation of income, economic activities contribute to the development and prosperity of communities. Furthermore, economic activities promote economic empowerment and self-sufficiency, allowing individuals and communities to improve their financial well-being. By engaging in economic activities, individuals can enhance their skills, accumulate assets, and increase their income levels, leading to greater economic stability and improved quality of life.

Economic activities also have a significant impact on local economies. A study by Acemoglu and Robinson (2012) highlights the positive influence of economic activities on community development, emphasizing the importance of inclusive economic institutions that promote entrepreneurship, innovation, and investment. In conclusion, economic activities are essential drivers of economic growth, poverty reduction, and community well-being. They provide opportunities for individuals and communities to improve their financial circumstances, enhance their skills, and contribute to local economic development.

Religious Activities

Religious activities can also play a significant role in school community programs. These activities provide opportunities for students to explore and celebrate their religious identities, fostering a sense of belonging and promoting cultural understanding (Ganaprakasam & Hutagalung, 2018). One of the benefits of incorporating religious activities into school community programs is the promotion of religious diversity. By providing space and time for students to share their religious traditions and practices, schools can create a more inclusive environment that respects and acknowledges the beliefs of all students. This can help break down stereotypes and prejudices, and foster a sense of appreciation for different religious traditions.

Religious activities can also contribute to students' overall well-being and emotional development (Ganaprakasam & Hutagalung, 2018). Engaging in religious practices, such as meditation, prayer, or reflection, can provide students with a sense of inner peace and comfort. It can serve as a form of self-care and help students navigate their personal challenges and anxieties. By incorporating religious activities into the school community program, schools can support students' holistic development, acknowledging the importance of spirituality in their lives (Ganaprakasam & Hutagalung, 2018).

However, it is important to approach religious activities in a respectful and inclusive manner, ensuring that no

student feels excluded or pressured to participate. Schools should strive to provide a variety of activities that cater to different religious traditions, and offer alternative options for students who do not identify with any particular religion. Open dialogue and communication with students and their families are crucial in understanding their needs and preferences when it comes to religious activities.

Social Activities

Social activities encompass the involvement of individuals in community-oriented events and initiatives that promote social cohesion, well-being, and a sense of belonging among community members. These activities can include attending community gatherings or meetings, volunteering for social causes or community organizations, and actively participating in community development projects or initiatives. According to Jones, Perkins, and Stallman (2018), social activities play a crucial role in fostering a sense of community and enhancing social connectedness among individuals. Engaging in social activities allows individuals to develop relationships, build social networks, and create a supportive environment within their communities. These activities contribute to the overall well-being and quality of life of individuals and help in addressing social issues and improving community resilience.

Teacher's Participation in School Events

According to Dove *et al.* (2018), participation in school events refers to the engagement and involvement of families in various activities and events organized by the school. As the aforementioned study indicates that involvement in school events may include attending parent-teacher meetings, back-to-school gatherings, open houses, school performances, sports competitions, and other related activities. It can also encompass volunteering for school functions such as fundraisers, field trips, and celebrations. Engaging in these events demonstrates the active presence and support of families within the school community.

The research examines the relationship between school community connectedness and family participation in school events. It explores how a positive sense of connectedness between families and the school can enhance and promote family engagement in school activities. The study aims to understand the factors that influence family participation in school events and the potential benefits of such involvement for student success and overall school improvement.

Cultural Dance

Cultural dance can be a valuable component of school community programs, as it promotes cultural understanding, appreciation, and diversity. In a study conducted by Elindra *et al.* (2023), it was found that incorporating cultural dance activities into school programs can have positive effects on students' psychological well-being and self-efficacy. Cultural dance

allows students to learn about different cultures and traditions through movement, music, and storytelling. It provides an opportunity for students to explore their cultural heritage, as well as learn about and appreciate the cultures of their peers. By participating in cultural dance activities, students can develop a sense of pride and identity, fostering a strong sense of belonging within their cultural community.

Moreover, cultural dance activities can also help build bridges between different cultural groups within the school community. By learning and performing dances from different cultures, students can develop empathy, respect, and understanding for those who have different backgrounds. This promotes cultural diversity and fosters a welcoming and inclusive environment within the school. In terms of psychological well-being, cultural dance activities have been found to contribute to students' overall positive self-perception and self-esteem. Engaging in cultural dance can provide a sense of accomplishment and mastery, as students learn and perform intricate movements to showcase the beauty of a particular culture. This sense of achievement can boost students' self-confidence and enhance their overall psychological well-being.

Sports Competition

According to Hasanov and Toshpulatov's study on the improvement of methodology in developing physical education and sports in general elementary schools, sports competition can be defined as organized events or activities in which individuals or teams compete against each other in various athletic disciplines or games (Hasanov & Toshpulatov, 2022). These competitions serve as platforms for athletes to showcase their skills, abilities, and physical prowess while adhering to established rules and regulations.

Sports competitions are not only about determining winners and rankings but also play a significant role in promoting physical fitness, fostering teamwork, discipline, and sportsmanship among participants. Such events can range from local community-based tournaments to international championships, providing opportunities for athletes to test their mettle at different levels.

Sports competition often brings out the best in athletes, pushing them to excel and achieve their personal best. It also fosters a sense of camaraderie and healthy rivalry among participants, creating an environment conducive to learning, growth, and the development of life skills. Sports competition, as highlighted in Hasanov and Toshpulatov's study, encompasses organized events where individuals or teams engage in athletic contests, promoting physical fitness, teamwork, discipline, and sportsmanship (Hasanov & Toshpulatov, 2022).

Art Exhibits

According to Lee's study on curriculum-based interactive exhibition design and family learning experiences at the Children's Art Museum in Taipei, an art exhibition

can be defined as a curated display of artwork or artistic installations in a gallery or museum setting (Lee, 2020). These exhibits provide a platform for artists to showcase their creations while allowing viewers, including the general public and specific target audiences, to engage with and appreciate various forms of visual art. Art exhibits often follow a thematic or conceptual framework, aiming to evoke emotions, provoke thoughts, and stimulate dialogue about artistic expression, cultural perspectives, social issues, and aesthetic experiences. They offer viewers an opportunity to immerse themselves in the world of art, exploring different styles, mediums, and techniques. These exhibits can feature paintings, sculptures, photographs, installations, and multimedia artworks.

In addition to displaying artworks, art exhibits frequently incorporate interactive elements and educational programs to enhance visitor engagement and understanding. These may include hands-on activities, multimedia presentations, guided tours, or artist talks. By integrating educational components, art exhibits not only promote artistic appreciation but also facilitate learning experiences for families and individuals. Moreover, as highlighted in Lee's study, art exhibits serve as curated displays of artistic creations, allowing viewers to engage with and appreciate various forms of visual art, while also offering educational opportunities for learning and engagement (Lee, 2020).

Community Outreach

Community outreach typically involves voluntary activities or initiatives aimed at benefiting a specific community and addressing its needs (Dryfoos & Maguire, 2019). These projects can encompass a wide range of activities, such as environmental conservation, education, health promotion, poverty alleviation, and social justice efforts. Community service projects are driven by the desire to contribute positively to the community and create a lasting impact. They often mobilize individuals or groups to volunteer their time, skills, and resources in service to others. These projects may involve organizing events, fundraisers, or awareness campaigns to address local issues and improve the well-being of community members. By engaging in community service projects, individuals can develop a sense of civic responsibility, empathy, and social awareness. These projects also promote community cohesion and solidarity by fostering connections and inspiring collective action. Moreover, community service projects, as broadly described in the literature, involve voluntary initiatives that aim to address community needs and foster positive change (Dryfoos & Maguire, 2019).

Ramadhan Days

Ramadhan, known as the holy month of fasting, holds great significance in the Islamic calendar. It is a time of intense spiritual reflection, self-discipline, and devotion for millions of Muslims around the world. During this

period, Muslims abstain from food and drink from dawn until sunset, engaging in extra prayers, charitable acts, and increased recitation of the Qur'an. Ramadhan is not only observed as an individual act of worship, but it also fosters a sense of community and togetherness among Muslims. In his book "Islam: A Guide for Jews and Christians," F.E. Peters highlights the importance of Ramadhan in the Islamic faith, stating, "Ramadhan is considered the month in which the Qur'an was first sent down, and it is commemorated with intense fasting and prayer." This reference emphasizes the deep reverence Muslims have for this particular month and the central role it plays in their spiritual journey.

Ramadhan is also a time when Muslims seek to strengthen their relationship with Allah and develop a deeper understanding of their faith. In "The Cambridge Illustrated History of Religions," John Bowker explains, "Ramadhan offers an opportunity for Muslims to cleanse their souls, purify their intentions, and draw closer to Allah through acts of worship and self-reflection." This period of self-discipline and sacrifice allows Muslims to focus on their spiritual growth and introspection. Furthermore, Ramadhan is a time of increased charity and generosity. In their publication "The Oxford Dictionary of Islam," John Esposito and John L. Esposito explain, "Fasting during Ramadhan serves to heighten one's sense of empathy and compassion for those less fortunate, and Muslims are encouraged to engage in acts of charity and kindness during this month." The act of fasting not only purifies the individual, but it also promotes empathy towards those who face hunger and poverty.

Theoretical Framework

This study was anchored on Dwight E. Giles Jr and Janet Eyley's, (1999), service learning theory which provides a very strong framework to understand the implementation of school community programs and a teacher's participation in school events of public elementary school teachers in Marawi City Division. Service-learning is the educational approach that links community service and academic learning. It fosters reciprocal relationships between educational institutions and the community. It enhances participation, cooperation, and reflection in bringing about solutions to community issues while at the same time fostering deeper student learning and personal growth.

Drawing on the tenets of service learning, this study sets out to explore how the implementation of a school community program, such as cultural activities, economic activities, religious activities, and social activities, is influencing participation in events such as cultural dances, sports competitions, and art exhibits by the teachers at the school. Besides that, it also influences participation in the community outreach programs and Ramadhan days. A theory of service learning posits that this active engagement in the community may enable teachers to plan real learning activities that effectively convey social responsibility and civic engagement to the

learners, thus strengthening the relationship between the school and the community. The present research looks at the relationship between the implementation of the school community program and teachers' involvement in school events as a contribution to the existing literature on service learning within the context of Marawi City Division. Ultimately, the research findings will provide inputs and recommendations for the development of effective implementation regarding school community programs and teachers' participation in school events among teachers in meaningfully engaging with the community in Marawi City Division.

Statement of the Problems

The study aimed to determine the extent of the implementation of school community program and teacher's participation in school events among public elementary school teachers in Marawi City Division during the School Year 2023-2024.

It specifically, answered the following questions:

1. What is the respondents' profile in terms of age, sex, highest educational attainment, teaching experience, and ethnicity?
2. What is the extent of the implementation of school community program as perceived by the respondents considering cultural, economic, religious, and social?
3. How do the respondents assess their level of participation in school events based on cultural dance, sports competitions, art exhibits, community outreach, and Ramadhan days?
4. Is there a significant difference in the respondents' perceived implementation of school community programs and their assessment of participation in school events when grouped according to their profile?
5. Based on the findings of the study, what school development plan on the implementation of school community program can be designed?

Scope and Limitations

This study focused on determining the implementation of a school community program and teacher's participation in school events of public elementary school teachers in Marawi City Division S.Y. 2023-2024. The 250 respondents of this study were the public elementary school teachers in the schools where this study was conducted. The independent variables were limited to the respondent's profile such as age, sex, highest educational attainment, teaching experience, and ethnicity. Further, the dependent variables were limited to the implementation of school community programs such as cultural activities, economic activities, religious activities, and social activities. Moreover, the other dependent variables are limited to teacher's participation in school events such as cultural dance, sports competitions, art exhibits, community outreach, and Ramadhan Days. In addition, this study is limited to 250 respondents for the reason that the 325 targeted respondents were found in far and dangerous places in Marawi City.

MATERIALS AND METHODS

Research Design

This study utilized the descriptive survey method of research in determining the levels of implementation of school community programs and teacher's participation in school events of public elementary school teachers in Marawi City Division. On the other hand, data on the independent variables include age, sex, highest educational attainment, teaching experience, ethnicity related to school community program, and personal beliefs of the respondents.

These were measured against the dependent variables, namely, Cultural Activities, Economic Activities, Religious Activities, and Social Activities. This study also considered cultural dance, sports competitions, art exhibits, community outreach, and Ramadhan Days to see how they can influence the level of attendance towards the school's events. The data collection was conducted via a survey questionnaire that captured the dimensions of implementation of the school community program and the extent of participation in school events.

Study Setting

This study was conducted in Marawi City of Local Government Unit served as the study's site. The capital of the Philippine province of Lanao del Sur, officially known as the Islamic City of Marawi (Tagalog: Islamikong Lungsod ng Marawi, Maranao: Inged a Marawi), is a 4th class component city. It has 201,785 inhabitants, according to the 2015 census. The inhabitants of Marawi are known as Maranaos and speak Maranao. They got their name from Lake Lanao, also known as Meranao in their native tongue, which is where Marawi is located. Due to its higher elevation and colder climate, the city is sometimes known as the "Summer Capital of the South," a moniker it shares with Malaybalay, which legitimately holds the title.

In an effort to take control of the entire Lake Lanao region, the Spaniards under the command of Francisco Atienza, a conqueror from Iligan, created Marawi as Dansalan in October 1639. Sen. Domocao Alonto supported a Congressional amendment to the Charter in 1956 that resulted in the change of the official name from Dansalan to Marawi. Republic Act No. 155, which was passed on June 16, 1956, contains this. According to reports, Parliamentary Bill No. 261 in the long-gone Batasang Pambansa, the country's previous legislature under the Marcos administration, suggested renaming the city "Islamic City of Marawi" in order to draw funding from the Middle East. Marawi City was chosen for this study due to its large and diverse population, rich cultural heritage, Islamic designation, and unique climate. These factors provide an opportunity to examine the influence of cultural, religious, and environmental factors on teacher participation in school events.

Research Respondents

The respondents of this study were the 250 public

elementary school teachers in Marawi City Division during the SY 2023-2024. These are the grades 1 to 6 teachers teaching in the 8 elementary schools. By having public elementary school teachers as the respondents for this study, it captured a comprehensive understanding of the implementation of school community programs across different grade levels. The participation of these teachers is important because they have firsthand information on the implementation of school community programs and teacher's participation in school events. The distribution

of respondents by school is shown in Table 1. In this study, the researcher used Slovincs' formula to arrive at the desired number of respondents which was 250. In this formula, the population used was 325 teachers with 3% confidence level. Then stratified sampling procedure was employed to get the appropriate number of respondents by school. This was done by dividing the computed sample size by its population. In addition, a simple random sampling procedure was utilized to assign the number of respondents by grade level.

Table 1: Distribution of Respondents

Name of School	Population	Respondents						Total Respondents
		G1	G2	G3	G4	G5	G6	
Amai Pakpak Central Elementary School	143	16	17	17	20	20	21	111
Marawi Central Elementary School	46	5	5	5	8	9	9	41
Banggolo Elementary School	20	2	2	2	2	3	3	14
Mipaga Elementary School	24	2	3	3	3	3	3	17
Bito Elementary School	25	3	3	3	3	3	3	18
Marawi City Elementary School	19	2	2	2	3	3	3	15
Rorogagus Elementary School	17	2	2	2	2	2	2	12
Mambuay Elementary School	31	3	3	3	4	4	5	22
Total	325	35	37	37	45	47	49	250

Research Instrument

This research instrument is an adopted and modified survey questionnaire used by Roxas *et al.* (2018), in Community Involvement of the Public Secondary School Teachers in Northern Aurora, Philippines. It consists of three parts: Part I deals with the respondents' profiles such as age, sex, highest educational attainment, teaching experience, and ethnicity. Part II of the questionnaire focused on the implementation of the school community program, considering the following components: cultural activities, economic activities, religious activities, and social activities. In Part III, items were designed to assess the level to which the respondents participated in the school events based on cultural dance, sports competitions, art exhibits, community outreach, and Ramadhan days.

The questionnaire for the survey was carefully done through, modified, and adopted in order to fit the specific objectives and variables that would be tested. The researchers used this tool from a related study in the hope of using the framework that had already been put forward and using such measurement tools to fit them within the context of this research.

Ethical Considerations

The research on the implementation of school community programs and teacher's participation in school events of public elementary school teachers in Marawi City Division, the basis for the school development plan acknowledges the fact that ethical considerations are important. Guided by the same, the researchers were led into being always guided by considerations of ethics in general, particularly in

informed consent and maintenance of confidentiality, as well as protection of well-being. Informed consent, confidentiality, and the safety and welfare of participants are the major ways through which this study intends to carry out research that is ethical and also of beneficial value to accord vivarium while protecting the rights and well-being of all those involved.

RESULTS AND DISCUSSION

Problem 1. What is the Respondents' Profile in Terms of Age, Sex, Highest Educational Attainment, Teaching Experience and Ethnicity?

Table 2: Distribution of the Respondent's Profile in terms of Age

Category	Frequency	Percentage
65 years old and above	0	0.0
55-64 years old	57	22.8
45-54 years old	46	18.4
35-44 years old	100	40.0
25-34 years old	46	18.4
24 years old and below	1	0.4
Total	250	100.0

Table 2 shows the distribution of the respondent's profile in terms of age and data reveal that the highest frequency of 100 (40%) belonged to the age bracket of 35-44 years old which suggests their significant presence in the study, indicating potential importance and influence within the research context. This age group could offer

diverse perspectives and experiences that may shape the study's outcomes and implications. It conforms to an observation that there are a lot of teachers because of different reasons like getting promoted, getting paid well, and more teachers overall. Some teachers start teaching right after finishing school, which means there are more experienced teachers around who have been doing it for a while. This aligns with a recent study by Sivasakthi and Muthumanickam (2019), which found that middle-aged teachers between 30 to 40 years old do not differ significantly in their teacher effectiveness compared to younger or older teachers, indicating that age does not make a significant difference in this regard.

On the other hand, the lowest frequency of 1 (0.4%) is 24 years old and below. This implies that during the data gathering, the limited representation of respondents aged 24 years and below might be due to the lack of newly hired teachers or no vacancy in that area. The schools might choose to employ teachers who have a lot of experience, especially in important subjects or leadership positions. This could be because getting a teaching job right after finishing school is becoming less common, as schools tend to prioritize hiring more experienced educators. If these experienced teachers are not included, there may be worries about how well-rounded and inclusive the study results are. Younger participants might offer different and helpful perspectives that could enhance the overall understanding of the research topic. As noted by Green (2018), age diversity within research samples is essential to gain a comprehensive understanding of complex issues and develop.

Table 3: Distribution of the Respondent's Profile in terms of Sex

Category	Frequency	Percentage
Male	30	12.0
Female	220	88.0
Total	250	100.0

Table 3 shows the distribution of respondents' profile in terms of sex. As shown, the highest frequency of 220 (88.0%) are female. It implies that majority of the respondents are female in the implementation of school community programs and participation in school events. Thus, the way boys and girls take part in school activities can show how gender affects partnerships between schools, families, and the community. An example of this is that in cold water, women tend to make up the larger portion of participants due to their body's fat distribution. It conforms to an observation during the data gathering, it illustrates a significantly higher proportion of women are employed in the education and health services industries compared to men. It conforms to an observation the reason why there are more female teachers than male is because people used to think that women were better at being caring and patient, which made them good at teaching, a job seen as more suited for women. In the past, women teachers have often been

paid less than in other jobs, which has made teaching a more appealing option for them.

According to König and Glück (2019), gender norms, differential approaches to upbringing and socialization, and other sociocultural factors may support increased development of some areas of wisdom in women compared to men and vice versa. Related work finds that women and men report some variance in terms of how they conceptualize wisdom, where women are somewhat more likely to endorse an "integrative" model while men are somewhat more likely to endorse a "cognitive" model. However, Epstein's work on school-family-community partnerships can theoretically support ways in which the implications of the gender distribution in this study are to be interpreted. Epstein, in emphasizing collaboration with a view to student success, underscores the need for considering gender dynamics in educational initiatives such as the School Development Plan.

On the other hand, male has the lowest frequency of 30 (12.0%). It implies that male respondents are the minority in this study. Thus, male teachers are more likely to leave their jobs compared to female teachers. This could be because they are unhappy with their pay, workload, or opportunities for promotion. Many men quit teaching, especially if they think it goes against typical male expectations. It conforms to an observation during the data gathering, that the low representation of male teachers could be attributed to societal expectations and perceptions that teaching is a more suitable profession for women. Male teachers may face challenges in terms of career advancement, workload, and compensation, leading them to seek opportunities outside of the teaching field. Knowing how gender impacts participation in school activities may be used to formulate specific strategies that can trigger equal participation and collaboration among stakeholders for effective school development.

According to Epstein's work on school-family-community partnerships, gender dynamics play a crucial role in shaping educational initiatives and outcomes. By acknowledging the underrepresentation of male teachers in this study, researchers and policymakers can develop targeted interventions to address the barriers and challenges faced by male educators, thereby promoting a more inclusive and collaborative school environment (Epstein, 2018).

Table 4: Distribution of the Respondent's Profile in terms of Highest Educational Attainment

Category	Frequency	Percentage
Doctorate Degree	0	0.0
Master's degree with PhD units	9	3.6
Master's Degree	28	11.2
Bachelor's degree with MA units	94	37.6
Bachelor's Degree	119	47.6
Total	250	100.0

Table 4 depicts the distribution of the respondents' profile in terms of highest educational attainment. The data shows that the highest frequency of 119 (47.6%) is Bachelor's Degree. This implies that the majority of the respondents in the study have a foundational level of education. Thus, the teachers choose to pursue a bachelor's degree because it is usually the cheapest option for people who want to become teachers. Master's degree programs, of course, are too pricey for most new teachers. This is probably why many aspiring teachers opt instead to get a bachelor's degree. It conforms to an observation during the data gathering, teacher training programs evolved to respond to the new requirements in the field of education. After all, a lot still take a bachelor's degree in education, but there now exist alternative ways for those with degrees majoring in other subjects to become a teacher. A large number of Bachelor's degrees can be explained by comparative affordability and easier access to gaining a bachelor's degree with comparison made from a master's and then a doctoral degree. Furthermore, the flexibility and elasticity of teacher training programs have made it possible to include persons with diverse academic backgrounds into teaching careers through bachelor's-level programs, thus adding to the possibility that high representation of bachelor's degree holders will be found within the sample

In most cases, for aspiring teachers, especially those coming from low socioeconomic statuses, a bachelor's program has been more feasible and attainable entry into the profession (Dove *et al.*, 2018). The financial constraints also usually make a bachelor's degree a more feasible option, for it requires less investment in terms of tuition fees and living expenses during their studies. (Dove *et al.*, 2018). The implication of this finding is that the study is well-positioned to capture the experiences and perspectives of frontline educators. The prevalence of Bachelor's degree holders aligns with the research by Dove *et al.* (2018), which emphasizes the importance of school-community connectedness and family participation in educational initiatives.

Master's degree with doctorate units have the lowest frequency at 9 (3.6%). This implies that there are not many teachers with doctorate degrees in schools because getting a doctorate is really hard and takes a long time. It also does not pay off right away, and the way the education system is set up does not help either, as observed. It conforms to an observation during the data gathering, getting a doctorate in education is a tremendous commitment, consisting of much study and research along with the writing of a dissertation. It is also very expensive in tuition payments and may mean reduced income as a teacher or having to take time off from one's career. This can consume several years of a person's life and several efforts, which may cause it to be difficult for the teacher to pursue his or her doctorate degree, especially for those lecturers who are already busy with teaching work and personal life.

This finding further indicates that this study would best

capture the experiences and perspectives of frontline educators. Gonzales & Araneta, 2019). In addition, in the prevalence of the number of those with a Bachelor's degree, it has been shown to be comparable to research conducted by Dove *et al.* (2018) is school-community connectedness as well as family involvement in educational programs.

Table 5: Distribution of the Respondent's Profile in terms of Teaching Experience

Category	Frequency	Percentage
25 years and above	34	13.6
20-24 years	30	12.0
15-19 years	32	12.8
10-14 years	104	41.6
5 years and below	50	20.0
Total	250	100.0

Table 5 presents the distribution of the respondents' profile in terms of teaching experience. The data show that the highest frequency of 104 (41.6%) are those with 10-14 years of teaching experience. This tells us that majority of them have many experiences on the implementation of school community program and participation in school events in the education field, which should give insight into implementing and participating in school events. This trend therefore implies that this study has solid grounds for capturing insights from more experienced educators regarding their perceptions of issues in school events planning and implementing events. These experience practitioners can now draw from their practical understanding and lengthy service in the education system to provide insights. It conforms to an observation during the data gathering, the teachers with 10 to 14 years of teaching experience in schools is the result of a complex interplay of factors related to teacher retention, career progression, and the demographics of the teaching workforce. This is a critical stage in a teacher's career, as they have acquired important skills and knowledge, developed a firm foundation for their profession, and tend to stay in the classroom much longer.

The insights from this finding align with the research by Dove *et al.* (2018), which emphasizes the importance of school-community connectedness and family participation in educational initiatives. The prevalence of respondents with 10-14 years of teaching experience suggests that the study has tapped into a crucial segment of the school community, whose voices can contribute significantly to the improvement of their teaching experience.

On the other hand, the lowest frequency 30 (12.0%) are those having 20-24 years of teaching experience. This implies that a relative underrepresentation of the most experienced educators in the sample. Thus, teachers who have been teaching for 20 to 24 years in schools are

likely to be a result of factors like career advancement, retirement patterns, and the overall makeup of the teaching profession. It conforms to an observation during the data gathering, it seems that teachers who have been teaching for 20 to 24 years in schools are fewer because of different reasons like how their careers grow, more teachers retiring, and the teaching workforce changing. Even though experienced teachers have a lot to offer in the classroom, these reasons make it so there are not as many teachers in this experience range.

The prevalence of respondents with 10-14 years of teaching experience suggests that the study has tapped into a crucial segment of the school community program, whose voices can contribute significantly to the improvement of their teaching experience. The insights from this finding align with the research by Dove *et al.* (2018), which emphasizes the importance of school-community connectedness and family participation in educational initiatives. (Fatma & Tugay, 2019). In terms of experience factor, Kartini *et al.* (2018) found science teachers who had teaching experience of more than six years were more knowledgeable compared to teachers who had less years of teaching experience. For Magulod *et al.* (2019), teachers with a minimum of ten years of teaching experience are more effective in teaching and good in classroom management skills.

Table 6: Distribution of the Respondent's Profile in terms of Ethnicity

Category	Frequency	Percentage
Maranao	249	99.6
Maguindanao	0	0.0
Tausog	1	0.4
Christian	0	0.0
Others, please specify	0	0.0
Total	250	100.0

Table 6 presents the distribution of the respondents' profiles in terms of ethnicity. The data reveal the highest of 249 (99.6%) are Maranao. It implies that the majority of the respondents are Maranao. Maranao people are the largest non-Christian ethnic group in the Marawi because majority in the Marawi City Division are all Maranao. The Maranao are obedient, they strictly follow rules and regulation in the implementation of school community program and participation in school events. Also the existence of Rido in the Maranao culture greatly influences the implementation of school events and community programs, causing hindrances to active participation in school events. The apprehension of violence, lack of trust between clans, and the clash with Maratabat beliefs all contribute to difficulties in involving the community in educational activities.

It conforms to an observation during the data gathering, Maranao communities are more extensively spread throughout Mindanao, particularly in regions where there

is a higher density of schools. This situation may provide increased opportunities for individuals from the Maranao community to pursue careers in teaching. Furthermore, the presence and ease of access to teacher training programs within Maranao communities may impact the quantity of Maranao teachers. This could lead to an increased demand for Maranao educators, particularly in regions with a large population of Maranao students.

The implications of the ethnic distribution can be further reflected with the book by Dryfoos *et al.* (2021) entitled "Community Schools: People and Places Transforming Education and Communities". It will try to look at the concept of community schools in an education setting and community development. Of significant relevance to the research is the realization that the recognition and appreciation of cultural diversity in the educational setting form an integral part of the establishment of inclusive and effective community partnerships.

It is clear that the overwhelming majority of the respondents are of Maranao profile. Recognition of this cultural context and diversity within the sample follows through as very important in understanding how the school community program has been implemented and how teachers engage in events within their schools. Works by Dryfoos *et al.* (2021) and Nieto (2018) offer relevant literature discussing the place of inclusive community partnerships and multicultural education toward increasing quality and pursuit of equity in education.

On the other hand, the lowest frequency of 1 (0.4%) is Tausog. It implies that the number of Tausog people in Marawi City is limited, as they are mainly located in the Sulu Archipelago. This variation in population size may lead to a bigger pool of possible Maranao educators. The Tausog community is mainly located in the Sulu Archipelago, which is geographically secluded and may offer fewer schools and teaching prospects. It conforms to an observation during the data gathering, traditional cultural norms and expectations may influence the career decisions of Tausog individuals. There may be a greater inclination for Tausog teachers to seek specific jobs, which could restrict the number of Tausog teachers entering the teaching field, particularly in Marawi City.

According to Nieto, in her 2018 work, "Affirming Diversity: The Socio political Context of Multicultural Education," provided theoretical underpinnings that help in understanding the need for recognizing and promoting diversity in education. Nieto says educators have to address social, cultural, and political elements within the educational context to engender inclusive and effective learning environments.

Problem 2. What is the Level of Implementation of School Community Program as Perceived by the Respondents Considering Cultural, Economic, Religious, and Social?

Table 7 shows the summary on the level of implementation of the school community program as

Table 7: Summary on the Extent of Implementation of School Community Program as Perceived by the Respondents

Variables	Mean	SD	Interpretation
Cultural Activities	2.71	0.11	High
Economic Activities	2.51	0.10	Low
Religious Activities	3.28	0.13	Very High
Social Activities	2.62	0.06	High
Overall	2.78	0.03	High

Legend:

3.28-4.00 At all times; / Very High

2.52-3.27 Most of the time; / High

1.76-2.51 Sometimes; / Low

1.00-1.75 Never; / Very Low

perceived by the respondents with an overall mean of 2.78 (SD = 0.03) and interpreted as High. This implies a moderate implementation, showing that the school is doing something in a small way to participate in community activities, yet a lot more could be done to embrace a holistic and sustainable approach. Thus, the overall score indicated relative balance but not yet optimal implementation in the school community program, which means the school, should work towards more community engagement with the school in order to respond to diversified needs and interests of stakeholders involved in the matter. It implies the need for a very comprehensive and collaborative approach to school and community partnerships in the community.

It conforms to an observation, the mean score overall indicates that this school is trying its best and putting effort into the implementation of community programs, but there is a need for a concerted effort to ensure that the program consistently and effectively addresses the community's cultural, economic, religious, and social needs. Thus, the moderate level of implementation under the different categories of activities entails that the school may be undergoing some challenges or limitations in the total integration of the whole program implementation on community engagement.

The moderate overall implementation of the school community program suggests the need for a more comprehensive and collaborative approach, as highlighted by the references as emphasized by Macapundag (2019). This would involve addressing the various challenges and limitations faced by the school while ensuring that the program effectively meets the diverse needs and interests of the community stakeholders as suggested by Epstein (2018). Leveraging this, in conjunction with insights from studies on the importance of comprehensive community-based programs by Barry *et al.* (2018) and those that address contextual factors by Mehmood *et al.* (2018), can put the program into better operationalization.

The highest mean scores were for religious activities, which have a mean of 3.28 (SD = 0.13) interpreted as Very high. This implies that the school has a strong

emphasis on the inclusion of religious practices and values implementation at the community level within the school environment. The high rate of implementation of religious activities reflects the school's recognition of the role that religion plays in the community living in Marawi City's Division. It conforms to an observation, such engagement with different people affords the school community an inter-relationship of feelings, actions, and thoughts on the religious activities, enabling them to create a sense of community belonging and shared purpose among the students, teachers, and the local community. Thus, found that spiritual and cultural needs have to be taken care of in a community to materialize into effective school-community partnerships. The high implementation of religious activities highlights the school's holistic approach to community engagement, which extends beyond just academic or economic activities.

This comprehensive approach can foster stronger connections between the school and the local community, and can potentially contribute to positive mental health outcomes, as suggested by the research on social prescription by Jones *et al.* (2018). The emphasis on religious activities in the implementation of the school community program will reflect the consideration of the school regarding the spiritual and cultural needs of the community recommended by Goodlad (2019). It may help the school community partnership to become robust, and it can culminate in the desire of all the stakeholders for a shared purpose and belonging.

The lowest mean scores were for Economic activities with a mean of 2.51 (SD = 0.10), described as Low. This implies that the school is not doing much about taking economic-based initiatives for the community. These low numbers of implemented economic activities assert that community involvement in economic well-being initiatives is highly crucial. The small numbers of economic activities undertaken indicate a low level of alignment of the needs of the school to the community's economic priorities. This may eventually restrict the school's capacity to provide appropriate support and resources in response to challenges that are economic in nature for its members. It conforms to an observation the school-community partnership that is successful will consider inclusion of a wide range of stakeholders such as local firms, organizations and citizens for purposes of understanding economic needs and interests in the community. By interfacing with such stakeholders, the school can come up with more effective and applicable economic undertakings. It indicates the potential of a more balanced and comprehensive approach to improve the impact and effectiveness of the school community program in considering several economic needs and interests of the community.

The very low mean value on economic-related activities exhibits a need to intensify community involvement in addressing economic development by the school. The

rather low implementation of economic activities, with comparisons considered against those of other domains, suggests a lack of correspondence between the schools and the community's economic priorities. Collaboration with the different stakeholders with regards to this gap, according to Banerjee and Duflo (2019) and Mehmood *et al.* (2018), would be helpful for the school in creating the most suitable and impactful economic development initiatives within the community.

Generally, the interpretation of results after reading through the summary table shows that the implementation level of the school community program in Marawi City Division is moderate, wherein religious activities are strong while levels for economic and social activities are relatively weaker.

Problem 3. How do the Respondents Assess Their Level of Participation in School Events Based on Cultural Dance, Sports Competitions, Art Exhibits, Community Outreach and Ramadhan Days?

Table 8: Summary on the Respondents level of Assessment of Participation in School Events

Variables	Mean	SD	Interpretation
Cultural Dance	2.80	0.11	High
Sports Competitions	3.36	0.11	Very High
Art Exhibits	3.14	0.07	High
Community Outreach	2.89	0.07	High
Ramadhan Days	3.60	0.09	Very High
Overall	3.16	0.02	High

Legend:

3.28-4.00 *At all times; / Very High*

2.52-3.27 *Most of the time; / High*

1.76-2.51 *Sometimes; / Low*

1.00-1.75 *Never; / Very Low*

Table 8 shows the summary of the teachers' participation in school events. The overall mean rating is 3.16 (SD = 0.02) and interpreted as High. This implies that the level of the teachers' personal interest and active participation in school events has a significant impact on how they evaluate their level of involvement and experience. Participating in school events has a positive effect on both academic performance and personality development of students. This is because co-curricular activities work hand in hand with academic pursuits to achieve the ultimate goal of education, which is to instill positive changes in student behavior. This indicates that the teachers in the Marawi City Division are deeply engaged in various school activities. It conforms to an observation, that the teachers in the Marawi City Division are seriously engaged with school activities in which several studies found out to be quite good indicators for the positive student outcome. The active involvement of teachers in school events can contribute to a rich and inclusive school community where students are motivated to explore a broad selection of activities beyond academics. Education toward

this holistic approach can lead to improved academic performance, social-emotional development, and overall success for students.

Supporting this observation is the finding from Tahir *et al.* (2021) which noted that students who went for and participated in events at school, either in sports or literary activities, have better performances than those who did not attend any. Furthermore, the study by Rathore *et al.* (2018) revealed that participation in school events has a positive impact on students' exam performance through multiple regression analysis. Additionally, Furda and Shuleski's (2019) research showed that participants in school events had significantly more positive perceptions and higher grade point averages compared to non-participants.

The highest mean score was for Ramadhan days, which has a mean rating of 3.60 (SD = 0.09) and is interpreted as Very High. This implies that the teachers place a strong emphasis on this important religious observance and an active participation in events associated with it. The participation of Muslim students in Ramadhan activities encourages them to practice their religion, deepen their spiritual connection, promote cultural awareness, and build solidarity with others within the school community. Ramadan also encourages Muslims to cultivate a sense of gratitude, self-discipline, and self-improvement, both at an individual and community level, which is encouraged throughout the year. As a Muslim teacher, it conforms to an observation that the school's strong focus on Ramadhan celebrations can contribute to the holistic development of students and strengthen the school-community relationship. The high mean score on Ramadhan days reflects the recognition the school gives to the cultural and spiritual significance of that event for the Muslim community in Marawi City. The school can therefore embrace the students and teachers with activities associate with Ramadhan.

According to the Muslim Council of Britain (2023), fasting during Ramadan can lead to an improvement in educational outcomes, as it encourages Muslims to feel an affinity with the poor across the world who have little or no food to eat. Additionally, changes in eating habits during Ramadan may create health benefits that lead to higher student achievement, as suggested by Hoddy *et al.* (2020) and Patterson and Sears (2018). The foundation is on Ramadhan days, which resonates with what Goodlad (2019) recommends-that is, to address the cultural, social, and emotional needs of the community-in effective school-community partnerships.

The lowest mean score was for cultural dance, which has a mean of 2.80 (SD = 0.11) and is interpreted as High. This implies that there is still much to be improved not just in terms of student participation but also teachers' participation in these cultural dance events. Thus, understanding the importance of promoting cultural diversity and appreciation through dance. The lowest mean score on cultural dance activities may indicate

factors that could be regarded as barriers or challenges that the teachers might feel exist toward their participation in these events. As a Muslim teacher, it conforms to an observation that this is an area where the school can focus on to increase teacher participation and involvement in the promotion of cultural diversity and appreciation. By eliminating the foreseen barriers and encouraging and supporting more teachers to engage in cultural dance activities, the school may ensure a better and deeper appreciation for the much-diversified cultural heritage of the Marawi City community. Such would subsequently make learning and teaching more inclusive and effective. According to Lobo (2023), in this stage of modernization, it is of the utmost importance to give students the chance to participate in cultural activities and gain exposure to different cultures because they will be the next generation to continue the preservation of the exceptional, spectacular, and stunning dances that represent the lives and personalities of our Filipino ancestors. Shay (2019) further pointed out that cultural dance fulfills the following purposes: self-education, self-control, self-organization, self-esteem, aesthetics, ethno-cultural, and physical activity. The child's creative skills are subsequently developed, interest in the people's culture is sparked, and the child is given a chance to let off steam and fulfill their demand for a holiday, a spectacle, or a game. Dacanay *et al.* (2021) emphasized that the transmission of the prevailing

cultural experiences, traditions, and practices from one generation to the next is what education is responsible for doing in order to maintain the continuity of culture. These findings have important implications for the development of a comprehensive community development plan in Marawi City Division. By understanding the level of teacher participation in school activities, education stakeholders could identify the strengths and weaknesses. This information may also inform the planning and implementation of programs and initiatives that would enhance the cultural awareness, physical health, artistic expression, and community engagement of students. Results of the survey show that teachers of Marawi City Division are actively involved in all types of school activities, but there were more significant responses on Ramadhan days. The participation in cultural dance activities is low and needs much improvement. Hence, the findings can inform the development of a community development plan that would advance cultural awareness, inclusivity, physical health, artistic expression, and community engagement.

Problem 4. Is There a Significant Difference in the Respondents' Perceived Implementation of School Community Program and Their Assessment of Participation in School Events When Grouped According to Their Profile?

Table 9: Difference in the Respondents Perceived Implementation of School Community Program when Grouped According to their Profile

Respondent's Profile	School Community Activity Program								Overall	
	Cultural		Economic		Religious		Social		p-value	Interpretation
	p-value	Interpretation	p-value	Interpretation	p-value	Interpretation	p-value	Interpretation		
Age	0.0011	S	0.0092	S	0.0004	S	0.0083	S	0.0048	S
Sex	1.72E-08	S	0.0038	S	0.0002	S	0.0045	S	0.0021	S
Highest educational Attainment	0.3934	NS	0.0311	S	0.0183	S	0.0327	S	0.1189	S
Teaching Experience	0.0800.	NS	0.0274	S	0.0129	S	0.0289	S	0.0375	S
Ethnicity	2.3E-08	S	0.0001	S	0.0000	S	0.0001	S	0.0001	S

Legend: Significant at $p\text{-value} < 0.05$ and $p\text{-value} < 0.01$ *S – Significant NS – Not Significant

The result of the statistical tests, particularly the T-tests, and ANOVA, on the way people perceive the school community program, is presented in Table 9. This table indicates the p-values of the tests, which inform us regarding the level of statistical significance. The researcher opted to present only the p-values since they are the primary method to determine if the differences we observe are significant or occurred by chance. In presenting the p-values, the researcher can clearly convey the principal findings regarding the significant differences in the implementation of the program by

various groups of respondents. This makes it easy for the reader to quickly perceive the patterns and significance of these differences. Other statistical measures, such as the degrees of freedom, are not presented in this table since the p-values are sufficient to indicate whether the outcomes are statistically significant.

Age

The analysis showed some significant differences ($p\text{-value} < 0.05$) in implementing the school community program in terms of age profile across the four domains which

are cultural, economic, religious, and social activities. These results indicate that teachers by age group would have different levels of implementation and perspectives on school community programs. The discovery is in line with the suggestion by Green (2018), who noted that age diversity must be taken into account in educational research and decision-making. Possibly, differences in age impact attitudes, motivation, and willingness of teachers towards involvement in a myriad of community-oriented activities and have implications for effective delivery in the school community program.

Sex

In fact, there was a huge difference in the implementation of the school community program based on the sex of the respondents, with an accompanying p-value < 0.01. This would mean that female teachers tend to be more actively involved in the implementation of cultural, economic, religious, and social activities as compared to their male counterparts. This is consistent with the study of Willemse *et al.* (2018), where it was observed that the gender also impacts the involvement of the teachers in school-community partnerships. Removing the potential gender-related barriers and promoting balance in the opportunities available to male and female teachers to participate in the school community program would help improve the school setting as more inclusive and collaborative.

Highest Educational Attainment

The analysis shows significant differences (p-value < 0.05) in the implementation of economic, religious, and social activities by the respondents in relation to the highest degree attained in education. No significant difference, however, was shown in the implementation of cultural activities. This point probably pertains to the educational level of the teachers, which affects their style and commitment to certain activities of the school community program concerning its economic, religious, and social domains. High educational qualification teachers might have a better understanding of what this community engagement involves and strategies needed for effective programs. The conclusion from the literature by Willemse *et al.* (2018) expands on this concept because it is evident that more educated teachers may better have

the skills and knowledge to prepare for and carry out community-based programs more effectively.

Teaching Experience

The results show significant differences (p-value < 0.05) in the implementation of economic, religious, and social activities based on the respondents’ teaching experience. This implies that teachers with varying years of experience may approach the implementation of the school community program differently, particularly in these domains. Experienced teachers might have a better idea of what the needs of the community are and what approaches are required to appropriately engage stakeholders. Teachers’ experience counts, according to Fatma and Tugay (2019), in their classroom management and decision-making.

Ethnicity

The analysis has reflected the significance of differences (p-value < 0.01) in the implementation of the school community program in all four domains-culturally, economically, religiously, and socially-when the respondents were grouped by ethnicity. This finding underscores the importance of recognition of the cultural diversity within the teacher population, as indicated by research into MacBeath and Dempster (2018). Variables like language competence, a culture of norms, or a sense of belonging may contribute to differences in the implementation of the school community program among teachers from different ethnic backgrounds.

Overall, results in Table 17 depict the complexity and intricacy of factors that might influence the implementation of the school community program. Perception of diversity in teacher profiles and perspectives, especially called attention to in the literature, can guide the formulation of more targeted and inclusive strategies that might enhance community engagement within the educational context. This understanding of major differences by age, gender, educational achievement, teaching experience, and ethnicity can be used by school administrators and policymakers to adapt their approach. This builds on a more holistic and effective school community program that still maintains stronger partnerships between schools and communities to empower students to reach fullness in their own way.

Table 10: Difference in the Respondents’ Assessment of Participation in School Events when Grouped According to their Profile

Teacher’s Participation in School Events	Respondents’ Characteristics									
	Age		Sex		Highest Educational Attainment		Teaching Experience		Ethnicity	
	p-value	Interpretation	p-value	Interpretation	p-value	Interpretation	p-value	Interpretation	p-value	Interpretation
Cultural Dance	0.0011	S	1.72E-08	S	0.3934	NS	0.0800	NS	2.3E-08	S

Sports Competitions	0.0455	S	0.2108	NS	0.5343	NS	0.1074	NS	8.89E-20	S
Art Exhibitions	0.2771	NS	0.2707	NS	0.9448	NS	0.6666	NS	4.61E-12	S
Community Outreach	0.0262	S	0.5743	NS	0.8547	NS	0.5248	NS	8.37E-14	S
Ramadhan Days	0.3512	NS	0.4017	NS	0.5826	NS	0.2297	NS	3.22E-34	S
Overall	0.1402	NS	0.2915	NS	0.66196	NS	0.3217	NS	4.60E-09	S

Legend: Significant at p -value < 0.05 and p -value < 0.01 *S – Significant NS – Not Significant

The T-tests and ANOVA findings indicate how frequently the respondents participated in school events according to their age, sex, education level, teaching experience, and ethnicity. These findings are presented in Table 18. The table provides the p-values of the tests, which inform us whether the differences in the respondents' participation in school events are significant. The researcher chose to present only the p-values in this presentation since they are the best means of observing whether the differences are significant or occurred by chance. By presenting the p-values, the researcher can easily present the key findings regarding the significant differences in how respondents participated in school events according to their profiles. This makes it easy for the reader to observe the patterns and significance of the differences. Other figures, such as degrees of freedom, are not presented in this table since the p-values alone provide the necessary information to grasp the significance of the findings.

As to age, the value of the analysis result shows a significant difference, p-value less than 0.05, of participation by teachers in activities involving cultural dance, sports competition, and community outreach if grouped by age. This indicates that teachers belong to different sets of age groups that may have varying levels of participation and insight into these types of school activities. This age difference finding would underscore the necessity of ensuring that teachers from these different age cohorts have their different needs and preferences taken into consideration. For example, in the case of cultural dance and community outreach, teachers in younger years of practice will show more disposition toward active participation. Older teachers bring experience and wisdom to sports competitions. Such age-based variations could be recognized to inform the devising of strategies tailored to involve teachers of all ages in school events. It corresponds to the findings of Green 2018, which provided a comment on considering age diversity in educational research and decision-making. This could lead to more inclusive and responsive programs for enhanced community engagement at schools by answering how age influences teacher involvement.

The result of the analysis with regard to sex suggests that there is a significant difference in the participation of teachers in cultural dance and community outreach events based on their sex, with a p-value less than 0.01. This finding goes on to suggest that female teachers are more likely to participate in these school activities than their male counterparts. Participation differed by gender in a way that speaks to the need for addressing possible

social barriers and expectations that may affect teacher participation in school events. Proper appreciation of the differences in participation can inform the strategies aimed at offering equal opportunities and increasing the participation of male teachers in cultural and community-oriented activities. This finding is supported by existing literature; for instance, a study by Willemse *et al.* in (2018) places great emphasis on how gender influences teachers' involvement in school-community partnerships. Improving these gender dynamics at school can make the environment even more inclusive and collaborative.

Ethnicity: There were significant differences, with a p-value less than 0.01, among teachers to participate in cultural dance, sports competitions, art exhibits, community outreach, and overall participation in events in school among categories of ethnicity. High variation of participation rates by ethnicity informs the recognition and addressing of the cultural diversity of the teacher population. Ethnicity might foster this difference through variables—such as language ability, cultural norms, or possibly a sense of belonging. The finding is supported by the research of MacBeath and Dempster, 2018, stressing the importance of dealing with cultural diversity and promoting inclusive practices in school settings. The different ethnic backgrounds of teachers' specific needs and preferences, in that respect, are realized and accommodated to help build a more inclusive school-community collaborative environment.

The results, presented in Table 18, point out that the factors that influence teachers' participation in school events are indeed multivariate. Among the profile characteristics explored, some variables, such as sex and ethnic background, were shown to relate significantly, but other variables, such as educational level attained and years of teaching experience, were not.

These findings bring to the fore the need to adopt a holistic and nuanced approach to understanding and addressing the complexities of teacher engagement in school-community activities. A recognition of the diversity of profiles and views expressed by teachers could help school administrators and policymakers formulate more effective and targeted strategies toward school-community participation and to engender a more inclusive and collaborative school community.

Problem 5. Based on the Findings of the Study, What School Development Plan on the Implementation of School Community Program Can be Designed?

Table 11: Three-Year Matrix of School Development Plan

YEAR 1							
Area of Concern	Specific Objectives	Strategies/ Activities	Time Frame	Persons Involved	Source of Fund	Estimated Budget	Expected Outcome
Economic Activities	<ul style="list-style-type: none"> -Foster a culture of collaboration among community members. -Economic activity aims to promote economic growth and development. -Improve human well-being by efficiently utilizing limited resources to produce livelihood projects. -Maintaining economic stability among community members. 	<ul style="list-style-type: none"> -Invite external speakers and experts to lecture about collaboration -Organize seminars in economic and growth and development -Conduct training on limited resource to produce livelihood projects -Conduct training on economic among community members 	Throughout the year	Teachers, parents, Learners	Division MOOE/ Special Education Fund	Php 100,000.00	Improved camaraderie and teamwork among community members leading to a more supportive work in livelihood projects. Submitted learning outputs
Cultural Dance	<ul style="list-style-type: none"> -Enhance student participation in cultural dance. - Foster leadership skills among students. -Demonstrate the growth of Maranao culture through the evolution of cultural dance. - Promote cultural exchange and understanding 	<ul style="list-style-type: none"> Develop inclusive practices for cultural dance events, ensuring accessibility for students with disabilities and diverse cultural backgrounds. -Organize seminars about leadership skills -Organize hands-on workshop on cultural dance - Facilitate online forums or discussion groups 	Year-round	Teachers, students	Division MOOE/ Special Education Fund	Php 100,000.00	Improved student's confidence and performance in cultural dance events. Submitted learning outputs
YEAR 2							
Area of Concern	Specific Objectives	Strategies/ Activities	Time Frame	Persons Involved	Source of Fund	Estimated Budget	Expected Outcome
Economic Activities	<ul style="list-style-type: none"> -Strengthen ties between school and community. -Establish a parent volunteer program. - Enhance student participation in school activities. - Foster patriotism and nationalism through the participation in economic activities. 	<ul style="list-style-type: none"> -Invite experts to conduct workshops or training on livelihood projects for community members. -Collaborate with parents for volunteer program -Organize workshops on participation in school event -Conduct training sessions on participation in economic activities 	Throughout the year	Teachers, parents, Learners	Division MOOE/ Special Education Fund	Php 50,000.00	Increased parental involvement and community support for livelihood projects. Submitted learning outputs

Cultural Dance	-Enhance community resident's dance skills. - Arouse better appreciation in cultural dance. -Provide through dancing, a healthful form of relaxation and recreation among community and students. -Promote goodwill and fellowship among Dance groups.	Create dance groups involving community residents and students to promote cultural diversity and participation.	Throughout the year	Teachers, learners	Division MOOE/ Special Education Fund	Php 100,000.00	Increased community resident's confidence and competence in dancing. Submitted learning outputs
YEAR 3							
Area of Concern	Specific Objectives	Strategies/ Activities	Time Frame	Persons Involved	Source of Fund	Estimated Budget	Expected Outcome
Economic Activities	-Foster a culture of collaboration on income generating projects of the schools. -Allocate limited resources to meet the needs of individuals and community as a whole. -Increase parental participation in school activities. -Satisfy the needs and desires of individuals.	-Invite 1 speakers and experts to conduct workshops on income generating projects in the schools. -Conduct hands-on workshops in the community -Offer workshops on participation in school activities -Provide one-on-one coaching sessions	Throughout the year	Teachers, learners	Division MOOE/ Special Education Fund	Php 100,000.00	Increased teacher's collaboration and sense of belonging resulting to a good relationship and community support for income generating projects in school. Submitted learning outputs
Cultural Dance	-Enhance student participation in cultural diverse music. - Foster a culture of collaboration among teachers and students. - Enhance teachers' pedagogical skills in cultural dance. -Provide entertainment among teachers and students.	Provide training for teachers and students on cultural diverse music -Facilitate peer learning circles among teachers and students -Organize seminars on pedagogic skills in cultural dance -Provide hands-on workshops among teachers and students.	Year-round	Teachers, students	Division MOOE/ Special Education Fund	Php 100,000.00	Increased student exposure and sense of belonging resulting in improved attendance and academic performance in cultural diverse music. Submitted learning outputs

CONCLUSION

The following conclusions are hereby drawn for the study: The variety of characteristics among the respondents (including age, gender, educational background, work experience, and ethnicity) likely had an impact on the implementation of school community programs and the participation of teachers in related events. The school community programs initiative was rated “high”, especially for religious activities. This shows that the school values teaching religious traditions and values to meet the spiritual needs of the Marawi City community. Although educators were often highly involved in school events, their involvement during the days of Ramadhan was particularly notable with the highest attendance. The findings also indicated notable discrepancies in the levels of teachers’ participation in school events, which were influenced by factors such as age, gender, and ethnicity. This emphasizes the importance of recognizing diverse needs and viewpoints among teaching staff. Interestingly, there was no strong connection was found between teachers’ involvement and their educational qualifications or years of teaching experience, contradicting previous research that highlights the role of teachers’ competency and years in fostering community engagement.

Recommendations

On the basis of the results of this study, the following are recommended:

1. Teachers are encouraged to continue their education by pursuing and completing master’s and doctorate degrees. This is because there is a lack of qualified individuals with advanced degrees in certain schools. Continuing education can greatly benefit teachers by expanding their knowledge, developing specialized competencies, and deepening their understanding of successful strategies for community engagement. By supporting and guiding educators towards obtaining higher degrees, they can become more well-rounded and experienced faculty members with the necessary knowledge to create and implement effective programs for the school community.

2. School leaders should encourage teachers to actively participate in activities such as inviting community members to lead projects that will improve their livelihoods. This will not only increase involvement in economic development, but will also bring in external leadership support to address the community’s economic needs and priorities. Ultimately, this will enhance the effectiveness of school-community partnerships.

3. Teachers should actively promote cultural dancing by facilitating the formation of community-based dance groups and providing necessary materials and equipment for cultural events. By offering resources and building partnerships with local organizations, schools can encourage teachers to become more involved in preserving and honoring their community’s culture through dance. This approach can lead to the creation of inclusive and accessible cultural dance events that foster

a sense of belonging and appreciation for diverse artistic expressions among all students.

4. The school should prioritize implementing a more inclusive and flexible approach to address the levels of teacher involvement in school events, taking into consideration factors such as age, gender, and ethnicity. This could involve implementing strategies to provide support systems and promote diversity among teachers, ultimately fostering a more welcoming and collaborative school environment. One potential solution could be offering professional development opportunities and mentorship programs, while also actively seeking feedback from teachers to better understand their individual needs and preferences.

5. School Administrators should find ways on teachers involvement in the cultural dance activity and economic development activities, such as offering resources to them and support, developing collaboration with community organizations, and developing incentives for the participation by teachers. Since all these factors are being taken care of, this shall improve the general efficiency and involvement of the school community program.

6. The school heads are encouraged to utilize the School Development Plan prepared by the researcher to ensure collaborative and teamwork in planning and in promoting school events.

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