

Community Involvement of Public Secondary School Teachers in Northern Aurora, Philippines

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DOI: 10.29322/IJSRP.8.10.2018.p8258

<http://dx.doi.org/10.29322/IJSRP.8.10.2018.p8258>

Abstract: This study was conducted to find out the teachers' involvement in the community utilizing descriptive type of research using questionnaire as the main data gathering instrument, and was administered to 129 secondary school teachers, using purposive sampling from Northern Aurora, Philippines.

Based on the findings, most of the teachers were young, married, with units in MA/MS, BS degree, Teacher I, receiving a monthly salary between Php18 thousand to Php21K and few belong to cultural minority such as Igorot and Ilongot.

Teachers were involved in social activities, economic activities, cultural activities, political activities and religious activities.

The effects of teacher's involvement in the community were: they become productive and obtained positive interactions among the "multiplicity of personalities, cultures, beliefs and ideals" and "develop and teach students to learn through active participation in the community".

Family support, administrative support, and linkages and other agencies support were considered "not serious problems", while technical support was "fairly serious problem".

Present rank obtained high significant relationship with community involvements while civil status, highest educational attainment, and work experiences were highly significant to economic activities.

Strategies used in dealing problems which include: "Proper communication to the school heads and administrators is practiced, "Proximity of the community to other agencies" and "Contradicting ideas about the activities were given from other agencies" were described as "often".

Key Words: Community Involvement, Secondary School Teachers, Problems, and Solutions

I. INTRODUCTION

Education is the powerful tool in combating poverty as which the researchers often heard during their early childhood days. Education is acquired not only from a

formal school system but from the community as well. The community as a group is a big school by itself. The members of the group are the learners, teachers, parents, and the community at the same time.

Teachers play varied roles and functions in teaching –learning process. It is a moral obligation for the teachers to be involved in the community. As stated in Article III, Section 6 of the Code of Ethics for Professional Teachers;

"Every teacher is an intellectual leader in the community especially in the barangay, and shall welcome the opportunity to provide such leadership when needed, to extend counseling services, as appropriate, and to actively be involved in matters affecting the welfare of the people."

For the school community to get the sympathy and cooperation of the public, immersion, diversity, and a part of its time must be programmed to promote teacher – community relation.

Regardless of the size of the school, its program for public relation must always be addressed. Members of the school community must cooperate to carry out such sound programs that will in turn give satisfactory results for the benefit of all in the community, i.e, the pupils, the parents, the community people, and the school teachers and administrators alike.

The role of the teacher in a positive school-community relationship is extremely important since it is the teacher who is the backbone of the educational system (Nebor, 2011). The role of teacher in community relation states that teacher must also be prepared to make the most favorable impressions possible in even the most innocent of circumstances in order to maintain public support. The community perception of the teacher affects their perceptions of the school and subsequently students morale, school resources and support for their school in general.

Section 7 of Educational Act of 1982, "Community participation of every educational institution shall provide for establishment of appropriate bodies through which the member of the educational community may discern relevant issue and communicate information and suggestions for assistance and support of the school and for the promotion of their own interest".

It is widely recognized that if students are to maximize their potential from schooling they will need the full support of their teachers. It is anticipated that parents should play a role not only in the promotion of their own students' achievements but more broadly in school improvement and the community involvement.

In the province of Aurora, Philippines, Local Government Unit actively addressing the needs of the education sectors in their communities. Teachers are utilized in different endeavors and projects in the community where the school is located. One of the researchers is an official of the province, who was concerned with the state, status, needs and prospects of education in the province especially the welfare and development of the teachers. Much of the focal concerns of the researchers are on how to mobilize teachers in the development of the community where they served, hence, this study on the involvement of the teachers in the community is realized.

II. OBJECTIVES

This study sought to describe and evaluate the community involvement of the public secondary school teachers and its efficacy and effectiveness in Northern Aurora particularly Dinalungan, Casiguran and Dilasag (DICADI) districts.

To arrive at the desired objectives of the research work, the following questions are posited:

1. How may the socio-demographic profile of the public secondary school teachers in Northern Aurora, Philippines be described in terms of age, sex, civil status, highest educational attainment, present position/rank, work experience (in years), position/classification, salary, benefits, and ethnicity?

2. How may the community involvements of public secondary school teachers be described in terms of: social activities, economic activities, cultural activities, political activities, and religious activities?

3. How may these community involvements affect the teachers' efficiency and effectiveness in teaching?

4. How may the problems encountered by the teachers relative to community involvement be described in terms of family support, technical support, administrative support, and linkages with other agencies?

5. Is there a significant relationship between the socio-demographic profile and community involvement?

6. How may the teachers' strategies in addressing the problems on community involvement be described?

III. REVIEW OF RELATED LITERATURE

Teachers' Involvement in the Community

Teachers in the community are the best means of promoting community and local development which proceeds national development. Schools should be community directed and passionate to promote the welfare

of the community thru extension and outreach services. Schools with leaders who are committed to effecting local development thru projects and programs of extension can partner with industry, non-government organization and national agencies for resource generation to implement their specific plans for community with encouragement for further motivation to pursue extension and outreach work (Ozor, and Nsukka 2008).

Bilbao, P.P. et.al., (2012) claimed that school and its community, in collaboration with public and private institutions and organizations are indeed inseparable if they are to create an impact on the lives of the students and members of the community they are committed to serve. The school can enjoy linkages and networking activities with international, national, and local organizations in the community for mutual benefits and assistance needed.

The involvement of public Elementary School teachers in community development in Infanta District was studied by Francia (2003). She find-out that Elementary School Teachers in Infanta have very minimal participation in socio-economic and political activities in the various organizations they joined. Most of the various activities were filed of clean and green, beautification, campaign environmental conservation and other activities related to environment care. Most of the teachers' motivation for involvement includes their concern for the community service to others and a sense of responsibility and obligations as public servants.

Rygas, E. (2017) stated on her article about the parental involvement in our schools the five strategies to build better relationship:

1. Create an open and friendly school in which parents feel comfortable.
2. Establish an open-door policy and be available to hear concerns.
3. Be visible in the hallways
4. Ensure that parents feel valued.
5. Schedule regular special events at the school and involve students.

Crites (2008) studied parent and community involvement and the impact of that involvement on education, based upon the observations, interviews, and reflections. Findings from the study identified that effective research-based and best practices were implemented at the study school.

A parent and teacher perception on effective parental involvement was studied by Wright (2009). According to her, parental involvement is a key factor in the success of students.

Community Involvement and Teachers' Efficiency and Effectiveness

Meador (2017) postulated that true school reform will always begin with an increase in parental involvement in education. It has been proven time and time again that parents who invest time and place value on their child's education will have children who are more successful in school. Schools, parents, and the community should work together to promote the health, well-being, and learning of all students.

When schools actively involve parents and engage community resources they are able to respond more

effectively to the health-related needs of students (Judson, 2017).

Olsen and Fuller (2010) claimed that there are positive effects of parent involvement on children, families, and school when schools and parents continuously support and encourage the children's learning and development. The most accurate predictor of a student's achievement in school is not income or social status but the extent to which that student's family is able to create a home environment that encourages learning, express high (but not unrealistic) expectations for their children's achievement and future careers.

Rygun E. (2017) suggested that parental involvement in our schools must create an open and friendly school in which parents feel comfortable, establish an open-door policy and be available to hear concerns, be visible in the hallways, ensure that parents feel valued, and schedule regular special events at the school and involve students.

Francia (2003) find-out that teachers who are actively involved in community undertaking and projects discover their strengths and weaknesses and in turn improve their self-image.

Problems of Teachers in Dealing with Community Involvement

Dela Cruz (2005) stated that the problems of public Elementary School teachers in community projects in Zaragosa, Nueva Ecija, Philippines were time constraints, lack of interest among members of the community, inadequate funds and lack of cooperation among members of the community.

Francia (2003) identified the problems to community involvement were lack of cooperation among community people, lack of coordination among community agencies, lack of orientation related to peoples participation and time constraint.

Resueño (2010) study on the home-school partnership practices in the public secondary schools in Baler, Aurora, Philippines claimed that teachers encountered problems to the parents communicating and student's learning at home.

Solutions to the Problems Encountered by the Respondents in the Community Involvement

Judson (2017) recommended that schools, parents, and the community should work together to promote the health, well-being, and learning of all students. When schools actively involve parents and engage community resources they are able to respond more effectively to the health-related needs of students.

Crites (2008) research study recommended that to increase parent and community involvement, the schools need supportive administrators, who are willing to involve parents and community members in the decision-making process and who are willing to welcome parents and community members into the school.

IV. METHODOLOGY

The researcher utilized the descriptive method of research, composed of 129 teacher respondents chosen using purposive and simple random samplings from all public secondary schools in Northern Aurora, Philippines during the School Year 2016-2017. Questionnaire was the main tool used in gathering data with the aid of interview. Data were organized, classified, tabulated, analyzed and interpreted using the frequency distribution, percentage, weighted mean, and test of correlation.

V. RESULTS

Socio-demographic Profile of the Respondents

Table 1 Socio-demographic Profile (Age, Sex, Civil Status, Highest Educational Attainment and Present Position/Rank) of the Respondents (n=129)

SOCIO-DEMOGRAPHIC PROFILE	FREQUENCY	PERCENT
Age		
29 & below	20	15.50
30 – 39	68	52.71
40 – 49	25	19.37
45 – 49	16	12.40
50 – 59	14	10.85
60 and Above	2	01.55
Sex		
Male	35	27.13
Female	94	72.87
Civil Status		
Single	41	31.78
Married	84	65.12
Separated	2	01.55
Widow/er	2	01.55

Highest Educational Attainment		
Bachelor Degree	39	30.23
With Master's Units	66	51.16
Master's Degree	16	12.40
With Doctorate Units	8	06.20
Present Position/Rank		
School Head I	5	03.87
School Head II	3	02.32
School Head III	2	01.55
Teacher I	81	62.79
Teacher II	14	10.85
Teacher III	24	18.60
Work Experience (in Years)		
1-5	72	55.81
6-10	17	13.18
11-15	12	09.30
16 & above	28	21.71
Position/Classification		
Teacher	124	96.12
Master Teacher	2	01.55
Head Teacher	3	02.32
Salary		
Php18,000.00 - 21,000.00	89	68.99
21,001.00 - 23,000.00	29	22.48
23,001.00 - 25,000.00	7	05.42
25,001.00 - 27,000.00	1	00.77
27,001.00 & above	3	02.32
Benefits		
Social Security System (SSS)/Government Security Insurance System (GSIS)	96	74.42*
PhilHealth/Medicare	92	71.32*
Monthly Allowance from Local Government Units	11	08.53*
Ethnicity		
Member of Ethnic Group	9	06.98
None	120	93.02
TOTAL	129	100.00

Community Involvement of the Respondents

Table 2 Community Involvement of the Respondents

COMMUNITY INVOLVEMENT	WEIGHTED MEAN	VERBAL DESCRIPTION	RANK
SOCIAL ACTIVITIES			
1. Attends and accepts invitation of the community to host fiestas and other events (festivities)	3.70	Often	3.5
2. Initiates activities for the out-of-school youth	2.78	Sometimes	9
3. Holds meetings for the improvement of the welfare of the elders in the community.	2.32	Very Seldom	10
4. Attends birthdays and other activities when invited.	3.70	Often	3.5
5. Directly gets involve in the manifestations of the community outreach program.	3.37	Often	7
6. Disseminates information about the new program of the Education department about K12 program	3.95	Often	1
7. Lends the school facility to the community affairs and activities.	3.55	Often	6

8. Involves the school classroom and other facilities in times of disaster.	3.88	Often	2
9. Involves the school and its manpower in health activities like dental and health missions.	3.36	Sometimes	9
10. Leads community in other relevant activities necessary in improving status like holding TESDA activities.	2.96	Sometimes	8
Overall Weighted Mean	3.56	OFTEN	
ECONOMIC ACTIVITIES			
1. Creates and hold meetings for livelihood programs.	2.28	Very Seldom	10
2. Creates innovative projects that encourage community residents in improving their way of farming and other occupations.	2.40	Very Seldom	8
3. Invites people that will lead community residents in improving their lives by means of different livelihood projects.	2.36	Very Seldom	9
4. Directly initiates people in participating to income generating projects of the school.	2.64	Very Seldom	4
5. Creates development plan for the community.	2.54	Very Seldom	6.5
6. Encourages group of people to create livelihood projects.	2.54	Very Seldom	6.5
7. Involves the school facility and teachers in the community activities for technology adaptation in their farming and other occupations.	2.60	Sometimes	5
8. Does information dissemination that may help community residents in improving their lives.	2.81	Sometimes	1
9. Participates in the livelihood projects of the community.	2.72	Sometimes	3
10. Gives information and possible disadvantages/ effects of the economic projects created by the community.	2.76	Sometimes	2
Overall Weighted Mean	2.60	SOMETIMES	
CULTURAL ACTIVITIES			
1. Creates dance groups from the community residents	2.34	Very Seldom	5
2. Lends the school facilities /resources /manpower for the cultural events of the community	2.98	Sometimes	4
3. Organizes and participates in the community and cultural organizations.	3.06	Sometimes	3
4. Widely disseminates information's /news and other pertinent information about yearly cultural events that are practiced in the community.	3.11	Sometimes	2
5. Puts pictures /tarpaulin about the importance of Linggo ng Wika (Week of Language)	3.13	Sometimes	1
Overall Weighted Mean	2.93	SOMETIMES	
POLITICAL ACTIVITIES			
1. Allows the school facilities for the venues of meeting and political rally in the community.	2.11	Very Seldom	4
2. Seeks assistance from political entities for the school needs.	3.04	Sometimes	1
3. Accepts any other alternative political contributions	2.85	Sometimes	2
4. Attends political rally in the community and extends their contributory knowledge when seek.	1.78	Never At All	5
5. Does not allow themselves to be involved in politics.	2.29	Very Seldom	3
Overall Weighted Mean	2.44	VERY SELDOM	
RELIGIOUS ACTIVITIES			
1. Holds and uses the school for the mass and other religious activities.	3.50	Often	1

2. Organizes religious groups	2.74	Sometimes	4
3. Participates in the fluvial/other form of parade that honors saints and religious statues.	2.55	Sometimes	5
4. Participates in the preparation of church and other mass activities.	3.40	Often	2
5. Improves rapport with church people and community residents through series of meetings or holding a meeting.	3.02	Sometimes	3
Overall Weighted Mean	3.04	SOMETIMES	

Effects of the Community Involvement on the Efficiency and Effectiveness in Teaching the Respondents

Table 3 Effects of the Respondents' Community Involvement on their Efficiency and Effectiveness in Teaching the Respondents

EFFECTS ON THE EFFICIENCY AND EFFECTIVENESS	WEIGHTED MEAN	VERBAL DESCRIPTION	RANK
1 Helps the student's acquisition of knowledge regarding the real world.	3.74	Serious	3
2. Develops and teaches students to learn through active participation in thoroughly organized service that was conducted to meet the needs of the community.	3.77	Serious	2
3. Helps foster civic responsibility	3.53	Serious	6
4. Integrates and enhances the academic curriculum of the students, or education components of the community service program which the participants are enrolled.	3.58	Serious	4
5. Facilitates productive, positive interactions among the multiplicity of personalities, cultures, beliefs and ideals.	3.79	Serious	1
6. Promotes the welfare of the community thru extension and outreach services.	3.55	Serious	5
7. Time allotted to their student or school deprived their community involvement.	3.19	Fairly Serious	7
8. Lack of time in improving themselves for the betterment of their students.	2.80	Fairly Serious	9
9. Personal resources including financial matters were affected.	3.17	Fairly Serious	8
10. Constant absences in the school were reported to parents because of attendance in the community.	2.66	Fairly Serious	10
Overall Weighted Mean	3.38	FAIRLY SERIOUS	

Problems Encountered in the Community Involvement of the Respondents

Table 4 Problems Encountered in the Community Involvement of the Respondents

PROBLEMS ENCOUNTERED	WEIGHTED MEAN	VERBAL DESCRIPTION	RANK
FAMILY SUPPORT			
1. Family strongly opposes teacher's participation in the community activities.	2.26	Not Serious	3
2. Family does not intend to participate at all	2.20	Not Serious	5
3. Family problems prohibit them to give all the necessary involvement in the community.	2.22	Not Serious	4
4. Head of the family does not give financial support to let them participate in the activities	2.62	Not Serious	2
5. Quality time between family and community involvement was sacrificed and they were forced to choose between the two options and what will be their priority.	2.98	Not Serious	1
Overall Weighted Mean	2.46	NOT SERIOUS	
TECHNICAL SUPPORT			
1. Lack of resources or funds to be used in the community activity.	3.03	Fairly Serious	1

2. Problems in leasing and obtaining materials needed for the activities.	2.98	Fairly Serious	2.5
3. Lack of political motivation of community leaders to assist them in their community participation.	2.88	Fairly Serious	4
4. Lack of knowledge in using materials and equipment in activities.	2.62	Not Serious	5
5. Lack of electricity in the area wherein the activities are conducted.	2.98	Fairly Serious	2.5
Overall Weighted Mean	2.90	FAIRLY SERIOUS	
ADMINISTRATIVE SUPPORT			
1. Opposition from the school heads about the activities being participated.	2.29	Not serious	5
2. Lack of support from community officials about the projects.	2.33	Not Serious	3
3. Different recommendations on what to do in the projects.	2.43	Not Serious	2
4. Too much intimidation from government officials.	2.32	Not Serious	4
5. Lack of financial support from the community.	2.54	Not Serious	1
Overall Weighted Mean	2.38	NOT SERIOUS	
LINKAGES AND OTHER AGENCIES			
1. Red tape among other agencies.	2.20	Not Serious	5
2. Too much time are exerted for the signatures.	2.36	Not Serious	4
3. Delayed actions are experienced about the request.	2.55	Not Serious	1
4. Proximity of the community to other agencies.	2.43	Not Serious	2.5
5. Contradicting ideas about the activities from other agencies.	2.43	Not Serious	2.5
Overall Weighted Mean	2.39	NOT SERIOUS	

Relationship between the Socio-demographic Profile and Community Involvement of the Respondents

Table 5 Relationship between Socio-demographic Profile and Community Involvement of the Respondents

COMMUNITY INVOLVEMENT	CORRELATION VALUE (r)	ASYMPTOTIC SIGNIFICANCE (α)
SOCIAL ACTIVITIES		
Age	-0.045ns	0.612
Gender	-0.049ns	0.581
Civil Status	-0.205*	0.020
Highest Educational Attainment	-0.175*	0.047
Present Rank	-0.237**	0.007
Work Experience	-0.201*	0.022
Position/Classification	-0.063ns	0.482
Salary	-0.054ns	0.540
ECONOMIC PROJECTS		
Age	-0.047ns	0.403
Gender	-0.071	0.423
Civil Status	-0.295**	0.001
Highest Educational Attainment	-0.237**	0.007

Present Rank	-0.373**	0.000
Work Experience	-0.272**	0.002
Position/Classification	-0.059ns	0.510
Salary	-0.110ns	0.214
CULTURAL ORGANIZATION		
Age	-0.101 ns	0.255
Gender	-0.014ns	0.871
Civil Status	-0.244**	0.005
Highest Educational Attainment	-0.148ns	0.096
Present Rank	-0.212*	0.016
Work Experience	-0.223*	0.011
Position/ Classification	0.013ns	0.880
Salary	-0.019ns	0.834
POLITICAL ACTIVITIES		
Age	-0.084ns	0.345
Gender	-0.031ns	0.731
Civil Status	-0.106ns	0.230
Highest Educational Attainment	-0.211*	0.017
Present Rank	-0.301**	0.001
Work Experience	-0.042ns	0.638
Position Classification	-0.008ns	0.928
Salary	-0.06ns	0.502
RELIGIOUS ACTIVITIES		
Age	0.001ns	0.990
Gender	-0.137ns	0.123
Civil Status	-0.254**	0.004
Highest Educational Attainment	-0.094ns	0.290
Present Rank	-0.222*	0.011
Work Experience	-0.142ns	0.109
Position Classification	0.011ns	0.904
Salary	0.049ns	0.585

Legend: ** - highly significant; * - significant; ns – not significant

Strategies Used in Dealing with Problems on the Community Involvement of the Respondents

Table 6 Strategies Used in Dealing with Problems Encountered in the Community Involvement of the Respondents

Strategies	WEIGHTED MEAN	VERBAL DESCRIPTION	RANK
1. Strong manifestation of communication to the family members regarding their intention to participate in the community is practiced.	3.50	Sometimes	3
2. Personal money is used in the community development.	3.36	Sometimes	5
3. Proper communication to the school heads and administrators is practiced to allow them to participate in community activities	3.70	Often	1
4. Prioritized family but insists the involvement in the community if there will be.	3.56	Sometimes	2
5. Information dissemination regarding community activities to let others know the intention of the activity.	3.49	Sometimes	4
OVERALL WEIGHTED MEAN	3.52	Sometimes	

VI. DISCUSSION

Socio-demographic Profile of the Respondents

Table 1 shows that there were more one third (88 or 68.21%) of the respondents who were below 40 years old, 39 (30.22%) belonged to 40-59, and only 2 (1.55%) were senior citizens. This result implies that teacher respondents were young and in their productive stage.

Female teachers dominated the respondents with 94 or 72.97% while male are 35 or 27.13%. More than half of public secondary school teachers were married (84 or 65.12%). Half of them were with units in MA/MS (66 or 51.16%), 39 or 30.23% were with BS degree, 16 or 12.4% with MA/MS degree, and 8 or 6.20% with Doctoral Units. Eighty one or 62.79% were Teacher I, 72 or 55.81% worked for 1-5 years. Secondary Head Teacher II having the least frequency of 3.1%. Eighty nine or 60.8% were receiving a salary between Php18 thousand to Php21 thousand a month; only three (2.32%) were receiving Php27 thousand and above. Ninety-six or 74.42% of the overall respondents receiving SSS/GSIS, 92 (71.32%) were enjoying benefits from Phil/Medicare. Fifty and only 11 or 8.53% were receiving a monthly allowance from Local Government Unit. Respondents belonged to cultural minority such as Igorot and Ilongot while others were Kasiguranins, Ilokans and Tagalogs.

Community Involvement of the Respondents

With regards to social activities, "Dissemination of information about the new program of Education Department about K12" obtained a weighted mean of 3.95 described as "often", ranked as 1; followed by the involvement of school facilities in times of disaster (3.88), described as "often". The results imply that teachers were active in their social activities in the community.

"Does information dissemination that may help community residents in improving their lives" obtained a weighted mean of 2.81 described as "sometimes"; other items considered as "sometimes" in terms of economic projects.

Community/cultural organizations rendered that "Displaying of tarpaulin bearing the importance of Linggo ng Wika" obtained a weighted mean 3.13 (sometimes), "Very seldom" community activity is "Create dance group from community residents" with a weighted mean of 2.34.

"Seeks assistance from political entities for school needs" (WM = 3.04) and "Accepts any other alternative political contributions (WM = 2.85) described as "Sometimes". Respondents were "never at all" attend political rally and extends their contributory knowledge when sought. Based on the teachers' code of ethics, it is stated that teachers should not engage in any political affiliations and connections especially during the election.

"Holds and uses the school for the mass and other religious activities" with a weighed mean of 3.78 and "Participation in the preparation of church and other mass activities" with a weighted mean of 3.00. The overall weighted mean is 3.22 described as "sometimes". The results imply that the school is the venue of religious activities where teacher participated.

Effects of the Community Involvement on the Efficiency and Effectiveness on Teaching of the Respondents

Table 3 presents the effects of the involvement in the community on the efficiency and effectiveness in teaching the respondents. "They facilitate productive, positive interactions among the multiplicity of personalities, cultures, beliefs and ideals", ranked 1 with a weighted mean

<http://dx.doi.org/10.29322/IJSRP.8.10.2018.p8258>

of 3.79 described as "serious." "Develops and teaches students to learn and develop through active participation in thoroughly organized service that was conducted to meet the needs of the community" with a weighted mean of 3.77 (serious).

Problems Encountered on the Community Involvement of the Respondents

Family support problems were all considered not serious, meaning to say that family is supportive to the teachers' involvement in community. Family members need a wider circle of friends that they may somehow count on in the future in many ways. With regards to technical support, "Problems in leasing and obtaining materials and equipment in activities," "lack of resources or funds to use in the community activities" and "lack of electricity in the area wherein the activities are conducted" were considered "fairly serious problem" with a weighted mean of 3.03 and 2.98, respectively. However, "lack of knowledge in using materials and equipment activities" described as not a serious problem has a weighted mean of 2.57.

All administrative supports problems of the respondents were considered "not serious" based on the overall weighted mean of 2.31. "Lack of financial support from the community" ranked the first problem with a mean of 2.54. Hence, municipalities in Northern Aurora are considered as third class municipalities, their Internal Revenue Allotment (IRA) is lower compare to other municipalities that's why teachers have problems regarding the financial support from the community regarding the teachers' involvement.

Linkages with other agencies were considered "not a serious problem" with over all weighted mean of 2.36.

Relationship between the Socio-demographic Profile and Community Involvement of the Respondents

Table 5 shows that present rank obtained a correlation of -0.391, which means that there is a highly significant relationship between present rank and social activities involvement. Results implied that the higher the position the lesser their participation in the community involvement.

Highly significant demographic profile and economic activities involvement in the community of the teachers were civil status ($r = -0.295^{**}$), highest educational attainment ($r = -0.237^{**}$), present rank ($r = -0.373^{**}$) and work experiences ($r = -0.272^{**}$). These results revealed that single, BS graduate, Teacher I, and still young in service often involved in economic projects in the community.

Civil status ($r = -0.270$) is considered significantly related to the cultural organization community involvement of the respondents. This result implies that single teachers often involved in the cultural organization community activities. This is attributed to the fact that they are still young in service that is why they enthusiastically participated in cultural community activities.

Highly significant relationship was observed on present rank and political activities involvement of the teachers with correlation value of -0.301. This result indicated that the lower the position rank the often involved

in political activities involvement. Highest educational attainment shows significant relationship ($r = -0.211$) with the political activities involvement. This means that once a teacher obtained higher degree his/her participation in the political activities is lesser.

Civil status was found highly significant ($r = -0.254$) with the church activities. This result implies that singles often participated in church activities as compared to married.

Strategies Used in Addressing Problems on the Community Involvement of the Respondents

“Proper communication to the school heads and administrators is practiced to allow them to participate in community activities ranked number 1 strategy used by the respondents with a weighted mean of 3.70 described as “often” (Table 6). “Prioritized family but insist the involvement in the community if there will be” and “strong manifestation of communication to the family members regarding their intention to participate in the community is practiced” ranked 2 and 3, described as “sometimes” with weighted mean of 3.56 and 3.50, respectively.

VII. CONCLUSIONS AND RECOMMENDATIONS

Most of the teachers were young, married, with units in MA/MS, BS degree, Teacher I, receiving a salary between Php18 thousand to Php21 thousand and few cultural minority such as Igorot and Ilongot.

Social activities involvement of the teachers were described as “often”, economic activities were described as “sometimes”, political activities were “very seldom”, cultural activities is considered as “sometimes” and religious activities were described as “sometimes.”

The effects of teacher’s involvement in the community involvement to their efficiency and effectiveness in teaching were described as “fairly serious.”

Family support problems were all considered “not serious”, Technical Support was considered as “fairly serious” problem. All administrative supports problems of the respondents were considered “not serious” based on the overall weighted mean of 2.31. Linkages with other agencies were considered “not a serious problem” with over all weighted mean of 2.36.

Present rank is highly significant relationship with social activities involvement, while civil status, highest educational attainment, and work experience were significant. Highly significant socio-demographic profile and economic projects were civil status, highest educational attainment, present rank and work experiences. Civil status was considered highly significant related to the cultural activities while present rank and work experience were significantly related. Highly significant relationship was observed on present rank and political activities while highest educational attainment shows significant relationship. Civil status was found highly significant ($r = -0.254$) with the religious activities of the respondents, however significant relationship was observed on present rank.

Strategies used in dealing problems include “Proper communication to the school heads and administrators is practiced to let them participate in community activities”, “Proximity of the community to other agencies” and “Contradicting ideas about the activities were from other agencies” were described as “often”.

Recommendations

Based on the conclusions presented the following recommendations are hereby given:

1. Public secondary school teachers must be encouraged to pursue their masteral and doctoral studies to acquire more knowledge, techniques and strategies in teaching and in involvement in the communities. In addition teachers to be hired should come from the area since they are already familiar with the community activities (localized hiring). Furthermore, encourage more male to enter in teaching profession.

2. Public secondary school teachers should include in their annual/yearly plan of activities the possible community programs in which all the stakeholders will be involved. Out of those listed activities, there is a need to rank and give priority to the always conducted activities. Encourage teachers to think other activities to be included in their community involvement plan so that teachers can arrange their schedules and allocate time for the purpose.

3. Again, it must be reiterated that public school teachers to have time so that they will practice their efficiency and effectiveness in dealing with other stakeholders of the school. School Head must prepare a plan considering all possible programs in the school and the community and other agencies.

4. School head must continuously motivate their linkages and partnerships by giving certificate of appreciation during moving up and graduation. Teachers are also advised to communicate from time to time to their immediate family members for a more smooth involvement in various events in the community.

5. Since secondary schools nowadays have their own Maintenance Of Operating Expenses (MOOE), public secondary school teachers may avoid getting from their own pocket while involving in community activities, hence, they must include it in their yearly budget. In this case they become more enthusiastic in doing their part in any development work.

6. It is recommended that a practice of professional delegation must always be taken into consideration. The school managers must not only develop the responsibility and leadership of the assignee but also considers the time to be spent so that allocation to some other important endeavours may make the school more responsive to the needs of their students.

8. The researcher further recommended the following involvement of public school teachers in community activities.

8.1. A correlation studies on the effects on the performance of the teachers in the community activities using the mixed research methods is highly recommended for further studies.

8.2. Impact on the teachers’ involvement in the community must be assessed, as a recommendation for further studies and evaluation.

8.3. Involvements in the community of the different colleges and universities are highly recommended for further studies.

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