

# Building Resilience and School-Community Engagement Through Capacity Building and Sustainable Partnerships: Basis for Establishing Best Practices Models

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**Abstract**—This study evaluated how well schools performed in terms of their sustainable stakeholder partnerships and capacity-building strategies. It sought to answer the following research problem: level of the school capacity building practices, level of performance of sustainable stakeholders' partnerships, level of the school resiliency, level of community engagement, significant relationship of building practices and school capacity, significant relationship on the school-community engagement and capacity building, significant relationship to school resiliency and sustainable stakeholders, significant relationship on the community engagement and student stakeholders and the best practices model. The study examined the links between these elements and their effects on academic achievement in order to address nine specific research issues. Based on the results, a model of best practices was suggested, and the findings emphasized the significance of matching community requirements with school practices in order to successfully meet student requests. The key components of resilience tactics, sustainable relationships, and capacity-building techniques in educational contexts were examined in this research study using a quantitative approach. Parents, children, instructors, and administrators were among the important stakeholders who received surveys with Likert-scale questions in order to obtain insights. The research team was able to find patterns and make insightful deductions by using this method to methodically examine the viewpoints and experiences of people who were actively involved in the school community. This study focuses on how important teamwork is to raising educational standards and making sure that schools can successfully serve their students' needs. Following a comprehensive enquiry, important stakeholders—including educators, administrators, parents, and students—were polled to gauge their opinions and experiences with partnerships, resilience tactics, and capacity-building approaches in educational environments. The results showed that schools are excelling in a number of areas, such as curriculum design, community involvement, professional development, funding, and governance. Interestingly, there is a direct correlation between schools' resilience to adversity and their capacity-building strategies. Nevertheless, the study also discovered that improved internal procedures do not always result in more community participation, suggesting a weakness in outreach and engagement initiatives. To sum up, boosting school resilience requires supportive partnerships and effective governance, but more focused approaches are required to increase community involvement. Implementing frequent evaluations of school policy, promoting community participation in school initiatives, offering educators ongoing professional development, and creating inclusive and culturally sensitive learning environments are some of the recommendations. To learn more about stakeholder engagement and

how it affects school-community interactions, more study is also advised.

**Keywords**— School-Community Engagement; Sustainable Partnership; capacity-building strategies.

## I. INTRODUCTION

In the continually advancing educational landscape here and abroad, schools face numerous challenges that demand not only academic excellence but also resilience and strong community ties. The concept of resilience, particularly in educational settings, refers to the capacity of schools, students, and staff to adapt and thrive in the face of adversity. Building this resilience is essential in ensuring the continuity of quality education and the healthy well-being of students, especially in times of crises such as natural disasters, pandemics, or socio-economic challenges (Masten, 2014).

School-community engagement plays a crucial role in fostering resilience. In the province of Laguna, where stakeholders are seen to be significant part of education, effective partnerships between schools and the surrounding communities can enhance the support systems available to students and staff, creating a nurturing environment that promotes educational success and personal development (Epstein, 2018). Community engagement, when done right, helps in addressing the needs of pupils holistically, considering not just their academic needs but also their social, emotional, and mental well-being (Ishimaru, 2019).

Hence, capacity building practices are key to achieving this goal. By enhancing the skills, knowledge, and abilities of educators, administrators, and community members, schools can establish a strong foundation for addressing the challenges and sustaining progress over time. These practices may involve continuous professional development among school faculty and staff, collaborative decision-making, and shared leadership that empowers all stakeholders (Fullan, 2020).

Therefore, sustainable partnerships with stakeholders, including parents, local businesses, non-governmental organizations (NGOs), and government agencies, are seen to be vital. These partnerships ensure that schools have access to the resources, expertise, and networks needed to address challenges and create lasting improvements in student

outcomes (Henderson & Mapp, 2012). When schools and stakeholders work together in a sustainable manner, they can co-create models of best practices that benefit not just individual schools, but the entire educational system.

This research seeks to explore the critical role of capacity-building practices and sustainable stakeholder partnerships in enhancing resilience and fostering positive engagement between schools and their communities. By investigating these dynamics, the study aims to identify effective strategies that can be implemented within educational institutions. The findings will provide a foundation for establishing best practice models that can be adopted by both public and private entities, particularly the Department of Education. This research aspires to strengthen resilience and deepen community ties, ensuring that schools are better equipped to meet the challenges of today and tomorrow while actively contributing to the well-being of the communities they serve.

### 1.1 Statement of the Problem

Specifically, this study seeks to answer the following questions:

1. What is the level of the school capacity building practices in terms of:
  - 1.1 Professional development opportunities
  - 1.2 Funding and resources,
  - 1.3 Policy and governance,
  - 1.4 Curriculum and instruction,
  - 1.5 Assessment and evaluation and
  - 1.6 External support?
2. What is the level of performance of sustainable stakeholders' partnerships in terms of:
  - 2.1 Shared responsibilities,
  - 2.2 Flexibility and adaptability,
  - 2.3 Inclusive participation,
  - 2.4 Shared benefits and outcome,
  - 2.5 Monitoring and evaluation and
  - 2.6 Long-term commitment?
3. What is the level of the school resiliency in terms of:
  - 3.1 Crisis response and adaptability,
  - 3.2 Peer support and mentoring programs,
  - 3.3 Restorative Practices and
  - 3.4 Creativity and Innovation?
4. What is the level of community engagement in terms of:
  - 4.1 Community resource utilization,
  - 4.2 Access to enrichment programs,
  - 4.3 Social capital and networking,
  - 4.4 Community-led project initiatives,
  - 4.5 Cultural competence and inclusivity and
  - 4.6 Parental and community feedback?

## II. METHODOLOGY

This research utilized the quantitative approach. For the quantitative component the following methods was included: survey research, Likert-scale measurements, and for the statistical analysis, descriptive and inferential statistics will be employed. The quantitative approach was used to gather measurable data regarding the implementation and outcomes

of capacity-building practices, sustainable partnerships, and resilience strategies in schools.

The quantitative method was well-suited for this research as it allowed for the integration of numerical data with rich, narrative insights. This approach helped the research achieve its goal of establishing best practice models for building resilience and enhancing school-community engagement through capacity building and sustainable partnerships.

## III. RESULTS AND DISCUSSION

This chapter presented the data collected, which underscored the critical role of collaborative efforts in improving educational outcomes. It emphasized that when schools leverage partnerships and shared resources, they were better positioned to meet the diverse needs of their students effectively. By fostering collaboration among educators, parents, and the community, we can create a more supportive and dynamic learning environment that promotes student success.

### 1. School Capacity Building Practices

Table 1

*The level of the school capacity building practices in terms of Professional development opportunities*

Table 1 showed the level of school capacity building practices in terms of professional development opportunities. It also presented the statements, mean, standard deviation, and remarks. Schools provided professional development programs aimed at enhancing teachers' skills and instructional practices. It also presented the levels of school capacity building practices concerning professional development opportunities available to educators and staff.

This table categorized various elements related to professional development, allowing for a comprehensive analysis of how these opportunities contribute to overall school improvement and educator effectiveness. The highest mean score ( $M = 6.63$ ,  $SD = 0.61914$ ) indicated that teachers extremely agree that they are encouraged to apply new teaching strategies learned from professional development in their classrooms.

STATEMENTS	MEAN	SD	REMARKS
The school regularly offers professional development programs tailored to enhance teachers' skills and knowledge.	6.56	0.62915	Extremely agree
Teachers feel empowered by ongoing training opportunities that improve their instructional practices.	6.56	0.51235	Extremely agree
School leadership prioritizes allocating time for professional development and skill enhancement.	6.50	0.63246	Extremely agree
Professional development programs effectively address the current and future needs of both teachers and students	6.56	0.72744	Extremely agree
Teachers are encouraged to apply new teaching strategies learned from professional development in their classrooms	6.63	0.61914	Extremely agree
<b>Weighted Mean</b>	6.56		
<b>SD</b>	0.56		
<b>Verbal Interpretation</b>	Very High Extent		

On the other hand, the lowest mean score ( $M = 6.50$ ,  $SD = 0.63246$ ) is associated with school leadership prioritizing time for professional development, suggesting that while highly valued, there may be occasional scheduling or resource challenges.

The level of school capacity building practices in professional development attained a weighted mean score of ( $M = 6.56$ ,  $SD = 0.56$ ) and was verbally interpreted as Very High Extent.

In summary, the school effectively fostered professional growth by providing continuous learning opportunities for teachers, ensuring that professional development programs align with instructional needs, and encouraging the application of new teaching strategies in classrooms.

Table 2

Table 2 presents the levels of school capacity building practices in terms of funding and resources available to support educational initiatives.

STATEMENTS	MEAN	SD	REMARKS
The school receives adequate funding to support capacity-building initiatives.	6.25	0.68313	Extremely agree
Teachers and staff have access to modern resources and technology to support instructional innovation.	6.50	0.63246	Extremely agree
There is transparent and equitable distribution of resources across departments.	6.56	0.62915	Extremely agree
Financial support is provided for initiatives that promote school-community engagement and partnerships.	6.44	0.62915	Extremely agree
The allocation of resources in the school is responsive to the needs of both staff and students.	6.50	0.63246	Extremely agree
<b>Weighted Mean</b>	6.45		
<b>SD</b>	0.54		
<b>Verbal Interpretation</b>	Very High Extent		

This table evaluates how financial allocations and resource distribution contribute to enhancing the overall capacity of schools to meet educational objectives and improve student outcomes. It also shows the level of school capacity-building practices in terms of funding and resources. It also presents the statements, mean, standard deviation, and remarks. Schools allocate funding and resources to support instructional innovation, capacity-building initiatives, and school-community engagement. The highest mean score ( $M = 6.56$ ,  $SD = 0.62915$ ) indicates that teachers extremely agree that there is transparent and equitable distribution of resources across departments, highlighting the school's commitment to fairness in resource allocation.

On the other hand, the lowest mean score ( $M = 6.25$ ,  $SD = 0.68313$ ) pertains to the adequacy of funding to support capacity-building initiatives, suggesting that while funding is available, there may be occasional concerns regarding sufficiency and distribution.

The level of school capacity-building practices in terms of funding and resources attained a weighted mean score of ( $M = 6.45$ ,  $SD = 0.54$ ) and was verbally interpreted as Very High Extent.

In summary, the school effectively provides financial support and necessary resources to enhance teaching, learning, and community engagement. While there is a strong commitment to equitable resource distribution, continuous monitoring and improvement of funding sufficiency may further strengthen the institution's capacity-building initiatives. Table 3

The level of the school capacity building practices in terms of Policy and governance.

Table 3 presents the levels of school capacity building practices in terms of policy and governance structures that influence the effectiveness and efficiency of educational institutions.

STATEMENTS	MEAN	SD	REMARKS
School policies support an inclusive and collaborative approach to decision-making.	6.6250	0.61914	Extremely agree
School governance structures allow for active participation from all staff in the policy development process.	6.69	0.60208	Extremely agree
Policies at the school are reviewed regularly to reflect current challenges and needs.	6.44	0.81394	Extremely agree
The school's leadership is transparent in implementing and communicating policy changes.	6.69	0.60208	Extremely agree
School governance fosters a culture of accountability and shared responsibility among staff and students.	6.61	0.71880	Extremely agree
<b>Weighted Mean</b>	6.61		
<b>SD</b>	0.64		
<b>Verbal Interpretation</b>	Very High Extent		

Table 3 showed the level of school capacity-building practices in terms of policy and governance. It also presented the statements, mean, standard deviation, and remarks. It highlighted how policies shape the operational framework of schools and the mechanisms through which governance impacts capacity building.

Schools implemented policies that promote inclusivity, collaboration, and shared responsibility in decision-making. The highest mean scores ( $M = 6.69$ ,  $SD = 0.60208$ ) indicate that teachers extremely agree that school governance structures allow active participation in policy development and that leadership is transparent in implementing and communicating policy changes. This reflects a commitment to open and participatory governance. On the other hand, the lowest mean score ( $M = 6.44$ ,  $SD = 0.81394$ ) pertains to the regular review of school policies to reflect current challenges and needs, suggesting that while policy revisions are conducted, there may be areas for improvement in ensuring they are consistently updated. The level of school capacity-building practices in terms of policy and governance attained a weighted mean score of ( $M = 6.61$ ,  $SD = 0.64$ ) and was verbally interpreted as Very High Extent.

In summary, the school fosters an inclusive and accountable governance structure where staff participation is encouraged, policy communication is transparent, and shared responsibility is emphasized. While governance structures are



strong, maintaining a systematic approach to policy review can further enhance responsiveness to emerging challenges and needs.

Table 4

*The level of the school capacity building practices in terms of Curriculum and instruction.*

Table 4 presents the levels of school capacity building practices in terms of curriculum and instruction, highlighting the methodologies, frameworks, and innovations that influence teaching and learning processes within educational institutions.

STATEMENTS	MEAN	SD	REMARKS
1.The curriculum is regularly updated to incorporate new skills and knowledge necessary for student success.	6.56	.72744	Extremely agree
2.Instructional practices within the school align with current educational standards and best practices.	6.62	.61914	Extremely agree
3.Teachers have the autonomy to innovate and adapt the curriculum based on student needs and community feedback.	6.63	.50000	Extremely agree
4.The curriculum reflects both academic and life skills necessary for building resilient students.	6.44	.72744	Extremely agree
5.Students are actively engaged in curriculum-related activities that promote critical thinking and problem-solving.	6.69	.47871	Extremely agree
<b>Weighted Mean</b>	6.59		
<b>SD</b>	0.56		
<b>Verbal Interpretation</b>	Very High Extent		

Table 4 showed the level of school capacity-building practices in terms of curriculum and instruction. It also presents the statements, mean, standard deviation (SD), and remarks. It provided insights into how curriculum design and instructional practices contribute to enhancing the overall capacity of schools.

Schools ensured that curriculum and instruction practices align with evolving educational standards, student needs, and community feedback. The highest mean score ( $M = 6.69$ ,  $SD = 0.47871$ ) indicates that students are actively engaged in curriculum-related activities that promote critical thinking and problem-solving, highlighting the effectiveness of the school's instructional approaches. On the other hand, the lowest mean score ( $M = 6.44$ ,  $SD = 0.72744$ ) pertains to the curriculum's reflection of both academic and life skills necessary for building resilient students, suggesting that while the curriculum integrates essential competencies, further enhancements may be needed to ensure a balanced development of academic and real-world skills.

The level of school capacity-building practices in terms of curriculum and instruction attained a weighted mean score of ( $M = 6.59$ ,  $SD = 0.56$ ) and was verbally interpreted as Very High Extent.

In summary, the school demonstrates a strong commitment to curriculum and instruction by regularly updating content, aligning instructional strategies with best practices, and encouraging teacher innovation.

Table 5

*The level of the school capacity building practices in terms of Assessment and evaluation.*

Table 5 shows the level of school capacity-building practices in terms of assessment and evaluation. It also presents the statements, mean, standard deviation (SD), and remarks.

STATEMENTS	MEAN	SD	REMARKS
The school uses a variety of assessment tools to evaluate both academic and non-academic outcomes.	6.6250	0.61914	Extremely agree
Regular evaluation processes are in place to assess the effectiveness of teaching and learning practices.	6.6250	0.71880	Extremely agree
Assessment data is used to inform decisions regarding curriculum development and instructional practices.	6.6250	0.71880	Extremely agree
Students receive constructive feedback that helps them improve their learning performance.	6.6250	0.71880	Extremely agree
Teachers participate in peer evaluations to continuously enhance teaching quality.	6.6250	0.61914	Extremely agree
<b>Weighted Mean</b>	6.63		
<b>SD</b>	0.65		
<b>Verbal Interpretation</b>	Very High Extent		

The school employs various assessment tools to evaluate both academic and non-academic outcomes, ensuring a comprehensive approach to student learning. The highest mean score ( $M = 6.63$ ,  $SD = 0.61914$ ) indicates that teachers actively participate in peer evaluations to enhance teaching quality, highlighting the importance of collaboration in instructional improvement. Meanwhile, the lowest mean score ( $M = 6.63$ ,  $SD = 0.71880$ ) pertains to the regular evaluation processes in place to assess teaching and learning effectiveness, suggesting that while assessments are conducted systematically, there may be areas for further enhancement in ensuring their effectiveness. The level of school capacity-building practices in terms of assessment and evaluation attained a weighted mean score of ( $M = 6.63$ ,  $SD = 0.65$ ) and was verbally interpreted as Very High Extent.

In summary, the school effectively integrates assessment and evaluation practices to monitor student progress, enhance teaching quality, and inform curriculum development. Strengthening feedback mechanisms and refining evaluation processes can further support instructional improvement and student achievement.

Table 6

*The level of the school capacity building practices in terms of External support*

Table 6 shows the level of school capacity-building practices in terms of external support. It also presents the statements, mean, standard deviation (SD), and remarks.

The school actively collaborates with external organizations, including local government units, non-governmental organizations (NGOs), and community partners,

to enhance educational programs and provide additional resources. The highest mean score ( $M = 6.56$ ,  $SD = 0.62915$ ) indicates that external support significantly contributes to the school's sustainability and long-term success, highlighting the vital role of partnerships in maintaining school development. On the other hand, the lowest mean score ( $M = 6.44$ ,  $SD = 0.72744$ ) pertains to the role of local government and NGOs in supporting school development programs, suggesting that while their involvement is crucial, there may be opportunities for strengthening their contributions.

STATEMENTS	MEAN	SD	REMARKS
The school collaborates with external organizations to enhance its educational programs.	6.69	0.60208	Extremely agree
External partnerships provide financial, educational, and technical support to school initiatives.	6.69	0.60208	Extremely agree
Local government and NGOs play a crucial role in supporting the school's development programs.	6.63	0.61914	Extremely agree
Partnerships with community organizations allow the school to offer additional resources to students.	6.63	0.61914	Extremely agree
External support contributes to the school's sustainability and long-term success.	6.75	0.57735	Extremely agree
<b>Weighted Mean</b>	6.68		
<b>SD</b>	0.60		
<b>Verbal Interpretation</b>	Very High Extent		

The level of school capacity-building practices in terms of external support attained a weighted mean score of ( $M = 6.49$ ,  $SD = 0.59$ ) and was verbally interpreted as Very High Extent.

In summary, the school benefits from strong external partnerships that provide financial, educational, and technical support. Strengthening collaboration with local government and NGOs can further enhance the sustainability and effectiveness of these initiatives.

#### *Sustainable Stakeholders' Partnerships*

Table 7

*The level of the of sustainable stakeholders' partnerships in terms of Shared responsibilities*

Table 7 shows the level of sustainable stakeholders' partnerships in terms of shared responsibilities. It also presents the statements, mean, standard deviation (SD), and remarks.

STATEMENTS	MEAN	SD	REMARKS
The school collaborates with external organizations to enhance its educational programs.	6.50	0.51640	Extremely agree
External partnerships provide financial, educational, and technical support to school initiatives.	6.50	0.73030	Extremely agree
Local government and NGOs play a crucial role in supporting the school's development programs.	6.44	0.72744	Extremely agree
Partnerships with community organizations allow the school to offer additional resources to students.	6.44	0.62915	Extremely agree
External support contributes to the school's sustainability and long-term	6.56	0.62915	Extremely agree

SUCCESS.			
<b>Weighted Mean</b>	6.49		
<b>SD</b>	0.59		
<b>Verbal Interpretation</b>	Very High Extent		

The school fosters strong partnerships by clearly defining roles and responsibilities among stakeholders, ensuring mutual understanding and shared ownership of educational outcomes. The highest mean score ( $M = 6.75$ ,  $SD = 0.57735$ ) indicates that responsibility for school-community projects is evenly distributed among all participants, highlighting a well-balanced collaboration between the school and its partners. Meanwhile, the lowest mean score ( $M = 6.63$ ,  $SD = 0.61914$ ) pertains to the mutual understanding of expectations between the school and external partners, suggesting that while strong communication exists, continuous efforts may be needed to further align stakeholder expectations.

The level of sustainable stakeholders' partnerships in terms of shared responsibilities attained a weighted mean score of ( $M = 6.68$ ,  $SD = 0.60$ ) and was verbally interpreted as Very High Extent.

In summary, the school effectively promotes shared responsibilities among stakeholders, ensuring that each partner actively contributes expertise and resources to school initiatives. Strengthening communication and expectation-setting between the school and external partners can further enhance the effectiveness of these collaborations.

Table 8

*The level of the of sustainable stakeholders' partnerships in terms Flexibility and adaptability*

Table 8 shows the level of sustainable stakeholders' partnerships in terms of flexibility and adaptability. It also presents the statements, mean, standard deviation (SD), and remarks.

STATEMENTS	MEAN	SD	REMARKS
The school and its partners adapt quickly to changing needs and challenges.	6.63	0.61914	Extremely agree
Partnerships are flexible and adjust to accommodate new circumstances and opportunities.	6.69	0.60208	Extremely agree
Stakeholders are open to modifying partnership agreements based on evolving school-community needs.	6.56	0.72744	Extremely agree
The school maintains strong partnerships despite unforeseen challenges or crises.	6.69	0.60208	Extremely agree
School leaders value adaptability as a key factor in sustaining long-term partnerships.	6.69	0.60208	Extremely agree
<b>Weighted Mean</b>	6.65		
<b>SD</b>	0.63		
<b>Verbal Interpretation</b>	Very High Extent		

The school and its stakeholders prioritize adaptability to ensure the sustainability and effectiveness of partnerships. The highest mean scores ( $M = 6.69$ ,  $SD = 0.60208$ ) indicate that partnerships are flexible, adjust to accommodate new circumstances, and remain strong despite unforeseen challenges or crises. This highlights the resilience and commitment of stakeholders in maintaining collaboration.

Meanwhile, the lowest mean score ( $M = 6.56$ ,  $SD = 0.72744$ ) pertains to stakeholders' openness in modifying partnership agreements based on evolving school-community needs, suggesting that while adaptability is present, continuous dialogue may further enhance responsiveness to changing conditions.

The level of sustainable stakeholders' partnerships in terms of flexibility and adaptability attained a weighted mean score of ( $M = 6.65$ ,  $SD = 0.63$ ) and was verbally interpreted as Very High Extent.

In summary, the school fosters highly adaptable partnerships that respond effectively to challenges and new opportunities. Enhancing communication and collaboration in modifying agreements can further strengthen the long-term sustainability of these partnerships.

Table 9

*The level of the of sustainable stakeholders' partnerships in terms Inclusive participation*

Table 9 shows the level of sustainable stakeholders' partnerships in terms of inclusive participation. It also presents the statements, mean, standard deviation (SD), and remarks. The school ensures that all stakeholders, including community members from diverse backgrounds, actively participate in decision-making and school initiatives.

STATEMENTS	MEAN	SD	REMARKS
The school ensures all relevant stakeholders are involved in the decision-making process.	6.50	0.73030	Extremely agree
Community members from diverse backgrounds are invited to participate in school initiatives.	6.56	0.62915	Extremely agree
There is a deliberate effort to include marginalized or underrepresented groups in partnership activities.	6.56	0.72744	Extremely agree
The school encourages wide participation in projects, fostering a sense of ownership among stakeholders.	6.50	0.81650	Extremely agree
Inclusivity is a core principle in all school-community partnership initiatives.	6.50	0.63246	Extremely agree
<b>Weighted Mean</b>	6.53		
<b>SD</b>	0.44		
<b>Verbal Interpretation</b>	Very High Extent		

The school ensures that all stakeholders, including community members from diverse backgrounds, actively participate in decision-making and school initiatives. The highest mean scores ( $M = 6.56$ ,  $SD = 0.62915$  and  $SD = 0.72744$ ) indicate that the school makes a deliberate effort to include marginalized or underrepresented groups and invites diverse community members to engage in partnership activities, reflecting its strong commitment to inclusivity.

Meanwhile, the lowest mean score ( $M = 6.50$ ,  $SD = 0.81650$ ) pertains to the school's encouragement of wide participation in projects, fostering a sense of ownership among stakeholders. This suggests that while inclusivity is a priority, continuous engagement strategies may further strengthen participation.

The level of sustainable stakeholders' partnerships in terms of inclusive participation attained a weighted mean score of ( $M = 6.53$ ,  $SD = 0.44$ ) and was verbally interpreted as Very High Extent.

In summary, the school actively promotes inclusivity in its partnerships, ensuring that all relevant stakeholders, including marginalized groups, have opportunities to contribute. Strengthening outreach and engagement initiatives can further enhance stakeholder involvement and foster a greater sense of community ownership.

Table 10

*The level of the of sustainable stakeholders' partnerships in terms Shared benefits and outcome*

Table 10 shows the level of sustainable stakeholders' partnerships in terms of shared benefits and outcomes. It also presents the statements, mean, standard deviation (SD), and remarks. The school ensures that all stakeholders equally benefit from school-community partnerships, fostering long-term collaboration and mutual growth.

STATEMENTS	MEAN	SD	REMARKS
All stakeholders benefit equally from the outcomes of school-community partnerships.	6.7500	.57735	Extremely agree
The partnerships are structured to ensure that each participant gains value, whether financial, educational, or social.	6.7500	.57735	Extremely agree
Successes achieved through partnerships are widely shared among the school and the community.	6.7500	.57735	Extremely agree
Stakeholders recognize the long-term advantages of sustained school-community collaborations.	6.6875	.60208	Extremely agree
The mutual benefits of partnerships strengthen the relationship between the school and external partners.	6.6875	.60208	Extremely agree
<b>Weighted Mean</b>	6.73		
<b>SD</b>	0.57		
<b>Verbal Interpretation</b>	Very High Extent		

The school ensures that all stakeholders equally benefit from school-community partnerships, fostering long-term collaboration and mutual growth. The highest mean scores ( $M = 6.75$ ,  $SD = 0.57735$ ) indicate that stakeholders agree that partnerships provide equal benefits, structured value, and shared successes, emphasizing the well-balanced and effective nature of these collaborations.

Meanwhile, the lowest mean scores ( $M = 6.69$ ,  $SD = 0.60208$ ) pertain to the recognition of long-term advantages and strengthened relationships between the school and external partners. The level of sustainable stakeholders' partnerships in terms of shared benefits and outcomes attained a weighted mean score of ( $M = 6.73$ ,  $SD = 0.57$ ) and was verbally interpreted as Very High Extent.

Table 11

*The level of the of sustainable stakeholders' partnerships in terms Monitoring and evaluation*

Table 11 shows the level of sustainable stakeholders' partnerships in terms of monitoring and evaluation. It also



presents the statements, mean, standard deviation (SD), and remarks.

STATEMENTS	MEAN	SD	REMARKS
Regular evaluation is conducted to assess the impact of school-community partnerships.	6.38	0.80623	Extremely agree
Feedback from stakeholders is incorporated into the continuous improvement of partnership programs.	6.56	0.62915	Extremely agree
There are clear criteria for measuring the success of joint school-community initiatives.	6.50	0.81650	Extremely agree
Monitoring tools are in place to track the progress of projects and ensure accountability.	6.44	0.81394	Extremely agree
Evaluations help inform future collaboration efforts between the school and external partners.	6.50	0.81650	Extremely agree
<b>Weighted Mean</b>	6.48		
<b>SD</b>	0.75		
<b>Verbal Interpretation</b>	Very High Extent		

The school ensures that school-community partnerships are regularly assessed to enhance effectiveness and accountability. The highest mean score ( $M = 6.56$ ,  $SD = 0.62915$ ) indicates that stakeholders' feedback is actively incorporated into the continuous improvement of partnership programs, highlighting the school's commitment to responsiveness and collaboration. Meanwhile, the lowest mean score ( $M = 6.38$ ,  $SD = 0.80623$ ) pertains to the regular evaluation of school-community partnerships, suggesting that while assessments are conducted, refining evaluation strategies may further improve their impact.

The level of sustainable stakeholders' partnerships in terms of monitoring and evaluation attained a weighted mean score of ( $M = 6.48$ ,  $SD = 0.75$ ) and was verbally interpreted as Very High Extent.

In summary, the school has established effective monitoring and evaluation systems to assess partnerships, track progress, and ensure continuous improvement. Strengthening evaluation methods and expanding accountability measures can further enhance the sustainability and success of school-community collaborations.

Table 12

*The level of the of sustainable stakeholders' partnerships in terms Long-term commitment*

Table 12 shows the level of sustainable stakeholders' partnerships in terms of long-term commitment. It also presents the statements, mean, standard deviation (SD), and remarks.

The school and its stakeholders prioritize long-term sustainability in partnerships, ensuring lasting benefits for both the school and the community. The highest mean score ( $M = 6.81$ ,  $SD = 0.54391$ ) indicates that long-term partnerships have significantly improved school operations and student outcomes, highlighting the impact of sustained collaboration. Meanwhile, the lowest mean score ( $M = 6.63$ ,  $SD = 0.61914$ ) pertains to the school's commitment to maintaining sustainable partnerships, suggesting that while dedication is evident, continuous efforts in expanding

engagement strategies can further reinforce long-term collaboration.

STATEMENTS	MEAN	SD	REMARKS
The school is committed to maintaining sustainable partnerships for the long-term.	6.63	0.61914	Extremely agree
Partnerships are built with a vision for long-lasting impact on both the school and the community.	6.75	0.57735	Extremely agree
Stakeholders demonstrate consistent commitment to supporting school initiatives over the years.	6.75	0.57735	Extremely agree
Long-term partnerships have resulted in significant improvements in school operations and student outcomes.	6.81	0.54391	Extremely agree
The school actively seeks new opportunities to expand and sustain its partnership network.	6.69	0.60208	Extremely agree
<b>Weighted Mean</b>	7.98		
<b>SD</b>	0.46		
<b>Verbal Interpretation</b>	Very High Extent		

The level of sustainable stakeholders' partnerships in terms of long-term commitment attained a weighted mean score of ( $M = 7.98$ ,  $SD = 0.46$ ) and was verbally interpreted as Very High Extent.

In summary, the school successfully fosters long-term partnerships that contribute to lasting improvements in education and community development. Strengthening strategies for sustaining and expanding these partnerships can further enhance their long-term impact.

### School Resiliency

Table 13

*The level of the school resiliency in terms of Crisis response and adaptability*

Table 13 shows the level of school resiliency in terms of crisis response and adaptability. It also presents the statements, mean, standard deviation (SD), and remarks.

STATEMENTS	MEAN	SD	REMARKS
The school has effective systems in place to respond to crises and emergencies.	6.5000	.73030	Extremely agree
Teachers and staff are trained in crisis management and adaptability.	6.5000	.63246	Extremely agree
The school is quick to implement innovative solutions during challenging times.	6.6875	.60208	Extremely agree
There is a culture of preparedness and resilience within the school community.	6.6250	.61914	Extremely agree
Crisis situations are seen as opportunities for growth and development.	6.6250	.61914	Extremely agree
<b>Weighted Mean</b>	6.59		
<b>SD</b>	0.61		
<b>Verbal Interpretation</b>	Very High Extent		

The school demonstrates strong crisis management and adaptability, ensuring preparedness and quick response to emergencies. The highest mean score ( $M = 6.69$ ,  $SD = 0.60208$ ) indicates that the school is quick to implement innovative solutions during challenging times, highlighting its ability to respond effectively to crises. Meanwhile, the lowest

mean scores ( $M = 6.50$ ,  $SD = 0.73030$  and  $0.63246$ ) pertain to the presence of effective crisis response systems and staff training in crisis management, suggesting that while these systems are well-established, continuous training and refinement may further enhance the school's resilience.

The level of school resiliency in terms of crisis response and adaptability attained a weighted mean score of ( $M = 6.59$ ,  $SD = 0.61$ ) and was verbally interpreted as Very High Extent.

In summary, the school has a well-developed crisis response system that fosters preparedness and adaptability. Strengthening ongoing training programs and refining emergency protocols can further enhance the school's ability to handle unforeseen challenges effectively.

Table 14

*The level of the school resiliency in terms of Peer support and mentoring programs*

Table 14 shows the level of school resiliency in terms of peer support and mentoring programs. It also presents the statements, mean, standard deviation (SD), and remarks. The school fosters a strong culture of peer support and mentoring to enhance resilience among students and staff.

STATEMENTS	MEAN	SD	REMARKS
The school offers peer mentoring programs to foster resilience among students and staff.	6.63	0.61914	Extremely agree
Teachers support each other through peer networks to overcome instructional challenges.	6.69	0.47871	Extremely agree
Students benefit from peer tutoring and mentoring programs, which build a sense of community.	6.50	0.63246	Extremely agree
The school encourages collaboration and support among staff members to strengthen resilience.	6.63	0.61914	Extremely agree
Peer mentoring programs help students and staff to develop personal and academic resilience.	6.56	0.62915	Extremely agree
<b>Weighted Mean</b>	6.60		
<b>SD</b>	0.54		
<b>Verbal Interpretation</b>	Very High Extent		

The highest mean score ( $M = 6.69$ ,  $SD = 0.47871$ ) indicates that teachers actively support one another through peer networks to overcome instructional challenges, emphasizing the collaborative nature of the teaching community. Meanwhile, the lowest mean score ( $M = 6.50$ ,  $SD = 0.63246$ ) pertains to students benefiting from peer tutoring and mentoring programs, suggesting that while these programs are effective, further efforts can be made to maximize student engagement and participation.

The level of school resiliency in terms of peer support and mentoring programs attained a weighted mean score of ( $M = 6.60$ ,  $SD = 0.54$ ) and was verbally interpreted as Very High Extent.

In summary, the school effectively promotes resilience through peer mentoring initiatives that provide both academic and emotional support for students and staff. Strengthening student involvement in peer mentoring programs can further enhance the sense of community and collaborative learning.

Table 15

*The level of the school resiliency in terms of Restorative Practices*

Table 15 shows the level of school resiliency in terms of restorative practices. It also presents the statements, mean, standard deviation (SD), and remarks.

STATEMENTS	MEAN	SD	REMARKS
The school employs restorative practices to resolve conflicts and maintain a positive climate.	6.5000	.73030	Extremely agree
Restorative programs help students develop stronger interpersonal skills.	6.5625	.62915	Extremely agree
Restorative circles and interventions contribute to building trust and community within the school.	6.5000	.73030	Extremely agree
Students are taught how to resolve conflicts constructively through restorative practices.	6.5000	.73030	Extremely agree
Restorative programs have a positive impact on school culture and student relationships.	6.5625	.72744	Extremely agree
<b>Weighted Mean</b>	6.53		
<b>SD</b>	0.67		
<b>Verbal Interpretation</b>	Very High Extent		

The school actively employs restorative practices to promote conflict resolution and maintain a positive learning environment. The highest mean scores ( $M = 6.56$ ,  $SD = 0.62915$  and  $0.72744$ ) indicate that restorative programs help students develop stronger interpersonal skills and positively impact school culture and student relationships, highlighting their effectiveness in fostering a supportive community.

Meanwhile, the lowest mean scores ( $M = 6.50$ ,  $SD = 0.73030$ ) pertain to the use of restorative practices for conflict resolution and trust-building, suggesting that while these initiatives are well-implemented, further reinforcement may enhance their impact.

The level of school resiliency in terms of restorative practices attained a weighted mean score of ( $M = 6.53$ ,  $SD = 0.67$ ) and was verbally interpreted as Very High Extent.

Table 16

*The level of the school resiliency in terms of Creativity and Innovation*

Table 16 shows the level of school resiliency in terms of creativity and innovation. It also presents the statements, mean, standard deviation (SD), and remarks.

STATEMENTS	MEAN	SD	REMARKS
The school encourages students and teachers to be creative in finding solutions to problems.	6.6250	.61914	Extremely agree
Innovative approaches to teaching and learning are fostered in the classroom.	6.6250	.61914	Extremely agree
Creativity is a valued skill that students are encouraged to develop in all subjects.	6.5625	.62915	Extremely agree
The school rewards innovative teaching strategies that promote student engagement and learning.	6.4375	.72744	Extremely agree
Teachers are given the freedom to explore new teaching techniques to enhance student learning.	6.5625	.62915	Extremely agree
<b>Weighted Mean</b>	6.56		
<b>SD</b>	0.62		
<b>Verbal Interpretation</b>	Very High Extent		



The school fosters an environment where creativity and innovation are encouraged among students and teachers to enhance problem-solving and learning experiences. The highest mean scores ( $M = 6.63$ ,  $SD = 0.61914$ ) indicate that the school promotes creativity in problem-solving and fosters innovative approaches to teaching and learning, highlighting a strong commitment to cultivating critical thinking skills. Meanwhile, the lowest mean score ( $M = 6.44$ ,  $SD = 0.72744$ ) pertains to the recognition and rewarding of innovative teaching strategies, suggesting that while innovation is encouraged, further efforts to acknowledge and support creative instructional methods may enhance overall engagement.

The level of school resiliency in terms of creativity and innovation attained a weighted mean score of ( $M = 6.56$ ,  $SD = 0.62$ ) and was verbally interpreted as Very High Extent.

In summary, the school effectively nurtures a culture of creativity and innovation by allowing teachers and students to explore new ideas and strategies. Strengthening incentives and support for innovative teaching techniques can further enhance student engagement and learning outcomes.

### Community Engagement

Table 17

*The level of community engagement in terms of Community resource utilization*

Table 17 shows the level of community engagement in terms of community resource utilization. It also presents the statements, mean, standard deviation (SD), and remarks.

STATEMENTS	MEAN	SD	REMARKS
The school effectively uses community resources to enrich the student learning experience.	6.69	0.60208	Extremely agree
Local organizations and businesses actively support school initiatives with resources and expertise.	6.56	0.62915	Extremely agree
The school has developed partnerships with local institutions to access additional resources.	6.63	0.71880	Extremely agree
Community members regularly contribute to school projects through donations or in-kind support.	6.63	0.71880	Extremely agree
Community resources help to bridge gaps in school funding and enhance student opportunities.	6.63	0.61914	Extremely agree
<b>Weighted Mean</b>	6.63		
<b>SD</b>	0.60		
<b>Verbal Interpretation</b>	Very High Extent		

The school effectively integrates community resources to enhance student learning and expand educational opportunities. The highest mean score ( $M = 6.69$ ,  $SD = 0.60208$ ) indicates that the school maximizes the use of community resources to enrich student learning experiences, demonstrating its commitment to leveraging external support for education. Meanwhile, the lowest mean score ( $M = 6.56$ ,  $SD = 0.62915$ ) pertains to the active support of local organizations and businesses in school initiatives, suggesting that while partnerships are strong, continued efforts to expand collaboration may further enhance community engagement.

The level of community engagement in terms of community resource utilization attained a weighted mean score of ( $M = 6.63$ ,  $SD = 0.60$ ) and was verbally interpreted as Very High Extent.

In summary, the school has established strong partnerships with local institutions, businesses, and community members to supplement resources and support educational programs. Table 18

*The level of community engagement in terms of Access to enrichment programs*

Table 18 shows the level of community engagement in terms of access to enrichment programs. It also presents the statements, mean, standard deviation (SD), and remarks.

STATEMENTS	MEAN	SD	REMARKS
The school provides students with access to a variety of enrichment programs outside the core curriculum.	6.44	0.72744	Extremely agree
Partnerships with community organizations help offer enrichment programs to students.	6.50	0.73030	Extremely agree
Students have the opportunity to engage in after-school programs that develop additional skills.	6.44	0.72744	Extremely agree
Enrichment programs focus on areas such as arts, sports, technology, and leadership.	6.44	0.81394	Extremely agree
Access to enrichment programs contributes to students' overall development and success.	6.44	0.72744	Extremely agree
<b>Weighted Mean</b>	6.45		
<b>SD</b>	0.72		
<b>Verbal Interpretation</b>	Very High Extent		

The school actively provides students with opportunities to participate in enrichment programs that enhance their skills and overall development. The highest mean score ( $M = 6.50$ ,  $SD = 0.73030$ ) indicates that partnerships with community organizations play a crucial role in offering enrichment programs.

Meanwhile, the lowest mean scores ( $M = 6.44$ ,  $SD = 0.72744$ – $0.81394$ ) pertain to the availability of enrichment programs in various fields such as arts, sports, technology, and leadership, suggesting that while these programs are accessible, further expansion and diversification may strengthen student engagement.

The level of community engagement in terms of access to enrichment programs attained a weighted mean score of ( $M = 6.45$ ,  $SD = 0.72$ ) and was verbally interpreted as Very High Extent.

In summary, the school effectively integrates enrichment programs into its educational framework, ensuring students gain valuable experiences beyond the core curriculum.

Table 19

*The level of community engagement in terms of Social capital and networking*

Table 19 shows the level of community engagement in terms of social capital and networking. It also presents the statements, mean, standard deviation (SD), and remarks.

The school actively fosters strong relationships between students, staff, and community stakeholders to enhance social

capital and networking opportunities. The highest mean scores ( $M = 6.50$ ,  $SD = 0.63246$ – $0.73030$ ) indicate that the school plays a significant role in helping students and staff build strong networks, supporting career readiness, and providing valuable educational and employment opportunities. Meanwhile, the lowest mean score ( $M = 6.44$ ,  $SD = 0.72744$ ) pertains to the facilitation of events and activities that foster networking, suggesting that while networking initiatives are in place, further strengthening of these events could maximize their impact.

STATEMENTS	MEAN	SD	REMARKS
The school helps students and staff build strong networks with community stakeholders.	6.50	0.63246	Extremely agree
Social capital generated through school-community engagement benefits both the school and local organizations.	6.50	0.73030	Extremely agree
The school facilitates events and activities that foster networking among students, staff, and the community.	6.44	0.72744	Extremely agree
Students are introduced to professional networks that support career readiness and personal development.	6.50	0.63246	Extremely agree
Community connections provide valuable opportunities for students' future education and employment.	6.50	0.63246	Extremely agree
<b>Weighted Mean</b>	6.49		
<b>SD</b>	0.65		
<b>Verbal Interpretation</b>	Very High Extent		

The level of community engagement in terms of social capital and networking attained a weighted mean score of ( $M = 6.49$ ,  $SD = 0.65$ ) and was verbally interpreted as Very High Extent.

In summary, the school effectively integrates networking opportunities into its community engagement efforts, ensuring that students and staff establish meaningful connections that contribute to their academic and professional growth. Expanding networking events and strengthening ties with external stakeholders can further enhance the long-term benefits of these initiatives.

Table 20

*The level of community engagement in terms of Community-led project initiatives*

STATEMENTS	MEAN	SD	REMARKS
The school supports community-led projects that enhance both the school and the community.	6.63	0.61914	Extremely agree
Students and staff participate in community-driven initiatives to solve local challenges.	6.56	0.72744	Extremely agree
Community members play an active role in leading school projects and events.	6.56	0.72744	Extremely agree
The school encourages initiatives that have a lasting positive impact on the local area.	6.63	0.71880	Extremely agree
Joint community-school projects help build trust and collaboration between both groups.	6.56	0.72744	Extremely agree
<b>Weighted Mean</b>	6.59		
<b>SD</b>	0.68		
<b>Verbal Interpretation</b>	Very High Extent		

Table 20 shows the level of community engagement in terms of community-led project initiatives. It also presents the statements, mean, standard deviation (SD), and remarks. The school actively supports and participates in community-led projects that foster collaboration and address local challenges.

The highest mean scores ( $M = 6.63$ ,  $SD = 0.61914$  and  $0.71880$ ) indicate that the school and community work together on initiatives that enhance both groups and create lasting positive impacts on the local area. Meanwhile, the lowest mean scores ( $M = 6.56$ ,  $SD = 0.72744$ ) relate to student and staff participation in community-driven initiatives and the active involvement of community members in school projects, suggesting that while engagement is strong, continuous efforts to broaden participation may amplify the impact of these initiatives.

The level of community engagement in terms of community-led project initiatives attained a weighted mean score of ( $M = 6.59$ ,  $SD = 0.68$ ) and was verbally interpreted as Very High Extent.

In summary, the school effectively fosters community collaboration through joint projects that promote mutual growth and trust. Strengthening participation strategies and expanding project opportunities can further enhance the long-term benefits of community-led initiatives for both the school and the local area.

Table 21

*The level of community engagement in terms of Cultural competence and inclusivity*

STATEMENTS	MEAN	SD	REMARKS
The school promotes cultural competence among students and staff through inclusive programs.	6.75	.57735	Extremely agree
School-community engagement activities reflect the diversity of the local population.	6.56	.62915	Extremely agree
Programs within the school foster an understanding of cultural differences and inclusivity.	6.63	.61914	Extremely agree
Students are encouraged to participate in initiatives that celebrate diverse cultures and backgrounds.	6.69	.60208	Extremely agree
Inclusivity is a core value in all school-community engagement activities.	6.69	.60208	Extremely agree
<b>Weighted Mean</b>	6.66		
<b>SD</b>	0.58		
<b>Verbal Interpretation</b>	Very High Extent		

Table 21 shows the level of community engagement in terms of cultural competence and inclusivity. It also presents the statements, mean, standard deviation (SD), and remarks. The school actively promotes cultural competence and inclusivity through programs that celebrate diversity and foster mutual understanding among students, staff, and the community.

The highest mean score ( $M = 6.75$ ,  $SD = 0.57735$ ) indicates that cultural competence is strongly promoted among students and staff through inclusive programs, highlighting the school's commitment to diversity.

Meanwhile, the lowest mean score ( $M = 6.56$ ,  $SD = 0.62915$ ) pertains to school-community engagement activities reflecting the diversity of the local population, suggesting that

while inclusivity is a priority, further efforts can be made to ensure representation of all cultural groups in school activities.

The level of community engagement in terms of cultural competence and inclusivity attained a weighted mean score of ( $M = 6.66$ ,  $SD = 0.58$ ) and was verbally interpreted as Very High Extent.

In summary, the school fosters a culture of inclusivity and respect for diversity through various engagement activities and programs. Strengthening initiatives that ensure broader cultural representation and participation can further enhance the impact of these efforts.

Table 22

*The level of community engagement in terms of Parental and community feedback*

Table 22 shows the level of community engagement in terms of parental and community feedback. It also presents the statements, mean, standard deviation (SD), and remarks.

STATEMENTS	MEAN	SD	REMARKS
The school promotes cultural competence among students and staff through inclusive programs.	6.81	0.54391	Extremely agree
School-community engagement activities reflect the diversity of the local population.	6.75	0.57735	Extremely agree
Programs within the school foster an understanding of cultural differences and inclusivity.	6.75	0.57735	Extremely agree
Students are encouraged to participate in initiatives that celebrate diverse cultures and backgrounds.	6.69	0.60208	Extremely agree
Inclusivity is a core value in all school-community engagement activities.	6.75	0.57735	Extremely agree
<b>Weighted Mean</b>	6.65		
<b>SD</b>	0.55		
<b>Verbal Interpretation</b>	Very High Extent		

The school actively seeks feedback from parents and the community to improve engagement initiatives and ensure inclusivity. The highest mean score ( $M = 6.81$ ,  $SD = 0.54391$ ) indicates that the school strongly promotes cultural competence among students and staff through inclusive programs, reflecting a commitment to diversity and representation.

Meanwhile, the lowest mean score ( $M = 6.69$ ,  $SD = 0.60208$ ) pertains to encouraging students to participate in initiatives that celebrate diverse cultures and backgrounds, suggesting that while efforts are in place, expanding student engagement in these programs may further enhance cultural appreciation.

The level of community engagement in terms of parental and community feedback attained a weighted mean score of ( $M = 6.65$ ,  $SD = 0.55$ ) and was verbally interpreted as Very High Extent.

In summary, the school effectively integrates parental and community feedback into its engagement programs, ensuring inclusivity and responsiveness. Strengthening mechanisms for gathering and utilizing feedback can further enhance the school's ability to address community needs and foster greater participation.

#### IV. CONCLUSION AND RECOMMENDATIONS

The researcher therefore concludes that the null hypotheses stating no significant relationship between school capacity-building practices and school resiliency and between stakeholders' partnerships and school resiliency are rejected. The results indicate that there is a significant relationship between these variables, emphasizing the role of strong governance, funding, and structured partnerships in enhancing school resiliency.

However, the null hypotheses stating no significant relationship between school capacity-building practices and school-community engagement and between stakeholders' partnerships and school-community engagement are accepted. The results suggest that while capacity-building and partnerships contribute to internal school improvements, they do not necessarily lead to increased community participation, resource utilization, or cultural inclusivity. This highlights the need for more targeted outreach and engagement strategies to strengthen school-community collaboration.

Based on the drawn conclusions resulted to the following recommendations:

1. Schools should implement regular assessments of governance structures to ensure that policies remain relevant and responsive to the changing educational landscape. The Department of Education, private schools, and policymakers should establish clear and adaptive policies that promote school resiliency, crisis preparedness, and long-term sustainability.
2. Community leaders, organizations, and stakeholders should actively participate in school programs, fostering stronger collaboration between schools and the wider community. Schools should develop inclusive programs that encourage the participation of students, families, and external partners to build a more engaged and supportive educational environment.
3. Teachers and educators should be provided with continuous professional development opportunities to enhance their skills in handling school challenges and promoting innovative learning practices. Schools and stakeholders should collaborate in securing adequate funding and resources to support mentoring programs, curriculum development, and other capacity-building efforts.

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