International Journal of Research Publication and Reviews

Teachers' Trust-Building Practices and Parental Advocacies on Community Learning Partnerships: An In-Depth Analysis of Teachers' Experiences

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ABSTRACT

This study explores the role of teachers' trust-building practices and parental advocacy in fostering community learning partnerships in selected schools within the Kabacan Districts, North Cotabato. A mixed-methods approach was employed, combining quantitative and qualitative research designs to examine the relationships between trust-building behaviors, parental involvement, and community engagement in educational activities.

The study utilized a descriptive correlational design for quantitative data, which included responses from 196 teachers and 389 parents, and a phenomenological design to capture the lived experiences of 15 teachers and 15 parents through in-depth interviews.

The research revealed that while teachers consistently practiced trust-building behaviors such as transparent communication, support, and fairness, these did not significantly influence the extent of parental involvement in community-based learning initiatives.

Similarly, although parental advocacy, particularly through support mechanisms, communication, and collaboration, was essential, it did not have a statistically significant impact on service learning or broader community engagement.

The study highlights the importance of teacher-parent collaboration but suggests that systemic approaches involving administrative leadership and strategic planning are crucial for strengthening school-community partnerships.

The findings offer practical recommendations for improving parental engagement and enhancing trust-building practices to create more effective community learning partnerships.

1.Introduction

Inadequate trust between teachers and parents hinders effective community learning partnerships. This trust gap limits parental advocacy. Inconsistent trust-building practices further lead to misunderstandings and disengagement. Addressing these issues is crucial for creating supportive educational communities that benefit all students.

The teaching profession is increasingly demanding, particularly in building trust and fostering community partnerships. Teachers must cultivate strong relationships with parents and community members to support student learning and engagement. These relationships are essential for effective collaboration, but they come with challenges that can strain educators' capacities and resources (Jones, 2023).

In the Philippines, trust-building practices between teachers and parents are particularly complex due to diverse cultural and socio-economic backgrounds. Teachers often face challenges such as lack of time, insufficient training in community engagement, and varying parental expectations. These factors can hinder the development of robust community learning partnerships, which are vital for improving educational outcomes (Martinez, 2022).

Locally, teachers encounter specific challenges in trust-building and parental advocacy. Issues such as limited administrative support, inadequate training on community engagement, and high expectations without corresponding resources contribute to the difficulties in fostering effective partnerships. Addressing these challenges is critical to enhancing community involvement and ensuring that students receive comprehensive support (Lopez, 2021).

Despite extensive research on teachers' trust-building practices and parental advocacy, gaps remain in understanding their impact on community learning partnerships. While studies have explored transparency, communication, and collaboration, limited research examines how these factors collectively shape trust-building (Gonzalez, 2022). The relationship between parental advocacy, engagement mechanisms, and sustainable partnerships is also

underexplored (Santos, 2023). Identifying effective, context-specific strategies is crucial for strengthening teachers' trust-building practices and fostering meaningful parental involvement in community learning partnerships (Rodriguez, 2024).

The objectives of this study are to identify the key factors influencing teachers' trust-building practices and to explore their experiences with parental advocacy in the context of community learning partnerships. The study also aims to propose policy recommendations for enhancing teacher preparedness and effectiveness in fostering these partnerships.

1.1 Statement of the Problem

This study aimed to examine the teachers' trust-building practices and parental advocacy on community learning partnerships within selected schools in Kabacan Districts, North Cotabato. Specifically, it answered the following research questions:

Specifically, it answered the following research questions:

Teachers' Trust-Building Practices and Parental Advocacy on Community Learning Partnerships.

1. What is the extent of the teachers' trust-building practices in terms of transparency communication, support and reliability, and fairness and respect?

2. What is the level of parental advocacy in terms of support mechanism, good communication, and collaboration and monitoring?

3. What is the level of community learning partnerships in terms of service learning, collaboration with local organizations, and activity active engagement?

4. Is there a significant relationship between Teachers' Trust-Building Practices and Community Learning Partnerships?

5. Is there a significant influence between Teachers' Trust-Building Practices and Community Learning Partnerships?

6. Is there a significant relationship between Parental Advocacy and Community Learning Partnerships?

7. Is there a significant influence between Parental Advocacy and Community Learning Partnerships?

1.2 Theoretical Framework

This study is anchored in the Diffusion of Innovations Theory (Rogers, 2003) as cited by Pineda, (2023) which explains how new ideas and practices spread within a culture or organization. The theory is applicable to understanding the development and effectiveness of community learning partnerships, particularly in the context of teachers' trust-building practices and parental advocacy. It posits that teachers' readiness to engage in trust-building, their communication strategies, and their ability to foster parental involvement influence the adoption and success of these partnerships. The theory suggests that the effectiveness of Community Learning Partnerships depends on how teachers and parents, as adopters, perceive the relative advantage, compatibility, and simplicity or complexity of the collaboration required.

Moreover, the Diffusion of Innovations Theory (Rogers, 2003) relates to teachers' trust-building practices transparency in communication, support and reliability, and fairness and respect by explaining how these practices facilitate the adoption of new ideas within educational communities. Transparent communication reduces uncertainty and fosters trust, making stakeholders more receptive to innovations. Support and reliability build confidence in teachers' consistency, encouraging engagement, while fairness and respect create an inclusive environment that promotes collaboration. Together, these practices align with Rogers' theory by enabling the successful diffusion of innovations in education.

This theory is essential in this study because it provides a framework for understanding how teachers and parents adopt new practices and innovations within Community Learning Partnerships. It highlights the importance of trust-building, effective communication, and parental advocacy in the successful development of these partnerships. By recognizing the factors that influence adoption—such as perceived benefits, ease of integration, and alignment with existing practices—the theory helps identify areas where support and interventions are needed to enhance the effectiveness and sustainability of these partnerships, ultimately leading to improved educational outcomes.

2.Methods

This chapter discusses the research design, study variables, population and sampling, place of study, research instrument, data collection, scoring interpretation, and statistical treatment to evaluate the teachers' trust-building practices and parental advocacy on community learning partnerships and their experiences for the school year 2024-2025.

2.1 Research Design

In study 1, a descriptive correlation design was used to examine the relationships between Community Learning Partnership factors such as service learning, collaboration with local organizations, and active engagement, alongside teachers' trust-building practices, including transparent communication, support and reliability, and fairness and respect, as well as parental advocacy factors, such as support mechanisms, good communication,

and collaboration and monitoring. This design is particularly effective for identifying patterns and relationships without manipulating variables (Cochran, 2015). In this study, the correlation between these factors and the extent of Community Learning Partnerships will be analyzed to predict how teachers' trust-building practices and parental advocacy influence the success of community learning partnerships.

2.2 Research Respondents

The respondents of this study were the 196 teachers and 388 parents from public schools in Kabacan North, South and West District, Kabacan, North Cotabato, Cotabato Division. The selection criteria for teacher respondents focused on public-school teachers who have rendered services for 5 to 10 years or more, while the exclusion was teachers from private schools, school administrators, and rendered serviced up to 4 years below. For parent respondents, the sampling represented an equal proportion from each school based on the computed sampling population.

2.3 Research Procedure

For a population of 383 teachers and a 5% margin of error, you would need a sample size of 196 teachers.

Meanwhile, to compute the sample size using Slovin's formula for a population of 12,914 parents:

The formula is:

$$n = \frac{N}{1 + N \cdot e^2}$$

Where:

- n = sample size
- N = population size (12,914)
- e = margin of error (let's assume 5%, so $e = 0.05$)

Step 1: Apply the formula

$$n = \frac{12914}{1 + 12914 \cdot (0.05)^2}$$

Step 2: Calculate e^2

$$e^2 = (0.05)^2 = 0.0025$$

Step 3: Multiply N by e^2

$$12914 \cdot 0.0025 = 32.285$$

Step 4: Substitute and calculate the sample size

$$n = \frac{12914}{1 + 32.285} = \frac{12914}{33.285} \approx 388.1$$

Final Sample Size: Rounding up, the required sample size is 389.

For a population of 12,914 parents and a 5% margin of error, a sample size of 389 is needed.

2.4 Research Instrument

The research instruments used in this study were carefully selected and adapted from established and reputable sources, ensuring their reliability and validity. By using well-validated tools, the study aimed to gather accurate and credible data that accurately reflects the variables under investigation. This

approach enhances the overall rigor of the research, ensuring that the instruments are both appropriate for the study's context and capable of producing meaningful, trustworthy results (Fuller, 2005).

The level of Teachers' Trust-Building Practices were assessed using a questionnaire based on the Trust in Schools: A Core Resource for Improvement (PSS-10), developed by Bryk, A. S., & Schneider, B. (2002). This scale consits of 0.95 cronhnach alpa and were used to interpret respondents' assessments of Teachers' Trust-Building Practices related to , transparency communication, support and reliability, and fairness and respect. The following grading scale was employed to categorize the responses:

Likert Scale on Teachers' Trust-Building Practices.

Level	Range	Description	Descriptive Interpretation	Percentage
5	4.21 - 5.00	Highly Practiced	This means that the teachers are exceptionally skilled in technology within the range of 81% - 100%.	91-100%
4	3.41 - 4.20	Practiced	This means that the teachers are highly skilled in technology within the range of 61% - 80%.	81-90%
3	2.61 – 3.40	Moderately Practiced	This means that the teachers are moderately skilled in technology within the range of 41% - 60%.	71-80%
2	1.81- 2.60	Often Practiced	This means that the teachers are slightly skilled in technology within the range of 21% - 40%.	61-70%
1	1.00 -1.80	Not Practiced	This means that the teachers are very slightly skilled in technology within the range of 1% - 20%.	60% below

2.5 Data Gathering Procedure

The data gathering procedure for this study employed both quantitative and qualitative approaches to comprehensively analyze teachers' trust-building practices and parental advocacy on community learning partnerships.

For the quantitative approach, the researcher first drafted a formal letter requesting permission from the division superintendent and school principals in the Kabacan Districts to conduct the study. Upon receiving approval, questionnaires were personally distributed to ensure confidentiality and accuracy. The collected data were carefully encoded and summarized for further analysis. Personal administration of questionnaires guarantees the reliability of the data and confidentiality of the responses. Additionally, respondents signed a permission form on the day of data collection, with only those who sign the informed consent participating. This process ensures that respondents' opinions are treated with strict confidentiality, and no personal information is disclosed.

2.6 Data Analysis

The following statistical tools are used in the study:

Mean refers to the average set of values. It is used to determine the degree of the variables in the study (Peter R. Nelson, 2022). This was used to determine the level of the teachers' trust-building practices in terms of transparency communication, support and reliability, and fairness and respect. Moreover, it was also used to determine the parental advocacy in terms of support mechanism, good communication, and collaboration and monitoring. Furthermore, the extent of the implementation of community learning partnerships in terms of service learning, collaboration with local organizations, and activity active engagement.

Spearman's Rank-Order Correlation was used to define the significant relationships between the variables (Spearman, 1904). This was used to determine significant relationship between teachers' trust-building practices and parental advocacy between the extents of community learning partnerships.

Multiple Regression Analysis is a statistical method that establishes a relationship between a dependent variable and one or more independent variables. A regression model can demonstrate whether observed changes in the dependent variable are related to changes in one or more explanatory variables (Amy Galo, 2015). This was used to determine significant influence between Teachers' Trust-Building Practices and Parental Advocacy between the extents of community learning partnerships.

Thematic Analysis is a widely used and flexible method for analyzing qualitative data. It involves identifying, analyzing, and reporting patterns (themes) within the data (Colaizzi, 1990). This was used to determine the experiences of teachers regarding to their trust-building practices and parental advocacy on community learning partnerships.

3 Results

The study found that teachers consistently engaged in trust-building behaviors such as transparent communication, support, reliability, and fairness. However, no significant correlation was found between teachers' trust-building practices and community learning partnerships. Similarly, while parental advocacy (involving support, good communication, and collaboration) was vital in supporting student success, it did not directly influence community learning initiatives.

Teachers also faced challenges with inconsistent parental involvement and emotional exhaustion, despite positive impacts when families actively participated. Strategies like personalized communication and engaging community leaders helped strengthen school-family connections. Parents supported these efforts by attending school events, maintaining communication with teachers, and contributing resources, though barriers like time constraints, language issues, and low confidence hindered greater involvement.

The study identified several supports needed by parents to sustain their advocacy, such as clear guidance, parent training, financial assistance, and stronger community collaboration. Communication strategies like social media, face-to-face conversations, and participation in school meetings were used by parents to engage with teachers and enhance their involvement. The study concludes that while trust-building practices and parental advocacy play essential roles in supporting students, broader strategies are needed to enhance community learning partnerships effectively.

Recommendation

1. Schools may develop programs that encourage teachers to engage with the broader community beyond classroom trust-building practices.

2. Schools may provide clear guidance, orientation programs, and logistical support to parents to increase their active participation.

3. Teachers may be trained on effective strategies for fostering parental involvement, including personalized communication and creating welcoming school environments.

4. Schools should collaborate with local leaders and organizations to address barriers to parental participation, such as transportation issues and work commitments.

5. Schools may adopt inclusive communication methods that cater to diverse parental needs, including language support and digital platforms to overcome barriers such as time constraints and connectivity issues.

6. A systemic approach involving administrative leadership, strategic planning, and policy development is needed to create a culture of collaboration among schools, parents, and communities.

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