

Situating Social Capital Approach to School Development

JAYCE M. ANDRES¹, ROGELIO D. MERCARDO, DPA²

^{1,2} *Institute of Graduate and Advanced Studies, Urdaneta City University*

Abstract—This study employs a descriptive research design to examine the social capital approach to school development in Umingan District II with the use of questionnaires as the primary data collection tool. According to the report, parents in the district—mostly married men between the ages of 31 and 35 who have no job and engage in 1-6 school activities—and school employees—also mostly married men between the ages of 31 and 35 who have fewer than five years of experience as Teacher III—play important roles. Conversely, the majority of the barangay officials are married men between the ages of 46 and 50 who have completed high school and were recently elected to the Barangay Kagawad. They support the advancement of schools as well. The social capital method has proven to be very successful in creating a cooperative atmosphere that improves student welfare, academic achievement, and teacher professional growth. Obstacles are also noted, highlighting the necessity for development in these domains in order to maintain and strengthen the beneficial effects of the social capital strategy in Umingan District II. These obstacles include poor communication, ambiguous guidelines, and insufficient support.

Indexed Terms—Barangay Officials, Social Capital Approach, School Development, School Employees, Teachers

I. INTRODUCTION

As stated by Alejandrino (2023), parents and teachers, who are working together, create a coherent teaching team with goals that are in line and aspirations that are common. Parents and educators working together can greatly improve youngsters' academic performance. As a result, the home and school become essential settings for children's learning. These environments serve a critical role in influencing a child's destiny and provide invaluable experiences. Both the family and the school have the ability to protect, instruct, encourage, and have a significant impact on the child's

entire growth. Parental engagement can take many different forms. Some examples include volunteering at the school, keeping lines of communication open with educators, attending school functions, and helping out with homework. The emotional and interpersonal components of the interaction between home and school are related to the quality of the parent-teacher relationship. Trust, understanding between individuals, assistance, camaraderie, similar values, and shared expectations and views about the child and each other are some of the metrics used to measure this. These issues make it difficult for parents and teachers to work together on a variety of school-related projects, which makes parents busier, more stressed, and more likely to be negligent. Unfortunately, in the middle of these challenges, building genuine relationships with instructors frequently suffers. As a result, the Department of Education has had ongoing difficulties over the years in obtaining parental support. This assistance is essential for maintaining efficient school administration, making sure that classroom needs are met, and improving the teaching and learning procedures as a whole. It is emphasized by Matorres, et al. (2023) that the expectations put on educators and parents highlight the necessity of coordinated efforts to get through these obstacles and promote a more cooperative and encouraging learning environment. Among the many characteristics that make up social capital, the degree of closure or interconnectivity of relationships inside a social network and the density of social ties among its members are two of its most important features. Furthermore, as he has demonstrated in his works, the density of social relationships is crucial in defining obligations and expectations for network participation. Members can use this to determine if others are carrying out their agreed-upon duties. In this sense, "trustworthiness" refers to the belief that network members are dependable when they carry out their commitments to other members of the network. Networks with high degrees of trustworthiness are ones where participants actively uphold norms by penalizing undesirable behavior, which strengthens the relationships between members of the social network. The underlying theory of social capital holds that social networks have intrinsic worth, emphasizing positive features like trust, reciprocity, and knowledge sharing. This viewpoint emphasizes the usefulness of social

networks as a whole, stressing how the advantages of these networks make it easier to solve problems on an individual and group level. Individuals use social networks in the context of education to participate in different aspects of the learning process. The engagement of various stakeholders, such as the state and community, is essential to improving the quality and relevance of education. This involvement takes the form of procedures that strengthen institutional capacity, improve ownership, promote consensus, and reach out to marginalized and isolated people. Furthermore, this kind of involvement sparks the encouragement of student enrollment and attendance. This example shows how building social capital within different groups and organizations contributes to more extensive educational benefits that include academic performance. According to Laserna (2021), the positive interaction of social capital amongst various entities serves as a catalyst for the advancement of educational goals. Social media collaboration improves educational infrastructure and creates an atmosphere that is favorable to academic accomplishment and overall educational success. Social capital is about the relationships between people—that is, social networks—and the norms of reciprocity and reliability that result from these relationships, whereas physical capital is about tangible goods and human capital is about the characteristics of people. The presence of institutional agents who oversee these connections and the network of ties they maintain are essential to giving students the tools and resources they need to succeed academically. For one to comprehend how interactions within a school community can promote an atmosphere conducive to emotional and social growth, it is also important to understand the concept of reciprocity in student well-being. Mutual support and trade between community members is known as reciprocity, and it is the foundation of this network of support. Reciprocal interactions between students, teachers, parents, and other stakeholders build a supportive and nurturing school climate. Being trustworthy is an important part of the overall school climate since it represents the trust that parents (Catane, et al., 2024), teachers, and students have in their educational institution. Building a conducive learning environment where all parties feel safe, appreciated, and valued depends on this trust. It affects many different outcomes, such as increasing teacher retention and student learning. The degree to which parents participate in their children's education is an important factor to take into account, as it plays an integral part in the creation of social capital. Positive results for children are achieved through the complex and multifaceted phenomenon of parental involvement in their education, which encompasses a variety of

parenting styles and behavior patterns. It is acknowledged that this participation is a multifaceted construct that influences children's conduct and character both individually and collectively. It is acknowledged that this participation is an intricate system that influences children's conduct and character both individually and collectively. Parental involvement has many different dimensions. These include helping kids read, supervising and supporting homework and assignments, offering tutoring, having conversations about goals and plans, contacting schools, enabling communication between parents and kids, taking part in school events, and keeping an eye on kids' academic progress, among other things. The fact that parental engagement has several facets highlights how important it is as a holistic and constant factor shaping children's academic growth and fulfillment.

II. METHODOLOGY

For a number of reasons, the study on the efficacy of the social capital strategy in school development in Umingan District II is best served by employing a descriptive research methodology. Descriptive research is a great tool for objectively assessing the current level of the social capital strategy in school development because it focuses largely on outlining the features of a particular occurrence. This study looked at parent-teacher collaboration's efficacy in Umingan District II's context of school development. Umingan District II is made up of twenty-five primary schools. Based on the overall enrollment of these schools, the number of parent-respondents from the selected elementary schools—Nampalacan-Molina ES, Pemienta ES, Maseil-seil Alo-o ES, and Don Montano Central—was ascertained. Ten percent of the 1,590 students enrolled in the four schools together had been admitted. After computation, 159 parent-respondents were obtained. There were 65 respondents who worked for schools and 36 respondents who were representatives of the barangay, including the captain, treasurer, secretary, and kagawads. A range of statistical ideas and methods were applied in order to interpret the data that was gathered. The average weighted mean was employed to assess the efficacy of the social capital method in school development. The mean was utilized to identify the issues that respondents faced and to gauge the severity of those issues for community respondents and school administrators in Umingan District II's social capital approach to school development.

III. RESULTS AND DISCUSSION

Table I. Level of Effectiveness of Social Capital Approach in School Development in Umingan District II in Terms of Interconnectedness in Academic Performance

Indicators	W.Mean	Descriptive Equivalent
provides families with information suitable for various age groups on creating home conditions or environments that foster learning.	4.29	Highly Effective
asks parents to Attend conferences with teachers to talk about their children’s learning or behavior	4.47	Highly Effective
asks parents to attend organized family-school associations at their children’s school	4.37	Highly Effective
allows parents to communicate with school officials if they are concerned about things that their children tell them about school	4.39	Highly Effective
allows the community and school to share resources to enhance student learning.	4.30	Highly Effective
allows community volunteers to assist the students in their problem learning areas.	4.20	Effective
collaborates with private organizations to provide learning resources like books, computers, and the internet for student use.	4.15	Effective

seeks the assistance of families in the learning continuity during the COVID-19 pandemic	4.30	Highly Effective
provide parents with the proper learning materials to assist their children’s learning during the COVID-19 pandemic	4.26	Highly Effective
Overall Weighted Mean	4.31	Highly Effective

Even though it is still in the extremely effective category, the lower grade for resource collaboration with private organizations points to areas that could benefit from more work. This is especially important because student performance and educational quality can be significantly impacted by having access to technology and learning resources (Mejia, et al., 2020). It can be a wise strategic move to rely on outside collaborations to augment resources, particularly in schools with inadequate funding. The value of these outside connections is that they provide extra resources that can improve educational outcomes and enrich the learning environment. Therefore, while Umingan District II demonstrates a successful use of social capital to improve academic performance and interconnection, strengthening partnerships with business organizations could help to further promote academic results. Schools’ ought to consider ways to draw in more private partnerships that could supply necessary instructional materials, expand their pool of resources, and possibly raise student achievement even more.

Table II. Effectiveness of Social Capital Approach in School Development in Umingan District II in Terms of Reciprocity in Student Well-being

Indicators	W.Mean	Descriptive Equivalent
endorses home visiting programs or local community meetings to facilitate mutual understanding	4.32	Highly Effective

between families and schools.			school during the pandemic.		
establish transparent two-way communication channels between home and school.	4.40	Highly Effective	seeks the involvement of the barangay for the sharing of resources to enhance student welfare during the pandemic	4.31	Highly Effective
involves the barangay officials in providing peace and security for the school	4.21	Highly Effective	allows student involvement in community initiatives or activities that focus on promoting student well-being	4.37	Highly Effective
provide specific information to the parents for the DepEd Learning continuity plan during the pandemic	4.23	Highly Effective	Overall Weighted Mean	4.30	Highly Effective
involves families in locating and using community resources for the upliftment of student welfare	4.23	Highly Effective			
allows parents to assist students with skills they need to improve	4.40	Highly Effective			
allows the members of the community to assist the school children in their learning outside of the	4.25	Highly Effective			

It can be seen from the table that the overall average weighted mean is 4.30 and a descriptive rating of "highly effective. Looking at the indicators table, "Establishes transparent two-way communication channels between home and school" has a weighted mean of 4.40, indicating a highly effective practice. This signifies the establishment of open and honest communication between schools and families. It implies that information flows freely in both directions, informing parents about their child's education and enabling schools to effectively understand and address parental concerns. Parents can better support their children when they are well-informed and involved leading to improved academic performance and overall well-being. Furthermore, with a weighted mean of 4.40, "allowing parents to assist students with skills they need to improve" is a highly effective strategy. This highlights the role parents play in helping their children develop the abilities needed for both academic success and personal growth. By actively participating in their child's education, parents can create a pleasant learning environment at home by offering individualized support that is catered to the child's requirements. Conversely, with a weighted mean of 4.21, which is still within the extremely effective category, the indicator with the lowest weighted mean

is "Involves the barangay officials in providing peace and security for the school." This indicator is classified as "highly effective" descriptively, even if its weighted mean is the lowest. This implies that barangay officials' participation in maintaining school safety and tranquility is seen as a positive practice. In contrast to other indices, its weighted mean is marginally lower. In spite of this, it remains in the highly successful range, suggesting that this method is well-received and makes a substantial contribution to the social capital approach to fostering student wellbeing. This demonstrates how crucial community involvement is to preserving the safe and secure learning environment that students require for both their physical and mental health. This indicator is classified as "highly effective" descriptively, even if its weighted mean is the lowest. This implies that barangay officials' participation in maintaining school safety and tranquility is seen as a positive practice. In contrast to other indices, its weighted mean is marginally lower. Even so, it remains in the extremely effective range, suggesting that this method is well-received and makes a substantial contribution to the social capital approach to improving student well-being. This demonstrates how crucial community involvement is to preserving the safe and secure learning environment that students require for both their physical and mental health. This suggests that in order to properly handle safety concerns, barangay and school officials could look into measures to improve their cooperation and communication. A more positive and uplifting learning atmosphere can result when students feel comfortable sharing their problems and experiences with their teachers (Pastor, et al., 2021). The study also highlighted how the social capital strategy, which emphasizes fostering relationships and trust within the school community, is consistent with the premise that building strong teacher-student relationships necessitates meaningful social interactions. The sense of belonging created within the school may change and become stronger as a result of this process.

Table III. Effectiveness of Social Capital Approach in School Development in Umingan District II in terms of Trustworthiness in Overall School Climate

Indicators	W.Mean	Descriptive Equivalent
1. creates a supportive environment for the children to have a good	4.48	Highly Effective

	learning experience		
2.	allows families to help in activities that will help the school and the students	4.43	Highly Effective
3.	provide an environment where children feel safe from bullying	4.45	Highly Effective
4.	provides teachers with a conducive learning environment for their students	4.47	Highly Effective
5.	allows teachers to solicit the help of the community in their instructional undertakings	4.08	Highly Effective
6.	provide policies for equal treatment of students	4.41	Highly Effective
7.	ensures that students have a quiet place where students can do their schoolwork	4.48	Highly Effective
8.	allows regular parent-teacher conferences about the learning behavior of their children,	4.37	Highly Effective

9.	involves the community in the provision of a supportive learning environment for the children to have a good learning experience	4.42	Highly Effective
Overall Weighted Mean		4.40	Highly Effective

The weighted mean of 4.40 across the board in the table indicates a very successful strategy. This is consistent with the tenets of positive education, which emphasize the important role that schools play in fostering students' wellbeing. According to research, children are more inclined to participate in school activities when they have a positive perception of the school climate. The path analysis of the data shows that the association between school atmosphere and participation is mediated by students' experiences with well-being. This suggests that raising student participation requires improving the school climate, but that this influence works best when it benefits students' overall wellbeing. Additionally, the study shows that personality qualities or learning capacities are not directly related to a person's interest in the representation of reality. Improving the school climate should instead concentrate on encouraging experiences that lead to well-being and subtly encouraging involvement. This emphasizes how crucial positive education initiatives are to fostering a helpful and upbeat school environment that benefits both the kids and the school community. The information demonstrating a weighted mean of 4.48 for the two highly effective categories, "ensures that students have a quiet place where students can do their schoolwork" and "creates a supportive environment for the children to have a good learning experience," highlights the crucial role that a supportive and conducive learning environment plays in the educational process. These results highlight how highly respondents value the creation of secure and supportive environments that support learning, demonstrating a general recognition of students' basic needs. These environments are essential because they are more than mere physical places; they are also a part of a larger learning environment that cultivates a supportive school climate and strong teacher-student connections (Harahap, et al., 2024). This

comprehensive approach is essential since it has a direct bearing on students' academic achievement and personal growth. Improving student results requires having access to sufficient resources, encouraging relationships, and a controlled yet adaptable learning environment. The findings also show how crucial it is for families, schools, and the community to work together and communicate on a regular basis in order to assist students' educational journeys. Collaboration like this is crucial for preserving a flow of enrichment and support for students in all of the various contexts they interact with, which strengthens the school's position as the cornerstone of the community's well-being. This all-encompassing strategy reflects a move toward more integrated community involvement in education, which is essential for creating a network of support for children (Buted, 2018).

Table IV. Challenges Encountered by the Respondents on the Social Capital Approach in School Development in Umingan District II

Indicators	W.Mean	Descriptive Equivalent
1. Lack of communication among the school officials, barangay officials, and parents	3.11	Moderately Serious
2. The busy schedule of school heads and their teachers makes it difficult to spearhead collaborative activities with the parents and community	2.91	Moderately Serious
3. Parents lack the interest to participate in school activities due to their many household works	3.21	Moderately Serious
4. Parents do not have the time to assist their children in their homework	3.17	Moderately Serious
5. The parents are not aware of the channels by which to communicate their concerns to	2.95	Moderately Serious

the school administration		
6. The school lacks the proper guidelines for school-community engagement	2.72	Moderately Serious
7. Unclear roles and responsibilities in collaboration efforts that lead to confusion and frustration among the different sectors involved	2.82	Moderately Serious
8. Teachers are overwhelmed with their work which results in burnout	2.87	Moderately Serious
9. There is a lack of structured mechanisms for collecting and addressing feedback from parents	2.75	Moderately Serious
10. School administrators find it challenging to maintain social capital over the long term	2.74	Moderately Serious
11. Limited resources constrain the implementation of social capital initiatives	2.77	Moderately Serious
Overall Weighted Mean	2.91	Moderately Serious

The difficulty of insufficient rules for school-community involvement highlights the need for more comprehensive and lucid frameworks to facilitate productive collaboration, with a weighted mean of 2.72. The most current DepEd directive, No. 8, 2023, establishes defined guidelines and expectations for their participation in volunteer and extracurricular activities to address and improve teachers' professional performance. This policy initiative is essential to building the framework of social capital in educational settings by promoting more structured and

fruitful collaboration between schools and communities and by making roles evident (AyaOay, et al., 2020).

CONCLUSIONS AND RECOMMENDATIONS

Umingan District II's social capital approach to school development has been remarkably effective in enhancing a number of educational landscape elements. It has produced a cooperative and encouraging learning atmosphere. The district has seen notable improvements in teacher professional development, student well-being, and academic success as a result of the strong networks and relationships that stakeholders have built. The difficulties that respondents in Umingan District II encountered with the Social Capital Approach in School Development underscore the necessity of improved guidelines, increased support, and improved communication.

Create a thorough communication plan that includes meetings and updates at regular intervals with parents, school officials, and barangay officials. Ensure the use of a variety of channels, including text messaging services, school websites, and social media, to make sure that all parties involved are informed and involved. Incorporate a flexible engagement schedule as well. Make an itinerary of events and activities that can be adjusted to fit the hectic schedules of parents, teachers, and administrators. To guarantee the highest level of involvement, this could involve weekend or nighttime activities. And introduce projects that parents may incorporate into their everyday lives or that require little time investment, like online newsletters, quick educational films on school events, and easy at-home volunteer work.

REFERENCES

- [1] [1] Abunyawah, M., Erdiaw-Kwasie, M. O., Okyere, S. A., Thayaparan, G., Byrne, M., Lassa, J., ... & Maund, K. (2023). Influence of personal and collective social capital on flood preparedness and community resilience: Evidence from Old Fadama, Ghana. *International journal of disaster risk reduction*, 94, 103790.
- [2] [2] Bianchi, M., & Vieta, M. (2020). Co-operatives, territories and social capital: reconsidering a theoretical framework. *International Journal of Social Economics*, 47(12), 1599-1617.

- [3] Chaker, R., & Impedovo, M. A. (2021). The moderating effect of social capital on co-regulated learning for MOOC achievement. *Education and Information Technologies*, 26(1), 899-919.
- [4] Edwards Jr, D. B. (2019). Shifting the perspective on community-based management of education: From systems theory to social capital and community empowerment. *International journal of educational development*, 64, 17-26.
- [5] Ferguson, M. R. (2020). International colleges and the cultivation of social capital in a divided Thailand: A narrative study of leadership perspectives at a Bangkok-based campus. *Education, Citizenship and Social Justice*, 15(3), 227-242.
- [6] Han, C. S. H., & Chai, D. S. (2024). The use and significance of social capital and informal learning in postsecondary STEM education. *New Directions for Adult and Continuing Education*, 2024(181), 63-73.
- [7] McCallum, J., Orthia, L., & Hosking, D. (2023). Situating Social Developments within Intergenerational Reports. *MORE THAN FISCAL*, 133.
- [8] Miković, R., Arsić, B., Gligorijević, Đ., Gačić, M., Petrović, D., & Filipović, N. (2019). The influence of social capital on knowledge management maturity of nonprofit organizations—predictive modelling based on a multilevel analysis. *IEEE Access*, 7, 47929-47943.
- [9] Musavengane, R., & Kloppers, R. (2020). Social capital: An investment towards community resilience in the collaborative natural resources management of community-based tourism schemes. *Tourism Management Perspectives*, 34, 100654.
- [10] Simandan, D. (2021). Social capital, population health, and the gendered statistics of cardiovascular and all-cause mortality. *SSM-Population Health*, 16, 100971.
- [11] Sones, M., Firth, C. L., Fuller, D., Holden, M., Kestens, Y., & Winters, M. (2022). Situating social connectedness in healthy cities: A conceptual primer for research and policy. *Cities & health*, 6(6), 1179-1192.
- [12] Straub, A. M., Gray, B. J., Ritchie, L. A., & Gill, D. A. (2020). Cultivating disaster resilience in rural Oklahoma: Community disenfranchisement and relational aspects of social capital. *Journal of rural studies*, 73, 105-113.
- [13] Torrejón, M. J., & Martin-Matthews, A. (2022). A qualitative approach to bridging and bonding social capital: Experiences of a cohort of Chilean older people. *Social Science & Medicine*, 296, 114710.