

# A Study of the Community Involvement of Private Schools in Iloilo City

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A coordinated program of community education for both public and private schools requires a basic knowledge of the total community involvement of schools. This research was conducted to obtain information on the community involvement of private education in Iloilo City.

The subjects of study were nine private schools in the city which had elementary, secondary, and college levels of instruction: namely,

Assumption College, University of San Agustin, Central Philippine University, Colegio del Sagrado Corazon de Jesus, De Paul College, University of Iloilo, Philippine Women's College, San Jose College, and Visayan Central College.

## **PROCEDURES**

The procedures followed in the research consisted of:

1. A preliminary study of (a)

existing data from previous studies made on the conduct of community education by public schools, in order to draw a framework of reference to be used as a guide in the main study, and (b) a pilot private school -- Central Philippine University -- to test the adequacy of the framework of reference and to refine the instruments to be relied upon in the survey of private schools.

2. Main survey of the community involvement of private schools in Iloilo City, covering two years: from the second semester of the school year 1967-1968 through the first semester of 1969-1970. The source of data included (a) records of school activities and of organized student organizations, (b) occasional participation in some school activities and personal observation by the researcher, and (c) information secured through interviews of school administrators and from answers to questionnaires and checklists distributed to faculty advisers and student leaders in each of the nine schools under study.

## **FINDINGS**

Private schools in Iloilo City had community-involved activities similar to those found in public schools,

with the exception of the adult literacy or fundamental education class. In addition, private schools had religious activities which public schools are legally prohibited to engage in directly.

The community-involved activities found in private schools are: cultural enrichment programs, conventions and conferences, food production and utilization, educational tours and excursions, exhibits, parades and socials, community surveys, health and sanitation, athletics and recreation, moral, charitable and religious drive, and protest demonstrations.

Private schools, not being required by the Department of Education to observe a uniform program of community education like the public schools, differed in the number and type of community-involved activities they undertook. In general, private schools did not have budgetary provisions for most of their community-involved activities, with the exception of publication, athletics, some cultural enrichment programs traditionally observed by the schools, and charitable and religious activities of sectarian schools. These same activities for which the schools provided financial support also had qualified

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### **A Study of Community ...**

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adult personnel to direct or supervise, although generally, private schools were not inclined to provide expertise for either co-curricular activities of students.

The community outreach of private schools were undertaken by organized student groups which consisted of: student government, special-interest groups, scouting organizations, volunteer service clubs, and extension classes.

The obstacles met by private schools in their community outreach had to do with funds, time, attitudes, and miscellaneous factors caused by unforeseen events. The success of some activities was attrib-

uted to sufficient funds, good scheduling, cooperation, good leadership and supervision, and continuing interest.

### **RECOMMENDATIONS**

Further study should be made of the impact of each type of school activity on the community, the participation of the community in the school activity studied, the facilities found in the community which might be useful in the school projects, and the motivation for sustained interest. A common program of community involvement for all private schools in one area and the possibility of coordinating with existing agencies are also recommended.