



ADDRESSING THE GAP: THE LIVED EXPERIENCES OF SCHOOL ADMINISTRATORS ON SCHOOL-COMMUNITY PARTNERSHIPS AMONG MULTIGRADE SCHOOLS

Aldren G. Dayday¹, Elizabeth D. Dioso, Ed.D.²

¹Master of Arts in Education Major in Educational Administration, Assumption College of Nabunturan
Teacher I Inopawan Elementary School, Division of Davao de Oro

²Doctor of Education, Professor, Assumption College of Nabunturan, Philippines

Article DOI: <https://doi.org/10.36713/epra23678>

DOI No: 10.36713/epra23678

ABSTRACT

School-community partnerships play a pivotal role in enhancing the educational experiences of learners, especially in multigrade school settings where resources are limited, and challenges are more complex. This qualitative research aimed to explore the lived experiences of school administrators in initiating, managing, and sustaining partnerships with the community. Specifically, the study focused on the personal and professional lessons administrators gained, the perceived impacts on students and school culture, the perceived sustainability of the partnerships, and their advice to fellow school leaders. Using a phenomenological approach, data were gathered through in-depth interviews with school heads from rural multigrade schools and analyzed thematically. The findings revealed that administrators experienced personal growth in patience, empathy, and adaptability, alongside professional development in communication, leadership, and collaboration. Partnerships led to increased student attendance, improved behavior, and the creation of a more inclusive and welcoming school environment. Furthermore, sustaining these partnerships depended on consistent stakeholder engagement, transparent communication, and formal recognition of community involvement. Administrators advised their peers to foster trust by actively listening, involving stakeholders in planning and decision-making, and recognizing even the smallest contributions. The study concluded that school-community partnerships are instrumental in addressing the unique challenges of multigrade education and can be sustained through sincerity, consistency, and mutual respect.

KEYWORDS: Educational Administration, Multigrade Schools, School-Community Partnerships, Lived Experiences, Educational Leadership, Challenges, Coping Mechanism, Insights, Phenomenological

Chapter I

INTRODUCTION

The Problem and Its Background

Effective school-community partnerships play a crucial role in enhancing educational outcomes in multigrade schools, particularly in rural or isolated areas. However, multigrade schools face unique challenges in establishing these partnerships due to geographical, logistical, and resource constraints. These schools often struggle with issues such as limited teacher training, inadequate learning materials, and insufficient community involvement. As a result, the potential benefits of these partnerships, such as increased resources and local support, are not fully realized, impacting both teaching and student achievement. As Hands (2010) highlights, effective partnerships between schools and communities not only enhance student learning but also build stronger, more supportive educational environments

A study by Bhengu and Svosve (2019) examined school-community partnerships in multigrade settings in rural areas of Zimbabwe. The research found that while school heads managed to mobilize community resources for multigrade classrooms, significant barriers remained, such as limited parental involvement and the absence of structured collaboration between community members and educators. Despite these challenges, the study highlighted that when communities were actively involved, there was a noticeable improvement in the learning environment and student engagement. The lack of consistent communication and stakeholder engagement hindered the full realization of the



partnership's potential. These challenges in multigrade settings emphasize the need for tailored strategies to foster more effective school-community collaborations in rural contexts.

In the Philippines, a study conducted by Arzadon and Pasia (2021) explored the difficulties of forming school-community partnerships in multigrade schools in Northern Luzon. Despite government initiatives to strengthen partnerships, the study revealed persistent barriers such as a lack of dedicated financial resources, limited professional development for teachers in multigrade settings, and the undervaluation of parental roles in education. These issues contributed to the underperformance of multigrade schools in rural areas, underscoring the need for enhanced community support and collaboration.

In New Bataan, Davao de Oro, school-community partnerships face several persistent challenges. These include financial instability, limited visibility and awareness of school programs, and difficulty in identifying and securing long-term, sustainable partners. Additionally, communication gaps between schools and community stakeholders further hinder collaboration. These obstacles prevent the community from effectively supporting multigrade schools, resulting in missed opportunities for shared resources, collaborative initiatives, and enhanced student learning outcomes.

Despite numerous studies identifying the challenges and potential of school-community partnerships in multigrade schools, there is a noticeable gap in research focusing on the lived experiences of school administrators who directly manage these relationships. Understanding how school heads perceive, navigate, and address these challenges on the ground remains underexplored. This study seeks to fill that gap by capturing the voices of administrators and identifying grounded, experience-based strategies to strengthen partnerships in the context of multigrade education.

Research Questions

This phenomenological study explored the lived experiences of school administrators in establishing and sustaining school-community partnerships in multigrade schools. It also examined the challenges they encountered, the coping mechanisms they employed, and the insights they gained from these experiences. This study was guided by the following questions:

1. What are the lived experiences of school administrators in establishing school-community partnerships in multigrade schools?
2. What challenges do school administrators encounter in establishing and sustaining school-community partnerships in multigrade schools?
3. How do school administrators cope with the challenges they face in establishing school-community partnerships?
4. What insights do school administrators gain from their experiences in establishing school-community partnerships in multigrade schools?

Scope and Delimitation

This study focused on exploring the lived experiences of six school administrators in establishing school-community partnerships within multigrade school settings in the New Bataan District, Davao de Oro for the school year. It was conducted in geographically isolated and underserved multigrade schools located in the barangays of Bantacan, Pagsabangan, Andap, and Manurigao. The study is delimited to the day-to-day experiences of school administrators, the challenges they encountered, the coping mechanisms they employed, and the insights they gained in managing school-community partnerships.

The participants of the study were six school administrators overseeing nine multigrade schools, including their extension schools. These schools included Pagsabangan Elementary School with Barez Extension, Pongpong Integrated School, Barabat Elementary School – Cagan Extension, Manurigao Integrated School with Digaynon and Tanggan Extensions, Tadya Elementary School, and Uduan Elementary School. Data were gathered through one-on-one, in-depth interviews (IDI), allowing the school administrators to narrate their experiences in forming, maintaining, and navigating partnerships with the community within their unique multigrade school contexts.



Chapter 2

METHODS

This chapter presents the research design, research locale, research participants, data collection procedure, data analysis and ethical considerations.

Research Design

In the pursuit to explore the experiences of school administrators in managing school-community partnerships in multigrade schools, this study employed a qualitative phenomenological research design. Qualitative research is appropriate when the aim is to understand how individuals make sense of their experiences within a specific context, emphasizing depth over breadth (Merriam & Tisdell, 2016). This approach allowed for a deeper understanding of the phenomenon as it was lived and experienced by the participants themselves (Creswell, 2014; Giorgi, 2012).

Research Locale

This study was conducted in the multigrade schools of New Bataan District, located in the mountainous Municipality of New Bataan, Davao de Oro. The area is home to around 51,466 residents, mostly dependent on subsistence farming, and faces challenges in infrastructure and accessibility. The study focused on nine multigrade schools across Barangays Bantacan, Pagsabangan, Andap, and Manurigao, which serve learners in remote and underserved sites. These include Pongpong Integrated School, Barabat Elementary School – Cagan Extension, Manurigao Integrated School with Digaynon and Tanggaan Extensions, Uduan Elementary School, Pagsabangan Elementary School with Barez Extension, and Tadya Elementary School. Despite limited resources and difficult terrain, these schools continue to provide basic education through strong support from local communities, making them relevant settings for exploring school-community partnerships.

Research Participants

The participants of this study were the 6 school administrators in New Bataan District managing multigrade schools.

Data Collection Procedure

Data were collected through semi-structured interviews with purposively selected school administrators from multigrade schools in New Bataan District. Participants had at least one year of experience and were involved in school-community partnerships. Ethical clearance and official approvals were secured before data collection.

Interviews were conducted on weekends, with informed consent obtained beforehand. Participants were assured of confidentiality, and pseudonyms were used. This method follows qualitative approaches used in studies like Creswell (2013) and Seidman (2019) to capture lived experiences.

Data Analysis

The responses from the participants were analyzed using qualitative techniques appropriate for a phenomenological study. The following methods were used:

Transcription. Audio recordings from the interviews were transcribed verbatim to convert spoken responses into text (Padilla-Díaz, 2015). This ensured accuracy and preserved the participants' original statements.

Coding. Relevant data were highlighted, categorized, and labeled using short phrases or keywords. Similar ideas were color-coded to identify emerging patterns (Vaismoradi et al., 2016).

Thematic Analysis. After coding, responses were grouped into common themes. A theme was considered valid if it included at least five core ideas. This process allowed the researcher to identify major insights and recurring experiences across participants' narratives.

Anonymity. Code names were assigned to each participant to ensure confidentiality throughout the analysis.



Chapter III

FINDINGS

This chapter presents, analyzes, and interprets the data collected, structured around the research questions. The findings highlight the experiences, challenges, coping mechanisms, and lessons learned by school administrators in establishing school-community partnerships in multigrade schools.

Impact of School-Community Partnerships in Multigrade Schools. The findings reveal that school-community partnerships significantly contribute to the functioning of multigrade schools, particularly through the roles of school administrators, community engagement activities, stakeholder involvement, and the perceived benefits of these partnerships. School administrators were found to be essential facilitators in establishing and nurturing these partnerships. Two major themes emerged: building connections with stakeholders and reaching out to the community. Administrators actively engaged parents, barangay officials, and Indigenous leaders to create trust-based networks that support student learning. Even in remote areas, initiatives like forming Parent-Teacher Associations (PTAs) and organizing meetings served to secure broader backing for school programs, emphasizing the administrators' role in sustaining collaboration.

In terms of community engagement, a variety of activities were implemented to ensure inclusive participation. These were grouped into two main categories: inclusive and community-oriented activities and school programs engaging stakeholders. Clean-up drives, feeding programs, and cultural events provided meaningful opportunities for community involvement. At the same time, structured programs and culturally relevant initiatives encouraged consistent stakeholder participation in both academic and non-academic functions. These activities fostered a sense of belonging and ownership among community members, reinforcing a positive and collaborative school culture.

Stakeholder involvement was another crucial aspect explored in the study. Three key themes surfaced: gradual but increasing involvement, a strong bond between the school and the community, and strong stakeholder support. Over time, participation among stakeholders improved due to the administrators' persistence and flexible outreach strategies. Integration of community practices into school activities helped deepen relationships, while parents, Indigenous leaders, and local officials contributed valuable support despite economic limitations. Their involvement underscored the high regard placed on education within the community.

Perceived benefits of the partnerships were notably positive. Increased student motivation and attendance were observed as a result of the supportive environment created through stakeholder engagement. Community members contributed manpower, materials, and expertise, easing logistical constraints and fostering shared responsibility for student success. These partnerships proved to be mutually beneficial, enhancing both educational outcomes and community cohesion.

Challenges in Establishing School-Community Partnerships. Despite the positive outcomes, school administrators encountered several challenges in building and maintaining partnerships, particularly in multigrade school settings. Among the most common obstacles were transportation and accessibility issues, communication barriers, and limited resources and low parental participation. Geographic isolation hindered access to schools, limiting community members' ability to engage consistently. In addition, language differences and limited digital infrastructure complicated communication, making it difficult to convey school goals or invite participation effectively. Economic hardship further contributed to low parental involvement, as many families could not provide financial support or commit time due to work and livelihood demands.

The impact of geographic isolation was particularly evident in communication and transportation challenges. The remote locations of multigrade schools made it difficult for stakeholders to attend meetings or participate in activities. Furthermore, administrators struggled with organizing programs due to scarce resources, resulting in low morale and limited initiative. Financial and material contributions from the community were minimal, adding to the strain on school operations.

Cultural and language barriers were also significant. Parents, especially those from Indigenous communities, often felt hesitant or intimidated by unfamiliar school systems. Successful engagement required cultural sensitivity and the use of respectful communication tailored to local traditions and norms. In addition, the unique structure of multigrade schools posed further challenges. Misunderstandings about the teaching setup led to skepticism among parents



regarding the quality of education. Teachers, tasked with managing multiple grade levels simultaneously, found their time and energy stretched, leaving limited opportunity for community outreach and engagement.

Coping Mechanisms of School Administrators. In response to these challenges, administrators adopted various coping mechanisms aimed at sustaining school-community partnerships. One key strategy involved strategic collaboration and resource mobilization. School heads actively sought support from local government units (LGUs), non-governmental organizations (NGOs), and private sector partners to supplement their limited budgets and infrastructure. These efforts allowed schools to implement programs that would otherwise be unfeasible.

To sustain community engagement, administrators emphasized consistent invitations and meaningful participation. Parents were regularly invited to school events and given roles that allowed them to contribute actively. This helped build a strong sense of involvement and responsibility among stakeholders. In rural communities, trust was built through personal interactions. Two approaches stood out: listening and showing genuine concern, and open communication with consistency. Administrators gained the community's trust by being present, responsive, and transparent in their actions.

Maintaining effective communication was another vital strategy. Administrators held *regular meetings* and established *feedback channels* to encourage dialogue and address concerns. Both traditional communication methods, such as house visits, and modern tools like mobile messaging were used to ensure that all stakeholders remained informed and involved. Tools such as regular follow-ups, stakeholder recognition, and structured roles further strengthened the sustainability of partnerships. These strategies helped reinforce community commitment and supported the long-term viability of collaborative efforts.

Insights and Lessons Learned. From their experiences, school administrators gained both personal and professional insights. One major lesson was the development of patience, effective communication, and adaptive leadership. The complexity of managing multigrade schools while fostering partnerships required administrators to be flexible, empathetic, and strategic. Through trial and error, they learned to balance administrative responsibilities with community engagement effectively.

In assessing the impact of these partnerships, two themes emerged: increased attendance and positive student behavior, and enhanced discipline and collaboration. Stakeholder involvement directly influenced the creation of a welcoming school environment, which in turn contributed to improved student behavior and school discipline. Strong ties between the school and community supported a more structured and collaborative learning atmosphere.

On the issue of sustainability, the findings emphasize that ongoing engagement, transparency, and recognition are crucial. Continued involvement from stakeholders, regardless of the scale of activity, contributed significantly to maintaining interest and support. Frequent and consistent interaction even through small gestures was essential in keeping partnerships alive and effective.

Finally, the administrators offered valuable advice to their peers: build trust through active listening and transparency. Success in establishing school-community partnerships hinges on genuine collaboration, openness, and cultural sensitivity. By engaging the community respectfully and consistently, administrators can foster strong, sustainable partnerships that significantly benefit multigrade education.

Chapter IV

DISCUSSIONS AND CONCLUSION

This chapter presents the discussions of the results and the conclusion of the study.

Discussions

Roles of School Administrators in Fostering School-Community Partnerships. The roles of school administrators in fostering school-community partnerships were central to the findings. Participants described themselves as connectors who build bridges between the school and various stakeholders, including parents, Local Government Units (LGUs), barangay councils, NGOs, and community volunteers. They employed deliberate outreach methods such as home visits, barangay assemblies, and the formation of Parent-Teacher Associations (PTAs) to strengthen relationships and encourage participation. These efforts align with Epstein's (2001) framework on the importance of family and community involvement in education, where building trust and creating shared ownership of educational goals are essential.



Engagement activities conducted by schools were inclusive and context-sensitive, ranging from community clean-up drives, feeding programs, to localized celebrations that respected cultural practices and community schedules. These initiatives, such as Brigada Eskwela and Adopt-a-School programs, fostered collaboration and ownership among stakeholders, reflecting Henderson and Mapp's (2002) emphasis on culturally responsive family engagement. By involving parents and community members in meaningful ways, schools effectively cultivated a welcoming environment that encouraged ongoing participation.

Community stakeholders' involvement was perceived as gradual but steadily increasing, despite the geographic and infrastructural challenges typical of remote rural settings. School heads observed that community members, once hesitant or unaware, became active contributors as they witnessed the tangible benefits of their participation. This gradual involvement fostered strong bonds of trust and support, resonating with Auerbach's (2007) findings that culturally grounded, communal participation strengthens educational programs in resource-poor areas.

Participants also noted tangible benefits arising from these partnerships, including improved student attendance, motivation, and behavior. The collaborative support from parents and local groups enhanced the school environment and lightened the burden on teachers, who often managed diverse multigrade classrooms with limited resources. These findings support Sheldon and Epstein's (2005) assertion that family and community involvement positively influences student outcomes and school culture.

Challenges Encountered in Forming and Maintaining Partnerships. The study identified several obstacles that hinder partnership formation and maintenance. Transportation difficulties, limited connectivity, communication barriers, and scarce resources posed significant challenges. Many families lived far from school, with poor road access and unreliable weather conditions, limiting their ability to attend meetings or school events. These constraints are consistent with UNESCO (2017) and Harris and Goodall (2008), who highlight similar challenges in rural educational settings worldwide.

Geographical isolation affected community engagement by limiting face-to-face interactions and participation in school governance. However, school heads employed adaptive strategies such as conducting home visits, organizing localized meetings, and appointing community focal persons to bridge these gaps. This resilience and innovation align with Azano and Stewart (2015), who emphasize leadership's role in overcoming rural isolation.

Limited financial and material resources were a persistent issue, resulting in challenges in planning and sustaining school programs. Nonetheless, school administrators leveraged local social capital by mobilizing community donations, volunteer labor, and repurposing indigenous or recycled materials. This pragmatic approach not only ensured program continuity but fostered a collective sense of ownership and sustainability, echoing Bray's (2003) discussion on the importance of informal networks in resource-poor contexts.

Cultural and communication barriers were apparent, particularly among Indigenous communities where parents sometimes felt intimidated or disconnected from formal school processes. School heads prioritized culturally sensitive communication and inclusive participation, helping to "awaken" parental involvement and transform perceptions. These approaches are consistent with Gay's (2010) call for culturally responsive education and García and Kleifgen's (2010) emphasis on linguistic inclusivity.

The unique multigrade classroom setup initially caused misunderstanding and skepticism among parents and community members. Concerns about teacher workload and instructional quality were common. However, through orientation sessions, transparent communication, and consistent outreach, these doubts diminished over time, and acceptance grew. This finding parallels Little (2006) and Mulryan-Kyne's (2007) research on community adaptation to multigrade education.

Strategies and Tools Used to Overcome Barriers and Sustain Engagement. To overcome resource constraints and geographic challenges, schools adopted strategic collaboration with local stakeholders and resource mobilization. Partnerships with LGUs, NGOs, alumni groups, and local businesses provided essential support, while local manpower was effectively engaged in alignment with community schedules. Utilizing recycled and indigenous materials demonstrated resourcefulness and sustainability. These strategies align with Bray's (2003) findings on leveraging social capital in rural education.

Sustaining community engagement was achieved through consistent and meaningful involvement. Stakeholders were invited regularly to school activities and given active roles such as judges or facilitators, transforming them from passive attendees into co-educators. Inclusion in planning and decision-making processes further enhanced ownership



and accountability, reflecting Epstein (2001) and Henderson and Mapp's (2002) principles of collaborative engagement.

Building trust with community stakeholders was foundational to all partnership efforts. Participants emphasized active listening, genuine concern, open and transparent communication, and consistent follow-through on commitments. Home visits allowed school leaders to connect deeply with families' realities, fostering relational trust critical to sustained collaboration. These insights support Bryk and Schneider's (2002) and Warren et al.'s (2009) arguments that trust is the cornerstone of effective school-community partnerships.

Consistent communication was maintained through a blend of regular meetings, home visits, and diverse channels including digital platforms like Facebook and SMS, as well as traditional methods such as church announcements and community word-of-mouth. This multifaceted communication approach ensured inclusivity and addressed the connectivity limitations common in remote areas. These practices are in line with Mapp and Kuttner's (2013) advocacy for context-specific, two-way communication in education partnerships.

Tools and methods to maintain strong community partnerships included ongoing engagement beyond isolated events, public recognition of contributions, and integration of stakeholders in formal governance processes such as the School Improvement Plan (SIP). Continuous follow-up and personalized interactions reinforced relationships, a strategy consistent with Epstein's (2011) long-term engagement framework and Bryk and Schneider's (2002) emphasis on transparent leadership.

Personal and Professional Growth and the Impact of Partnerships. The experience of working in multigrade rural schools fostered significant personal and professional growth among school leaders. They reported enhanced patience, empathy, communication skills, and adaptive leadership styles grounded in relational trust and responsiveness. These findings align with Bush's (2011) research on the interpersonal demands of educational leadership in diverse and resource-constrained settings.

Partnerships positively impacted students, school culture, and community relations. Increased attendance and improved student behavior were attributed to a collective sense of responsibility fostered by engaged stakeholders. Collaboration strengthened discipline policies and school governance, creating a more supportive and cohesive environment. These outcomes echo Bryk and Schneider's (2002) framework highlighting trust's role in nurturing positive school climates.

Long-term sustainability of partnerships depended on continuous engagement, transparent communication, formal recognition of roles, and institutionalization of collaborative processes. Regular involvement, even in small-scale activities, helped embed partnerships into the school culture, ensuring continuity despite leadership transitions. These conclusions are supported by Moolenaar (2012) and Epstein's (2011), who stress the importance of transparency and inclusivity for enduring community engagement.

Finally, advice offered to fellow administrators highlighted the critical importance of building trust through active listening and transparent communication. Leaders were encouraged to co-create goals with stakeholders and commit to sustained relationship-building, even when progress is slow. Celebrating small victories and involving parents in decision-making processes were also seen as essential for maintaining momentum. This counsel aligns with Adams and Mombourquette (2015), Fullan (2014), and Ishimaru (2019), who advocate for trust-based, equitable leadership as the foundation of successful school-community partnerships.

Conclusion

The findings of the study indicate that school leaders in geographically isolated multigrade settings employ a variety of strategic approaches to overcome resource limitations and geographical challenges. Central to their success is the effective collaboration with local stakeholders, including government units, NGOs, community volunteers, and local businesses, which allows schools to mobilize resources that would otherwise be unavailable. Additionally, the pragmatic use of indigenous and recycled materials demonstrates a resourceful approach that enhances sustainability and community ownership. The study also highlights the critical role of sustained and meaningful community engagement through inclusive participation, trust-building, and consistent communication. These efforts foster improved student attendance, positive behavior, and a supportive school culture while strengthening community relationships. Furthermore, the professional growth of school leaders in patience, communication, and adaptive leadership underpins the relational demands of managing rural multigrade schools. The sustainability of these partnerships depends on transparency, institutionalization of stakeholder roles, and ongoing engagement, ensuring



continuity despite challenges such as leadership transitions. Overall, the findings underscore that trust-based, collaborative, and context-sensitive leadership is essential for sustaining effective school-community partnerships in remote and resource-constrained environments.

Recommendations

Based on the findings of the study, several practical recommendations are proposed to strengthen school-community partnerships in multigrade rural settings. School leaders should prioritize expanding collaborative networks by actively engaging diverse stakeholders such as LGUs, NGOs, and local businesses to enhance resource mobilization. Building trust through consistent home visits, transparent communication, and genuine listening should be emphasized as foundational leadership practices. To ensure effective communication, a blend of traditional and digital methods tailored to the community's context should be employed. Stakeholders, especially parents, ought to be involved meaningfully in planning, governance, and school activities to foster ownership and sustained commitment. Utilizing local materials and manpower creatively can further mitigate resource constraints while promoting community participation. Institutionalizing partnership processes through formal mechanisms like School Improvement Plans will help maintain continuity and resilience amid leadership changes. Capacity-building programs for school administrators focusing on adaptive leadership and cultural sensitivity are also recommended to better prepare them for the complexities of rural multigrade schools. Finally, education policymakers should provide targeted support and flexible funding to recognize and address the unique challenges faced by remote schools, thereby facilitating innovative and sustainable community engagement practices.

REFERENCES

1. Arzadon, M. M., & Pasia, B. B. (2021). *Challenges of forming school-community partnerships in multigrade schools in Northern Luzon*.
2. Bhengu, S., & Soosoe, F. (2019). *School-community partnerships in multigrade settings in rural Zimbabwe*. *Journal of Educational and Social Research*, 9(4), 47–55. <https://doi.org/10.2478/jesr-2019-0032>
3. Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Sage Publications.
4. Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications.
5. Giorgi, A. (2012). *The descriptive phenomenological psychological method: A modified Husserlian approach*. Duquesne University Press.
6. Hands, C. M. (2010). *Why collaboration between schools and community agencies is important*. *Canadian Journal of Education Administration and Policy*, 2010(112), 1–18. <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/42887>
7. Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
8. Padilla-Díaz, M. (2015). *Phenomenology in educational qualitative research: Philosophy as science or philosophical science?* *International Journal of Educational Excellence*, 1(2), 101–110. <https://doi.org/10.18562/IJEE.2015.0009>
9. Seidman, I. (2019). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (5th ed.). Teachers College Press.
10. Vaismoradi, M., Turunen, H., & Bondas, T. (2016). *Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study*. *Nursing & Health Sciences*, 15(3), 398–405. <https://doi.org/10.1111/nhs.12048>
11. Auerbach, S. (2007). *Visioning parent engagement in urban schools*. *Educational Administration Quarterly*, 43(2), 151–163. <https://doi.org/10.1177/0013161X06290632>
12. Bray, M. (2003). *Community-based school management: Social capital and informal networks*. *Compare: A Journal of Comparative and International Education*, 33(1), 31–45. <https://doi.org/10.1080/03057920302597>
13. Bryk, A. S., & Schneider, B. (2002). *Trust in schools: A core resource for improvement*. Russell Sage Foundation.
14. Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Westview Press.
15. Epstein, J. L., & Sheldon, S. B. (2005). *Present and accounted for: Improving student attendance through family and community involvement*. *The Journal of Educational Research*, 95(5), 308–318. <https://doi.org/10.3200/JOER.95.5.308-318>
16. Fullan, M. (2014). *The principal: Three keys to maximizing impact*. Jossey-Bass.
17. Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd ed.). Teachers College Press.



18. García, O., & Kleifgen, J. A. (2010). *Educating emergent bilinguals: Policies, programs, and practices for English learners*. Teachers College Press.
19. Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Southwest Educational Development Laboratory.
20. Ishimaru, A. M. (2014). From family engagement to equitable collaboration. *Educational Policy*, 28(1), 3–19. <https://doi.org/10.1177/0895904817691841>
21. Little, A. W. (2006). Education for all and multigrade teaching: Challenges and opportunities. *International Journal of Educational Development*, 26(1), 27–43. <https://doi.org/10.1016/j.ijedudev.2005.04.002>
22. Moolenaar, N. M., Slegers, P. J. C., & Daly, A. J. (2012). Teaming up: Linking collaboration networks, collective efficacy, and student achievement. *Teaching and Teacher Education*, 28(2), 251–262.
23. <https://doi.org/10.1016/j.tate.2011.10.001>
24. Mulryan-Kyne, C. (2007). The preparation of teachers for multigrade teaching. *Teaching and Teacher Education*, 23(4), 501–514. <https://doi.org/10.1016/j.tate.2006.12.010>
25. UNESCO. (2017). *Challenges facing rural education systems*. UNESCO Publishing.
26. Warren, M. R., Hong, S., Rubin, C. H., & Uy, P. (2009). Beyond the bake sale: A community-based relational approach to parent engagement in schools. *Teachers College Record*, 111(9), 2209–2254.