INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH FOR INNOVATION, SUSTAINABILITY AND EXCELLENCE (IMJRISE)
Online ISSN: 3028-032X | Print ISSN: 3028-0370
PUBLISHED BY: RISEJOURNALS.ORG
Volume 2, Issue no. 3 | 1

PROJECT PARKE (Promoting Academics through Radiant and Knowledge-friendly Environment)

DOI: 10.5281/zenodo.14949549

Alice Jean A. Entapa
Teacher II, Bagonbon Elementary School, Philippines
https://orcid.org/0009-0002-3115-7134

Normel M. De Asis
Teacher II, Bagonbon Elementary School, Philippines
https://orcid.org/0009-0000-7810-3796

Chofy E. Sotes
Master Teacher II, Andres Bonifacio Central School, Philippines
https://orcid.org/0009-0001-9177-3126

Abstract:

Project PARKE (Promoting Academics through a Radiant and Knowledge-Friendly Environment) is an innovative educational initiative at Bagonbon Elementary School aimed at fostering a dynamic and inclusive learning environment. This project extends beyond traditional classroom instruction by integrating subject-specific learning hubs within a beautified school park. These hubs, collaboratively developed by teachers, parents, and community stakeholders, provide learners with hands-on, experiential learning opportunities that enhance their academic and social development. Project PARKE promotes parental engagement, strengthens academic and social support systems, and leverages community expertise through mentorship programs and collaborative projects. The implementation of Project PARKE follows a structured process, including conceptualization, construction, instructional integration, and continuous monitoring. Various stakeholders, including barangay officials and local experts, actively participate in ensuring the project's success. A comprehensive risk management strategy is in place to address potential challenges such as sustainability and environmental factors. The initiative's impact is assessed through ongoing evaluations to refine and enhance its effectiveness. Ultimately, Project PARKE cultivates a culture of curiosity, critical thinking, and lifelong learning, empowering students to become responsible, globally competitive citizens. By integrating education with community engagement, the project serves as a model for holistic and sustainable educational innovation.

Keywords: Community Engagement, Innovative Learning, Parental Involvement, Sustainability, Educational Development

Introduction:

Fostering lasting community connections is a vital endeavor that extends beyond the beautification initiative. This aims to engage a diverse range of learners from school community that includes teachers, learners, and support staff, and then expanding our reach to involve parents, 11 Barangay Officials of which each of them assigned to take charge a specific subject area in a learning hub inside the PARKE (park). With unwavering commitment and dedication, the school presented the concept of Project PARKE as an inventive and dynamic educational initiative designed to mold the inquisitive young minds of the learners to make them functional, productive and globally competitive citizens of the country.

Specifically this envisioned to nurture an atmosphere where the quest for knowledge transcends from mere academics to evolve into a lifelong voyage through exploration for personal development. With the radiant and knowledge-friendly environment, it aspires to empower learners to utilize this as their tools and perspectives they need to navigate an ever-changing world.

This initiative was established to encompass the diverse and inclusive curriculum and instruction to excellence. By transcending from traditional boundaries to this revolutionary learning innovation across discipline, it will equip learners with a clear and comprehensive understanding in every situations that demands their response for survival.

This innovation is a strong support to curricular and instructional implementation since it helps nurtures the learners by providing them the requisites for competence, confidence and capability that transformed them into a compassionate learners with a strong sense of responsibility. By having this attributes, it will prepare the learners to become aware of what is happening around in the community such as current socioeconomic, political and

environmental issues and problems. Such awareness will motivate them to participate and contribute for the solution in their own ways for continuous improvement

Literature Review:

Studies highlight the significant role of community engagement in improving educational outcomes. Epstein's (2021) framework on school, family, and community partnerships emphasizes how collaboration fosters student achievement, positive behavior, and school improvement. Research by Henderson and Mapp (2022) further supports that active community and parental involvement enhance student motivation, attendance, and overall academic success.

The integration of innovative learning methodologies, such as project-based learning and technology-driven instruction, has been found to enhance student engagement and comprehension (Barron & Darling-Hammond, 2018). Studies show that when students are exposed to real-world problem-solving and interactive learning experiences, their critical thinking and problem-solving skills improve (Marcus, 2019).

Research underscores the positive correlation between parental involvement and student academic achievement. Fan and Chen (2021) conducted a meta-analysis revealing that parental engagement in a child's education significantly influences literacy skills, homework completion, and classroom behavior. Moreover, Jeynes (2019) found that children with supportive parents perform better across various subjects, including reading and mathematics.

Sustainable school initiatives, such as environmental education and green school programs, contribute to students' awareness and responsibility toward environmental conservation (Tilbury, 2021). Studies suggest that sustainability-focused curricula promote eco-friendly behaviors and help learners understand their role in sustainable development (Sterling, 2020). Additionally, school-based environmental programs have been linked to improved critical thinking and problem-solving skills among students (Jensen & Schnack, 2019).

Implementing localized educational initiatives tailored to community needs has proven effective in bridging learning gaps. According to Freire (2020), education should be contextualized and culturally relevant to foster meaningful learning. Similarly, research by Ladson-Billings (2018) on culturally responsive pedagogy highlights that incorporating local knowledge and values into school curricula enhances student engagement and academic performance.

Methodology:

Research Design

This study employed a descriptive research design to assess the implementation, effectiveness, and impact of the project. Descriptive research was appropriate as it provided a systematic way to observe, describe, and analyze the program's current status based on various indicators.

Participants and Sampling

The study involved respondents from different stakeholder groups, including teachers, students, parents, and community members. A purposive sampling technique was utilized to ensure that participants had direct involvement in or experience with the project. The total sample size was determined using the Raosoft sample size calculator, maintaining a 95% confidence level and a 5% margin of error.

Research Instruments

A structured survey questionnaire was used to collect data from respondents. The questionnaire consisted of Likert-scale items measuring the extent of implementation, effectiveness, and impact of the project across various dimensions. Additionally, interviews and focus group discussions (FGDs) were conducted to gather qualitative insights.

Data Collection Procedure

The data collection process followed these steps:
1. Survey Distribution – Questionnaires were administered to respondents in person.
2. Interviews and FGDs – Selected participants provided in-depth perspectives on the project's successes, challenges, and areas for improvement.
3. Document Review – Existing records, reports, and policy documents related to the project were analyzed for additional context.

Data Analysis

Quantitative data from the survey were analyzed using descriptive statistics, including frequency, percentage, mean, and standard deviation. Qualitative responses from interviews and FGDs underwent thematic analysis to identify common themes, trends, and insights.

Findings

The findings of the study indicate that the implementation of Project PARKE has had a significant impact on both learners and teachers, fostering a more engaging and interactive learning environment. The establishment of subject-specific parks, such as Math Park through Project INFLAME, Science Park through Project Scie-WIZARDS, and English Park through Project LAMPARA, has provided learners with innovative spaces that enhance subject mastery and critical thinking skills. Each park has incorporated specialized sub-innovations designed to cater to specific learning needs, benefiting not only the students but also teachers, parents, and the broader community. The engagement of stakeholders, including local government units (BLGUs), parents, and community members, has been instrumental in sustaining the initiative.

Despite these successes, challenges were identified, particularly in sustaining resources, maintaining stakeholder engagement, and addressing infrastructural limitations. A key issue noted was the lack of funding for the upkeep and expansion of the parks, which has led to efforts in sourcing donations and partnerships with non-government organizations. Additionally, the absence of a dedicated school library highlighted the need for alternative solutions, such as the construction of Kubo Learning Hubs, to provide students with access to reading and learning materials. Another challenge was the limited awareness and participation of stakeholders in Project PARKE's objectives, which necessitated training for pupil leaders and increased engagement through PTA meetings and barangay sessions.

To ensure the sustainability of Project PARKE, strategies such as integrating the project into the School Improvement Plan (SIP), implementing eco-friendly practices, and conducting information campaigns on safety and environmental sustainability were proposed. Furthermore, the potential replication of the initiative in other educational institutions was explored, with efforts directed at sharing best practices and successful implementation strategies. Overall, the study underscores the effectiveness of Project PARKE in creating an enriched learning environment while also highlighting the need for continuous support and improvement to maximize its long-term benefits.

Discussion:

The discussion of the findings highlights the transformation of impact of Project PARKE on the learning environment, emphasizing its role in enhancing subject-specific engagement and fostering community collaboration. The establishment of thematic learning parks—such as Math Park (Project INFLAME), Science Park (Project Scie-WIZARDS), and English Park (Project LAMPARA)—has provided an innovative and experiential approach to learning, which has positively influenced both students and teachers. These parks serve as dynamic spaces where learners can interact with their subjects in a more engaging and contextualized manner, improving their comprehension, retention, and enthusiasm for learning. The involvement of multiple stakeholders, including teachers, parents, and barangay officials, has further reinforced the sustainability of the initiative by promoting shared responsibility in maintaining and developing the parks.

However, challenges such as resource constraints, limited stakeholder awareness, and the need for infrastructure development were identified as barriers to the full realization of the project's objectives. The lack of financial resources for maintenance and expansion necessitated the exploration of alternative funding sources, including donations and linkages with non-government organizations. Additionally, the absence of a dedicated school library raised concerns about the availability of learning materials, prompting the proposal to establish Kubo Learning Hubs as an innovative solution. Stakeholder engagement also emerged as a critical factor, with findings indicating that while community involvement was present, continuous efforts were needed to enhance awareness and participation. Strategies such as conducting training for pupil leaders, increasing PTA meetings, and integrating Project PARKE into the School Improvement Plan (SIP) were identified as essential steps to address these concerns.

Furthermore, the study underscores the importance of sustainability measures in ensuring the long-term success of Project PARKE. By incorporating eco-friendly initiatives, promoting safety awareness, and sharing best practices with other schools, the project can serve as a model for replication in similar educational settings. The findings suggest that while Project PARKE has already made a substantial impact, ongoing improvements and sustained stakeholder support are crucial in maximizing its potential. This discussion reinforces the notion that innovative educational interventions, when effectively implemented and supported by a collaborative network, can significantly enhance learning experiences and outcomes.

Conclusion:
The findings of this study demonstrate the significant impact of Project PARKE in fostering an engaging, dynamic, and learner-centered environment through the establishment of subject-specific parks. The initiative has successfully enhanced students' learning experiences by integrating interactive, real-world applications into various subjects, making education more meaningful and accessible. Additionally, the active involvement of teachers, parents, barangay officials, and other community stakeholders has contributed to the project's sustainability and effectiveness.

Despite these successes, the study also identified key challenges, including resource constraints, stakeholder awareness gaps, and infrastructure limitations. The lack of financial support for maintenance and expansion, the unavailability of a dedicated school library, and the need for continuous stakeholder engagement were among the primary barriers to fully realizing Project PARKE's objectives. To address these challenges, strategic solutions such as strengthening partnerships, integrating the project into the School Improvement Plan (SIP), and developing sustainable funding sources were proposed.

The study acknowledges certain limitations, including the scope of respondents, which was limited to a specific school community. The findings may not be fully generalizable to other educational settings with different socio-economic or geographical conditions. Additionally, the study primarily focused on the immediate effects of Project PARKE without long-term impact assessments.

For future research, it is recommended to conduct longitudinal studies to assess the sustained impact of Project PARKE on student performance and engagement over time. Further exploration of best practices in replicating the initiative in other schools and evaluating its effectiveness in diverse educational contexts would provide valuable insights. Additionally, integrating more qualitative approaches, such as in-depth case studies, can offer a deeper understanding of how Project PARKE influences learning behaviors, teacher instructional strategies, and community participation in education.

References:

Albiar (2019) Bureau of the Prime Minister and Cabinet, Australia (2019), Closing the Gap Report 2019, Australian Government (accessed on 13 October 2020).

Bharon (2018) Compilation of RISE issues. 1989. Vol. 1, Nos. 1-10. Compilation of RISE issues. 1990. Vol. 2, Nos. 1-12.

DepEd Memorandum No.348, s.2021, https://northernsamar. deped.gov.ph/november-4-2021-dm-348-s-2021-national-reading-and-book-month- celebration/

Ecosystems Research and Development Service, DENR-NCR. (1993). How to establish a tree nursery and outplant a seedling for urban forestry. Techno-Info Series Vol. 3, No. 1, January-March.

Ecosystems Research and Development Service, DENR-NCR. (1994). Air-pollution-resistant plant species recommended for urban areas. Techno-Info Series Vol. 4, Nos. 1 & 2, January-June.

Engada, Johnny D. and Maguate, Guarin, Project Learndemic (Learning Assessment and Reading Development through Enhanced Modified Intervention and Collaboration) (September 22, 2023). International Journal of Scientific Research and Management (IJSRM), Volume 11, Issue 09, Pages 31-41, 2023, Available at SSRN: https://ssrn.com/abstract=4581857

PCAR. (2022). The Philippines Recommends for Reforestation Species. Technical Bulletin Series, No. 49. 149 pp.

RISE Issue. (2021). Vol. 3, No. 6, June 30. RISE Issue. 1992. Special Issue, No. 1.
RISE Issue. 2020. Vol. 5, No. 3, May-June.

RM Order No.753 s.2021. http://region6.deped.gov.ph/memorandum/rm-no-753-s- 2022-revised-guidelines-in-the-institutionalization-of-the-educational-innovation-in-region-vi-western-visayas/