Building Collaboration Between Educational Institutions and Communities Impacting School Management: A Case Study of Guangzhou Vocational College of Technology, Guangzhou Open University, China

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Abstract

Background and Aim: Effective collaboration between schools and communities is increasingly recognized as a cornerstone of quality education, especially in vocational institutions where practical engagement with local stakeholders is essential. However, many institutions still struggle with unclear collaboration models, inadequate tools, and insufficient responsiveness to community needs. This study investigates school-community collaboration in the context of Guangzhou Vocational College of Technology and Guangzhou Open University in China, aiming to identify practical strategies to enhance educational management and long-term community engagement.

Materials and Methods: The study surveyed 268 administrators and teachers from 26 affiliated institutions, sampled proportionally from a population of 650 using Krejcie and Morgan's formula and stratified sampling. A validated questionnaire (IOC = 0.7–1.0) was administered following a pilot test (Cronbach's Alpha = 0.85). Descriptive statistics (mean, standard deviation) and inferential analyses (Pearson's correlation and stepwise multiple regression) were employed to examine relationships between community engagement and educational administration.

Results: Findings revealed that both the level of school-community collaboration and the quality of educational administration were high. Moreover, significant positive correlations were found between community engagement and educational management ($p < .01$). Notably, support for school activities was a strong positive predictor, while community services unexpectedly showed a negative association with administrative outcomes.

Conclusion: The study highlights the dual impact of community involvement on school management: while support for school-led initiatives strengthens educational administration, unmanaged or resource-intensive community services may hinder institutional performance. These findings underscore the need for balanced, strategic collaboration models tailored to vocational education settings.

Keywords: Relationship between Educational Institutions and Community; Educational Administration, Guangzhou Polytechnic College, Guangzhou Open University, China

Introduction

Building collaboration between educational institutions and communities is essential for enhancing the management of learning activities and overall operations within schools (Worapongpat & Arunyakanon, 2025). Reports from the internal quality assessments of educational institutions indicate significant challenges, including a lack of information and understanding of community needs. This deficiency has led to inadequate coordination between schools and communities, which adversely affects the ability of administrators and staff to foster strong partnerships (Bass, 1997).

The collaboration between schools and communities has the potential to promote various learning activities, such as organic vegetable gardening, traditional Thai dessert making, woodworking, arts and crafts, as well as essential skills for local livelihoods and professions (Worapongpat, Arunyakanon, & Rianwilairat, 2025). By integrating local wisdom and community experts into the teaching and learning process, students can acquire vital skills such as communication and product marketing within the community. Consequently, communities can serve as valuable sources of learning and academic support, providing scholarships, teaching materials, and modern educational resources (Srisa-ad, 2013). However, the internal quality assessment reports indicate that the relationship between schools and communities remains unstructured and lacks effective tools or media to facilitate collaboration (Worapongpat, 2025). The absence of information sharing and the failure to listen to community needs contribute to ongoing coordination issues (Srisa-ad et al., 2015). Given these challenges, the researcher

is interested in studying effective approaches to building collaboration between schools and communities at Guangzhou Vocational College of Technology, Guangzhou Open University, China (Werapongpat, 2025). The insights gained from this study aim to enhance the quality of these collaborative relationships, ultimately contributing to the improvement of educational development and school management (Sa-nguan-nam, 2010).

In light of these challenges, this study seeks to investigate effective models and mechanisms for building sustainable collaboration between educational institutions and communities at Guangzhou Vocational College of Technology and Guangzhou Open University in China. The goal is to identify strategic interventions that can enhance mutual understanding, optimize resource utilization, and ultimately improve student learning outcomes and institutional management.

Objectives

1. To study the collaboration between educational institutions and communities at Guangzhou Vocational College of Technology, Guangzhou Open University, China.

2. To investigate the management practices of the educational institution related to building collaboration with the community at Guangzhou Vocational College of Technology.

3. To explore the relationship between collaboration between educational institutions and communities and its impact on school management at Guangzhou Vocational College of Technology, Guangzhou Open University, China

Literature review

Literature emphasizes the importance of active community participation in educational institutions, which ranges from involvement in curriculum design to participation in extracurricular activities (Puangsamit, 2017). However, several studies point out that such engagement often lacks systematic coordination and is limited to ceremonial or short-term projects (Wongrattana, 2017), thus failing to result in sustainable collaboration or strategic impact on school management (Worapongpat et al., 2025).

Building collaboration between educational institutions and communities is a crucial factor in the development of educational institutions and human resource development in the community. This is because the community plays an important role in promoting learning and supporting educational development. This literature review will consider the key issues related to the concepts and research concerning collaboration between educational institutions and communities, as well as the impacts on school management (Nuphasuk, 2015).

Supporting activities organized by the community or collaborating in organizing various events, such as festivals or community product exhibitions, to foster good relationships (Tangkut, Samnieng, & Uttaro, 2022).

Utilizing social media and other communication channels to disseminate information about the institution's activities and the community's involvement, helping to raise awareness and interest among the public (Songwittaya, 2019).

Collaboration between educational institutions and communities fosters learning and sustainable development (Werapongpat, 2025). Working together allows for effective knowledge and resource exchange. For instance, communities can support teaching and learning through participation in various school activities, such as vocational training, artistic skills, handicrafts, and essential life skills (Sinthurat, 2016).

Research introduces the concept of collaboration between educational institutions and communities through "Six Types of Involvement," indicating that various forms of collaboration—such as parental involvement, educational support, student development, and participation in community activities—enhance the effectiveness of education management in alignment with community needs and fully develop student potential (Srimongkol, 2022).

Collaboration between educational institutions and communities is vital for management in several areas, including resource utilization, budget management, personnel management, and curriculum development (Kamnak, 2018). Collaborative efforts with the community can assist

educational institutions in accessing necessary resources for teaching and learning, such as vocational skills training and life skills development, with the community acting as a supporter (Yasuttamathada & Worapongpat, 2025).

Management activities involving community engagement enable administrators to incorporate community needs into educational policies and plans effectively (Meekaew, 2019). Building understanding and positive relationships between educational institutions and communities leads to smoother management across various aspects of the institution.

Collaboration between educational institutions and communities increases parental and community involvement in the learning process, resulting in higher student engagement and academic achievement (Foomo, 2019). Furthermore, this collaboration enhances the efficiency of budget and resource management, as communities can serve as sources of financial resources and specialized personnel.

Research in China indicates that building good relationships with the community allows educational management to be more flexible and responsive to community needs, aligning with the principles of participatory management, which emphasizes community involvement in educational decision-making and actions (Saiyos & Saiyos, 2000).

The case study of Guangzhou Vocational College of Technology demonstrates that collaboration between educational institutions and communities is essential for developing students' vocational skills in the context of vocational education in China. The college collaborates with local communities to develop training programs and curricula that meet local economic and industrial needs, directly impacting students' learning skills and enhancing their job opportunities after graduation (Samut, 2019). Collaboration with the community also allows the college to organize activities that promote essential life and work skills. Additionally, community support in terms of resources and real-life learning experiences contributes to students' development in various dimensions (Lertyosanan, Meythaisong, & Sri Sakham, 2018).

Collaboration between educational institutions and communities plays a significant role in improving school management. It enables educational institutions to effectively respond to community needs and create learning opportunities that align with the community context. The case study of Guangzhou Vocational College of Technology illustrates the substantial impact of this collaboration on student development and educational management (Sathit-Amnuay, Boonpak, & Sisan, 2018).

Collaboration between educational institutions and communities, and Guangzhou Polytechnic College, Guangzhou Open University

Collaboration between educational institutions and communities affecting the management of educational institutions: A case study of Guangzhou Polytechnic College, Guangzhou Open University, China

Building cooperation between educational institutions and communities, large schools, and Guangzhou Polytechnic College, Guangzhou Open University, Thailand

Establishing cooperation between educational institutions and communities, and Guangzhou Polytechnic College, Guangzhou Open University

Conceptual Framework

The independent variable, school-community collaboration, was chosen based on Soparak's (2012) theory of overlapping spheres of influence, which posits that when families, schools, and communities collaborate, educational outcomes improve. In this study, the focus is placed on vocational education in China, where such collaboration is often underexplored, especially in urban open university settings.

The dependent variable, school management effectiveness, reflects the ability of administrators to utilize collaborative networks in curriculum design, resource sharing, and local engagement, leading to improved learning outcomes and organizational performance (Phongsawat et al., 2012; Rooncharoen, 2007; Sriwiset, 2014; Thungsang, 2016).

Independent variable	Dependent variable
Building relationships between educational institutions and communities Community participation Community service Support for activities in educational institutions Public relations Educational institution administration Academic administration Budget administration Personnel administration General administration	The establishment of cooperation between educational institutions and communities plays an important role in the development of the school administration of Guangzhou Polytechnic College, Guangzhou Open University, China.

Figure 1: Research Framework

Methodology

Population and Sample Group

The population consists of school administrators and teachers at Guangzhou Polytechnic College, Open University of Guangzhou, China, for the academic year 2023, totaling 26 schools with 650 individuals. The sample group comprises school administrators and teachers at Guangzhou Polytechnic College, Open University of Guangzhou, China, for the academic year 2023, totaling 268 individuals. A sample size table by Krejcie and Morgan was utilized, along with stratified sampling, to compare proportions based on the number of teachers at Guangzhou Polytechnic College, Open University of Guangzhou, China.

Research Instruments

The instruments used for data collection in this study are questionnaires designed to assess the relationship between educational institutions and the community, which impacts the management of educational institutions at Guangzhou Polytechnic College, Open University of Guangzhou, China. The questionnaire consists of:

Part 1: A questionnaire measuring the relationship between the educational institution and the community at Guangzhou Polytechnic College, Open University of Guangzhou, China, which employs a 5-point Likert scale ranging from "most" to "least." The rating criteria are as follows:

The research instrument is divided into three parts:

Part 1: A questionnaire regarding the respondents' status, including education level and work experience, in a checklist format.

Part 2: A questionnaire assessing the management of the environment at Guangzhou Polytechnic College, Open University of Guangzhou, China, which also employs a 5-point Likert scale.

Part 3: A questionnaire evaluating the management of educational institutions at Guangzhou Polytechnic College, Open University of Guangzhou, China, utilizing a 5-point Likert scale as described above.

Development of Research Instruments

The researcher followed these steps in developing the instruments used for data collection:

Literature Review: The researcher reviewed concepts, theories, documents, and relevant research regarding the relationship between educational institutions and the community and the research framework.

Questionnaire Creation: A 5-point Likert scale questionnaire was developed based on the research framework.

Expert Review: The questionnaire was presented to experts for review, and necessary adjustments were made based on their feedback.

Content Validity Assessment: The revised questionnaire was evaluated by five qualified reviewers for content validity using the Index of Item Objective Congruence (IOC), with an acceptable value of .5 or higher. The results indicated content validity ranging from 0.7 to 1.00.

Pilot Testing: The revised questionnaire was pilot tested with a population not included in the sample group (30 individuals), and the reliability was calculated using Cronbach's alpha method, resulting in a value of 0.85.

Final Questionnaire Preparation: The finalized questionnaire was prepared for data collection from the sample group.

Data Collection Method

The researcher collected data using questionnaires following these steps:

Request for Permission: A formal request for permission was made to the administrators of Guangzhou Polytechnic College, Open University of Guangzhou, China.

Data Collection Authorization: Upon receiving permission to collect data,

Distribution of Questionnaires: The researcher distributed 268 questionnaires to administrators and teachers at Guangzhou Polytechnic College, Open University of Guangzhou, China, and scheduled a collection date for the following week.

Return of Questionnaires: A total of 268 completed questionnaires were returned, representing a 100% response rate. The completeness and accuracy of the questionnaires were verified.

Data Analysis: The collected questionnaires were analyzed using statistical software.

Data Analysis and Statistical Methods

The researcher analyzed the questionnaires using statistical software as follows:

Part 1: Analyzing the relationship between educational institutions and the community at Guangzhou Polytechnic College, Open University of Guangzhou, China, by calculating the mean ($\overline{X}$) and standard deviation (S.D.) and interpreting the mean values based on a 5-point scale.

Part 2: Analyzing the management of educational institutions at Guangzhou Polytechnic College, Open University of Guangzhou, China, by calculating the mean ($\overline{X}$) and standard deviation (S.D.).

Part 3: Analyzing the relationship between educational institutions and the community that impacts institutional management using stepwise multiple regression analysis. The interpretation of the correlation coefficients was based on Best (1977).

Statistical Analysis Tools

The researcher employed basic statistical analysis using statistical software. The statistical methods used included: Frequency, Percentage, Mean, Standard Deviation, Correlation analysis using Pearson's Product Moment Correlation Coefficient, with the correlation coefficient (r) analyzed based on specific criteria.

Results

Table 1: Mean, Standard Deviation, and Level of Relationship between Educational Institutions and the Community (Overall and by Aspect) (n=268)

No.	Relationship between Educational Institutions and the Community at Guangzhou Vocational College, Guangzhou Open University, China	$\overline{X}$	S.D.	Level
1	Community Participation	4.14	0.43	High
2	Community Services	4.20	0.32	High
3	Support for Activities	4.15	0.53	High
4	Public Relations	4.33	0.34	High
	Overall	4.30	0.43	High

Table 1 presents the mean scores, standard deviations, and levels of relationship between the educational institution and the community at Guangzhou Vocational College, Guangzhou Open University, China. Overall Relationship: The overall mean score of 4.30 indicates a high level of relationship between the educational institution and the community. Aspect of Community Participation: With a mean score of 4.14 and a standard deviation of 0.43, community participation is rated as high, suggesting active engagement from community members.

Aspect of Community Services: The mean score of 4.20 (S.D. = 0.32) reflects a strong provision of services to the community, highlighting the institution's commitment to meeting local needs.

Support for Activities: This aspect received a mean score of 4.15 (S.D. = 0.53), indicating significant support for community activities and collaboration in events.

Aspect of Public Relations: The highest mean score of 4.33 (S.D. = 0.34) in public relations demonstrates effective communication and outreach efforts by the institution to foster community involvement.

In conclusion, the findings suggest that Guangzhou Vocational College effectively maintains a strong and positive relationship with the community across various dimensions, indicating a proactive approach to community engagement and support.

Table 2: Mean, Standard Deviation, and Level of Educational Administration (Overall and by Aspect) (n=268)

No.	Educational Administration at Guangzhou Vocational College, Guangzhou Open University, China	$\bar{X}$	S.D.	Level
1	Academic Administration	4.09	0.34	High
2	Budget Administration	4.41	0.30	Very High
3	Human Resource Administration	4.27	0.31	High
4	General Administration	4.36	0.30	High
	Overall	4.38	0.31	High

Table 2 presents the mean scores, standard deviations, and levels of educational administration at Guangzhou Vocational College, Guangzhou Open University, China.

- Overall Administration: The overall mean score of 4.38 indicates a high level of educational administration effectiveness.
- Academic Administration: With a mean score of 4.09 and a standard deviation of 0.34, this aspect reflects a high level of academic management within the institution.
- Budget Administration: This aspect received the highest mean score of 4.41 (S.D. = 0.30), indicating very high effectiveness in budget management, showcasing the institution's proficiency in financial planning and resource allocation.
- Human Resource Administration: A mean score of 4.27 (S.D. = 0.31) indicates high effectiveness in managing human resources, suggesting a focus on staff development and performance.
- General Administration: The mean score of 4.36 (S.D. = 0.30) reflects a high level of effectiveness in general administrative practices, highlighting the institution's overall operational efficiency.

In conclusion, the findings demonstrate that Guangzhou Vocational College possesses strong educational administrative capabilities across various dimensions, with particular notable effectiveness in budget management.

Table 3: Analysis of the Relationship between Community Engagement and Educational Administration at Guangzhou Vocational College, Guangzhou Open University, China (n=268)

Variables	Y1	Y2	Y3	Y4	Ytot
X1	.654**	.714**	.721**	.717**	.815**
X2	.689**	.724**	.765**	.730**	.824**
X3	.752**	.652**	.720**	.664**	.818**
X4	.745**	.704**	.715**	.685**	.809**
Xtot	.771**	.758**	.782**	.762**	.885**

**Note: ** Statistical significance at the .01 level.

From Table 3, it is observed that the overall relationship between community engagement (Xtot) and educational administration (Ytot) is positively strong (r = .885), with statistical significance at the .01 level. When examining the relationships by aspect, the highest correlation is found between Community Services (X2) and Human Resource Management (Y3), which shows a moderate positive correlation (r = .775), also significant at the .01 level. Conversely, the pair with the lowest correlation is between Support for Activities in Schools (X3) and Budget Management (Y2), which exhibits a moderate positive correlation (r = .662), again with statistical significance at the .01 level.

These findings suggest that while there are generally strong positive relationships between community engagement and various aspects of educational administration, specific areas such as community services and human resource management demonstrate particularly strong connections.

Table 3 presents the correlation analysis between community engagement (X variables) and various aspects of educational administration (Y variables) at Guangzhou Vocational College, Guangzhou Open University, China. Conclusion findings suggest that there is a significant and positive relationship between community engagement and the effectiveness of educational administration at the college. This indicates that higher levels of community involvement in various aspects, such as participation, services, support, and public relations, are associated with improved administrative outcomes, emphasizing the importance of fostering community relationships for effective educational management.

Table 4: Multiple Stepwise Regression Analysis to Identify Predictors (n=268)

Model	Predictor	R	R^2	F	P
1	X2	.255	.068	20.12	.000**
2	X2, X3	.331	.126	17.39	.000**

Note: Significant at the .01 level

From Table 4, the analysis of the relationship between community engagement and educational administration at Guangzhou Vocational College, Guangzhou Open University, China, reveals the following findings:

1. The first model, using Community Services (X2) as the predictor, shows a coefficient of determination (R^2) of .068, indicating that community services can significantly predict educational administration outcomes, with a statistical significance at the .01 level. This model accounts for approximately 7% of the variance in educational administration.

2. When the second model includes Support for Activities in Schools (X3) along with Community Services (X2), the R^2 increases to .126, meaning that the combined predictors can explain about 11.60% of the variance in educational administration. This model also maintains statistical significance at the .01 level.

Overall, these results suggest that both community services and support for school activities are important factors in predicting the effectiveness of educational administration at the institution.

Table 5: Multiple Stepwise Regression Analysis of the Relationship between Community Engagement and Educational Administration at Guangzhou Vocational College, Guangzhou Open University, China (n=268)

Predictor	b	S.E. est	β	t	Sig
X2	-2.682	1.423	-.575	6.794	.000**
X3	1.730	1.341	.376	5.913	.000**

Note: Significant at the .01 level
R = .341
R^2 = .116
a = 7.922
S.E. est Y = 1.340

From Table 5, the results of the multiple stepwise regression analysis reveal the following insights regarding the relationship between community engagement and educational administration at Guangzhou Vocational College:

1. Community Services (X2) has a negative regression coefficient (b = -2.682) with a significant t-value (t = 6.794) and p-value (.000**). This indicates that as community services increase, there is a decrease in the educational administration outcome, suggesting a potential inverse relationship.

2. Support for Activities in Schools (X3) shows a positive regression coefficient (b = 1.730) with a significant t-value (t = 5.913) and p-value (.000**). This indicates that an increase in support for school activities is associated with improved outcomes in educational administration.

3. The overall model has an R value of .341 and an R^2 of .116, indicating that approximately 11.6% of the variance in educational administration can be explained by these two predictors. The constant (a = 7.922) represents the expected value of the dependent variable when all predictors are equal to zero, and the standard error of the estimate (S.E. est Y = 1.340) indicates the average distance that the observed values fall from the regression line.

Conclusion

The study concludes that effective collaboration with the community enhances school management outcomes. The integration of community services and participatory activities not only strengthens institutional relationships but also contributes to more efficient and responsive educational administration. These insights provide valuable implications for policymakers and educational leaders aiming to foster sustainable and impactful partnerships between schools and communities.

Discussion

Objective 1: This aligns with the academic perspective of Sriwiset, Panich, & Boonmeephipit (2017), who defined the relationship between schools and communities as a pathway to educational success for students, who are the youth of the community. It also corresponds with the findings of Nakjua (2015), which showed an overall high level of relationship when categorized by specific aspects. The three highest-ranked aspects include community change implementation, serving as a knowledge hub for the community, and being a center for knowledge. When comparing opinions regarding the relationship between schools and communities across different educational levels, there were no significant differences. This finding aligns with the research of Worapongpat et al. (2025), which studied the management of relationships between schools and communities in the Khao Chakkarat Education Network under the Sa Kaeo Primary Educational Service Area Office 1, focusing on five aspects: 1) Community service, 2) Community assistance, 3) The role of the Basic Education Institution Committee, 4) Relationship-building with the community, and 5) Public relations.

Objective 2: Findings indicate high overall management at Guangzhou Vocational College/Open University, likely due to collaborative policy alignment with student needs through teacher input. Financial support for student development and transparent budget management with monitoring and reporting are present. Regular personnel supervision for comprehensive staff development occurs. The institution analyzes its context and improves the learning environment's quality and aesthetics, aligning with Worapongpat's (2025) view of school management fostering student well-being and societal contribution. This is consistent with international research (Worapongpat, Deepimay, & Kangpheng, 2025) on urban school reform emphasizing family-community-school relationships and the impact of socioeconomic factors on community involvement. This also resonates with Worapongpat & Petnacon's (2025) research.

Objective 3: The research reveals a strong positive correlation between the relationship-building of educational institutions with the community and school management. Upon examining specific aspects, the highest correlation was found in community service, which overall is at a high level, followed by budget management, academic management, personnel management, and general management. This may be due to findings from Worapongpat & Song (2025), which studied guidelines for managing relationships between schools and communities based on the four principles of social welfare at the Special Education Center Network 7. They found that the overall management of relationships between schools and communities across all four aspects was at a high average level,

including public relations, community service, strengthening relationships with communities and other agencies, and receiving community support.

Knowledge Contribution

From the study on building relationships between educational institutions and the community that impacts the management of Guangzhou Polytechnic College, Open University of Guangzhou, China, new knowledge has been identified, which can be summarized in a diagram.
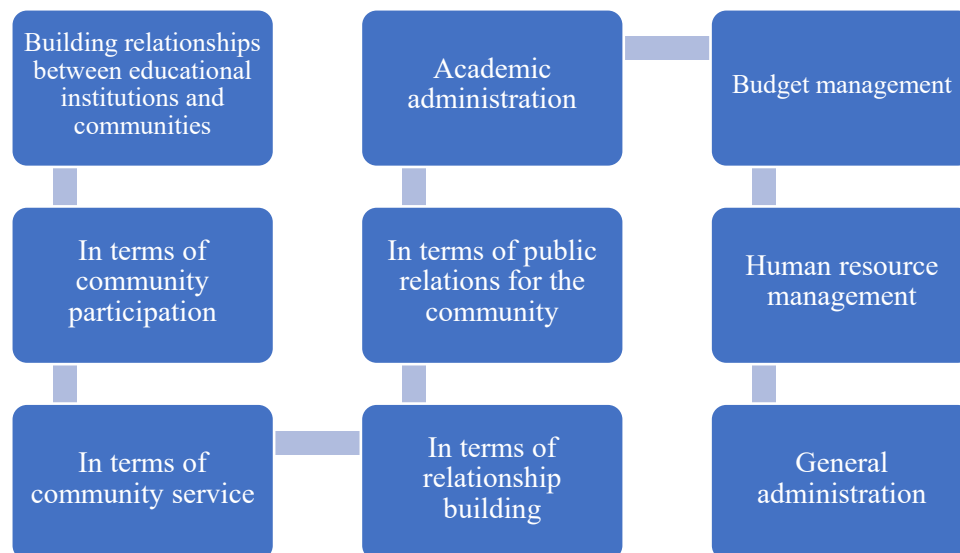

Figure 2: The results of building relationships between the educational institution and the community that affect the management of Guangzhou Polytechnic College, Open University of Guangzhou, China.

According to Diagram 2, it shows that building relationships between the educational institution and the community involves several aspects: Community Participation: The institution provides more learning services to the community as appropriate. Community Services: The administration of the institution offers knowledge about using technology and information communication to the community and parents.Relationship Building: The community is invited to participate more frequently in appreciating students' achievements.Public Relations: The community is encouraged to provide feedback, which will be considered for revising development plans to align with community needs. The institution should hold parent meetings at least twice a year. Academic Administration: There should be more opportunities for parents and the community to express their opinions during meetings.Budget Management: The administration should manage and allocate the budget effectively to maximize benefits and efficiency.Personnel Management: Support and promote the knowledge and skills of personnel to align more closely with their roles.General Administration: Regular inspection, repair, and maintenance of equipment should be conducted.

Recommendation

Based on the research findings, the researcher presents the following recommendations:

1. Recommendations for Applying Research Findings

1.1 Findings from Research Objective 1 revealed that building relationships between educational institutions and the community through providing educational services and support, such as utilizing community resources for learning and organizing joint activities, is a key factor in the development of both the institution and the community.

Therefore, the relevant agencies should take the following actions: Promote regular educational activities that involve community participation. Establish community learning centers that provide services to community members and promote knowledge development in various areas.

1.2 Findings from Research Objective 2 revealed that the use of information technology for communication between the institution, the community, and parents is a crucial element that enhances communication efficiency and fosters better understanding. Therefore, the relevant agencies should take the following actions: Provide training on the use of information technology to parents and the community. Develop communication channels between the institution and the community through digital platforms, such as applications or online media, to facilitate easier communication.

1.3 Findings from Research Objective 3 revealed that allowing the community and parents to participate in providing feedback on teaching, learning, and the institution's management helps to increase transparency and acceptance of the institution's development plans.

Therefore, the relevant agencies should take the following actions:

Organize at least two parent-community meetings annually to gather feedback and suggestions.

Create a system for gathering community feedback in the process of institutional development to adjust and align plans with the community's needs.

2. Recommendations for Future Research

This study has discovered important knowledge that building positive relationships between educational institutions and the community through effective communication and mutual participation significantly impacts the institution's management efficiency and unity.

This can be applied to other educational institutions by emphasizing community participation and transparent, open communication. For future research, it is recommended to explore topics related to sustainable community-institution engagement or to study the impact of using information technology in building relationships between educational institutions and the community in different contexts.

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