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THE INFLUENCE OF COMMUNITY ENGAGEMENT OF SENIOR HIGH SCHOOL TEACHERS ON SCHOOL-COMMUNITY PARTNERSHIP EFFECTIVENESS IN A PRIVATE INSTITUTION IN PANABO CITY

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ABSTRACT

The purpose of this study is to investigate the influence of community engagement of Senior High School teachers on school–community partnership effectiveness in a private institution in Panabo City. A quantitative approach, specifically a predictive–correlational research design, was utilized in the study. The respondents were forty-one (41) Senior High School teachers selected through total enumeration. Weighted mean, standard deviation, Pearson product-moment correlation coefficient, and multiple regression analysis were used to interpret the data gathered. The results of the study revealed that there is a significant positive relationship between community engagement and school–community partnership effectiveness. Further, regression analysis showed that community engagement significantly predicts partnership effectiveness, with participation in community activities and promotion of social responsibility emerging as significant predictors, while collaboration with community stakeholders was found to be not significant. Moreover, the findings indicated that the level of community engagement among teachers is high, particularly in the promotion of social responsibility, followed by collaboration with community stakeholders and participation in community activities. Similarly, the level of school–community partnership effectiveness is high, especially in terms of improved community support for school programs and enhanced school reputation and community trust, followed by increased student opportunities through partnerships. Based on the findings, this study may benefit school administrators, teachers, and community stakeholders by serving as a basis for strengthening teacher involvement in community initiatives and promoting social responsibility programs. These efforts can further enhance collaboration, expand student opportunities, and sustain effective and meaningful school–community partnerships.

KEYWORDS: *Community engagement, influence, Panabo City, school–community partnership effectiveness, senior high school teachers*

INTRODUCTION

Community engagement of teachers plays a vital role in strengthening school–community partnerships, which are essential in promoting responsive and inclusive education. Active participation of teachers in community activities, collaboration with stakeholders, and promotion of social responsibility enable schools to better address the needs of learners and society. However, many schools across the globe continue to face challenges in sustaining meaningful and consistent engagement between teachers and the community. Studies reveal that teachers often experience difficulty balancing instructional duties with community involvement, leading to inconsistent participation and limited partnership outcomes (Warren et al., 2022). Moreover, socio-economic disparities, communication barriers, and lack of institutional support further hinder the development of trust and effective collaboration between schools and communities (Mncube & Makhasane, 2020). As social demands increase, teachers also encounter challenges in integrating community-oriented initiatives due to insufficient training, unclear guidelines, and conflicting interests among stakeholders, which ultimately affect the effectiveness of school–community partnerships (Newton & Hunter, 2023).

In the Philippine context, schools likewise experience difficulties in implementing sustainable community engagement programs that lead to strong partnerships. Studies have shown that limited resources, time constraints, and inconsistent stakeholder participation reduce community support for school initiatives (Mandolado & Ancho, 2023). Additionally, many teachers report inadequate preparation for community involvement, which creates barriers to effective collaboration and limits opportunities for students (Santos, 2024). Structural and administrative concerns such as unclear roles, poor planning, and insufficient monitoring further weaken the outcomes of school–community partnerships (Codilla, 2022). At the local level, similar challenges are evident in Panabo City, where teachers encounter issues in coordinating activities, encouraging stakeholder participation, and managing workload demands that restrict their ability to engage with the community (Patiño & Duazo, 2023). These challenges hinder the development of strong partnerships that could otherwise enhance school programs, student opportunities, and community trust.

Despite the growing body of literature on school–community partnerships, there remains a gap in understanding how the community engagement of Senior High School teachers

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specifically influences partnership effectiveness, particularly in terms of community support, student opportunities, and school reputation and trust. Most studies focus on general challenges rather than examining the predictive role of teacher engagement dimensions in strengthening partnerships. Thus, this study investigates the influence of community engagement of Senior High School teachers on school–community partnership effectiveness in Panabo City. The findings of this study aim to provide valuable insights for school administrators, teachers, and stakeholders in designing strategies that enhance teacher involvement, strengthen collaboration, and sustain meaningful school–community partnerships.

OBJECTIVES

1. To determine the level of community engagement of Senior High School teachers in Panabo City in terms of participation in community activities, collaboration with community stakeholders and promotion of social responsibility in the school and community.
2. To determine level of school–community partnership effectiveness in Panabo City in terms of improved community support for school programs, increased student opportunities through partnerships and enhanced school reputation and community trust.
3. To determine whether there is a significant relationship between community engagement of Senior High School teachers and school–community partnership effectiveness in Panabo City.
4. To identify which dimension of community engagement best predicts school–community partnership effectiveness of the respondents.

METHODOLOGY

This study used a quantitative approach, specifically a predictive–correlational research design. Quantitative research is grounded in objectivity, systematic measurement, and statistical analysis, enabling researchers to generate reliable and generalizable findings through structured instruments (Creswell & Creswell, 2018). The predictive research design was employed to determine the extent to which community engagement of Senior High School teachers influences or predicts the effectiveness of school–community partnerships. This design is appropriate when the goal is to examine relationships among variables and identify which factors significantly contribute to an outcome (Gall et al., 2019).

In this study, community engagement served as the independent variable, measured through participation in community activities, collaboration with community stakeholders, and promotion of social responsibility, while school–community partnership effectiveness was treated as the dependent variable, assessed in terms of community support, student opportunities, and school reputation and trust. Correlational analysis was used to determine the strength and direction of the relationship between variables, while regression analysis was applied to identify the significant predictors of partnership effectiveness (Field, 2018).

The respondents consisted of forty-one (41) Senior High School teachers handling Grade 11 and Grade 12, selected through total enumeration to ensure complete representation of the target population. The inclusion criteria required that respondents were actively teaching in the Senior High School department, had at least three years of continuous teaching experience in the institution, were within the age range of 30 to 40 years, and voluntarily agreed to participate in the study. The questionnaires were distributed after securing permission from the school administration and were administered following the instructions provided by the researchers, ensuring voluntary participation, confidentiality, and consistency in data collection.

RESULTS

The level of community engagement of Senior High School teachers was high, indicating that engagement in community-related activities was evident. All dimensions also obtained a high descriptive equivalent. Among the dimensions, *promotion of social responsibility* obtained the highest mean, followed by *collaboration with community stakeholders*, and *participation in community activities.* This finding suggests that teachers are highly involved in fostering civic values, maintaining partnerships with stakeholders, and participating in activities that connect the school with the community.

This finding is supported by the study of Masinadiong and Baguio (2025), who emphasized that teachers' involvement in community initiatives strengthens their professional identity and enhances their role as agents of social change. Similarly, Yeşilçinar and Aykan (2022) found that collaboration with community stakeholders enables teachers to develop essential 21st-century skills, particularly in communication and teamwork. In the same way, As-il (2024) highlighted that teachers who actively promote social responsibility contribute to stronger school–community relationships and help cultivate civic-mindedness among students.

In addition, the level of school–community partnership effectiveness was high, indicating that effective collaboration between the school and the community is often evident. All dimensions also obtained a high descriptive equivalent. Among the dimensions, *improved community support for school programs* and *enhanced school reputation and community trust* obtained the highest mean, followed by *increased student opportunities through partnerships*. This finding suggests that schools benefit from active stakeholder involvement, resulting in stronger support for school initiatives, increased opportunities for learners, and a high level of trust and credibility within the community.

This finding is consistent with the study of Sanders and Sheldon (2019), who emphasized that strong school–community partnerships enhance the implementation of school programs through active participation of families and community organizations. Similarly, Mapp and Bergman (2021) found that effective partnerships contribute to increased student engagement and access to learning opportunities, particularly when stakeholders share responsibility in supporting education. Furthermore, Hoysala (2025) highlighted that sustained collaboration between schools and communities strengthens

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institutional trust and promotes long-term program sustainability.

Moreover, the results of the study revealed that community engagement and school–community partnership effectiveness have a significant positive relationship. This indicates that higher levels of teacher engagement in the community are associated with stronger and more effective school–community partnerships. Specifically, participation in community activities shows a significant relationship with increased student opportunities and enhanced school reputation and community trust, but no significant relationship with improved community support for school programs. This suggests that while teachers' involvement in community activities enhances student-related outcomes and public trust, it may not always directly influence the level of community support for school initiatives. This finding is supported by As-il (2024) and Worapongpat (2024), who emphasized that active teacher participation in community initiatives strengthens collaboration, trust, and shared responsibility among stakeholders.

Finally, the results of the study revealed that participation in community activities is the strongest predictor of school–community partnership effectiveness, followed by promotion of social responsibility, while collaboration with community stakeholders is not a significant predictor. This indicates that teachers who actively engage in community events and outreach programs, as well as promote social responsibility, contribute more significantly to strengthening school–community partnerships compared to mere coordination with stakeholders. It further implies that direct involvement and shared responsibility between schools and communities play a more critical role in achieving effective and sustainable partnerships.

This finding is supported by As-il (2024) who emphasized that active teacher participation in community initiatives enhances collaboration, builds trust, and strengthens partnership outcomes. Similarly, Talafian et al. (2023) found that teachers' involvement in community-based activities improves institutional capacity and fosters stronger partnership networks. In contrast, Sompron (2023) noted that collaboration alone may not guarantee effective partnerships unless it is supported by active engagement and meaningful participation.

SUGGESTIONS

After careful consideration of the findings, it is recommended that community stakeholders actively participate in school-related activities such as attending school programs, mentoring students, providing resources, and collaborating with teachers. Their consistent involvement can enhance students' learning experiences, strengthen trust in the school, and ensure the sustainability of school–community partnerships. School heads are also encouraged to foster strong collaboration by motivating both teachers and community members through strategic planning sessions, open communication, and recognition of contributions, thereby promoting a culture of shared responsibility and cooperation.

Teachers in charge of community engagement are encouraged to design and implement inclusive programs that connect students with stakeholders, actively monitor participation, and provide clear direction for community initiatives. These efforts can improve student experiences, strengthen relational trust, and sustain community-based programs in schools. Students, on the other hand, are encouraged to actively participate in community-related activities, engage with mentors, and reflect on their experiences to develop essential skills, civic awareness, and a deeper understanding of school–community partnerships.

Finally, future researchers may explore additional variables that influence partnership effectiveness and conduct studies in different contexts using mixed methods or longitudinal designs to provide deeper insights into sustaining partnerships, improving student outcomes, and strengthening community confidence.

CONCLUSIONS

Based on the results of the study, it can be concluded that Senior High School teachers demonstrate a consistently high level of community engagement. Their strongest involvement is seen in the promotion of social responsibility, while sustained collaboration with community stakeholders further reflects their commitment to building strong school–community relationships. Although participation in community activities shows a slight decrease in frequency, it remains at a high level, indicating that teachers maintain active involvement across various community initiatives. Overall, the findings suggest a unified and consistent pattern of teacher engagement in community-related activities.

In terms of school–community partnership effectiveness, the study concludes that it is highly evident across all dimensions, particularly in improving community support for school programs, enhancing school reputation and trust, and increasing student opportunities. This indicates that strong partnerships are consistently maintained and contribute positively to both school and community development. Furthermore, the study establishes a significant positive relationship between community engagement and school–community partnership effectiveness, implying that higher teacher engagement leads to stronger and more productive partnerships. Lastly, regression analysis confirms that community engagement significantly predicts partnership effectiveness, with participation in community activities emerging as the strongest predictor, followed by promotion of social responsibility. This means that teachers' active involvement in community initiatives plays a key role in strengthening and sustaining effective school–community partnerships.

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TABLES AND REFERENCES

Table 1. Summary on the Level of Community Engagement of Senior High School Teachers

Dimensions	SD	Mean	Descriptive Rating
Participation in Community Activities	0.28	3.40	High
Collaboration with Community Stakeholders	0.33	3.71	High
Promotion of Social Responsibility in the School and Community	0.30	3.86	High
Category Mean	**0.22**	**3.66**	**High**

Table 2. Summary on the Level of School–Community Partnership Effectiveness

Dimensions	SD	Mean	Descriptive Rating
Improved Community Support for School Programs	0.32	3.91	High
Increased Student Opportunities Through Partnerships	0.31	3.70	High
Enhanced School Reputation and Community Trust	0.20	3.91	High
Category Mean	**0.16**	**3.84**	**High**

Table 3. Significant Relationship Between Community Engagement of Senior High School Teachers and School–Community Partnership Effectiveness

Community Engagement ***(Independent Variable)***		**School-Community Partnership** ***(Dependent Variable)***			
		Improved Community Support for School Programs	***Increased Student Opportunities Through Partnerships***	***Enhanced School Reputation and Community Trust***	***Overall***
Participation in Community Activities	*r-value*	-.053	.461**	.520**	.469**
	p-value	.742	.002	.000	.002
	Decision on H_0	Accepted	Rejected	Rejected	Rejected
Collaboration with Community Stakeholders	*r-value*	.464**	-.140	.245	.316*
	p-value	.002	.382	.122	.044
	Decision on H_0	Rejected	Accepted	Accepted	Rejected
Promotion of Social Responsibility in the School and Community	*r-value*	.498**	.093	.082	.420**
	p-value	.001	.562	.610	.006
	Decision on H_0	Rejected	Accepted	Accepted	Rejected
Overall	*r-value*	.442**	.172	.388*	.558**
	p-value	.004	.283	.012	.000
	Decision on H_0	Rejected	Accepted	Rejected	Rejected

Correlation is significant at the 0.05 level (2-tailed)

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Table 4. Dimension of Community Engagement that Best Predicts School–Community Partnership Effectiveness of the Respondents

Community Engagement	*School-Community Partnership Effectiveness*			
	***B* (Unstandardized Coefficients)**	***B* (Standardized Coefficients)**	***T***	***Sig.***
(Constant)	2.243		6.105	0.000
Participation in Community Activities	0.218	0.380	2.741	0.009
Collaboration with Community Stakeholders	0.057	0.117	0.813	0.421
Promotion of Social Responsibility in the School and Community	0.166	0.310	2.185	0.035
R	0.588			
R^2	0.346			
F	6.511			
P	0.001			

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