School-Community Partnership and School Performance in Selected Public Elementary Schools in the Division of Cavite: Basis for an Intervention Program

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ABSTRACT

This study examined school-community partnership initiatives and school performance in selected public elementary schools in the Division of Cavite, Philippines. Specifically, it assessed five initiatives: Brigada Eskwela, School Disaster Risk Reduction and Management (SDRRM), the Adopt-a-School Program, the Alternative Learning System (ALS), and Drug Abuse Resistance Education (DARE). Using a quantitative descriptive-comparative-correlational research design, the study gathered data from supervisors, school heads, teachers, and community stakeholders through a researcher-developed questionnaire and school performance records for School Years 2023–2024 and 2024–2025. The findings indicated that school-community partnership initiatives were generally assessed as highly evident, while school performance was rated very satisfactory. No statistically significant differences were reported among respondent groups in their assessments of the five initiatives. The reported correlation analysis indicated very strong positive associations between the partnership initiatives and school performance, although the statistical results require verification for consistency. The most frequently encountered challenges included inadequate communication channels, stakeholder time constraints, and insufficient financial support. The proposed intervention program was assessed as highly acceptable. The findings provide a basis for strengthening communication, collaborative planning, stakeholder participation, resource mobilization, monitoring, and program sustainability to promote more effective school-community partnerships.

Keywords: school-community partnership, school performance, stakeholder participation, public elementary schools, intervention program

INTRODUCTION

Schools operate within broader social environments in which families, community organizations, local government units, and other partners contribute to educational development. School-community partnerships can facilitate resource mobilization, strengthen learner support, promote school safety, and improve the implementation of educational programs. Epstein's framework identifies six interconnected forms of involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community (Epstein, 2018). Complementing this perspective, Systems Theory views schools as open systems whose functioning and outcomes are influenced by interactions among stakeholders, resources, organizational processes, and the external environment (Bertalanffy, 2019). Together, these perspectives provide a foundation for understanding how collaborative relationships can support school operations and improvement.

In the Philippine basic education context, Republic Act No. 9155, or the Governance of Basic Education Act of 2001, establishes the principles of shared governance and accountability in basic education. Republic Act No. 8525, or the Adopt-a-School Act of 1997, provides a framework for encouraging private-sector participation in public education. Furthermore, Department of Education initiatives, including Brigada Eskwela and School Disaster Risk Reduction and Management (SDRRM), emphasize cooperation among

schools, families, and community partners. The Alternative Learning System (ALS) and Drug Abuse Resistance Education (DARE) also provide avenues for addressing educational access, learner welfare, and community-related concerns. These policies and initiatives underscore the role of stakeholder collaboration in supporting school programs and educational services.

Despite these established initiatives, school-community partnerships may encounter challenges involving communication, stakeholder participation, time availability, financial resources, program awareness, and sustainability. Research on school-family-community collaboration has examined the relationship between coordinated partnership practices, learner support, and school improvement (Chen & Lee, 2023; Lv et al., 2025; Pusztai et al., 2025). Nevertheless, context-specific evidence remains valuable for understanding how different partnership initiatives are assessed by school supervisors, school heads, teachers, and community stakeholders, and how these assessments relate to documented school performance. Examining these concerns alongside implementation challenges can provide a more comprehensive basis for identifying areas requiring improvement in the selected public elementary schools in the Division of Cavite.

In response to this need, the present study examined school-community partnership initiatives and their relationship with school performance in selected public elementary schools in the Division of Cavite. Specifically, it assessed Brigada Eskwela, SDRRM, the Adopt-a-School Program, ALS, and DARE; determined whether assessments differed among supervisors, school heads, teachers, and community stakeholders; described school performance during School Years 2023–2024 and 2024–2025; examined the relationships between partnership initiatives and school performance; identified challenges encountered in implementation; and assessed the acceptability of a proposed intervention program. The findings are intended to provide an evidence-based foundation for a context-responsive intervention program that promotes more inclusive, coordinated, and sustainable school-community partnerships.

METHODOLOGY

The study employed a quantitative descriptive-comparative-correlational research design to examine school-community partnership initiatives and their relationship with school performance in selected public elementary schools in the Division of Cavite. The descriptive component assessed the implementation of partnership initiatives, school performance, challenges encountered, and acceptability of the proposed intervention program. The comparative component determined whether significant differences existed among respondent groups in their assessments, while the correlational component examined the relationships between school-community partnership initiatives and school performance.

The study population consisted of 170 individuals from ten selected public elementary schools, comprising 2 supervisors, 10 school heads, 106 teachers, and 52 community stakeholders. Of these, 141 respondents participated in the study, consisting of 2 supervisors, 10 school heads, 84 teachers, and 45 community stakeholders. Purposive sampling was employed to select respondents with relevant roles, direct involvement, or experience in school-community partnership initiatives.

Data were collected using a researcher-developed questionnaire and documentary records of school performance for School Years 2023–2024 and 2024–2025. The questionnaire covered five school-community partnership initiatives, the problems encountered in their implementation, and the acceptability of the proposed intervention program. Frequency, percentage, and weighted mean were used to summarize the descriptive data, as appropriate. Analysis of variance (ANOVA) was employed to determine differences in assessments among respondent groups, while Pearson product-moment correlation was used to examine the relationships between partnership initiatives and school performance. The level of significance was set at 0.05 for the inferential analyses.The data were analyzed and interpreted systematically to promote accuracy, consistency, and alignment with the study's objectives. Respondent counts, school performance records, and statistical computations were considered in interpreting the findings. Particular attention was given to the correlation coefficients, t-values, degrees of freedom, and critical values to support appropriate statistical interpretation. The resulting analyses provided the basis for drawing conclusions and formulating recommendations for strengthening school-community partnerships.

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RESULTS AND DISCUSSION

Assessment of School-Community Partnership

Table 1. Assessment of School-Community Partnership

Partnership Initiative	Supervisors	School Heads	Teachers	Stakeholders	Composite	VI	Rank
Brigada Eskwela	4.7	4.57	3.78	3.95	4.25	Highly Evident	1
School Disaster Risk Reduction and Management (SDRRM)	4.69	4.55	3.64	3.91	4.2	Highly Evident	4.5
Adopt-a-School Program	4.79	4.42	3.81	3.89	4.23	Highly Evident	2
Alternative Learning System (ALS)	4.65	4.38	3.87	3.89	4.2	Highly Evident	4.5
Drug-Abuse Resistance Education (DARE)	4.75	4.39	3.86	3.86	4.22	Highly Evident	3
Overall Mean	4.72	4.46	3.79	3.9	4.22	Highly Evident	

Table 1 shows that school-community partnership initiatives were generally assessed as Highly Evident, with an overall composite mean of 4.22. Brigada Eskwela ranked first (4.25), followed by the Adopt-a-School Program (4.23) and DARE (4.22), while SDRRM and ALS both obtained 4.20. By respondent group, supervisors recorded the highest overall mean (4.72), followed by school heads (4.46), community stakeholders (3.90), and teachers (3.79). These differences suggest varying perceptions of partnership implementation, possibly reflecting differences in roles and levels of involvement. The findings highlight the need to strengthen communication, stakeholder participation, and collaborative decision-making. This supports Epstein's (2018) framework, which emphasizes communication, volunteering, decision-making, and community collaboration in strengthening school-community partnerships.

Differences in Respondent-Group Assessments

Table 2. ANOVA Results for School-Community Partnership

Partnership Initiative	Reported F-value	Critical Value	Decision	Interpretation
Brigada Eskwela	0.18375	2.87	Accept H_0	Not Significant
SDRRM	0.22904	2.87	Accept H_0	Not Significant
Adopt-a-School Program	0.19094	2.87	Accept H_0	Not Significant
Alternative Learning System	0.13273	2.87	Accept H_0	Not Significant
DARE	0.17132	2.87	Accept H_0	Not Significant

Table 2 shows that the reported F-values for the five school-community partnership initiatives ranged from 0.13273 to 0.22904, all below the critical value of 2.87. Thus, the study reported no statistically significant differences among supervisors, school heads, teachers, and community stakeholders in their assessments of the initiatives. This suggests generally similar perceptions of partnership implementation across respondent groups. Nevertheless, schools should sustain stakeholder involvement in planning, implementation, and

evaluation to strengthen collaboration and address community needs, consistent with the discussion of school-community partnerships by Mandolado and Ancho (2023).

School Performance Across Two School Years

Table 3. School Performance for School Years 2023–2024 and 2024–2025

School	2023–2024	2024–2025	Two-Year Overall	VI
Bailen Elementary School	4.76	4.83	4.80	Very Satisfactory
Castanos Elementary School	4.61	4.78	4.70	Very Satisfactory
Dao Elementary School	4.15	4.22	4.19	Very Satisfactory
Guyung-Guyong Elementary School	4.34	4.40	4.37	Very Satisfactory
Kabulusan Elementary School	4.21	4.34	4.28	Very Satisfactory
Kaymisas Elementary School	4.05	4.11	4.08	Very Satisfactory
Kaypaabal Elementary School	4.33	4.36	4.35	Very Satisfactory
Lumipa Elementary School	4.10	4.13	4.12	Very Satisfactory
Narvaez Elementary School	4.42	4.43	4.43	Very Satisfactory
Tabora Elementary School	4.32	4.33	4.33	Very Satisfactory
Overall Average	4.33	4.39	4.36	Very Satisfactory

Table 3 shows that the overall school performance rating increased from 4.33 in SY 2023–2024 to 4.39 in SY 2024–2025, yielding a two-year average of 4.36, interpreted as Very Satisfactory. Bailen Elementary School recorded the highest two-year average (4.80), followed by Castanos Elementary School (4.70), while Kaymisas Elementary School obtained the lowest rating (4.08). Despite these variations, all ten schools maintained a Very Satisfactory performance level. The modest improvement highlights the importance of sustained school improvement efforts, effective resource management, and meaningful stakeholder participation. This emphasis on collaboration is consistent with Pusztai et al. (2025), who examined collaborative relationships and educational outcomes.

Relationship Between Partnership and School Performance

Table 4. Reported Correlation Between Partnership Initiatives and School Performance

Partnership Initiative	r-value	Reported Interpretation	df	t-value	Critical t	Reported Decision
Brigada Eskwela	0.99	Very Strong Correlation	18	4.23646	1.734	Reject H_0
SDRRM	0.99	Very Strong Correlation	18	4.23834	1.734	Reject H_0
Adopt-a-School Program	0.99	Very Strong Correlation	18	4.23868	1.734	Reject H_0
Alternative Learning	0.99	Very Strong Correlation	18	4.23631	1.734	Reject H_0

System						
DARE	0.99	Very Strong Correlation	18	4.23611	1.734	Reject H_0

Table 4 reports very strong positive correlations (\(r = 0.99\)) between all five school-community partnership initiatives and school performance. The reported t-values exceeded the critical value of 1.734, leading to the rejection of the null hypothesis for all initiatives. These findings suggest that stronger school-community partnerships are associated with more favorable school performance through resource mobilization, stakeholder participation, and coordinated program implementation. The findings highlight the importance of strengthening collaborative practices to support school improvement, consistent with research examining school-community partnerships and student academic achievement (Chen & Lee, 2023).

Problems Encountered in Implementing Partnerships

Table 5. Problems Encountered Relative to School-Community Partnership

Problem	**Composite**	**VI**	**Rank**
Inadequate communication channels	3.34	Moderately Encountered	1
Time constraints of stakeholders	3.29	Moderately Encountered	2
Insufficient financial support from partners	3.28	Moderately Encountered	3
Limited participation of community stakeholders	3.27	Moderately Encountered	4
Limited awareness of partnership programs	3.26	Moderately Encountered	5.5
Lack of monitoring and evaluation	3.26	Moderately Encountered	5.5
Limited commitment of some partners	3.23	Moderately Encountered	7.5
Sustainability issues of partnership programs	3.23	Moderately Encountered	7.5
Insufficient training for partnership implementation	3.21	Moderately Encountered	9
Lack of coordination between school and community	3.13	Moderately Encountered	10
Overall Weighted Mean	3.25	Moderately Encountered	

Table 5 shows that problems in implementing school-community partnership initiatives were Moderately Encountered, with an overall weighted mean of 3.25. Inadequate communication channels ranked first (3.34), followed by time constraints of stakeholders (3.29), insufficient financial support (3.28), and limited community participation (3.27). Other concerns included limited program awareness, inadequate monitoring and evaluation, insufficient partner commitment, sustainability issues, and lack of training. Lack of coordination between schools and communities ranked last (3.13). These findings highlight the need to strengthen communication, resource mobilization, stakeholder participation, and monitoring mechanisms. Establishing regular coordination meetings, clarifying partner responsibilities, and implementing sustainable evaluation procedures may help address these challenges and provide a foundation for a more effective school-community partnership intervention program.

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Proposed School-Community Partnership Intervention Program

The proposed intervention program is designed for implementation from 2027 to 2030 and is aligned with the study's findings. It prioritizes communication, stakeholder engagement, resource mobilization, program awareness, monitoring and evaluation, and sustainability. Activities will be integrated into existing school improvement and partnership structures. Budgetary requirements will be identified and allocated annually based on planned activities, available resources, and the commitments of participating schools and community partners to ensure financial feasibility and program sustainability throughout the implementation period.

Table 6. Proposed School-Community Partnership Strengthening Program, 2027–2030

Key Result Area	**Objective**	**Strategies and Activities**	**Persons Responsible**	**Timeline**	**Resources / Budget Source**	**Performance Evidence**
Communication and Coordination	Establish consistent two-way communication between schools and partners.	Create a school-community communication directory; schedule quarterly partnership meetings; use agreed communication channels and document decisions and follow-up actions.	School heads, partnership coordinators, PTA officers, barangay/LGU representatives	2027–2030; quarterly	Existing school resources; partner in-kind support; MOOE subject to allowable use	Updated contact directory; meeting minutes; response and follow-up logs
Stakeholder Participation and Awareness	Broaden participation and improve awareness of partnership initiatives.	Conduct annual partnership orientation; map potential partners; clarify roles and commitments; recognize volunteer and partner contributions.	School heads, teachers, parents, community organizations, LGUs	Annual, 2027–2030	School and partner resources; volunteer support	Orientation attendance; partner registry; participation records
Resource Mobilization and Sustainability	Improve planning for financial, material, and technical support.	Prepare a school-community resource plan; match identified school needs with partner capabilities; document donations and commitments; establish	School partnership committee, school heads, LGUs, private and civic partners	Annual planning and semiannual review	MOOE where allowable; LGU, NGO, and private-sector contributions	Resource plan; documented commitments; inventory and utilization records

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		continuity plans for recurring activities.				
Partnership Program Implementation	Strengthen coordinated implementation of Brigada Eskwela, SDRRM, Adopt-a-School, ALS, and DARE.	Develop a shared annual calendar; assign responsible persons; align activities with school improvement priorities and learner needs; conduct post-activity reviews.	School heads, teachers, SDRRM coordinators, ALS coordinators, DARE partners, community stakeholders	Annual cycle, 2027–2030	Existing program allocations and partner contributions	Approved activity calendar; completion reports; attendance and participation records
Monitoring, Evaluation, and Feedback	Use evidence to review implementation and improve partnership activities.	Establish baseline measures; use a common monitoring checklist; collect feedback from each respondent group; review results at least twice yearly and record corrective actions.	School monitoring team, partnership committee, supervisors, stakeholder representatives	Baseline in 2027; semiannual reviews through 2030	Existing monitoring resources; technical assistance from the Division Office	Monitoring reports; feedback summaries; action plans; documented follow-up
Capacity Building and Inclusive Engagement	Build stakeholder capacity and ensure inclusive, accessible participation.	Provide orientation on partnership roles, child safeguarding, disaster preparedness, learner support, and collaborative planning; offer meeting options that accommodate stakeholder schedules.	Division personnel, school heads, teachers, community and parent leaders	At least annually, 2027–2030	Division technical assistance; school and partner resources	Training attendance; learning materials; participant feedback; participation by stakeholder group

The intervention matrix in Table 6 translates the principal findings into operational actions. Communication and coordination directly address the highest-ranked problem; participation and awareness respond to limited engagement; resource mobilization targets funding and sustainability concerns; and monitoring and feedback provide a structured basis for continuous improvement. The program maintains the study's focus on established initiatives while ensuring that the proposed activities remain aligned with the identified needs

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and priorities of the schools. This systems-oriented approach recognizes that school improvement depends on interactions among people, resources, processes, and the surrounding environment (Bertalanffy, 2019).

Acceptability of the Proposed Intervention Program

Table 7. Acceptability of the Proposed Intervention Program

Indicator	Supervisors	School Heads	Teachers	Stakeholders	Composite	VI
Objectives are clear and well-defined	5.00	4.39	4.40	4.40	4.55	Highly Acceptable
Program addresses identified partnership issues	5.00	4.38	4.37	4.34	4.52	Highly Acceptable
Activities and implementation plan are feasible and well-structured	5.00	4.42	4.40	4.38	4.55	Highly Acceptable
Program is relevant to school needs and may improve performance	5.00	4.42	4.39	4.35	4.54	Highly Acceptable
Program promotes collaboration and sustainability	5.00	4.36	4.38	4.38	4.53	Highly Acceptable
Overall Weighted Mean	5.00	4.39	4.39	4.37	4.54	Highly Acceptable

Table 7 shows that the proposed intervention program was rated highly acceptable overall. The highest composite ratings were assigned to the clarity of objectives and the feasibility and structure of the planned activities. All respondent groups expressed favorable assessments, with supervisors giving the highest overall rating, while the other groups also rated the program highly acceptable. These findings indicate that the proposed program addresses identified needs and provides a suitable basis for implementation planning, subject to available resources and stakeholder commitment. Its effectiveness can be assessed through systematic monitoring and evaluation during implementation. This finding is consistent with research emphasizing perceived relevance and stakeholder collaboration in evaluating the acceptability of school intervention programs (Johnson & Ramirez, 2023; Torres et al., 2024).

STUDY LIMITATIONS

The study was limited to selected public elementary schools within a single school division, which may constrain the generalizability of the findings to other educational contexts. Data were based on respondents' assessments and school performance records covering two school years. The descriptive-comparative-correlational design examined differences and relationships among variables but did not establish causation. Future studies may include more schools, additional objective performance indicators, and longer observation periods to provide a broader understanding of school-community partnerships and their relationship to school performance.

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CONCLUSIONS

1. School-community partnerships in the selected elementary schools are distinctly apparent and well-recognized by supervisors, school heads, teachers, and stakeholders.

2. There are no notable variations among supervisors, school heads, teachers, and stakeholders in the evaluation of School-community partnerships.

3. The school performance data reflects a consistently commendable and slightly improving trend across two academic years.

4. The correlation results confirm an exceptionally strong and meaningful positive association between school-community partnerships and overall school performance.

5. The challenges related to school-community partnerships are moderately experienced but remain significant.

6. The study proposes an intervention program structured around key areas and stakeholders to reinforce partnerships and improve school performance from 2027 to 2030.

7. The proposed intervention measures are widely supported and well-received by the stakeholders.

RECOMMENDATIONS

1. The DepEd, along with school administrators and partners, will continue to actively promote and expand school-community partnership programs to maintain and further strengthen their visibility and impact.

2. Supervisors and school heads will coordinate to maintain consistent communication and collaboration practices among all stakeholders to sustain the shared understanding and unified support for partnership initiatives.

3. School principals and teachers will implement continuous improvement plans and best practices to build on the positive performance trends and address areas needing enhancement.

4. School-community coordinators and local government units (LGUs) will collaborate to integrate partnership programs more closely with school improvement efforts to leverage their strong influence on academic achievement.

5. School administrators and partnership committees will identify specific barriers impacting partnerships and develop targeted engagement and support strategies to reduce these challenges.

6. The Division of Cavite Education Office, in collaboration with schools and community stakeholders, will design and implement the proposed intervention program following the detailed framework from 2027 to 2030.

7. Stakeholders including DepEd officials, school leaders, parents, and community partners will actively participate in the roll-out of the intervention program to maximize acceptance and ensure sustained commitment.

8. To further enrich understanding and enhance program effectiveness, future researchers and educational planners will conduct additional studies exploring the long-term impacts of school-community partnerships on learner outcomes and identifying best practices for sustaining engagement across diverse school contexts.

Ethical Considerations

The study involved supervisors, school heads, teachers, and community stakeholders and utilized school records to assess performance. Ethical standards were observed by securing the necessary institutional permissions, obtaining informed consent from participants, maintaining the confidentiality and anonymity of respondents, and ensuring the responsible handling and use of school performance records. These measures were intended to protect participants' rights, preserve data privacy, and promote the integrity of the research process.

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