

External Stakeholders' Involvement and Intermediate Learner Performance: Academic and Non-Academic Outcomes

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DOI: <https://doi.org/10.47772/IJRISS.2026.100500727>

Received: 28 May 2026; Accepted: 03 June 2026; Published: 11 June 2026

ABSTRACT

This study examined the involvement of external stakeholders in the academic and non-academic performances of intermediate learners in selected public elementary schools in a district in the province of Capiz. Specifically, it determined the level of involvement of barangay officials, parents/guardians, and PTA officers; assessed learners' academic and non-academic performances; identified differences in stakeholders' perceptions of non-academic performance; and examined the relationships among stakeholders' involvement and learners' performances. The study employed descriptive-correlational and causal-comparative research designs. Data were gathered using a validated and reliable researcher-made Likert-scale questionnaire administered to 203 respondents selected through proportional stratified sampling from a population of 427 participants. Respondents included barangay officials, parents/guardians, and PTA officers from four selected public elementary schools. Findings revealed that external stakeholders' involvement was generally high, learners' academic performance was very satisfactory, and non-academic performance was very good. No significant difference existed in stakeholders' perceptions of learners' non-academic performance. Likewise, no significant relationship was found between stakeholders' involvement and academic performance, nor between academic and non-academic performances. However, a strong positive and highly significant relationship existed between stakeholders' involvement and learners' non-academic performance. The study concluded that active stakeholder participation significantly contributes to learners' holistic development, particularly in non-academic aspects, and recommended strengthening collaborative partnerships and learner-centered programs to further enhance learner outcomes.

Keywords: Stakeholders' engagement, curricular and co-curricular activities, performances

INTRODUCTION

Education is widely recognized as one of the most important foundations of human development because it equips learners with the knowledge, skills, values, and competencies needed to become productive members of society. True education begins at home, where children first learn discipline, responsibility, values, and positive attitudes toward learning. The home serves as the child's first learning environment, shaping behaviors and life skills that influence future growth and development. However, education is not solely the responsibility of schools and teachers; rather, it is a shared responsibility among parents, teachers, school leaders, community members, and other stakeholders who work together to support learners' holistic growth and development (Epstein, 2018). When stakeholders collaborate effectively, they create a strong support system that promotes learners' academic success and personal well-being (Goodall, 2016).

External stakeholders' involvement in education refers to the active participation of parents, teachers, barangay officials, PTA officers, community organizations, and other groups in supporting learners' academic and non-academic development. Such involvement may take the form of home-based support, participation in school activities, community partnerships, and collaborative decision-making processes (Castro et al., 2015). Stakeholders serve as educational partners by providing learners with academic guidance, emotional support,

discipline reinforcement, and opportunities for social growth. According to Organisation for Economic Co-operation and Development (2020), schools that establish strong partnerships with families and communities are more likely to create inclusive and supportive learning environments where learners feel academically and socially supported. Similarly, United Nations Educational, Scientific and Cultural Organization (2021) emphasized that collaboration among schools, families, and communities strengthens learner engagement, discipline, and holistic development.

Among the different stakeholders, teachers and parents play vital roles in influencing learners' academic achievement and personal growth. Teachers contribute through effective instructional delivery, classroom management, learner assessment, and emotional support, while parents assist learners by supervising schoolwork, encouraging study habits, and maintaining communication with teachers (Hattie & Zierer, 2019; Jaynes, 2018). Positive teacher-student relationships and active parental involvement have been associated with improved learner motivation, academic achievement, attendance, and behavior (Darling-Hammond et al., 2020). In addition, barangay officials and PTA officers strengthen school-community partnerships by supporting school programs, promoting discipline, mobilizing resources, and encouraging parental participation in educational activities (DepEd, 2023; Valencia, 2024). Their collaborative efforts help create a safe, supportive, and learner-friendly environment that contributes to both academic and non-academic learner outcomes.

Academic performance remains one of the primary indicators of educational quality and learner success. It refers to pupils' achievement in school subjects as reflected in grades, examinations, classroom participation, and other forms of assessment (UNESCO, 2021). On the other hand, non-academic performance includes learners' behavior, leadership, values formation, emotional development, participation in extracurricular activities, and social relationships (OECD, 2023). Modern educational frameworks recognize that academic and non-academic performances are interconnected aspects of holistic learner development. Research shows that stakeholder involvement positively influences both academic and non-academic outcomes by increasing learner motivation, improving discipline, strengthening social skills, and enhancing participation in school activities (Epstein, 2018). Studies conducted by Daitao (2024) and Josol et al. (2025) further revealed that strong stakeholder collaboration contributes to improved academic achievement, learner engagement, discipline, and social behavior.

Despite the recognized importance of stakeholder involvement, many learners continue to experience challenges such as poor study habits, lack of motivation, family-related concerns, low self-esteem, and limited educational resources, which may negatively affect both academic and non-academic performance. In large public elementary schools where instructional demands and learner population are high, stakeholder collaboration becomes even more essential in providing learners with academic support, emotional guidance, and discipline reinforcement (UNESCO, 2021). In view of these realities, this study was conducted to determine the involvement of external stakeholders in the academic and non-academic performances of intermediate learners. Specifically, it aimed to (1) assess the levels of external stakeholders' involvement in the academic performance of pupils when they are classified as barangay officials, parents/guardians, and PTA officers, academic and non-academic performances of the intermediate learners as perceived by the external stakeholders, (2) determine if external stakeholders differ in their perception of non-academic performance of intermediate learners, and (4) find out if there exist pairwise correlations among external stakeholders' involvement, intermediate learners' academic, and non-academic performances.

METHODOLOGY

Research Design

This study employed both descriptive-correlational and causal-comparative research designs. As a descriptive research design, this study determined the levels of the external stakeholders' involvement in the learners' performances, the academic performance, and the non-academic performance of intermediate learners of selected schools in one of the districts in the province of Capiz. As correlational research, this study determined the pairwise relationships among the external stakeholders' involvement, the academic performance, and the non-academic performance of intermediate learners. On the other hand, as a causal-comparative, this study determined the difference in the non-academic performance of intermediate learners when the respondents are grouped according to type of external stakeholders.

Sample Size and Sampling Procedure

The study involved a total sample of 203 randomly selected stakeholder's respondents from 4 selected public elementary schools within the district of Panay. The respondents were composed of 19 out of 40 barangay officials, 21 out of 45 PTA officers, and 163 out of 342 parents/guardians in 4 identified big public elementary schools within the district using Cochran's formula. The respondents were chosen using stratified proportional random sampling to ensure that various group of stakeholders such as Barangay officials, parents/guardians and PTA officers were adequately represented per school. This ensured a balanced and meaningful representation of all key stakeholders involved in the study.

Research Instrument

The research instrument that was utilized by this study was a Likert-scale structured questionnaire developed by the researcher. This instrument was designed to gather quantitative data on the level of stakeholders' involvement, pupils' academic, and non-academic performances. The questionnaire was composed of three parts namely: Part I. External Stakeholders' Involvement. This focused-on stakeholders' involvement and consists of 25 items measured using a five-point Likert Scale ranging from 1 – Strongly Disagree to 5 – Strongly Agree. The items covered aspects such as participation in school activities, communication with teachers, and support for pupils' learning. Part II assessed pupils' non-academic performance and consists of 15 items, using a five-point Likert Scale. The indicators included behavior, participation in school activities, social interaction, and other related non-academic attributes. Part III measures pupils' academic performance using secondary data obtained from school records. The data consisted of the average grades of intermediate learners for Quarter 1, Quarter 2, Quarter 3, and Quarter 4.

Before collecting the actual data, the researcher asked the help of experts, including 1 psychometrician, 1 research experts, 1 statistician, and 2 education experts to face and content validate the research instrument. Once the validity was obtained, the instruments was pilot tested to 30 external stakeholders consisting of 10 Barangay officials, 10 parents/guardians, and 10 PTA officers of one of the big elementary schools in the district of Pontevedra. The results were included and submitted to the statistician for reliability testing. The results of reliability testing for the two parts of the instrument namely; Stakeholders' involvement (Cronbach alpha= 0.835) and non-academic performance (Cronbach alpha = 0.905). Since the Cronbach's alpha obtained from the two parts of the instrument were greater than 0.70, then the instrument was highly reliable (Hussey et al., 2025).

Data Gathering Procedures

Before conducting the study, the researcher strictly adhered to ethical procedures to ensure respect, confidentiality, and proper coordination with all stakeholders. Formal permission letters were secured from the school heads or principals of the participating schools in the district, and approval was also requested from the barangay captains, as barangay officials were included as respondents. Once approval was granted, the researchers personally administered the survey questionnaires and clearly explained the purpose of the study to the respondents, helping them understand why the data were being collected. Participation was strictly voluntary, and respondents were informed that they could answer honestly or decline participation without any negative consequences. To protect privacy, the researcher assured respondents that all information would be treated with strict confidentiality and used only for academic purposes, with no personal identities disclosed. Respondents were given sufficient time to carefully read and answer the questionnaires, promoting accurate and thoughtful responses. Finally, the researchers responsibly collected the completed questionnaires and handled all data securely for tabulation, analysis, and interpretation, ensuring both privacy and research integrity.

Data Analysis Procedures

After the evaluation of the participants' responses on the given instruments, the data gathered were subjected to the data processing procedure for organization, presentation, and statistical treatment to analyze and interpret the results obtained. The statistical calculations were carried out using the Statistical Package for Social Sciences (SPSS) software. Mean, median, and standard deviation were used in the descriptive analyses while Kruskal-Wallis H and Spearman rho tests set at 0.05 alpha level of significance were used in the inferential analyses.

RESULTS AND DISCUSSION

External Stakeholders' Involvement in the Performance of Intermediate Pupils

Table 1 presents the overall level of external stakeholders' involvement in public elementary schools in the district. The findings revealed a high overall level of involvement ($M = 4.49$, $SD = 0.44$). Specifically, the involvement of barangay officials ($M = 4.45$, $SD = 0.59$) and parents or guardians ($M = 4.49$, $SD = 0.43$) was high, while PTA officials demonstrated a very high level of involvement ($M = 4.50$, $SD = 0.41$). These findings indicate that external stakeholders actively participate in school programs, learner monitoring, and support activities, contributing to a positive and inclusive learning environment. The results suggest that schools in the district have established functional partnerships with stakeholders that help improve learner performance, motivation, and discipline. This finding supports the study of Joyce Epstein (2018), who emphasized that strong school-family-community partnerships improve learner outcomes and school effectiveness. Similarly, Organisation for Economic Co-operation and Development (2023) highlighted that collaborative stakeholder engagement strengthens educational support systems and promotes responsive learning environments. The result also aligns with the study of William Jeynes (2018), which found that parental involvement enhances students' academic performance, motivation, and behavior, and with UNICEF (2022), which emphasized that stakeholder participation promotes safe and supportive learning environments for holistic learner development.

Table 1 Level of Involvement in the Performance of Intermediate Pupils of the External Stakeholders in Selected Public Elementary Schools in the District

External Stakeholders	N	<i>M</i>	<i>SD</i>	Verbal Description
Barangay Official	19	4.45	0.59	High Involvement
Parent or Guardian	163	4.49	0.43	High Involvement
PTA Official	21	4.50	0.41	Very High Involvement
Overall Involvement	203	4.49	0.44	High Involvement

Note. Interpretation was based on the following scale: 4.50-5.00 (Very High Involvement), 3.50-4.49 (High Involvement), 2.50-3.49 (Moderate Involvement), 1.50-2.49 (Low Involvement), and 1.00-1.49 (Very Low Involvement)

Level of Academic Performance

Table 2 presents the academic performance of intermediate learners in selected public elementary schools in the district. The findings revealed that learners attained a very satisfactory level of academic performance ($M = 88.16$, $SD = 1.09$). Specifically, Grades 4–6 learners obtained very satisfactory performance ratings ($M = 87.91$ – 88.50 , $SD = 1.11$ – 1.14). These results indicate that learners are consistently meeting the expected learning competencies and performing well in classroom assessments and academic tasks. The low standard deviation further suggests that learners across schools demonstrate relatively similar levels of academic proficiency. The findings imply that instructional strategies, teacher support, and learning interventions effectively contribute to learners' academic development. This supports the view of Joyce Epstein (2018) and Organisation for Economic Co-operation and Development (2023) that learner achievement improves through strong collaboration among schools, families, and stakeholders. The result also aligns with Department of Education (2015), which emphasized that responsive instruction and effective assessment practices under the K to 12 curriculum enhance learner outcomes.

Table 2 Level of Academic Performance of the Intermediate Learners in Selected Public Elementary Schools in the District

Grade Level	N	<i>M</i>	<i>SD</i>	Verbal Description
Grade 4	203	88.50	1.14	Very Satisfactory
Grade 5	203	88.07	1.14	Very Satisfactory
Grade 6	203	87.91	1.11	Very Satisfactory
Academic Performance of Intermediate Learners	203	88.16	1.09	Very Satisfactory

Note. Interpretation was based on the following scale: 90-100 (outstanding), 85-89 (very satisfactory), 80-84 (satisfactory), 75-79 (satisfactory), and 75 (below did not meet expectation).

Level of Non - Academic Performance

Table 3 presents the overall perceived non-academic performance of learners in selected public elementary schools in the district. The findings revealed that learners attained a very good level of non-academic performance ($M = 4.46$, $SD = 0.43$). This indicates that learners generally demonstrate positive behaviors, values, social skills, discipline, cooperation, and active participation in school and community activities. The low standard deviation further suggests consistency in learners' non-academic performance across respondents. The results imply that the school environment, home support, and community involvement effectively contribute to learners' holistic development and values formation. These findings support the view of Joyce Epstein (2018) and Organisation for Economic Co-operation and Development (2023) that supportive collaboration among schools, families, and stakeholders positively influences learners' behavior and social development. The result also aligns with UNESCO (2021), which emphasized that holistic education promotes the development of well-rounded learners equipped with essential life skills and values.

Table 3 Level of Non - Academic Performance of the Intermediate Learners in Selected Public Elementary Schools in the District

Indicators	<i>M</i>	<i>SD</i>	Verbal Description
1. Pupils demonstrate good behavior in school, at home, and in the community.	4.58	0.59	Excellent
2. Pupils show respect for elders, teachers, parents, and peers.	4.55	0.56	Excellent
3. Pupils show responsibility in their actions and assigned tasks.	4.55	0.65	Excellent
4. Pupils follow school, home, and community rules consistently.	4.54	0.64	Excellent
5. Pupils demonstrate leadership skills and initiative when needed.	4.50	0.58	Excellent
6. Pupils practice honesty and integrity in their daily activities.	4.49	0.62	Very Good
7. Pupils cooperate and work well with others.	4.47	0.63	Very Good
8. Pupils demonstrate self-discipline and self-control.	4.46	0.67	Very Good
9. Pupils uphold positive attitudes and strong moral values.	4.44	0.59	Very Good
10. Pupils demonstrate teamwork and positive peer relationships.	4.43	0.68	Very Good
11. Pupils display confidence in social interactions and activities.	4.41	0.63	Very Good
12. Pupils display good manners and proper conduct.	4.39	0.68	Very Good
13. Pupils manage their emotions appropriately in different situations.	4.38	0.64	Very Good
14. Pupils participate actively in school and community activities.	4.36	0.73	Very Good
15. Pupils practice good citizenship and contribute to a harmonious environment.	4.34	0.62	Very Good
Perceived Non-Academic Performance	4.46	0.43	Very Good

N = 203

Note: Interpretation was based on the following scale: 4.50-5.00 (excellent), 3.50 -4.49 (very good), 2.50-3.49 (good), 1.50-2.49 (need improvement), and 1-1.49 (poor).

Differences in the Non-Academic Performance of the Intermediate Learners

Table 4 presents the test of differences in the non-academic performance of intermediate learners in public elementary schools in the district when grouped according to external stakeholders. The findings revealed no significant difference in learners' non-academic performance based on stakeholders' perceptions, as shown by the Kruskal-Wallis H Test ($H(2) = 0.672$, $p = .715$). This indicates that learners' non-academic development remains consistent regardless of stakeholder grouping, suggesting that behavioral, social, and values formation outcomes are collectively reinforced by the school and community environment. The result supports the view of Joyce Epstein (2018) that learner development is strengthened through collaborative school-community partnerships. It also aligns with UNICEF (2022), which emphasized that consistent community engagement promotes positive behavior and social development among learners, and with World Bank (2020), which highlighted the role of local stakeholders in supporting discipline and child development initiatives.

Table 4 Test of Difference in the Non-academic Performance of Intermediate Learners

Non-Academic Performance	N	Md	df	Mean Rank	Statistical Test	H	p-value
Barangay Official	19	4.40	2	91.58	Kruskal Wallis H-Test	0.672	.715
Parent or Guardian	163	4.60		103.19			
PTA Official	21	4.47		102.17			

Pairwise Correlation Among the External Stakeholders' Involvement, the Academic and the Non-Academic Performances of Intermediate Learners

The Spearman rho analyses in Table 5 revealed a very weak, negative, and non-significant relationship between external stakeholders' involvement and learners' academic performance ($r_s = -0.080$, $p = .259$). This indicates that variations in the involvement of parents, barangay officials, and PTA officers are not significantly associated with differences in learners' academic achievement. Although stakeholder involvement was generally high, its influence on academic performance may be indirect and mediated by other factors such as instructional quality, learner ability, and school-based interventions. Stakeholder participation may contribute more to learner motivation, discipline, attendance, and provision of support rather than directly affecting grades or test scores. This finding differs from the views of Organisation for Economic Co-operation and Development (2023), Joyce Epstein (2018), World Bank (2020), and UNICEF (2022), which emphasized that stakeholder engagement becomes more effective in improving academic outcomes when it is structured and directly linked to learning support systems.

The findings further revealed a strong, positive, and very highly significant relationship between external stakeholders' involvement and learners' non-academic performance ($r_s = 0.710$, $p < .001$). This indicates that increased stakeholder involvement is strongly associated with better learner behavior, discipline, social skills, values formation, and participation in school and community activities. The result suggests that stakeholders play a vital role in learners' holistic development by reinforcing positive values and behaviors both at home and in school. Parents, teachers, PTA officers, and barangay officials collectively contribute to creating a supportive environment that promotes socio-emotional growth and responsible behavior. This finding supports the views of Joyce Epstein (2018) and UNICEF (2022), which emphasized that strong school-family-community partnerships enhance learners' behavioral and social development.

In terms of learners' academic and non-academic performance, the result revealed no significant relationship between the two variables ($r_s = 0.005$, $p = .945$). This suggests that academic achievement is not directly associated with learners' behavior, values formation, participation, or social skills. Learners may perform well academically while demonstrating varying levels of non-academic performance, and vice versa. The finding implies that academic and non-academic performance are distinct yet equally important dimensions of learner development that are influenced by different factors. Academic performance is more associated with cognitive and instructional variables, while non-academic performance is shaped by socio-emotional development, stakeholder influence, and environmental support. This result aligns with the perspectives of UNESCO (2021), Organisation for Economic Co-operation and Development (2023), and UNICEF (2022), which emphasized the importance of addressing both cognitive and socio-emotional dimensions of learner development through balanced educational interventions.

Table 5 Tests of Relationships Among the External Stakeholders' Involvement, the Academic, and the Non-Academic Performances of Intermediate Learners

Paired Variable	N	r_s	p-value
External Stakeholders' Involvement & Academic Performance	203	-0.080	.259
External Stakeholders' Involvement & Non - Academic Performance	203	0.710**	< .001
Academic & Non - Academic Performances	203	0.005	.945

CONCLUSIONS

The active involvement of barangay officials, parents/guardians, and PTA officers demonstrates strong collaboration and shared responsibility in supporting learners' academic and non-academic development. This reflects effective communication, partnership mechanisms, and stakeholder engagement strategies that promote trust, cooperation, and mutual support in achieving educational goals. Learners generally show commendable academic achievement and positive non-academic development in leadership, discipline, social interaction, and extracurricular participation, indicating that the school's instructional practices, learner support systems, and holistic development programs are effective. However, other school-based factors and instructional interventions may be inferred that these may contribute more directly to learner outcomes since the external stakeholders' involvement does not affect the said outcomes. Thus, school heads should sustain stakeholder partnerships while strengthening instructional supervision, learner-centered programs, guidance services, values formation activities, and extracurricular initiatives to ensure balanced, holistic, and continuous learner development and overall well-being.

RECOMMENDATIONS

School administrators and leaders may strengthen stakeholder engagement by institutionalizing structured collaboration mechanisms, such as regular planning sessions where barangay officials and PTA officers actively participate in the design, implementation, and evaluation of school programs to promote shared accountability and collective responsibility in improving learner outcomes. Teachers may adopt targeted academic interventions, including differentiated instruction, peer tutoring, and enriched contextualized instructional materials, to further enhance learners' academic performance. Learners are encouraged to actively participate in academic and non-academic activities, maintain good study habits, and engage in leadership, character formation, teamwork, and community involvement programs to achieve holistic development. Parents and PTA officers may actively engage in academic support initiatives and home-based learning programs to strengthen home-school partnerships. Moreover, the school community may integrate values formation, leadership development, and social skills enhancement into school programs, while future researchers may explore additional variables and innovative interventions affecting learner outcomes.

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