

Correlating Instructional Effectiveness and Community Involvement of Public Secondary Teachers

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ABSTRACT

This study explored instructional effectiveness and community involvement among public secondary school teachers, and examined differences across demographic profiles. It also analyzed the relationships among these professional domains to provide a holistic view of their interconnectedness. Using descriptive-associational design, 220 teachers were randomly selected from 510 in the one of the divisions in Western Visayas during the 2025–2026 school year. Findings revealed very high instructional effectiveness across domains, and strong community involvement, with communication rated highest. Instructional effectiveness and community involvement did not significantly differ by demographic variables. Correlation analysis showed a strong positive, highly significant relationship between instructional effectiveness and community involvement. These results highlight that strengthening one domain enhances the others, underscoring the importance of integrated professional development programs that simultaneously advance teaching effectiveness and community engagement among public secondary school teachers.

Keywords: teaching competence, societal involvement, research capability, diverse teachers

INTRODUCTION

In the evolving landscape of public secondary education in the Philippines, teachers remain central to improving learner outcomes through effective instruction and meaningful community involvement. Within this context, the Philippine Professional Standards for Teachers (PPST) serves as the primary framework that defined the knowledge, skills, values, and professional attributes expected of educators in the K to 12 system. As emphasized by Malunes and Dioso (2020), the PPST guides teacher development and aligns instructional practices with national quality standards. Anchored on domains such as Content Knowledge and Pedagogy, Curriculum and Planning, Learning Environment, Assessment and Reporting, and Community Linkages and Professional Engagement, the PPST positions teachers not only as classroom facilitators but also as reflective practitioners and community partners. Instructional effectiveness, as a cornerstone of teacher quality, extends beyond lesson delivery to include systematic planning, differentiated instruction, inclusive practices, and the strategic use of assessment data to enhance student learning. PPST Domains 2 and 4 underscored the importance of creating inclusive learning environments and implementing responsive assessment strategies that promote critical thinking and lifelong learning. However, despite the clarity of these standards, empirical evidence suggests a gap between policy expectations and actual classroom implementation (Basa, 2025). While teachers demonstrate awareness of Philippine Professional Standards for Teachers (PPST) indicators, many encounter difficulties in applying inclusive strategies, adapting instruction to diverse learners, and maximizing assessment for learning. These discrepancies highlight the need to further examine factors that influence instructional competence, particularly in resource-constrained public secondary schools.

Equally important is community involvement, emphasized in PPST Domain 6 on Community Linkages and Professional Engagement. Teachers are expected to collaborate with parents, local government units, and other stakeholders to contextualize learning and strengthen support systems for students (DepEd, 2020). Community-based initiatives aligned with BERF further aim to connect research outputs with local development efforts. Nevertheless, implementation challenges such as workload pressures, insufficient funding, and limited stakeholder coordination hinder sustained community partnerships (Ormilla, 2025). Ormilla (2025) also noted

that uneven integration of community engagement practices across schools results in disparities in program competence, particularly in rural and underserved areas.

While instructional competence and community involvement are individually emphasized in PPST and BERF, existing literature tends to examine these constructs in isolation. For instance, few empirical investigations explore how these two dimensions interact and collectively shape teacher performance in public secondary schools (Ulla, 2018). Moreover, limited evidence exists whether or not instructional effectiveness strengthens community engagement initiatives (Department of Education, 2017). This fragmented understanding constrains the development of integrated professional development programs responsive to systemic challenges.

Given these gaps, there was a compelling need to examine the interplay among instructional effectiveness and community involvement within the PPST and BERF frameworks. By analyzing their relationships and the influence of teachers' demographics on these variables, this study sought to provide evidence-based insights that can inform targeted capacity-building programs, and strengthen and enhance school–community partnerships through the Learning Action Cell (LAC) Program. Ultimately, harmonizing these competencies may contribute to a more cohesive model of teacher professionalism capable of addressing the dynamic demands of public secondary education in the Philippines.

Generally, this study determined the levels of teachers' instructional effectiveness and community involvement and to find out the relationships that exist among these variables.

METHODOLOGY

Research Design

In this study, descriptive-associational research design was employed to assess the levels of teachers' instructional effectiveness and community involvement, to find out the influence of respondents' demographics to the aforementioned dependent variables, and to examine the relationships among them. In this study, descriptive research design was used to obtain information about the current levels and to describe teachers' instructional effectiveness and community involvement as a whole and when categorized in terms of its components. This also included causal-comparative and correlational research designs. These two designs were used to determine if demographics influence or related to the dependent variables and to find out if relationships exist among them.

Sample Size and Sampling Procedure

The actual respondents of this investigation were the 157 randomly selected JHS teachers out of 363 and the 63 randomly selected SHS teachers out of 147 in one of the divisions in the province of Capiz. A random sample of 220 public secondary school teachers from the 22 secondary schools in this division were selected from the population of 510 teachers. The number of samples were computed using Cochran's formula at a 0.05 margin of error. The stratified random sampling technique, specifically proportional stratified sampling, were utilized by the researchers to accurately determine the total number of samples in 22 secondary schools, per JHS and per SHS teachers, as the considered strata for the respondents in this study.

Research Instruments

This study utilized validated and reliable researcher-made and modified instruments that consist of four parts, namely: Part 1. Demographic Profile. Attributes that describe a person's status, such as age, sex, civil status, position, length of service, highest educational attainment, net monthly income and number of seminars attended. Part 2. Instructional Effectiveness Tool. It was a modified questionnaire from the instructional competence tool by Asis et al. (2023) and harmonized with the PPST Domains 1–5 and 7. It was composed of 40 items that use a seven–point scale, with 7 being the highest and 1 the lowest. Statements on this instrument were divided into four (4) areas, namely: instructional delivery (harmonized with PPST Domains); classroom management (12-20); assessment (21-30); and personal competencies (31-40). This part obtained Cronbach's alpha value of .991 with its components namely: instructional delivery (.982), classroom management (.980). assessment (.947), and personal competencies (.957). Lastly, Part 3. Community Involvement Questionnaire. This instrument was patterned after Epstein's (2019) framework of six types of community involvement and harmonized with the

PPST framework. It is composed of 30 items that use a five-point scale, 5 being the highest and 1 the lowest. Statements on this instrument were divided into six (6) types of community involvement, namely: parenting (1-5); communicating (6-10); volunteering (11-15); learning at home (16-20); decision making (21-25); and collaborating with the community (25-30). This part obtained Cronbach's alpha of .988 with its components namely: parenting (.943), communicating (.960), volunteering (.963), learning at home (.969), decision-making (.943), and collaborating with the community (.959).

Data Gathering Procedures

Permission to conduct the study was secured from the division superintendent, the public schools district supervisors, and the school heads of the participating secondary schools. Upon approval, the schedule for administering the instruments to the respondents were arranged with the school personnel involved. Respondents' orientation/meeting was held to inform them of the ethical standards and the benefits they can gain from the study, including the assurance that their responses will not be disclosed to anyone except for research purposes. Once the respondents were informed, the instruments were distributed to them through online platform utilizing Google form. They were given ample time to complete the form. The gathering of data took 1 month due to unfavorable conditions. Then, the data were checked, categorized, and cleaned. As soon as the encoding was complete, the data was submitted to the statistician for analysis and interpretation using the Statistical Package for Social Sciences (SPSS).

Data Analysis Procedures

The data obtained by the researcher after evaluating participants' responses were processed to organize and present the data. Subsequently, statistical treatment was conducted to analyze and interpret the results. The Statistical Package for Social Sciences (SPSS) software were used to perform the statistical computations. Descriptive statistics such as frequency, percentage, mean, and standard deviation and inferential statistics such as Mann-Whitney U test, Kruskal-Wallis H test, and Spearman's rho were employed in this study. All inferential tests were set at 0.05 alpha level of significance.

RESULTS AND DISCUSSIONS

Overall Level of Public Secondary Teachers' Instructional Competence

Table 1 presents the overall level of public secondary teachers' instructional competence. The result revealed that public secondary school teachers were very highly competent in the instructional competence ($M = 4.64$, $SD = .62$). In terms of the four areas of instructional competence, the results revealed that the levels of public secondary teachers in personal competencies ($M = 4.72$, $SD = .61$), classroom management ($M = 4.66$, $SD = .64$), assessment ($M = 4.58$, $SD = .65$), and instructional delivery ($M = 4.58$, $SD = .64$) are verbally described as very highly competent. These mean that the teachers on this level not only meet but consistently exceed performance expectations in the four domains, deliver lessons with clarity, engage learners actively, assess meaningfully and respond to assessment data, manage the classroom proactively to maintain an optimal learning climate, and continuously develop their professional skills and relationships. These imply that the public secondary teachers could surely enhance student learning outcomes, highly engage and motivate them, could manage and used educational data effectively and responded gaps in teaching immediately, could create positive and well-managed learning environment, continuously develop professionally, improve school performance, and are ever ready for leadership and advanced roles. These teachers become catalysts for educational excellence, not just participants in it. These findings confirm the finding of Danielson (2015) that the teachers demonstrated proficiency in four key areas: class planning and preparation, instructional delivery, classroom management, and professional commitment, align with the finding of Mensah, et al (2025) which strongly linked effective planning, delivery, and assessment to improve student outcomes including in subject-specific contexts, and support the findings of Asis et al (2023) who reported that public secondary school teachers demonstrated high competence across instructional delivery, assessment, classroom management, and personal skills and of Serape (2022) that found out that public school teachers exhibited high levels of instructional competence.

Table 1 Overall Level Public Secondary Teachers' Instructional Competence

Category	<i>N</i>	<i>M</i>	<i>SD</i>	Verbal Description
Personal Competencies	220	4.72	.61	Very Highly Competent
Classroom Management	220	4.66	.64	Very Highly Competent
Assessment	220	4.58	.65	Very Highly Competent
Instructional Delivery	220	4.58	.64	Very Highly Competent
Instructional Competence	220	4.64	.62	Very Highly Competent
Note: Interpretation is based on the scale: 1.00 - 1.49 (Not Competent); 1.50 - 2.49 (Somewhat Competent); 2.50 - 3.49 (Competent); 3.50 - 4.49 (Highly Competent); and 4.50 - 5.00 (Very Highly Competent)				

Overall Level Public Secondary Teachers' Community Involvement

Table 2 presents the overall level of community involvement of public secondary teachers. The data revealed that the overall level of community involvement of public secondary teachers is verbally described as highly involved or collaborative level ($M = 4.41$, $SD = .68$). This means that teachers work closely with parents and community members to support student learning both inside and outside the classroom. They share responsibilities, plan learning activities jointly, and maintain open, two-way communication. They view families and community as partners in education rather than passive participants. The result implies that public secondary teachers demonstrate a strong and active level of community involvement, reflecting their commitment to collaborative and inclusive educational practice. Being highly involved suggests that teachers consistently engage parents and community members as partners in supporting student learning, both inside and outside the classroom. This indicates that schools are functioning as community-centered learning environments, where communication is open, responsibilities are shared, and stakeholders actively participate in educational processes. The result further implies that teachers recognize the value of collective responsibility in education, which can strengthen student support systems, improve learning outcomes, and enhance school-community relationships. However, the presence of variability also suggests that while many teachers are highly engaged, there may still be differences in the extent or consistency of involvement, highlighting the need for continued efforts to sustain and standardize strong community engagement practices across all teachers and schools.

This result aligns with Epstein (2019), who asserts that effective education depends on strong collaboration among schools, families, and communities, where teachers actively engage stakeholders as partners in the learning process. In the Philippine context, Llego (2024) highlights that teacher competence extends beyond classroom instruction to include meaningful engagement with parents and community members in supporting learners' holistic development. Similarly, the study of Wallin et al. (2021) emphasizes that teacher involvement in community partnerships enhances shared responsibility in education, leading to improved learner support systems and stronger school relationships. This is further reinforced by Li et al. (2024), which found that teachers who actively collaborate with families and community stakeholders contribute significantly to student achievement and engagement through coordinated learning efforts.

In addition, in terms of its components, the respondents' level in the area of communicating is verbally described as very high involved ($M = 4.53$, $SD = .69$). This means that teachers enable parents and community members to take an active role in school decision-making. They encourage shared leadership, solicit input on policies, programs, and school improvement efforts, and foster a sense of ownership among all stakeholders. Their engagement transforms the school community into a collaborative learning ecosystem. In terms of other areas such as decision making ($M = 4.44$, $SD = .72$), learning at home ($M = 4.40$, $SD = .72$), parenting ($M = 4.39$, $SD = .73$), collaborating with the community ($M = 4.35$, $SD = .75$), and volunteering ($M = 4.34$, $SD = .74$), the levels are found highly involved or collaborative. These mean that teachers work closely with parents and community members to support student learning both inside and outside the classroom. They share responsibilities, plan learning activities jointly, and maintain open, two-way communication. They view families and community as partners in education rather than passive participants. The results imply that public secondary teachers demonstrate a very strong and well-balanced level of community involvement across all key components, indicating that stakeholder engagement is deeply embedded in their professional practice. The very high involvement in communicating suggests that teachers prioritize open, two-way communication and actively empower parents and community members to participate in school governance and decision-making processes.

This reflects a school culture that values shared leadership and collective ownership, where stakeholders are not merely recipients of information but active contributors to school improvement.

Table 2 Overall Level Public Secondary Teachers' Community Involvement

Category	<i>M</i>	<i>SD</i>	Verbal Description
Communicating	4.53	.69	Very Highly Involved
Decision Making	4.44	.72	Highly Involved
Learning at Home	4.40	.72	Highly Involved
Parenting	4.39	.73	Highly Involved
Collaborating with the Community	4.35	.75	Highly Involved
Volunteering	4.34	.74	Highly Involved
Community Involvement	4.41	.68	Highly Involved
<i>N</i> = 220			
Note: Interpretation is based on the scale: 1.00 - 1.49 (Slightly Involved); 1.50 - 2.49 (Somewhat Involved); 2.50 - 3.49 (Moderately Involved); 3.50 - 4.49 (Highly Involved); and 4.50 - 5.00 (Very Highly Involved)			

Difference in the Respondents' Instructional Effectiveness when they are Classified According to their Demographics

Table 3 presents the differences in respondents' instructional effectiveness when they are classified by demographic profile variables such as sex, civil status, length of service, position, educational attainment, net monthly income, and number of seminars attended. It revealed that the instructional competence among respondents does not significantly differ when classified according to sex ($Z = -0.957$, $p = .339$). This suggests that male and female public secondary school teachers perceived that they have similar perceptions that they possess similar skills in instructional delivery, classroom management, assessment, and personal competencies. This further implies that both groups report comparable levels of competence in instructional delivery, classroom management, assessment, and personal competencies. However, the findings do not necessarily confirm that their perceptions are identical, but rather that any observed differences are not statistically significant. This finding aligns with the work of Pandey and Gargava (2019), who reported that instructional competence is not significantly influenced by gender, suggesting that both male and female teachers are equally capable of demonstrating effective teaching practices. Similarly, Levin (2018) emphasized that non-significant differences in group comparisons imply that observed variations are likely due to chance rather than systematic group distinctions. This supports the interpretation that male and female teachers in the present study exhibit comparable levels of instructional competence. Furthermore, the findings are consistent with Eden et al. (2024), who highlighted that teacher competence is more strongly associated with professional competencies and experience rather than demographic variables such as sex.

It also showed that there is no significant difference in the instructional competence of public secondary teachers when grouped according to their civil status as married or single ($Z = -0.383$, $p = .701$). This indicates that married and single teachers report comparable levels of instructional effectiveness, suggesting that civil status does not appear to influence their teaching performance in terms of instructional delivery, classroom management, assessment, and personal competencies. The result suggests that instructional competence is likely shaped more by professional factors—such as training, teaching experience, and pedagogical skills—rather than personal characteristics like civil status. This implies that school administrators and policymakers should focus on strengthening professional development programs rather than considering marital status when designing interventions to improve teaching competence. This finding supports the study of Pandey and Gargava (2019), who emphasized that demographic variables have limited influence on teaching competence. It is also consistent with the assertion of Levin (2018) that non-significant differences indicate the absence of systematic variation between groups. Moreover, the result aligns with Eden et al. (2024), who found that teacher competence is more closely linked to professional competencies than to personal or demographic characteristics such as civil status.

It revealed also that the instructional effectiveness of public secondary teachers when grouped according to length of service does not significantly differ ($H(4) = 6.209$, $p = .184$). This means that regardless of teachers' length of service as beginning, early-career, mid-career, late career, and veteran, they have comparable instructional

competence. They believed that they possessed also comparable skills in instructional delivery, classroom management, assessment, and personal competencies. This finding suggests that teaching competence is not solely dependent on years of service. Even teachers with fewer years of experience are able to perform at levels similar to their more experienced counterparts. This may imply that factors such as professional development, teacher training, motivation, adaptability, and access to instructional resources play a more critical role in shaping competence than tenure alone. Additionally, the result supports the idea that continuous capacity-building programs (e.g., seminars, mentoring, and collaborative learning communities) may help equalize performance across experience levels. Schools and administrators, therefore, should focus not only on rewarding longevity but also on providing sustained support and opportunities for skill enhancement for teachers at all career stages. This result is consistent with Escanda (2024), who found that instructional competence among teachers remains relatively stable across varying years of service, suggesting that professional competence is sustained through continuous learning and adaptation rather than accumulated experience alone. Similarly, Oredina and Ebuega (2020) highlighted that both novice and experienced teachers can demonstrate comparable levels of competence when provided with adequate institutional support, access to training, and opportunities for professional growth. Their study underscores the role of school systems in leveling performance regardless of tenure.

The results likewise showed that there is no significant difference in the instructional competence of public secondary teachers when grouped according to their current positions ($H(4) = 5.456, p = .244$). This means that teachers with various positions (Teacher I – Master Teacher III) perceived that they have similar levels of instructional competence. This finding suggests that higher teaching positions do not automatically translate into higher perceived instructional competence. While rank often reflects experience, leadership roles, or additional responsibilities, it does not necessarily guarantee superior classroom performance compared to those in entry-level positions. It also implies that instructional competence may be more strongly influenced by professional competencies, teaching practices, and continuous development rather than formal designation. Teachers at lower ranks may already be equipped with the necessary skills and strategies to deliver effective instruction, possibly due to pre-service training, mentoring, or access to professional development opportunities. This result aligns with Frias et al. (2025), who reported that teachers across different position levels—from entry-level to master teachers—demonstrate comparable instructional competence when they possess the necessary pedagogical skills and are actively engaged in professional development. Their study suggests that rank does not inherently determine classroom performance, as competence is grounded in actual teaching practices rather than formal designation. Similarly, Eden et al. (2024) found that instructional competence is shaped more by teachers' commitment, instructional strategies, and adaptability than by their current position. They emphasized that even teachers in lower ranks can perform at par with those in higher positions when provided with supportive learning environments and access to continuous training opportunities.

The results also showed that there is no significant difference in the instructional competence of public secondary teachers when grouped according to their highest educational attainment whether they had bachelor's degree, with master's units, master's degree, with doctorate units, or doctorate degree ($H(4) = 1.316, p = .859$). This result indicates that teachers—whether holding a bachelor's degree, pursuing or completing master's or doctorate studies—demonstrate comparable levels of instructional competence. This implies that advanced academic qualifications alone do not necessarily translate into higher teaching competence, as classroom performance may depend more on practical teaching skills, pedagogical competence, and engagement in continuous professional development rather than formal educational attainment. This finding is supported by studies such as Frias et al. (2025), Eden et al. (2024), and Escanda (2024), which consistently emphasize that instructional competence is shaped by teachers' application of knowledge, reflective practices, and responsiveness to learners' needs rather than solely by their academic credentials.

The same test (H test) in Table 3 revealed that the instructional competence of public secondary teachers does not significantly differ when they are classified according to their net monthly income namely: Php 5,000.00 – Php 17,000.00, Php 17,000.01 – Php 29,000.00, Php 29,000.01 – Php 41,000.00, and more than Php 41,000.00 ($H(3) = 1.383, p = .710$). This means that teachers across all income brackets demonstrate comparable levels of instructional competence. They believed that they possessed similar skills in the four key areas of instruction. This implies that salary level alone does not determine how effectively teachers perform in the classroom, as instructional quality appears to be more strongly influenced by professional competence, commitment, and access to teaching resources rather than financial compensation. The finding suggests that even teachers with relatively

lower income levels are able to maintain high standards of teaching, highlighting the intrinsic motivation and professionalism within the teaching workforce. This result is consistent with Tan Cortes et al. (2021), who found that teachers' competence is more closely linked to their professional commitment and pedagogical competence than to salary level. Similarly, Wallwork (2016) highlighted that intrinsic motivation, such as dedication to student learning and professional fulfillment, plays a more crucial role in effective teaching than external rewards like income. The finding also aligns with Escanda (2024), who noted that instructional competence remains stable across different teacher profiles when sustained by continuous professional development and supportive school environments. Furthermore, Frias et al. (2025) emphasized that teachers across varying economic conditions can achieve comparable instructional performance when they actively engage in reflective practices and capacity-building initiatives.

The results also revealed that the instructional competence of public secondary teachers when grouped by number of seminars/trainings attended for the last three years does not significantly differ ($H(3) = .311, p = .958$). This means that regardless of the number of seminars/trainings that teachers attended for the last three years, they still have similar levels of instructional competence as they believed that they possessed comparable skills in instructional delivery, classroom management, assessment, and personal competencies. The result implies that the number of seminars or trainings attended by public secondary teachers in the last three years does not significantly influence their instructional competence, suggesting that mere participation in professional development activities does not automatically translate into improved teaching performance. This indicates that teachers, regardless of how many trainings they attend, may already possess or have developed comparable competencies in instructional delivery, classroom management, assessment, and personal attributes through experience, self-directed learning, or school-based support systems. This finding supports the finding of Escanda (2024), who emphasized that instructional competence is sustained through continuous and meaningful engagement in practice rather than the frequency of training alone, and by Frias et al. (2025), who highlighted that the quality, relevance, and application of professional development are more critical than the number of trainings attended. Similarly, Eden et al. (2024) noted that teachers achieve comparable levels of competence when they actively integrate learned strategies into their teaching, regardless of training frequency, while Oredina and Ebuega (2020) underscored the role of supportive school environments and collaborative practices in maintaining instructional competence.

Table 3 Difference in the Respondents' Instructional Competence when they are Classified According to their Demographics

Demographics	<i>N</i>	<i>Md</i>	<i>df</i>	Mean Rank	Statistical Test	<i>test value</i>	<i>p-value</i>
Sex							
Female	156	4.85		113.12	Mann-Whitney U-test	-0.957	0.339
Male	64	4.83		104.11			
Civil Status							
Married	137	4.85		110.24	Mann-Whitney U-test	-0.383	0.701
Single	80	4.85		106.87			
Length of Service							
Beginning (0 - 3 yrs)	40	4.58	4	92.03	Kruskal-Wallis H-test	6.209	0.184
Early-Career (4 - 7 yrs)	33	4.75		107.00			
Mid - Career (8 - 15 yrs)	100	4.88		114.32			
Late Career (16 - 25 yrs)	25	4.85		111.16			
Veteran (26 yrs and above)	22	4.90		131.25			
Position							
Teacher 1	41	4.60	4	91.11	Kruskal - Wallis H-test	5.456	0.244
Teacher 2	59	4.90		118.69			
Teacher 3	76	4.88		110.97			
Teacher 4-7	19	4.85		111.76			
Master Teachers	25	4.88		120.60			

Highest Educational Attainment							
Bachelor's Degree	24	4.74	4	106.17	Kruskal - Wallis H-test	1.316	0.859
With Master's Units	97	4.85		113.47			
Master's Degree	56	4.85		108.38			
With Doctoral Units	22	4.87		100.00			
Doctorate Degree	21	4.90		118.40			
Net Monthly Income							
Php 5,000.00 to Php 17000.00	77	4.85	3	115.57	Kruskal - Wallis H-test	1.383	0.710
Php 17,000.01 to Php 29,000.00	30	4.75		106.65			
Php 29,000.01 to Php 41,000.00	100	4.87		106.38			
More than Php 41,000.00	13	4.88		121.04			
Number of Seminars Attended (Last 3 Years)							
0 – 5	104	4.88	3	112.76	Kruskal - Wallis H-test	0.311	0.958
6 – 10	86	4.83		108.57			
11 – 15	18	4.87		110.53			
More than 15	12	4.68		104.71			

Difference in the Respondents' Community Involvement when they are Classified According to their Demographic Profile

Table 4 presents the differences in respondents' community involvement when they are classified by demographic profile, including sex, civil status, length of service, position, educational attainment, net monthly income, and number of seminars attended.

The findings in Table 6 indicate that community involvement among respondents does not differ significantly when classified by sex ($Z = -0.184, p = .854$), civil status ($Z = -0.233, p = .816$), length of service ($H(4) = 3.111, p = .539$), position ($H(4) = 4.567, p = .335$), educational attainment ($H(4) = 2.521, p = .641$), net monthly income ($H(3) = 5.866, p = .118$), or number of seminars attended ($H(3) = 0.980, p = .806$). The p-values across all categories are greater than .05, indicating no statistically significant differences. Regarding sex, both female and male respondents show almost identical levels of community involvement, with very close median scores and mean ranks. This indicates that participation in community-related activities is not influenced by gender. Similarly, civil status does not yield significant differences, suggesting that whether respondents are married or single does not affect their level of engagement in community initiatives. For length of service, although mid-career respondents show slightly higher mean ranks, the differences across all experience groups were not statistically significant. This implies that community involvement is consistent regardless of how long the respondents have been in service.

In addition, the same trend is observed for position, where even though Master Teachers and Teacher II respondents appear to have slightly higher involvement, these differences are not significant enough to establish a meaningful difference. In addition, the highest educational attainment does not significantly influence community involvement, even though those with doctoral qualifications tend to have higher mean ranks. Likewise, net monthly income shows no significant difference, despite a noticeable increase in mean rank among those in the highest income bracket. Lastly, the number of seminars attended also does not significantly affect community involvement, indicating that attending more seminars does not necessarily lead to greater participation in community activities.

The findings suggest that community involvement is a shared and consistent practice among respondents, regardless of their demographic characteristics. Since demographic factors do not significantly affect community involvement, schools should ensure that opportunities for engagement are equally accessible to all teachers, regardless of their background. This highlights the need for institutional programs that foster collaboration between schools, families, and communities, rather than relying on individual characteristics. Moreover, the consistency of involvement across groups suggests that community engagement is more likely driven by organizational culture, leadership support, and shared values within the school system. Administrators should

therefore prioritize initiatives that strengthen partnerships with parents and local stakeholders, embed community involvement into school policies, and provide structured opportunities for teachers to participate in outreach activities. Finally, the findings underscore that sustainable community involvement is best achieved through systemic support and collective responsibility, rather than demographic distinctions, reinforcing the importance of cultivating a school-wide ethos of collaboration and service.

Epstein's Epstein Model (2018) highlighted that community involvement is a shared responsibility among all teachers, regardless of personal or professional background, as it is embedded in school structures and expectations. This is reinforced by Jacobson and Blank (2015) and Assante and Momanu (2021), who noted that effective community engagement is driven by institutional culture and collaborative practices rather than individual demographic characteristics. Similarly, The Role of Community Partners in Education for 2025 and STEM (2024) emphasized that modern education systems promote inclusive participation, where all teachers are encouraged to engage with stakeholders to support student learning outcomes. The findings also align with Llego (2018) and Wallin et al. (2021), who underscored that policies and professional standards guide teachers' involvement in community-related activities, making such engagement consistent across profiles. Furthermore, Vangrieken et al. (2015) and Oredina and Ebuega (2020) highlighted the importance of collaboration and collegiality in fostering community involvement, suggesting that shared goals and teamwork minimize differences among teachers. Overall, these studies support the present result by indicating that community involvement is a collective and professionally driven practice, shaped more by school systems, collaborative culture, and policy frameworks than by individual teacher characteristics.

Table 4 Difference in the Respondents' Community Involvement when they are Classified According to their Demographic Profile

Demographics	<i>N</i>	<i>Md</i>	<i>df</i>	Mean Rank	Statistical Test	<i>test value</i>	<i>p-value</i>
Sex							
Female	156	4.59		111.00	Mann - Whitney	-0.184	.854
Male	64	4.63		109.27	U-test		
Civil Status							
Married	137	4.60		109.76	Mann - Whitney	-0.233	.816
Single	80	4.59		107.71	U-test		
Length of Service							
Beginning (0 - 3 yrs)	40	4.43	4	105.60	Kruskal - Wallis	3.111	.539
Early-Career (4 - 7 yrs)	33	4.57		96.00	H-test		
Mid - Career (8 - 15 yrs)	100	4.63		117.24			
Late Career (16 - 25 yrs)	25	4.57		111.44			
Veteran (26 yrs and above)	22	4.55		109.45			
Position							
Teacher 1	41	4.47	4	109.23	Kruskal – Wallis	4.567	.335
Teacher 2	59	4.67		120.03	H-test		
Teacher 3	76	4.57		99.06			
Teacher 4-7	19	4.63		119.58			
Master Teachers	25	4.70		117.98			
Highest Educational Attainment							
Bachelor's Degree	24	4.37	4	100.15	Kruskal - Wallis	2.521	.641
With Master's Units	97	4.63		112.49	H-test		
Master's Degree	56	4.45		103.98			
With Doctoral Units	22	4.67		116.39			
Doctorate Degree	21	4.63		124.33			
Net Monthly Income							
Php 5,000.00 to Php 17000.00	77	4.63	3	114.48	Kruskal - Wallis	5.866	.118
Php 17,000.01 to Php 29,000.00	30	4.65		112.65	H-test		
Php 29,000.01 to Php 41,000.01	100	4.43		102.31			
Php 41,000.01 to Php 53,000.00	13	4.87		145.00			

Number of Seminars Attended (Last 3 Years)							
0 – 5	104	4.63	3	114.47	Kruskal - Wallis H-test	0.980	.806
6 – 10	86	4.55		106.22			
11 – 15	18	4.44		105.19			
More than 15	12	4.57		114.75			

Relationship between Instructional Competence and Community Involvement

Instructional competence shows a stronger positive and very highly significant relationship with community involvement ($r_s = 0.643, p < .001$). This implies that teachers who are more effective in their instructional roles are also more actively engaged in community-related activities and vice versa. It reflects the idea that effective teachers extend their influence beyond the classroom and participate in initiatives that benefit the wider school community. This also suggests that effective teaching extends beyond classroom instruction into meaningful participation in school and community partnerships. This indicates that instructional competence is not only reflected in lesson delivery, assessment, and classroom management, but also in how teachers connect learning to the broader social environment, collaborate with stakeholders, and support community-driven educational initiatives. It further implies that teachers who are more effective in instruction tend to be more socially responsive and proactive in engaging with parents, local organizations, and community programs that enhance student learning and school development. This finding aligns with the Epstein Model, which emphasizes that strong school–community partnerships enhance both teaching quality and student outcomes by fostering shared responsibility among educators, families, and stakeholders. It is also supported by Jacobson and Blank (2015) and Assante and Momanu (2021), who highlighted that effective teachers actively participate in community engagement as part of their professional role, strengthening school–community linkages. Similarly, Wallin et al. (2021) and Vangrieken et al. (2015) emphasized that collaborative practices and professional teamwork encourage teachers to extend their roles beyond instruction, while Llego (2024) and STEM (2024) underscored the importance of teacher involvement in community-based initiatives to support holistic learner development. Furthermore, The Role of Community Partners in Education for 2025 reinforces the idea that community engagement is integral to modern education systems, where teachers serve as both instructional leaders and community collaborators. Collectively, these studies suggest that strengthening instructional competence is closely linked with fostering active community engagement, highlighting the importance of supporting teachers in both pedagogical excellence and community participation as mutually reinforcing dimensions of professional practice.

CONCLUSIONS AND RECOMMENDATIONS

The public secondary teachers do not only meet but consistently exceed performance expectations in the four domains: deliver lessons with clarity, engage learners actively, assess meaningfully and respond to assessment data; manage the classroom proactively to maintain an optimal learning climate; and continuously develop their professional skills and relationships. Thus, the school head should focus on sustaining excellence and promoting continuous improvement rather than basic training. This can be done by strengthening systems like mentoring, coaching, and professional learning communities, while providing advanced and specialized development opportunities. Teachers can be empowered by assigning leadership roles and encouraging collaboration and innovation and monitoring should go beyond compliance, emphasizing improvement and student outcomes, while recognition systems reinforce high performance. The public secondary teachers possess above-average skills in writing and conducting the four phases of the research process with very little difficulty needing little guidance from their peers, statisticians, advisers or other research experts. However, while teachers possess adequate skills and knowledge to conduct research processes effectively, there remains room for further enhancement, particularly in strengthening advanced research skills and mastery across all phases. The results suggest that teachers are capable researchers but still require continuous professional development and targeted support to fully reach an advanced or exemplary level of research competence. Public secondary teachers have the capacity to enable parents and community members to take an active role in school decision-making. They encourage shared leadership, solicit input on policies, programs, and school improvement efforts, and foster a sense of ownership among all stakeholders. Their engagement facilitates the school community transformations

into becoming a collaborative learning ecosystem. This underscores the teachers' unwavering commitment to fostering community involvement across parenting, volunteering, learning at home, decision-making, and collaboration by leveraging communication a key driver of effective community engagement. Variables such as sex, civil status, length of service, position, educational attainment, net monthly income, and number of seminars/trainings attended do not substantially influence teachers' instructional competence. These imply that instructional competence is relatively consistent across different demographic groups, reflecting a generally uniform level of teaching performance among public secondary teachers. It is perhaps the other factors not considered in this study may bring influence to their instructional competence. Most demographic and professional factors do not substantially influence teachers' research competence, except for educational attainment, which appears to play a key role in differentiating levels of research competence among respondents. Therefore, advanced academic preparation contributes meaningfully to the enhancement of teachers' research capabilities. Thus, there is a need for teachers to pursue graduate studies, to be supported to access to scholarships or study leaves, and to offer research-focused trainings and mentoring programs. At the same time, structured support systems such as research workshops and collaborative projects may be made available to them to ensure that those with lower educational attainment are also guided in developing their research skills. This promotes a more research-oriented culture and strengthens evidence-based practices in education. Variables such as sex, civil status, length of service, position, educational attainment, net monthly income, and number of seminars/trainings attended do not significantly influence the level of teachers' engagement in community-related activities. These results imply that community involvement among public secondary teachers is relatively consistent across different demographic groups, reflecting a shared commitment to school–community collaboration regardless of personal and professional characteristics. The moderate, positive, and very highly significant relationship between instructional competence and research competence among public secondary teachers indicates that improvements in one are associated with corresponding enhancements in the other. In addition, strong, positive, and very highly significant relationships are observed between instructional competence and community involvement, as well as between research competence and community involvement. These results suggest that instructional competence, research competence, and community involvement are interrelated domains of teacher performance, where strengthening one area is likely to contribute to the improvement of the others, reflecting the integrated nature of teachers' professional roles in instruction, research, and community engagement. Thus, educational administrators should develop continuous professional development programs that simultaneously strengthen teaching competencies, community partnerships, and collaborative engagement to promote overall educational quality and effectiveness.

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