

School–Community Partnership and Its Influence on Learners' Academic Achievement

Richard L. Cabral¹, Gilbert M. Montallana¹, Silryann D. Tiunayan¹, Irwin Roberto C. Villacarillo¹,
Joan B. Adao¹

¹Graduate School, Master of Arts in Education Major in Educational Management, Eastern Samar State University - Can-Avid, Eastern Samar Philippines

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Email of Corresponding Author: cabralrichard11@gmail.com

Abstract

This study examined the relationship between school–community partnership and learners' academic achievement in selected public schools in the Taft District. Guided by Bronfenbrenner's Ecological Systems Theory and Epstein's Theory of Overlapping Spheres of Influence, the study focused on four dimensions of school–community partnership: parental involvement, community participation, shared decision-making, and resource mobilization. A descriptive-correlational research design was employed. Data were collected from teachers and school administrators using a researcher-made questionnaire, while learners' academic achievement was measured through school records. The questionnaire underwent expert validation and demonstrated acceptable reliability (Cronbach's alpha = 0.81). Descriptive and inferential statistics, including the Pearson Product-Moment Correlation, were used to analyze the data. The findings revealed that school–community partnership was generally high, with parental involvement receiving the highest rating. Learners from schools with stronger partnerships achieved higher academic performance than those from schools with lower partnership levels. The study further identified a statistically significant difference in academic achievement between schools with low and high levels of partnership and established a strong positive relationship between school–community partnership and learners' academic achievement. Among the partnership dimensions, parental involvement exhibited the strongest association with academic performance, followed by resource mobilization, community participation, and shared decision-making. The study concludes that strengthening collaboration among schools, families, communities, and other stakeholders contributes positively to learners' academic achievement. It recommends enhancing stakeholder participation, strengthening parental engagement, expanding community partnerships, institutionalizing effective partnership practices, and exploring additional factors influencing academic performance in future studies. This study supports Sustainable Development Goal 4 (Quality Education) by promoting collaborative approaches that improve learning outcomes and Sustainable Development Goal 17 (Partnerships for the Goals) by emphasizing shared responsibility among educational stakeholders. The findings contribute to educational sustainability by providing evidence that supports stronger school–community collaboration, informed educational policies, and sustained stakeholder engagement to improve learner outcomes.

Keywords: Academic Achievement, Community Participation, Parental Involvement, Resource Mobilization, School–Community Partnership, Shared Decision-Making

1. Introduction

Education is a shared responsibility that extends beyond the classroom through the active collaboration of schools, families, local government units, community organizations, and other stakeholders. School–community partnerships provide academic, social, and material support that enriches the learning environment and contributes to learners' academic achievement. Although previous studies have consistently reported positive associations between school–community partnership and student performance, limited evidence exists regarding how different dimensions of these partnerships collectively influence learners' academic achievement in the Philippine educational setting. Guided by established theories on ecological development and collaborative educational partnerships, this study examines the influence of school–community partnership through parental involvement, community participation, shared decision-making, and resource mobilization on learners' academic achievement while addressing existing research gaps and contributing to sustainable educational development.

1.1 Background of School–Community Partnership and Learners' Academic Achievement

Education is influenced not only by classroom instruction but also by the collaborative efforts of schools, families, community organizations, and other stakeholders. School–community partnership refers to a collaborative relationship in which these groups work together to enhance student learning and holistic development (Epstein, 2018). Recent studies

indicate that effective partnerships provide learners with additional educational resources, social support, and meaningful learning experiences that improve engagement, motivation, and academic achievement (Lv et al., 2025; Sivananthan & Wedikandage, 2023). International evidence consistently demonstrates that active collaboration among schools, parents, and community stakeholders positively influences learners' academic performance. Strong partnerships have been associated with higher academic achievement, improved learning environments, and better educational outcomes, including among learners with disabilities (Okon et al., 2025; Alimatu, 2024; Lv et al., 2025). These findings support the view that learners' development is shaped by the interaction of their home, school, and community environments (Bronfenbrenner & Morris, 2006 as cited in Lv et al., 2025). Despite these documented benefits, existing literature remains limited by its emphasis on parental involvement alone, insufficient examination of broader community participation, and concentration on Western educational contexts. Many studies also focus primarily on correlational relationships without fully explaining how school–community partnerships influence learners' academic achievement over time (Baron, 2025; Escol & Alcopra, 2024). Within the Philippine setting, where community participation plays a significant cultural role, localized evidence on the influence of these partnerships remains limited. Recognizing these concerns, the present study investigates the influence of school–community partnership on learners' academic achievement by examining how parental involvement, community participation, support from local government units and community organizations, shared decision-making, and resource mobilization contribute to educational outcomes in selected elementary schools.

1.2 Themes and Insights on School–Community Partnership and Learners' Academic Achievement

The reviewed literature consistently identifies school–community partnership as a multidimensional construct involving parents, schools, community organizations, government agencies, and other stakeholders working collaboratively to improve student outcomes (Afrianti, Viona, & Efriyadi, 2025). Effective partnerships integrate educational resources, expertise, and community engagement to promote academic, social, and emotional development while creating supportive learning environments. Parental involvement emerged as a fundamental dimension of school–community partnership. Studies indicate that active parental participation in school activities, communication with teachers, and home-based learning support positively influence learners' motivation, academic engagement, self-efficacy, and achievement (Escol & Alcopra, 2024; Quimpang et al., 2025; Barger et al., 2019). Meaningful parental engagement extends beyond attendance in school activities by reinforcing learning at home and promoting consistent educational support. Community participation likewise contributes significantly to learners' academic success by providing mentorship, volunteer services, financial assistance, learning materials, and experiential learning opportunities that strengthen both academic performance and social development (Olundiran & Ayodo, 2018; Afrianti, Viona, & Efriyadi, 2025; Quimpang et al., 2025). Community involvement also strengthens school governance by ensuring that educational programs remain relevant to local needs. Shared decision-making and resource mobilization further reinforce school–community partnerships by promoting stakeholder participation in planning, implementing, and evaluating school programs while ensuring the availability of financial, material, and human resources necessary to support educational initiatives (Afrianti et al., 2025; Quimpang et al., 2025; Lv, Yan, & Wang, 2025). Together, these dimensions establish collaborative learning environments that improve educational quality and learner achievement. The literature further emphasizes that learners' academic achievement is shaped by interactions among instructional quality, family support, community engagement, learner motivation, and school governance (Escol & Alcopra, 2024; Quimpang et al., 2025; Lv, Yan, & Wang, 2025). Academic achievement therefore reflects not only classroom learning but also the effectiveness of partnerships that provide continuous support across learners' educational environments. Although previous studies consistently report positive relationships between school–community partnership and academic achievement, variations in context, definitions, and implementation highlight the need for localized investigations that examine these dimensions collectively within Philippine public schools.

1.3 Local, National, and Global Context of School–Community Partnership

Globally, school–community partnership has become an important educational strategy for improving learner outcomes through collaborative engagement among schools, families, and communities. International studies consistently demonstrate that partnerships enhance academic achievement, strengthen learning environments, increase learner engagement, and promote holistic development through shared educational responsibility (Lv et al., 2025; Okon et al., 2025; Alimatu, 2024). Nationally, Philippine education recognizes community participation as an essential component of quality education through collaborative initiatives involving parents, local government units, community organizations, and schools. Studies conducted in the Philippine context similarly report positive relationships between parental involvement, community engagement, and learners' academic achievement, emphasizing the importance of culturally responsive and context-specific partnerships (Escol & Alcopra, 2024; Quimpang et al., 2025). At the local level, however, empirical evidence remains limited regarding how different dimensions of school–community partnership collectively influence learners' academic achievement in public elementary schools. Differences in available resources, stakeholder participation, and community characteristics suggest that partnership effectiveness may vary across educational settings. These contextual differences justify conducting localized research to determine how parental involvement, community participation, shared decision-making, and resource mobilization influence learners' academic achievement and provide evidence for strengthening school–community collaboration in specific educational contexts.

1.4 Theoretical or Conceptual Basis

This study is anchored on Bronfenbrenner's Ecological Systems Theory (1979) and Epstein's Theory of Overlapping Spheres of Influence (2018), which explain how interactions among schools, families, and communities shape learners' academic achievement. Bronfenbrenner's theory emphasizes that learners develop through interconnected environmental systems, particularly the mesosystem, where relationships among home, school, and community provide consistent support that enhances academic and socio-emotional development. This perspective suggests that learners' achievement is influenced not only by classroom instruction but also by the collaborative efforts of parents, teachers, and community stakeholders. Complementing this perspective, Epstein's Theory of Overlapping Spheres of Influence explains that effective learning occurs when the family, school, and community actively collaborate and share responsibility for students' education. Parental involvement, community participation, shared decision-making, and resource mobilization represent practical manifestations of these overlapping relationships, strengthening learners' academic support systems and educational opportunities (Epstein, 2018). Together, these theories provide the conceptual foundation for examining school–community partnership as a multidimensional construct that promotes learners' academic achievement through coordinated collaboration among educational stakeholders. They further support the premise that educational success is achieved through sustained partnerships that integrate school, family, and community resources to create supportive learning environments.

1.5 Research Gaps and Rationale on School–Community Partnership and Learners' Academic Achievement

Although previous studies consistently report positive associations between school–community partnership and learners' academic achievement, several research gaps remain. Existing literature has primarily emphasized individual dimensions of partnership, particularly parental involvement, while giving less attention to the combined influence of community participation, shared decision-making, and resource mobilization (Baron, 2025; Escol & Alcopra, 2024). Likewise, many studies have been conducted in international settings, limiting the applicability of their findings to Philippine public schools where cultural, social, and institutional contexts differ. The reviewed literature also reveals inconsistencies in the conceptualization and measurement of school–community partnership, making comparisons across studies difficult. Existing evidence often focuses on correlations rather than examining how multiple partnership dimensions collectively contribute to learners' academic achievement within specific educational environments (Lv, Yan, & Wang, 2025). Furthermore, limited localized research has explored how these collaborative practices operate in resource-constrained public schools and how contextual factors influence their effectiveness. These gaps provide the rationale for the present study, which examines the relationship between parental involvement, community participation, support from local government units and community organizations, shared decision-making, resource mobilization, and learners' academic achievement in selected public elementary schools. By generating localized evidence, the study seeks to strengthen understanding of how comprehensive school–community partnerships contribute to improved academic outcomes and provide empirical support for educational policies and partnership initiatives within the Philippine educational system.

1.6 Alignment with Relevant Sustainable Development Goals (SDGs)

This study supports Sustainable Development Goal 4 (Quality Education) by examining how school–community partnerships contribute to improving learners' academic achievement through collaborative engagement among schools, families, local government units, and community stakeholders. By identifying the influence of parental involvement, community participation, shared decision-making, and resource mobilization on educational outcomes, the study provides evidence that can strengthen inclusive, equitable, and quality education through enhanced stakeholder participation. The study also aligns with Sustainable Development Goal 17 (Partnerships for the Goals) because it emphasizes collaboration among schools, parents, communities, and local institutions as a shared responsibility in improving learner outcomes. Strengthening these partnerships promotes coordinated educational initiatives, resource sharing, and collaborative governance that support sustainable school improvement and learner development.

1.7 Importance of the Study to Multidisciplinary Sustainability

This study contributes primarily to educational sustainability by providing empirical evidence on how effective school–community partnerships enhance learners' academic achievement and strengthen the quality of teaching and learning. The findings may guide schools, educational leaders, and policymakers in developing evidence-based partnership programs that encourage sustained stakeholder engagement and continuous school improvement. The study also supports community sustainability by reinforcing shared responsibility among families, schools, local government units, and community organizations in promoting learner success. Strong partnerships encourage active participation, social cohesion, and long-term collaboration that extend educational support beyond the classroom. In addition, the study contributes to institutional and policy sustainability by providing evidence that may assist the Department of Education, school administrators, and local stakeholders in strengthening existing partnership initiatives, strategic planning, and collaborative governance. By promoting coordinated educational efforts and efficient resource utilization, the study supports sustainable educational practices that benefit learners, schools, and communities over time.

2. Material and methods

2.1 Research Design

This study employed a descriptive-correlational research design to determine the relationship between school–community partnership and learners' academic achievement without manipulating the study variables. The descriptive component assessed the existing levels of parental involvement, community participation, shared decision-making, and resource mobilization as perceived by teachers, administrators, and other stakeholders. Meanwhile, the correlational component examined the strength, direction, and significance of the relationships between these partnership dimensions and learners' academic achievement. This design enabled the researchers to describe the current status of school–community partnerships while determining whether variations in partnership levels were associated with differences in learners' academic performance without establishing causation.

2.2 Locale of the Study

The study was conducted in the Taft District under the Department of Education (DepEd), Division of Eastern Samar. The district comprises public elementary and secondary schools serving learners from rural and semi-urban communities with varying socio-economic backgrounds and educational resources. This setting provided an appropriate environment for examining school–community partnerships across schools with diverse capacities, stakeholder participation, and community support systems. The study locale is geographically situated within Eastern Samar, illustrating the district's location among neighboring provinces and municipalities. The map highlights Taft District as the specific research area, emphasizing its strategic location within the province and its suitability for investigating school–community partnerships in a diverse public-school environment. This geographical context supports the study by demonstrating the coverage of participating schools and the varied community settings represented in the research.

2.3 Respondents of the Study

The respondents consisted of teachers, school administrators, and learners from public schools in the Taft District. Teachers and administrators served as the primary respondents because of their direct involvement in implementing and managing school–community partnership programs. Their responses provided information regarding parental involvement, community participation, shared decision-making, and resource mobilization within their respective schools. School administrators contributed data related to institutional policies, stakeholder collaboration, and resource management, while teachers provided insights into the implementation and effectiveness of partnership activities. Learners served as indirect respondents since their academic achievement records were used as the dependent variable of the study. Their general average grades during the relevant school year provided objective measures of academic performance while ensuring that no direct intervention or manipulation of student learning occurred.

2.4 Sample and Sampling Procedure

The study employed a random-convenience sampling procedure in selecting respondents from participating schools in the Taft District. This approach combined random selection, which provided eligible participants with an equal opportunity to be included, with convenience sampling based on respondents' accessibility and willingness to participate. The procedure was considered appropriate because it facilitated efficient data collection despite time, accessibility, and logistical constraints while maintaining reasonable representation of the target population.

2.5 Research Instrument

The primary data collection instrument was a researcher-made questionnaire developed specifically to measure the level of school–community partnership. The instrument focused on four dimensions: parental involvement, community participation, shared decision-making, and resource mobilization. It consisted of five sections, including respondents' demographic profile and statements measuring each partnership dimension using a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The questionnaire was designed to reflect the local educational context of Taft District by incorporating items related to parental support, participation of barangay councils and local organizations, stakeholder collaboration, and resource allocation practices. To ensure content validity, the instrument underwent expert evaluation by educational supervisors, experienced teachers, and academic researchers. Their recommendations were used to revise and refine the questionnaire before pilot testing with teachers outside the study area. Reliability testing using Cronbach's alpha yielded a coefficient of 0.81, indicating acceptable internal consistency for the instrument.

2.6 Data Gathering Procedure

Data were collected using the researcher-made questionnaire administered through Google Forms and supported by learners' academic records. Before data collection, the researchers obtained approval from the School District Office of Taft and the administrations of participating schools. Official letters outlined the objectives, significance, procedures, confidentiality measures, and voluntary nature of participation. Following approval, the Google Forms link was distributed to teachers and administrators selected through the random-convenience sampling procedure. The online questionnaire contained clear instructions, informed consent information, and sections corresponding to respondents' demographic profile

and the four dimensions of school–community partnership. The use of Google Forms minimized incomplete responses through mandatory items and facilitated secure storage and organization of collected data. Learners' academic records were subsequently obtained from participating schools to measure academic achievement. The researchers coordinated with school officials to access general averages and other relevant academic records while maintaining confidentiality through data anonymization. After data collection, responses were downloaded, organized, verified, coded, and prepared for statistical analysis using electronic spreadsheets generated through the Google Forms platform.

2.7 Data Analysis Techniques

The collected data were analyzed quantitatively using both descriptive and inferential statistics. Descriptive statistics, including frequency, percentage, mean, and standard deviation, summarized respondents' demographic characteristics and determined the levels of parental involvement, community participation, shared decision-making, and resource mobilization. To determine the relationship between school–community partnership and learners' academic achievement, the study employed the Pearson Product-Moment Correlation (r). This statistical technique measured the strength and direction of the relationships between partnership dimensions and academic performance. Correlation coefficients were interpreted using established descriptive ranges, while statistical significance was tested at the 0.05 level of significance to determine whether the observed relationships were significant.

2.8 Ethical Considerations

The study adhered to established ethical principles throughout the research process. Informed consent was obtained from all teacher and administrator participants after explaining the study's objectives, procedures, voluntary participation, and right to withdraw without penalty. Confidentiality and anonymity were maintained by assigning identification codes and protecting respondents' personal information. Learners' academic records were accessed solely for research purposes and anonymized before analysis. The researchers secured approval from the School District Office of Taft and participating schools before data collection. Information collected through Google Forms was stored in password-protected files accessible only to the researchers. Throughout the study, the researchers maintained honesty, objectivity, integrity, and respect for participants by accurately reporting findings and ensuring that no participant experienced harm as a result of participation.

3. Results and Discussion

3.1 School–Community Partnership and Learners' Academic Achievement

3.1.1 Level of School–Community Partnership

The findings revealed that the overall level of school–community partnership in the Taft District was high ($M = 3.76$, $SD = 0.57$). All partnership dimensions were rated high, with parental involvement obtaining the highest mean ($M = 3.89$, $SD = 0.54$), followed by resource mobilization ($M = 3.78$, $SD = 0.56$), community participation ($M = 3.72$, $SD = 0.61$), and shared decision-making ($M = 3.65$, $SD = 0.58$). These findings indicate that schools maintain active collaboration with parents, local organizations, and community stakeholders, although stakeholder participation in school governance was comparatively lower. The high level of parental involvement supports the findings of Escol and Alcopra (2024), who emphasized that active parental engagement contributes significantly to improved academic performance. Likewise, Barger et al. (2019) noted that parental involvement in home-based learning positively influences learners' motivation and achievement. The strong ratings for community participation and resource mobilization further agree with Olundiran and Ayodo (2018) and Afrianti et al. (2025), who highlighted that community support and resource-rich partnerships enhance learning environments and educational outcomes. Although shared decision-making remained high, its comparatively lower rating supports Afrianti et al. (2025), who observed that stakeholder participation in governance is often less developed. Overall, these findings are consistent with Bronfenbrenner's Ecological Systems Theory and Epstein's Theory of Overlapping Spheres of Influence, emphasizing that collaboration among families, schools, and communities creates supportive learning environments that promote educational success.

3.1.2 Learners' Academic Achievement

Learners from schools with high levels of school–community partnership obtained a higher mean general average ($M = 87.68$, $SD = 2.85$), interpreted as Very Satisfactory, compared with learners from schools with low partnership, who obtained a mean of 83.45 ($SD = 3.12$), interpreted as Satisfactory. These findings demonstrate that learners in schools with stronger collaborative partnerships achieved better academic performance than those in schools with weaker partnerships. The results suggest that strong school–community partnerships provide learners with consistent parental guidance, community support, and enriched learning opportunities that reinforce classroom instruction. This finding supports Lv, Yan, and Wang (2025), who emphasized that collaborative educational environments improve learners' engagement and academic performance. Similarly, Escol and Alcopra (2024) found that students with active parental support achieve higher academic outcomes. The results also align with Bronfenbrenner's Ecological Systems Theory, which explains that coordinated interactions among home, school, and community strengthen learners' academic development.

3.1.3 Difference in Academic Achievement Between Schools

The analysis revealed a statistically significant difference in academic achievement between schools with low and high levels of school–community partnership ($t = 6.42$, $p = 0.000$). Learners attending schools with stronger partnerships performed significantly better academically than those enrolled in schools with weaker collaborative relationships, leading to the rejection of the null hypothesis. These findings indicate that school–community partnership plays a meaningful role in supporting learners' academic achievement. The results corroborate Okon et al. (2019), who reported that schools with active community engagement achieve higher student performance. Likewise, Okon, Omori, and Gbande Ahemen (2019) and Paulo and Onyango (2020) emphasized that structured collaboration between schools and communities contributes to measurable improvements in academic outcomes. The findings also support Epstein's Theory of Overlapping Spheres of Influence, which proposes that stronger collaboration among families, schools, and communities enhances educational outcomes by creating integrated support systems for learners.

3.2 Relationship Between School–Community Partnership and Learners' Academic Achievement

The findings revealed a strong positive relationship between overall school–community partnership and learners' academic achievement ($r = 0.68$, $p = 0.000$). This indicates that higher levels of school–community partnership are associated with better academic performance among learners, demonstrating that increased collaboration corresponds with improved educational outcomes. The results suggest that school–community partnership strengthens the teaching–learning process by integrating parental involvement, community participation, and resource support into learners' educational experiences. This finding agrees with Quimpang et al. (2025), who reported that integrated support from home, school, and community enhances learners' academic engagement and performance. Similarly, Afrianti, Viona, and Efriyadi (2025) emphasized that collaborative partnerships improve learning outcomes by providing additional guidance, resources, and motivation. These findings also reflect Bronfenbrenner's Ecological Systems Theory, which explains that stronger interactions among environmental systems contribute positively to learner development and academic achievement.

3.3 Relationship Between Individual Partnership Dimensions and Academic Achievement

The results showed that all dimensions of school–community partnership demonstrated positive relationships with learners' academic achievement, although their strengths varied. Parental involvement exhibited the strongest relationship ($r = 0.71$), followed by resource mobilization ($r = 0.66$), community participation ($r = 0.63$), and shared decision-making ($r = 0.58$), indicating that each dimension contributes to improved learner performance, with parental involvement having the greatest association. The strongest association observed for parental involvement supports Barger et al. (2019), who identified parental engagement as a major predictor of learners' motivation, engagement, and academic achievement. Community participation and resource mobilization likewise demonstrated strong relationships, consistent with Olundiran and Ayodo (2018), who emphasized that community support improves learning opportunities and educational resources. Although shared decision-making showed a moderate relationship, this finding agrees with Afrianti et al. (2025), who explained that collaborative governance primarily influences academic achievement indirectly through improved school management and program implementation. Overall, the findings indicate that all partnership dimensions contribute to learners' academic success, reinforcing the importance of maintaining balanced collaboration among parents, schools, communities, and other stakeholders to maximize educational outcomes.

4. Conclusion & Recommendations

The study concludes that school–community partnership significantly influences learners' academic achievement. Schools with stronger collaboration among parents, community stakeholders, and educational institutions demonstrated higher academic performance than those with lower levels of partnership. Among the partnership dimensions, parental involvement showed the greatest influence on learners' achievement, while community participation and resource mobilization also made substantial contributions by strengthening learning support and educational resources. Although shared decision-making positively contributed to school–community partnership, its comparatively lower influence indicates opportunities to enhance stakeholder participation in school governance.

Schools should strengthen structured programs that promote greater stakeholder participation, particularly in shared decision-making, while teachers should continue fostering active parental involvement through regular communication and meaningful learning activities. Schools should also expand partnerships with community organizations and local government units to improve resource mobilization and provide additional learning opportunities. Furthermore, the Department of Education should continue developing policies and capacity-building programs that institutionalize effective school–community partnership practices, while future researchers are encouraged to examine additional factors, such as socio-economic conditions, teacher competence, and learner motivation, that may further explain variations in academic achievement.

The study was limited to selected schools in the Taft District and focused only on the relationship between school–community partnership and learners' academic achievement using a descriptive-correlational design. It examined four

partnership dimensions parental involvement, community participation, shared decision-making, and resource mobilization and did not investigate other factors that may influence academic achievement, such as socio-economic conditions, teacher competence, or learner motivation. Consequently, the findings are applicable only to the respondents, setting, and variables included in the study and should not be generalized beyond the study context.

Compliance with ethical standards

The authors declare no conflict of interest. This study received no external funding and was conducted with the permission and cooperation of the School District Office of Taft, participating schools, teachers, school administrators, and learners whose academic records were utilized. Participation was voluntary, informed consent was obtained from all respondents, and data were collected through a non-invasive researcher-made questionnaire administered via Google Forms and authorized school records. All information was treated confidentially, anonymized, and reported without disclosing any identifying personal information.

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