

Examining the Relationship of School Community Partnership and Teachers' Coordinatorships on Students' Academic Engagement and Success

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Abstract—This study aimed to examine the relationship of school–community partnerships and teacher coordinatorship on students' academic engagement and academic success in selected elementary schools in the Schools Division of Laguna. Specifically, it investigated the extent of school–community partnership in terms of level of community involvement, quality of community resources, and collaborative programs and initiatives, the status of teacher coordinatorship, and their relationship with students' engagement and success. The study employed a quantitative descriptive-correlational research design. Data were collected from approximately 200 teacher-respondents using a structured survey questionnaire. Statistical tools such as weighted mean, standard deviation, frequency, percentage, Pearson product–moment correlation, t-test, and Spearman rho correlation were utilized to analyze the data. Results revealed that school–community partnership was practiced to an extremely great extent, while teacher coordinatorship was rated extremely high across all dimensions. Students demonstrated high levels of academic engagement and consistently achieved high academic success, with achievement and graduation rates ranging from 91.9% to 99.3%. However, no significant relationship was found between school–community partnership and students' academic engagement, nor between teacher coordinatorship and engagement. In contrast, significant positive relationships were identified between school–community partnership and academic success, as well as between teacher coordinatorship and academic success in selected school years. The study concludes that while school–community partnerships and teacher coordinatorship do not directly influence students' academic engagement, they play a significant role in enhancing students' academic success, particularly in terms of achievement and graduation rates. These findings highlight the importance of sustained collaboration and effective leadership in improving educational outcomes. Schools should strengthen and sustain school–community partnerships by assigning capable teacher coordinators to lead collaborative and learner-centered programs. Although these factors may not directly increase students' academic engagement, the study revealed that they significantly contribute to academic success, particularly in improving achievement and graduation rates. Educational institutions are therefore encouraged to prioritize effective leadership, communication, and long-term collaboration strategies through continuous professional development and capacity-building programs for teacher coordinators. Furthermore, future researchers may explore other factors influencing student engagement, such as teaching strategies, school climate, and learner characteristics, while conducting additional studies on effective school–community partnership and teacher coordinatorship models.

Keywords— School–Community Partnership, Teacher Coordinatorship, Academic Engagement, Academic Success, Community Involvement, Educational Leadership

I. INTRODUCTION

Education today is no longer confined to the walls of the classroom. Schools are increasingly expected to function as dynamic institutions that connect with families, communities, and other stakeholders to support holistic student development. teaching practices and student outcomes. These partnerships foster shared responsibility for education, enabling schools to access resources, expertise, and support systems beyond traditional instruction.

School–community refers to the collaborative efforts between educational institutions and external stakeholders. Therefore, community partnerships in education refer to collaborations between schools and other community organizations, such as non-profits, local businesses, and government agencies. (Sarah, Ismanto and Hanoto, 2023) These partnerships can take many forms, with implications ranging from academic support to mentoring, career development, community involvement, and family involvement.

Family–school–community collaboration significantly improves students' academic achievement, with teacher feedback serving as a key mechanism in this relationship (Lv, Yan, and Wang 2025). It is also emphasized that strong partnerships contribute not only to academic success but also to students' social and emotional development, reinforcing the idea that learning is deeply influenced by the broader environment in which students are situated.

Building strong relationships between schools and their communities can lead to better student engagement and success, as evidenced by studies showing higher student achievement in schools with strong professional learning communities. These communities often exhibit characteristics such as shared leadership, distributed leadership, and a focus on student learning (Plank, 2020).

This study aimed to examine the relationship of school–community partnerships and coordinatorship on student engagement and academic success. Academic success encompasses indicators such as grades, test scores, graduation rates, and college readiness. By evaluating the influence of these partnerships on academic outcomes, the research can

provide insights into the effectiveness of collaborative initiatives in improving student achievement.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The study focused on examining the influence of school-community partnership and teacher coordinators on students' academic success of selected elementary schools in the province of Laguna for School Year 2025-2026.

In particular, the study sought to answer the following research questions:

1. What is the extent of the school-community partnership of the respondents in terms of:
 - 1.1 level of community involvement;
 - 1.2 quality of community resources; and
 - 1.3 collaborative programs and initiatives?
2. What is the status of teachers' coordinatorship in terms of;
 - 2.1 level of coordination;
 - 2.2 communication skills; and
 - 2.3 commitment of teacher coordinator;
 - 2.4 professional development opportunities?
3. What is the level of student's academic engagement in terms of:
 - 3.1 academic motivation;
 - 3.2 participation in extracurricular activities; and
 - 3.3 involvement in community service?
4. What is the level of students' academic success in terms of:
 - 4.1 Achievement rate; and
 - 4.2 Promotion rate?
5. Is there a significant relationship between the school-community partnership and the students' academic engagement?
6. Is there a significant relationship between the teachers' coordinatorship and the students' academic success?
7. Is there a significant relationship between the school-community partnership and the students' academic engagement?
8. Is there a significant relationship between the teachers' coordinatorship and the students' academic success?

II. METHODOLOGY

The study employed a quantitative descriptive-correlational research design. Data were collected from approximately 200 teacher-respondents using a structured survey questionnaire. Statistical tools such as weighted mean, standard deviation, frequency, percentage, Pearson product-moment correlation, t-test, and Spearman rho correlation were utilized to analyze the data.

III. RESULTS AND DISCUSSION

This part presents the study's findings, including the collected data, their analysis, and interpretation. The study was conducted to determine the influence of school-community partnerships and teacher coordinators on students' academic success in CLUSTER IV of the Schools Division of Laguna. The presentation of the findings followed the order of the questions enumerated in the problem statement.

Extent of School-Community Partnership

The extent of school-community partnership reflects the level of collaboration, shared responsibility, and mutual engagement between the school and its surrounding community in promoting learners' holistic development. Strong partnerships between schools, parents, and community stakeholders are widely recognized as essential in enhancing student achievement, strengthening support systems, and sustaining school improvement initiatives.

Table 1 shows the extent of school-community partnership in terms of the level of community involvement.

As shown, presents the extent of school-community partnership in terms of the level of community involvement. As shown, the respondents strongly agree that community members regularly participate in school activities and decision-making processes, parents and guardians are actively engaged in supporting student learning and well-being, local organizations and stakeholders are consulted in school planning and improvement efforts, the school encourages volunteerism and community-led initiatives, and community involvement is sustained throughout the school year rather than being limited to major events.

Table 1. Extent of School-Community Partnership in terms of level of community involvement

Statements	Mean	SD	Remarks
Community members regularly participate in school activities and decision-making processes.	6.46	0.79	Strongly Agree
Parents and guardians are actively engaged in supporting student learning and well-being.	6.35	0.83	Strongly Agree
Local organizations and stakeholders are consulted in school planning and improvement efforts.	6.43	0.80	Strongly Agree
The school encourages volunteerism and community-led initiatives.	6.61	0.72	Strongly Agree
Community involvement is sustained throughout the school year, not just during major events.	6.53	0.73	Strongly Agree
Weighted Mean	6.48		
SD	0.71		
Interpretation	Extremely Great Extent		

The extent of school-community partnership in terms of community involvement gained the overall weighted mean of 6.48 with a standard deviation of 0.71, verbally interpreted as Extremely Great Extent. This means that the school has successfully established strong and consistent engagement with its community stakeholders. Such a high level of involvement reflects a collaborative environment where stakeholders actively contribute to school programs, decision-making processes, and the overall development of learners.

In summary, the results imply that the school's efforts in fostering continuous and meaningful community involvement have created a supportive and collaborative learning environment. The strong participation of stakeholders not only reinforces school initiatives but also contributes to the holistic development and success of students.

Table 2 shows the extent of school-community partnership in terms of the quality of community resources.

Table 2. Extent of School-Community Partnership in terms of quality of community resources

Statements	Mean	SD	Remarks
Community partners provide relevant and high-quality resources that support student learning.	6.56	0.75	Strongly Agree
The school has access to diverse community resources (e.g., health, cultural, technical).	6.62	0.75	Strongly Agree
Community-provided materials and services are aligned with curriculum and school goals.	6.39	0.88	Strongly Agree
Resource-sharing agreements with community partners are well-documented and consistently implemented.	6.50	0.81	Strongly Agree
Community resources contribute meaningfully to student engagement and academic success.	6.48	0.78	Strongly Agree
Weighted Mean	6.51		
SD	0.74		
Interpretation	Extremely Great Extent		

As shown, the respondents strongly agree that community partners provide relevant and high-quality resources that support student learning, the school has access to diverse community resources such as health, cultural, and technical support, community-provided materials and services are aligned with curriculum and school goals, resource-sharing agreements with community partners are well-documented and consistently implemented, and community resources contribute meaningfully to student engagement and academic success.

The extent of school-community partnership in terms of quality of community resources gained the overall weighted mean of 6.51 with a standard deviation of 0.74, verbally interpreted as Extremely Great Extent. This means that the school benefits from high-quality and well-aligned community resources that effectively support teaching and learning processes.

In summary, the results indicate that community resources are not only accessible but also relevant and impactful, contributing significantly to student engagement, academic achievement, and overall school improvement.

Table 3 shows the extent of school-community partnership in terms of collaborative programs and initiatives.

Table 3. Extent of School-Community Partnership in terms of collaborative programs and initiatives

Statements	Mean	SD	Remarks
The school and community jointly design programs that address student needs.	6.53	0.77	Strongly Agree
Collaborative initiatives are regularly evaluated for effectiveness and impact.	6.54	0.76	Strongly Agree
Programs involving community partners are integrated into the school's strategic plans.	6.56	0.76	Strongly Agree
The school and community share responsibilities and resources in implementing joint programs.	6.61	0.75	Strongly Agree
Collaborative programs promote inclusive education and equitable learning opportunities.	6.65	0.74	Strongly Agree
Weighted Mean	6.58		
SD	0.72		
Interpretation	Extremely Great Extent		

As shown, the respondents strongly agree that the school and community jointly design programs that address student needs, collaborative initiatives are regularly evaluated for effectiveness and impact, programs involving community partners are integrated into the school's strategic plans, the school and community share responsibilities and resources in implementing joint programs, and collaborative programs promote inclusive education and equitable learning opportunities.

The extent of school-community partnership in terms of collaborative programs and initiatives gained the overall weighted mean of 6.58 with a standard deviation of 0.72, verbally interpreted as Extremely Great Extent. This means that the school and community maintain a highly effective partnership in planning, implementing, and sustaining collaborative programs.

In summary, the results indicate that strong collaboration between the school and community leads to well-designed, inclusive, and impactful programs that support student development and enhance overall school effectiveness.

Status of Teacher Coordinatorship

The teacher coordinatorship in school-community partnership is a critical dimension of educational governance in the Philippines, reflecting the mandate of schools to engage stakeholders in the holistic development of learners. Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act of 2013, emphasizes the need for a curriculum that is responsive to societal contexts and promotes collaboration between schools and communities as part of the K to 12 reform agenda. In support of this, DepEd Order No. 40, s. 2015 issued the Guidelines on K to 12 Partnerships, which institutionalized mechanisms for resource mobilization, work immersion, and stakeholder participation to strengthen the delivery of basic education. More recently, DepEd Order No. 005, s. 2024 rationalized teacher workload and formally classified coordinatorships, ensuring that teaching-related assignments such as partnership coordination are recognized and streamlined within the school system.

Table 4 reveals the status of teacher coordinatorship in school-community partnership in terms of level of coordination.

Table 4. Level of Teacher Coordinatorship in terms of level of coordination

Statements	Mean	SD	Remarks
I regularly coordinate with community stakeholders to plan partnership activities.	6.49	0.80	Strongly Agree
I ensure that partnership activities are aligned with school goals and student needs.	6.55	0.72	Strongly Agree
I maintain organized documentation of partnership efforts and outcomes.	6.56	0.73	Strongly Agree
I collaborate with school leadership to sustain partnership initiatives.	6.54	0.73	Strongly Agree
I proactively address challenges in partnership coordination.	6.53	0.77	Strongly Agree
Weighted Mean	6.53		
SD	0.70		
Interpretation	Extremely High		

The statement with the highest mean ($M = 6.56$, $SD = 0.73$) is "I maintain organized documentation of partnership

efforts and outcomes.” This indicates that teacher coordinators place strong emphasis on systematic record-keeping, which is essential for accountability and sustainability of school-community partnerships. Documentation ensures transparency and provides evidence of outcomes, aligning with DepEd’s emphasis on monitoring and evaluation in partnership programs.

As shown, the respondents strongly agree that teacher coordinators regularly coordinate with community stakeholders to plan partnership activities, ensure that partnership activities are aligned with school goals and student needs, maintain organized documentation of partnership efforts and outcomes, collaborate with school leadership to sustain partnership initiatives, and proactively address challenges in partnership coordination.

The level of teacher coordinatorship in terms of coordination gained the overall weighted mean of 6.53 with a standard deviation of 0.70, verbally interpreted as Extremely High. This means that teacher coordinators demonstrate a very strong level of effectiveness in managing and sustaining coordination efforts between the school and community partners.

In summary, the results indicate that teacher coordinators play a vital role in ensuring organized, aligned, and responsive partnership activities, contributing to the success and sustainability of school-community collaborations.

Table 5 reveals the Status of teacher coordinatorship in school-community partnership in terms of communication skills.

Table 5. Level of teacher coordinatorship in terms of communication skills

Statements	Mean	SD	Remarks
I communicate clearly and respectfully with community partners.	6.65	0.73	Strongly Agree
I actively listen to feedback from stakeholders and incorporate it into planning.	6.62	0.71	Strongly Agree
I use appropriate channels (e.g., meetings, memos, digital platforms) to maintain communication.	6.62	0.75	Strongly Agree
I am confident in facilitating discussions between school and community representatives.	6.54	0.84	Strongly Agree
I regularly update stakeholders on the progress of partnership programs.	6.52	0.80	Strongly Agree
Weighted Mean	6.59		
SD	0.71		
Interpretation		Extremely High	

As shown, the respondents strongly agree that teacher coordinators communicate clearly and respectfully with community partners, actively listen to feedback from stakeholders and incorporate it into planning, use appropriate communication channels such as meetings, memos, and digital platforms, confidently facilitate discussions between school and community representatives, and regularly update stakeholders on the progress of partnership programs.

The level of teacher coordinatorship in terms of communication skills gained the overall weighted mean of 6.59 with a standard deviation of 0.71, verbally interpreted as Extremely High. This means that teacher coordinators

demonstrate a very strong ability to communicate effectively and maintain productive relationships with stakeholders. In summary, the results indicate that effective communication plays a crucial role in strengthening school-community partnerships, with teacher coordinators ensuring clarity, collaboration, and continuous engagement among stakeholders.

Table 6 presents status of teacher coordinatorship in school-community partnership in terms of commitment of teacher coordinator.

As shown, the respondents strongly agree that teacher coordinators are deeply committed to strengthening school-community relationships, dedicate time and effort beyond their teaching duties to support partnership activities, take personal initiative in sustaining long-term partnerships, advocate for community involvement in school programs, and view their role as essential to student success and school improvement.

Table 6. Level of Teacher Coordinatorship in terms of commitment of teacher coordinator

Statements	Mean	SD	Remarks
I am deeply committed to strengthening school-community relationships.	6.64	0.74	Strongly Agree
I dedicate time and effort beyond my teaching duties to support partnership activities.	6.55	0.88	Strongly Agree
I take personal initiative in sustaining long-term partnerships.	6.55	0.75	Strongly Agree
I advocate for community involvement in school programs.	6.54	0.76	Strongly Agree
I view my role as a coordinator as essential to student success and school improvement.	6.56	0.77	Strongly Agree
Weighted Mean		6.57	
SD		0.73	
Interpretation		Extremely High	

The level of teacher coordinatorship in terms of commitment gained the overall weighted mean of 6.57 with a standard deviation of 0.73, verbally interpreted as Extremely High. This means that teacher coordinators demonstrate a very strong sense of dedication and responsibility in fulfilling their roles.

In summary, the results indicate that teacher coordinators are highly committed to fostering strong and sustainable school-community partnerships, contributing significantly to the success of educational programs and overall school development.

Table 7 presents the status of teacher coordinatorship in school-community partnership in terms of professional development opportunities.

The statement with the highest mean ($M = 6.63$, $SD = 0.76$) is “I have access to training programs that enhance my coordination skills,” tied with “I apply knowledge from professional development activities to improve partnership outcomes” ($M = 6.63$, $SD = 0.70$). This indicates that teacher coordinators not only have access to training opportunities but also actively apply acquired knowledge to strengthen school-community partnerships. Such application reflects the practical value of professional development in improving program outcomes.

Table 7 shows the level of teacher coordinatorship in terms of professional development opportunities.

Table 7. Level of Teacher Coordinatorship in terms of professional development opportunities

Statements	Mean	SD	Remarks
I have access to training programs that enhance my coordination skills.	6.63	0.76	Strongly Agree
The school supports my participation in seminars or workshops related to partnerships.	6.62	0.71	Strongly Agree
I am encouraged to pursue continuous learning in community engagement strategies.	6.59	0.77	Strongly Agree
I apply knowledge from professional development activities to improve partnership outcomes.	6.63	0.70	Strongly Agree
I feel professionally empowered to lead and sustain school-community initiatives.	6.60	0.72	Strongly Agree
Weighted Mean	6.61		
SD	0.71		
Interpretation	Extremely High		

As shown, the respondents strongly agree that teacher coordinators have access to training programs that enhance their coordination skills, receive support from the school in participating in seminars and workshops related to partnerships, are encouraged to pursue continuous learning in community engagement strategies, apply knowledge gained from professional development activities to improve partnership outcomes, and feel professionally empowered to lead and sustain school-community initiatives.

The level of teacher coordinatorship in terms of professional development opportunities gained the overall weighted mean of 6.61 with a standard deviation of 0.71, verbally interpreted as Extremely High. This means that teacher coordinators are highly supported and empowered in their professional growth related to partnership coordination. In summary, the results indicate that continuous professional development plays a vital role in enhancing teacher coordinators' effectiveness, enabling them to lead, sustain, and improve school-community partnership initiatives.

Level Students Engagement

The level of students' engagement is a crucial indicator of the quality of the teaching and learning process, as it reflects the extent to which learners are actively involved in their academic and school-related activities. Student engagement encompasses not only cognitive investment in learning tasks but also emotional and behavioral participation in both classroom and co-curricular experiences. When students demonstrate high levels of engagement, they are more likely to exhibit increased motivation, sustained attention, and a positive attitude toward learning, which can ultimately lead to improved academic performance. In this study, students' engagement is examined through key dimensions such as academic motivation, participation in extracurricular activities, and involvement in community service, providing a comprehensive view of how learners interact with and respond to educational opportunities within and beyond the classroom.

Table 8 shows the level of student academic engagement in terms of academic motivation.

As shown, the respondents strongly agree that students show consistent interest in learning new concepts and skills, set academic goals and work actively to achieve them, demonstrate persistence when faced with academic challenges, take initiative in completing tasks beyond minimum requirements, and express pride and satisfaction in their academic achievements.

Table 8. Level of Student Academic Engagement in terms of academic motivation

Statements	Mean	SD	Remarks
Students show consistent interest in learning new concepts and skills.	6.41	0.80	Strongly Agree
Students set academic goals and work actively to achieve them.	6.31	0.75	Strongly Agree
Students demonstrate persistence when faced with academic challenges.	6.43	0.68	Strongly Agree
Students take initiative in completing tasks beyond minimum requirements.	6.39	0.81	Strongly Agree
Students express pride and satisfaction in their academic achievements.	6.39	0.71	Strongly Agree
Weighted Mean	6.38		
SD	0.69		
Interpretation	Extremely High		

The level of student academic engagement in terms of academic motivation gained the overall weighted mean of 6.38 with a standard deviation of 0.69, verbally interpreted as Extremely High. This means that students demonstrate a very strong level of motivation toward their academic tasks and learning processes.

In summary, the results indicate that students are highly motivated, goal-oriented, and persistent, which contributes to their active engagement and success in academic learning. Their ability to maintain interest, set goals, and persevere in their studies suggests a positive learning environment that fosters self-driven and goal-oriented learners.

Table 9 shows the level of student academic engagement in terms of participation in extracurricular activities.

As shown, the respondents strongly agree that students actively participate in school clubs, sports, or arts programs, show enthusiasm for extracurricular events and competitions, take leadership roles in extracurricular organizations, benefit socially and emotionally from participation, and are able to balance academic responsibilities with extracurricular involvement.

Table 9. Level of Student Academic Engagement in terms of participation in extracurricular activities

Statements	Mean	SD	Remarks
Students actively participate in school clubs, sports, or arts programs.	6.35	0.79	Strongly Agree
Students show enthusiasm for extracurricular events and competitions.	6.29	0.77	Strongly Agree
Students take leadership roles in extracurricular organizations.	6.42	0.72	Strongly Agree
Participation in extracurricular activities enhances students' social and emotional skills.	6.46	0.66	Strongly Agree
Students balance academic responsibilities with extracurricular involvement.	6.42	0.67	Strongly Agree
Weighted Mean	6.39		
SD	0.65		
Interpretation	Extremely High		

The level of student academic engagement in terms of extracurricular participation gained the overall weighted mean of 6.39 with a standard deviation of 0.65, verbally interpreted as Extremely High. This means that students are highly engaged in extracurricular activities that complement their academic development.

In summary, the results imply that students benefit significantly from their involvement in extracurricular activities, as these experiences complement classroom learning and contribute to their overall growth. The ability of students to balance academic and extracurricular commitments further indicates the development of essential life skills that support both their academic success and personal development.

Table 10 shows the level of student academic engagement in terms of involvement in community service.

As shown, the respondents strongly agree that students participate in community service activities organized by the school, understand the value of contributing to their local community, take initiative in proposing or leading community service projects, develop positive character through service experiences, and reflect on these experiences to apply lessons in real-life situations.

Table 10. Level of Student Academic Engagement in terms of involvement in community service

Statements	Mean	SD	Remarks
Students participate in community service activities organized by the school.	6.42	0.67	Strongly Agree
Students understand the value of contributing to their local community.	6.41	0.72	Strongly Agree
Students take initiative in proposing or leading community service projects.	6.55	0.62	Strongly Agree
Community service experiences positively influence students' character development.	6.48	0.63	Strongly Agree
Students reflect on their community service experiences and apply lessons to real life.	6.52	0.63	Strongly Agree
Weighted Mean	6.47		
SD	0.59		
Interpretation		Extremely High	

The level of student academic engagement in terms of community service involvement gained the overall weighted mean of 6.47 with a standard deviation of 0.59, verbally interpreted as Extremely High. This means that students demonstrate a very high level of engagement in community-oriented activities and social responsibility.

In summary, the results imply that students' involvement in community service plays a vital role in shaping their values, attitudes, and real-life competencies. Their ability to reflect on and apply their experiences suggests meaningful learning beyond the classroom, reinforcing the importance of integrating community engagement into educational programs.

Level of Academic Success of the Students

The level of academic success of students is a central concern in educational research and policy, serving as a benchmark for evaluating the effectiveness of teaching, learning, and institutional support systems. Academic success is commonly operationalized through indicators such as grades, standardized test performance, skill acquisition, and

holistic development, reflecting both cognitive and non-cognitive outcomes. In the Philippine context, Republic Act No. 10533 (Enhanced Basic Education Act of 2013) established the K to 12 curriculum to ensure that learners acquire competencies aligned with global standards and local needs.

Table 10 presents the level of academic success of students in terms of achievement rate and graduation rate for three consecutive years.

As shown, the achievement rate for School Year 2022–2023 has a mean of 91.9 with a standard deviation of 9.74, followed by an increase in School Year 2023–2024 with a mean of 92.5 and a standard deviation of 9.17. A notable improvement is observed in School Year 2024–2025, with a significantly higher mean of 99.3 and a lower standard deviation of 2.32, indicating more consistent high performance among students.

Table 11. Level of students' academic success in terms of Achievement Rate

Variables	N	Lowest Rating	Highest Rating	Mean	SD
Achievement Rate	200	70.00	100.00	91.9	9.74
SY 2022 - 2023					
Achievement Rate	200	70.00	100.00	92.5	9.17
SY 2023 - 2024					
Achievement Rate	200	78.13	100.00	99.3	2.32
SY 2024 - 2025					

In summary, the results indicate a steady improvement in students' academic achievement over the three-year period, with the most recent year showing outstanding performance and greater consistency in student outcomes.

Table 12 shows the level of students' academic success in terms of graduation rate across three school years.

Table 12. Level of students' academic success in terms of Graduation Rate

Variables	N	Lowest Rating	Highest Rating	Mean	SD
Graduation Rate	200	70.00	100.00	92.0	9.23
SY 2022 – 2023					
Graduation Rate	200	79.87	100.00	99.2	2.31
SY 2023 - 2024					
Graduation Rate	200	70.57	100.00	98.6	3.38
SY 2024 - 2025					

As shown, the graduation rate for School Year 2022–2023 has a mean of 92.0 with a standard deviation of 9.23. This increases substantially in School Year 2023–2024, with a mean of 99.2 and a standard deviation of 2.31, and remains high in School Year 2024–2025 with a mean of 98.6 and a standard deviation of 3.38.

In summary, the results indicate a consistently high and improving graduation rate, reflecting strong student retention and completion, as well as the effectiveness of school programs in ensuring student success.

Significant Relationship between the School Community Partnership and Students Academic Engagement

The significant relationship between school-community partnership and students' academic engagement is essential in

understanding how collaborative efforts between the school and its stakeholders influence learners' active participation in the educational process. School-community partnerships provide opportunities for shared resources, support systems, and meaningful learning experiences that may enhance students' motivation, involvement in extracurricular activities, and participation in community service. Thus, this analysis aims to determine whether a significant relationship exists between school-community partnership and students' academic engagement, offering insights into how external support and collaboration contribute to students' overall engagement in school.

Table 13 presents the significant relationship between school-community partnership and students' academic engagement in terms of academic motivation, extracurricular activities, and involvement in community service. Using Pearson Product-Moment Correlation with approximately 200 respondents, the analysis determined whether school-community partnership variables are significantly associated with students' engagement.

The results reveal that all dimensions of school-community partnership level of community involvement, quality of community resources, and collaborative programs and initiatives show no statistically significant relationship with students' academic engagement.

Table 13. Relationship between the School Community Partnership and Students Academic Engagement

School Community Partnership			Students Engagement		
			academic motivation	extracurricular activities	involvement in community service
Level of Community Involvement	Pearson Correlation		-0.005	-0.062	-0.097
	Sig. (2-tailed)		0.944	0.383	0.172
	N		199	200	200
Quality of Community Resources	Pearson Correlation		0.027	-0.018	-0.048
	Sig. (2-tailed)		0.704	0.800	0.499
	N		199	200	200
Collaborative Programs and Initiative	Pearson Correlation		0.039	0.012	-0.013
	Sig. (2-tailed)		0.583	0.866	0.855
	N		199	200	200

**. Correlation is significant at the 0.01 level (2-tailed).

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

The computed correlation coefficients are very low, ranging from negative to negligible values ($r = -0.097$ to 0.039), with p -values greater than 0.05 , indicating that the relationships are not significant.

These findings imply that variations in school-community partnership, as measured in this study, do not have a direct or measurable influence on students' academic motivation, participation in extracurricular activities, or involvement in community service. This suggests that students' engagement

may be influenced more by other factors such as individual motivation, school environment, peer influence, or instructional practices rather than community partnership alone.

In summary, the findings indicate that school-community partnership is not significantly related to students' academic engagement across all measured domains.

The correlations indicate consistent and meaningful associations, emphasizing that fostering commitment, professionalism, and student-centered engagement among teachers is essential in improving student achievement and graduation outcomes. Cultivating these attitudes, alongside targeted professional development, contributes substantially to the overall academic success of students.

Significant Relationship between the School Community Partnership and the Students' Academic Success

The relationship between school-community partnership and students' academic success is vital in understanding how collaborative efforts between the school and its stakeholders contribute to improved learner outcomes. Strong partnerships with parents, local organizations, and community members provide additional resources, support systems, and learning opportunities that enhance students' academic performance. Through shared responsibility and active engagement, these partnerships help create a more supportive and enriched learning environment. Thus, this analysis aims to determine whether school-community partnerships are significantly associated with students' academic success, particularly in terms of achievement and completion rates, and to provide insights into how collaborative practices can further strengthen educational outcomes.

Table 14 presents the significant relationships between the extent of school-community partnership and the academic success of students, measured by achievement rates (ACHRATE) and graduation rates (GRADRATE) across three school years (SY 2022–2025), using Pearson correlation.

The dimensions of school-community partnership analyzed were level of community involvement, quality of community resources, and collaborative programs and initiatives. Starting with the level of community involvement, significant positive correlations were observed with ACHRATE 2023–2024 ($r = 0.174$, $p = 0.014$) and GRADRATE 2023–2024 ($r = 0.219$, $p = 0.002$), indicating that higher community participation is associated with increased student achievement and graduation during that school year.

Regarding quality of community resources, significant positive correlations were observed with ACHRATE 2023–2024 ($r = 0.203$, $p = 0.004$), Graduation Rate 2023–2024 ($r = 0.246$, $p < 0.001$), and Graduation Rate 2024–2025 ($r = 0.152$, $p = 0.032$). This indicates that access to relevant, high-quality, and well-aligned community resources contributes meaningfully to student performance.

Finally, collaborative programs and initiatives showed significant positive correlations with Achievement Rate 2023–2024 ($r = 0.185$, $p = 0.009$) and Graduation Rate 2023–2024 ($r = 0.232$, $p = 0.001$). This suggests that programs jointly

designed, implemented, and evaluated with community stakeholders positively influence both student achievement and graduation.

The findings suggest that while not all correlations were significant across every year, there is consistent evidence that strong community involvement, quality resources, and collaborative programs are associated with improved student academic outcomes, particularly in SY 2023–2024. This emphasized the critical role of school–community partnerships in supporting student success and highlights the need for sustained and structured engagement strategies.

Significant Relationship between the Teachers Coordinatorship and Students Academic Engagement

The relationship between teachers' coordinatorship and students' academic engagement is essential in determining how teachers' leadership roles influence learners' active

participation in the educational process. Teachers whose function as coordinators play a crucial role in organizing programs, facilitating communication, and sustaining partnerships that support student learning. Their effectiveness in terms of coordination skills, communication abilities, and commitment may contribute to enhancing students' motivation, participation in activities, and overall engagement.

Table 15 presents the test of the significant relationship between teachers' coordinatorship in terms of level of coordination, communication skills, commitment of the teacher coordinator, and professional development opportunities and students' academic engagement, specifically in terms of academic motivation, participation in extracurricular activities, and involvement in community service, using Pearson's product–moment correlation.

Table 14. Relationship between the School Community Partnership of the Students' Academic Success

School Community Partnership	Stat Tool	Achievement Rate			Graduation Rate		
		22-23	23-24	24-25	22-23	23-24	24-25
Level of Community Involvement	Pearson Correlation	0.125	0.028	.219**	0.103	.174*	0.118
	Sig. (2-tailed)	0.080	0.690	0.002	0.145	0.014	0.096
	N	199	200	200	200	200	200
Quality of Community Resources	Pearson Correlation	0.086	0.000	.246**	0.064	.203**	.152*
	Sig. (2-tailed)	0.229	0.997	0.000	0.368	0.004	0.032
	N	199	200	200	200	200	200
Collaborative Programs and Initiative	Pearson Correlation	0.127	0.064	.232**	0.117	.185**	0.117
	Sig. (2-tailed)	0.073	0.366	0.001	0.100	0.009	0.098
	N	199	200	200	200	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

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

Table 15. Relationship between the Teachers Coordinatorship and Students Academic Engagement

Teacher Coordinatorship	Stat Tool	Students Engagement		
		academic motivation	extracurricular activities	involvement in community service
Level of Coordination	Pearson Correlation	0.002	-0.018	-0.066
	Sig. (2-tailed)	0.978	0.800	0.353
	N	199	200	200
Communication Skills	Pearson Correlation	0.029	0.009	-0.044
	Sig. (2-tailed)	0.684	0.899	0.536
	N	199	200	200
Commitment of Teacher Coordinator	Pearson Correlation	0.037	0.028	-0.022
	Sig. (2-tailed)	0.603	0.694	0.757
	N	199	200	200
Professional Development Opportunities	Pearson Correlation	-0.018	-0.032	-0.075
	Sig. (2-tailed)	0.800	0.653	0.291
	N	199	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

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

As shown, all computed Pearson correlation coefficients (r) are very low and close to zero, ranging from -0.075 to 0.037, indicating negligible relationships between the variables. Furthermore, all corresponding p-values (Sig. 2-tailed) are greater than 0.05, which means that no statistically significant relationship exists between teachers' coordinatorship and students' academic engagement across all dimensions.

Specifically, the level of coordination shows no significant relationship with academic motivation ($r = 0.002$, $p = 0.978$), extracurricular activities ($r = -0.018$, $p = 0.800$), and involvement in community service ($r = -0.066$, $p = 0.353$). Similarly, communication skills do not exhibit significant associations with academic motivation ($r = 0.029$, $p = 0.684$), extracurricular activities ($r = 0.009$, $p = 0.899$), and community service ($r = -0.044$, $p = 0.536$). The commitment of the teacher coordinator also shows no significant

relationship across all engagement indicators, as reflected in p-values greater than 0.05. Likewise, professional development opportunities are not significantly related to students' academic engagement, as all correlation values remain weak and non-significant.

These findings indicate that teachers' coordinatorship, as measured in this study, does not have a direct and statistically significant influence on students' academic engagement. This suggests that students' engagement in terms of motivation, extracurricular participation, and community involvement may be influenced more by other factors such as classroom instruction, school climate, peer relationships, or individual learner characteristics rather than the coordinatorship functions of teachers.

In summary, since all computed p-values are greater than the 0.05 level of significance, the null hypothesis is accepted, indicating that there is no significant relationship between teachers' coordinatorship and students' academic engagement. This implies that while coordinatorship remains important for program implementation and school operations, it may not

directly translate into increased student engagement without the support of other key educational factors.

Significant Relationship between the Teacher Coordinatorship and Students Academic Success

The relationship between teacher coordinatorship and students' academic success is essential in understanding how teachers' leadership and management roles contribute to learner achievement. Teachers who serve as coordinators are responsible for organizing programs, facilitating partnerships, and ensuring the effective implementation of school initiatives that support student learning. Their competencies in coordination, communication, and commitment may influence the availability of learning opportunities and support systems that enhance students' academic performance.

Table 16 presents the significant relationships between the status of teacher coordinatorship in facilitating and sustaining school–community partnerships and the academic success of students across SY 2022–2025, measured using Pearson correlation.

Table 16. Significant Relationship between the Teacher Coordinatorship and Students Academic Success

Teacher Coordinatorship	Stat Tool	Achievement Rate			Graduation Rate		
		22-23	23-24	24-25	22-23	23-24	24-25
Level of Coordination	Pearson Correlation	0.078	0.026	.180*	0.067	0.129	0.078
	Sig. (2-tailed)	0.274	0.711	0.011	0.343	0.069	0.270
	N	199	200	200	200	200	200
Communication Skills	Pearson Correlation	-0.017	-0.036	.234**	-0.012	.184**	0.134
	Sig. (2-tailed)	0.815	0.609	0.001	0.861	0.009	0.059
	N	199	200	200	200	200	200
Commitment of Teacher Coordinator	Pearson Correlation	-0.001	-0.006	.198**	0.005	.146*	0.119
	Sig. (2-tailed)	0.990	0.930	0.005	0.950	0.039	0.093
	N	199	200	200	200	200	200
Professional Development Opportunities	Pearson Correlation	0.042	0.032	.231**	0.069	.191**	.150*
	Sig. (2-tailed)	0.553	0.650	0.001	0.332	0.007	0.034
	N	199	200	200	200	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

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

The dimensions analyzed were level of coordination, communication skills, commitment of teacher coordinators, and professional development opportunities, with student success measured through achievement rates (Achievement Rate) and graduation rates (Graduation Rate).

Starting with communication skills, significant positive correlations were observed with Achievement Rate 2023–2024 ($r = 0.184$, $p = 0.009$) and Graduation Rate 2023–2024 ($r = 0.234$, $p = 0.001$). This indicates that teachers' ability to effectively communicate with community stakeholders positively influences student academic outcomes.

The commitment of teacher coordinators also showed significant positive correlations with Achievement Rate 2023–2024 ($r = 0.146$, $p = 0.039$) and Graduation Rate 2023–2024 ($r = 0.198$, $p = 0.005$), demonstrating that dedication and proactive involvement of teacher coordinators in sustaining partnerships support student performance.

Similarly, professional development opportunities for teacher coordinators correlated positively with Achievement Rate 2023–2024 ($r = 0.191$, $p = 0.007$), Graduation Rate

2023–2024 ($r = 0.231$, $p = 0.001$), and Graduation Rate 2024–2025 ($r = 0.150$, $p = 0.034$), highlighting that ongoing capacity building strengthens teachers' ability to facilitate partnerships and indirectly improves academic outcomes.

In contrast, level of coordination showed a significant positive correlation only with Achievement Rate 2024–2025 ($r = 0.180$, $p = 0.011$), indicating that regular and systematic coordination contributes to improved academic outcomes, though its effect may vary across years.

The findings indicate that teacher coordinators' communication skills, commitment, and engagement in professional development are key factors influencing student academic achievement and graduation rates, reinforcing the importance of building coordinator capacity and fostering proactive involvement in school–community partnerships.

IV. CONCLUSION AND RECOMMENDATIONS

The findings revealed that there is no significant relationship between school-community partnership and students' academic engagement across all dimensions, as

indicated by very low correlation coefficients and p-values greater than 0.05. Therefore the null hypothesis is accepted.

The results showed significant positive relationships between school-community partnership and students' academic success, particularly in selected school years, with correlation coefficients indicating low to moderate positive associations and p-values less than 0.05. Thus, the null hypothesis is rejected.

The findings indicated no significant relationship between teachers' coordinatorship and students' academic engagement, as all correlation values were negligible and p-values exceeded 0.05. Thus, the null hypothesis is accepted.

The results revealed significant positive relationships between teachers' coordinatorship particularly communication skills, commitment, and professional development—and students' academic success in selected school years. Therefore the null hypothesis is rejected.

Based on the findings and conclusions of the study, the following recommendations are proposed:

The school head may continuously strengthen and sustain existing partnership programs while exploring more learner-centered and engagement-focused activities that directly address students' academic motivation, participation in extracurricular activities, and involvement in community service. As well continuous professional development opportunities, leadership training, and capacity-building programs for teacher coordinators to enhance their

management competencies, communication skills, and stakeholder collaboration practices.

School head may encourage the teacher coordinators to strengthen their coordination practices, communication strategies, and commitment in managing school programs and activities.

Future researchers may encourage to explore additional variables that may influence student engagement, such as teaching strategies, school climate, and learner characteristics. They may also conduct further studies on effective models of school-community partnerships and teacher coordinatorship to expand the existing body of knowledge and support evidence-based educational practices.

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