



TEACHERS' ROLE IN SCHOOL-COMMUNITY PARTNERSHIP IN RELATION TO LEARNERS' PERFORMANCE AND THE LEVEL OF STAKEHOLDERS' ENGAGEMENT

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ABSTRACT

This study examined the teachers' role in managing school–community partnerships in relation to learners' performance and stakeholders' engagement in selected public elementary schools in the Division of Calaca City. It focused on determining the extent to which teachers facilitated partnership practices specifically strong school leadership, an inviting school culture, teacher commitment, and collaboration—and how these practices impacted learners' academic outcomes, motivation, self-management, and family involvement. The study addressed the research gap concerning the immediate, school-level effects of teachers' partnership management, as earlier studies often emphasized long-term outcomes or broader district-wide collaborations.

A descriptive–correlational research design was employed, involving 92 teachers from Calaca Central Integrated School and Dacanlao G. Agoncillo Elementary School. Data were gathered through validated survey questionnaires.

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The results revealed that school–community partnerships were practiced to a very great extent, with collaboration and communication emerging as the most prominent dimensions. Teachers’ roles were likewise carried out to a very great extent, significantly influencing learners’ performance through proactive leadership, resource management, student motivation, and strengthened family involvement. Stakeholders’ engagement was also found to be very high, particularly in joint planning and community-directed activities. Correlational analysis showed significant relationships among the extent of partnerships, teachers’ roles, learners’ performance, and stakeholders’ engagement. Based on these findings, an innovation plan was proposed to enhance teachers’ management of school–community partnerships through strengthened communication systems and collaborative structures.

Keywords: *School–community partnership, teachers’ roles, stakeholders’ engagement*

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