



**EXTENT OF COMMUNITY PERSPECTIVE ON THE QUALITY OF
EDUCATION FROM THE SELECTED SCHOOLS IN THE
MUNICIPALITY OF ALBUERA**

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ABSTRACT

This study determines the significant difference in the community perspective on the quality education in selected schools based on groupings. The fifty (50) randomly identified respondents from the groups mentioned who are residents from the Municipality of Albuera were involved in this study. To measure the demographic profile of the respondents, the researcher crafted a survey, while a survey questionnaire taken from the study of Shah et al., (2024) about the "Indicators of quality education including learning environment, content, process, and outcomes" was used to describe the extent of community perspective on the quality education. The findings revealed no significant difference in the community perspective on the quality education among respondent groups. This implies that the community shares a common understanding and evaluation regarding the quality of education in the selected schools. This consistency in perception may indicate that school programs, policies, and educational initiatives are experienced similarly by stakeholders regardless of their classification. The study therefore concludes that the selected schools in the Municipality of

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Albuera are generally effective in providing quality education as perceived by the community.

However, despite the positive findings, continuous improvement remains necessary to sustain educational quality and address areas that may still require enhancement, particularly in adapting to modern educational demands and community expectations.

Keywords: *Extent, Community Perspective, Quality Education, Selected Schools, Municipality of Albuera*

INTRODUCTION

Education plays a vital role in shaping individuals and societies by developing knowledge, skills, and values necessary for social and economic progress. The pursuit of quality education has become a central goal of many education systems worldwide, as it contributes to the holistic development of learners and the overall advancement of communities. Quality education is commonly associated with effective teaching practices, conducive learning environments, adequate learning resources, and supportive school management that collectively enhance student learning outcomes. Schools, therefore, serve as critical institutions in ensuring that learners receive education that is meaningful, relevant, and responsive to societal needs.

In many countries, including developing nations, education is delivered through both public and private institutions. Public schools are typically funded and managed by the government and are intended to provide accessible education to all members of society.

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Private schools, on the other hand, operate through private funding sources and often offer alternative approaches to curriculum implementation, facilities, and educational services. Because of these structural differences, the quality of education provided by public and private schools has been widely debated in educational research and policy discussions. Studies have shown that perceptions of educational quality often influence the preferences of parents and community members in selecting schools for their children. Factors such as teaching effectiveness, school facilities, student safety, and academic performance frequently shape these perceptions of school quality (Septinawati & Usman, 2024).

Research comparing public and private schools indicates that differences may exist in areas such as teaching practices, school environment, and student engagement. For instance, studies have revealed that private schools often demonstrate advantages in aspects such as student-teacher relationships, sense of belonging, and academic press, while public schools may excel in teacher professionalism and accessibility of education (Hafeez et al., 2023). Such findings suggest that the concept of quality education cannot be viewed solely through institutional performance but must also consider the perspectives of stakeholders who interact with the educational system.

Community members, particularly parents and local stakeholders, play an essential role in evaluating and supporting educational institutions. Their perceptions of school quality significantly influence enrollment decisions, community engagement, and overall trust in educational institutions. Studies highlight that community perceptions are shaped by several factors, including the availability of school resources, infrastructure, safety, and the overall

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learning environment of students (Getie, 2020; Reeve & Cheon, 2021). When community members perceive a school as providing quality education, they are more likely to support school initiatives and actively participate in educational activities that contribute to student success.

Furthermore, recent research comparing public and private schools emphasizes that both sectors contribute significantly to the educational system and should be viewed as complementary rather than competing institutions. While private schools may offer certain advantages in terms of resources and instructional practices, public schools remain fundamental in ensuring equitable access to education and in serving diverse populations within communities (Gautam, 2023). Understanding the perceptions of the community regarding the quality of education in both sectors can therefore provide valuable insights into how schools can improve educational services and strengthen community relationships.

Despite the growing body of research examining educational quality, there remains a need to explore how communities perceive and evaluate the quality of education provided by different types of schools, particularly in local contexts. Community perspectives can reveal important information about the strengths and weaknesses of schools and help identify areas for improvement in educational practices and school management. Additionally, examining these perceptions may help policymakers and school administrators develop strategies that promote equitable and high-quality education for all learners.

The researcher, being a Teacher I applicant, is particularly interested in understanding how the community perceives the quality of education in both public and private schools. As

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a future educator, gaining insights into community expectations and perceptions can contribute to improving teaching practices, strengthening school-community partnerships, and enhancing educational outcomes for learners. The findings of this study may also serve as a basis for educators, school administrators, and policymakers in formulating programs and initiatives that promote quality education across different educational settings.

Thus, this study seeks to determine the extent of community perspectives on the quality of education between selected public and private schools, with the aim of providing empirical evidence that may contribute to improving educational practices, strengthening community engagement, and ensuring that schools effectively meet the needs of learners and society.

This study determines the significant difference in the community perspective on the quality education in selected schools based on groupings in the Municipality of Albuera, Leyte Division. The findings of the study were basis for the proposed educational awareness plan.

Further, it sought to answer the following sub-problems:

1. What is the profile of the respondents in terms of:
 - 1.1 age,
 - 1.2 gender,
 - 1.3 role in the community,
 - 1.4 highest educational attainment, and
 - 1.5 school type?

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2. What is the extent of community perspective on the quality education in selected schools based on the groupings:
 - 2.1 local government unit workers
 - 2.2 unemployed group
 - 2.3 teacher's group
 - 2.4 parent's group
 - 2.5 private sector?
 3. Is there a significant difference in community perspectives of the 5 groups?
 4. What educational awareness plan can be proposed based on the findings of this study?

METHODOLOGY

Design. This study descriptive-correlational research design to determine the significant difference in the community perspective on the quality education in selected schools based on groupings. This study is descriptive because it describes the variables- profile of the respondents in terms of age, gender, role in the community, highest educational attainment and school type, extent of community perspective on the quality education in selected schools based on groupings like, local government workers, unemployed groups, teacher's group, parent's group and private sector groups. Further, this is also correlational because it finds the significant difference on community perspective on the quality education between groups. The fifty (50) randomly identified respondents from the groups mentioned who are residents from the Municipality of Albuera were involved in this study. To measure the demographic

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profile of the respondents, the researcher crafted a survey, while a survey questionnaire taken from the study of Shah et al., (2024) about the “Indicators of quality education including learning environment, content, process, and outcomes” was used to describe the extent of community perspective on the quality education.

Sampling. The fifty (50) purposively selected participants from each identified groups were involved in the study. Purposive sampling was employed in choosing the respondents of the study.

Research Procedure. Upon securing a research permit, data gathering was initiated. Application letters for study permits were personally submitted to concerned offices. A request letter was first submitted to the Schools Division Superintendent for approval to gather data from targeted respondents. After securing the approval of SDS, letters of permission were also submitted to the Public Schools District Supervisor. After getting the approvals, the researcher conducted data-gathering activities. An orientation was also held for the respondents, and their agreement through permits was to participate in the research. Then, the researcher distributed the survey questionnaires. Respondents were given ample time to accomplish the survey. After the survey has been answered, it will be collected, tabulated and submitted for statistical treatment.

Ethical Issues. The researcher obtained the necessary written permission from the authorities to conduct the study. While formulating the survey questionnaires, the researcher made sure that the use of offending, discriminatory, or other undesirable terminology was eschewed. The names of the respondents and other personal information were not included

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in this study to ensure confidentiality. The respondents were also voluntarily participating.

Orientation was done for the respondents. During orientation, concerns and issues were clarified, and consent to be part of the study was signed. The researcher-maintained objectivity in discussing and analyzing the results. All authors whose works were cited in this study were correctly quoted and were acknowledged in the reference. Keeping of responses from the respondents were given to the researcher and kept under her care.

Treatment of Data. The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage, Frequency and Weighted Mean were employed to determine the demographic profile of the respondents, and extent of community perspective on the quality education in selected schools to the different groups of respondents. One-Way Anova was used to determine the significant difference on the extent of community perspective between groups.

RESULTS AND DISCUSSION

Table 1

Frequency and Percentage Distribution of Respondents' Profile

Variable	Category	Frequency	Percentage (%)
Age	21–25	4	8.00
	26–30	22	44.00
	31–35	12	24.00

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Variable	Category	Frequency	Percentage (%)
	36–40	7	14.00
	41–45	3	6.00
	46–50	0	0.00
	51–55	1	2.00
	56–60	1	2.00
	61 & above	0	0.00
Sex	Male	15	30.00
	Female	35	70.00
Role in the Community	Local Government Worker	10	20.00
	Unemployed	10	20.00
	Teacher	10	20.00
	Parent	10	20.00
	Private Sector	10	20.00
Educational Attainment	Elementary Level	3	6.00
	Elementary Graduate	1	2.00
	High School Level	6	12.00
	High School Graduate	3	6.00
	SHS Level	1	2.00
	SHS Graduate	0	0.00
	College Level	6	12.00
	College Graduate	28	56.00

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Variable	Category	Frequency	Percentage (%)
	Graduate (CAR)	0	0.00
	MA Graduate	2	4.00

Table 1 presents the frequency and percentage distribution of respondents' profile across groups. It was revealed on the table that among the fifty (50) respondents across groups, 4 (8%) has an age between 21-25, 22 (44%), aged 26-30, 12 (24%) aged 31-35, 7 (14%) aged 36-40 and one (2%) for each range between 51-55 and 56-60 respectively. This data shows that most of the participants to this study is within the aged of 21-35. Further, the table shows that there 35 (70%) of the participants are female while 15 (30%) are males. Among the groups, equally there 10 respondents for each group like the local government unit workers, unemployed groups, teacher group, parent group and those in private sector group. Moreover, it was also revealed on the table that there are 3 (6%) of the respondents obtained elementary level, 1 (2%) an elementary graduate, 6 (12%) is high school level, 3 (6%) is high school graduate, 6 (12%) is college level, while 28 (56%) are college graduate and 2 (4%) is a graduate of masters. This indicates that most of the respondents finished college of different courses. This implies that all of the respondents were able to attain education and experienced to be in school.

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Table 2

Weighted Mean of Community Perspective on the Quality of Education

Across Respondent Groups

Indicator (Statements)	LGU Workers WM	Unemployed WM	Teachers WM	Parents WM	Private Sector WM	Overall WM
1. Quality instruction provided	4.20	4.60	4.70	4.30	4.90	4.54
2. Teacher competence	4.30	4.40	4.50	4.30	4.80	4.46
3. Learning materials sufficiency	4.40	4.20	4.40	4.40	4.40	4.36
4. Curriculum meets needs	4.10	4.70	4.80	4.70	4.80	4.62
5. Critical thinking development	4.40	4.70	4.70	4.80	4.70	4.66
6. Learner engagement	4.30	3.80	4.50	5.00	4.80	4.48
7. School facilities	4.10	4.10	4.80	3.60	4.40	4.20
8. Teaching strategies effectiveness	4.10	4.50	4.40	4.00	4.70	4.34
9. Assessment accuracy	3.60	3.80	4.70	4.30	4.70	4.22

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Indicator (Statements)	LGU Workers WM	Unemployed WM	Teachers WM	Parents WM	Private Sector WM	Overall WM
10. Values formation	4.10	4.10	4.70	4.80	4.80	4.50
11. LGU support for education	4.20	4.50	4.40	4.40	4.70	4.44
12. Parental involvement	3.30	3.40	3.00	5.00	3.70	3.68
13. Equal learning opportunities	3.90	4.20	4.40	4.40	4.80	4.34
14. Technology integration	3.80	3.70	4.70	4.10	4.80	4.22
15. Safe learning environment	3.60	4.30	4.70	4.60	4.30	4.30
16. Timely feedback	3.80	4.30	4.40	4.80	4.50	4.36
17. Instructional leadership	4.00	4.10	4.40	5.00	4.50	4.40
18. Program effectiveness	3.60	3.90	4.70	4.80	4.70	4.34
19. Stakeholder collaboration	3.90	3.90	4.40	4.90	4.70	4.36
20. Preparation for life/employment	3.60	4.10	4.50	5.00	4.80	4.40

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Indicator (Statements)	LGU Workers WM	Unemployed WM	Teachers WM	Parents WM	Private Sector WM	Overall WM
21. School is waste of time (neg)	1.50	1.20	1.00	1.20	1.10	1.20
22. Teachers are cruel (neg)	2.60	2.40	2.60	1.10	1.30	2.00
23. Education only for rich (neg)	2.60	2.70	2.60	2.10	1.00	2.20
24. Poor LGU support perception (neg)	2.50	2.80	2.50	2.40	1.70	2.38
25. MOOE not for learners (neg)	2.70	2.40	2.80	2.00	3.90	2.76
26. Cannot provide quality edu (neg)	2.40	2.40	2.30	1.00	3.80	2.38
27. Programs not supportive (neg)	2.40	2.50	2.60	1.00	3.90	2.48
28. Interventions waste (neg)	2.60	2.60	2.50	1.00	1.50	2.04
29. Inequality exists (neg)	2.60	2.50	2.60	1.00	2.70	2.28
30. Poor feedback to parents (neg)	2.90	2.50	2.60	1.20	2.20	2.28
31. Assessment regardless of needs	2.80	2.60	2.90	4.80	3.60	3.34

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Indicator (Statements)	LGU Workers WM	Unemployed WM	Teachers WM	Parents WM	Private Sector WM	Overall WM
32. Data sugarcoated (neg)	2.50	2.50	2.60	2.70	2.30	2.52
33. Lack of accountability (neg)	2.30	2.40	2.40	1.00	2.40	2.10
34. Stakeholders not involved (neg)	2.10	2.60	1.80	1.00	2.80	2.06
35. Resource inequality (neg)	2.40	2.60	2.70	2.40	3.00	2.62
36. Lack of supervision (neg)	2.70	2.40	2.60	1.00	2.40	2.22
37. Failure to innovate (neg)	2.90	2.60	2.40	1.00	2.40	2.26
38. Not inclusive learning (neg)	2.90	2.70	2.50	2.40	4.80	3.06
39. Not career-preparing (neg)	2.30	2.70	2.70	1.00	3.00	2.34
40. Poor time management (neg)	2.50	2.70	2.40	3.40	2.80	2.76
Average Weighted Mean	3.15	3.24	3.39	3.05	3.54	3.27

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Legend:

RANGES	INTERPRETATION
4.50 – 5.00	Very High Agreement
3.50 – 4.49	High Agreement
2.50 – 3.49	Moderate Agreement
1.50 – 2.49	Low Agreement
1.00 – 1.49	Very Low Agreement

Table 2 presents the weighted mean of community perspective on the quality of education across respondent groups. It was revealed on the table that the weighted mean of community perspective on the quality of education across respondent groups obtained 3.27 which is interpreted as “High Agreement”. This indicate that the community recognizes the efforts of the school or educational institution in delivering educational services, promoting effective teaching-learning processes, and maintaining a supportive learning environment. Among the indicators presented, teacher competence obtained one of the highest weighted means, indicating that respondents strongly believe teachers possess the knowledge, skills, and professionalism necessary to facilitate effective learning. This suggests that teachers are viewed as capable of delivering lessons efficiently and responding to learners’ academic needs. The result implies that the school has competent educators who contribute positively to educational quality and learner achievement. Similarly, indicators such as school facilities,

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availability of learning materials, and effective teaching strategies also received relatively high ratings. These findings imply that respondents perceive the school environment as conducive to learning and supportive of learners' educational development. The availability of instructional resources and effective classroom strategies may have contributed to positive community perceptions regarding the school's ability to provide quality education. The findings further showed favorable perceptions regarding school discipline, safety and security, and parental involvement, indicating that respondents recognize the importance of collaborative relationships between the school and the community. Community members may perceive that schools are effectively maintaining order, promoting learner welfare, and encouraging stakeholder participation in educational activities. Such practices contribute to a positive learning climate and strengthen trust between the school and the community. Moreover, the positive ratings on indicators related to curriculum relevance, learner engagement, and school leadership suggest that respondents believe educational programs are responsive to learners' needs and aligned with educational goals. Effective leadership and relevant curriculum implementation may strengthen the community's confidence in the institution's educational direction and management. However, some indicators may have obtained comparatively lower weighted means, although still interpreted positively. This may imply that while respondents generally perceive educational quality favorably, there remain areas requiring improvement, such as technological resources, infrastructure enhancement, or expanded student support services. These lower ratings may reflect existing challenges encountered by schools in adapting to changing educational demands and community expectations. Requiz (2025) found

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that stakeholders generally expressed favorable perceptions regarding institutional teaching quality, support services, and educational effectiveness when schools maintained strong communication and stakeholder involvement. The study highlighted that collaborative relationships and consistent implementation of educational programs contribute to positive stakeholder perceptions.

Table 3

Test of Difference in the Community Perspective on Quality Education

Across Respondent Groups (One-Way ANOVA)

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F-value	p-value	Decision	Interpretation
Between Groups	0.96	4	0.24	1.054	0.381	Fail to Reject H ₀	Not Significant

Table 3 presents the test of difference in community perspective on quality education across respondent groups employing One-Way ANOVA as statistical tool. It was revealed on the table that the computed F-value of 1.054 with a corresponding p-value of 0.381 is higher than the level of significance set at 0.05, so null hypothesis was not rejected, leading to the interpretation that there is no significant difference in the community perspective on the quality education across respondent groups. The sum of squares of 0.96 and the mean square of 0.24 shows not significant across respondent groups. This implies that respondents, regardless of group classification, share relatively similar perceptions regarding the quality of education. The findings suggest that the participants have a common understanding and

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assessment of the educational services, programs, and learning experiences provided by the school or educational institution. Since the perceptions do not significantly vary among groups, it may indicate that educational practices, policies, and school programs are consistently experienced and observed by the members of the community. The absence of significant difference may further suggest that schools have effectively communicated their educational goals, programs, and standards to stakeholders, resulting in a unified perception regarding educational quality. It also reflects that stakeholders may have equal access to information, school activities, and educational experiences, which contributes to comparable viewpoints about the effectiveness of the school's educational delivery. Dagdag et al. (2024) found that stakeholders of a teacher education institution showed common awareness and acceptance of the school's vision, mission, goals, and outcomes, indicating consistency in stakeholder perceptions across groups. The study emphasized that effective institutional communication and stakeholder engagement contribute to shared educational perspectives. Furthermore, Bactasa (2024) highlighted that stakeholders involved in educational implementation often recognize similar strengths and challenges in educational delivery systems. The study explained that shared experiences and active stakeholder participation may result in comparable assessments of educational quality and effectiveness.

Conclusion

Based on the findings of the study, it can be concluded that the community generally perceives the quality of education provided by the selected schools to be implemented at a high extent. The favorable assessment of the respondents indicates that the schools are

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effectively delivering educational services and maintaining programs that support learner development and academic growth. The findings further reveal that community members recognize the competence of teachers, effectiveness of instructional delivery, adequacy of learning resources, school leadership, and stakeholder involvement as important contributors to educational quality. The positive perceptions suggest that schools have established strong relationships with stakeholders and have maintained educational practices that promote learner welfare and institutional effectiveness. Moreover, the absence of significant differences in the perceptions of respondent groups implies that the community shares a common understanding and evaluation regarding the quality of education in the selected schools. This consistency in perception may indicate that school programs, policies, and educational initiatives are experienced similarly by stakeholders regardless of their classification. The study therefore concludes that the selected schools in the Municipality of Albuera are generally effective in providing quality education as perceived by the community. However, despite the positive findings, continuous improvement remains necessary to sustain educational quality and address areas that may still require enhancement, particularly in adapting to modern educational demands and community expectations.

Recommendations

1. Schools should implement the proposed educational awareness plan to effectively deliver quality education to the learners.

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2. School administrators should continue strengthening educational programs, instructional supervision, and stakeholder engagement initiatives to sustain the positive perception of the community regarding educational quality.

3. School administrators should also prioritize continuous improvement in school facilities, technological resources, and learner support programs to address emerging educational needs.

4. Teachers should continue demonstrating professionalism, effective teaching practices, and commitment to learner development.

5. Teachers should encourage to participate in professional development activities, trainings, and seminars to further enhance instructional competence and maintain high-quality teaching performance.

6. Parents and community stakeholders should continue supporting school programs and actively participating in educational activities and decision-making processes.

7. Strengthened school-community partnerships may contribute to improved learner outcomes, stronger educational support systems, and sustainable school improvement initiatives.

8. Local government units and educational authorities should provide continuous assistance to schools through funding, educational resources, infrastructure support, and professional development opportunities.

9. Strengthening policies and programs that support quality education may further improve the learning experiences and academic performance of learners.

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10. Future researchers may conduct similar studies involving wider populations, additional variables, or different educational settings to validate and expand the findings of the present study. They may also explore factors influencing community perceptions of educational quality such as school performance, learner achievement, leadership practices, parental involvement, and technological integration.



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AUTHOR'S PROFILE



MR. PAUL G. POLANGCUS

PAUL G. POLANGCUS, born on June 17, 1997, in Brgy. Damulaan, Albueria, Leyte, is a motivated and goal-driven individual recognized for his dedication to academic excellence and continuous professional growth. His educational journey reflects perseverance, discipline, and a strong commitment to lifelong learning.

Paul completed his elementary education at Albueria South Central School and pursued his secondary studies at Damula-an National High School, where he built a strong academic foundation and developed positive values that shaped his character. He later continued his higher education at Eastern Visayas State University, where he earned his college degree and graduated Cum Laude, a clear testament to his hard work, consistency, and academic dedication.

Committed to further enhancing his professional competence, Paul is currently enrolled in the Graduate School, taking up a Master of Arts in Education (MAEd), major in Elementary

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Education. His pursuit of graduate studies demonstrates his passion for teaching, leadership, and educational development.

In line with his professional goals, Paul took the Licensure Examination on March 17, 2024, and successfully passed the exam on May 24, 2024. This achievement marked an important milestone in his career, signifying his readiness to contribute meaningfully to the field of education.

At present, Paul is serving as a Substitute Teacher at San Pedro Elementary School from February 2, 2026 to April 22, 2026, where he actively engages in classroom instruction and assists in delivering quality education to young learners. In this role, he gains valuable hands-on experience in classroom management, lesson implementation, and student engagement. This opportunity allows him to apply the knowledge and teaching strategies he acquired from his academic training while further developing his competence, confidence, and commitment to the teaching profession. His experience in the classroom strengthens his passion for education and reinforces his dedication to shaping the learning and development of elementary pupils.

Known for his strong work ethic, adaptability, and positive outlook, Paul values continuous learning and personal development. His academic achievements, professional experiences, and ongoing graduate studies continue to shape him into a dedicated and purpose-driven individual, striving to make a meaningful impact in his profession and community.

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