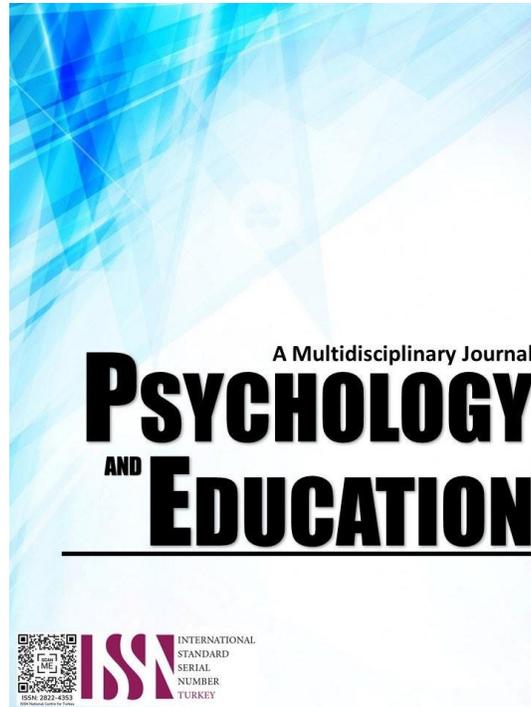


LEARNERS' INVOLVEMENT OF COMMUNITY PARTNERSHIP AND THEIR ATTITUDES TOWARD LEARNING



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 39

Issue 1

Pages: 91-98

Document ID: 2025PEMJ3746

DOI: 10.70838/pemj.390110

Manuscript Accepted: 04-30-2025

Learners' Involvement of Community Partnership and their Attitudes Toward Learning

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Abstract

This study explores the impact of learners' involvement in community partnerships on their attitudes toward learning, focusing on Senior High School Humanities and Social Sciences (HUMSS) learners in San Fernando, Bukidnon. The research investigates how the duration and level of participation in community initiatives influence learners' engagement, motivation, and overall academic outlook. The study employs a quantitative descriptive-correlational design, surveying 205 learners from five participating schools to assess their involvement and corresponding learning attitudes. The research aims to uncover whether sustained and active participation fosters a more positive attitude toward education, promoting social connection, skill development, and real-world learning experiences. Findings indicate a high level of involvement among learners, particularly in short-term and periodic community activities, with less frequent engagement in long-term initiatives. Respondents who assumed leadership roles contributed ideas, and participated consistently demonstrated significantly more positive attitudes toward learning. The results reveal that active, hands-on involvement particularly in leadership and responsibility-driven roles fosters motivation, enhances problem-solving and communication skills, and promotes a sense of belonging both in school and the wider community. A strong positive correlation between participation level, duration, and attitudes toward learning further supports the assertion that learners who engage more deeply in community partnerships are more likely to exhibit enthusiasm, academic confidence, and proactive learning behavior. The study concludes that community partnerships are vital in shaping learner attitudes by creating enriching, supportive environments that extend beyond traditional classroom settings. It recommends the development of sustained, multi-phase partnership programs, leadership opportunities, and integrated community-based learning projects to nurture long-term engagement and maximize positive educational outcomes. Furthermore, recognizing learners' efforts both through intrinsic motivation and external acknowledgment is highlighted as a key strategy to maintain participation and ensure the lasting benefits of community collaboration on academic success and personal development.

Keywords: *community partnerships, learner engagement, attitudes toward learning, school-community collaboration, student participation*

Introduction

San Fernando, Bukidnon, a first-class municipality in the southern part of the Philippines, is home to diverse communities, including indigenous peoples and lowland settlers. As a developing area, it faces challenges in providing equitable access to quality education, particularly for Senior High School learners who must navigate adolescence while striving for academic success. Socioeconomic factors, limited resources, and evolving educational demands contribute to difficulties in sustaining learners' motivation and engagement. Thus, fostering a positive attitude toward learning remains a critical concern.

One approach to addressing these challenges is through community partnerships, which involve collaborations between schools and various stakeholders, such as local businesses, non-government organizations (NGOs), and government agencies. These partnerships provide learners with external resources, mentorship programs, and experiential learning opportunities that enhance their sense of belonging and engagement in education. Studies have demonstrated the positive effects of such collaborations on academic achievement, social-emotional growth, and civic involvement (Johnson & Christensen, 2020; Smith & Jones, 2018). However, the specific impact of community partnerships on learners' attitudes toward learning remains underexplored.

The legal basis for community partnerships in education is supported by various government policies. The Department of Education (DepEd) mandates schools to engage with community stakeholders through initiatives like DepEd Order No. 24, s. 2008, which institutionalized Brigada Eskwela—a nationwide school maintenance program that fosters volunteerism and partnership-building. Additionally, Republic Act No. 8525, also known as the Adopt-a-School Program Act, encourages private sector involvement in public education to enhance school resources and learning opportunities. These policies emphasize the importance of collaborative efforts in improving the educational system and ensuring holistic learner development.

In San Fernando, Bukidnon, several schools—including Halapitan National High School, Little Baguio National High School, Kibongkog Integrated School, Namnam Integrated School, Kalagangan National High School, and Cayaga National High School—actively engage in community partnerships. These collaborations introduce initiatives such as mentorship programs, extracurricular activities, and real-world learning experiences that individual schools may not be able to provide on their own. By integrating community resources into learners' educational experiences, these partnerships can strengthen their sense of belonging—not only within the school environment but also within the broader local community. Given the growing recognition of the importance of belongingness in academic success and social development, exploring the role of community partnerships in shaping learners' attitudes

toward learning is essential.

This study aims to explore the relationship between involvement in community partnerships and the level of participation, and how these factors influence the attitudes toward learning among Senior High School learners, particularly among learners in San Fernando, Bukidnon, to provide insights into the impact of these elements on learners' engagement with the learning process.

Research Questions

This study aimed to examine the involvement of community partnerships and levels of participation and their effects on attitudes toward learning among Senior High School learners. Specifically, it seeks to address the following questions:

1. What is the level of respondents' involvement in community participation in terms of participation and duration?
2. What is the level of respondents' attitude towards learning?
3. Is there a significant relationship between community partnership and attitudes towards learning among SHS HUMSS Learners?

Methodology

Research Design

This study utilized a Quantitative Descriptive-Correlation Design to examine the relationship between community partnerships and attitudes toward learning among Senior High School learners. The focus was on identifying associations between key variables: community partnerships (including duration of involvement and level of participation) and attitudes toward learning. This design assessed how involvement in community partnerships correlated with learners' attitudes toward learning. As noted by Fraenkel and Wallen (2006), descriptive-correlation designs effectively explore relationships among variables without delving into causation.

The study collected quantifiable data from Senior High School learners actively engaged in community partnership programs, enabling a comprehensive analysis of these relationships. The findings provided insights into how community partnerships influenced learners' educational experiences and attitudes, contributing to the discourse on educational improvement and community engagement (Creswell, 2016).

Respondents

The study applied proportional stratified random sampling, as outlined by Cochran (1977), to select respondents from Senior High School HUMSS learners across five educational institutions in the San Fernando District, Bukidnon. To determine the appropriate sample size, the Raosoft Sampling Calculator was utilized, ensuring a 95% confidence level and a 5% margin of error. Based on this calculation, a sample size of 205 learners was determined from the total population of 438.

This method involved dividing the total population into strata based on their respective schools, then selecting respondents in proportion to each school's share of the total population. This approach ensured that all subgroups were accurately represented, leading to more reliable and generalizable findings.

The respondents for this study included Senior High School learners who were enrolled in the HUMSS Strand across all schools offering this program in the San Fernando District. A total of 438 HUMSS learners from five different schools were surveyed for the research.

Instrument

The research instrument for this study is a researcher-made questionnaire that consists of three parts, designed to collect data addressing the research questions regarding the involvement of community partnerships, levels of participation, and their effects on attitudes toward learning among Senior High School learners.

Part I focuses on the Demographic Profile of the respondents, collecting information such as sex to provide background characteristics that will help contextualize the data.

Part II comprises the Characteristics of Community Partnership Scale, which includes measures of Duration and Participation using an Involvement Scale ranging from 1 (Not Involved) to 5 (Very Highly Involved). This section aims to answer Problem 1 by evaluating how different levels of involvement, based on the duration and participation in community partnerships, impact learners' attitudes toward learning.

Part III involves the Attitude Towards Learning Scale, which utilizes an Agreement Scale from 1 (Strongly Disagree) to 5 (Strongly Agree) to measure respondents' perceptions, beliefs, and attitudes about learning. This section seeks to address Problem 2 by assessing the average attitude toward learning among learners participating in community partnership programs.

Procedure

A letter of recommendation to conduct the study was secured from the Dean of Graduate Studies, Isaias S. Sealza, Ph.D. in Valencia

Colleges Inc., City of Valencia. With the dean's recommendation, permission was secured from the Schools Division Superintendent to conduct the study. A letter for the Public Schools District Supervisor was prepared to allow the researcher to conduct the study in the schools. Through the school principal, the researcher got to get the full participation of senior high learners.

Data Analysis

To address the research questions, the following statistical methods were employed:

For Problems 1 and 2, descriptive statistics such as mean and standard deviation were used to provide insights into how different levels of involvement impacted attitudes toward learning among Senior High School learners. Additionally, for Problem 2, frequency distribution and percentages were utilized to present the overall trend of responses on the Likert scale, allowing for a clear understanding of learners' attitudes.

For Problem 3, Pearson correlation analysis was conducted to examine the relationship between the characteristics of community partnerships (duration of involvement and level of participation) and learners' attitudes toward learning. Additionally, multiple regression analysis was performed to assess the significance of these characteristics in predicting learners' attitudes, helping to establish the strength of the association between the variables.

Ethical Considerations

In this research, ethical considerations were carefully observed to protect participants' rights and well-being. Informed consent was obtained from all participants, ensuring they were fully aware of the study's purpose, procedures, and potential risks. For minors, consent was also sought from their parents or guardians. Participants were assured that their involvement was voluntary and that they had the right to withdraw at any time without consequence. Their participation or decision to withdraw did not affect their relationship with the researchers or the institution in any way.

Confidentiality and anonymity were strictly maintained throughout the study. All personal identifiers were removed during data analysis to protect participants' privacy. Data were securely stored and accessible only to authorized personnel. Additionally, the research was conducted with cultural sensitivity and respect for the participants' backgrounds. The study ensured that no physical, emotional, or psychological harm occurred to the participants, maintaining a safe and respectful environment for all involved. Finally, the findings of this study were used for academic purposes only, and participants were not coerced into providing specific responses.

Results and Discussion

Table 1 presents the level of involvement of community participation in terms of duration.

Table 1. *Level of involvement of community participation in terms of duration*

	<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
1.	I have been part of several one-time community service activities.	3.61	1.006	High
2.	I consistently participate in community activities through school partnerships.	3.49	1.051	High
3.	I participate in community partnerships at least once a month.	3.46	1.109	High
4.	I have participated in short-term community partnerships lasting less than a month.	3.44	1.068	High
5.	My involvement in partnerships continues even after the initial project has ended.	3.43	1.108	High
6.	I am actively involved in community partnerships throughout the school year.	3.43	1.067	High
7.	The duration of my involvement in community partnerships is flexible.	3.42	1.125	High
8.	I have engaged in multiple community partnerships throughout the school year.	3.41	1.137	High
9.	I have participated in long-term initiatives lasting more than two years.	3.41	1.132	High
10.	I regularly attend community events organized by school partnerships.	3.40	1.131	High
11.	I have been involved in community partnerships for less than 6 months.	3.39	1.139	Moderately High
12.	I have been part of school-community collaborations for over a year.	3.37	1.107	Moderately High
13.	My participation in community partnerships spans across various projects	3.33	1.060	Moderately High
14.	The partnerships I am involved in are long-term.	3.32	1.168	Moderately High
15.	My involvement in community partnerships has lasted for more than 6 months.	3.30	1.078	Moderately High
	Overall	3.41	1.099	High

Table 1 reveals a generally high level of involvement, with a mean score of 3.41 (SD = 0.477), suggesting that participants engage in community activities with a positive attitude and frequent participation. Notably, the highest mean score was observed for the statement, "I have been part of several one-time community service activities" (Mean = 3.61, SD = 1.006), indicating that short-term, one-time engagements are the most common form of participation. This finding aligns with the observations of Enopiquez et al. (2019), who noted that youth actively participate in sports-related activities due to increased comfort, self-esteem, and confidence, either individually or as a team.

Other indicators with high levels of involvement include "I consistently participate in community activities through school partnerships" (Mean = 3.49, SD = 1.051) and "I participate in community partnerships at least once a month" (Mean = 3.46, SD = 1.109), showing that a significant number of participants engage in recurring community activities. Similarly, "I have participated in

short-term community partnerships lasting less than a month" (Mean = 3.44, SD = 1.068) and "My involvement in partnerships continues even after the initial project has ended" (Mean = 3.43, SD = 1.108) highlight an ongoing commitment to community work beyond the initial project. This pattern supports the findings of Wallerstein et al. (2018), who emphasized that sustained community involvement often emerges from initial short-term engagements, evolving into long-term partnerships driven by community trust and shared goals.

Overall, the findings indicate that community participation is generally high, with more individuals engaging in short-term or periodic activities rather than long-term, sustained involvement. This trend reflects the observations of Wallerstein et al. (2018), who argued that participatory development is often characterized by short-term, visible impacts that appeal to participants but may lack the longevity required for transformative, systemic change.

Table 2 presents the level of involvement of community participation in terms of participation.

Table 2. *Level of involvement of community participation in terms of participation*

	<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
1.	I volunteer for leadership roles in community partnership programs.	3.63	1.014	High
2.	I take responsibility for specific tasks in community partnerships.	3.62	1.024	High
3.	I volunteer my time to support community partnerships without expecting rewards.	3.57	1.147	High
4.	I contribute ideas during community partnership planning sessions.	3.56	1.030	High
5.	I am fully involved in the implementation of partnership activities.	3.53	1.083	High
6.	I attend training sessions related to community partnerships.	3.53	1.127	High
7.	I actively participate in all community partnership events.	3.52	1.114	High
8.	I participate in fundraising activities organized through community partnerships.	3.50	1.101	High
9.	I am an active member of a committee within a community partnership.	3.49	1.096	High
10.	My participation in community partnerships is frequent and consistent.	3.46	1.140	High
11.	I participate in community partnership events even when they are outside of school hours.	3.45	1.095	High
12.	I attend all meetings related to community partnerships.	3.42	1.057	High
13.	I encourage other learners to join community partnership programs.	3.40	1.097	High
14.	I take the initiative to be part of new community partnership projects.	3.39	1.121	High
15.	I have been awarded for my active participation in community partnerships.	3.32	1.058	High
	Overall	3.49	1.087	High

Table 2 shows a generally high level of engagement among respondents (Mean = 3.49, SD = 1.087), supporting the notion that active participation is vital for effective community partnerships (Laverack, 2019). The high mean scores observed across various indicators, such as volunteering for leadership roles (Mean = 3.63, SD = 1.014) and taking responsibility for tasks (Mean = 3.62, SD = 1.024), suggest that participants demonstrate not only a willingness to engage but also a commitment to sustaining partnership initiatives. This aligns with previous research indicating that leadership involvement and task ownership are critical predictors of community program success (Wallerstein et al., 2020).

Additionally, the findings reflect strong voluntary engagement, with respondents frequently contributing ideas (Mean = 3.56, SD = 1.030) and dedicating time without expecting rewards (Mean = 3.57, SD = 1.147). Such behaviors echo the principles of intrinsic motivation, which Deci and Ryan (2020) argue are essential for fostering long-term civic engagement. Moreover, the consistent involvement in training sessions (Mean = 3.53, SD = 1.127) suggests a community that values capacity building — a factor widely recognized for enhancing collective efficacy (Bandura, 2019).

In summary, the data underscore a community characterized by high participation, particularly in leadership, responsibility, and voluntary support. These findings reinforce the argument that community empowerment is driven by intrinsic motivation and capacity development rather than extrinsic rewards (Wallerstein et al., 2020; Deci & Ryan, 2020).

Table 3 presents the level of attitude towards learning.

Table 3 presents the analysis of respondents' attitudes toward learning, revealing an overall positive disposition (Mean = 3.57, SD = 0.448). This supports the argument that community partnership engagement cultivates a learning mindset by providing practical, socially embedded experiences that reinforce academic efforts (Bingle & Clayton, 2020). The highest-rated indicator, "I am more open to collaborating with peers due to the skills I gained from community activities" (Mean = 3.69, SD = 1.019), reflects the social learning theory's assertion that cooperative environments promote skill development and foster positive attitudes (Bandura, 2019).

Other prominent indicators, such as "My participation in community partnerships motivates me to take on new academic challenges" (Mean = 3.65, SD = 1.077) and "I am motivated to learn new things because of my involvement in community partnership programs" (Mean = 3.64, SD = 1.023), align with Deci and Ryan's (2020) self-determination theory, which emphasizes that autonomy and relatedness enhance intrinsic motivation. These findings underscore the notion that experiential learning environments, like community partnerships, empower learners to extend their learning beyond the classroom (Eyler, 2021).

Table 3. *Level of attitude towards learning*

	<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
1.	I am more open to collaborating with peers due to the skills I gained from community activities	3.69	1.019	High
2.	My participation in community partnerships motivates me to take on new academic challenges.	3.65	1.077	High
3.	I am motivated to learn new things because of my involvement in community partnership programs.	3.64	1.023	High
4.	Participation in community programs helps me apply what I learn in school to real-world situations.	3.63	1.071	High
5.	I am more likely to participate in class because of my experiences in community partnerships.	3.62	0.996	High
6.	I feel that community partnerships are essential to my overall education and personal growth.	3.62	1.048	High
7.	My involvement in community programs enhances my communication skills.	3.61	1.040	High
8.	My engagement in community partnerships has improved my problem-solving skills.	3.60	1.013	High
9.	Community partnerships help me set academic goals and strive to achieve them.	3.60	1.013	High
10.	I find learning more enjoyable when I engage in community partnership activities.	3.59	1.084	High
11.	My involvement in community partnerships encourages me to put more effort into my studies.	3.51	1.110	High
12.	Community partnership activities make my learning experience more meaningful.	3.49	1.008	High
13.	I feel more confident in my academic abilities due to my participation in community partnerships.	3.46	0.997	High
14.	I feel a stronger connection to my school because of my participation in community partnerships.	3.46	1.027	High
15.	Community partnership involvement positively influences my attitude toward attending classes.	3.40	1.046	High
	Overall	3.57	1.038	High

Moreover, indicators such as "Participation in community programs helps me apply what I learn in school to real-world situations" (Mean = 3.63, SD = 1.071) and "I am more likely to participate in class because of my experiences in community partnerships" (Mean = 3.62, SD = 0.996) highlight the practical benefits of community engagement. These outcomes are consistent with Kolb's (2019) experiential learning theory, which posits that learning is maximized when learners can actively integrate theoretical knowledge into practical contexts.

The data also emphasize skill development, as evidenced by "My involvement in community programs enhances my communication skills" (Mean = 3.61, SD = 1.040) and "My engagement in community partnerships has improved my problem-solving skills" (Mean = 3.60, SD = 1.013). These findings align with research by Astin et al. (2020), who noted that community-based learning environments foster essential competencies that contribute to both academic success and personal development.

In summary, the data indicate that community partnership participation significantly enhances learners' attitudes toward learning, particularly in fostering collaboration, motivation, and practical skill development. The findings reinforce existing theories of experiential and social learning, highlighting the value of community engagement in promoting a positive, skill-enriching academic experience (Bandura, 2019; Deci & Ryan, 2020; Eyler, 2021).

Table 4 presents the Test of significant relationship between community participation in terms of participation and duration and attitudes towards learning.

Table 4. *Test of significant relationship between community participation in terms of participation and duration and attitudes towards learning*

<i>Variable</i>	<i>r</i>	<i>p-value</i>	<i>Interpretation</i>
Duration	.400	.000	Significant
Participation	.485	.000	Significant
Overall	.485	.000	Significant

Table 4 shows a significant positive relationship between community participation, measured both by duration and level of engagement, and learners' attitudes toward learning. The correlation between duration of participation and learning attitudes ($r = .400$, $p = .000$) reflects a moderate yet meaningful association, indicating that prolonged involvement in community partnerships supports sustained positive attitudes. This aligns with findings by Hart et al. (2020), who suggest that extended participation in experiential learning environments deepens learners' sense of purpose and academic engagement.

Additionally, the level of participation ($r = .485$, $p = .000$) shows a stronger, significant relationship with attitudes toward learning. This implies that learners who actively engage — through leadership roles, idea-sharing, and event participation — cultivate more positive learning attitudes. This observation supports Astin's (2020) theory of learner involvement, which posits that higher engagement levels correlate with enhanced learning outcomes and personal development.

The combined relationship ($r = .485$, $p = .000$) further underscores the importance of active, sustained participation in fostering positive educational attitudes. Learners who invest both time and effort in community partnerships not only acquire practical skills but also

exhibit increased motivation and enthusiasm for learning. This mirrors findings by Chan et al. (2021), who argue that experiential and community-based learning enhances learners' self-efficacy and academic perseverance.

Moreover, Deci and Ryan's (2020) self-determination theory offers a useful lens for interpreting these results. The theory emphasizes that autonomy, competence, and relatedness are key drivers of intrinsic motivation, all of which are nurtured through meaningful community participation. Learners who assume leadership roles and contribute ideas are likely to experience a greater sense of agency and competence, reinforcing their positive attitudes toward learning (Ryan & Deci, 2020).

In rejecting the null hypothesis, the analysis highlights that community engagement plays a pivotal role in shaping learners' academic dispositions. The significant correlations between participation, duration, and attitudes support the broader argument that experiential learning, particularly within collaborative, real-world contexts, cultivates more motivated and engaged learners (Eyler, 2021).

Conclusions

This study provides compelling evidence that community partnerships play a vital role in shaping learners' attitudes toward education, particularly among Senior High School Humanities and Social Sciences (HUMSS) learners in San Fernando, Bukidnon. The findings reveal high levels of participation in community programs, with students actively engaging in both short-term and periodic activities. More importantly, those who assumed leadership roles and contributed meaningfully to planning and implementation demonstrated greater motivation, academic confidence, and positive attitudes toward learning. While short-term involvement was more common, the study underscores the importance of sustained, long-term engagement in fostering deeper, lasting improvements in learners' personal development and educational outlook.

A significant relationship was found between the level and duration of community participation and learners' attitudes toward learning. Active and consistent involvement, especially in leadership and responsibility-driven roles, enhanced learners' problem-solving and communication skills, sense of belonging, and motivation. These results affirm the value of experiential and community-based learning environments, which bridge the gap between academic instruction and real-world relevance, making education more meaningful and engaging for students.

In light of these findings, schools and community stakeholders are encouraged to collaborate in designing structured programs that promote long-term, multi-phase engagement. Such initiatives may include mentorship schemes, leadership development activities, and interdisciplinary, service-oriented learning projects that connect classroom instruction with community needs. Teachers are urged to integrate community-based activities into lesson design to highlight the practical application of academic content. Furthermore, while intrinsic motivation is crucial, recognizing students' efforts through awards, certifications, or leadership endorsements can sustain engagement and reinforce a culture that values active participation.

Schools should offer a diverse range of community partnerships to address varied learner interests and strengths — from environmental and social outreach to arts and technology. Finally, future research is recommended to examine the differential impacts of specific types of community partnerships and to conduct longitudinal studies that track learners' growth and attitudes over time.

This study highlights the transformative potential of well-structured community partnerships. By fostering leadership, sustained engagement, and meaningful recognition, these collaborations can nurture more confident, motivated, and capable learners — ultimately contributing to their academic success and holistic development.

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