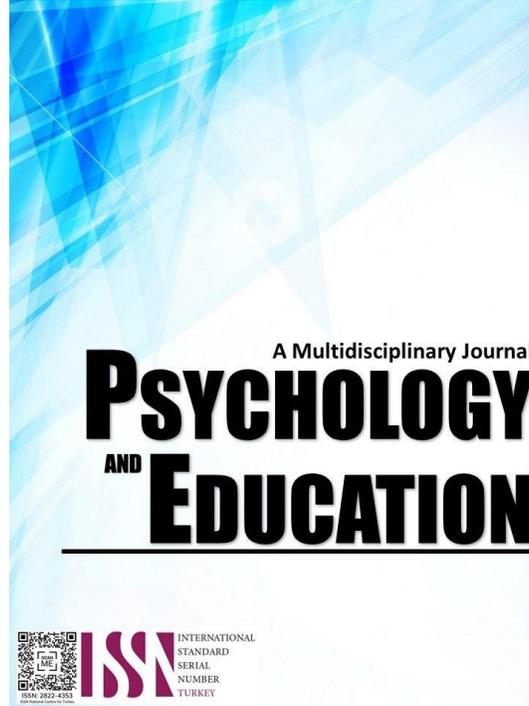


# COMMUNITY ENGAGEMENT AND WORK PERFORMANCE OF PUBLIC SECONDARY SCHOOL TEACHERS



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## Community Engagement and Work Performance of Public Secondary School Teachers

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### Abstract

The study aimed to determine the extent of effects of community engagement and work performance in public secondary school teachers in Teresa Sub-Office, Division of Rizal, during the School Year 2024-2025. A descriptive-correlational research design was applied, utilizing a researcher who made a questionnaire checklist as an instrument in gathering the needed data on the extent of effects of community engagement of public secondary school teachers as perceived by themselves with respect to volunteerism, collaboration, and communication. The said instrument also determined the extent of the problems encountered by teachers regarding community engagement. Also, the study considered the total population of 248 teachers in the identified schools who were chosen using a total enumeration sampling method. The study revealed that the teachers perform community as indicated by a composite weighted mean of 3.85, which is verbally interpreted as Often. In addition, there is no significant difference in the extent of effects of community engagement on the work performance of teachers as perceived by themselves with respect to the different aspects in terms of their profile as reflected in the gained *f*-values, which are higher than 0.05. More so, teacher-respondents perform very satisfactorily as revealed in their Individual Performance Commitment and Review. Furthermore, there is no significant relationship between the perceived effects of community engagement and the level of work performance of teachers. It was concluded that the perceived impact of community engagement, whether through volunteerism, collaboration, or resource generation, does not show a significant association with teachers' work performance. These findings suggest that while teachers may actively participate in community activities, such involvement does not necessarily translate into measurable improvements in their professional performance. The study recommended that teachers strengthen their community engagement by fostering stronger school-community relationships, increasing student engagement and achievement, and enhancing teacher satisfaction and professional development. Stakeholders may be encouraged to actively participate in school activities to strengthen the school community partnership.

**Keywords:** *community engagement, work performance, secondary teachers, educational partnership*

### Introduction

Education is a powerful instrument for enhancing one's life, transcending social, economic, cultural, and geographic boundaries. It is a fundamental value deeply embedded in Philippine society. Schools, tasked with the critical job of delivering quality education, rely heavily on community support to thrive.

Relatively, education plays a crucial role in community engagement by fostering participation, empowerment, and collaboration among community members. Community engagement is a collaborative effort where schools, families, and the community work together, forming a network of shared responsibility for student success. This collaboration enhances civic well-being and strengthens the ability of schools, families, and communities to foster the holistic development of young people.

In this connection, the Department of Education (DepEd) highlighted the importance of forming partnerships with various groups to support school children. This includes utilizing facilities and equipment, providing additional teacher training, and securing donations. Such collaborations demonstrate how schools and community organizations can work together to enhance learning, benefiting everyone involved. These partnerships can strengthen and empower each participant, leading to improved program quality, more efficient resource use, and better alignment of goals.

DepEd Order 13, s. 2022 or the Omnibus Guidelines on the Regulations of Operations of Parent-Teacher Associations (PTAs), issued in 2022, emphasize that the DepEd is promoting harmonious, active, and collaborative engagement among teachers, parents, and the community in the implementation of school programs, which is essential for ensuring the overall welfare of learners.

In a similar vein, this study is anchored in Social Capital Theory and Role Theory. Social Capital Theory The present research is anchored in Social Capital Theory and Role Theory. Social Capital Theory posits that relationships and networks between teachers and community members generate trust, shared norms, and mutual support, which can enhance professional effectiveness. When key stakeholders collaborate with mutual respect and shared responsibility, school initiatives become more responsive to student needs. Active involvement from parents and the community strengthens the support system for learners, while collaboration with teachers ensures consistent and effective implementation of educational programs.

Community engagement is therefore critical in DepEd schools, as it fosters a collaborative environment in which teachers, students, families, and local organizations collectively enhance the educational experience. Engagement enables schools to utilize local resources, knowledge, and support systems to improve student outcomes. When parents and community members actively participate

in school activities, they contribute to a richer learning environment and develop a sense of ownership and responsibility for students' education. This collaborative spirit creates a supportive network capable of addressing challenges and promoting holistic student development.

Furthermore, community engagement aligns educational objectives with community needs. Involving stakeholders allows schools to better understand the unique challenges faced by students and to tailor programs accordingly. This alignment enhances the relevance of education and fosters a sense of belonging among learners. Partnerships with local businesses and organizations provide additional resources, including mentorship programs, internships, and extracurricular activities, thereby enriching the overall educational environment.

Although previous studies have explored teacher performance and community participation separately, there is limited empirical evidence examining the direct relationship between community engagement and work performance of public secondary school teachers, particularly in the public-school context. Existing research often focuses on student outcomes or school-community partnerships at the institutional level, leaving a gap in understanding how individual teachers' community involvement relates to their professional performance.

Observations suggest that teachers in public schools often find that community engagement enriches their teaching experiences and enhances student learning. Active participation by parents and community members provides teachers with valuable insights into students' unique backgrounds and needs, allowing for more effective instruction. Collaboration with stakeholders also offers additional resources, such as workshops and extracurricular programs, that support students' academic and personal growth.

It is within this context that the researcher was motivated to investigate the extent of the effects of community engagement on the work performance of teachers in public secondary schools within the Teresa District, Schools Division Office of Rizal.

### **Research Questions**

The study aimed to determine the extent of effects of community engagement on the work performance of public secondary school teachers in public secondary schools in Teresa District, Schools, Division Office of Rizal during the School Year 2024-2025. Specifically, this study sought answers to the following questions:

1. What is the profile of the respondents in terms of:
  - 1.1. age;
  - 1.2. sex;
  - 1.3. civil status;
  - 1.4. educational attainment;
  - 1.5. position title;
  - 1.6. length of service; and
  - 1.7. in-service trainings attended?
2. What is the extent of the effects of community engagement on the work performance of public secondary school teachers as perceived by themselves, with respect to:
  - 2.1 volunteerism;
  - 2.2 collaboration; and
  - 2.3 resource generation?
3. Is there a significant difference in the extent of effects of community engagement on the work performance of public secondary school teachers as perceived by themselves when grouped in terms of their profile?
4. What is the level of work performance of the public secondary school teachers as revealed by the results of their Individual Performance Commitment and Review (IPCR)?
5. Is there a significant relationship between the extent of effects of community engagement of teachers and their level of work performance?
6. What is the extent of the problems encountered by the public secondary school teachers regarding community engagement?

### **Literature Review**

Community engagement is widely recognized as a critical factor in improving educational quality, particularly in contexts where resources are limited. Baptiste (2020) emphasized that community participation is essential in developing countries, where governments often face constraints in addressing education sector challenges.

Similarly, Tecson (2023) highlighted that in the Philippines, teacher collaboration with parents, local leaders, and other stakeholders enriches the educational experience and addresses community needs, suggesting that active partnerships can foster shared responsibility for student outcomes. Both studies underscore that collaborative involvement is a key mechanism for enhancing educational quality. However, Baptiste's focus is primarily on structural and policy-level participation, whereas Tecson emphasizes relational and practical interactions at the school-community interface.

Shibuya (2020) extended this understanding by demonstrating that low community participation, exacerbated by relational conflicts over a chieftaincy issue, negatively affected learning outcomes due to a lack of trust among school stakeholders. This finding contrasts with Moore's (2020) assertion that stakeholder engagement, whether deliberately applied or emerging as a consequence of effective management, is crucial for ensuring that schools support each student in achieving their potential. Taken together, these studies highlight that community engagement is not merely participatory but relational, with trust and collaboration as mediating factors influencing educational effectiveness.

Meanwhile, effective communication between teachers and community members emerges as a central theme across multiple studies. Estanislao (2022) posits that open, two-way communication fosters partnerships that benefit both students and the broader community, enhancing trust and shared responsibility. Additionally, Villaluz et al. (2018) similarly found that collaborative lesson studies and broader community involvement facilitated the exchange of ideas, enriching instructional practices and enhancing teacher effectiveness.

Cai et al. (2022) provide complementary evidence, demonstrating that dimensions of professional community—such as collaboration, shared norms, and reflective dialogue—positively relate to teacher engagement, with self-efficacy serving as a mediator. Collectively, these findings suggest that teachers' active collaboration with the community not only supports student outcomes but also enhances professional engagement and effectiveness.

In a similar note, empirical evidence indicates that teacher participation in community activities is associated with work performance, though the nature of this relationship varies. As-il (2024) found that Filipino teachers who actively engage with their communities tend to experience higher levels of work engagement, which positively influences their teaching performance.

Estigoy and Olua (2023) corroborate this in a local context, noting that teachers' years of service and their proactive collaboration with the community significantly affect the extent of their involvement. In contrast, Cabardo (2020) found only moderate participation of school stakeholders in school-initiated activities, suggesting that systemic factors, such as the level of School-Based Management (SBM) implementation, can shape engagement outcomes. Together, these studies highlight both individual and institutional determinants of community engagement and its influence on teacher performance.

## **Methodology**

### **Research Design**

The study employed the descriptive correlational research design, which is appropriate for investigations that seek to systematically describe existing conditions and examine relationships among variables without manipulating them. As emphasized by Calmorin (2020), descriptive correlational research involves the collection and analysis of data to answer research questions or test hypotheses concerning the current status of a phenomenon. It focuses on describing prevailing conditions, practices, situations, and relationships as they naturally occur.

This research design was deemed most suitable for the present study because it aimed to determine the extent of the influence of community engagement on the work performance of public secondary school teachers. By using the descriptive method, the study is able to capture teachers' existing levels of community involvement and work performance and analyze their relationship within the real school context. The design allowed for an objective assessment of patterns and trends in teacher behavior and performance, thereby providing empirical evidence that can inform school policies, community partnership initiatives, and professional development programs.

### **Respondents**

The respondents of the study consisted of 248 public secondary school teachers from the three (3) public secondary schools in the Teresa District, Schools Division Office of Rizal. These schools are characterized as government-managed secondary institutions serving diverse student populations. Teresa District was purposively selected because it represents a typical public secondary school setting in the province of Rizal, where teachers are actively involved in school–community partnerships and stakeholder engagement initiatives aligned with the Department of Education's thrusts on community involvement and school-based management.

The study employed total population sampling, wherein all teachers in the district were included as respondents. This approach ensured comprehensive representation and eliminated sampling bias, thereby strengthening the validity and generalizability of the findings within the district context.

### **Instrument**

A questionnaire checklist was developed by the researcher describing the use of different variables considered in the study. This consists of three parts. Part I dealt with the personal profile of the respondents in terms of age, sex, civil status, educational attainment, position title, length of service, and in-service training attended. Part II dealt with the extent of effects of community engagement on the work performance of public secondary school teachers with respect to volunteerism, collaboration, and resource generation.

The draft questionnaire underwent content validation by experts knowledgeable in educational research, including the dean, research

adviser, statistician, panel members, principal, and master teacher. Their feedback regarding clarity, relevance, and coverage of constructs was incorporated into the final instrument. Additionally, the use of theoretically grounded items and the adaptation of established scales served to enhance construct validity. At the same time, expert review functioned as a safeguard against ambiguity, bias, or misinterpretation of items.

### Procedure

The conduct of the study followed a Gantt Chart of Activities, which guided the systematic implementation of each research phase. The formulation of the research problem was completed, followed by a review of related literature, consulting different sources to further establish the claim of the topic. The development and validation of the research instrument were conducted, after which formal permission to conduct the study was secured from the Office of the Schools Division Superintendent of Rizal. Data collection was carried out in two weeks using a researcher-developed questionnaire checklist administered through Google Survey Forms to ensure efficiency, accessibility, and compliance with the Data Privacy Act of 2012. Participation was voluntary, and confidentiality of respondents' information was strictly observed. Following data retrieval, responses were encoded, tabulated, and processed using the Statistical Package for the Social Sciences (SPSS) at the College Statistics Center—data analysis and interpretation, aligned with the study's sub-problems. Based on the results, the summary of findings, conclusions, and recommendations was formulated, and the final manuscript underwent an anti-plagiarism test before submission to ensure academic integrity.

### Data Analysis

In this study, the following statistical tools were used to analyze the data. To determine the profile of the respondents in terms of the selected variables, frequency, percentage, and rank distribution were applied. The weighted mean was utilized to assess the perceived effects of community engagement on the work performance of public secondary school teachers with respect to various aspects, the level of work performance based on the Individual Performance Commitment and Review (IPCR) results, and the extent of problems encountered in community engagement.

One-way ANOVA was employed to determine whether significant differences existed in the extent of community engagement effects across groups of respondents categorized by selected profile variables. Correlation analysis was used to determine whether there was a significant relationship between the extent of community engagement effects and teachers' level of work performance. Hypotheses were tested at a 0.05 significance level: if  $p < 0.05$ , the null hypothesis was rejected; if  $p \geq 0.05$ , the null hypothesis was not rejected. Results were reported accordingly, and no interpretations were made when differences or relationships were statistically non-significant to avoid misleading conclusions.

### Ethical Considerations

Ethical considerations were strictly observed in this study to protect the rights, dignity, and well-being of all participants. Formal approval to conduct the research was obtained from the Office of the Schools Division Superintendent of Rizal. Before data collection, respondents provided informed consent after being fully briefed on the study's purpose, procedures, and their right to withdraw at any time without penalty.

Privacy and confidentiality were maintained by collecting only essential information, excluding personal identifiers, and limiting data access to the researcher. The study was conducted in a manner that avoided any physical, emotional, or psychological harm. All responses were treated respectfully and used solely for academic purposes. Academic integrity was upheld by accurately acknowledging sources and presenting feedback faithfully, and the research complied with relevant institutional policies and the Data Privacy Act of 2012.

## Results and Discussion

This section presents the findings according to the study's research questions.

### *Profile of the Respondents in Terms of the Selected Variables*

Table 1. *Frequency and Percentage Distribution of the Respondents in Terms of the Selected Variables*

<i>Age</i>	<i>Frequency</i>	<i>Percent</i>	<i>Rank</i>
21-30 years old	53	21.4	3
31-40 years old	87	35.1	2
41-50 years old	97	39.1	1
51-60 years old	11	4.4	4
Total	248	100.0	
<i>Sex</i>			
Male	60	24.2	2
Female	188	75.8	1
Total	248	100.0	
<i>Civil Status</i>			



Single	100	40.3	2
Married	146	58.9	1
Widow/widower	2	0.8	3
Total	248	100.0	
Educational Attainment			
Master's Degree with Doctoral units	10	4.0	4
Master's Degree	60	24.2	3
With MA units	88	35.5	2
Bachelor's Degree	90	36.3	1
Total	248	100.0	
Position Title			
Master Teacher	7	2.8	4
Teacher III	75	30.2	3
Teacher II	79	31.9	2
Teacher I	87	35.1	1
Total	248	100.0	
Length of Service			
25 Years and above	3	1.2	6
20 – 24 years	119	48.0	1
15 – 19 years	71	28.6	2
10 – 14 years	24	9.7	3
5 – 9 years	14	5.6	5
Below 5 years	17	6.9	4
Total	248	100.0	
In-Service Trainings Attended			
International Level	25	10.1	6
National Level	31	12.5	4
Regional Level	40	16.1	2
Division Level	30	12.1	5
District Level	38	15.3	3
School Level	84	33.9	1
Total	248	100.0	

The table shows that out of 248 teachers, 97 or 39.1% have ages 41-50 years old and 87 or 35.1 % have ages 31-40 years old. The majority are females, with 188 or 75.8%. In terms of civil status, most of them are married, with 146 or 58.9%. In terms of educational attainment, most of the respondents are pursuing graduate education, with 35.5% have MA units, 24.2% have finished their Master’s degree, 4 % have Doctoral units, and the remaining 36.3% are still in their bachelor’s degree. As regards their position title, 35.1% are Teacher I, 31.9% are Teacher II, 30.2% are Teacher III, and only 2.8% are Master Teachers. About their length of service, 48 % have been in the service for 20-24 years, 28 % have been in the service for 15-19 years, 1.2 % have been in the service for 25 years and above, 9.7 % have been in the service for 10-14 years, 6.9% have been in the service below 5 years and the rest have been in the service for 5-9 years with 5.6%.

With regards to in-service trainings attended, 33.9% have attended in-service trainings at the school level, 15.3% have attended in the district level, 12.1 % have attended in the division level, and the rest have attended in the regional, national, and international level.

**Extent of Effects of Community Engagement on the Work Performance of Public Secondary School Teachers as Perceived by Themselves with Respect to the Different Aspects**

Table 2. Extent of Effects of Community Engagement on the Work Performance of Public Secondary School Teachers as Perceived by Themselves with Respect to Volunteerism

<i>Volunteerism</i> <i>In the conduct of community engagement, I...</i>	<i>W<math>\bar{X}</math></i>	<i>Verbal Interpretation</i>
1. Actively attend school meetings and events related to community involvement.	3.95	Often
2. Promote school activities for students ‘learning.	3.81	Often
3. Volunteer my time for school activities or programs.	3.81	Often
4. Communicate regularly with parents about their child’s academic progress.	3.81	Often
5. Participate in fundraising efforts to support school projects.	3.85	Often
6. Share resources or expertise with the school to enhance educational programs.	3.77	Often
7. Encourage other parents and community members to get involved in school activities.	3.82	Often
8. Provide feedback to the school on programs and initiatives that impact my child.	3.78	Often
9. Engage in discussions with community organizations to support school needs.	3.79	Often
10. Promote a positive relationship between the school and the community.	3.86	Often
Overall <i>W<math>\bar{X}</math></i>	3.82	Often (High Extent)



As reflected in the table, with respect to volunteerism, the overall weighted mean obtained is 3.82, interpreted as Often (High Extent). The findings indicate that community engagement of teachers has a significant effect on the work performance of teachers. This means that teachers' volunteerism in community activities affects their performance.

The results imply that volunteering provides teachers with opportunities for personal growth, skill development, and a deeper sense of fulfillment, as they contribute to the well-being of others. By actively participating in community initiatives, teachers contribute to a more engaged, educated, and healthy community, promoting overall societal progress. This is aligned with the statements of Bolanos (2022), who states that teachers play a vital role in their communities by volunteering their time and expertise. They contribute to community well-being through various activities, fostering positive relationships, and promoting education and social development beyond the classroom.

Table 3. *Extent of Effects of Community Engagement on the Work Performance of Public Secondary School Teachers as Perceived by Themselves with Respect to Collaboration*

<i>Collaboration</i> <i>In the conduct of community engagement, I used to collaborate in...</i>	<i>W<math>\bar{X}</math></i>	<i>Verbal Interpretation</i>
1. Planning and organizing school events with teachers and community members.	3.94	Often
2. Communicating regularly with teachers about student progress and needs.	4.05	Often
3. Developing educational programs that involve both school and community resources.	4.02	Often
4. Sharing updates and information with other parents regarding school initiatives.	4.10	Often
5. Soliciting feedback from community members on school policies and programs.	4.11	Often
6. Facilitating workshops or training sessions that involve both educators and parents.	4.00	Often
7. Coordinating volunteer efforts for school activities and projects.	4.02	Often
8. Engaging in discussions with local organizations to align their support with school goals.	4.08	Often
9. Participating in committees that focus on improving school-community relations.	4.11	Often
10. Advocating for open lines of communication between parents, teachers, and community stakeholders.	4.21	Often
Overall <i>W<math>\bar{X}</math></i>	4.06	Often (High Extent)

As depicted in the table, with respect to collaboration, the overall weighted mean obtained is 4.06, interpreted as Often (High Extent). The findings reveal that, as perceived by teachers, community engagement with respect to collaboration has a significant effect on their work performance. This means collaboration allows teachers to brainstorm ideas, share strategies for addressing student challenges, and develop innovative solutions to classroom issues.

The results imply that in the face of new curriculum or teaching methods, collaboration helps teachers adapt and integrate new approaches effectively. When teachers collaborate, they can create more engaging and interactive learning experiences, leading to increased student participation and motivation. By working together, teachers can better identify and address the specific learning needs of individual students, providing tailored support for academic and social-emotional growth. This is related to the discussion of Tecson (2023) that teachers, parents, and community members collaborate to create a supportive environment for students, sharing responsibility for their academic and personal development.

Table 4. *Extent of Effects of Community Engagement on the Work Performance of Public Secondary School Teachers as Perceived by Themselves with Respect to Resource Generation*

<i>Resource Generation</i> <i>In the conduct of community engagement, I...</i>	<i>W<math>\bar{X}</math></i>	<i>Verbal Interpretation</i>
1. Contribute materials or supplies to support classroom activities.	3.68	Often
2. Assist in securing funding or donations for school programs.	3.55	Often
3. Offer my professional skills or expertise to enhance educational initiatives.	3.75	Often
4. Provide transportation or logistical support for school events.	3.52	Often
5. Share information about community resources that can benefit the school.	3.64	Often
6. Encourage local businesses to sponsor school projects or events.	3.76	Often
7. Facilitate partnerships between the school and community organizations.	3.75	Often
8. Participate in organizing community events that support the school.	3.74	Often
9. Advocate for policies or programs that provide additional resources for the school.	3.54	Often
10. Assist in developing or improving facilities and infrastructure for the school.	3.54	Often
Overall <i>W<math>\bar{X}</math></i>	3.65	Often (High Extent)

The table depicts that with respect to resource generation, all items are interpreted often with an overall weighted mean of 3.65 interpreted often (High Extent). These denote that community engagement with respect to resource generation has a significant effect on the work performance of teachers. This means that teachers' involvement in resource generation ensures that everyone cooperates regarding a student's progress and needs, leading to improved academic and social-emotional outcomes.

The results imply that teachers play a vital role in resource generation within schools, contributing through various avenues like utilizing existing resources effectively, actively participating in fundraising activities, and fostering community partnerships. Their involvement directly impacts the learning environment and student outcomes by maximizing the potential of available resources and creating growth opportunities. This conforms with the citation of Estanislao (2022) that teachers are responsible for the day-to-day application of



resources, including instructional materials, technology, and physical spaces.

**Significant Difference on the Extent of Effects of Community Engagement on the Work Performance of Public Secondary School Teachers as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile**

Table 5. Result of the F-test in the Significant Difference on the Extent of Effects of Community Engagement on the Work Performance of Public Secondary School Teachers, As Perceived by Themselves, With Respect to the Different Aspects in Terms of Their Profile

Aspects/Variables	F-value	p-value	Ho	Verbal Interpretation
Age				
Volunteerism	0.767	0.514	Accepted	Not Significant
Collaboration	2.469	0.063	Accepted	Not Significant
Resource Generation	0.409	0.747	Accepted	Not Significant
Sex				
Volunteerism	0.043	0.836	Accepted	Not Significant
Collaboration	0.190	0.664	Accepted	Not Significant
Resource Generation	1.865	0.173	Accepted	Not Significant
Civil Status				
Volunteerism	1.284	0.279	Accepted	Not Significant
Collaboration	0.257	0.774	Accepted	Not Significant
Resource Generation	1.472	0.231	Accepted	Not Significant
Position Title				
Volunteerism	0.689	0.559	Accepted	Not Significant
Collaboration	0.213	0.888	Accepted	Not Significant
Resource Generation	0.392	0.759	Accepted	Not Significant
Length of Service				
Volunteerism	0.314	0.731	Accepted	Not Significant
Collaboration	0.580	0.561	Accepted	Not Significant
Resource Generation	0.456	0.635	Accepted	Not Significant
Educational Attainment				
Volunteerism	0.324	0.899	Accepted	Not Significant
Collaboration	0.430	0.828	Accepted	Not Significant
Resource Generation	0.588	0.710	Accepted	Not Significant
In-Service Trainings Attended				
Volunteerism	1.239	0.291	Accepted	Not Significant
Collaboration	0.677	0.641	Accepted	Not Significant
Resource Generation	0.720	0.609	Accepted	Not Significant

The F-test results reveal probability values greater than .05. This fails to reject the null hypothesis, stating that there is no significant difference in the extent of effects of community engagement of teachers with respect to the different aspects in terms of their profile. The findings indicate that personal variables of teachers are not significant in their perceptions regarding the effects of community engagement on their performance. This means that the impact of community engagement on their performance has nothing to do with their personal attributes.

The results imply that community engagement of teachers with respect to volunteerism, collaboration, and resource generation is not influenced by their age, sex, civil status, educational attainment, position title, length of service, or in-service training attended. Findings further imply that teachers engaged with the community and stakeholders regardless of their personal characteristics. This is similar to the findings of Estigoy and Olua (2023) that community involvement practices of the respondents are extensive and all-encompassing. They do the necessary practices to ensure a healthy and wonderful relationship with the community.

**Level of Work Performance of the Public Secondary School Teachers as Revealed by the Results of their Individual Performance Commitment and Review (IPCR)**

It can be noted that the teachers are performing very satisfactorily as revealed in their Individual Performance Commitment and Review (IPCR) form. This means that teachers are consistently meeting and in many cases exceeding the expected standards and objectives set by their roles and responsibilities.

This implies that teachers are effectively fulfilling their duties and demonstrating a high level of competence and professionalism. This suggests a positive impact on student learning, school performance, and overall educational quality. It also indicates that the support systems, such as training programs, leadership, and evaluation tools, are functioning well to guide and enhance teacher performance.

This relates to the discussion of De Jesus (2021), which states that a complex interplay of factors, including workload, work environment, and motivation, influences teacher work performance in the Philippines. While teachers generally report high levels of job satisfaction and dedication, they also face challenges related to heavy workloads, administrative burdens, and the need for continuous professional development.



Table 6. *Level of Work Performance of the Public Secondary School Teachers as Revealed by the Results of their Individual Performance Commitment and Review (IPCR)*

Rating	Verbal Interpretation	f	%
4.50 – 5.00	Outstanding	50	20
3.50 – 4.49	Very Satisfactory	188	76
2.50 – 3.49	Satisfactory	10	4
1.50 – 2.49	Unsatisfactory	-	-
1.00 – 1.49	Poor	-	-
Total		249	100
Highest Rating			4.69
Lowest Rating			3.40
Mean	4.16 – Very Satisfactory		
Standard Deviation			0.31

**Significant Relationship Between the Extent of Effects of Community Engagement of Teachers and Their Level of Work Performance**

The table shows that the p-values associated with the r-values are greater than 0.05. Therefore, the null hypothesis, which states that there is no significant relationship between the perceived extent of teachers’ community engagement and their level of work performance, is not rejected. This indicates that, based on the data, the importance of teachers’ community engagement is not significantly related to their work performance.

Table 7. *Computed r-Values on the Significant Relationship Between the Extent of Effects of Community Engagement of Teachers and Their Work Performance*

Aspects	r-values	p-values	HO	Verbal Interpretation
Volunteerism	0.027	0.676	Accepted	Not Significant
Collaboration	0.047	0.461	Accepted	Not Significant
Resource Generation	0.007	0.917	Accepted	Not Significant

The lack of a significant relationship may be due to several factors. For example, teachers’ work performance could be influenced more strongly by factors such as classroom workload, administrative support, teaching experience, or professional development opportunities, rather than community engagement. Additionally, variations in the types or intensity of community activities may not be sufficient to affect measurable aspects of performance as captured by the Individual Performance Commitment and Review (IPCR) results.

These findings suggest that, in this context, community engagement alone does not appear to have a measurable effect on teachers’ work performance. Future research could explore other contributing factors, consider different measures of engagement, or examine specific types of community activities to understand potential links. This is supported by the ideas of As-il (2024), who states that in the Philippines, community engagement significantly impacts teachers' work performance. Teachers who actively participate in their communities tend to have higher levels of work engagement, which in turn positively influences their teaching performance.

**Extent of the Problems Encountered by Public Secondary School Teachers Regarding Community Engagement**

Table 8. *Extent of the Problems Encountered by the Public Secondary School Teachers Regarding Community Engagement*

Problems Encountered	$\overline{WX}$	Verbal Interpretation
1. No proper coordination with the concerned stakeholders	3.38	Sometimes Encountered
2. Too many distractions in the workplace	3.41	Sometimes Encountered
3. Lack of time of teachers	3.44	Sometimes Encountered
4. Lack of support from the stakeholders	3.43	Sometimes Encountered
5. Unavailability of the needed resources	3.29	Sometimes Encountered
6. Not enough support from the government and community.	3.35	Sometimes Encountered
7. Lack of interest from the community.	3.47	Sometimes Encountered
8. Lack of assessment tools and techniques.	3.37	Sometimes Encountered
9. Existing health conditions	3.50	Sometimes Encountered
10. Conflict with other activities	3.49	Sometimes Encountered
Overall $\overline{WX}$	3.41	Sometimes Encountered

As shown in the table, with respect to the problems encountered by the respondents regarding their community engagement, all items are interpreted as sometimes confronted with an overall weighted mean of 3.41. It could be deduced from the results that teachers sometimes encountered varied challenges in their community engagement. This means that some barriers hinder the opportunities of teachers in their engagement with the community, which they find manageable.

The results imply that teachers face a multitude of challenges when engaging with the community, including time constraints, inadequate training, lack of resources, and communication barriers. These challenges can hinder effective collaboration and limit the

positive impact of community engagement initiatives.

This is in relation with the findings of the study of Aryal (2021) that poor language and economic status as well as lack of awareness of community people, political intervention and differences between home and school culture are subjected to what fairer terms of difficulty of community participation within schools for a backward society with illustration how such problems influence on participatory decision-making practice in school.

## Conclusions

It was concluded that the perceived effects of community engagement, whether through volunteerism, collaboration, or resource generation, do not show a significant association with teachers' work performance. These findings suggest that while teachers may actively participate in community activities, such involvement does not necessarily translate into measurable improvements in their professional performance. The study recommended that teachers strengthen their community engagement by fostering stronger school-community relationships, increasing student engagement and achievement, and enhancing teacher satisfaction and professional development. Stakeholders may be encouraged to actively participate in school activities to strengthen the school community partnership.

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