

Valuing School Climate Towards Strengthened Partnership Commitment

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Abstract

This study examined school climate and stakeholder participation toward strengthening school-community partnership commitment in Campao Oriental High School and Pandanon High School, Getafe I District, Bohol. Anchored in Ecological Systems Theory, School Climate Theory, Epstein's Theory of Overlapping Spheres of Influence, Stakeholder Theory, and Social Capital Theory, it employed a descriptive-correlational design involving 42 respondents comprising 30 teachers and 12 external stakeholders. Data were collected using a structured survey questionnaire incorporating the Organizational Health Inventory and measures of stakeholder participation, and were analyzed using frequency, percentage, weighted mean, standard deviation, ranking, and Kendall's Tau-b. The overall school climate was Very High ($M = 3.6493$, $SD = 0.29259$), with collegial leadership obtaining the highest rating, while overall stakeholder participation was High ($M = 3.1933$, $SD = 0.62816$). A strong positive and statistically significant relationship was found between school climate and stakeholder participation ($r_b = 0.867$, $p = 0.015$). Major challenges included distance and transportation difficulties, conflicting schedules, limited parent and community participation, and inadequate financial and material support. The study concludes that a positive, inclusive, and collaborative school environment is associated with greater stakeholder participation and strengthened school-community partnership commitment. Accordingly, implementation of the School-Community Partnership Commitment Plan was recommended. The study aligns with SDG 4 (Quality Education) by supporting positive and collaborative educational environments and SDG 17 (Partnerships for the Goals) by strengthening sustained school-community collaboration. Its sustainability impact centers on educational, community, institutional, and governance sustainability through stakeholder engagement, shared responsibility, participatory governance, and sustained collaboration for continuous school improvement.

Keywords: Collaborative Governance, Quality Education, School Climate, School-Community Partnership Commitment, Stakeholder Engagement, Stakeholder Participation, Sustainable School-Community Partnerships

1. Introduction

Schools play a central role in providing quality education and supporting learners' holistic development, but achieving these objectives requires collaboration among school personnel, parents, alumni, local government units, and other community stakeholders. A positive school climate can foster trust, collaboration, shared responsibility, and meaningful participation, thereby strengthening school-community partnerships. However, public schools may encounter limited communication, inconsistent stakeholder involvement, and inadequate collaboration, which can affect school programs and educational goals. In Getafe I District, Division of Bohol, examining school climate and stakeholder participation is therefore important in identifying areas for strengthening school-community partnership commitment. Existing literature emphasizes the interconnected roles of school climate, stakeholder engagement, and community collaboration. Community participation can strengthen school management and educational outcomes, while school climate reflects shared beliefs, attitudes,

relationships, and perceptions concerning how schools operate. Meaningful school-community collaboration further supports learner development through shared responsibility among schools, families, and community organizations. These relationships provide the foundation for examining whether a favorable school climate is associated with stronger stakeholder participation and sustained partnership commitment. Accordingly, the study, “Valuing School Climate Towards Strengthened Partnership Commitment,” examines school climate and stakeholder participation, their relationship, and the issues and concerns affecting school-community partnerships during School Year 2026–2027. Its findings serve as the basis for developing an enhanced School-Community Partnership Commitment Plan intended to strengthen collaboration and support continuous educational improvement.

Schools have historically functioned as community centers that empower students, personnel, and community members (Spencer, 2023). School climate may improve or deteriorate over time (Grazia, 2022) and encompasses the shared beliefs and attitudes reflected by stakeholders in everyday school life (Aldridge et al., 2024). Stakeholders’ perceptions and satisfaction consequently provide important feedback regarding institutional functioning (Mogol, 2023). Community involvement is equally important. Basher et al. (2021), as cited by Mandanguio (2025), emphasized the contribution of parents, local leaders, and community members to educational outcomes and school management. School-community collaboration can strengthen learner support, family involvement, and responses to community concerns affecting educational quality (Afrianti et al., 2024). Educational outcomes depend not only on schools themselves but also on their ability to establish meaningful community partnerships (Afrianti et al., 2024). Collaboration among schools, families, and community organizations can therefore create supportive environments conducive to learners’ overall development and success (Afrianti et al., 2024). Stakeholder feedback is particularly important in identifying institutional needs, strengths, gaps, and appropriate future actions. Engaging stakeholders can contribute to improving educational systems and the quality of services provided to learners and parents (Mogol, 2023). Thus, school climate and stakeholder participation are closely connected to the broader objective of developing collaborative and responsive school-community relationships.

The literature identifies several interrelated themes: positive school climate, meaningful stakeholder participation, shared responsibility, communication, collaboration, and institutional commitment. School-community partnerships are strengthened when schools establish respectful and trusting relationships, maintain meaningful communication, and encourage active participation among stakeholders (Afrianti et al., 2024). Empirical findings further demonstrate the relevance of these relationships. Studies by Jaso and Moleño (2023) and Colonia et al. (2024) indicate that stakeholder participation in school-initiated activities and Brigada Eskwela programs remains inconsistent, underscoring the importance of stronger partnership strategies. De Guzman and Gallardo (2025) found that stakeholders’ support in public secondary schools was very extensive, particularly in student engagement, teaching-learning development, positive relationships, communication, and collaboration (De Guzman & Gallardo, 2025). School climate was similarly rated as very extensive (De Guzman & Gallardo, 2025), and a significant positive relationship was identified between stakeholders’ support and school climate (De Guzman & Gallardo, 2025). Basher et al. (2021, as cited in Mandanguio, 2025) likewise emphasized the role of parents, local leaders, and community members in supporting educational outcomes. Active community participation can promote collaboration, school management, positive student behavior, and school performance (Basher et al., 2021, as cited in Mandanguio, 2025). Mandanguio (2025) reported extensive community involvement, although differences were evident between participation in discussions about school policies and the extent to which community voices influenced long-term school vision and goals. These findings were consistent with Behraves et al. (2021), who emphasized that converting community input into long-term institutional planning requires stronger institutional commitment. Collectively, these studies suggest that stakeholder involvement extends beyond participation in school activities. Effective partnerships require opportunities for stakeholders to contribute to governance, planning, program implementation, and shared educational goals.

Within Getafe I District, Division of Bohol, the study addresses the need to assess school climate and stakeholder participation in public secondary schools. The local context is particularly relevant because sustaining participation among parents, alumni, local government units, community organizations, and other stakeholders is necessary for collaborative school governance and improvement. At the Philippine policy level, school-community collaboration is supported by the 1987 Philippine Constitution. Article XIV, Section 1 emphasizes citizens’ right to quality and accessible education, while Article II, Sections 17 and 13 recognize education as a national priority and the role of youth in nation-building. These provisions support collaborative efforts among schools, families, and communities in promoting educational outcomes and institutional effectiveness. Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, further provides a framework for strengthening basic education and promoting learning environments that support learners’ holistic development. Republic Act No. 9155, or the Governance of Basic Education Act of 2001, advances shared governance and recognizes the participation of parents, communities, local government units, and other stakeholders in school programs and educational delivery. Similarly, Republic Act No. 7160, or the Local Government Code of 1991, promotes

decentralization and participatory governance by encouraging LGUs to collaborate with schools and communities. Department of Education policies further institutionalize these principles. DepEd Order No. 54, s. 2009 promotes cooperation, transparency, communication, and shared responsibility through Parents-Teachers Associations. DepEd Order No. 83, s. 2012 advances learner-centered education, School-Based Management, accountability, participatory governance, and continuous school improvement. DepEd Order No. 44, s. 2015 institutionalizes participatory school improvement planning involving parents, community leaders, alumni, LGUs, and other stakeholders, while DepEd Order No. 26, series of 2022 strengthens stakeholder participation through the School Governance Council. Together, these policies provide a national institutional basis for examining school climate and stakeholder participation as components of stronger school-community partnerships.

The study integrates Ecological Systems Theory, School Climate Theory, Epstein's Theory of Overlapping Spheres of Influence, Stakeholder Theory, and Social Capital Theory as complementary explanations of the relationships among schools, families, communities, and stakeholder participation. Ecological Systems Theory explains that child development is influenced by interconnected family, school, community, and broader environmental systems (Bronfenbrenner, 1979). These systems include the microsystem, mesosystem, exosystem, macrosystem, and chronosystem (Guy-Evans, 2025). Within education, collaboration among schools, families, and communities promotes shared responsibility and stakeholder involvement (Haines et al., 2015, as cited in Cano, 2023). Community collaboration is also necessary because schools may be unable to address learners' diverse needs and school-safety concerns independently (Rollison et al., 2013, as cited in Cano, 2023). Effective partnerships therefore depend on trust, communication, shared responsibility, and stakeholder participation (Afrianti et al., 2024). School Climate Theory conceptualizes school climate as the quality of the school environment as reflected in relationships, teaching and learning practices, safety, institutional conditions, and the experiences of members of the school community (Cohen et al., 2021). A positive school climate is characterized by supportive relationships, respect, collaboration, and conditions that promote effective teaching, learning, and participation. Such an environment can strengthen relationships among teachers, learners, families, and other stakeholders and contribute to a supportive and productive school community (Cohen et al., 2021). In the present study, this perspective explains how a positive school climate may be associated with greater stakeholder participation and stronger school-community partnerships. Epstein's Theory of Overlapping Spheres of Influence emphasizes the interconnected roles of schools, families, and communities. Their spheres overlap through communication, collaboration, and shared activities that support student success (Epstein, 2018). The framework encompasses parenting, communication, volunteering, learning at home, participation in decision-making, and collaboration with the community. Greater interaction among these spheres can strengthen communication, stakeholder participation, support for school programs, and school-community partnerships. Stakeholder Theory by R. Edward Freeman (1984) holds that organizational success depends on productive relationships with individuals and groups that influence or are affected by organizational activities. Applied to education, this encompasses school leaders, teachers, parents, learners, LGUs, community organizations, alumni, and other partners. Meaningful participation, mutual trust, communication, and shared responsibility support organizational effectiveness and sustainable development. The theory therefore explains how a positive school climate may encourage stakeholder participation and strengthen ownership, accountability, and commitment to school goals. Social Capital Theory, developed by James S. Coleman (1988), emphasizes relationships, trust, shared norms, and social networks as resources for cooperation and collective action. Within schools, interactions among teachers, learners, school leaders, parents, LGUs, and community stakeholders can strengthen mutual support and shared responsibility. Applied to the present study, a positive school climate can reinforce trust and relationships that encourage stakeholder participation, while active participation can sustain school-community partnership commitment through collective action and collaboration. Conceptually, these perspectives converge on the proposition that the quality of the school environment and relationships within it is associated with stakeholders' willingness and capacity to participate. The study consequently examines school climate alongside stakeholder participation and uses their relationship and identified partnership issues as the basis for a School-Community Partnership Commitment Plan.

Although previous research has addressed school climate, stakeholder engagement, and school-community partnerships, relatively few studies have directly examined the relationship between school climate and multi-stakeholder participation involving parents, alumni, LGUs, NGOs, and community leaders, particularly within Philippine public secondary schools. This leaves a contextual and relational gap concerning how the prevailing school climate corresponds with participation by diverse external stakeholders. The gap is important because meaningful stakeholder participation remains difficult to sustain despite its recognized educational value. Studies by Jaso and Moleño (2023) and Colonia et al. (2024) indicate inconsistent participation in school-initiated activities and Brigada Eskwela programs. Although De Guzman and Gallardo (2025) reported extensive stakeholder support and positive school climate, as well as a significant positive relationship between stakeholders' support and school climate (De Guzman & Gallardo, 2025), the need remains to examine these variables among multiple stakeholder groups within the specific context of public secondary schools in Getafe I District. The study therefore determines the levels of school climate and stakeholder participation, examines their relationship, and identifies issues and concerns affecting school-community partnerships during School Year

2026–2027. These findings provide the basis for an enhanced School-Community Partnership Commitment Plan intended to strengthen collaboration and support continuous improvement in educational outcomes.

The study is most directly aligned with SDG 4 – Quality Education, particularly through its emphasis on a positive, inclusive, learner-centered school environment and stronger collaboration among schools, families, and communities. The study recognizes that quality education depends not only on instruction but also on school climate, stakeholder participation, shared governance, and community support. This alignment is consistent with the study’s emphasis on educational quality, holistic learner development, school improvement, and sustainable school-community partnerships. The study also has relevance to SDG 17 – Partnerships for the Goals through its focus on collaboration among teachers, school administrators, parents, alumni, LGUs, community organizations, and other education partners. The proposed School-Community Partnership Commitment Plan reflects the study’s emphasis on strengthening collaborative relationships, shared responsibility, stakeholder engagement, and sustained partnerships in support of school improvement. These SDG connections are consistent with the study’s institutional and legal foundations, which emphasize shared governance, participatory planning, accountability, and collaboration among education stakeholders. In this sense, strengthened school-community partnerships provide a mechanism through which educational institutions and communities can collectively support quality education and continuous school improvement.

The study contributes primarily to educational, community, and institutional sustainability by examining conditions that can support sustained collaboration between schools and their stakeholders. A positive school climate characterized by trust, supportive relationships, shared responsibility, and collaboration can provide an institutional foundation for continued stakeholder involvement. School-community collaboration, in turn, can strengthen learner support, family involvement, and responses to concerns affecting educational quality (Afrianti et al., 2024). Its contribution to community sustainability lies in strengthening relationships among schools, families, local government units, alumni, community organizations, and other partners. Stakeholder Theory emphasizes meaningful participation, trust, communication, and shared responsibility as contributors to organizational effectiveness and sustainable development. Social Capital Theory likewise highlights relationships, shared norms, trust, and social networks as resources that facilitate cooperation and collective action. The study also supports institutional and governance sustainability through its emphasis on participatory school governance, accountability, shared decision-making, and sustained stakeholder engagement. These principles are reflected in Republic Act No. 9155, Republic Act No. 7160, DepEd Order No. 83, s. 2012, DepEd Order No. 44, s. 2015, and DepEd Order No. 26, series of 2022. Strengthening participation through these mechanisms can help schools maintain collaborative relationships and mobilize community support for continuous improvement. Overall, the study positions school climate and stakeholder participation as interconnected elements of sustainable educational improvement. By examining their relationship and identifying issues affecting collaboration, the research provides an empirical basis for a School-Community Partnership Commitment Plan intended to enhance stakeholder engagement, shared responsibility, and sustained collaboration for school improvement and learner success.

2. Material and methods

2.1 Research Design

The study employed a descriptive-correlational research design to determine the levels of school climate and stakeholder participation among respondents from selected secondary schools in Getafe I District, Getafe, Bohol. The descriptive component examined the existing conditions of the variables without manipulation, while the correlational component determined whether a significant relationship existed between school climate and stakeholder participation. The findings served as the basis for developing strategies or interventions to strengthen school-community partnerships. The design was also consistent with the Department of Education’s thrust toward evidence-based decision-making and research-informed governance. The study followed the Input–Process–Output model. The inputs consisted of school climate in terms of teacher affiliation, institutional integrity, collegial leadership, resource influence, academic emphasis, teachers’ commitment to school, teaching profession, learners, and workgroup, together with stakeholder participation in school management and governance and program and project implementation. The process involved developing and validating the instrument, securing approval, administering the questionnaire, and collecting, tabulating, analyzing, and interpreting the data. The results provided the basis for developing a School-Community Partnership Commitment Plan intended to enhance stakeholder engagement, collaboration, and sustainable school-community partnerships.

2.2 Locale of the Study

The study was conducted at Campao Oriental High School and Pandanon High School, two public secondary schools in Getafe I District, Municipality of Getafe, Province of Bohol. Getafe is a coastal municipality on the northern coast of Bohol, approximately ninety-two kilometers from Tagbilaran City and situated between Buenavista and Talibon. The municipality is divided into Getafe I and Getafe II districts, with the study confined to the two secondary schools under Getafe I District. Campao Oriental High School is located in Barangay Campao Oriental and serves Junior and Senior High School learners from the barangay and nearby communities.

Its academic and co-curricular programs involve collaboration among administrators, teachers, parents, alumni, local government units, community organizations, and other stakeholders. Pandanon High School, located on Pandanon Island, serves learners from the island community despite geographical challenges. It promotes stakeholder participation through Parents-Teachers Association activities, Brigada Eskwela, school improvement projects, and partnerships with local organizations and the community.

2.3 Respondents of the Study

The respondents consisted of 42 participants from the two selected public secondary schools. Campao Oriental High School contributed 20 teachers and six external stakeholders, while Pandanon High School contributed 10 teachers and six external stakeholders, for a total of 30 teachers and 12 external stakeholders. The external stakeholders included representatives from the Parent-Teachers Association, barangay officials, alumni associations, local government units, and community partners actively involved in school programs and activities. The respondents were included because of their direct involvement in school operations and community engagement, enabling them to provide information on the prevailing school climate and extent of stakeholder participation. Their responses were used to determine the relationship between these variables and inform strategies for strengthening school-community partnerships.

2.4 Sample and Sampling Procedure

The study involved 42 respondents distributed across the two participating schools. Of these, 26 respondents, comprising 20 teachers and six stakeholders, were from Campao Oriental High School, representing 61.90 percent of the sample. The remaining 16 respondents, comprising 10 teachers and six stakeholders, were from Pandanon High School, representing 38.10 percent. Thus, the final sample consisted of 30 teachers and 12 external stakeholders. The source methodology identifies the respondents as participants selected from the two schools and indicates that they were chosen because of their direct involvement in school operations and community engagement. However, it does not explicitly identify or describe a specific probability or non-probability sampling technique; therefore, no sampling method beyond the selection procedure stated in the manuscript is assumed here.

2.5 Research Instrument

A structured survey questionnaire served as the primary data-gathering instrument. It gathered the demographic profiles of teacher and stakeholder respondents and assessed school climate and stakeholder participation. The assessment items used a four-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The school climate component was adapted from Manla (2021), who utilized the Organizational Health Inventory for Elementary Schools (OHI-E) developed by Hoy and Tarter. It assessed teacher affiliation, institutional integrity, collegial leadership, resource influence, academic emphasis, teachers' commitment to school, teachers' commitment to the teaching profession, teachers' commitment to learners, and teachers' commitment to workgroup. Stakeholder participation was anchored on Estrada et al.'s (2025) study on stakeholders' participation and challenges in school activities and covered involvement in school management and governance and involvement in program and project implementation. The stakeholder participation scale had a Cronbach's alpha value of 0.91. The adapted questionnaire was also submitted to experts in educational management and research evaluation to establish content validity and obtain recommendations.

2.6 Data Gathering Procedure

Data collection proceeded systematically before, during, and after questionnaire administration. Before data gathering, the researcher obtained approval from the thesis adviser and concerned school authorities. A formal request to conduct the study was submitted to the Schools Division Superintendent through the Public Schools District Supervisor. After approval, coordination was undertaken with school administrators regarding the schedule and manner of questionnaire administration. Before administering the questionnaire, the researcher explained the purpose of the study and obtained informed consent from the respondents. Participation was voluntary, and respondents were assured that the information provided would remain confidential and be used solely for research purposes. Clear instructions were provided before the validated questionnaire was distributed to the 42 respondents comprising 30 teachers and 12 external stakeholders. Respondents were given sufficient time to complete the instrument, after which the questionnaires were retrieved and checked for completeness. Following data collection, the responses were coded, tabulated, and subjected to appropriate statistical analysis to address the research questions and test the hypothesis. The results were subsequently analyzed and interpreted to determine the prevailing school climate, extent of stakeholder participation, and implications for strengthening school-community partnerships.

2.7 Data Analysis Techniques

Frequency and percentage were used to describe respondent characteristics such as age, gender, designation, and stakeholder group. Frequency represented the number of respondents within each category, while percentage represented their proportion relative to the total sample. Weighted mean was used to determine the perceived level of school climate and extent of stakeholder participation, while standard deviation measured the variability or

dispersion of responses for these variables. Kendall's Tau-b (τ_b) was employed to determine whether a significant relationship existed between school climate and stakeholder participation, with the level of significance set at 0.05. For interpretation of the four-point scale, mean scores of 3.26–4.00 corresponded to Strongly Agree and Very High, 2.51–3.25 to Agree and High, 1.76–2.50 to Disagree and Low, and 1.00–1.75 to Very Low.

2.8 Ethical Considerations

The study observed established ethical principles to safeguard the respondents' rights, welfare, and privacy. Informed consent was secured before participation, and respondents were informed that participation was voluntary and that their information would be used solely for research purposes. Confidentiality and anonymity were maintained by not requiring identifying personal information. Respondent names were optional and were not used, while all information collected was treated with strict confidentiality.

3. Results and Discussion

3.1 Profile of Teacher and Stakeholder Respondents

3.1.1 Age of Teacher Respondents

Most teacher respondents were 31–40 years old, accounting for 36.7%, followed by those aged 41–50 years at 26.7%, 26–30 years at 23.3%, and 51–60 years at 13.3%. No respondents were aged 20–25 or 60 years and above. The distribution indicates a relatively mature teaching workforce with varying levels of professional experience. Such characteristics provide important context for understanding teachers' perceptions of school climate and participation in school activities. This is consistent with studies showing that teachers' organizational commitment and perceptions of school climate are important factors in effective school functioning (Manla, 2021; Del Castillo-Arenillo et al., 2021).

3.1.2 Gender of Teacher Respondents

The teacher respondents were predominantly female, comprising 76.7% of the group, while males accounted for 23.3%. Thus, women constituted the majority of the teaching workforce represented in the study. This pattern is consistent with recent Philippine research showing that teaching samples are often predominantly female and that gender may be associated with teachers' motivation, satisfaction, and commitment, highlighting the importance of considering gender diversity in understanding teachers' experiences of school climate (Jacinto, 2022).

3.1.3 Civil Status of Teacher Respondents

Most teacher respondents were married, representing 70.0%, while 30.0% were single. No respondent was classified as widowed or widower. The predominance of married respondents suggests that many teachers have personal and family experiences that may complement their professional experiences in school (Puyod, 2023). However, civil status should not be assumed to determine teachers' organizational commitment, as recent Philippine research found no significant relationship between teachers' demographic profiles, including civil status, and organizational commitment (Callao, 2022).

3.1.4 Educational Attainment of Teacher Respondents

Most teacher respondents were college graduates at 83.3%, while 13.3% held a master's degree and 3.3% had earned a doctorate. Thus, most possessed the basic professional qualification, while relatively few had completed advanced graduate education. The result emphasizes opportunities for continuing professional development and advanced studies. Research among Philippine teachers similarly emphasizes the contribution of professional growth and supportive school conditions to strengthening teachers' commitment and effectiveness (Jacinto, 2022).

3.1.5 Designation and Position of Teacher Respondents

Teacher I constituted the largest group at 43.3%, followed by Teacher III at 33.3%, Teacher II at 13.3%, and Master Teacher I at 10.0%. No respondents occupied Master Teacher II or School Head positions. The distribution indicates that the teaching workforce was largely composed of teachers in regular career positions, with relatively few occupying higher positions. This suggests the importance of sustained professional development and opportunities for career advancement to strengthen teachers' competencies and professional growth (Oestar, 2021).

3.1.6 Years in Service of Teacher Respondents

Teachers with 11–15 years of service comprised the largest group at 33.3%, followed by those with 6–10 years at 26.7%. Those with 21 years or more represented 16.7%, while teachers with less than one year and 1–5 years each represented 10.0%. Only 3.3% had served for 16–20 years. Overall, a substantial proportion had accumulated considerable teaching experience. Teaching experience provides an important context for professional and developmental needs. A related Philippine study found that teachers' length of teaching experience should be considered in developing institution-based professional development programs, as teachers at different career stages may have different professional and developmental needs (Camino et al., 2021). Continuous professional

development remains important for building on accumulated experience while responding to evolving instructional demands and professional competencies (Oestar, 2021).

3.1.7 Type of Stakeholder

Among the 12 external stakeholders, parents constituted the largest group at 33.33%, followed by alumni at 25.00%. School Governing Council and LGU representatives each represented 16.67%, while other community partners accounted for 8.33%. No barangay officials, NGO representatives, or private-sector partners were represented. The composition shows that participation primarily came from groups directly connected to the schools and their learners. Meaningful school-community partnerships are strengthened when schools engage diverse stakeholders, particularly parents and community organizations, in school programs and decision-making (DepEd, 2022). The representation of parents, alumni, SGC members, LGU representatives, and community partners therefore provides perspectives from groups actively involved in school activities (DepEd, 2022).

3.1.8 Length of Association with the School

Most stakeholder respondents, or 66.67%, had been associated with their respective schools for 1–10 years, while 33.33% had maintained an association for 11–20 years. None reported an association of 20 years or more. The distribution indicates relatively established school-stakeholder relationships and sufficient familiarity with school activities and partnership initiatives (Cruzat et al., 2022). Maintaining long-term stakeholder relationships may also strengthen sustained participation because familiarity with school practices and partnership activities can encourage continued involvement in school programs and activities (Ortega-Dela Cruz, 2022). Stakeholders' length of association consequently provides useful context for their involvement and commitment to school development (Tejada, 2023; Cabrillos, 2025; Estrada & Mori, 2025).

3.1.9 Frequency of Participation in School Activities

Half of the stakeholder respondents, or 50.00%, regularly participated in school activities, while 41.67% participated occasionally and 8.33% rarely participated. Thus, most stakeholders demonstrated at least occasional involvement in school programs and activities. Frequent participation can provide greater opportunities for stakeholders to establish school relationships, contribute to decisions, and collaborate in programs supporting learner achievement and school improvement (Jaso & Moleño, 2023; Fuentes, 2026). The findings indicate generally active stakeholder engagement that can be further strengthened through sustained school-community partnership initiatives (De Vera, 2022).

3.2 Perceived Level of School Climate

School climate was assessed through teacher affiliation, institutional integrity, collegial leadership, resource influence, academic emphasis, and teachers' commitment to the school, teaching profession, learners, and workgroup. School climate represents the quality of the school environment as shaped by relationships, leadership, teaching and learning, safety, and conditions supporting members of the school community (Cohen et al., 2021).

3.2.1 Teacher Affiliation

Teacher affiliation obtained a composite mean of 3.7800 (SD = 0.27593), interpreted as Very High. Professional respect received the highest rating (WM = 3.93), followed by teachers helping and supporting one another (WM = 3.90). Commitment to students and willingness to go beyond normal expectations both obtained WM = 3.87. Even the lowest-rated indicator, teachers liking one another, remained Very High at WM = 3.50. These findings reflect strong professional relationships, cooperation, mutual respect, and shared commitment. According to Bual and Madrigal (2021), schools characterized by strong collegial relationships, mutual respect, and professional collaboration among teachers create a positive organizational climate that enhances teachers' commitment and overall school effectiveness. Positive relationships can likewise strengthen mutual trust, collaboration, and collective accountability while encouraging stronger stakeholder engagement (Anding et al., 2022).

3.2.2 Institutional Integrity

Institutional integrity registered a composite mean of 3.5913 (SD = 0.45721), interpreted as Very High. Teachers' pride in their school obtained the highest rating (WM = 3.87), followed by the administration's resistance to influential groups and the inability of influential parents to change school policy, both at WM = 3.63. All remaining indicators concerning protection from inappropriate external pressure were also rated Very High. The findings indicate that the schools generally uphold their educational mission and decision-making authority while maintaining constructive community relationships. Schools with high institutional integrity are better able to maintain educational goals and positive stakeholder relationships (Hoy et al., 2021). Fair and transparent leadership protected from undue external pressure can also promote teacher commitment and organizational effectiveness (Berkowitz et al., 2022), while strong institutional integrity contributes to a stable school environment and quality education (Cohen et al., 2021).

3.2.3 Collegial Leadership

Collegial leadership obtained the highest school-climate composite mean at 3.9000 (SD = 0.19827), interpreted as Very High. The principal being friendly and approachable received the maximum mean of 4.00. Willingness to make changes, appreciation of teachers, and concern for staff welfare each obtained WM = 3.93. All indicators remained within the Very High range. The results demonstrate leadership characterized by accessibility, professional support, collaboration, fairness, and shared decision-making. Collegial leadership promotes mutual respect, open communication, and collaboration (Hoy et al., 2021) and supports teacher professionalism and positive school-community relationships (Cohen et al., 2021; Berkowitz et al., 2022). The findings are also consistent with Bual and Madrigal (2021), which emphasized supportive leadership and collaborative professional relationships, while Ferrer (2021) found that supportive leadership and professional collaboration contribute to an open organizational climate and stronger teacher engagement.

3.2.4 Resource Influence

Resource influence obtained a composite mean of 3.2467 (SD = 0.56735), interpreted as High. The highest indicator concerned the serious consideration given by superiors to principals' recommendations (WM = 3.43), followed by the availability of extra materials when requested (WM = 3.33) and adequate classroom materials (WM = 3.30). Principals' ability to influence their superiors received the lowest mean of 3.03 but remained High. The results indicate that school leaders generally mobilize and utilize available resources, although opportunities remain to strengthen their influence in obtaining additional support. Effective leadership involves strategic resource mobilization and constructive relationships with education authorities and stakeholders (Bual and Madrigal, 2021). Ferrer (2021) similarly emphasized that principals who secure instructional resources and organizational support are better positioned to improve school operations, teacher productivity, and educational outcomes.

3.2.5 Academic Emphasis

Academic emphasis was rated Very High, with a composite mean of 3.6267 (SD = 0.39648). Recognition of academic achievement received the highest rating (WM = 3.90), followed by definite performance standards (WM = 3.77). Teachers' belief in learners' academic capability and an orderly learning environment both obtained WM = 3.73. Seeking extra work to obtain better grades received the lowest rating (WM = 3.33) but remained Very High. These findings indicate strong academic expectations, recognition of achievement, and an environment supportive of teaching and learning. Schools with strong academic emphasis cultivate high expectations that can contribute to improved teacher performance and student achievement (Bual & Madrigal, 2021). Ferrer (2021) likewise emphasized clear academic expectations and supportive learning environments as important aspects of effective school leadership.

3.2.6 Teachers' Commitment to School

Teachers' commitment to school obtained a composite mean of 3.8330 (SD = 0.29381), interpreted as Very High. Concern for the school's future received the highest rating (WM = 3.93), while loyalty and inspiration to perform at one's best both obtained WM = 3.90. All indicators remained Very High. The results demonstrate strong loyalty, dedication, attachment, and willingness to contribute to school improvement. Teachers working within supportive school climates demonstrate greater organizational commitment and willingness to contribute to improvement initiatives (Collie, 2021). Likewise, positive working environments and supportive leadership are associated with stronger commitment, job satisfaction, and motivation (Skaalvik & Skaalvik, 2021).

3.2.7 Teachers' Commitment to the Teaching Profession

Commitment to the teaching profession obtained a composite mean of 3.5829 (SD = 0.45029), interpreted as Very High. Accomplishing teaching responsibilities enthusiastically received the highest rating (WM = 3.8214), followed by viewing teaching as the best career decision (WM = 3.6786) and pride in being a teacher (WM = 3.6429). All indicators were within the Very High range. The findings indicate strong professional commitment, enthusiasm, and pride among respondents. Highly committed teachers demonstrate greater work engagement and instructional effectiveness (Burić & Kim, 2021). The findings are also consistent with Toropova et al. (2021), who found that teachers' professional commitment, enthusiasm, and job satisfaction are associated with greater dedication and better teaching and learning outcomes.

3.2.8 Teachers' Commitment to Learners

Teachers' commitment to learners registered a composite mean of 3.8000 (SD = 0.32397), interpreted as Very High. Teachers' satisfaction in seeing learners succeed received the highest rating (WM = 3.93), while responsibility for good social relations and providing full support to learners both obtained WM = 3.83. All indicators remained Very High. The findings demonstrate strong commitment to learners' academic, social, and emotional development. A positive school climate is strengthened when teachers consistently provide learner-centered care and support (OECD, 2023). The findings are consistent with Burić and Kim (2021), who emphasized that teachers' commitment to learners, demonstrated through support, care, and dedication to teaching, is

associated with stronger student engagement, motivation, and academic outcomes. The results therefore reflect a learner-centered climate prioritizing holistic development and well-being (Burić & Kim, 2021).

3.2.9 Teachers' Commitment to Workgroup

Teachers' commitment to the workgroup obtained a composite mean of 3.4610 (SD = 0.49619), interpreted as Very High. Pride in colleagues obtained the highest rating (WM = 3.67), followed by feeling regarded as a close friend by colleagues (WM = 3.57). Spending time together during breaks received the lowest mean (WM = 3.13), interpreted as High. Overall, the findings reflect substantial trust, teamwork, collegiality, and positive professional relationships. Strong collegial relationships, trust, and collaboration contribute to positive school climate, professional commitment, and improved teaching effectiveness. The respondents' commitment to their workgroup therefore reflects a collaborative school culture supporting teacher well-being and school performance (Collie, 2021).

3.2.10 Overall School Climate

The overall school climate obtained a general mean of 3.6493 (SD = 0.29259), interpreted as Very High. Collegial leadership ranked highest at M = 3.9000, followed by teachers' commitment to school at 3.8330, teacher affiliation and commitment to learners at 3.8000 each, academic emphasis at 3.6267, institutional integrity at 3.5913, commitment to the teaching profession at 3.5829, and commitment to workgroup at 3.4610. Resource influence was lowest at 3.2467 and was the only dimension rated High rather than Very High. The overall result indicates a supportive, collaborative, and productive school environment. The Very High school climate is consistent with Bual and Madrigal (2021), who found that supportive leadership, collegial relationships, collaboration, and teacher commitment contribute to effective school functioning. Similarly, Almessabi (2021) found that favorable perceptions of school climate—particularly in collegial leadership, teacher professionalism, and academic emphasis—significantly enhance teachers' self-efficacy and overall effectiveness. Research of Almessabi (2021), Bual and Madrigal (2021) supported the present findings, suggesting that schools with strong leadership, positive collegial relationships, institutional support, and committed teachers are more likely to cultivate a healthy and productive school climate that promotes educational quality and organizational success.

3.3 Stakeholder Participation

Stakeholder participation was examined through involvement in school management and governance and involvement in program and project implementation. Such participation promotes collaboration among schools, families, communities, local government units, and other partners through shared activities and participation in school improvement initiatives (Epstein & Sheldon, 2022). Active stakeholder engagement can further promote shared responsibility, collaboration, and participation in school decision-making.

3.3.1 Involvement in School Management and Governance

Stakeholder participation in school management and governance obtained a composite mean of 3.2250 (SD = 0.58809), interpreted as High. Awareness of stakeholders' role in delivering quality education received the highest mean of 3.8333, followed by helping maintain a safe, positive, and inclusive school climate at 3.7500. Lower ratings occurred for having a platform to recommend programs and projects and representation in policy-making, both at 2.9167, while involvement in selecting organizational officers received the lowest mean of 2.6667. The findings show stronger stakeholder involvement in awareness and collaborative support than in formal governance functions. Stakeholder involvement promotes shared decision-making, transparency, and accountability (Dela Cruz, 2024), while collaborative governance can strengthen institutional effectiveness (Malasaga et al., 2024) and stakeholder ownership and commitment (Fuentes, 2026). The lower ratings in formal decision-making indicate opportunities to strengthen direct participation (Marquez et al., 2019). This finding is consistent with Ortega-Dela Cruz's study, which emphasized that School-Based Management provides stakeholders with opportunities to participate in decision-making and contribute to improving the delivery of quality education, although the extent and nature of participation may vary across stakeholders (Ortega-Dela Cruz, 2022).

3.3.2 Involvement in Program and Project Implementation

Stakeholder involvement in program and project implementation obtained a composite mean of 3.1617 (SD = 0.69434), interpreted as High. Assistance in improving policies supporting learner activities received the highest mean of 3.5000. Supporting faculty development, participating in Brigada Eskwela and related activities, and attending school-community meetings for project enhancement each received WM = 3.3333. Developing external linkages, participating in enrichment or remedial program implementation and evaluation, and contributing partnership opportunities each received the lowest mean of 2.9167. The results indicate active support for school initiatives but comparatively less involvement in strategic planning, monitoring, evaluation, and external partnership development. Stakeholder involvement can strengthen shared responsibility and resource mobilization (Epstein, 2022), while participation by families and community partners can support collaboration and educational outcomes (UNESCO, 2023). The findings are consistent with Cabardo (2022), who reported that active participation of parents and community stakeholders in implementing school programs strengthens school effectiveness, enhances resource mobilization, and promotes shared responsibility for learners' success (Cabardo,

2022). Likewise, meaningful participation throughout program implementation supports collaboration, accountability, and sustainable improvement (UNESCO, 2023).

3.3.3 Overall Stakeholder Participation

Overall, stakeholder participation obtained a general mean of 3.1933 (SD = 0.62816), interpreted as High. Participation in school management and governance was slightly higher at 3.2250 than participation in program and project implementation at 3.1617. The findings demonstrate active stakeholder contribution to school initiatives and collaboration with school personnel, which is important in strengthening school-family-community partnerships (Epstein & Sheldon, 2022). The slightly greater involvement in management and governance reflects the importance of shared leadership and inclusive participation in school improvement (Ainscow, 2020). More broadly, the participation of families, communities, and other non-state actors in education can contribute to shared responsibility, accountability, and collaborative efforts toward equitable and quality education (UNESCO, 2021).

3.4 Relationship Between School Climate and Stakeholder Participation

Kendall's Tau-b analysis yielded $\tau_b = 0.867$ with $p = 0.015$, indicating a strong positive and statistically significant relationship between school climate and stakeholder participation. Because the p-value was below the 0.05 significance level, the null hypothesis was rejected. Higher perceived school climate was therefore associated with greater stakeholder participation. The result suggests that supportive leadership, strong collegial relationships, and a conducive school environment are associated with greater stakeholder involvement in governance, programs, and activities. This is consistent with evidence that positive school climate fosters trust, collaboration, and active engagement among educators, families, and community stakeholders (Thapa & Cohen, 2023). Positive perceptions of school-community partnerships are similarly associated with greater participation in school-initiated activities (Cruzat et al., 2022), while opportunities for community involvement are related to stronger community consciousness and favorable evaluations of parent-teacher association activities (Yoshida & Yoshizawa, 2022). Moreover, Maturan (2025) found a significant relationship between school leadership and stakeholder involvement, demonstrating that collaborative leadership practices and positive interpersonal relationships encourage stronger stakeholder engagement and promote sustainable school-community partnerships.

3.5 Issues and Concerns Affecting School-Community Partnership

Distance and transportation difficulties were the most frequently reported concern, identified by 33 respondents or 78%, followed by conflicting schedules at 32 or 76%. Limited participation of parents and community stakeholders and lack of financial and material support were each reported by 31 respondents or 73%. Administrative or policy-related barriers and ineffective school-stakeholder communication were each identified by 27 or 64%, followed by limited awareness of stakeholder roles at 26 or 61%, weak coordination among partner organizations at 25 or 59%, lack of trust and collaboration at 24 or 57%, and insufficient recognition of stakeholder contributions at 22 or 52%. The findings show that logistical, time, resource, communication, and coordination constraints affect sustained participation. Distance and transportation barriers can restrict engagement in geographically isolated communities (UNESCO, 2023), while competing work and family responsibilities can limit participation (Epstein & Sheldon, 2022). Limited stakeholder involvement may weaken collaborative decision-making and learner support (OECD, 2023), while insufficient financial and material resources can constrain school programs (UNICEF, 2022). Administrative constraints may discourage participation (OECD, 2023), and communication gaps may reduce engagement (UNESCO, 2023). Limited understanding of stakeholder responsibilities can restrict participation in governance (DepEd, 2022), while weak interorganizational coordination can hinder resource sharing and joint planning (UNICEF, 2022). Trust is also fundamental to effective school-community relationships (Bryk & Schneider, 2022), and recognizing stakeholder contributions can encourage sustained participation and long-term commitment to school improvement (Epstein & Sheldon, 2022).

4. Conclusion & Recommendations

The study concludes that school climate is significantly related to stakeholder participation, indicating that a more positive school environment is associated with greater stakeholder involvement in school governance, programs, and improvement initiatives. The schools demonstrated a very high level of school climate, characterized particularly by strong collegial leadership, teacher affiliation, and commitment, while stakeholder participation was high in school management, governance, and program and project implementation. School-community partnership commitment was likewise very high, reflecting shared responsibility and collaboration between the schools and their stakeholders. However, distance and transportation difficulties, conflicting schedules, limited participation of parents and community stakeholders, inadequate financial and material support, and other communication and administrative concerns affected stakeholder engagement. Overall, fostering a positive, inclusive, and collaborative school environment encourages stakeholder participation and strengthens school-community partnership commitment.

Based on the findings, the study recommends the implementation of the School-Community Partnership Commitment Plan for the school year. The plan is intended to strengthen collaboration between the schools and their stakeholders, encourage greater participation in school governance, decision-making, programs, and projects, improve communication and coordination, address identified barriers to participation, and sustain a positive school climate and shared commitment to school improvement.

The study was limited to Campao Oriental High School and Pandanon High School in Getafe I District, Schools Division of Bohol, and involved 42 respondents comprising 30 teachers and 12 external stakeholders. Accordingly, the findings are limited to the school climate, stakeholder participation, school-community partnership commitment, and issues and concerns examined among the respondents in these two selected public secondary schools and should be interpreted within this specific study context.

5. Compliance with ethical standards

The study adhered to established ethical principles to safeguard the rights, welfare, privacy, and confidentiality of the respondents. Participation was voluntary, informed consent was secured before participation, and respondents were informed of the purpose of the study and that the information collected would be used solely for research purposes. Confidentiality and anonymity were maintained by not requiring identifying personal information, with respondent names treated as optional and not used in the study. Appropriate approval to conduct the research was also obtained from the thesis adviser and concerned school authorities, with a formal request submitted to the Schools Division Superintendent through the Public Schools District Supervisor before data collection.

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