

From Community to Classroom: Barangay Governance Engagement and Academic Performance in Public Elementary Schools

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ABSTRACT

Strong school-community partnerships, specifically through barangay governance engagement, play a crucial role in improving learners' academic performance in public elementary schools. This descriptive-comparative-correlational study aimed to examine the relationship between barangay governance engagement and learners' academic performance. The respondents were randomly selected school and barangay officials in Semirara Island. The study utilized the Barangay Governance Engagement Scale and the learners' general average as measures of the key variables. Data were analyzed using mean, standard deviation, Mann-Whitney U test, and Kruskal-Wallis H test. All inferential tests were conducted at the .05 level of significance using a two-tailed test. Results revealed that the level of barangay governance engagement was very high in all dimensions, namely decision-making engagement, communication engagement, volunteering engagement, and community collaboration engagement, and across respondent profiles such as age, sex, professional role, length of experience, and level of education, with relatively low standard deviations. A significant difference was found in all barangay governance engagement as to professional role and level of education. In contrast, no significant differences were found when respondents were grouped according to age, sex, and length of experience. The learners' overall academic performance was very satisfactory, with learners performing well across their subjects and meeting the expected academic standards. A significant relationship was found between barangay governance engagement and learners' academic performance.

JEL Codes:

Keywords: barangay governance engagement, descriptive-comparative and correlational study, learners' academic performance, public elementary schools, school-community partnerships