Original Research Article

**Progressive Partnership in Relation to Academic Accountability Routines of Community Alternative Learning System Influences**

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ABSTRACT

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| This study aimed to examine the significant relationship between progressive partnership and academic accountability routines in Community Alternative Learning System (ALS) settings. A descriptive-correlational research design was employed, involving 139 individuals engaged in community ALS programs in the Panabo Manay District, Panabo City Division. Data were gathered through a validated and pilot-tested questionnaire administered via face-to-face surveys. Statistical tools such as mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses were used to analyze the data. The results revealed that the level of progressive partnership and academic accountability routines among respondents was rated very high. Correlation analysis indicated a significant positive relationship between progressive partnership and academic accountability routines. Moreover, multiple regression analysis showed that several domains, such as collaborative teaching and professional learning communities, as well as shared leadership and decision-making, significantly influenced academic accountability routines in the community ALS context. In contrast, parental and community involvement and student-centered learning approaches did not show a significant influence in this study. These findings highlight the pivotal role of internal professional collaboration and leadership in strengthening accountability practices within community ALS settings, suggesting the need for focused investment in these areas to enhance educational outcomes. |

*Keywords*: Progressive Partnership, Academic Accountability, Community ALS, Collaborative Teaching, Descriptive-Correlational, Education

1. INTRODUCTION

Progressive partnerships, particularly in relation to academic accountability routines within the Community Alternative Learning System (ALS), face numerous challenges that can hinder their effectiveness and implementation. One primary issue is the inconsistent levels of teacher commitment and understanding of progressive partnerships. While some educators are open to collaborative approaches, others still prefer traditional, autonomous teaching methods. This resistance to change can pose barriers to aligning shared accountability routines with progressive instructional strategies that emphasize collective responsibility and continuous improvement.

At Columbia University, Datnow (2021) noted a significant gap in the implementation of academic accountability routines—the absence of standardized guidelines. Without clear protocols, educators may find it difficult to apply consistent monitoring and assessment practices, leading to fragmented approaches. Moreover, disparities in school environments, resource availability, and administrative support further complicate the seamless integration of these routines. Schools with limited access to professional development may lack the means to equip teachers with the skills needed for effective collaboration and accountability management.

Time constraints present another major obstacle. As Loud (2019) observed, teachers already juggle multiple responsibilities such as lesson planning, grading, and student engagement. The additional burden of structured accountability routines within a progressive framework can lead to stress, burnout, and reduced implementation fidelity. Ensuring that educators have adequate time and support is essential to the success of such partnerships.

In the Philippine context, Lapus (2020) emphasized that the involvement of external stakeholders—parents, administrators, and community members—significantly affects the effectiveness of progressive partnerships. When stakeholders are disengaged or misaligned with teacher goals, the consistency and cohesion of academic accountability efforts suffer. Addressing these challenges requires clear implementation strategies, ongoing capacity building, and strong institutional support to ensure that progressive partnerships strengthen rather than undermine accountability systems. ALS, as a parallel learning system in the Philippines, offers flexible educational options for those unable to access formal schooling. It incorporates both non-formal and informal learning, making effective accountability and collaboration even more critical.

Furthermore, varying degrees of teacher collaboration continue to pose implementation challenges. Some educators are reluctant to adopt progressive practices due to personal preferences or past experiences, resulting in fragmented application of accountability routines (Somach & Drach-Zahavy, 2020). Without a unified approach to track student progress and improve instructional practices, the full potential of progressive partnerships remains unrealized.

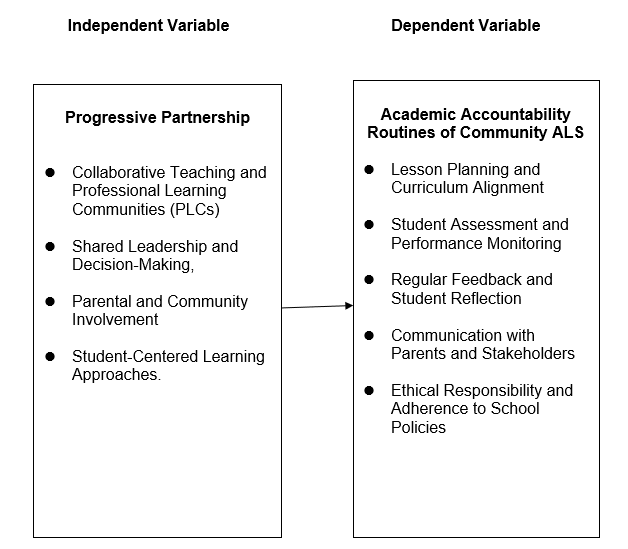
According to Barbuto (2020), in Panabo City Division, a lack of sufficient training and professional development is another critical issue. Effective progressive partnerships demand competencies in communication, teamwork, and shared decision-making—skills not always emphasized in current teacher training programs. The absence of structured guidance may cause confusion around roles and responsibilities, leading to inefficiencies in maintaining academic accountability.

Institutional and administrative challenges also emerge as key factors. Some school leaders may be hesitant to fully support progressive models due to concerns over feasibility or disruption to traditional accountability systems. Without clear policies, adequate resources, and leadership commitment, teachers may struggle to reconcile partnership-based teaching with existing workloads (Magno, 2020).

Another concern is the increased workload and potential for teacher burnout. While collaborative teaching can enhance learning outcomes, it may demand extra time and effort, such as regular meetings, shared planning, and coordinated assessments (Magnuson, 2021). Without effective workload management and support systems, these additional responsibilities could outweigh the benefits of collaboration.

Finally, community and parental involvement play a pivotal role. When external stakeholders are not meaningfully engaged, teachers may find it difficult to reinforce learning outcomes and accountability measures beyond the classroom. Ocampo (2020) highlighted that a lack of parental support can undermine collaborative efforts and hinder sustainable improvement in student performance.

Given these multifaceted challenges, the researcher has opted to conduct a study on progressive partnerships and academic accountability routines within the Community ALS of Panabo Central District, Panabo City Division. This study aims to identify practical strategies to address implementation gaps. Its findings could inform clearer role definitions, enhance communication channels, and promote negotiated agreements among all organizational members. As schools evolve, success increasingly depends on staff who go beyond their traditional duties to achieve excellence. Such progressive partnerships not only improve organizational efficiency but also elevate the reputation of schools, the community, and the teaching profession as a whole.

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**Figure 1:** Conceptual Framework of the Study

**1.1 Statement of the Problem**

The main purpose of the study was to determine the progressive partnership in relation to academic accountability routines of community alternative learning system influences in Panabo Manay District, Panabo City Division. More explicitly, the study sought answers to the following questions:

1. What is the level of progressive partnership of teachers in community alternative learning system influences in terms of:

1.1 collaborative teaching and professional learning communities;

1.2 shared leadership and decision-making;

1.3 parental and community involvement; and

1.4 student-centered learning approaches?

2. What is the level of academic accountability routines of teachers in community alternative learning system influences in terms of:

2.1 lesson planning and curriculum alignment;

2.2 student assessment and performance monitoring;

2.3 regular feedback and student reflection;

2.4 communication with parents and stakeholders; and

2.5 ethical responsibility and adherence to school policies?

3. Is there a significant relationship between the progressive partnership in relation to academic accountability routines of teachers in community alternative learning system influences?

4. Which domains of progressive partnership significantly influence academic accountability routines of teachers in community alternative learning system influences?

**1.2 Hypotheses**

Ho1. There is no significant relationship between the informative expedient learning practices and professional ontogeny of teachers in public elementary schools.

Ho2. None of the domains of informative expedient learning practices significantly influence the professional ontogeny of teachers in public elementary schools.

2. methodology

**2.1 Research Design**

The non-experimental quantitative research design utilizing the correlational method was employed in this study. According to Merriam (2021), correlational studies fall under the descriptive category, as they investigate phenomena within natural settings without manipulation, modification, or control. These descriptive-correlational surveys aim to determine the extent to which variations in one dimension of a phenomenon are associated with changes in another.

In this light, the descriptive-correlational method was deemed appropriate to examine the relationship between progressive partnerships and academic accountability routines within the Community Alternative Learning System (ALS). This approach allowed the researcher to identify and analyze the level and nature of the association between the two variables without altering any existing conditions.

Quantitative research emphasizes objective measurements and the statistical or numerical analysis of data obtained through structured instruments such as questionnaires and surveys. It involves the collection and interpretation of numerical data to explain, predict, or control a phenomenon of interest (Lim, 2025). The use of this method enabled the researcher to gather measurable insights and establish whether a significant relationship exists between the principles of progressive partnership and the implementation of academic accountability routines in the community ALS setting.

Thus, this study relied on quantitative analysis to draw conclusions about how progressive partnership practices influence or relate to the accountability structures upheld by educators and stakeholders within the alternative education system.

**2.2 Research Respondents**

The respondents of this study were 139 out of 213 individuals involved in community alternative learning system programs in Panabo Manay District, Panabo City Division. The sample size was determined using Slovin’s formula, with a 95% confidence interval and a 5% margin of error, and employed universal sampling wherein the entire population was considered as respondents. They evaluated themselves and their colleagues through a survey questionnaire that was administered to them. The teachers who participated had served in public schools for at least three years. This study was conducted during the school year 2024 to 2025.

**2.3 Research Instrument**

The study utilized a set of researcher-made survey questionnaires based on various authors. The first part of the survey focused on progressive partnership, with indicators including procedure, mediation, peace, and values. This section comprised 5 items for each indicator, totaling 20 items. The second part of the questionnaire addressed the academic accountability routines of individuals involved in community alternative learning system programs, covering indicators such as humanity, carefulness, integrity, courtesy, and quality. This section also consisted of 5 items per indicator, totaling 20 items.

The survey questionnaire was used to gather information from the respondents and was presented to a panel of validators for content modification prior to its distribution for pilot testing. The pilot testing for reliability and validity of the instrument was conducted in a separate school within the same cluster, involving 30 participants. The instrument was found reliable with a Cronbach’s Alpha result of 0.993 for progressive partnership and 0.995 for academic accountability routines. During the test, participants answered 40-item questions covering 5 subscales. The scoring was implemented according to the following subscales.

**2.4 Data Gathering Procedure**

# The data for this study were gathered through a series of systematic and ethically guided procedures. The researcher first secured an endorsement from the Dean of the Graduate School of Rizal Memorial Colleges and obtained ethical clearance from the institution’s Ethics Review Committee to ensure the protection of participants' rights and full compliance with research ethics. Subsequently, a formal request letter was submitted to the Office of the Schools Division Superintendent of Davao Oriental. Upon approval, the Division Office issued an endorsement letter addressed to the School Heads of public elementary schools within Manay District, authorizing the conduct of the study in their respective schools.

# With all required permissions in place, the researcher conducted a pilot test of the survey instruments to assess their reliability and validity. During the pilot testing, participants were clearly informed about the purpose of the study and given detailed instructions on how to accomplish the questionnaire. Based on their feedback, the instruments were refined to improve clarity and ensure alignment with the study’s objectives. The finalized survey questionnaires were then administered to 136 public elementary school teachers, selected through stratified sampling. After completion, the researcher personally collected the responses. The gathered data were then forwarded to a professional statistician for tallying, tabulation, and statistical analysis in accordance with the study’s research questions and objectives.

# 2.5 Data Analysis

To analyze the data collected and effectively address the research questions of this study, the following statistical tools were utilized:

Mean. This was used to determine the levels of informative expedient learning practices and professional ontogeny among public elementary school teachers. It provided an overall summary of the respondents’ ratings across specific items and domains, revealing general trends in their teaching practices and professional development efforts.

Pearson Product-Moment Correlation Coefficient (Pearson r). This statistical tool was employed to examine the degree of relationship between informative expedient learning practices and the professional ontogeny of teachers. It enabled the researcher to assess whether a statistically significant linear correlation existed between these two variables.

Multiple Regression Analysis. This analysis was conducted to determine the extent to which specific domains of informative expedient learning practices significantly predicted the professional ontogeny of teachers. It helped identify which aspects of these instructional practices most strongly contributed to teachers’ ongoing professional growth and development within the public elementary school setting.

3. results and discussion

**3.1 Level of Progressive Partnership in Community Alternative Learning System (ALS) Influences**

Table 1. *Level of Progressive Partnership in Community Alternative Learning System (ALS) Influences*

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| --- | --- | --- | --- |
| **Domains** | **SD** | **Mean** | **Descriptive Level** |
| Collaborative Teaching and Professional Learning Communities | 0.35 | 4.82 | Very High |
| Shared Leadership and Decision-Making | 0.48 | 4.57 | Very High |
| Parental and Community Involvement | 0.49 | 4.62 | Very High |
| Student-Centered Learning Approaches | 0.35 | 4.78 | Very High | |
| **Overall** | **0.36** | **4.70** | **Very High** | |
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Presented in Table 1 is the summary of the domains in the level of progressive partnership in Community Alternative Learning System (ALS) influences, including collaborative teaching and professional learning communities, shared leadership and decision-making, parental and community involvement, and student-centered learning approaches, based on the mean scores.

The highest-rated domain is collaborative teaching and professional learning communities, with the mean of 4.82, indicating that educators actively engage in joint instructional efforts and continuous professional development. This is followed by student-centered learning approaches with the mean of 4.78, highlighting the emphasis on personalized learning experiences tailored to students’ unique needs. Parental and community involvement recorded a very high rating as well, with the mean of 4.62, reflecting strong community engagement in the learning process. The lowest-rated domain, though still very high, is shared leadership and decision-making, with the mean of 4.57, suggesting that while collaborative governance is practiced, there is still space for strengthening shared responsibilities and leadership roles. The overall mean of 4.70 is described as very high, indicating that ALS implementers consistently exhibit strong progressive partnership practices across these domains. The overall standard deviation of 0.36 suggests that the responses were relatively consistent, with scores closely clustered around the mean.

This finding supports the work of Theoharis (2024), who emphasized that strong partnerships among educators, parents, community members, and learners create the social fabric necessary for sustained school improvement and student success. Progressive partnerships foster trust, shared responsibility, and collaborative problem-solving, which are essential for addressing the unique challenges faced by diverse learner populations.

Similarly, Green (2021) highlighted that effective family and community involvement strengthens student engagement and academic achievement by aligning home, school, and community resources toward common educational goals. Moreover, Leal Filho et al. (2024) argued that progressive partnerships encourage mutual respect and open communication, enabling all stakeholders to contribute their perspectives and resources in meaningful ways.

This collaborative dynamic promotes innovation, responsiveness, and sustainability in educational programs.

**3.2 Level of Academic Accountability Routines in Community Alternative Learning System (ALS) Influences**

Table 2. *Level of Academic Accountability Routines in Community Alternative Learning System (ALS) Influences*

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| --- | --- | --- | --- | --- | --- |
| **Domains** | | **SD** | **Mean** | | **Descriptive Level** |
| Lesson Planning and Curriculum Alignment | | 0.41 | 4.76 | | Very High |
| Student Assessment and Performance Monitoring | | 0.42 | 4.74 | | Very High |
| Regular Feedback and Student Reflection | | 0.30 | 4.89 | | Very High |
| Communication with Parents and Stakeholders | | 0.50 | 4.55 | | Very High |
| Ethical Responsibility and Adherence to School Policies | | 0.46 | 4.70 | | Very High |
| **Overall** | **0.34** | | **4.73** | **Very High** | | |
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Presented in Table 2 is the summary of the domains in the level of academic accountability routines in community Alternative Learning System (ALS) influences, including lesson planning and curriculum alignment, student assessment and performance monitoring, regular feedback and student reflection, communication with parents and stakeholders, and ethical responsibility and adherence to school policies, based on the mean scores and standard deviations.

The highest-rated domain is regular feedback and student reflection, with the mean of 4.89, indicating that teachers consistently provide timely feedback and promote learner self-assessment and reflection. This is followed by lesson planning and curriculum alignment with the mean of 4.76, and student assessment and performance monitoring with the mean of 4.74, reflecting strong practices in instructional planning and evaluating student learning progress. Ethical responsibility and adherence to school policies also recorded a very high rating, with the mean of 4.70, demonstrating teachers’ commitment to upholding professional and institutional standards. The lowest-rated domain, although still very high, is communication with parents and stakeholders, with the mean of 4.55, suggesting that while communication is present, there remains room for further enhancement. The overall mean of 4.73 is described as very high, indicating that ALS implementers consistently demonstrate strong academic accountability routines across these domains. The overall standard deviation of 0.34 suggests that the responses were relatively consistent, with scores closely clustered around the mean.

This finding underscores the comprehensive and robust nature of academic accountability routines among ALS implementers. The very high level of regular feedback and student reflection highlights the emphasis on ongoing student growth and development, while the strong performance across other domains reflects a commitment to maintaining high educational standards and ethical practices. Enhancing these routines further may lead to improved student outcomes and strengthen the effectiveness of the community ALS program.

This finding highlights the study of Brandt (2020), who asserted that effective academic accountability involves systematic assessment, timely feedback, and reflective practices that drive instructional improvement and student success. Moreover, Efunniyi et al. (2024) emphasized that accountability frameworks foster transparency and trust among stakeholders by clearly communicating expectations and responsibilities. This openness enhances collaboration between teachers, learners, parents, and community members, creating a shared commitment to educational excellence. Additionally, Darling-Hammond (2020) supported the idea that assessment and accountability systems are most impactful when they inform instruction and empower both teachers and students to engage in meaningful learning progress.

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**3.3 Significant Relationship Between Progressive Partnership and Academic Accountability Routines in Community Alternative Learning System (ALS) Influences**

Table 3. *Significant Relationship Between Progressive Partnership and Academic Accountability Routines in Community Alternative Learning System (ALS) Influences*

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Progressive Partnership | 4.70 | 0.36 | 0.965 | 0.931 | Very High | 0.000 | Reject Ho1 |
| Academic Accountability Routines | 4.73 | 0.34 |

Presented in Table 3 is the correlation analysis between progressive partnership and academic accountability routines in community Alternative Learning System (ALS) influences.

The relationship between these two variables shows a correlation coefficient (R) of 0.965 with a p-value of 0.000, which is less than the 0.05 significance level. This indicates a very high and statistically significant positive relationship between progressive partnership and academic accountability routines. The R² value of 0.931 suggests that approximately 93.1% of the variation in academic accountability routines can be explained by progressive partnership. Since the p-value is less than 0.05, the null hypothesis (Ho1) is rejected, supporting the claim that there is a significant relationship between progressive partnership and academic accountability routines.

This finding implies that stronger progressive partnerships among ALS implementers are closely associated with more effective academic accountability routines. The very high positive relationship emphasizes the critical role of collaboration, shared leadership, community involvement, and student-centered approaches in enhancing accountability practices. Fostering progressive partnership may therefore significantly improve the quality and consistency of academic accountability within the community ALS context.

This finding reflects the research of Herrera et al. (2020), who emphasized the strong relationship between collaborative partnerships and effective academic accountability in educational settings. Their study showed that when educators, parents, and community members work together through progressive partnerships, there is a greater collective commitment to student learning and school improvement.

Similarly, Nadeem (2024) highlighted that active engagement of all stakeholders in a school community fosters shared responsibility, which strengthens accountability routines and leads to better educational outcomes. Furthermore, Tinapay et al. (2024) noted that progressive partnerships promote transparency, trust, and communication, all of which are essential for maintaining high standards and continuous improvement in academic performance.

**3.4. Domains of Progressive Partnership and Academic Accountability Routines in Community Alternative Learning System (ALS) Influences**

**Table 4.** *Domains of Progressive Partnership and Academic Accountability Routines in Community Alternative Learning System (ALS) Influences*

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| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 0.347 | 0.097 |  | 3.563 | 0.001 | Significant |
| Collaborative Teaching and Professional Learning Communities | 0.560 | 0.148 | 0.589 | 3.788 | 0.000 | Significant |
| Shared Leadership and Decision-Making | 0.364 | 0.106 | 0.520 | 3.443 | 0.001 | Significant |
| Parental and Community Involvement  Student-Centered Learning Approaches | 0.009  -0.003 | 0.108  0.147 | 0.012  -0.003 | 0.079  -0.022 | 0.937  0.983 | Not Significant  Not Significant |
| **Regression Model** | | | | | | |
| Academic Accountability Routines =0.347 + 0.560 (Collaborative Teaching and Professional Learning Communities + 0.364 (Shared Leadership and Decision-Making) | | | | | | |
| R=0.972; R²=0.944; F=568.930; p-value=0.000 | | | | | | |

Presented in Table 4 is the regression analysis examining the significant influence of the domains of progressive partnership—collaborative teaching and professional learning communities, shared leadership and decision-making, parental and community involvement, and student-centered learning approaches, on academic accountability routines in community Alternative Learning System (ALS) influences.

The regression model reveals that two domains significantly influence academic accountability routines: collaborative teaching and professional learning communities, and shared leadership and decision-making. Parental and community involvement and student-centered learning approaches, however, do not demonstrate a significant influence.

Among the significant predictors, collaborative teaching and professional learning communities has the strongest positive effect on academic accountability routines (B = 0.560, Beta = 0.589, t = 3.788, p = 0.000), indicating that ALS implementers who emphasize teamwork and shared expertise tend to enhance accountability practices. Shared leadership and decision-making also positively influences academic accountability routines (B = 0.364, Beta = 0.520, t = 3.443, p = 0.001), suggesting that transparent and collective decision-making processes contribute significantly to academic accountability.

The regression equation is as follows: Academic Accountability Routines = 0.347 + 0.560 (Collaborative Teaching and Professional Learning Communities) + 0.364 (Shared Leadership and Decision-Making). The model explains 94.4% of the variance in academic accountability routines (R² = 0.944), with an overall F-value of 568.930 and a p-value of 0.000, indicating that the model is statistically significant.

These findings underscore the pivotal importance of collaborative teaching and shared leadership in enhancing academic accountability within community ALS programs. The significant impact of these domains suggests that fostering a culture of teamwork, professional learning communities, and collective decision-making is essential for promoting effective accountability practices. Conversely, the non-significant influence of parental and community involvement as well as student-centered learning approaches indicates that their contributions to academic accountability may be indirect or context-dependent, warranting deeper investigation. Ultimately, prioritizing and strengthening collaboration among educators and leadership structures can serve as a powerful strategy to improve the quality and consistency of academic accountability routines in community ALS, thereby supporting better educational outcomes for learners.

This finding is consistent with the research of Kilag and Sasan (2023), who highlighted the significant influence of collaborative domains such as teaching communities and shared leadership on enhancing academic accountability in educational settings. Their study demonstrated that strong professional collaboration and effective leadership practices substantially improve accountability routines and student outcomes. Similarly, Nadeem (2024) emphasized that shared leadership fosters collective responsibility and a positive school culture, which are critical for sustaining academic improvements. Furthermore, Robinson (2024) noted that while parental involvement and student-centered approaches are important, their direct impact on accountability may be less pronounced without the foundation of strong collaboration and leadership, underscoring the complex interplay of these domains in educational accountability.

**5. CONCLUSIONS**

Based on the findings of the study, the following conclusions were drawn:

Firstly, the level of progressive partnership in the Community Alternative Learning System (ALS) was always manifested. This indicates that stakeholders within the ALS, including teachers, administrators, parents, and community members, actively engage in collaborative efforts that support the learning environment. The strong emphasis on collaborative teaching and professional learning communities demonstrates a collective commitment to continuous improvement and shared responsibility. Additionally, the very high levels observed in shared leadership and decision-making reflect an inclusive and participatory approach that empowers educators and stakeholders alike.

Secondly, the level of academic accountability routines within the ALS was always observed. This reflects a systematic and committed approach to maintaining high educational standards through effective lesson planning, curriculum alignment, student assessment, timely feedback, communication with parents and stakeholders, and adherence to ethical responsibilities and school policies. Such comprehensive accountability practices help ensure that learners receive quality education tailored to their needs.

Thirdly, a significant and very strong positive relationship exists between progressive partnership and academic accountability routines in the ALS. This suggests that stronger collaboration, shared leadership, and community involvement directly enhance the implementation of academic accountability measures. When educational stakeholders work cohesively, accountability routines are more effectively observed, promoting better educational outcomes.

Finally, among the domains of progressive partnership, collaborative teaching and professional learning communities, as well as shared leadership and decision-making, significantly influence academic accountability routines. In contrast, parental and community involvement and student-centered learning approaches did not show a significant direct effect in this study. These results underscore the critical role of professional collaboration and leadership in strengthening accountability practices, while also indicating the need for further research into the roles of parental involvement and learner-centered strategies within the ALS context.

**6. RECOMMENDATIONS**

Based on the findings and conclusions of this study, the following recommendations are proposed:

Firstly, given the very high level of progressive partnership observed in the Community Alternative Learning System (ALS), program coordinators and school administrators are encouraged to sustain and further enhance collaborative teaching and professional learning communities. This may involve regular peer mentoring sessions, joint lesson planning, and inter-school collaboration to share best practices. Training sessions that promote effective teamwork and reflective practice can also help deepen partnerships. ALS facilitators may actively engage in these efforts to strengthen professional ties and foster a culture of continuous improvement.

Secondly, since academic accountability routines were also found to be at a very high level, ALS implementers are encouraged to maintain robust systems of lesson planning, curriculum alignment, performance monitoring, and ethical practice. School leaders can further support this by providing tools and structured frameworks for assessment and progress tracking, along with opportunities for facilitators to refine their instructional strategies. Regular evaluation and feedback mechanisms should be institutionalized to ensure ongoing accountability. ALS personnel are urged to use these tools to enhance their instructional quality and meet learners’ diverse needs more effectively.

Thirdly, considering the significant and very strong positive relationship between progressive partnership and academic accountability routines, it is recommended that ALS programs deliberately integrate collaborative practices into their accountability structures. This can include shared planning sessions, co-monitoring of student progress, and joint problem-solving activities among ALS facilitators and community partners. Empowering facilitators to participate in decision-making processes and engage with parents and local stakeholders can further enhance program responsiveness and effectiveness. ALS facilitators may take initiative in fostering these connections to build trust and shared responsibility.

Finally, because collaborative teaching and shared leadership were identified as significant influencers of academic accountability routines, ALS leaders and policymakers may prioritize capacity-building in these areas. Professional development programs may emphasize leadership skills, team dynamics, and inclusive governance. While parental involvement and student-centered learning approaches did not show a significant direct influence in this study, their importance in holistic education should not be overlooked. Future initiatives may aim to clarify and strengthen the roles of parents and learners in shaping accountable learning environments. Further research is also recommended to explore the indirect effects of these variables and how they might contribute to long-term learner success in ALS contexts.

Consent (where ever applicable)

The conduct of this study strictly adhered to recognized ethical standards to ensure the protection, dignity, and well-being of all participants. Before initiating data collection, the researcher obtained the necessary approvals, including an endorsement from the Dean of the Graduate School of Rizal Memorial Colleges and ethical clearance from the institution’s Ethics Review Committee. The ethical procedures followed were grounded in the framework of Pregoner et al. (2025), ensuring compliance with current protocols for research involving human participants in educational settings. Participation was entirely voluntary, and all respondents were fully informed of the study’s purpose, scope, and their right to refuse or withdraw at any point without penalty. Informed consent was secured to confirm participants’ understanding and willingness to take part in the research. To preserve confidentiality, no personally identifiable information was gathered, and all responses were handled with strict confidentiality. The data collected were used solely for academic purposes. These protocols guaranteed that the study was conducted with transparency, ethical integrity, and full professional accountability.

Disclaimer (Artificial Intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

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