

Stakeholder's Factors Assessing Learners' School Commitment: Basis for the Development of Awareness Program

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Abstract—The main purpose of this study was to determine the relationship between stakeholder factors and the school commitment of junior high school learners in the General Luna District. Specifically, the study focused on assessing the level of family factors in terms of parental involvement, socioeconomic status, and home environment; evaluating school factors such as school climate, learning partnerships, and school services; and examining community factors including safety and security, support, and resources. It further sought to determine how these stakeholder factors relate to learners' school commitment, particularly in terms of appearance, participation, engagement, involvement, and punctuality. The descriptive method was employed, utilizing a structured researcher-made questionnaire as the main instrument for data gathering. The study sampled 150 junior high school learners selected through random sampling from five schools in the General Luna District, with the number of respondents proportionally distributed based on each school's student population. The instrument was validated and pilot-tested to ensure reliability. Quantitative data collected were analyzed using frequency, percentage, weighted mean, standard deviation, and Pearson correlation. The results indicated that the levels of family, school, and community factors were generally high, with particular strength in home environment, school climate, and community safety and security. However, the findings also revealed negative correlations between home environment and learner engagement, as well as between community resources and involvement. Despite this, several stakeholder factors, particularly school climate and community safety, showed significant positive relationships with aspects of school commitment such as punctuality and participation. The findings suggest that stakeholder factors play a critical role in shaping school commitment among learners. A supportive school climate fosters higher levels of participation, while a safe and secure community environment contributes to improved punctuality. On the other hand, certain home and community conditions may hinder engagement and involvement, signaling areas that need targeted intervention. These insights highlight the multifaceted influence of external environments on learners' academic behavior and dedication. Based on these conclusions, it is recommended that schools actively involve families, especially in creating conducive home environments and encouraging parental engagement, to bolster student punctuality and involvement. School programs should continue promoting a positive climate and strong learning support systems. Community development initiatives should prioritize the safety and availability of resources. Additionally, teachers should use methods that improve students' time management and sense of responsibility. Future research may examine the role of digital platforms and social media in influencing school commitment to address evolving challenges in educational engagement.

I. INTRODUCTION

Stakeholders play an essential role in assessing and enhancing students' commitment to education. Several factors influence learners' involvement in school, which has a direct impact on their academic achievement and future success. The Department of Education (DepEd) emphasizes that learners' commitment to their studies is critical to their overall performance, as it influences their career preparedness and skill development. Learners who fail to stay involved in school frequently have difficulty keeping up with classes, which affects their overall development and productivity.

Beyond academics, school commitment is critical for shaping learners' future goals and professional readiness. Many learners need direction and support to recognize the importance of actively participating in their education. Stakeholders like teachers, guidance counselors, and parents play an important role in encouraging this dedication.

The school community consists of many groups of stakeholders that are supposed to establish a support system to help the school achieve its goals. According to Epstein (2018), the school-community partnership is made up of educators, parents, community members, and other stakeholders who collaborate to exchange knowledge and information, lead children, address problems, and recognize successes.

All parties involved must actively participate for the relationship to be effective. Maintaining open and honest communication fosters fairness and respect among stakeholders. Furthermore, the connection and compassion fostered by those positive relationships lead to the achievement of educational goals and outcomes. As Tejada (2023) emphasizes, effective school-community relationships serve as a foundation for collaboration, especially when addressing shared concerns such as health, nutrition, and educational development. Programs like the Feeding Program and Gulayan sa Paaralan have demonstrated that when stakeholders engage meaningfully, schools become more responsive and supportive environments. These partnerships not only enhance educational outcomes but also contribute to the overall well-being of learners.

To increase learners' commitment to education, stakeholders must identify and address the different factors that influence the level of involvement. Educators, parents, and administrators can work together to develop strategies that

promote motivation and dedication, assuring students' academic development and long-term success.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to identify the factors associated with stakeholders in understanding the learners' school commitment.

Specifically, this sought answer to the following:

1. What is the level of family factors in terms of:
 - 1.1 Parents Involvement;
 - 1.2 Socioeconomic Status; and
 - 1.3 Home environment?
2. What is the level of School factors in terms of;
 - 2.1 School Climate;
 - 2.2 Learning Relationships; and
 - 2.3 School services?
3. What is the level of Community factors in terms of:
 - 3.1 Safety and Security
 - 3.2 Support ; and
 - 3.3 Resources?
4. What is the level of Learners School Commitment in terms of:
 - 4.1 Appearance
 - 4.2 Participation
 - 4.3 Engagement
 - 4.4 Involvement
 - 4.5 Punctuality
5. Is there a significant relationship between the Family and the learner's school commitment?
6. Is there a significant relationship between School and the learner's school commitment?
7. Is there a significant relationship between Community and the learner's school commitment?

II. METHODOLOGY

The descriptive method was employed, utilizing a structured researcher-made questionnaire as the main instrument for data gathering. The study sampled 150 junior high school learners selected through random sampling from five schools in the General Luna District, with the number of respondents proportionally distributed based on each school's student population. The instrument was validated and pilot-tested to ensure reliability. Quantitative data collected were analyzed using frequency, percentage, weighted mean, standard deviation, and Pearson correlation.

III. RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data gathered that showed a significant relationship between stakeholders' factors such as family, school and community on learners' school commitment.

Stakeholders' Factors

This study explored how stakeholder factors specifically from family, school, and community domains influence learners' school commitment. Family factors included parental involvement and home environment, school factors covered climate and services, and community factors focused on safety

and support. Their impact was measured using mean and standard deviation.

The success of any educational system depends on parental participation. It has been demonstrated that it raises academic standards, lowers truancy and dropout rates, and enhances the caliber of instruction. The Philippine government has acknowledged the value of parental participation and taken measures to promote it (LLeGo, 2022).

It entails more than merely going to school meetings or assisting with assignments; it also involves actively engaging with teachers, taking part in school events, and reinforcing learning at home. When parents are engaged, students are more likely to develop positive attitudes toward learning, demonstrate better behavior in school, and show increased motivation and self-confidence. In the Philippine context, strong family ties and close-knit communities provide a cultural foundation for enhancing this engagement. However, challenges such as economic constraints, lack of time, and limited educational background of some parents can hinder active participation, highlighting the need for more inclusive and accessible programs that empower all families to support their children's education effectively

TABLE 1. Level of Stakeholders factors in terms of family as to parent's involvement.

STATEMENT	MEAN	SD	REMARKS
1.My parents/guardians help me with my schoolwork.	2.83	1.17	Sometimes
2.My parents/guardians regularly communicate with my teachers.	3.21	0.96	Sometimes
3.My parents/guardians encourage me to participate in school activities.	3.41	1.02	Often
4.My parents/guardians monitor my academic progress.	3.39	1.00	Sometimes
5.My parents/guardians reward or recognize my academic achievements	3.61	1.15	Often
Weighted Mean	3.29		
SD	1.09		
Verbal Interpretation			Moderately High

As exhibited in Table 1, the level of stakeholders' factors in terms of family involvement is moderately high, as evidenced by the grand mean (M =3.29, SD = 1.09). This implies that parents and guardians show a fair level of engagement in their child's education, although not consistently across all aspects.

The data shows that while parents often encourage participation in school activities and recognize academic achievements, other forms of involvement—such as helping with schoolwork, monitoring academic progress, and maintaining communication with teachers—occur sometimes. These findings suggest that there is a notable presence of parental support, yet opportunities remain to further strengthen and sustain active involvement, which can positively influence students' academic development and motivation.

As reflected in Table 2, the level of stakeholders' factors in terms of socioeconomic status is moderately high, with a grand mean of (M = 3.07, SD = 1.07). This suggests that while financial challenges exist, families generally manage to uphold educational priorities to a reasonable extent.

TABLE 2. Level of Stakeholders factors in terms of family as to socioeconomic status.

STATEMENT	MEAN	SD	REMARKS
1. I missed school because my family cannot afford transportation.	2.43	1.08	Rare
2. I struggle to concentrate in school due to financial stress at home	3.02	0.92	Sometimes
3. I have to help with household chores or work, which affects my school attendance	3.30	0.95	Sometimes
4. My family prioritizes education despite our financial difficulties.	3.48	1.08	Often
5. Financial instability sometimes affects my health leading to absenteeism.	3.15	1.02	Sometimes
Weighted Mean	3.07		
SD	1.07		
Verbal Interpretation	Moderately High		

The data indicates that although students occasionally struggle with attendance and concentration due to financial stress, there is still a notable commitment to education. Some students miss school rarely due to transportation costs, but many report that their families value schooling despite economic hardship. Financial instability also sometimes impacts student health, contributing to absenteeism. These findings highlight the resilience and prioritization of education among families, even when faced with economic difficulties.

As claimed by Mohammed (2023), the socioeconomic status of parents influences their attitudes toward their children's education. In recent years, the concept of education has evolved to emphasize learning as a continuous process that can occur anytime, anywhere, and through various means. Family involvement in education has consistently been identified as a positive factor that enhances academic outcomes, particularly among girls. Measures or indices of parental involvement typically include parents' educational attainment, income level, intimacy with the child's schooling, and occupational status. The level of education attained by parents often correlates with their commitment to their children's schooling, as more educated parents are generally better equipped to support academic activities and prioritize education at home.

TABLE 3. Level of Stakeholders factors in terms of school as to home environment.

STATEMENT	MEAN	SD	REMARKS
1. The environment at home helps me focus on my studies.	3.79	1.10	Often
2. Family issues at home affect my ability to attend school regularly.	3.83	1.08	Often
3. I receive emotional support from my family when I face academic challenges.	3.87	1.05	Often
4. I have a specific area at home dedicated on doing schoolwork.	3.82	1.04	Often
5. Distractions at home sometimes affect my attendance.	3.61	1.06	Often
Weighted Mean	3.78		
SD	1.07		
Verbal Interpretation	High		

As indicated in Table 3, the level of stakeholders' factors in terms of school as related to the home environment is high (M = 3.78, SD = 1.07). This suggests that the home environment generally supports students' academic needs.

The data shows that many students often receive emotional support, have designated study spaces, and are in environments that help them focus on their studies. However, it also highlights that family issues and distractions at home can sometimes interfere with school attendance. Overall, these findings reflect a positive but occasionally challenged home environment that plays a vital role in students' educational experience.

Home is the most significant institution for the formation and continuity of human life and plays a critical role in shaping the development of various aspects of personality (Ghosh, 2020).

As exhibited in Table 4, the level of stakeholders' factors in terms of school climate is high, as evidenced by the grand mean (M = 4.08, SD = 0.96). This implies that students perceive their school environment as generally safe, respectful, and motivating, which contributes positively to their overall academic experience

TABLE 4. Level of Stakeholders factors in terms of school as to school climate.

STATEMENT	MEAN	SD	REMARKS
1. I feel safe when I am at school.	4.39	0.79	Always
2. My school is free from bullying, which encourages me to attend classes	3.85	1.07	Often
3. I feel respected and valued by the students and teachers.	4.02	0.88	Often
4. The overall atmosphere of my school motivates me to attend class regularly.	3.99	1.00	Often
5. The facilities and resources in school contribute to a positive learning environment.	4.15	0.95	Often
Weighted Mean	4.08		
SD	0.96		
Verbal Interpretation	High		

The data shows that students always feel safe at school and often feel respected by both peers and teachers. They also find the atmosphere motivating and view the school's facilities and resources as supportive of learning. Although bullying is not entirely absent, its minimal presence does not significantly hinder students' sense of security and belonging. These findings suggest that a positive school climate plays a crucial role in fostering regular attendance, academic motivation, and emotional well-being among students. According to Saji (2024), developing the school climate is a student-centered process, and students should be actively involved in shaping it. Students' engagement, behavior, and emotional well-being greatly influence the school's overall atmosphere. Students who feel safe, respected, and valued are more likely to participate in academic and extracurricular activities.

Strong school-community partnerships play an essential role in fostering student development and advancement. These partnerships give students opportunities and access to resources that may not be available in a traditional education structure (Eden et al., 2024). Examples of these experiences might be internships, mentorships, extracurricular activities, cultural events, and enrichment opportunities. By utilizing these community-based resources, schools can provide students with more exposure to various pathways, fostering their success and academic achievement.

As reflected in Table 5, the level of stakeholders' factors in terms of school as to learning partnership is high, as evidenced by the grand mean ($M = 3.78$, $SD = 1.06$). This implies that students generally experience supportive and collaborative relationships with their teachers, which positively influence their academic engagement and school attendance.

The data shows that students often feel cared for by their teachers, are comfortable seeking help, and find the feedback they receive helpful in improving academically.

TABLE 5. Level of Stakeholders Factors in terms of School as to Learning Partnership.

STATEMENT	MEAN	SD	REMARKS
1. My teacher cares about my well-being and academic success.	3.82	1.10	Often
2. I feel comfortable asking my teachers for help when I am struggling.	3.75	1.04	Often
3. The feedback I receive from my teachers helps me improve academically and to attend class.	3.78	1.02	Often
4. My teachers' support makes me more likely to attend school regularly.	3.94	1.00	Often
5. My teachers take time to understand my academic and personal challenges.	3.60	1.14	Often
Weighted Mean	3.78		
SD	1.06		

Moreover, teacher support is perceived as a motivating factor for regular attendance. Although the level of understanding regarding students' personal and academic challenges slightly varies, the overall responses reflect a strong learning partnership. These findings suggest that teacher-student relationships are a key component in fostering a positive learning environment and sustaining student motivation.

Level of Stakeholders Factors in terms of School as to School Services

As indicated in Table 6, the level of stakeholders' factors in terms of school as to school services is high, as evidenced by the grand mean ($M = 3.83$, $SD = 1.03$). This suggests that students perceive their school as actively promoting engagement and addressing attendance issues effectively.

The data shows that students often feel encouraged to stay engaged in academic activities and believe that the school takes meaningful actions to improve attendance. Additionally, school policies on absenteeism and the administration's efforts to address attendance problems are viewed positively. The presence of programs specifically aimed at encouraging regular attendance further strengthens this perception

These findings highlight the effectiveness of school services in fostering an environment that supports both academic involvement and consistent school attendance.

School management services offer students a service that helps them learn in the best possible way (Mudjijanti, 2022). High-quality school management services include efficient administrative processes, well-maintained facilities, responsive communication systems, and timely support services that directly impact students' academic experience. When these services function effectively, they create an environment that supports both teaching and learning, allowing educators to focus on instruction while students

benefit from a well-organized and supportive academic setting.

TABLE 6. Level of Stakeholders Factors in terms of School as to School Services.

STATEMENT	MEAN	SD	REMARKS
1. The school encourages students to stay engaged in academic activities.	3.85	1.07	Often
2. My school takes action to improve student attendance.	3.78	1.09	Often
3. I believe that school policies on absenteeism are effective.	3.75	0.96	Often
4. My school administration actively addresses attendance issues.	3.84	1.01	Often
5. My school provides programs that encourage regular attendance.	3.91	1.01	Often
Weighted Mean	3.83		
SD	1.03		
Verbal Interpretation	High		

As reflected in Table 7, the level of stakeholders' factors in terms of community as to safety and security is high, as evidenced by the grand mean ($M = 3.90$, $SD = 1.00$). This indicates that students generally feel safe in their communities and believe that safety measures positively impact their school attendance.

TABLE 7. Level of Stakeholder Factor in terms of Community as to Safety and Security.

STATEMENT	MEAN	SD	REMARKS
1. I feel safe traveling to and from school.	4.01	1.03	Often
2. Concerns about crime or violence in my neighborhood affect my school attendance	3.84	1.04	Often
3. The local community takes active steps to ensure student's safety on their way to school.	3.85	1.00	Often
4. My school has taken steps to improve safety for students in unsafe neighborhoods	3.91	0.93	Often
5. The safety of my neighborhood allows me to attend school regularly.	3.89	1.01	Often
Weighted Mean	3.90		
SD	1.00		
Verbal Interpretation	High		

The data shows that students often feel safe traveling to and from school, and while concerns about crime or violence may affect attendance, the local community takes active steps to ensure student safety. Furthermore, students recognize that their school has made efforts to improve safety in unsafe neighborhoods.

The overall perception is that the safety of the neighborhood contributes significantly to regular school attendance. These findings underscore the importance of community safety in supporting students' consistent academic engagement.

Beyond the classroom walls, the safety and well-being of the pupils must be guaranteed. We can give children the resources they need to flourish by creating a welcoming and encouraging atmosphere both within and outside the classroom (Carolin, 2023).

Community support is about getting involved in children's education, offering assistance to schools and teachers, and creating a familiar and nurturing environment where learners can grow, explore, and reach their fullest potential (Cardona, 2025).

Strong community engagement fosters a collective responsibility for education, where stakeholders beyond the family—such as local leaders, organizations, and volunteers—play a pivotal role in supporting academic success. When the community actively participates in educational initiatives, it helps reinforce the value of education and provides additional resources that schools alone may not be able to offer.

Communities that prioritize safety and offer educational resources contribute significantly to learners’ punctuality, attendance, and engagement.

As demonstrated in Table 8, the level of stakeholders’ factors in terms of community support is high, as evidenced by the grand mean ($M = 3.75$, $SD = 1.07$). This suggests that students perceive strong and active involvement from the community in promoting school attendance and supporting educational initiatives.

The data shows that students often observe support from local organizations and leaders through initiatives such as scholarships, outreach programs, and backing of school events.

TABLE 8. Level of Stakeholder Factor in terms of Community as to Support.

STATEMENT	MEAN	SD	REMARKS
1. My school receives strong support from the local community and organizations.	3.79	1.03	Often
2. The local community supports school programs that encourage student attendance	3.74	1.05	Often
3. Local organizations provide scholarships or financial aid for students in need.	3.69	1.11	Often
4. Community outreach programs help reduce absenteeism in my school.	3.78	1.05	Often
5. The involvement of local leaders encourages students to attend school regularly.	3.73	1.13	Often
Weighted Mean	3.75		
SD	1.07		
Verbal Interpretation			High

This involvement is seen as contributing to reduced absenteeism and greater student motivation. Although there is variation in the intensity of support, the overall impression is that community engagement plays a crucial role in fostering a supportive academic environment.

These findings emphasize the value of collaboration between schools and their surrounding communities in ensuring student success and sustained attendance.

As illustrated in Table 9, the level of stakeholders’ factors in terms of community resources is high, as evidenced by the grand mean ($M = 3.77$, $SD = 1.10$). This indicates that students generally have access to essential resources within their communities that support their academic attendance and performance.

The data reveals that students often have access to technology, transportation, and school-provided educational materials that contribute to consistent attendance. Access to mental health services and community learning programs, while slightly varied, is still perceived as beneficial and available. These findings underscore the importance of resource availability in shaping students’ educational engagement, highlighting the community’s role in providing

the tools and services needed to ensure regular school participation and overall academic success.

TABLE 9. Level of Stakeholder factor in terms of Community Factors as to Resources.

STATEMENT	MEAN	SD	REMARKS
1. I have access to technology (e.g., internet, cell phone, computers) necessary for schoolwork.	3.91	1.09	Often
2. I have access to transportation that helps me attend school regularly.	3.90	1.11	Often
3. My school provides access to educational resources that help improve attendance.	3.67	1.07	Often
4. I have access to mental health services that help me cope with school stress and attendance.	3.75	1.11	Often
5. There are programs in my community that provide learning resources for students.	3.65	1.09	Often
Weighted Mean	3.77		
SD	1.10		
Verbal Interpretation			High

Community resources, according to Bordia (2022), are those that improve or make the lives of members of a community easier. These resources are essential for every individual’s growth. Community resources include libraries, schools, factories, theaters, parks, hospitals, churches, community centers, and other similar facilities. These resources would be a great asset in education since they foster a sense of belonging and worth in students.

Level of Learner’s School Commitment

Learners’ School Commitment refers to the extent to which students demonstrate dedication and responsibility in fulfilling their academic and behavioral expectations within the school setting. In this study, learners’ school commitment included variables such as appearance, participation, engagement, involvement, and punctuality and was measured using mean and standard deviation

TABLE 10. Level of Learner’s School Commitment in terms of Appearance.

STATEMENT	MEAN	SD	REMARKS
1. I wear my school uniform properly and follow the dress code.	3.16	0.7	Sometimes
2. I keep my hair, nails, and overall appearance neat and clean.	3.15	0.64	Sometimes
3. I wear my school ID and other required accessories daily.	3.19	0.62	Sometimes
4. I ensure that my school materials (notebooks, books, etc.) are well-organized and clean.	3.09	0.66	Sometimes
5. I follow the school’s grooming and hygiene policies.	3.27	0.61	Sometimes
Weighted Mean	3.17		
SD	0.65		
Verbal Interpretation			Moderately High

As presented in Table 10, the level of learners’ school commitment in terms of appearance is moderately high, as evidenced by the grand mean ($M = 3.17$, $SD = 0.65$). This implies that students demonstrate a fair level of adherence to school appearance standards, although consistency may vary.

The data shows that students sometimes wear the school uniform properly, maintain cleanliness and neatness in personal grooming, wear required IDs, and keep their school

materials organized. While these practices are observed, they are not always consistently followed. These findings suggest that while students generally recognize the importance of proper appearance as part of school commitment, there remains room for improvement in fully aligning with school policies on grooming and attire.

In his 2016 essay, Gutierrez writes that students make an effort to appear as attractive as possible, or even more so than their peers. The author believed it comes in the way of getting a good education. Looks seem to be more important than grades in the student’s eyes.

Level of Learner’s School Commitment in terms of Participation.

As revealed in Table 11, the level of learners’ school commitment in terms of participation is moderately high, as shown by the grand mean (M = 3.07, SD = 0.71). This indicates that students demonstrate a fair level of involvement in school-related activities, though not consistently across all aspects. The data shows that students sometimes participate in class discussions, respond during lessons, contribute in group tasks, and accept leadership roles.

However, engagement in school events and competitions appears to be slightly less frequent.

These findings suggest that while students show signs of active participation, there are opportunities to further encourage involvement in both academic and extracurricular activities, which are vital in enhancing school commitment and fostering a more engaged learning environment.

TABLE 11. Level of Learner’s School Commitment in terms of Participation.

STATEMENT	MEAN	SD	REMARKS
1. I actively participate in class discussions.	3.04	0.78	Sometimes
2. I ask and answer questions during lessons.	3.13	0.63	Sometimes
3. I contribute ideas and suggestions in group activities.	3.13	0.66	Sometimes
4. I engage in school events, programs, and competitions	2.91	0.75	Sometimes
5. I take on leadership roles when given the opportunity.	3.17	0.68	Sometimes
Weighted Mean	3.07		
SD	0.71		
Verbal Interpretation			Moderately High

Student participation is not just about capturing learners’ attention. Student involvement is more deeply rooted in the psychology of human behavior and manifests itself in the science of learning (Lattanze, 2025). Human beings need to know things. It’s a natural state of mind to solve problems. Our brain loves puzzles. Teachers are tasked with unlocking students’ natural curiosity and need to solve problems to prepare them for college and careers. Furthermore, Lattanze emphasizes that authentic student participation is nurtured when learning environments are emotionally safe, intellectually stimulating, and socially supportive. For students to feel valued, respected, and empowered to take academic risks without worrying about being evaluated, they must feel that way. When such environments are cultivated, participation becomes a natural extension of the learners’ curiosity and confidence. This sense of security encourages

open dialogue, diverse perspectives, and collaborative problem-solving among students.

TABLE 12. Level of learner’s school commitment in terms of engagement.

STATEMENT	MEAN	SD	REMARKS
1. I pay close attention to my teacher during lessons.	3.09	0.71	Sometimes
2. I complete my assignments and homework on time	3.09	0.67	Sometimes
3. I make an effort to understand lessons even if they are difficult	3.21	0.63	Sometimes
4. I avoid distractions (e.g., using gadgets, chatting) during class hours.	3.08	0.69	Sometimes
5. I review my lessons and prepare for quizzes and exams	3.28	0.6	Sometimes
Weighted Mean	3.15		
SD	0.67		
Verbal Interpretation			Moderately High

As reflected in Table 12, the level of learners’ school commitment in terms of engagement is moderately high, as indicated by the grand mean (M = 3.15, SD = 0.67). This suggests that students show a reasonable degree of focus and effort in their academic responsibilities, though consistency in their engagement varies.

The data indicates that students sometimes pay attention during lessons, complete assignments on time, and strive to understand challenging topics. Additionally, they make efforts to avoid distractions and prepare for assessments, albeit not always consistently. These results imply that learners demonstrate a developing sense of academic responsibility and engagement, highlighting the need for further support and motivation to strengthen their sustained focus and commitment in school tasks.

Learners are more engaged when they are exposed to difficult and enriching experiences (Bolliger and Martin, 2018). This topic explores how pupils are more involved in a setting where they are motivated to utilize their cognitive skills to solve problems, relate their knowledge to the outside world, and evaluate their course content critically.

TABLE 13. Level of learner’s school commitment in terms of involvement.

STATEMENT	MEAN	SD	REMARKS
1. I join extracurricular activities such as clubs, sports, or school organizations	3.11	0.75	Sometimes
2. I volunteer for school-related tasks and projects.	3.03	0.79	Sometimes
3. I attend school programs and assemblies.	3.19	0.74	Sometimes
4. I cooperate with my classmates in group projects.	2.97	0.82	Sometimes
5. I take part in community service or outreach programs organized by the school.	3.16	0.71	Sometimes
Weighted Mean	3.09		
SD	0.76		
Verbal Interpretation			Moderately High

As demonstrated in Table 13, the level of learners’ school commitment in terms of involvement is moderately high, as evidenced by the grand mean (M = 3.09, SD = 0.76). This indicates that students take part in school and community-related activities to a fair extent, although their involvement is not consistently high.

The data reveals that students sometimes participate in extracurricular activities, volunteer for school tasks, attend

assemblies, and engage in community service. Cooperation in group projects is also observed but slightly less frequently. These findings suggest that while learners show interest in being involved, there is potential to further enhance their active participation in both in-school and out-of-school initiatives, which can contribute to a stronger sense of belonging and responsibility within the school community.

Based on Fletcher (2015), there are several outcomes to student involvement. The fourth aim is to nurture a core commitment within all members of the school community—including teachers, administrators, school staff, parents, community supporters and others—to meaningfully involve students as learners, teachers and leaders throughout schools.

As presented in Table 14, the level of learners' school commitment in terms of punctuality is high, as indicated by the grand mean ($M = 3.78$, $SD = 0.98$). This suggests that students generally demonstrate timeliness in various aspects of their school responsibilities.

TABLE 14. Level of learner's school commitment in terms of punctuality.

STATEMENT	MEAN	SD	REMARKS
1. I arrive at school on time every day.	3.78	1.08	Often
2. I attend my classes promptly without being late.	3.75	1.02	Often
3. I submit my assignments and projects on or before the deadline	3.75	0.95	Often
4. I follow the time schedule for breaks and lunch	3.81	0.92	Often
5. I manage my time well to balance schoolwork and other activities.	3.79	0.96	Often
Weighted Mean	3.78		
SD	0.98		
Verbal Interpretation	High		

The data shows that learners often arrive at school and attend classes on time, meet deadlines for submissions, and adhere to designated schedules for breaks. Moreover, they exhibit a good level of time management in balancing academics with other activities. These findings reflect a strong sense of discipline and accountability among students, which are essential traits for academic success and overall personal development.

A punctual student recognizes the value and importance of time and knows how to prioritize any task and complete it on time without any delays. Being punctual helps the student strike a better balance between their academic, social, and familial obligations. This sort of pupil is constantly eager to learn new skills with enthusiasm, which makes his parents and teachers proud (Nwafor, 2023).

Moreover, the cultivation of punctuality contributes to the development of life skills that extend far beyond the classroom. By mastering time management at an early stage, students position themselves for future success in college, careers, and civic life. Schools that emphasize punctuality and reward consistent attendance are not merely promoting obedience to schedules; they are instilling essential habits that empower students to meet future professional and personal demands effectively.

The strongest relationship observed between home environment and participation highlights the critical role that family circumstances play in fostering a student's involvement

in school activities. Additionally, home environment also shows a notable correlation with engagement, emphasizing how family support can impact students' active involvement and focus in school. However, other family factors, such as parents' involvement and socioeconomic status, do not demonstrate significant relationships with school commitment dimensions, indicating that they may not directly influence students' levels of commitment in terms of appearance, involvement, punctuality, and other school behaviors.

Test of Relationship between Family Factors and Learners School Commitment

Table 15 presents the correlation between family factors and learners' school commitment. The results include Pearson correlation coefficients (r-values), p-values, and sample size (N=150) for each relationship.

This data shows the existence of both significant and non-significant relationships between family factors and learners' school commitment.

TABLE 15. Test of Relationship between Family Factors and Learners School Commitment

Family Factors		Learners School Commitment					
		A	P	E	I	P	
Parents Involvement	Pearson Correlation	0.085	-0.052	0.087	-	0.118	0.156
	Sig. (2-tailed)	0.301	0.527	0.292	0.151	0.056	
	N	150	150	150	150	150	150
Socioeconomic Status	Pearson Correlation	-	0.026	0.063	0.07	-	0.004
	Sig. (2-tailed)	0.534	0.749	0.442	0.394	0.959	
	N	150	150	150	150	150	150
Home environment	Pearson Correlation	-	-	-	-	-	0.1
	Sig. (2-tailed)	0.133	.222**	.162*	0.128	0.224	
	N	0.104	<.01	<.05	0.118	0.224	
	N	150	150	150	150	150	150

Note: *p<.05, **p<.01, ***p<.001

These findings suggest the need for continuous improvement in family engagement, particularly through enhancing the home environment, to positively influence learners' school commitment. This reinforces the importance of creating supportive family dynamics to boost student involvement and engagement in school activities.

The study by Dotterer and Wehrspann (2015) looked at the relationship between parental involvement in education and academic achievement, both directly and indirectly (through school participation), in an attempt to better comprehend the school experiences of urban teenagers. The study discovered that parental participation was positively correlated with cognitive and behavioral engagement, which in turn led to academic success and competence. Our findings emphasize how important it is for parents to be involved in their children's academic achievement and participation during adolescence. They also highlight the significance of looking at the various aspects of school engagement at the same time, as we discovered varying effects of affective, behavioral, and cognitive engagement on academic performance and ability.

A study by Epstein and Sheldon (2014) found that many family-school-community partnership practices are associated

with either an increase in daily attendance, a decrease in chronic absenteeism, or both. The data suggested that schools may be able to increase student attendance in elementary school by implementing specific family and community involvement activities. By actively engaging families and mobilizing community resources, schools create a more collaborative environment that addresses underlying barriers to attendance, such as transportation issues, health challenges, and family instability.

Test of Relationship between School Factors and Learners School Commitment

Table 16 presents the test of the relationship between school factors and learners' school commitment. The results include Pearson correlation coefficients (r-values), p-values, and sample size (N = 150) for each relationship.

The data shows that there are significant relationships between school factors and learners' school commitment. The most notable relationship is between safety and security and punctuality, indicating that students who feel safe are more likely to be punctual.

TABLE 16. Test of Relationship between School Factors and Learners School Commitment

School Factors		Learners School Commitment					
		A	P	E	I	P	
Safety and Security	Pearson Correlation	0.106	0.053	0.058	-	0.018	.792**
	Sig. (2-tailed)	0.197	0.523	0.480	0.826	<.001	
	N	150	150	150	150	150	
Support	Pearson Correlation	0.012	-	-	0.013	-	.170*
	Sig. (2-tailed)	0.889	0.303	0.725	0.875	<.05	
	N	150	150	150	150	150	
Resources	Pearson Correlation	0.046	0	0.15	-	0.051	-.201*
	Sig. (2-tailed)	0.579	0.999	0.068	0.534	<.05	
	N	150	150	150	150	150	

Note: *p<.05, **p<.01, ***p<.001

This suggests that a sense of security positively impacts students' timeliness in attending school. Additionally, support correlates with punctuality, implying that when students feel supported by the school, they are more likely to arrive on time. Similarly, resources is also linked with punctuality, suggesting that access to resources plays a role in ensuring students' punctuality, though the relationship seems less direct. However, the relationships between safety and security, support, and resources with appearance, participation, engagement, and involvement in school are not statistically significant. This indicates that while these school factors influence punctuality, they do not appear to have a similar effect on other aspects of school commitment.

These findings emphasize the importance of a safe, supportive, and well-resourced school environment in promoting punctuality among students, highlighting areas where further attention and intervention may be needed to enhance overall school commitment.

Njoku (2023), investigated the effect of community resources on the academic performance of secondary school students in Biology in Obio/Akpor Local Government Area. The findings of the study showed that the available

community resources were health center, farm, garden and zoo, creek and ponds.

Test of Relationship between Community Factors and Learners School Commitment

Table 17 presents the test of the relationship between community factors and learners' school commitment. The results include Pearson correlation coefficients (r-values), p-values, and sample size (N = 150) for each relationship.

The data indicates that there are no significant relationships between school climate, learning relationships, or school services and the various dimensions of learners' school commitment, including appearance, participation, engagement, involvement, and punctuality. Specifically, all p-values are greater than 0.05, suggesting that these community factors do not significantly influence learners' commitment in these areas.

TABLE 17. Test of Relationship between Community Factors and Learners School Commitment

Community Factors		Learners School Commitment					
		A	P	E	I	P	
School Climate	Pearson Correlation	-	0.005	0.109	0.014	0.094	-
	Sig. (2-tailed)	0.949	0.185	0.864	0.253	0.813	
	N	150	150	150	150	150	
Learning Relationships	Pearson Correlation	-	0.051	0.094	0.008	0.136	0.049
	Sig. (2-tailed)	0.534	0.254	0.919	0.097	0.555	
	N	150	150	150	150	150	
School services	Pearson Correlation	-	0.013	0.066	0.041	0.11	0.113
	Sig. (2-tailed)	0.871	0.422	0.622	0.181	0.167	
	N	150	150	150	150	150	

Note: *p<.05, **p<.01, ***p<.001

These findings suggest that while community factors are important for creating a supportive environment, they may not directly impact specific aspects of students' school commitment in this study. Future research may explore additional factors or more specific community-related variables to better understand their role in influencing school commitment.

IV. CONCLUSION AND RECOMMENDATIONS

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

The existence of a significant relationship between the home environment and learners' participation and engagement therefore resulted to the rejection of the null hypothesis. This confirms that the home environment plays a crucial role in influencing students' commitment to school, particularly in how they participate and engage.

Furthermore, there is a significant relationship between community factors—specifically safety and security, support, and resources—and learners' punctuality which therefore resulted to the rejection of the null hypothesis. This indicates that a safe and well-supported community with accessible resources contributes greatly to students' punctuality and commitment.

However, there's no significant relationships between the remaining family, school, and community factors and other aspects of learners' school commitment therefore resulted to the acceptance of the null hypothesis. This suggests that while some environmental factors have a measurable impact, not all exert a statistically significant influence on school commitment.

Based on the results and conclusion posted in the study, the following recommendation were formulated.

Through the findings of this study, it is recommended that family factors, particularly home environment, and parental involvement, be actively integrated into school programs and policies to support learners' school commitment. This approach will help in enhancing students' engagement, involvement, and punctuality.

Since the study found that school factors, particularly the school climate, support, and resources, have an impact on learners' school commitment, it is recommended that schools continue to improve these factors. They may focus on creating a safe and supportive learning environment that encourages participation and engagement in school activities.

It is also recommended that community factors such as safety, support, and resources be strengthened, especially in local communities. This can significantly improve students' punctuality and overall school commitment, promoting a more supportive environment for learners.

Based on the findings, it is recommended that educators emphasize the development of students' time management and organizational skills, especially in relation to punctuality. This can be done through targeted interventions and workshops aimed at improving these specific aspects of school commitment.

Future researchers may conduct parallel studies that explore the role of digital tools and social media in influencing learners' school commitment. These studies can provide deeper insights into how technology and social interactions shape students' academic behaviors.

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