SPHERE OF INFLUENCE MODEL ON LEARNING COMPETENCE AND MOTIVATION OF PRIMARY ELEMENTARY PUPILS

Angelina H. Alumno[1], Elisa N. Chua, Ph.D[2]

[1] angelinaH.alumno@deped.gov.ph
[1] Teacher II, DepEd Briones Elementary School, San Antonio, Quezon 4324 Philippines
[2] Professor I, Laguna State Polytechnic University, San Pablo City, Laguna 4000 Philippines

ABSTRACT

This study aimed to examine the relationship between the observed sphere of influence and learners' motivation and learning competencies in selected Zone 1 schools of the District of San Antonio, Division of Quezon Province. The primary objective was to determine how external support systems influence students' functional, interpersonal, and critical thinking competencies, as well as their intrinsic and extrinsic motivation, goal orientation, self-efficacy, and emotional engagement in the classroom. The research employed a quantitative-descriptive-correlational design and used purposive sampling to select respondents, including parents, teachers, barangay officials, and school stakeholders from Briones ES, Callejon ES, Del Valle ES, Magsaysay ES, and Sinturisan ES. Data were collected using a validated researcher-made questionnaire and analyzed through frequency distribution, correlation, and regression analyses. Findings revealed statistically significant relationships between domains of the sphere of influence and both learners' motivation and competencies. Parental involvement—particularly parenting, learning at home, and volunteering—showed strong correlations with goal orientation and extrinsic motivation. Teacher support, such as collaborative work, and school commitment strategies like problem-based and authentic instruction, were positively associated with functional and interpersonal competence. Community participation, especially through safety and collaborative initiatives, contributed to students' self-efficacy and motivation. The study concluded that external support systems played a critical role in fostering both academic competence and motivation. Strengthening partnerships among parents, schools, and communities was recommended to create a more supportive and empowering learning environment for primary school learners.

Keywords: academic success, community involvement, collaborative projects, education, school climate, school commitment, self-efficacy, student learning competencies, student motivation, teacher support.

1. Introduction

Involvement plays a crucial role in shaping the quality of education and the overall development of learners. When parents, teachers, schools, and communities actively participate in the educational process, they create a nurturing and supportive environment that promotes academic success. Their collaboration helps build a strong foundation for learners, ensuring that they receive the guidance, motivation, and resources they need. This kind of shared responsibility enhances not only academic performance but also the social and emotional well-being of students.

The 1987 Philippine Constitution places strong emphasis on the importance of education by dedicating an entire article—Article XIV—to it. This highlights the government's responsibility to ensure that all citizens have access to quality education at every level. The provision reflects the deep aspiration of Filipino families for their children to complete their education, seize opportunities, and improve their quality of life. Education is widely seen as a powerful tool for personal advancement, offering individuals a means to overcome social and economic barriers and achieve upward mobility. The abovementioned statement drives the education sector to provide quality education to all its clientele. Different strategies were undertaken including soliciting collaboration among internal and external stakeholders, parents and the whole community. Epstein (2011), in her theory states that school, family and community partnerships recognize that parents, educators, and others in the community share responsibility for students' learning and development. In her theory of overlapping spheres of influence, positing that students learn more when parents, educators, and others in the community work together to guide and support student learning and development. In this model, three contexts – home, school, and community – overlap with unique and combined influences on children through the interactions of parents, educators, community partners, and students across contexts.

Students' learning motivation and competency in primary elementary classrooms are influenced by a variety of elements, which are important indicators of their academic progress and attitudes toward lifelong learning. The "Sphere of Influence Model" is a novel framework for comprehending and improving these factors, and this thesis investigates it. The paradigm views the classroom as a dynamic setting where interactions between several spheres—teachers, peers, parents, and the larger school community—have an impact on student outcomes.

The understanding that motivation and competence are complex entities impacted by both internal and external influences serves as the foundation for this investigation. Motivation includes the will to participate in and stick with learning activities, whereas competence includes not just academic abilities but also the self-assurance and fortitude to face difficulties. This thesis explores how classroom activities, peer relationships, parental engagement, and school policies can be coordinated to provide basic elementary pupils with a stimulating and encouraging learning environment via the lens of the Sphere of Influence Model.

Background of the Study

Over the years the desire to identify causative factors for the decline in academic performance has intensified. Many experts in the field of education have attempted to determine which factors have had the biggest influence on this phenomenon, and the possible corrective measures which can be utilized. There are numerous studies which weigh the pros and cons of different factors that will eventually help learners sustain their motivation and commitment for learning. Studies and articles which focused on motivation and competence could not ignore the role that parents, teachers and the school environment plays in promoting a positive academic philosophy. "A child's education starts at birth, experts agree, and the most crucial years of learning actually come in the first six years of a child's life. This means it is parents and the school community hold the key to a child's future success" (Smith, 2021).

Education is a collaborative journey involving various stakeholders, and effective partnerships between parents and teachers in a school where effective learning can happens in realizing student success. Parental involvement is not just the responsibility of the school but also is a strong foundation for the formation of character and achievement in children's academics, motivation and competence (Nurfadhillah, 2022). Parents, as the main stakeholders together with teachers in forming children's character, interests, goals and values, have a role that must be addressed in supporting the teaching learning process.

It has been two years since a global pandemic put halt to our normal routines, including learners going to classes. Pandemic brought a great impact on learners' motivation to study and understand different subjects. As a result, everyone involved in the educational field need more participation not only in the school community but also in the community itself. In the education setting here in the Philippines, schools, teachers, parents, and the community play a big part in improving the quality of the teaching and learning process which is vital in raising student achievement. But how teachers, parents, and the community can boost the learner's engagement or motivation to enhance their performance.

In the field of the teaching-learning process particularly in the San Antonio District, there are so many things to consider in delivering instruction to the learners. There are some strategies that may take up to enhance the achievement of the student. A variety of teaching materials and teaching aids used to expose knowledge and learning to the student were used by the teachers. But also, one can't hide the fact that the learning process of students varies from time to time.

In terms of education, it is impossible to overestimate the influence that school dedication, teacher support, and parental involvement have on students' motivation and competency. These three elements are essential to creating a positive learning environment that supports students' academic success, personal development, and general well-being.

The central problem of this study focuses on the declining motivation of learners in the Zone 1 schools of the District of San Antonio, Division of Quezon Province—specifically Briones Elementary School, Callejon Elementary School, Del Valle Elementary School, Magsaysay Elementary School, and Sinturisan Elementary School. Based on daily classroom observations and teacher reports, many pupils in these schools demonstrate low levels of academic engagement, reduced enthusiasm for learning activities, and minimal persistence when facing academic challenges.

This pattern of declining motivation is concerning, especially as it correlates with difficulties in achieving expected learning competencies, such as functional, interpersonal, and critical thinking skills. One of the major contributing factors identified is the insufficient and inconsistent support from key educational stakeholders, including parents, teachers, and the community.

Despite existing programs and initiatives, there is a pressing need to elevate the level of parental involvement, strengthen teacher support, reinforce school commitment, and enhance community participation in these schools. Without a united and consistent approach from all stakeholders, learners in Zone 1 schools may continue to struggle with motivation and academic performance. This study was therefore undertaken to examine the extent of the sphere of influence—home, school, and community—and its impact on the learners' competence and motivation, with the aim of identifying actionable strategies to support student success.

Many students come from low-income families where parents have limited time or resources to support learning at home. Teachers, though committed, are often constrained by large class sizes and limited instructional materials, making it difficult to provide individualized support.

2. Literature Review

2.1 Sphere of Influence

Schools make choices. They communicate and interact with families and communities, keeping spheres of influence that directly affect student learning and development. As defined by Coenraad, et.al., (2021), sphere of Influence is a term used to capture learners' aspirations and influences that shape their interests. These spheres serve as a means to categorize and understand how a student's future aspirations are shaped by social contexts and influence. Students come into a classroom with a rich array of cultural knowledge and experiences based on the communities of which they are a part. The way schools care about children is reflected in the way they care about the children's families and the communities where they came from. If educators view children simply as students, they are likely to see the family as separate from the school. That is, the family is expected to do its job and leave the education of children to the schools. If educators view students as children, they are likely to see both the family and the community as partners with the school in children's education and development (Seven, 2020). Partners recognize their shared interests in and responsibilities for children, and they work together to create better programs and opportunities for students.

2.2 Learner's Motivation in the Classroom

Another variable in the present study is motivation which is identified as a force that stimulates, directs and sustains behavior (Jenkins & Demaray, 2015). On the other hand, student motivation or learning motivation is defined as the tendency of a student to find meaningful and useful academic activities and to try to obtain academic benefits from them (Huetinck, L. and Munshin, 2020). According to Cavas (2021), motivation is a

fundamental education variable as it helps previously learned skills, strategies and behaviors to promote new learning and performance. Without motivation, proper curriculum and good instruction are not enough to guarantee the

success of students. The act of pushing someone to achieve a desired course of action or pushing the right bottom to achieve the desired reaction is known as motivation (Badubi, 2017). It is defined as a method of stimulating, inspiring, and energizing individuals to work voluntarily, with enthusiasm, initiative, confidence, satisfaction, and a coordinated approach to achieve desired outcomes. (Steinmayr, et al., 2019) According to Siyuan et al. (2020), motivation is powering people to achieve high-performance levels and overcome barriers to change. Psychologists have provided different definitions according to attitude to the motivation phenomenon, which is briefly mentioned below (Siyuan, et al., 2020). Motivation is a critical component of learning and plays a very important role in helping students become involved in academic activities. Motivation is defined as a situation that gives energy to behavior, directs and sustains it. This includes goals and activity requiring that the objectives provide motivation to move and action. Action requires effort and insistence to operate for a long period of time. Motivation involves a set of beliefs, perceptions, values, information and actions that are totally related to each other. Motivation can lead to many behaviors and it is important to understand the importance of motivation in an educational setting.

2.3 Learners' Competence

As defined by OECD (2005), and cited by Salgani (2020), competency is more than just knowledge and skills, it involves the ability to meet complex demand, by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context. For example, the ability to communicate effectively is a competency that may draw on an individual's knowledge of language, practical IT skills and attitudes towards those with whom he or she is communicating" (OECD, 2005). It is as standards that establish the level of knowledge, skills, and abilities required a basic skill for success in the workplace as well as potential measurement criteria for assessing competency attainment. The definition of competency is more extensive than the word skills and consults to a combination of cognitive, affective, psychomotor domain. Although cognitive domain features broadly in summative testing, on the contrary affective and psychomotor domain have an enormous contribution to more beneficial learning outcomes (Kuboja & Ngusa, 2015).In addition (Parry, 2020), defined competency as a cluster of related knowledge, attitudes, and skills that affect a major part of one's key roles or responsibilities; correlate with performance on the job; can be measured against well-accepted standards; and can be improved via training and development.

3. Hypothesis

The study tested the following null hypotheses:
1. There is no significant relationship between the observed sphere of influence and learners';
    1.1.   learning competence and
    1.2.   motivation

4. Methodology

This chapter presents the research methodology utilized in the study, including the research design, respondents, research instrument, research procedure, and statistical treatment of data. It outlines the systematic approach employed to investigate the relationship between parental involvement, teachers' support, school commitment, and community participation in fostering pupils' learning competence and motivation. The study further ensures a structured data collection process to obtain reliable and valid results. The methodology highlights the selection of respondents, the development and validation of the research instrument, and the procedures followed in gathering and analyzing data.

This study utilized a descriptive correlation research survey with a questionnaire as the primary data-gathering tool since it aimed to determine the correlation between parents' involvement, teachers' support, school commitment, and community involvement in the academic achievement of primary elementary pupils. Furthermore, the study examined the pupils' motivation levels in different areas as perceived by parents, teachers, and other stakeholders.

The descriptive survey method collected the detailed and factual information to describe existing phenomena. It systematically described a situation or area of interest factually and accurately (McCombes, 2019). This research design explained the relationship between two or more variables without making any claims about cause and effect. It involved collecting and analyzing data on multiple variables to determine whether a relationship existed between them. This method was an appropriate design for identifying existing conditions and obtaining factual data from respondents, with the questionnaire serving as the primary research tool.

The respondents of the study were five schools in the San Antonio District, primarily those that belonged to small schools. Teachers from the selected schools, parents, and community stakeholders, including the PTA and LGU of the respective schools, served as the respondents. They were purposively chosen to represent the school for the data needed in the study. The parent-respondents belonged to the primary grade level of the chosen schools.

For each of the five schools—Briones Elementary School, Callejon Elementary School, Del Valle Elementary School, Magsaysay Elementary School, and Sinturisan Elementary School—12 parents, 12 teachers, and 6 community stakeholders and barangay officials (LGU) participated.

In total, there were 60 parents, 60 teachers, 30 community stakeholders, and 30 barangay officials (LGU) across all five schools. This distribution ensures that the study gathered responses from multiple key stakeholders in the educational process, providing a well-rounded perspective on the issues being studied.

The selection of Briones Elementary School, Callejon Elementary School, Del Valle Elementary School, Magsaysay Elementary School, and Sinturisan Elementary School as the respondents for this study was based on their inclusion in Zone 1 of the District of San Antonio, Division of Quezon Province. These schools were purposefully chosen because they represent a unified geographic and administrative cluster, allowing for consistent and

comparative analysis within a shared educational context. Each school actively involves key stakeholders such as parents, teachers, barangay officials, and other community members, making them suitable for exploring the influence of external support on learners' competence and motivation. Furthermore, these schools were accessible and cooperative, facilitating efficient data collection through surveys. Most importantly, initial observations revealed concerns regarding declining learner motivation and the need for strengthened support systems, making these institutions relevant to the study's objectives. By involving various stakeholders from each school, the study was able to capture multiple perspectives on the sphere of influence affecting learner motivation and competence.

The study employed purposive sampling as its technique for selecting respondents. This method was chosen to ensure that only participants who were directly involved in the educational process—such as parents, teachers, barangay officials, and school stakeholders—were included, as their insights were deemed most relevant to understanding the sphere of influence on learners' motivation and competencies. Specifically, the schools selected (Briones ES, Callejon ES, Del Valle ES, Magsaysay ES, and Sinturisan ES) are all within Zone 1 of the District of San Antonio, Division of Quezon Province, and were purposefully chosen due to their active community involvement and shared academic development goals. This approach ensured the collection of rich, context-specific data relevant to the study's objectives.

In this study, the researcher developed a survey-type questionnaire to assess parental and community involvement, teachers' support, and school commitment in nurturing pupils' competence and motivation. In the process of creating the questionnaire, the researcher clearly defined the statement of the problem, specifying the areas of interest related to the study. Based on these problems, the questionnaire was structured into six sections: sphere of influence in different categories (sub-variables), teachers' support, school commitment to the pupils' competence and motivation, with corresponding sub-problems for each main problem. The questionnaire also included a section to determine the level of community participation. Each section contained carefully formulated items that accurately measured the constructs of interest. A rating scale of 1-4 was used to allow respondents to provide their perceptions of the subject under study. The questionnaire underwent pilot testing to identify and address issues, ensuring clarity and relevance. Reliability was confirmed using a pilot test involving a similar group of respondents not included in the actual study sample. Furthermore, the researcher consulted experts to validate the questionnaire.

The researcher began by formulating clear and concise research objectives to guide the study and ensure that all aspects of the research question were addressed. These objectives focused on understanding the role of parental involvement, teacher support, school commitment, and community participation in nurturing pupils' competence and motivation. Based on these objectives, the researcher developed a comprehensive questionnaire designed to capture the relevant data.

Once the questionnaire was formulated, it was sent for validation to a panel of experts, including experienced educators and school administrators, who reviewed the content for clarity, relevance, and alignment with the study's objectives. The feedback from the validation process allowed for revisions and refinements to ensure the instrument's accuracy in measuring the constructs of interest.

After the questionnaire was validated, the researcher sought permission from the school principal to conduct the study within the selected schools. Upon receiving permission, the researcher proceeded with distributing the questionnaire to the identified respondents, which included parents, teachers, and community stakeholders.

A pilot testing phase was conducted to test the instrument's reliability and clarity. A small sample of respondents, similar to the study's actual participants, completed the pilot questionnaires, and the researcher reviewed the responses to identify and resolve any potential issues. Based on the results of the pilot test, the final version of the questionnaire was distributed for data gathering.

Within three (3) weeks of data of data gathering, the researcher analyzed the data collected using appropriate statistical methods to determine relationships and trends in the responses. The findings were carefully interpreted, and conclusions were drawn based on the analysis. Finally, the researcher presented the results, drawing recommendations for improving educational strategies, enhancing parental and community involvement, and fostering a supportive environment for students' academic achievement and motivation.

Descriptive statistics such as mean and standard deviation were used to describe the respondents' perception of parental involvement and school-community commitment. The same statistical procedures were applied to determine the respondents' perception of the academic achievement of the primary grade pupils in the schools in zone 1 of San Antonio District, division of Quezon Province.

Several statistical techniques were utilized to analyze the data. Frequency distribution, percentage count, mean, and standard deviation were employed to describe the general information about the profile of the respondents.

Based on the statement of the problem, Pearson Product Moment Correlation was utilized to examine the relationship between variables.

5. Results and Discussion

Table 2
Sphere of Influence as to Parental Involvement in terms of Parenting

Statements	Mean	SD	VI
1. Attend meetings with teacher to discuss their child's learning or behavior.	3.43	0.64	I
2. Review their child's schoolwork.	3.38	0.76	I
3. Call the teacher if they are concerned about things their child shares about school.	3.32	0.71	I
4. Talk to teacher about how their child interacts with classmates at school.	3.56	0.63	HI
5. Ensure their child has a dedicated space at home for books and school materials.	3.35	0.72	I
6. Talk to teacher about their child's accomplishments or challenges in school.	3.36	0.70	I
7. Discuss with teacher the assignments their child needs to complete at home.	3.34	0.66	I
8. Talk to teacher about personal or family matters if they are affecting their child's school performance.	3.37	0.63	I
9. Spend time with their child working on various skills.	3.37	0.68	I
10. Encouraged to be involved at school.	3.35	0.62	I
Overall	**3.38**	**0.67**	**I**

Legend: 3.50-4.00 Highly Involved (HI); 2.50-3.49 Involved (I); 1.50-2.49 Slightly Involved (SI); 1.00-1.49 Not Involved (NI)

The findings in Table 2 indicate that parents are generally involved in their child's education, demonstrating consistent participation in various aspects of parenting. The overall mean response of 3.38 reflects a strong level of parental engagement, showing that most parents actively support their child's learning and development. Parents regularly attend meetings with teachers, review their child's schoolwork, and maintain open communication regarding school-related concerns. An involvement is evident in their discussions about their child's interactions with classmates, underscoring their recognition of the importance of social development as an essential complement to academic growth.

Additionally, parents ensure their children have a dedicated learning space at home and engage in conversations about their accomplishments and challenges in school. However, while involvement is evident, there are areas where engagement can be further strengthened. For instance, some parents may not consistently monitor assignments or proactively communicate personal or family matters that may affect their child's academic performance. These findings suggest that although parents play a significant role in their children's education, fostering frequent and meaningful interactions between parents and teachers could enhance student support.

The results from the Zone 1 schools of the District of San Antonio, Division of Quezon Province — including Briones, Callejon, Del Valle, Magsaysay, and Sinturisan Elementary Schools — suggest that while parents are generally involved in their children's education, there remains a need to strengthen communication and collaboration between parents and teachers in these specific contexts. Encouraging parents to take a more active role in discussing academic progress and assignments with teachers can enhance the level of support students receive at home, which is particularly crucial in these rural and semi-urban settings where resources may be limited. Schools in the area can implement structured programs to guide parents on how to reinforce learning beyond the classroom, addressing common gaps in at-home academic support. By fostering a culture of open communication and partnership within these school communities, students are more likely to benefit from a holistic support system that bridges home and school environments. Furthermore, organizing workshops, regular parent-teacher conferences, and community-based school activities can serve as effective platforms for enhancing parental engagement and equipping parents with practical strategies to support their children's academic journey more effectively.

These findings are strongly supported by Garcia and Thornton (2019), who emphasized that parental involvement plays a crucial role in enhancing student academic performance, social development, and overall behavior. The high level of engagement shown by parents in this study—particularly in monitoring their child's academic progress and social interactions—reflects the core of Garcia and Thornton's argument. They asserted that when parents actively participate in their child's education, it creates a positive and consistent support system that encourages learning both at home and in school. The data from this study illustrates this principle clearly, as the observed parental behaviors align with practices that Garcia and Thornton identified as essential to student success. Their findings affirm the significance of fostering strong school-home partnerships as a way to promote better educational outcomes.

Table 3

Sphere of Influence as to Parental Involvement in terms of Learning at Home

Statements	Mean	SD	VI
1. Monitor and discuss their child's schoolwork at home.	3.29	0.67	I
2. Provide ongoing support to help their child improve the skills they need to develop.	3.34	0.76	I
3. Encourage reading at home by listening to their child read or reading aloud together.	3.22	0.72	I
4. Assist their child in setting academic goals and making informed decisions about subjects, courses, and programs.	3.46	0.64	I
5. Engaged in interactive homework by discussing and reviewing what their child is learning.	3.29	0.77	I
6. Familiarize themselves with the skills and knowledge their child should master at each grade level.	3.32	0.71	I
7. Take the initiative to understand the curriculum and relevant learning materials for their child's grade.	3.23	0.68	I
8. Actively participate in school activities and decision-making to strengthen home-school collaboration.	3.29	0.64	I
9. Work closely with me to create a supportive and motivating learning environment at home and school.	3.30	0.68	I
10. Acknowledge and celebrate their child's efforts and achievements to boost their motivation and confidence.	3.26	0.75	I
Overall	**3.30**	**0.70**	**I**

Legend: 3.50-4.00 Highly Involved (HI); 2.50-3.49 Involved (I); 1.50-2.49 Slightly Involved (SI); 1.00-1.49 Not Involved (NI)

Table 3 indicates that parents are actively involved in their child's learning at home, as evidenced by an overall mean of 3.30, which falls within the "Involved" category. Parents support their children's education by monitoring schoolwork, providing academic guidance, and encouraging reading habits, which are essential for fostering independent learning. Notably, parents also assist in setting academic goals and making informed decisions about their child's learning path, demonstrating their commitment to their child's overall development. However, while involvement is present,

there is room for improvement, particularly in areas such as engaging in interactive homework, understanding curriculum expectations, and strengthening home-school collaboration. These aspects highlight the need for initiatives that equip parents with knowledge and strategies to enhance their effectiveness in supporting learning at home. Strengthening parental awareness and involvement in these areas can help bridge the gap between home and school learning, creating a more supportive academic environment for students.

The results suggest that schools in Zone 1 of the District of San Antonio, Division of Quezon Province — specifically Briones, Callejon, Del Valle, Magsaysay, and Sinturisan Elementary Schools — can play a pivotal role in empowering parents by offering targeted workshops, accessible learning resources, and structured support programs tailored to the needs of the local community. Given the diverse socioeconomic backgrounds of families in these areas, schools can bridge learning gaps by fostering open, sustained communication with parents to align home-based learning efforts with school curricula. This collaboration helps reduce inconsistencies in academic support and builds a strong foundation for student success. Encouraging parents to take a proactive stance in understanding educational expectations allows them to engage more meaningfully in their children's academic lives.

Furthermore, implementing parental engagement initiatives that emphasize skill-building, academic goal-setting, and interactive learning strategies can reinforce student progress and motivation. When parents and teachers operate as a united front, students tend to exhibit improved self-discipline, resilience, and responsibility toward their education. Personalized support, such as one-on-one consultations, can empower parents to respond more effectively to their child's unique learning needs. As a result, a culture of parental involvement can take root, inspiring greater participation from the wider parent community and fostering a more collaborative and nurturing school environment. Lastly, when parents are equipped with clear guidelines and relevant tools, they become more confident in contributing to their child's cognitive and emotional development, resulting in long-term academic gains. By investing in parental empowerment, these schools create a supportive network that benefits the entire educational community in Zone 1 of San Antonio.

Research by Westmoreland et al. (2019) affirmed that when parents actively participate in their child's academic development, students demonstrate higher achievement, better study habits, and increased motivation. Their study emphasized the importance of building school capacity to support and guide families in fostering learning at home through practical strategies and consistent communication. This highlights the need for schools to intentionally design programs and practices that make it easier for parents to take part in their child's education beyond formal settings. As parents become more confident and engaged in academic activities at home, students benefit from a more supportive and motivating learning environment that contributes to long-term educational success. Moreover, Westmoreland et al. (2019) stressed that meaningful family engagement does not happen automatically, it must be deliberately cultivated through mutual respect and shared responsibility. The results of this study reaffirm that encouraging parental involvement at home is not just beneficial, but essential to fostering both competence and motivation among learners. Strengthening these home-school partnerships can create a foundation for improved academic outcomes and a more holistic development for each child.

Table 4

Sphere of Influence as to Parental Involvement in Terms of Communicating

Statements	Mean	SD	VI
1. Establish a clear two-way channel for communication between home and school.	3.34	0.69	I
2. Make sure to stay in touch with the school through letters, phone calls, emails, and messages.	3.38	0.74	I
3. Participate in formal conferences with the school at least once a year to discuss my child's progress.	3.36	0.76	I
4. Attend orientation sessions to better understand school policies and expectations for new parents.	3.56	0.57	HI
5. Seek clear information from the school about the curriculum, assessments, achievement levels, and report cards.	3.32	0.69	I
6. Ensure the school contacts them if their child is facing academic or behavior challenges.	3.34	0.70	I
7. Support policies that encourage teachers to communicate frequently with them about curriculum plans, homework expectations, and ways they can help.	3.38	0.73	I
8. Stay informed about the competencies and coverage in every grade quarter.	3.33	0.72	I
9. Maintain an open line of communication with the school regarding my child's academic progress and challenges.	3.37	0.74	I
10. Actively provide feedback and participate in decision-making processes to enhance educational programs and policies.	3.32	0.72	I

	Mean	SD	VI
Overall	**3.37**	**0.71**	**I**

Legend: 3.50-4.00 Highly Involved (HI); 2.50-3.49 Involved (I); 1.50-2.49 Slightly Involved (SI); 1.00-1.49 Not Involved (NI)

Table 4 reveals that parental involvement in school communication is generally evident, with parents showing the highest level of engagement in attending orientation sessions to understand school policies and expectations. This suggests that they recognize the importance of being informed about school guidelines, particularly for newly enrolled students. Additionally, involvement in decision-making processes regarding educational programs is relatively lower, indicating that while parents communicate with the school, they may not always take an active role in shaping academic policies or initiatives. With an overall mean of 3.37, it indicates a moderate level of parental involvement, it becomes evident that while parents are engaged, there is room for improvement in fostering deeper collaboration between parents and educators.

With only one (1) statement that fell under "highly involved", the findings highlight the need for schools to strengthen communication channels to ensure that parents are well-informed and engaged in all aspects of their child's education. Encouraging more proactive parental participation in decision-making could foster a greater sense of shared responsibility between educators and families. Schools may consider implementing structured programs such as advisory boards, discussion forums, or regular academic briefings to provide parents with opportunities to contribute to school policies and initiatives.

The findings align with research that emphasizes the role of parental involvement in fostering academic self-efficacy among students. Karakose (2023) highlights that consistent and effective communication between parents and schools contributes significantly to a student's positive attitude toward learning. His study demonstrates that when parents are well-informed and actively engaged in school-related communication, students tend to feel more supported and confident in their academic abilities. This consistent communication fosters a sense of security and encouragement, which enhances both academic motivation and emotional well-being. The results of the current study reinforce the idea that strengthening school-parent communication is a crucial component in creating a supportive learning environment. Furthermore, this ongoing partnership helps bridge gaps between home and school.

Table 5

Sphere of Influence as to Parental Involvement in terms of Volunteering

Statements	Mean	SD	VI
1. Volunteer their time to assist with school activities, helping create a positive learning environment for their child and others.	3.28	0.73	I
2. Participate in classroom events, field trips, and extracurricular activities to support their child's education.	3.36	0.67	I
3. Offer their skills or expertise to enhance school programs, such as tutoring or organizing educational workshops.	3.43	0.60	I
4. Help with organizing school events, such as fundraisers or cultural programs, to foster a strong school community.	3.34	0.63	I
5. Encourage other parents to get involved in volunteering and contribute to the school's success.	3.38	0.66	I
6. Attend volunteer training sessions offered by the school to better understand how they can contribute effectively.	3.38	0.68	I
7. Volunteer to support school-wide initiatives that promote student well-being and academic success.	3.43	0.63	I
8. Take an active role in school committees or parent associations to help shape educational policies and activities.	3.47	0.61	I
9. Ensure that their volunteer efforts align with their child's needs and the school's educational goals.	3.45	0.65	I
10. Value and appreciate the contributions of other volunteers and work collaboratively to benefit the entire school community.	3.43	0.62	I
Overall	**3.39**	**0.65**	**I**

Legend: 3.50-4.00 Highly Involved (HI); 2.50-3.49 Involved (I); 1.50-2.49 Slightly Involved (SI); 1.00-1.49 Not Involved (NI)

The data in Table 5 indicate that parents are actively involved in volunteering efforts within the school, as reflected in the overall mean of 3.39, which falls under the "involved" category. This implies that schools have successfully encouraged parental participation in volunteer activities, but

there is still potential to expand these efforts into more meaningful and consistent engagement to further support student learning and school initiatives. The highest-rated aspect of parental volunteering is their participation in school committees and parent associations, suggesting that parents recognize the importance of contributing to decision-making and policy formation. Additionally, parents are engaged in activities that align with their child's needs and educational goals, showing their commitment to enhancing both individual and collective academic success. Other volunteering efforts, such as offering skills for school programs and supporting student well-being initiatives, further reinforce the strong parental presence in school-related activities. However, while involvement is evident, there is still potential to increase engagement in certain areas, such as attending volunteer training sessions and encouraging other parents to participate, to create a more collaborative and effective school community.

The findings highlight the essential role of parental volunteering in fostering a strong and supportive learning environment as Epstein (2018), who emphasized that parental involvement through volunteering enhances school climate and student outcomes. Active parental involvement not only enhances school programs but also positively influences student motivation and academic performance. Schools should capitalize on this engagement by providing structured opportunities for parents to contribute, such as workshops, mentorship programs, and leadership roles in committees. Additionally, encouraging more parents to participate in volunteer training sessions can further equip them with the necessary skills to make meaningful contributions. Strengthening the culture of volunteering within the school community can create a more inclusive and collaborative educational experience, benefiting both students and educators.

Research strongly supports the connection between parental involvement and student achievement. Redding (2023) highlights that when parents engage in educational activities, it strengthens students' cognitive competency, as they benefit from enriched learning environments both at home and in school. This involvement fosters a supportive framework where students gain not only academic knowledge but also emotional and motivational support. As parents actively participate in their child's education, it enhances their academic self-efficacy, motivating them to achieve better results and develop a positive attitude toward learning.

Table 6

Sphere of Influence as to Teacher's Support in terms of Decision Making

Statements	Mean	SD	VI
1. Provide parents with regular updates on their child's academic progress to help them make informed decisions about their child's education.	3.41	0.68	S
2. Involve parents in behavioral and disciplinary issues.	3.40	0.64	S
3. Include parent representatives on the school's advisory council, improvement team or other committees	3.49	0.62	S
4. Involve parents in an organized, ongoing, and timely way in the planning, review and improvement of school program.	3.42	0.62	S
5. Include students along with parents in decision-making groups.	3.37	0.63	S
Overall	**3.42**	**0.64**	**S**

Legend: 3.50-4.00 Highly Supportive (HS); 2.50-3.49 Supportive (S); 1.50-2.49 Slightly Supportive (SS); 1.00-1.49 Not Supportive (NS)

The findings indicate that teachers are actively supportive of parental participation in decision-making, as reflected by the overall mean of 3.42, which falls under the "supportive" category. The highest-rated aspect is the inclusion of parent representatives in school advisory councils and committees, suggesting that teachers recognize the importance of parental input in shaping policies and school improvement plans. Additionally, teachers provide regular academic updates and involve parents in behavioral and disciplinary matters, reinforcing a collaborative approach to student development. While decision-making opportunities are available to both parents and students, there is potential to further enhance student engagement in school-related decisions.

The results highlight the role of teachers in fostering an inclusive school environment where parents are supported in participating in decision-making processes. When parents are well-informed and actively supported by teachers, they can make better educational choices for their children. Teachers can strengthen this collaboration by offering more opportunities for parent-teacher consultations, increasing transparency in school policies, and providing structured platforms for parental feedback. Enhancing student involvement in decision-making groups can also empower learners, making them more responsible and engaged in their education.

Research emphasizes that teacher support in facilitating parental participation in school decision-making impacts student achievement and school climate as Epstein (2011) highlighted the importance of shared decision-making in fostering strong school-family partnerships, noting that when teachers support parents in the decision-making process, students benefit from a more supportive and collaborative learning environment. This support leads to better academic performance and a stronger sense of community within the school. When teachers help parents shape school policies, students are more motivated, have increased self-efficacy, and experience greater satisfaction with their educational experience. Epstein's work reinforces the idea that teacher support for parental participation strengthens the connection between home and school, ultimately enhancing the overall learning environment for students.

Table 7

Sphere of Influence as to Teacher's Support in terms of Collaborative Work

Statements	Mean	SD	VI
1. Involve families in locating and utilizing community resources.	3.43	0.59	S
2. Provide a community resource information for parents and students with information on community services, programs and agencies.	3.44	0.64	S
3. Work with local businesses, industries and community organization on programs to enhance student skills and learning.	3.41	0.64	S
4. Offer classroom (with approval of higher authority) for use by the community after school hours for seminars and conferences.	3.41	0.71	S
5. Offer after-school programs for students with support from community businesses, agencies and volunteers.	3.48	0.61	S
Overall	**3.43**	**0.64**	**S**

Legend: 3.50-4.00 Highly Supportive (HS); 2.50-3.49 Supportive (S); 1.50-2.49 Slightly Supportive (SS); 1.00-1.49 Not Supportive (NS)

The findings in Table 7 indicate that teachers are actively supportive of fostering collaboration between schools, families, and the community, as demonstrated by the overall mean of 3.43, which falls under the "supportive" category. This implies that teachers are not only willing but are already engaging in efforts to build partnerships that enhance student learning and well-being. This level of teacher support can serve as a strong foundation for developing more integrated programs that involve all stakeholders. Schools should leverage this strength by providing professional development focused on family and community engagement strategies, and by recognizing teachers who excel in fostering inclusive educational environments. The highest-rated item, teachers offering after-school programs with community support, highlights their commitment to expanding learning opportunities beyond the classroom. Additionally, the provision of community resource information and partnerships with local businesses and organizations underscores teachers' efforts to connect students with valuable external resources. These results affirm that teachers play a crucial role in supporting the bridge between the school and the broader community.

A strong collaboration between teachers and community stakeholders is essential in shaping students' academic performance, personal growth, and overall educational experience. By actively supporting access to external resources, teachers help create a dynamic and enriched learning environment that nurtures student engagement, fosters curiosity, and enhances motivation. These supportive efforts extend learning beyond the classroom, exposing students to real-world applications of their knowledge and equipping them with essential skills for future success. Professional development opportunities should be provided for teachers to enhance their ability to engage with community stakeholders effectively. Training in communication, partnership-building, and resource coordination can empower educators to maximize the benefits of these collaborations. By equipping teachers with the necessary skills and tools, schools can ensure that community engagement efforts remain impactful and sustainable in the long run.

Kulkarni (2021) emphasizes that emotional factors play a significant role in learning, highlighting how positive relationships between schools and external stakeholders contribute to a nurturing and stimulating educational environment. When schools, families, and the community collaborate, they create a supportive atmosphere that enhances both cognitive and emotional development. This approach not only fosters academic success but also helps students develop the confidence and motivation needed to thrive. Kulkarni's work reinforces the idea that a strong, interconnected support system is essential for promoting student engagement and long-term academic achievement.

Table 8

Sphere of Influence as to School Commitment in terms of Authentic Instruction

Statements	Mean	SD	VI
1. Provides learners with engaging, hands-on activities that help them connect classroom learning to real-life situations.	3.36	0.69	C
2. Encourages learners to explore and solve problems through project-based learning, fostering critical thinking and creativity.	3.32	0.69	C

	Mean	SD	VI
3. Ensures that lessons are designed to be meaningful and relevant to learners, linking learning objectives to their everyday experiences.	3.35	0.69	C
4. Offers opportunities for learners to collaborate on real-world tasks, promoting teamwork and practical problem-solving skills.	3.43	0.65	C
5. Provides a variety of authentic assessments that allow learners to demonstrate their understanding in diverse and creative ways.	3.36	0.67	C
Overall	**3.36**	**0.68**	**C**

Legend: 3.50-4.00 Highly Committed (HC); 2.50-3.49 Committed (C); 1.50-2.49 Slightly Committed (SC); 1.00-1.49 Not Committed (NC)

Table 8 reveals that the school demonstrates a commitment to authentic instruction and implementing effective teaching strategies, as reflected in the overall mean of 3.36. This implies that educators are consistently integrating hands-on, meaningful, and real-world learning experiences into their practices. The focus on project-based learning, problem-solving activities, and collaborative opportunities strengthens students' development of critical thinking, creativity, and teamwork. Additionally, the use of diverse assessment methods ensures that students can express their understanding in various ways, making learning more inclusive and engaging. When students recognize the relevance of their lessons to real-life situations, they become more motivated and invested in their academic success, leading to a deeper understanding of concepts and a stronger foundation for lifelong learning.

The implications of these findings emphasize the importance of maintaining and enhancing a commitment to authentic instruction in order to maximize student engagement and academic achievement. Schools can further solidify this commitment by providing more experiential learning opportunities, integrating real-world applications, and adopting interdisciplinary teaching methods. Professional development programs for teachers will also support the continued refinement of instructional strategies that are aligned with students' real-world experiences, ensuring that learning remains both relevant and impactful. By cultivating a learning environment that prioritizes real-world connections, schools can bridge the gap between theoretical knowledge and practical application, helping students develop problem-solving skills and preparing them for future academic and career challenges.

According to Karakose (2023), learning environments that emphasize active participation and real-world connections contribute to students' academic engagement. This approach not only helps students understand the relevance of what they are learning but also fosters deeper engagement and motivation. By linking classroom content to real-world applications, teachers encourage students to actively engage and apply their knowledge in meaningful ways, thereby reinforcing their competence and promoting academic growth. Ultimately, by embracing these strategies, educators can create a dynamic learning atmosphere that nurtures cognitive skills, emotional resilience, and problem-solving abilities, giving students a solid foundation for future success.

Table 9

Sphere of Influence as to School Commitment in terms of Problem-based Learning

Statements	Mean	SD	VI
1. Uses problem-based learning (PBL) to help learners engage in real-world problems, encouraging critical thinking and problem-solving skills.	3.43	0.69	C
2. Provides learners with opportunities to work on complex, open-ended problems that require collaboration and creativity.	3.41	0.70	C
3. Encourages students to take an active role in their learning by allowing them to investigate and solve problems that are relevant to their interests and lives.	3.44	0.64	C
4. integrates problem-based learning across subjects, enabling learners to apply knowledge from multiple disciplines to find solutions.	3.46	0.65	C
5. Supports learners in reflecting on their learning process during problem-based projects, helping them develop self-regulation and deeper understanding.	3.52	0.62	HC
Overall	**3.45**	**0.66**	**C**

Legend: 3.50-4.00 Highly Committed (HC); 2.50-3.49 Committed (C); 1.50-2.49 Slightly Committed (SC); 1.00-1.49 Not Committed (NC)

The results in Table 9 indicate that the school is actively engaged in implementing problem-based learning (PBL), as evidenced by an overall mean of 3.45, which falls under the "committed" category. This suggests that teachers are incorporating real-world problem-solving into their instructional approaches, allowing students to engage in critical thinking and hands-on learning experiences. Notably, the highest-rated statement, supports learners in reflecting on their learning process during problem-based projects, received a mean of 3.52, signifying a highly committed level. This reflects the school's

emphasis on metacognition, encouraging students to analyze and refine their learning strategies. By integrating PBL across multiple disciplines, educators are enabling students to develop practical skills that will benefit them beyond the classroom. When students take an active role in their learning and collaborate on complex, open-ended problems, they not only enhance their academic abilities but also build essential life skills such as teamwork, adaptability, and independent decision-making.

The implications of these findings emphasize the need for continued enhancement of problem-based learning strategies to ensure sustained student engagement and deeper understanding. Schools can strengthen PBL implementation by providing teachers with additional resources and training on designing interdisciplinary and inquiry-driven lessons. Encouraging student-led investigations that align with their interests and real-world concerns will further enhance motivation and academic performance. Additionally, fostering a classroom environment that supports reflective thinking will empower learners to become more self-directed and adaptable. As PBL requires collaboration, schools should also encourage teamwork by promoting group-based learning opportunities where students can exchange ideas and refine solutions collectively. In the long run, a strong PBL approach not only enhances students' cognitive skills but also nurtures their ability to approach real-world challenges with confidence and resilience.

Supporting literature reinforces the significance of problem-based learning (PBL) in developing student competencies. According to Bhati (2022), when students have confidence in their ability to solve problems, they approach tasks with greater motivation and resilience. PBL, by connecting real-world problems to classroom learning, It encourages students to engage more deeply with the material.

Table 10

Sphere of Influence as to School Commitment in terms of Service Learning

Statements	Mean	SD	VI
1. Provides service learning opportunities that connect academic lessons with community service.	3.46	0.61	C
2. Encourages primary learners to apply their skills in real-world service projects.	3.38	0.71	C
3. Integrated service learning into the curriculum to teach social responsibility.	3.37	0.64	C
4. Helps students reflect on their service experiences for deeper understanding.	3.42	0.63	C
5. Partners with local organizations to offer enriching service learning experiences.	3.39	0.65	C
Overall	**3.40**	**0.65**	**C**

Legend: 3.50-4.00 Highly Committed (HC); 2.50-3.49 Committed (C); 1.50-2.49 Slightly Committed (SC); 1.00-1.49 Not Committed (NC)

The findings in Table 10 indicate that the school demonstrates a commitment to service learning, as reflected in an overall mean of 3.40. This implies that service learning is actively incorporated into the academic environment, allowing students to apply their classroom knowledge to real-world community projects. The highest-rated statement, "provides service learning opportunities that connect academic lessons with community service," received a mean of 3.46, emphasizing the school's efforts to create meaningful and practical learning experiences for students. Furthermore, learners are encouraged to participate in service-oriented tasks that enhance their social awareness and civic responsibility, aligning with the broader goal of holistic education. By integrating service learning into the curriculum, educators help students develop empathy, teamwork, and leadership skills while making a positive impact on their communities. This reinforces the idea that education should extend beyond textbooks, enabling students to connect their knowledge with real-life situations and make valuable contributions to society.

The results highlight the need to strengthen and expand service learning programs, ensuring that students gain hands-on experiences that foster both academic and personal growth. Schools can enhance service learning by deepening collaborations with local organizations and offering structured reflection activities that encourage students to process and internalize their experiences. Additionally, incorporating interdisciplinary service learning initiatives can provide students with a broader understanding of how academic concepts apply to societal needs. Professional development opportunities for teachers will further strengthen their ability to design and implement service learning projects effectively. Encouraging student leadership in planning and executing these initiatives will also increase their sense of ownership and motivation. Schools can also integrate digital tools and online platforms to facilitate service projects, allowing students to connect with broader communities and address global challenges. Establishing mentorship programs where older students guide younger peers in service learning can enhance engagement and long-term commitment to social responsibility. Through these efforts, schools can cultivate socially responsible, proactive, and compassionate individuals who are well-equipped to engage with their communities in meaningful ways.

The significance of service learning aligns with existing literature on self-efficacy, emotional competency, and academic motivation. Sharma (2023) highlights that students' emotional development is influenced by their perception of the social environment, emphasizing that meaningful community engagement enhances both cognitive and emotional growth. Service learning, by providing students with opportunities to contribute to their communities, fosters a sense of accomplishment and strengthens their belief in their own capabilities. These experiences not only develop students' problem-solving and critical thinking skills but also nurture their emotional resilience, motivation, and social responsibility. By continuously refining

service learning programs, schools can foster well-rounded learners equipped with the academic, social, and emotional competencies essential for success in their future endeavors.

Table 11

Sphere of Influence as to Community Participation in terms of Collaborative Projects and Initiatives

Statements	Mean	SD	VI
1. Works with other parents on certain school projects/programs	3.42	0.70	MP
2. Helps in the conduct of fundraising activities in the school	3.46	0.70	MP
1. Provides financial assistance, as necessary to support certain classroom projects	3.40	0.73	MP
4. Helps in sourcing out fund to support the academic and non-academic activities of the school	3.40	0.66	MP
5. Extends willingly the needed resources (financial, material, labor) in the school maintenance especially during the Brigada Eskwela	3.42	0.75	MP
Overall	**3.42**	**0.71**	**MP**

Legend: 3.50-4.00 High Participation (HP); 2.50-3.49 Moderate Participation (MP); 1.50-2.49 Slight Participation (SP); 1.00-1.49 No Participation (NP)

Table 11 highlights the community's moderate level of participation in collaborative projects and initiatives that support the school. The overall mean of 3.42 indicates a consistent moderate level of participation, with parents and community members actively contributing to various school activities. Specific areas of involvement include working on school projects, assisting with fundraising efforts, and providing financial and material resources for classroom and school maintenance, particularly during events like Brigada Eskwela. These findings emphasize the community's role in resource-sharing and the collective effort to enhance the school's development. This moderate participation is evident that while there is a solid foundation of support, there may be opportunities to further encourage and expand community involvement in school initiatives.

The implications of these findings emphasized the need to further strengthen school-community partnerships by creating more structured opportunities for collaboration. Schools can establish long-term partnerships with local businesses and civic organizations to provide sustainable support for educational programs.

These findings emphasize the significant role of community involvement in creating a supportive educational environment. As Sharma (2023) highlights, emotional and social support from the community enhances students' academic self-efficacy and overall learning experience. The active participation of parents and community members in school projects and initiatives contributes to the development of a strong, collaborative environment that benefits students both academically and emotionally. This involvement fosters a culture of shared responsibility in education, which is essential for student success.

Table 12

Sphere of Influence as to Community Participation in terms of Safety and Security initiatives

Statements	Mean	SD	VI
1. Actively participates in programs to involve parents in their child's safety.	3.44	0.66	MP
2. Coordinates to public agencies, such as the police, juvenile probation, and mental health services, to ensure student safety.	3.49	0.71	MP
3. Contributes to providing adequate resources to help students in emergencies, with parents involved in crisis planning.	3.38	0.65	MP
4. Assist the school in maintaining buildings free of hazards that could cause accidental injury.	3.50	0.62	MP
5. Ensures that school rules and expectations are clear and well known by students, parents, and other stakeholders.	3.43	0.69	MP

Overall	**3.45**	**0.67**	**MP**

Legend: 3.50-4.00 High Participation (HP); 2.50-3.49 Moderate Participation (MP); 1.50-2.49 Slight Participation (SP); 1.00-1.49 No Participation (NP)

Table 12 shows that the community plays a role in ensuring school safety and security, as reflected in the overall mean of 3.45. Community members moderately participating in safety programs, collaborate with public agencies, contribute resources for emergency preparedness, and assist in maintaining hazard-free school environments. This level of participation highlights the shared responsibility among parents, school personnel, and external stakeholders in creating a secure learning atmosphere. It is evident that schools benefit from moderate community participation in upholding safety measures, fostering an environment where students can focus on their academic and personal development without concerns about security.

The results emphasize the need for schools to institutionalize safety programs that encourage sustained community participation. Schools should strengthen collaborations with law enforcement, mental health services, and local organizations to enhance security measures. Furthermore, proactive parental engagement in crisis planning and safety initiatives can help reinforce school policies on student well-being. By ensuring that safety protocols and expectations are clearly communicated to all stakeholders, schools can cultivate a culture of vigilance and preparedness. Additionally, integrating safety and security initiatives into broader school improvement plans can lead to a more structured and effective approach to protecting students and school personnel.

Cox and Williams (2020) emphasize that teacher support is a crucial component of the school climate, and building strong relationships between educators, parents, and community stakeholders is key to enhancing this environment. Their work aligns with the social setting theory, which suggests that educational change is driven by transforming relationships within schools, including the partnerships between teachers, students, and external organizations. This approach fosters a supportive and collaborative atmosphere that contributes to student engagement and motivation. Additionally, perceived support from both teachers and the community has been linked to increased self-efficacy and academic success, creating a positive feedback loop that benefits students academically and personally. By reinforcing these connections, schools can foster an environment that supports autonomy, motivation, and self-regulation, which are essential for student success.

Table 13

Learning Competency of the Learners in terms of Functional Competence

Statements	Mean	SD	VI
1. The students know what they need to do to show me that they are making progress on each competency	3.31	0.76	C
2. The students show that they have mastered each competency before they can move on to the next one	3.41	0.76	C
3. The teacher shares examples of excellent work on each competency for students to follow	3.29	0.68	C
4. Teacher let students know how their work will be assessed or graded for each competency	3.51	0.58	HC
5. Teacher gives students a rubric so that they know how they progress on each competency	3.25	0.81	C
Overall	**3.35**	**0.72**	**C**

Legend: 3.50-4.00 Highly Competent (HC); 2.50-3.49 Competent (C); 1.50-2.49 Slightly Competent (SC); 1.00-1.49 Not Competent (NC)

It is evident in the results that learners demonstrate a competent level of functional competence, as reflected in the overall mean of 3.35. Students generally understand what is expected of them to progress in their competencies, and they show mastery before moving forward. The presence of clear guidelines, rubrics, and examples of excellent work supports their learning process. Based on the responses, the highest mean (3.51) indicator highlights that teachers communicate assessment criteria, ensuring that students are aware of how their progress is measured. This structured approach to competency-based learning helps students develop a clear understanding of their academic growth and expectations.

These findings indicate the importance of continuous support from teachers in reinforcing functional competence among learners. Schools should emphasize transparent assessment practices, providing students with consistent feedback and concrete examples of high-quality work. Additionally, incorporating student self-assessment and reflection activities can further enhance their ability to track their own progress. Professional development for teachers should focus on strengthening instructional strategies that promote mastery-based learning, ensuring that students develop both academic skills and self-regulation. Strengthening communication between teachers and students regarding competencies will contribute to a more effective and student-centered learning environment.

Klem and Connell (2024) emphasize that perceived teacher support plays a critical role in enhancing students' self-efficacy and academic achievement. When students feel supported by their teachers, they are more likely to engage actively in learning, persist through challenges, and experience greater academic success. This support fosters a sense of competence, motivating students to take ownership of their learning. By providing clear expectations, structured assessments, and meaningful guidance, teachers help students build the knowledge and confidence necessary for lifelong success. Through a supportive learning environment, educators can create the conditions for students to thrive academically and personally, reinforcing

the importance of teacher involvement in competency-based education. Furthermore, teacher support has been shown to influence students' emotional well-being, reducing anxiety and promoting a positive attitude toward school.

Table 14

Learning Competency of the Learners in terms of Interpersonal Competence

Statements	Mean	SD	VI
1. Students recommend or ask a new person to meet together and accomplish something.	3.32	0.73	C
2. Students find and suggest things to do with people whom they find interesting and attractive	3.20	0.80	C
3. Students carry on conversation with someone new whom they think might like to get to know	3.27	0.76	C
4. Students introduce themselves to others	3.47	0.63	C
5. Students present good impression to people they might like to become friends	3.41	0.68	C
Overall	**3.33**	**0.72**	**C**

Legend: 3.50-4.00 Highly Competent (HC); 2.50-3.49 Competent (C); 1.50-2.49 Slightly Competent (SC); 1.00-1.49 Not Competent (NC)

In Table 14, the results indicate that students possess a competent level of interpersonal competence, as evidenced by the overall mean of 3.33. They are capable of initiating conversations, introducing themselves, and making positive impressions on others, which are essential for building relationships. The highest mean statement highlights students' ability to introduce themselves with confidence, an important skill for both social and professional interactions.

Given these findings, schools should focus on providing structured socialization opportunities that encourage students to engage more actively with peers and expand their social circles. Implementing group-based learning activities, leadership training, and networking exercises can enhance students' confidence in interpersonal interactions. Teachers and counselors should also integrate social skills training into the curriculum, emphasizing communication techniques, emotional intelligence, and relationship-building strategies. By strengthening these competencies, students will be better prepared to navigate social environments, collaborate effectively, and establish meaningful personal and professional relationships.

Hussin and Rahman (2019) argue that a school's social environment plays a critical role in shaping students' ability to interact and collaborate with others. A positive school culture encourages students to engage more confidently with peers and teachers, which enhances social integration and overall well-being. Schools that foster a sense of belonging and inclusivity create environments where students feel supported and motivated to communicate effectively. This atmosphere promotes the development of interpersonal competence, allowing students to navigate social challenges and resolve conflicts constructively. By prioritizing the cultivation of these skills, schools can ensure that students are better equipped for future success, both academically and socially. Moreover, when students feel emotionally supported by their school community, they are more likely to demonstrate higher levels of engagement and motivation. This sense of connection not only improves academic outcomes but also strengthens students' ability to collaborate and work effectively in teams. Hussin and Rahman's (2019) findings underscored that developing interpersonal competence through a socially supportive setting is essential for preparing learners to thrive in increasingly interconnected and team-oriented academic and professional contexts.

Table 15

Learning Competency of the Learners in terms of Critical Thinking Competence

Statements	Mean	SD	VI
1. Students can identify and classify information in analyzing ideas	3.34	0.76	C
2. Students can recognize any pattern and/or relationships with issues/problems they have faced in the past	3.61	0.62	HC
3. Students can evaluate the information and/or points in analyzing ideas	3.48	0.68	C
4. Students can identify and understood the problems and hence make his own decision	3.47	0.67	C

	Mean	SD	
5. Students can analyze the situation and come to a decision.	3.15	0.91	C
Overall	**3.41**	**0.73**	**C**

Legend: 3.50-4.00 Highly Competent (HC); 2.50-3.49 Competent (C); 1.50-2.49 Slightly Competent (SC); 1.00-1.49 Not Competent (NC)

Table 15 reveals that learners demonstrate a competent level of critical thinking skills, particularly in analyzing information, recognizing patterns, and evaluating ideas. Among the different aspects assessed, students showed the strongest ability in identifying relationships between past experiences and current issues, indicating their capacity for pattern recognition. However, their ability to analyze situations and make decisions, while still competent, appears to be an area for improvement. This indicates that while students are adept at processing information, they may need further guidance in applying their analysis to real-world decision-making. With an overall mean of 3.41, the results indicate that students possess a foundation in critical thinking but still have room for growth. Strengthening their decision-making skills through targeted instructional strategies can help bridge this gap and further enhance their competency.

This finding has important implications for teaching strategies, as it highlights the need for educational interventions that promote decision-making skills alongside analytical thinking. Educators may consider implementing problem-based learning, case studies, debates, and simulations to help students apply their critical thinking skills in real-world contexts. Additionally, providing students with formative assessments, reflective learning activities, and structured opportunities to practice decision-making could further strengthen their competence in this area.

Supporting literature reinforces these findings. Paul and Elder (2019) emphasize that critical thinking is not only about analyzing and evaluating information but also about making well-reasoned decisions, which aligns with the study's results. They argue that strengthening decision-making abilities is essential for students to navigate complex situations effectively. Furthermore, they suggest that educators should provide students with structured opportunities to practice critical thinking in real-world contexts, enhancing their problem-solving and decision-making skills. This approach not only improves academic performance but also prepares students for the challenges they will face in their professional and personal lives. By fostering critical thinking in diverse learning environments, students can develop the cognitive flexibility necessary to adapt to new situations and make informed choices. integrating critical thinking into everyday classroom activities empowers students to take an active role in their learning process, encouraging curiosity and independent thought.

Table 16

Learning Motivational Level in terms of Intrinsic Motivation

Statements *Students…*	Mean	SD	VI
1. prefer learning materials that really changes them so they can learn new things	3.44	0.61	M
2. prefer materials that arouses their curiosity even if it is difficult to learn	3.33	0.69	M
3. are trying to understand the content as thoroughly as possible	3.26	0.78	M
4. choose assignments that they can learn from even if they don't guarantee a good grade	3.49	0.61	M
5. study to improve their skills and gain knowledge	3.43	0.60	M
Overall	**3.39**	**0.66**	**M**

Legend: 3.50-4.00 Highly Motivated (HM); 2.50-3.49 \Motivated (M); 1.50-2.49 Slightly Motivated (SM); 1.00-1.49 Not Motivated (NM)

The results in Table 16 suggest that learners exhibit a generally motivated level of intrinsic motivation in classroom, as indicated by an overall mean of 3.39. This implies that students are willing to engage with learning materials that challenge them intellectually and contribute to their personal and academic growth. The highest mean statement, which emphasizes students' preference for assignments that provide meaningful learning experiences rather than just high grades, highlights their deep-seated desire to develop their skills and knowledge. However, while students are motivated, their intrinsic motivation does not reach the highly motivated category, indicating room for improvement.

These findings imply that while students demonstrate motivation to learn, there is potential to further enhance their intrinsic drive. Educators may consider incorporating more student-centered learning approaches, such as project-based learning, inquiry-based instruction, and real-world problem-solving activities, to deepen students' engagement. Additionally, fostering a growth mindset—where students view challenges as opportunities to improve rather than obstacles—may further increase their motivation. Institutions should also encourage learning environments that promote curiosity and self-directed exploration to sustain and strengthen students' intrinsic motivation.

Intrinsic motivation is driven by an internal desire for learning rather than external incentives such as grades or prizes (Legault, 2022). In the classroom setting, this type of motivation encourages students to engage with the material for the enjoyment and satisfaction of learning itself, rather than for external rewards. Students who are intrinsically motivated are more likely to take ownership of their learning, seek out challenges, and persist in the

face of difficulties, creating a more dynamic and self-directed learning environment. Moreover, fostering intrinsic motivation in students not only enhances their academic performance but also cultivates a deeper sense of autonomy and personal growth, promoting a lifelong love of learning. Intrinsic motivation also contributes to improved focus and attention in the classroom, as students are more engaged with the content and interested in mastering it.

Table 17

Learning Motivational Level in terms of Extrinsic Motivation

Statements	Mean	SD	VI
1. Getting a good grade is the most satisfying thing for the students.	3.34	0.62	M
2. The most important thing for student is to improve their overall grade point average.	3.36	0.70	M
3. Students want to get better grades than most of the other students in their class.	3.27	0.71	M
4. Students want to do well in class because it's important to show their abilities to their family, friends, employers or others.	3.33	0.69	M
5. Students feel more accepted by others when he/she received good grades on test.	3.28	0.72	M
Overall	**3.31**	**0.69**	**M**

Legend: 3.50-4.00 Highly Motivated (HM); 2.50-3.49 \Motivated (M); 1.50-2.49 Slightly Motivated (SM); 1.00-1.49 Not Motivated (NM)

The results in Table 17 reveal that students are motivated by external factors, as indicated by the overall mean of 3.31. This suggests that learners prioritize achieving good grades, improving their academic standing, and gaining recognition from family, friends, and future employers. The findings indicate that while students work hard to succeed academically, their motivation is largely influenced by rewards and external validation rather than purely personal interest in learning. However, while extrinsic motivation is present, the results do not suggest an overdependence on rewards, indicating that students may still find some intrinsic value in their studies.

These findings suggest that while extrinsic motivation can drive students to complete tasks and strive for better performance, relying too heavily on external rewards may limit deep learning and personal engagement. Educators should aim to balance extrinsic motivation with intrinsic motivation by encouraging students to find personal meaning in their learning. Strategies such as setting goals beyond grades, incorporating real-world applications of lessons, and fostering autonomy in learning activities can help students develop self-driven motivation while still benefiting from external rewards.

The results align with the work of Cherry (2021), who defines extrinsic motivation as a crucial factor in academic success, particularly when students are driven by external rewards such as grades and social recognition. Extrinsic motivation can help students meet short-term goals and complete tasks that may not initially interest them. However, over-reliance on external rewards can lead to diminished long-term engagement once the incentives are removed, highlighting the need for a balance between extrinsic and intrinsic motivation. To foster sustained learning and deeper engagement, educators should aim to gradually shift from external incentives to intrinsic motivation, encouraging students to develop a genuine interest and personal connection to the learning material. By creating a classroom environment that nurtures both external rewards and intrinsic curiosity, educators can support students in becoming self-motivated, lifelong learners. This balanced approach helps students develop a deeper connection to the material, enhancing both their short-term performance and long-term academic growth. By integrating strategies that blend extrinsic rewards with intrinsic motivation, teachers can cultivate an environment that encourages sustained engagement and passion for learning.

Table 18

Learning Motivational Level in terms of Self-efficacy

Statements	Mean	SD	VI
1. Competent in learning.	3.35	0.66	M
2. Can do their projects well.	3.43	0.66	M
3. Can manage time efficiently for learning.	3.32	0.75	M

Statements	Mean	SD	VI
4. Can manage the learning independently.	3.22	0.73	M
5. Can usually find out quite a few solutions when they confront with problems in their study.	3.42	0.68	M
Overall	**3.35**	**0.69**	**M**

Legend: 3.50-4.00 Highly Motivated (HM); 2.50-3.49 \Motivated (M); 1.50-2.49 Slightly Motivated (SM); 1.00-1.49 Not Motivated (NM)

In Table 18, the results indicate that students exhibit a motivated level of self-efficacy, with an overall mean of 3.35. This suggests that they generally believe in their ability to learn, complete projects successfully, and manage their time efficiently. Among the specific aspects assessed, students showed higher confidence in completing projects and problem-solving, suggesting that they feel capable of overcoming academic challenges. However, their ability to manage learning independently is slightly lower, implying that while they are self-motivated, some students may still require guidance in structuring their learning process.

Self-efficacy is a critical factor in student motivation and academic success. The findings suggest that students generally believe in their capacity to learn and perform well, which positively influences their persistence and engagement in academic tasks. However, the slightly lower rating in independent learning suggests that students may still struggle with self-directed study habits. This implies that educators should reinforce self-efficacy by providing opportunities for independent learning, problem-solving tasks, and structured support to build students' confidence in managing their education autonomously.

These findings align with Bhati's (2022) research, which highlights the significant role of academic self-efficacy in driving student success. Bhati emphasizes that when students believe in their ability to achieve academic goals, they are more motivated to engage in the learning process and persist through challenges. Additionally, Bhati suggests that self-efficacy is not only linked to academic performance but also influences students' attitudes towards learning and problem-solving. Bhati also suggests that the development of self-efficacy is a dynamic process, evolving as students experience success and failure in various learning contexts. As students gain mastery over specific academic skills, they become more confident in their abilities, which positively impacts their motivation to tackle future challenges.

Table 19

Learning Motivational Level in terms of Goal Orientation

Statements	Mean	SD	VI
1. Do well at school to show that they can learn new things	3.38	0.70	M
2. Works hard at school because they are interested in what they are learning.	3.33	0.70	M
3. Want to do well in school because they want to be better.	3.32	0.69	M
4. Want to learn things so that they can get good marks	3.27	0.71	M
5. Wish to excel academically in order to be among the top students in the class.	3.37	0.66	M
Overall	**3.34**	**0.69**	**M**

Legend: 3.50-4.00 Highly Motivated (HM); 2.50-3.49 \Motivated (M); 1.50-2.49 Slightly Motivated (SM); 1.00-1.49 Not Motivated (NM)

The findings indicate that students are motivated by goal orientation, as evidenced by their strong desire to learn, achieve high marks, and excel academically. The overall mean of 3.34 suggests that learners are generally driven to succeed in their studies, whether through personal growth, interest in learning, or external validation of their abilities. Notably, the highest mean statement highlights students' motivation to demonstrate their learning capabilities, suggesting that self-improvement and academic recognition are significant factors in their drive to perform well. However, while their motivation is evident, educators should ensure that students maintain a balanced approach—valuing both mastery of knowledge and performance-based success.

These results align with Candra (2019), who describes goal orientation as a framework that guides students' motivation, focus, and effort toward academic success. Goal orientation plays a crucial role in shaping how students approach learning tasks, influencing their persistence, engagement, and overall academic performance.

Table 20

Learning Motivational Level in terms of Goal Orientation Cognitive and Emotional Factors

Students… Statements	Mean	SD	VI
1. try to understand the materials better by relating it to things they already know.	3.41	0.68	M

2. figure out how the information might be useful in the real world.	3.28	0.73	M
3. try to connect what they are learning with their own experiences.	3.36	0.68	M
4. make up their own examples to help them understand the important concepts they learn from school	3.31	0.65	M
5. try to understand how the things they learn in school fit together with each other.	3.41	0.68	M
Overall	**3.35**	**0.69**	**M**

Legend: 3.50-4.00 Highly Motivated (HM); 2.50-3.49 \Motivated (M); 1.50-2.49 Slightly Motivated (SM); 1.00-1.49 Not Motivated (NM)

In Table 20, the results indicate that students are motivated in terms of cognitive and emotional factors, as evidenced by the overall mean score of 3.35. The highest-rated statements highlight students' efforts to relate new learning to prior knowledge and understand how different concepts connect. This suggests that learners actively engage in meaningful learning processes rather than relying solely on rote memorization. The findings also emphasize students' tendency to make learning more personal by connecting academic material to real-world applications and their own experiences. This demonstrates a strong cognitive engagement, which is essential for deeper comprehension and long-term retention of knowledge.

Cognitive and emotional factors play a crucial role in shaping students' motivation and learning experiences. The data suggests that students are actively constructing knowledge by linking new information to what they already know, applying learning to real-life situations, and generating their own examples. These behaviors are associated with higher-order thinking skills, which promote critical thinking and problem-solving abilities. Furthermore, emotional engagement in learning enhances students' ability to retain and process information effectively.

Given these findings, educators should continue to foster meaningful learning experiences by incorporating instructional strategies that encourage students to draw connections between new and existing knowledge. Techniques such as experiential learning, case studies, and project-based learning can help sustain cognitive and emotional engagement. Additionally, promoting a positive and supportive learning environment can enhance students' emotional connection to their studies, leading to greater academic motivation and success.

Kulkarni (2021) notes that emotions significantly influence learning, as they affect students' confidence, engagement, and persistence in academic tasks. Therefore, fostering both cognitive and emotional engagement in education is essential for developing motivated and self-directed learners. By recognizing the role of emotional well-being in academic success, educators can create learning environments that are not only intellectually stimulating but also emotionally supportive. This holistic approach enables students to feel safe, valued, and motivated to take ownership of their educational journey.

Table 21

Correlation between the observed Sphere of Influence and Learning Competencies

	Learning Competencies		
Sphere of Influence observed by the Respondents	**Functional Competence**	**Interpersonal Competence**	**Critical Thinking Competence**
Parental Involvement	*r - value*	*r - value*	*r – value*
Parenting	.130	.264**	.119
Learning at Home	.140	.047	.029
Communicating	.074	.015	-.044
Volunteering	.053	.227**	.221**
Teacher's Support	*r - value*	*r - value*	*r – value*
Decision Making	.175*	.079	.006
Collaborative Work	.208**	.096	.040
School Commitment	*r - value*	*r - value*	*r – value*
Authentic Instruction	.367**	.245**	.141
Problem-based Learning	.314**	.360**	.181*
Service Learning	.131	.243**	.254**
Community Participation	*r - value*	*r - value*	*r – value*
Collaborative Projects and Initiatives	.282**	.260**	.130
Safety and Security Initiatives	.361**	.289**	.101

*Legend: **Correlation is significant at the 0.01 level (2-tailed); *Correlation is significant at the 0.05 level (2-tailed).*

The data in Table 21 present the correlation between different spheres of influence—parental involvement, teacher's support, school commitment, and community participation—and learning competencies, including functional competence, interpersonal competence, and critical thinking competence. The results indicate that several aspects of parental involvement, teacher support, school commitment, and community participation have a statistically relationship with students' learning competencies, particularly at the 0.01 and 0.05 levels.

The findings revealed that parenting and volunteering under parental involvement showed a significant correlation with interpersonal and critical thinking competence. Specifically, parenting had a positive correlation with interpersonal competence with r = .264, indicating that when parents are actively involved in their children's development at home—through discipline, guidance, and emotional support—students are more likely to develop effective communication and social interaction skills. Similarly, volunteering showed a positive correlation with both interpersonal competence with r = .227, and critical thinking competence with r = .221. This suggests that when parents participate in school activities, they not only model community engagement but also expose their children to broader perspectives and real-world contexts, which help enhance higher-order thinking skills.

Under teachers' support, both decision-making and collaborative work exhibited significant correlations with functional competence (r = .175, p < .05 and r = .208, p < .01, respectively). This implies that when students are given opportunities to participate in decisions regarding their learning—such as in goal-setting, project choices, or assessment formats—they develop stronger abilities to perform academic and practical tasks. Moreover, collaborative work promoted by teachers helps students apply learning in practical situations, enhances teamwork, and encourages accountability, which are essential components of functional competence.

The data showed significant relationships between school commitment factors and all three learning competencies. Authentic instruction significantly correlated with both functional competence (r = .367, p < .01) and interpersonal competence (r = .245, p < .01), while problem-based learning was significantly associated with functional (r = .314, p < .01), interpersonal (r = .360, p < .01), and critical thinking competence (r = .181, p < .05). Service learning also showed positive correlations with interpersonal (r = .243, p < .01) and critical thinking competence (r = .254, p < .01). These results imply that instructional strategies rooted in real-world applications, problem-solving, and community service provide students with opportunities to connect academic content to practical experiences, collaborate with others, and develop reflective thinking.

Results indicated that collaborative projects and initiatives significantly correlated with both functional competence (r = .282, p < .01) and interpersonal competence (r = .260, p < .01), while safety and security initiatives showed strong correlations with functional competence (r = .361, p < .01) and interpersonal competence (r = .289, p < .01). These findings highlight the essential role that community involvement and a safe school environment play in fostering students' confidence, participation, and task execution. A secure and inclusive environment enables students to focus on learning without fear, while engagement in joint community-school projects enhances their collaborative and applied learning skills.

These findings align with Epstein's (2011) framework of parental involvement, which emphasizes the role of family-school partnerships in student learning outcomes. Studies by Hoover-Dempsey and Sandler (2005) also suggest that parental involvement positively influences students' academic motivation and social skills, supporting the significant correlation between parenting and interpersonal competence.

Moreover, Vygotsky's (1978) social constructivist theory highlights the importance of collaboration and social interaction in cognitive development, reinforcing the positive impact of teacher support and school commitment on students' learning competencies. Additionally, Bronfenbrenner's (1994) ecological systems theory supports the idea that community participation significantly influences student development, as it provides opportunities for practical application of skills and social interaction. Research by Karakose (2023) further highlights that community engagement in education fosters students' interpersonal and leadership skills, explaining the observed correlation between collaborative projects and interpersonal competence. Furthermore, Vygotsky's concept of the Zone of Proximal Development (ZPD) underscores the role of teacher support in helping students achieve higher levels of competence through guided interactions.

Table 22

Correlation between the observed Sphere of Influence and Learners' Motivation

Sphere of Influence observed by the Respondents	Learner's Motivation				
	Intrinsic Motivation	Extrinsic Motivation	Self- Efficacy	Goal Orientation	Cognitive and Emotional Factors
Parental Involvement	*r - value*	*r - value*	*r - value*	*r - value*	*r – value*
Parenting	.082	.215**	.126	.280**	.284**
Learning at Home	.186*	.204**	.182*	.229**	-.030
Communicating	-.142	.209**	.192**	.056	.108
Volunteering	.169*	.355**	.085	.265**	.232**
Teacher's Support	*r - value*	*r - value*	*r - value*	*r - value*	*r – value*
Decision Making	.105	.055	.057	.024	.080
Collaborative Work	.041	.254**	.147*	.088	.145
School Commitment	*r - value*	*r - value*	*r - value*	*r - value*	*r – value*
Authentic Instruction	.163*	-.052	-.005	.144	.089
Problem-based Learning	.096	.034	-.010	.254**	.215**
Service Learning	.364**	.288**	.006	.268**	-.023
Community Participation	*r - value*	*r - value*	*r - value*	*r - value*	*r – value*
Collaborative Projects and Initiatives	.351**	.089	.088	.161*	-.114
Safety and Security Initiatives	.208**	.095	.385**	.404**	.017

*Legend: **Correlation is significant at the 0.01 level (2-tailed); *Correlation is significant at the 0.05 level (2-tailed).*

Table 22 presents the correlation between the sphere of influence (parental involvement, teacher's support, school commitment, and community participation) and learners' motivation (intrinsic motivation, extrinsic motivation, self-efficacy, goal orientation, and cognitive and emotional factors). The results highlight several relationships, particularly at the 0.01 and 0.05 significance levels, underscoring the critical role that external factors play in shaping student motivation.

The results indicate that several aspects of parental involvement are significantly correlated with learners' motivation. Parenting showed significant relationships with extrinsic motivation ($r = .215^{**}$), goal orientation ($r = .280^{**}$), and cognitive and emotional factors ($r = .284^{**}$), suggesting that supportive parenting practices help students stay focused, set academic goals, and regulate their emotions. Learning at home correlated positively with intrinsic motivation ($r = .186^*$), extrinsic motivation ($r = .204^{**}$), self-efficacy ($r = .182^*$), and goal orientation ($r = .229^{**}$), implying that when parents create a learning-conducive home environment, students become more self-driven and goal-oriented. Volunteering also showed significant correlations with intrinsic motivation ($r = .169^*$), extrinsic motivation ($r = .355^{**}$), goal orientation ($r = .265^{**}$), and cognitive and emotional factors ($r = .232^{**}$), highlighting that parental visibility in school activities reinforces both emotional support and academic drive. Even communicating correlated positively with extrinsic motivation ($r = .209^{**}$) and self-efficacy ($r = .192^{**}$), although it showed a negative correlation with intrinsic motivation.

Among the elements of teacher support, collaborative work had significant correlations with extrinsic motivation ($r = .254^{**}$) and self-efficacy ($r = .147^*$). This suggests that classroom strategies involving group tasks and peer collaboration enhance students' external motivation (e.g., grades, approval) and belief in their own academic capabilities. In contrast, decision making did not show significant correlations with any motivational factor.

Under school commitment, service learning showed strong positive correlations with intrinsic motivation ($r = .364^{**}$), extrinsic motivation ($r = .288^{**}$), and goal orientation ($r = .268^{**}$). This indicates that real-world community engagement helps spark internal interest and recognition-driven behavior while aligning students with purposeful academic goals. Authentic instruction correlated modestly with intrinsic motivation ($r = .163^*$), while problem-based learning correlated significantly with goal orientation ($r = .254^{**}$) and cognitive and emotional factors ($r = .215^{**}$). These findings reinforce that instructional strategies grounded in real-world problems and service encourage both internal and external forms of motivation, as well as emotional regulation.

Significant correlations were also observed in the domain of community participation. Collaborative projects and initiatives correlated strongly with intrinsic motivation ($r = .351^{**}$) and goal orientation ($r = .161^*$), suggesting that when students engage with the broader community, their internal drive and academic purpose improve. Safety and security initiatives had some of the strongest correlations in the entire dataset, relating to intrinsic motivation ($r = .208^{**}$), self-efficacy ($r = .385^{**}$), and goal orientation ($r = .404^{**}$). This highlights that students who feel physically and emotionally safe in school are more confident in their abilities and more focused on their educational goals.

These findings aligned closely with Deci and Ryan's (1985) Self-Determination Theory, which emphasized the critical role of external support systems—such as family, teachers, and the broader community—in nurturing both intrinsic and extrinsic forms of motivation. According to this theory, when students felt supported by their environment, they were more likely to develop autonomy, competence, and relatedness, which are essential psychological needs that fueled self-motivation and personal growth. In particular, environments that promoted meaningful engagement, provided encouragement, and recognized student efforts contributed to sustained academic interest and persistence, especially when challenges arose.

Additionally, Candra (2019) highlighted the significant role of goal orientation in shaping students' academic direction, persistence, and level of engagement. When students had clear, meaningful goals and were guided by structured, real-world learning experiences, they were more likely to develop a sense of purpose and commitment to their studies. This reinforced the importance of integrating instructional strategies such as problem-based learning and service learning, which encouraged students to apply what they learned in authentic contexts. These approaches not only made learning more relevant and engaging but also cultivated motivation that went beyond external rewards—fostering deeper cognitive involvement and a stronger desire to achieve. Thus, schools needed to create environments where instructional practices and support systems worked hand-in-hand to reinforce students' internal motivation and academic goals.

6. Findings

This study examined the sphere of influence in primary elementary classrooms and its impact on students' learning competence and motivation in five Elementary Schools in San Antonio, District. The research focused on four key areas of influence: parental involvement, teacher support, school commitment, and community participation.

1. The teachers, parents, and stakeholders perceived the sphere of influence in school in terms of parental involvement as to parenting, learning at home, communicating and volunteering as involved; teacher's support as to decision making and collaborative work the stakeholders are supportive; in terms of school commitment as to authentic instruction, problem-based learning, and service learning are committed; and there is moderate participation in terms of community participation as to collaborative projects and initiatives and safety and security initiatives.
2. The learners are perceived by the respondents as competent to functional competence, interpersonal competence and critical thinking competence.
3. The learners are perceived by the respondents as motivated to intrinsic motivation, extrinsic motivation, self-efficacy, goal orientation, and cognitive and emotional factors.
4.1. There is a significant relationship between the observed sphere of influence and learners' learning competence, particularly in areas of school commitment and teacher support.
4.2. There is also a significant correlation between the sphere of influence and learner motivation, with parental involvement and community participation strongly contributing to motivational levels.

7. Conclusions

The findings of this study highlight the significant role of various external influences in shaping students' learning competence and motivation. By examining the effects of parental involvement, teacher support, school commitment, and community participation, the study provides a deeper understanding of how these factors contribute to student success. Based on the results, the following conclusions are drawn:

1. The null hypothesis stating that there is no significant relationship between the observed sphere of influence and learners' learning competence is partially supported.
2. The null hypothesis stating that there is no significant relationship between the observed sphere of influence and learners' motivation is partially supported.

8. Recommendations

Based on the conclusions drawn, the following recommendations are proposed to enhance students' learning competence and motivation:

1. Schools may implement programs that actively engage parents, teachers, and community stakeholders in students' learning experiences. Regular parent-teacher conferences, community partnerships, and mentorship programs may further reinforce the positive sphere of influence.
2. Schools may develop structured volunteer opportunities, parental involvement initiatives, and collaborative school-community projects to further strengthen the positive impact of external support on student competence and motivation.
3. Educators may adopt interactive and real-world learning approaches to further strengthen students' functional, interpersonal, and critical thinking skills.
4. Schools may create intrinsic and extrinsic motivation strategies such as student recognition programs, mentorship initiatives, and self-efficacy workshops to foster students' confidence in their abilities and encourage perseverance in learning.

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