

# FACTORS INFLUENCING COMMUNITY INVOLVEMENT AMONG SENIOR HIGH SCHOOL STUDENTS IN LOON, BOHOL

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## ABSTRACT

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Community involvement is essential in shaping students' holistic development and fostering active citizenship. This study examined the factors influencing community involvement among senior high school students in Loon, Bohol, during the academic year 2023–2024. The study employed a mixed-methods explanatory sequential design, utilizing a standardized questionnaire administered to 316 randomly selected students and purposive interviews with four representatives from different school categories. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative responses were examined through Braun and Clarke's thematic analysis framework. Findings revealed that individual, interpersonal, institutional, community, and government factors significantly influenced students' participation. While no significant relationship was found between student profiles and community involvement, differences were noted across school categories. Altruism emerged as the primary motivation, though challenges such as scheduling conflicts and transportation were reported, particularly in island schools. Community engagement was recognized as vital



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in nurturing leadership and social responsibility. The study, guided by socio-ecological and symbolic interactionism theories, concludes with advocacy recommendations such as parent-teacher collaboration, environmental campaigns, partnerships with NGOs and government, and the formation of student-led organizations to strengthen community involvement among senior high school students.

## INTRODUCTION

For a long time, it has been acknowledged that community participation is an essential component of both comprehensive education and social development. In the social sciences, the notion of community emphasizes shared identities, interconnectedness, mutual responsibility, and collective engagement among members of a social system. It is the responsibility of schools, vital institutions in communities, to play a significant role in developing civic engagement, leadership, and social responsibility among students. According to Epstein (2019), research indicates that genuine collaboration among schools, families, and communities makes a major contribution to students' academic achievement and personal growth, as well as to their civic consciousness and involvement. Daly (2023) emphasized that school's function not only as centers of instruction but also as social institutions that connect students to broader societal processes.

This is because schools connect students to bigger societal processes. This is why schools fulfill two distinct functions. Students are allowed to participate in key civic events; these experiences contribute to their personal and social development by helping them understand the links between the school and the community. UNESCO (2021) further emphasized that strong school-community partnerships improve participation, retention, and educational quality. This is especially true in developing regions. Through programs run by the Department of Education, such as Brigada Eskwela and the National Service Training Program (NSTP), community participation is incorporated into the Philippine educational system. This is the case in the Philippines. The purpose of these initiatives is to increase collaboration among schools, parents, local government units, and civil society organizations in order to educate young Filipinos about the importance of civic responsibility and the process of nation-building.

In a similar vein, Judson (2017) emphasized the importance of collaborative partnerships among schools, families, and local communities to enhance learners' well-being and their capacity to respond to a range of educational needs. Students are more likely to develop stronger social values, leadership skills, and a sense of belonging when communities actively participate in educational processes. Active community participation strengthens students' sense of belonging and connection to the educational process.

Because of this, schools are well-positioned to promote community

participation. The implementation of such projects demonstrates that community involvement is not just a local issue but also a national development priority, aimed at enhancing social capital and fostering active citizenship. outh engagement and community participation; however, only a few empirical studies have specifically examined the factors influencing community involvement among senior high school students in Loon, Bohol.

We still do not fully understand the unique experiences of children in schools across different regions, such as the mainland, islands, and highlands. Most research so far has focused on larger or urban populations, leaving these areas less explored. Since factors such as culture, institutional support, and access to the community play a significant role in how students participate and remain motivated, it is important to study these specific educational settings. Students' concepts, values, and attitudes significantly influence their prosocial behavior and civic involvement, as noted by Hudson and Brandenberger (2022). Kanaan (2022) shows, in a manner analogous, that social structures and environmental conditions influence the consequences of educational engagement and involvement at the community level. As a result of these findings, it appears that community involvement is multifaceted and influenced by a wide range of circumstances. These elements include individual, interpersonal, institutional, communal, and governmental dimensions.

The extent to which students in their final year of high school in Loon, Bohol, are involved in community service is an important factor to consider when evaluating whether it should be considered. The theoretical frameworks that underpin this research endeavor are symbolic interactionism and Bronfenbrenner's socioecological theory. It is common practice to refer to both of these concepts as the basis. In contrast to Bronfenbrenner's theory, which holds that interrelated environmental systems shape human behavior, symbolic interactionism emphasizes how social interactions and shared meanings shape individuals' identities and behaviors.

The purpose of this study is to gain a more in-depth understanding of the motives, experiences, and obstacles students face when participating in community activities through various theoretical lenses.

Ultimately, the purpose of this research is to develop an advocacy framework to strengthen community involvement among senior high school students. This will be accomplished through collaboration between teachers and parents, initiatives to raise awareness about environmental issues, partnerships with non-governmental organizations (NGOs) and government agencies, and student-led community programs. The framework's objective is to foster learners who are socially responsible, engaged, and community-oriented, and capable of making constructive contributions to the development of the local community. Literature that is related. Individual, interpersonal, institutional, communal, and governmental elements, interconnected and affecting students' participation and civic engagement, contribute to the extent of their involvement in their communities.

At the individual level, there are many aspects to consider. There is a significant correlation between students' individual motivations and the extent of their participation in community activities.

The Student Assembly (2023) highlighted how students' involvement in the community can help them enhance their communication, leadership, problem-solving, and relationship skills. Jasper and Jasper (2020) found that volunteering can be beneficial for one's mental health, emotional well-being, and overall life satisfaction. In addition, other research has demonstrated that volunteering has beneficial impacts. It makes perfect sense, in light of this research, that students who develop and experience a sense of fulfillment are more likely to participate in activities that benefit their community.

Relationships raise several significant factors. Taking into account the connections between the participants. When it comes to encouraging involvement, several important factors need to be considered. These include peer influence, support from family and friends, and social contacts. In his explanation, Epstein (2019) stated that the interactions among families, schools, and communities create environments that support students' learning and development. Furthermore, according to Fregonese (2018), collaboration in activities increases social connections, shared responsibility, and community connectedness. Consequently, the formation of strong interpersonal connections among students increases their sense of belonging, which in turn drives them to participate actively in political and civic activities. Educational institutions play a crucial role in community involvement, the most important factor in determining community engagement.

It was noted that schools play a significant role in shaping cultures that drive students to take on civic responsibilities and participate in civic activities, as stated by Daly (2023). According to the United Nations Educational, Scientific, and Cultural Organization (2021), partnerships between communities and educational institutions have the potential to boost student attendance, engagement, and general well-being. Developing stronger bonds between the two can be an effective means of achieving this goal. Both Medina (2018) and Loso (2021) highlighted the significance of community extension operations in the Philippines, the country where these programs were carried out. Therefore, to accomplish their goals, these programs aim to connect educational activities with community development objectives. According to Borbon et al. (2022), community extension activities are mutually beneficial. This means that they not only promote students' advancement but also increase the welfare of the communities they serve.

Community Factors. It is the community institutions and social conditions in which learners are immersed that affect the likelihood that they will participate in civic activities. Students are more likely to develop social responsibility and active citizenship when they participate in service-learning programs, according to Afzal and Hussain (2020). The findings of the research carried out by Rubio et al. (2016) reached the same conclusion: engagement in

community activities increases social cohesion, collective identity, and solidarity. In addition, Islam (2016) highlighted the major role that non-governmental organizations (NGOs) play in empowering individuals, building social capital, and developing communities. Based on these data, it appears that supportive community structures significantly increase participation among younger members.

The government is involved in some of the factors. In addition, government policies and institutional governance affect the process of community involvement. Community engagement, as defined by Eisenstein and Lucken (2017), is a collaborative process that enhances the well-being of the community as a whole through organized involvement. In addition, Ling (2018) emphasized the importance of the roles professionals and institutions play in developing sustainable volunteer and outreach programs. For this reason, government support remains vital to institutionalizing and sustaining meaningful student community participation.

Studies that are related. Several studies have examined the factors influencing students' participation in community engagement activities. Students' motives for participating in STEM-related community involvement activities are strongly influenced by their self-efficacy, identity, and science communication skills, according to Murphy and Kelp's (2023) findings. Additionally, Zhou et al. (2022) found that students' college experiences are positively enhanced when they participate in community service activities. This is because it strengthens students' social integration, professional growth, and academic development. Within the context of encouraging active engagement, these findings highlight the significance of individual abilities and self-perceptions.

Virag and Wert (2023) found that physical therapy students developed lasting civic awareness and a sense of social duty through community-engaged learning at their institutions. Similarly, Rana et al. (2022) reported that sociology students who worked with disadvantaged groups gained both academic and professional benefits. Hlalele and Tsotetsi (2016) also showed that teacher education students developed leadership, problem-solving, and adaptability skills through community-based activities. Asio et al. (2023) found that students in the Philippines had positive attitudes toward community service, especially in education, environmental conservation, and community safety. Villarojo et al. (2018) reached similar conclusions, noting that personal motivation and cooperation between schools and communities were important factors in students' involvement in education.

Support from parents and the community was also found to be important for student participation. Studies by Amponsah (2018) and Lema and Mwila (2022) showed that when parents and communities were involved, children had better educational experiences and academic results. In the meantime, Song et al. (2018) found that greater parental involvement in school programs is associated with safer school settings and reduced violence.

Other investigations were more widespread and focused on the issue. Through their research, Martono et al. (2021) highlighted the significance of community involvement in enhancing language awareness and national identity in mixed communities. Further explanation was provided by De Vito (2016), Waweru (2015), and Muro and Namusonge (2015), who stated that supportive government structures, sufficient resources, and suitable surroundings for community engagement significantly boost community participation. Collectively, the findings of this research demonstrate that student involvement in the community is multidimensional and influenced by a range of elements. These aspects include personal motivations, social links, institutional support, community structures, and governance management systems. Despite this, there have only been a few studies that have looked into these dynamics among senior high school students in a variety of geographical areas, such as Loon, Bohol.” Both pertinent and essential in nature.

For the purpose of conducting a complete examination of the factors that influence community involvement among senior high school students in Loon, Bohol, this study utilized a mixed-methods research methodology in addition to an explanatory sequential design. According to Creswell and Plano Clark (2018), the explanatory sequential design is suitable for situations in which quantitative findings call for further elaboration and contextual understanding through qualitative investigation. The quantitative phase of this research was conducted first to determine the patterns and levels of student community involvement. Subsequently, a qualitative phase was conducted to explain and expand on the statistical findings by drawing on participants’ lived experiences and views. A case study was conducted among senior high school students enrolled in schools in Loon, Bohol, including both mainland and island schools, as well as highland schools. The target population consisted of 1,774 senior high school students who were formally enrolled in recognized schools. To ensure proportional representation of the three types of schools, 316 respondents were selected using stratified random sampling and Slovin’s Formula, with a 5% margin of error. To account for the geographical diversity and contextual distinctions across mainland, island, and highland schools, stratification was chosen as the appropriate method. This reduced the likelihood of sampling bias, improving the representativeness of the sample.

To collect data for the quantitative research component of the study, a standardized and validated questionnaire was used. This questionnaire was constructed based on previous research on student engagement and community involvement. There were two primary components of the instrument. In the first part of the survey, respondents’ demographic information was collected, including age, sex, grade level, and school category. The second part of the survey examined the extent to which respondents were involved in their communities across five dimensions derived from Bronfenbrenner’s socio-ecological theory. These dimensions were: individual, interpersonal, institutional, community, and government.

To determine the level of influence and involvement, responses were evaluated on a four-point Likert scale. A presentation of the interpretation of the responses may be found in Table 1.

**Table 1.** *Interpretation of the Likert Scale Used in Assessing Community Involvement*

3.25 – 4.00	4	Strongly Agree	Highly Involved	STA
2.50 – 3.24	3	Moderately Agree	Moderately Involved	MDA
1.75 – 2.49	2	Slightly Agree	Slightly Involved	SLA
1.00 – 1.74	1	Disagree	Uninvolved	DSA

To establish the questionnaire's content validity, it was reviewed by professionals in education and social science research prior to the study. As in the previous step, pilot testing was conducted to assess the instrument's clarity and reliability. To ensure the instrument was suitable for the study setting, necessary adjustments were incorporated based on the validators' and pilot respondents' advice. After completing the quantitative data collection and analysis, the next phase was qualitative. Key informants who could provide deep, relevant insights into their experiences with community involvement were selected through purposive sampling. Four senior high school students participated in the study. These individuals represented diverse school types, including student and non-student leaders. To investigate the significance of community involvement, the motivations for participation, the problems encountered, and the perceived developmental consequences, semi-structured interviews were conducted.

For the purpose of analyzing qualitative data, Braun and Clarke (2006) established a framework for thematic analysis consisting of six phases. The analysis consisted of several components, including data familiarization, initial code generation, theme search, topic review, theme definition and naming, and preparation of the final narrative report. By conducting this study, it was possible to understand the participants' experiences methodically and rigorously while still maintaining the setting's relevance and depth.

It was necessary to obtain consent from the appropriate educational authorities and school administrators before beginning data collection to prevent potential violations of ethical norms. At the same time, authorization from the Research Ethics Committee was obtained for ethical concerns. Individuals who took part in the study were told what its goals were, that participation was completely voluntary, that steps were being taken to protect their privacy, and that they could withdraw at any time without consequences. Individuals younger than 18 had to obtain permission from both their parents

and their friends before they could take part in the study. Only with the participants' consent were audio recordings made, and the interviews were neither dangerous nor uncomfortable.

The analysis of quantitative data was carried out using the Statistical Package for the Social Sciences (SPSS) and Microsoft Excel. Both descriptive and inferential statistical methods were utilized in the analysis. Various statistical methods were used to define the respondents' profiles and their levels of involvement in the community. These methods included frequencies, percentages, weighted means, and composite means. Inferential statistical procedures such as Chi-square tests, Spearman's Rank Correlation, Kruskal-Wallis tests, and Analysis of Variance (ANOVA) were used to determine whether there were significant correlations and differences between the variables at the 0.05 level of significance.

By combining personal and quantitative data, it became easier to fully understand the factors that motivate senior high school students in Loon, Bohol, to get involved in their communities. After taking the results into account, this was completed. So, the qualitative results helped to explain, confirm, and put the statistical data into context. This strengthened the study's general interpretation and increased its reliability.

## RESULTS AND DISCUSSION

**Profile of the Respondents.** The study was conducted with 316 senior-year high school students (mainland, island, and highland schools) in Loon, Bohol. Most of the respondents were male students; however, female students also formed a significant proportion of the sample. Grade 11 students were slightly more than Grade 12 students, indicating a balanced representation across the senior high school levels. Most of the responders were from mainland schools, followed by island and highland schools, which is consistent with the geographical distribution of educational institutions in the municipality.

The demographic characteristics of interviewees point to the variety of situations in the study's environment. The presence of children from different school categories geographically exposes differences in social situations, accessibility and institutional support that could influence students' impression of community engagement. Geographical and institutional factors affect opportunities for civic participation and school-community engagement (Lema & Mwila, 2022). Asio et al. (2023) have demonstrated that senior high school students are actively engaged in community-based activities for their academic and social development.

The individual components received the greatest weighted mean (WM = 3.27), which is interpreted as "Highly Involved" (Table 1). This implies that personal motivations, self-efficacy, values, and intrinsic interests have a considerable effect on students' participation in community activities. When students see pathways to personal growth, leadership development, and

individual fulfillment, they are more inclined to get involved in community projects.

Government aspects were placed second (WM=3.10), and community factors (WM=3.04) were ranked third, both being characterized as “Moderately Involved.” Results suggest that public programs, local initiatives, and community institutions have a moderate impact on students’ civic engagement. Institutional factors were also moderately influential (WM = 2.93). This means that the schools provide opportunities for engagement, but perhaps stronger institutional processes are needed to maintain meaningful student involvement.

Interpersonal factors had the lowest weighted mean (WM = 2.69) but still fell inside the “Moderately Involved” criteria. This suggests that peer ties and family influence are essential but not always the most important predictors of students’ community participation.

The composite mean of 3.01 suggests that the respondents were “Moderately Involved” in community engagement activities. The findings are consistent with Bronfenbrenner’s Socio-Ecological Theory, which suggests that human-environment interactions influence behavior.

This is consistent with the importance of individual traits, and with Jasper and Jasper (2020), who found that personal development, emotional well-being, and self-fulfillment often motivate volunteers and civic involvement. Likewise, Daly (2023) and UNESCO (2021) emphasized the need for institutional and community support structures in encouraging meaningful student engagement. Epstein (2019) points out that although peer and family support are important for encouraging civic engagement, consistent participation tends to rely on students’ internal motivation and the availability of institutional opportunities.

**Relationship between Respondents’ Profile and Community Involvement.** Table 2 shows the association between respondents’ demographic profiles and levels of community involvement. Results indicated no statistically significant association between age and community involvement,  $r_s = .004$ ,  $p = .950$ . Similarly, the link between sex and community activity was not significant ( $\chi^2 = 1.899$ ,  $p = .387$ ,  $p = .387$ ). Grade level was also not significantly associated with community involvement ( $\chi^2 = 1.188$ ,  $p = .552$ ).

Similarly, school type was not significantly associated with community involvement ( $\chi^2 = 8.774$ ,  $p = .067$ ), but the value was close to the significance level. In general, the results indicate that demographic characteristics do not substantially influence students’ participation in community activities.

**Table 2.** *Relationship between Respondents' Profile and Community Involvement*

Variables	Statistical Test Used	Test Value	<i>p</i> Value	Decision	Interpretation
Age and Community Involvement	Spearman Rank Correlation	0.004	.950	Fail to Reject $H_0$	Not Significant
Sex and Community Involvement	Chi-Square Test	1.899	.387	Fail to Reject $H_0$	Not Significant
Grade Level and Community Involvement	Chi-Square Test	1.188	.552	Fail to Reject $H_0$	Not Significant
School Category and Community Involvement	Chi-Square Test	8.774	.067	Fail to Reject $H_0$	Not Significant

*Note.* Significant at  $p < .05$ .

The results imply that students' community involvement may be more strongly influenced by motivational, contextual, and institutional factors rather than demographic characteristics. Participation in civic activities appears to transcend differences in age, sex, and grade level, suggesting that students engage in community initiatives based on personal commitment, available opportunities, and environmental support.

The findings support Villarojo et al. (2018), who emphasized that intrinsic motivation and social responsibility are stronger predictors of community engagement than demographic characteristics. Similarly, Waweru (2015) noted that active participation in community activities is often rooted in personal values and civic consciousness rather than profile-related factors. These findings suggest that schools and communities should focus on strengthening opportunities for inclusive participation and supportive environments for all learners, regardless of demographic background.

**Variance in Community Involvement across School Categories.** Table 3 shows the differences in community involvement across mainland, island, and highland schools, as determined by the Kruskal–Wallis test. Results revealed a statistically significant difference in community involvement among the three school categories ( $\chi^2 = 8.381, p = .015$ ). This finding indicates that geographical and institutional contexts significantly influence students' opportunities and participation in community activities.

**Table 3.** *Difference in Community Involvement across School Categories*

Variable	Statistical Test Used	Test Statistic	<i>p</i> Value	Decision	Interpretation
School Category (Mainland, Highland, Island)	Kruskal–Wallis Test	8.381	.015	Reject $H_0$	Significant Difference

*Note.* Significant at  $p < .05$ .

The findings suggest that students attending geographically isolated or resource-poor schools may have different levels of access, participation opportunities, and institutional support compared with their mainland classmates. Other possible reasons for differences in engagement include environmental factors, access to transportation, and school-community partnerships. These results are similar to those of Watson et al. (2022), who discussed how socioeconomic and geographical barriers make it difficult for students to engage with their communities. Medina (2018) also found that institutional accessibility and the local community setting affect people's willingness to participate in volunteer and extension activities. The study's results also support Bronfenbrenner's Socio-Ecological Theory, which holds that people's behavior and participation patterns are strongly influenced by their environment and circumstances.

**Importance of Participating in Community Involvement.** According to a qualitative study, students viewed community volunteering as an important way to become better leaders, be socially responsible, protect their culture, and improve themselves. People who took part in outreach activities said that they helped them understand how others feel, make friends, and feel like they had a bigger role in their communities. Some participants indicated that helping in outreach programs, environmental campaigns, and community-based activities helped them develop leadership abilities and social awareness. Others said that their involvement in reforestation, historical conservation, and cleanup activities strengthened their ties to their local culture and environment. Students also felt a sense of satisfaction at seeing the good benefits of their contributions to the community. These findings affirm that community involvement contributes significantly to students' holistic development. The results align with Afzal and Hussain (2020), who emphasized that service-learning activities cultivate civic consciousness and social responsibility among learners. Jasper and Jasper (2020) similarly found that volunteerism enhances emotional well-being and life satisfaction through meaningful participation. In the Philippine context, Medina (2018) further noted that community engagement contributes to both student development and community welfare.

**Challenges Encountered in Community Involvement Activities.** All participants acknowledged the value of community engagement but also highlighted numerous barriers that affected their participation. The most commonly cited hurdles were academic workload, schedule conflicts, financial constraints, and transportation issues. These problems were most noticeable among pupils from schools located on islands and in remote locations.

Participants described having to balance academic work with community activity, often at the expense of personal time. Students from island schools, particularly, noted transportation problems and a lack of resources as hurdles to planning and engaging in community activities. Others reported that financial considerations and competing commitments occasionally inhibited their continued engagement.

The results suggest that positive attitudes towards community involvement do not override institutional and logistical constraints, thereby constraining the extent of students' participation. The findings are consistent with Waweru (2015), who recognized financial restrictions and limited resources as impediments to civic engagement. In the same vein, Hlalele and Tsotetsi (2016) argued that the conflict of academic duties and community involvement is a barrier to students' ability and competence to participate and adjust.

**Community Involvement and Student Development.** The findings further revealed that community involvement positively contributes to students' personal, social, and leadership development. Participants consistently described improvements in communication, teamwork, leadership, problem-solving, and public speaking skills as outcomes of their engagement in community-based activities.

Students also emphasized that participation in outreach programs broadened their perspectives regarding societal issues and strengthened their sense of responsibility toward others. Practical experiences gained through community involvement enabled them to apply classroom learning in real-world contexts, thereby enhancing both competence and social awareness.

These findings support Self-Determination Theory, which emphasizes competence, autonomy, and relatedness as essential motivational factors influencing behavior and personal growth. Through community engagement, students develop practical skills, establish meaningful social relationships, and cultivate a stronger sense of civic responsibility.

The findings likewise corroborate the work of Virag and Wert (2023), who found that community-engaged experiences foster lifelong social responsibility and leadership among students. Rana et al. (2022) similarly observed that experiential learning through community participation enhances learners' professional competencies, adaptability, and civic consciousness. Collectively, the findings underscore the significant role of community involvement in developing socially responsible, empowered, and community-oriented learners.

## CONCLUSIONS

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

The study established that senior high school students in Loon, Bohol, generally demonstrated a moderate level of community involvement. Among the factors examined, individual factors emerged as the strongest influence on students' participation, indicating that personal motivation, self-efficacy, values, and intrinsic interests play a crucial role in encouraging community engagement. Government, community, and institutional factors also contributed to participation, although to a moderate extent, while interpersonal factors exerted comparatively less influence.

The findings further revealed that demographic variables such as age, sex,

and grade level did not significantly influence students' community involvement. This suggests that participation in civic and community-oriented activities transcends demographic distinctions and is instead shaped more strongly by motivational, contextual, and environmental factors. However, a significant difference was observed across school categories, indicating that geographical and institutional contexts influence the extent of students' engagement in community activities. Students from mainland, island, and highland schools experience varying levels of access, opportunities, and support systems that affect participation.

Qualitative findings showed that students perceive community involvement as an important avenue for leadership development, social responsibility, cultural preservation, and personal growth. Participation in community activities enhanced students' communication skills, teamwork, empathy, problem-solving abilities, and sense of civic responsibility. These experiences also strengthened students' connection with their communities and fostered a deeper appreciation of social and environmental concerns.

Despite these positive outcomes, students encountered several barriers to participation, including academic workload, conflicting schedules, financial limitations, and transportation difficulties. These challenges were particularly evident among students from geographically isolated schools, highlighting the influence of structural and logistical constraints on community engagement.

Overall, the findings affirm Bronfenbrenner's Socio-Ecological Theory, which explains that individual behavior and participation are shaped through the interaction of personal, institutional, community, and environmental systems. Likewise, the findings support Symbolic Interactionism Theory by demonstrating that students derive meaning, identity, and personal growth from their social interactions and community experiences. Community involvement, therefore, serves not only as a platform for civic participation but also as a mechanism for holistic student development and social empowerment.

## RECOMMENDATIONS

In light of the findings and conclusions of the study, the following recommendations are proposed:

1. **Strengthen school-based community engagement programs.** Schools should institutionalize sustainable community involvement programs that encourage active student participation in civic, environmental, cultural, and outreach initiatives. These programs should be integrated into school activities to promote leadership, social responsibility, and experiential learning among students.
2. **Enhance collaboration among schools, families, and communities.** Educational institutions should strengthen partnerships with parents, local government units, non-government organizations (NGOs), and community stakeholders to provide students with more opportunities

for meaningful participation in community-based programs and projects.

3. **Develop inclusive and accessible participation opportunities.** Schools and local authorities should design community engagement initiatives that accommodate students from mainland, island, and highland schools. Particular attention should be given to addressing transportation limitations, financial barriers, and accessibility concerns among geographically isolated schools.
4. **Provide capacity-building and leadership training programs.** Leadership seminars, volunteerism workshops, and civic engagement training programs should be conducted to strengthen students' confidence, communication skills, teamwork, and organizational competencies necessary for effective community participation.
5. **Establish structured support systems for student volunteers.** Schools should create mechanisms that help students balance academic responsibilities and community involvement. Flexible scheduling, mentorship programs, and recognition systems may encourage sustained participation while minimizing academic-related constraints.
6. **Promote environmental and cultural preservation initiatives.** Community involvement programs should include activities focused on environmental conservation, disaster preparedness, heritage preservation, and sustainable development to strengthen students' awareness of local issues and civic responsibility.
7. **Encourage student-led organizations and initiatives.** Schools are encouraged to establish student organizations dedicated to community outreach, volunteerism, and advocacy programs. Student-led initiatives can foster autonomy, leadership development, and long-term commitment to civic engagement.
8. **Conduct further studies on community involvement among students.** Future researchers may explore additional variables that influence community engagement, such as socioeconomic status, academic strand, parental educational background, and psychological factors. Comparative studies involving other municipalities or educational settings may also be conducted to enrich the existing body of literature on youth civic participation.

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