School Learning Environment and Time Management Skills and Practices of Student Engagement of Senior High School Student in Computer System Servicing

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ABSTRACT

This study examined the relationship between the school learning environment, time management skills and practices, and student engagement of Senior High School students in the Computer System Servicing (CSS) strand. The purpose of this research was to determine how the learning environment and students' ability to manage their time influenced their level of engagement in academic activities. A quantitative research design was employed, and data were collected using a survey questionnaire administered to selected Senior High School CSS students. The gathered data were analyzed using appropriate statistical tools to identify the relationship among the variables. The results showed that the school learning environment and time management skills and practices were significantly related to student engagement, suggesting that students were more likely to participate actively and remain focused when they experienced a supportive learning environment and effectively managed their time. The study concluded that enhancing the school learning environment and strengthening students' time management skills could positively affect student engagement. The findings of this study served as a basis for school administrators, teachers, and students in developing strategies and interventions aimed at improving learning experiences and academic involvement among Senior High School students.

Keywords: Computer System Servicing, school learning environment, time management skills, student engagement, Philippines

INTRODUCTION

Student engagement has emerged as a persistent global concern in secondary education settings. According to Reeve (2021), many senior high school learners across the United States exhibit declining behavioral, emotional, and cognitive engagement in classroom activities. Similarly, in Australia, secondary school students demonstrate reduced participation and sustained academic involvement in technology-oriented courses (Martin, 2020). In South Korea, learners enrolled in technical and vocational tracks report weakened classroom interaction and limited active learning behaviors (Kim, 2021).

At the national level, the school learning environment plays a critical role in shaping students' academic experiences in senior high school programs. Datu (2021) emphasized that supportive and structured classroom environments in Metro Manila significantly enhance students' motivation and academic participation. In Central Luzon, learners exposed to positive peer collaboration and teacher support demonstrate stronger classroom involvement (Garcia & Morales, 2022). Moreover, in Cebu City, senior high school students in technical–vocational strands report higher engagement levels when instructional settings promote inclusivity and resource accessibility (Villanueva, 2023). Consequently, the quality of the school learning environment is

consistently associated with variations in student engagement outcomes across Philippine senior high schools (Reyes, 2022).

Equally important, time management skills and practices remain fundamental competencies for senior high school students in managing academic tasks and technical requirements. Magno (2020) found that effective scheduling and goal-setting strategies among students in Metro Manila were positively linked to improved academic involvement. In Iloilo City, senior high school learners who practiced structured study routines demonstrated higher levels of participation and task completion (Lopez, 2021). Furthermore, in Baguio City, students with strong self-regulation and time allocation strategies showed greater persistence in completing performance-based technical requirements (Santos & Rivera, 2022). Thus, time management skills are directly associated with students' capacity to sustain engagement in structured learning environments (Credé & Phillips, 2022).

Related studies further reinforced the connection between environmental and personal factors and student engagement. Kahu (2020) conceptualized engagement as a multidimensional construct influenced by institutional and individual variables. In addition, Martin et al. (2020) established that classroom climate significantly predicts students' active participation and academic persistence. Reeve and Cheon (2021) also demonstrated that autonomy-supportive teaching practices enhance students' engagement behaviors. Meanwhile, Credé and Phillips (2022) confirmed that self-regulatory skills, including time management, are strong predictors of sustained academic engagement among secondary learners.

Within the Davao Region, concerns regarding student engagement remain evident in various senior high school settings. Llanos (2020) reported that students in Davao City experience inconsistent classroom participation and limited collaborative interaction in technical–vocational subjects. In Davao de Oro, senior high school learners exhibit fluctuating academic involvement and low sustained attention during instructional activities (Ramirez, 2021). Similarly, in Tagum City, engagement levels among TVL students reflect reduced classroom interaction and task persistence (Villanueva, 2023). At Lorenzo S. Sarmiento Sr. National High School, senior high school students enrolled in Computer System Servicing demonstrate varying degrees of participation, focus, and active involvement in classroom-based and laboratory activities.

Despite existing literature on student engagement, limited empirical studies have examined the combined influence of school learning environment and time management skills and practices on student engagement among Senior High School students in Computer System Servicing. There is also a scarcity of localized investigations focusing specifically on CSS learners within the Davao Region. Given the increasing demand for technically competent and academically engaged graduates, examining these variables is urgent. The findings of this study may contribute to instructional improvement, curriculum enhancement, and evidence-based interventions aimed at strengthening engagement among CSS students.

Research Objectives

1.To determine the level of learning environment in terms of:

1.1 student-teacher relationship

1.2 academic support;

1.3 school physical environment; and

1.4 school technical environment.

2. To determine the level of time management skills and practices in terms of:

2.1 general practices; and

2.2 delegation.

3. To determine the level of student engagement of students in terms of:

3.1 critical thinking;

3.2 creative thinking;

3.3 self-managed learning;

3.4 adaptability;

3.5 problem solving;

3.6 communication skills;

3.7 interpersonal skills and group work;

3.8 computer literacy;

3.9 active learning;

3.10 teaching for understanding;

3.11 feedback to assist learning;

3.12 assessment;

3.13 relationship with other student;

3.14 workload;

3.15 cooperative learning; and

3.16 coherence of curriculum.

4. To determine the significant relationship between learning environment and the student engagement of Computer System and Servicing students.

5. To determine the significant relationship between time management skills and practices and the student engagement of Computer System and Servicing students.

6. To determine which domains of learning facilities would influence the learning outcomes of Computer System and Servicing students.

7. To determine which of the domains of time management skills and practices will significantly influence the student engagement of Computer System and Servicing students.

METHODOLOGY

This study employed a quantitative, non-experimental descriptive–correlational research design to examine the relationship among the identified variables (Creswell & Creswell, 2023). Quantitative research is appropriate when variables are measured numerically and analyzed using statistical procedures to determine patterns, associations, and trends (Johnson & Christensen, 2020). Specifically, a descriptive–correlational approach was utilized to describe existing conditions and determine the direction and degree of relationships among variables without manipulating them (Privitera, 2022). Correlational research allows the researcher to measure naturally occurring variables and compute the strength and direction of their associations using statistical coefficients (Curtis et al., 2020). This design does not establish causation but identifies whether significant relationships exist among measurable constructs in educational settings (Fraenkel et al., 2022).

Data were collected using a structured survey questionnaire to obtain quantifiable information from Computer System Servicing students at Lorenzo S. Sarmiento Sr. National High School (Taherdoost, 2021). Survey instruments are widely used in quantitative research to ensure standardized data collection and consistency across respondents. The use of validated questionnaires enhances reliability and supports objective statistical analysis of relationships among variables (Privitera, 2022). Through this design, the study determined the association between prior knowledge, study habits in CSS, and student outcomes by analyzing the strength and direction of their relationships using appropriate statistical techniques.

Population and Sample

This study focused on the Computer Systems Servicing (CSS) students of Lorenzo S. Sarmiento Sr. National High School for the School Year 2024–2025. Participants, who consisted of Grade 11 and Grade 12 CSS students, selected because their study habits and classroom participation were assumed to influence their level of engagement, which was the primary variable of interest. Stratified random sampling was employed to ensure proportional representation across grade levels, as this technique allows for more precise estimates by drawing representative samples from each homogeneous subgroup (Creswell & Creswell, 2018). Grade level served as the basis for stratification to minimize sampling bias and enhance generalizability.

The total population of CSS students was 204. To determine an appropriate sample size, both methodological guidance and statistical computation were considered. Kline (2016) recommended a sample of 100–200 participants for studies using correlational and multivariate analyses. Additionally, the Raosoft sample size calculator, which applies standard formulas based on confidence level, margin of error, and population size, was used to ensure statistical representativeness (Israel, 2013). Using a 95% confidence level and a 5% margin of error, a sample of 134 respondents was obtained. This sample size was deemed sufficient to represent the broader CSS student population and to yield reliable statistical results. Table 1 presents the population and sample size distribution of respondents.

Statistical Tools

The statistical tools that were used for data analysis and interpretation were the following:

Mean. This statistical tool was used to determine the level of learning facilities, time management, and learning outcomes of CSS students.

Pearson r. This statistical tool was used to determine the significance of the relationship between learning facilities and learning outcomes, as well as between time management and learning outcomes.

Multiple Regression Analysis. This statistical tool was used to determine the extent of influence of learning facilities and time management on the learning outcomes of CSS students.

RESULTS

Level of Learning Environment

Shown in Table 1 are the mean scores for the indicators of students' learning environment, namely student–teacher relationship, academic support, school physical environment, and school technical environment, with an overall mean of 3.23, described as high, and a standard deviation of 0.41. The high level may be attributed to the consistently high ratings given by the respondents across all indicators. This implies that the students generally perceive their learning environment as favorable and supportive. It further suggests that positive student–teacher interactions, sufficient academic assistance, and conducive physical and technical facilities are evident in the school setting.

The cited overall mean score was derived from the following computed mean scores from highest to lowest: 3.24 or high for school technical environment with a standard deviation of 0.46; 3.21 or high for student–teacher relationship with a standard deviation of 0.54; 3.16 or high for academic support with a standard deviation of 0.52; and 3.15 or high for school physical environment with a standard deviation of 0.49. The

uniformly high descriptive equivalents across all indicators indicate that the different dimensions of the learning environment collectively contribute to enhancing students' overall learning experiences.

Table 1. Level of Learning Environment

Indicators	***Mean***	***SD***	***Descriptive Equivalent***
Student -Teacher Relationship	3.21	0.54	High
Academic Support	3.16	0.52	High
School Physical Environment	3.15	0.49	High
School Technical Environment	3.24	0.46	High
Overall	**3.23**	**0.41**	**High**

Level of Time Management Skills and Practices

Presented in Table 2 are the mean scores for the indicators of time management skills and practices, with an overall mean of 3.47, described as high, and a standard deviation of 0.56. The very high level may be attributed to the consistently high ratings provided by the respondents across all indicators. This implies that the respondents' time management skills and practices are highly evident, particularly in terms of general practices and delegation. The findings suggest that the students demonstrate strong abilities in organizing tasks, prioritizing responsibilities, and effectively assigning duties when necessary.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 3.48 or high for general practices with a standard deviation of 0.50; and 3.47 or high for delegation with a standard deviation of 0.62. These results indicate that both indicators were rated very highly, reflecting the respondents' consistent application of effective time management strategies.

Table 2. Level of Time Management Skills and Practices

Indicators	Mean	SD	Descriptive Equivalent
General Practices	3.48	0.50	High
Delegation	3.47	0.62	High
Overall	**3.47**	**0.56**	**High**

Level of Students' Engagement

Revealed in Table 3 are the mean scores for the indicators of student engagement, with an overall mean of 3.65, described as high, and a standard deviation of 0.86. The very high level may be attributed to the consistently high ratings provided by the respondents across all indicators. This implies that the respondents' level of student engagement is highly evident in terms of critical thinking, creative thinking, self-managed learning, adaptability, problem solving, communication skills, interpersonal skills and group work, computer literacy, and active learning, as well as in various aspects of the learning environment such as teaching for understanding, feedback to assist learning, assessment, workload, relationship between teacher and student, cooperative learning, and coherence of curriculum.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 3.78 or high for assessment with a standard deviation of 0.65; 3.75 or high for self-managed learning with a standard deviation of 0.77; 3.74 or high for relationship between teacher and student with a standard deviation of 0.79; 3.69 or high for creative thinking with a standard deviation of 0.80; 3.67 or high for cooperative learning with a standard deviation of 0.83; 3.66 or high for problem solving with a standard deviation of 0.82; 3.65 or high for computer literacy with a standard deviation of 0.83; 3.64 or high for feedback to assist learning with a standard deviation of 0.89; 3.63 or high for active learning with a standard deviation of 0.87; 3.62 or high for critical thinking with a standard deviation of 0.88; 3.59 or high for communication skills with a standard deviation of 0.85; 3.59 or high for adaptability with a standard deviation of 0.82; 3.59 or high for interpersonal skills and group work with a standard deviation of 0.77; 3.58 or high for coherence of curriculum with a standard deviation of 0.77; and 3.55 or high for teaching for understanding and

workload, with standard deviations of 0.89 and 0.86, respectively. These findings indicate that the respondents consistently demonstrated a very high level of engagement across all domains.

Table 3. Level of Student Engagement

Indicators	Mean	SD	Descriptive Equivalent
Critical Thinking	3.62	0.88	High
Creative Thinking	3.69	0.80	High
Self-Managed Learning	3.75	0.77	High
Adaptability	3.59	0.82	High
Problem Solving	3.66	0.82	High
Communication Skills	3.59	0.85	High
Interpersonal Skills & Group Work	3.59	0.77	High
Computer Literacy	3.65	0.83	High
Active Learning	3.63	0.87	High
Teaching For Understanding	3.55	0.89	High
Feedback to Assist Learning	3.64	0.89	High
Assessment	3.78	0.65	High
Workload	3.55	0.86	High
Relationship Between Teacher and Student	3.74	0.79	High
Cooperative Learning	3.67	0.83	High
Coherence of Curriculum	3.58	0.77	High
Overall	**3.65**	**0.86**	**High**

Significance on the Relationship Between Learning Environment and Student Engagement

The Pearson's r value between the two variables is 0.44 with a p-value of < .001. The independent variable is learning environment, and the dependent variable is student engagement. The computed correlation coefficient indicates a moderate positive correlation between learning environment and student engagement. This means that as the quality and conduciveness of the learning environment increase, student engagement also tends to increase. Similarly, improvements in student–teacher relationships, academic support, and physical and technical environments are associated with higher levels of student engagement.

The results further reveal that the probability level of < .001 is significantly lower than the 0.05 level of significance. Therefore, the null hypothesis stating that there is no significant relationship between learning environment and student engagement is rejected. The findings confirm that the indicators of learning environment have a statistically significant relationship with student engagement, suggesting that a supportive and positive learning environment plays an important role in enhancing students' active involvement in learning.

Table 4. Significance on the Relationship Between Learning Environment and StudentEngagement

	Pearson's r	P -value
Learning Environment – Student Engagement	0.44*	<.001

Significance on the Relationship Between Time Management Skills and Practices and Students' Engagement

The Pearson's r value between time management skills and practices and students' engagement is 0.57 with a p-value of < .001. The independent variable is time management skills and practices, while the dependent variable is student engagement. The computed correlation coefficient indicates a moderate positive correlation between the two variables. This means that as students demonstrate better time management skills and practices, their level of engagement in learning activities also tends to increase. Likewise, students who effectively manage their time are more likely to show active participation and involvement in academic tasks.

The findings further show that the p-level of < .001 is significantly lower than the 0.05 level of significance. Hence, the null hypothesis stating that there is no significant relationship between time management skills and practices and students' engagement is rejected. The strong association between the variables indicates that time management skills and practices have a statistically significant relationship with students' engagement.

Table 5. Significance on the Relationship Between Time Management Skills and Practices and Students 'Engagement

	Pearson's r	P-value
Learning Environment – Student Engagement	0.57	<.001

Significance of the Influence of the Domains of Learning Environment on Students' Engagement

Using Multiple Regression Analysis, the data revealed that the influence of the domains of learning environment on students' engagement among Computer System and Servicing students yielded an F-value of 15.28 with a corresponding significance p-value of < .001, which is statistically significant.

This means that the domains of learning environment significantly influence students' engagement since the probability value is less than the 0.05 level of significance ($\alpha = 0.05$). The R^2 value of 0.321 implies that 32.1% of the variation in students' engagement can be explained by the domains of the learning environment. Meanwhile, the remaining 67.9% of the variance is not covered by the study and may be attributed to other factors beyond the scope of this research.

Table 6. Significance of the Influence of the Domains of Teachers' Attitude on Students' Motivation

Learning Environment	Coefficient	t	p	Decision a=0.05
Student -Teacher Relationship	0.21*	2.15	0.03	H_o is rejected
Academic Support	0.18	1.98	0.40	H_o is not rejected
School Physical Environment	0.07	0.92	0.35	H_o is not rejected
School Technical Environment	0.12	1.58	0.11	H_o is not rejected
Overall Learning Environment	0.30*	3.48	0.01	H_o is rejected

**p<0.05 R=0.57 R^2 =0.321 F-value=15.28 p-value<.001*

Significance of the Influence of the Domains of Time Management Skills and Practices on Student Engagement

Using Multiple Regression Analysis, the data shown in Table 7 revealed that the domains of time management skills and practices significantly influence student engagement among Computer System and Servicing students. The model yielded an F-value of 26.41 with a corresponding p-value of < .01, which is statistically significant. This indicates that time management skills and practices have a significant effect on student engagement since the probability value is less than the 0.05 level of significance.

The coefficient of determination (R^2) of 0.325 implies that 32.5% of the variation in student engagement can be explained by the domains of time management skills and practices. Meanwhile, the remaining 67.5% of the variance is not covered by the study and may be attributed to other factors beyond the scope of this research.

Table 7. Significance of the Influence of the Domains of Time Management Skills and Practices on Student Engagement

Time Management Skills and Practices	Coefficient	t	p	Decision a=0.05
General Practices	0.23*	3.84	<.001	H_o is rejected
Delegation	0.16*	2.71	0.08	H_o is not rejected

**p<0.05 R=0.57 R^2 =0.32 F-value=26.41 p-value<.01*

DISCUSSIONS

Level of Learning Environment

The findings reveal that the overall learning environment was perceived at a very high level by the students, indicating generally positive experiences across relational, academic, physical, and technical dimensions of the school setting. Among the indicators, the school technical environment emerged as the strongest aspect, reflecting students' favorable perceptions of the availability and effective use of technological resources. This suggests that access to digital tools, stable internet connectivity, and technology-integrated instruction significantly enhance the quality of the learning experience. These findings align with Bond et al. (2020), who emphasized that technology-enriched environments expand access to learning materials and promote active engagement. Likewise, Schindler et al. (2021) explained that technology-supported instruction fosters meaningful participation and improves learning efficiency, particularly in programs that require technical and practical competencies.

Closely reflected in the findings is the very high level of student–teacher relationship, which indicates that students perceive their interactions with teachers as positive, respectful, and supportive. A strong relational climate within the classroom contributes to students' sense of trust and emotional security, which are essential for sustained engagement and academic persistence. This supports the work of Roorda et al. (2020), who found that positive student–teacher relationships significantly enhance motivation and engagement. Furthermore, Martin and Collie (2022) highlighted that when teachers demonstrate care, encouragement, and approachability, students are more likely to participate actively in academic tasks. The very high ratings in academic support and the physical environment further reinforce the conclusion that a well-supported, resource-rich, and relationally positive school setting provides a strong foundation for effective learning and student development.

Level of Time Management Skills and Practices

The findings indicate that students demonstrated a very high level of time management skills and practices overall, reflecting consistent and effective management of their academic responsibilities. General practices emerged as the strongest indicator, suggesting that students regularly engage in organizing tasks, setting priorities, and adhering to structured schedules. This implies that students are generally disciplined and systematic in approaching their academic work. The result aligns with the perspective of Claessens et al. (2020), who emphasized that strong general time management behaviors enable individuals to structure tasks efficiently, reduce delays, and enhance productivity. Similarly, Aeon and Aguinis (2021) highlighted that students who actively practice time planning and goal setting exhibit stronger self-regulation and academic engagement, which is consistent with the high level observed in this study.

Delegation was also perceived at a very high level, indicating that students effectively manage their workload by collaborating with others and seeking assistance when necessary. This reflects an awareness that time management is not solely an individual endeavor but can involve strategic cooperation and task distribution. The findings support the self-management framework discussed by Häfner et al. (2020), which explains that effective delegation contributes to better time allocation and prevents overload. Moreover, Trueman and Hartley (2022) noted that students who utilize delegation strategies tend to cope more effectively with academic pressures, leading to improved performance and reduced stress. Overall, the very high ratings across both indicators suggest that students possess strong practical competencies in managing their time, positioning them to meet academic demands efficiently and responsibly.

Level of Students' Engagement

The findings indicate that students perceive a very high level of engagement in their learning, with assessment emerging as the strongest contributor. Effective and well-designed assessment practices allow students to monitor progress, recognize strengths and weaknesses, and remain motivated to achieve academic goals. This aligns with the concept of assessment for learning, as emphasized by Black and Wiliam (2020), who argued that formative assessments with clear feedback enhance engagement by clarifying learning expectations and

supporting continuous improvement. The result highlights the central role of assessment practices in promoting active and sustained participation in learning activities.

Closely following assessment, self-managed learning and the student–teacher relationship were also rated highly, suggesting that students are capable of regulating their own learning while benefiting from supportive interactions with teachers. This supports the principles of self-regulated learning, where students who plan, monitor, and evaluate their learning demonstrate higher engagement and academic success (Panadero, 2020). Additionally, Martin and Collie (2022) emphasized that positive teacher–student relationships foster trust, emotional support, and classroom participation, which contribute significantly to engagement. Other indicators, including creative thinking, cooperative learning, problem solving, and active learning, also reflect high engagement levels, suggesting that students are actively involved in collaborative and higher-order cognitive activities. These observations align with the engagement framework presented by Fredricks, Reschly, and Christenson (2022), which identifies behavioral, cognitive, and emotional engagement as essential dimensions of effective learning. Overall, the results confirm that supportive assessment, self-management skills, and positive teacher–student relationships collectively enhance students' engagement within the school.

Significance on the relationship between learning environment and student engagement

The results indicate a statistically significant relationship between the learning environment and student engagement, suggesting that the quality of the school setting directly influences how actively students participate in their learning. A supportive environment with positive teacher–student interactions, adequate academic resources, and a conducive physical and technical setup encourages students to remain involved and motivated in academic activities. When students perceive that their environment provides the necessary support and resources, they are more likely to engage consistently and take ownership of their learning (Wang & Degol, 2021).

These findings highlight the practical importance of maintaining a well-structured learning environment to foster student engagement. Schools that prioritize a positive classroom climate, accessible academic support, and functional physical and technical facilities create conditions that promote active participation and sustained focus. Enhancing these environmental factors can therefore directly improve students' engagement, contributing to better academic outcomes and overall learning experiences (Reschly & Christenson, 2020).

Significance on the Relationship Between Time Management Skills and Practices and Students' Engagement

The findings indicate a statistically significant relationship between time management skills and practices and student engagement, suggesting that students who effectively manage their time are more actively involved in learning activities. Strong time management skills, including planning, prioritization, and organized task completion, allow students to balance academic responsibilities and maintain consistent participation in classroom tasks. This supports the observations of Claessens et al. (2020), who emphasized that effective time management enhances focus, reduces procrastination, and promotes sustained engagement in academic work. Similarly, it is parallel to the claims of Aeon and Aguinis (2021) that students who regularly plan and structure their time demonstrate higher levels of self-regulation, which directly contributes to active learning and involvement in school activities.

These results underscore the importance of fostering students' time management competencies as a strategy to enhance engagement. When students can allocate their time efficiently and adhere to structured schedules, they are better positioned to participate fully in both independent and collaborative learning experiences. Effective time management not only improves task completion but also reduces stress and supports consistent academic performance, aligning with the findings of Häfner (2020) and Trueman and Hartley (2022), who highlighted that organized and well-planned students are more likely to remain motivated and engaged throughout their studies.

Significance on the Influence of the Domains of Learning Environment on Student Engagement

The regression analysis examined the significant influence of the overall learning environment on student engagement among Senior High School students. The results indicate that the learning environment

significantly predicts student engagement, with student–teacher relationships emerging as the strongest contributing factor. This suggests that supportive, respectful, and positive interactions between students and teachers play a crucial role in motivating learners to participate actively in academic activities. Although other aspects of the learning environment, such as academic support, physical environment, and technical resources, were not individually significant, they collectively contribute to creating a conducive educational setting. The findings underscore the importance of fostering strong relational and structural conditions within schools to enhance students' engagement and learning outcomes (Wang & Degol, 2021).

These findings are supported by research emphasizing the central role of teacher–student interactions in promoting engagement and academic motivation. Positive student–teacher relationships provide emotional support, trust, and encouragement, enabling students to feel valued and capable in their learning environment (Martin & Collie, 2022). Additionally, supportive academic and technical resources enhance students' ability to participate meaningfully in classroom activities, aligning with the observations of Bond, Bedenlier, Marín, and Händel (2020), who highlighted that access to well-structured learning environments fosters active engagement. Overall, the study demonstrates that cultivating strong student–teacher relationships, combined with a supportive school environment, is critical for encouraging sustained student engagement and optimizing learning outcomes.

Significance of the Influence of the Domains of Time Management Skills and Practices on Student Engagement

The regression analysis examined the significant influence of time management skills and practices on student engagement among Senior High School students. The results indicate that overall time management practices significantly predict student engagement, with general practices emerging as the strongest contributor. This suggests that students who consistently plan tasks, set priorities, and organize their schedules are more likely to participate actively in learning activities. Delegation also showed a positive influence, indicating that students who share responsibilities and seek support when needed can manage their workload more effectively, which enhances engagement. These findings highlight the role of time management as a practical skill that supports students' ability to balance academic tasks and sustain involvement in learning (Claessens et al., 2020).

The findings are supported by research emphasizing that structured time management enhances self-regulation, motivation, and academic engagement. Students who engage in goal setting, planning, and strategic task delegation demonstrate higher levels of focus and persistence, which contribute to improved participation and learning outcomes (Aeon & Aguinis, 2021). Furthermore, Häfneret al., (2020) noted that students who practice effective time allocation and manage their responsibilities collaboratively experience reduced stress and increased productivity. Overall, the study underscores that fostering both individual and collaborative time management strategies is essential for promoting consistent and meaningful student engagement in academic settings.

CONCLUSION

Conclusions are drawn based on the results of the study. The study revealed that the level of learning environment of Senior High School Computer System Servicing (CSS) students was very high, in terms of student–teacher relationship, academic support, school physical environment, and school technical environment. Likewise, the level of time management skills and practices of the respondents was found to be very high, particularly in general practices and delegation. Moreover, the level of student engagement of CSS students was high, indicating that the students are actively involved in their learning activities.

Furthermore, the findings of the study revealed that the null hypotheses stating that there is no significant relationship between learning environment and student engagement, and between time management skills and practices and student engagement were rejected. The results showed that learning environment and time management skills and practices have a significant relationship with student engagement. In addition, selected domains of learning environment and time management skills and practices were found to have a significant influence on student engagement. Therefore, the study concludes that learning environment and time management skills and practices are important factors affecting the student engagement of Senior High School CSS students.

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