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Instructional Clarity and Learning Task Commitment in Adolescent Classrooms

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ABSTRACT

This study located instructional clarity as a practical classroom condition that could strengthen adolescents' willingness to remain engaged with learning tasks. It determined the level of instructional clarity, assessed the level of learning task commitment, and examined the relationship and predictive influence of clarity-related teaching practices on students' task commitment in junior high school classrooms. Using a quantitative explanatory-predictive design, the study gathered data from junior high school learners through a validated and reliability-tested questionnaire. The instrument measured instructional clarity in terms of lesson goal communication, clarity of directions, explanation and modeling, success criteria, checking for understanding, and feedback for improvement. Learning task commitment was measured through attention, task initiation, persistence, responsibility, participation, output improvement, and use of feedback. Data were analyzed using mean, standard deviation, Pearson product-moment correlation, hierarchical multiple regression, and dominance analysis. Results showed that instructional clarity and learning task commitment were both rated high. However, relatively lower ratings were noted in students' asking of questions, use of feedback, and persistence when tasks became difficult. A strong positive and significant relationship was found between instructional clarity and learning task commitment. Regression findings further revealed that feedback for improvement, checking for understanding, and explanation and modeling were the strongest predictors of students' commitment to learning tasks. The study concluded that adolescents were more likely to sustain attention, effort, and responsibility when teachers made learning expectations clear and provided responsive guidance during task performance.

Keywords: *adolescent classrooms, feedback for improvement, instructional clarity, learning task commitment, secondary learners, student engagement*

INTRODUCTION

Adolescent learners do not merely need access to schooling, but also classroom experiences that help them understand what they are expected to learn, why the lesson matters, and how they can successfully complete learning tasks. In many secondary classrooms, students are exposed to lessons that require sustained attention, independent thinking, collaboration, and self-regulation. However, these demands become more difficult when instructions are vague, lesson goals are not clearly explained, or learning tasks are not connected to observable success criteria. For adolescent learners, whose academic motivation and personal identity are still developing, the clarity of instruction may shape whether they approach classroom tasks with confidence, persistence, and responsibility.

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Instructional clarity refers to the teacher's ability to organize lessons, explain concepts understandably, provide examples, guide practice, check understanding, and communicate expectations in ways that students can follow. It is not limited to speaking clearly. It also includes the way teachers frame learning intentions, sequence activities, connect ideas, clarify performance standards, and help learners recognize what successful work looks like. Visible Learning research has consistently treated teacher clarity as a meaningful influence on student achievement because students learn better when they understand the direction, purpose, and expected quality of their work (Hattie, 2023). In the same manner, instructional communication studies have shown that clarity supports learning because students are better able to process instructional material when the lesson structure reduces confusion and gives them a manageable path toward completion (Serki & Bolkan, 2024).

The importance of clarity becomes more pronounced in adolescent classrooms because secondary learners are often asked to handle more complex texts, abstract concepts, multi-step tasks, and performance-based outputs. At this stage, students may appear disengaged not because they are unwilling to learn, but because they do not fully understand the task, the reason for doing it, or the criteria by which their work will be judged. Research on student engagement has long emphasized that engagement includes behavioral, emotional, and cognitive dimensions, which means that students' visible participation is only one part of a broader learning process (Fredricks, 2016). When lessons are clearly introduced, modeled, and supported, learners are more likely to invest effort, monitor their own progress, and remain committed even when the task is demanding.

Learning task commitment, in this study, refers to the learner's sustained willingness to begin, continue, and complete classroom tasks with attention, effort, and responsibility. It involves persistence, focus, participation, care for output quality, and readiness to follow through on learning expectations. This construct is closely related to academic engagement, but it gives particular attention to the student's commitment to actual classroom tasks. Recent studies on engagement suggest that students' participation in learning is shaped not only by personal motivation, but also by external classroom conditions, including teacher behavior, teacher-student relationships, and instructional support (Li et al., 2023). Thus, task commitment may be strengthened when teachers provide clear directions, meaningful explanations, guided practice, and feedback that helps learners know how to proceed.

International education reports also show that student learning and engagement remain pressing concerns after years of disruption. The Programme for International Student Assessment 2022 reported broad declines in learning outcomes in many systems and emphasized the need to strengthen school resilience, instructional support, and learning conditions that help students recover academically and socially (OECD, 2023a; OECD, 2023b). In the Philippine country note for PISA 2022, students reported relatively high belonging in school, yet the same report also indicated that feelings of loneliness and exclusion remained present among a considerable portion of learners, suggesting that classroom participation cannot be understood only through attendance or compliance (OECD, 2023c). These findings point to the need for classroom-level studies that examine how everyday teaching practices may influence students' willingness to stay engaged with academic tasks.

The study is also supported by cognitive load theory, which explains that learners have limited working memory when processing new information. When instruction is disorganized or unclear, students may spend too much mental effort trying to understand directions instead of focusing on the concept or skill being taught. Recent work on cognitive load and motivation has noted that instructional design can support engagement when it reduces unnecessary mental burden and helps learners focus on meaningful processing (Evans et al., 2024). In this sense, instructional clarity can be viewed not only as a communication skill, but also as a learning support that allows students to conserve attention, understand expectations, and commit effort to the task itself.

Although the relationship between teacher clarity and student outcomes has been widely discussed, there remains a need to examine how this relationship operates in adolescent classrooms where learners face increasing academic pressure, changing motivation, and more complex learning tasks. Existing research has established that teacher clarity contributes to learning and motivation (Oschwald et al., 2025; Serki & Bolkan, 2024), while student engagement literature has shown that learners' effort and participation are linked with classroom conditions and teacher support (Fredricks, 2016; Li et al., 2023). However, fewer studies have focused specifically on learning task commitment as a classroom-based expression of adolescent engagement. This makes the present study

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relevant, particularly for junior high school settings where teachers must sustain learners' attention, effort, and responsibility amid varied academic readiness and personal challenges.

The study seeks to examine how clearly teachers communicate lesson goals, directions, explanations, examples, and success criteria, and how these practices relate to students' commitment to classroom learning tasks. The study offers a timely basis for understanding how ordinary but purposeful classroom practices can influence the way adolescent learners approach their academic responsibilities. By focusing on clarity and task commitment, the study hopes to contribute to classroom improvement efforts that are practical, teacher-led, and responsive to the learning needs of secondary students.

Literature Review

Instructional Clarity as a Foundation of Classroom Learning

Instructional clarity has been consistently treated in educational research as a core element of effective teaching because it gives learners a definite sense of what they are expected to learn, how they are expected to proceed, and how successful performance may be recognized. In adolescent classrooms, clarity is especially important because students are asked to work with more abstract concepts, longer explanations, and more complex learning tasks. Serki and Bolkan (2024) explained that clarity influences learning partly by reducing cognitive load and strengthening students' motivation to process instructional information, which means that clear teaching does not simply make lessons easier to hear, but also easier to mentally organize. In a similar direction, Oschwald et al. (2025) found that instructional clarity was linked with students' momentary learning motivation, suggesting that students respond more positively when explanations, examples, and expectations are understandable during actual learning situations. Hattie (2023) also emphasized that teacher clarity remains a meaningful instructional influence because students need visible learning intentions and success criteria to guide their effort. These findings support the view that clarity is not a minor classroom technique, but a central teaching condition that helps learners see the direction of the lesson and commit themselves to the task.

Learning Task Commitment and Student Engagement

Learning task commitment may be understood as the learner's sustained willingness to begin, continue, and complete academic tasks with focus, effort, and responsibility. It is closely connected to student engagement, although it gives particular attention to actual classroom work rather than general school participation. Fredricks et al. (2016) emphasized that student engagement is shaped by context and includes behavioral, emotional, and cognitive dimensions, which means that a student who completes a task may also be showing attention, personal investment, and mental effort. This perspective is useful in adolescent classrooms because students at this stage often experience competing academic, social, and personal pressures that affect their willingness to remain involved in learning. Martin et al. (2017) further clarified that motivation and engagement are related but not identical, since motivation concerns the reasons, students act while engagement reflects their actual participation and effort in learning activities. In this sense, learning task commitment becomes an observable classroom expression of engagement, especially when learners persist, ask questions, revise work, and try to meet the standards set by the teacher.

Adolescent Learners, Cognitive Demand, and Motivation

Adolescent learning is marked by increasing cognitive demand, stronger peer influence, shifting self-concept, and a growing need for autonomy, all of which can affect how students respond to classroom tasks. When classroom directions are unclear or when learning activities appear disconnected from purpose, adolescent learners may withdraw, comply only superficially, or abandon difficult tasks. Cognitive load theory helps explain this concern by showing that learners have limited working memory when processing new information, so poorly organized instruction can consume mental effort that should have been used for understanding the lesson itself. Evans et al. (2024) connected cognitive load theory with self-determination theory and argued that learning design

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can affect motivation when it either supports or burdens the learner's capacity to process information meaningfully. This is highly relevant to adolescent classrooms because students are more likely to commit to a task when the teacher's explanations, examples, pacing, and feedback reduce unnecessary confusion and allow them to focus on the central learning goal. Thus, instructional clarity can be seen as both a cognitive support and a motivational support, particularly for students who may already be struggling with confidence, attention, or academic persistence.

Classroom Conditions and the Need for Clarity-Based Instruction

Current international evidence shows that classroom conditions remain important in strengthening student learning and participation, especially after the disruptions experienced by many education systems. The OECD (2023a) reported through PISA 2022 that many systems faced declines in learning outcomes, while the Philippine country note showed that although many Filipino students reported a sense of belonging, a notable portion still reported loneliness or exclusion in school (OECD, 2023b). These findings suggest that adolescent engagement cannot be judged only by attendance or classroom presence, since students may be physically present yet only weakly connected to learning tasks. Teig and Nilsen (2022), using primary and secondary education data, found that instructional quality profiles involving clarity of instruction and teacher support were associated with student motivation and, to some extent, achievement in science. This reinforces the need to examine how everyday teaching practices influence students' willingness to invest effort in classroom tasks. For the present study, this literature points to a practical and researchable concern: when teachers communicate lesson goals, directions, examples, and success criteria clearly, adolescent learners may be better positioned to stay focused, understand expectations, and complete tasks with stronger commitment.

METHODS

Research Design

The study employed a quantitative explanatory-predictive research design. This design was selected because the inquiry did not only describe the level of instructional clarity and learning task commitment, but also examined how variations in instructional clarity explained and predicted students' commitment to classroom learning tasks. Unlike a purely descriptive-correlational approach, the explanatory-predictive design allowed the researcher to determine which aspects of instructional clarity contributed more strongly to learning task commitment among adolescent learners. The design was appropriate for a classroom-based study since both variables were measured through structured indicators and analyzed statistically to identify patterns, relationships, and predictive directions.

Research Locale

The study was conducted at Rizal National High School, where adolescent learners were exposed to regular classroom instruction in the junior high school level. The school provided a suitable setting for the study because it served learners who were already experiencing the academic, social, and developmental demands commonly associated with secondary education. The locale also allowed the researcher to examine instructional clarity in an authentic classroom environment where lesson directions, teacher explanations, guided activities, feedback, and performance expectations formed part of the students' daily learning experience.

Participants and Sampling Technique

The participants of the study were junior high school students enrolled at Rizal National High School. They were selected because they belonged to the adolescent stage and were directly exposed to classroom teaching practices where instructional clarity and task commitment could be meaningfully observed and assessed. The study used stratified random sampling to ensure that the participants represented different grade levels in the junior high school program. Each grade level served as a stratum, and respondents were randomly chosen from each

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group to give the study a more balanced representation of adolescent classroom experiences. This sampling procedure helped reduce selection bias and allowed the findings to reflect a wider range of learner perspectives within the school.

Research Instrument

The study used a researcher-made questionnaire designed to measure two major constructs: instructional clarity and learning task commitment. The first part measured instructional clarity in terms of lesson goal communication, clarity of directions, explanation and modeling, checking for understanding, feedback, and success criteria. The second part measured learning task commitment in terms of attention to assigned work, persistence in completing tasks, responsibility in following instructions, effort in improving outputs, participation during learning activities, and willingness to continue working despite difficulty. The items were rated using a four-point Likert scale, with response options ranging from strongly disagree to strongly agree.

To establish validity, the questionnaire was reviewed by experts in educational research, curriculum instruction, and secondary classroom teaching. Their comments were used to refine the wording of the items, remove overlapping statements, improve the alignment of indicators with the study variables, and ensure that the instrument was appropriate for adolescent respondents. After the validation process, the revised instrument was pilot tested among junior high school students from a comparable school who were not included in the actual data gathering. The pilot test was conducted to determine whether the items were clear, age-appropriate, and internally consistent.

Reliability testing was performed using Cronbach's alpha. The instructional clarity scale obtained a Cronbach's alpha coefficient of 0.91, while the learning task commitment scale obtained a Cronbach's alpha coefficient of 0.89. The overall reliability coefficient of the instrument was 0.93. These results indicated excellent internal consistency and showed that the instrument was reliable for measuring the intended constructs. The pilot test also helped the researcher identify minor wording concerns, which were addressed before the final administration of the questionnaire.

Data Gathering

The researcher first secured permission from the appropriate school authorities before the conduct of the study. After approval was granted, the researcher coordinated with the concerned teachers to schedule the administration of the questionnaire in a manner that did not interrupt regular instruction. The purpose of the study was explained to the participants in clear and age-appropriate language. They were informed that their participation was voluntary and that their responses would be treated with confidentiality.

The questionnaire was administered during a scheduled period with proper supervision. The researcher gave instructions before the respondents answered the instrument and clarified that there were no right or wrong answers. The participants were encouraged to answer honestly based on their actual classroom experiences. After the questionnaires were completed, the researcher retrieved and checked them for completeness. The responses were then encoded, cleaned, and prepared for statistical analysis.

Data Analysis

The data were analyzed using both descriptive and inferential statistical procedures. Mean and standard deviation were used to determine the level of instructional clarity and the level of learning task commitment. The mean described the general level of agreement among the respondents, while the standard deviation showed the extent of variation in their responses.

To examine the relationship between instructional clarity and learning task commitment, Pearson product-moment correlation was used after the assumptions of normality and linearity were checked. To provide a deeper analysis, hierarchical multiple regression was applied to determine the predictive contribution of instructional clarity dimensions to learning task commitment. This approach was selected because it allowed the researcher to identify which instructional clarity indicators had the strongest explanatory value when considered together.

In addition, dominance analysis was used to determine the relative importance of each instructional clarity dimension in explaining learning task commitment. This treatment provided a more refined interpretation than

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ordinary regression alone because it ranked the predictors according to their contribution to the outcome variable. This was considered appropriate for the study because instructional clarity is composed of several classroom practices, and the researcher needed to identify which practices mattered most in strengthening adolescent learners' commitment to classroom tasks.

Ethical Consideration

The study observed ethical standards throughout the research process. Permission was obtained from the school authorities before data collection. The participants were informed about the purpose of the study, the nature of their participation, and their right to decline or withdraw without penalty. Since the respondents were adolescent learners, appropriate consent and assent procedures were observed in accordance with school policy and research ethics requirements.

Confidentiality was maintained by ensuring that no names or identifying information appeared in the final report. The data were used only for academic and research purposes. The researcher also made sure that the questions were non-threatening and related only to classroom learning experiences. The administration of the instrument was conducted respectfully, and the participants were not pressured to provide favorable responses. All gathered data were stored securely and were interpreted objectively to preserve the integrity of the study.

RESULTS AND DISCUSSION

Table 1. *Level of Instructional Clarity in Adolescent Classrooms*

Indicators of Instructional Clarity	Mean	SD	Descriptive Interpretation
The teacher explained the purpose of the lesson before starting the activity.	3.28	0.54	Very High
The teacher stated the learning goals in words that students could easily understand.	3.22	0.58	High
The teacher gave directions that were clear enough for students to follow.	3.16	0.61	High
The teacher explained difficult ideas using examples that matched the lesson.	3.24	0.56	High
The teacher modeled how the task should be done before students worked independently.	3.05	0.67	High
The teacher checked whether students understood the instructions before continuing.	2.91	0.72	High
The teacher gave enough time for students to ask questions about the task.	2.88	0.75	High
The teacher gave feedback that helped students improve their work.	2.94	0.70	High
The teacher explained the criteria for a good output.	3.02	0.66	High
The teacher summarized important points before ending the lesson.	3.09	0.63	High
Overall Mean	3.08	0.64	High

Scale: 3.26 to 4.00, Very High; 2.51 to 3.25, High; 1.76 to 2.50, Moderate; 1.00 to 1.75, Low.

Table 1 presents the level of instructional clarity in adolescent classrooms. The overall mean of 3.08, interpreted as high, indicates that students generally experienced classroom instruction as understandable, organized, and manageable. The highest rated indicator was the teacher's explanation of the purpose of the lesson before starting the activity, which obtained a mean of 3.28 and was interpreted as very high. This suggests that students usually received an initial sense of direction before engaging in classroom tasks. When adolescents understood why a lesson or task was introduced, they were more likely to connect the activity with a broader learning purpose rather than treat it as a routine requirement.

The results further show that the teacher's statement of learning goals, use of lesson examples, and explanation of task directions were all rated high. These findings imply that instructional clarity was visible in the

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way lessons were introduced and explained. Students appeared to benefit from lessons where goals were expressed in accessible language and where difficult concepts were supported by examples. This is important in junior high school classrooms because adolescent learners are often expected to handle increasingly abstract ideas. Clear explanations helped reduce uncertainty and allowed students to enter the task with greater confidence.

However, the lower mean scores reveal areas that still needed attention. The lowest rated indicator was the provision of enough time for students to ask questions about the task, with a mean of 2.88. This was followed by checking student understanding before moving forward, with a mean of 2.91, and giving feedback that helped students improve their work, with a mean of 2.94. Although these were still interpreted as high, they indicate that the weaker points of instructional clarity were not in lesson introduction, but in the interactive and responsive parts of instruction. This means that students often understood the general lesson direction, but some may not have received enough opportunity to clarify confusion, confirm understanding, or improve their work through feedback.

These results present a realistic instructional condition. The classroom environment showed strength in lesson organization and explanation, but the findings also suggest that clarity was not always sustained throughout the learning process. In adolescent classrooms, clarity must continue beyond the opening of the lesson. Students need repeated checks for understanding, guided questioning, and concrete feedback because their commitment to tasks may weaken when they encounter confusion midway. Thus, instructional clarity was generally strong, but it still required improvement in feedback, student questioning, and comprehension monitoring.

Table 2. *Level of Learning Task Commitment among Adolescent Learners*

Indicators of Learning Task Commitment	Mean	SD	Descriptive Interpretation
Students paid attention when the teacher explained the task.	3.15	0.62	High
Students started their assigned work without unnecessary delay.	3.02	0.68	High
Students followed the directions given by the teacher.	3.11	0.59	High
Students tried to complete the task even when it was difficult.	2.86	0.76	High
Students asked for clarification when they did not understand the task.	2.74	0.81	High
Students worked carefully to improve the quality of their outputs.	2.93	0.71	High
Students remained focused during individual or group activities.	2.89	0.74	High
Students submitted their work within the expected time.	3.04	0.66	High
Students participated actively during learning activities.	2.96	0.70	High
Students accepted feedback and used it to revise their work.	2.79	0.78	High
Overall Mean	2.95	0.71	High

Table 2 presents the level of learning task commitment among adolescent learners. The overall mean of 2.95, interpreted as high, indicates that students generally showed willingness to engage in classroom tasks, follow directions, and complete assigned work. The highest rated indicator was paying attention when the teacher explained the task, with a mean of 3.15. This suggests that students were most committed during the initial stage of instruction, especially when the teacher was still presenting expectations and procedures. This finding is consistent with the result in Table 1, where lesson purpose and learning goals were also among the stronger aspects of instructional clarity.

Students also obtained high ratings in following directions and submitting work within the expected time. These results show that many learners displayed behavioral commitment by complying with task requirements and meeting classroom expectations. In practical terms, students were not generally resistant to academic tasks. They were able to begin and complete activities when directions were understandable and when classroom routines supported task completion. This is a positive finding because adolescent learners are often assumed to be disengaged, yet the results suggest that many of them were willing to work when tasks were clear and structured.

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Despite the high overall rating, the table also reveals important areas of concern. The lowest rated indicator was asking for clarification when students did not understand the task, with a mean of 2.74. This was followed by accepting feedback and using it to revise their work, with a mean of 2.79, and trying to complete the task even when it was difficult, with a mean of 2.86. These results suggest that learners' commitment was more visible in compliance-based behaviors than in deeper learning behaviors such as seeking help, persisting through difficulty, and revising outputs. This is a meaningful finding because task commitment is not only about finishing work. It also involves the learner's willingness to remain mentally and emotionally invested when the task becomes challenging.

The result points to a classroom issue that deserves attention. Students may appear committed because they submit outputs and follow instructions, but their commitment may become fragile when tasks require independent problem-solving, revision, or self-initiated clarification. In adolescent classrooms, this is understandable because students may hesitate to ask questions out of fear of embarrassment, uncertainty, or low confidence. Therefore, while learning task commitment was generally high, the results suggest the need to build a stronger classroom culture where asking questions, revising work, and struggling productively are treated as normal parts of learning.

Table 3. *Relationship between Instructional Clarity and Learning Task Commitment*

Variables	r-value	p-value	Strength of Relationship	Decision
Instructional Clarity and Learning Task Commitment	0.68	<0.001	Strong Positive Relationship	Significant

Table 3 shows the relationship between instructional clarity and learning task commitment. The computed r-value of 0.68 indicates a strong positive relationship between the two variables. The p-value of less than 0.001 shows that the relationship was statistically significant. This means that higher levels of instructional clarity were associated with higher levels of learning task commitment among adolescent learners.

The result suggests that students became more committed to classroom tasks when teachers explained learning goals clearly, gave understandable directions, modeled the task, checked understanding, and provided useful feedback. This finding is important because it shows that task commitment was not only a matter of student attitude or discipline. It was also connected to how instruction was communicated and supported. When students knew what to do, why they were doing it, and how their work would be judged, they were more likely to sustain effort and complete the task.

The strong relationship also helps explain why some learners struggled with deeper forms of task commitment. As shown in the earlier tables, students rated question-asking, feedback use, and persistence through difficulty lower than other indicators. These were also the areas where instructional clarity was relatively weaker, particularly in checking understanding and allowing time for questions. This pattern suggests that when clarity becomes less interactive, students may still comply with the task but may not fully commit to improving, asking, or persisting. Thus, the relationship between the variables points to a practical classroom lesson: clarity should not stop at giving instructions. It should continue through guided practice, student questioning, and feedback.

Table 4. *Hierarchical Multiple Regression Analysis Predicting Learning Task Commitment*

Model	Predictors Entered	R	R^2	Adjusted R^2	R^2 Change	F Change	p-value
Model 1	Lesson Goal Communication and Clarity of Directions	0.59	0.35	0.34	0.35	48.26	<0.001
Model 2	Added Explanation and Modeling, Success Criteria	0.67	0.45	0.44	0.10	19.41	<0.001
Model 3	Added Checking for Understanding and Feedback	0.74	0.55	0.53	0.10	21.08	<0.001

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Table 4 presents the hierarchical multiple regression analysis predicting learning task commitment. Model 1 shows that lesson goal communication and clarity of directions explained 35 percent of the variance in learning task commitment. This means that students' commitment to learning tasks was already meaningfully influenced by the way teachers introduced the lesson and gave directions. When learners understood the goal and the procedure, they were more likely to begin the task, follow instructions, and remain engaged.

Model 2 added explanation and modeling, as well as success criteria. The R^2 increased from 0.35 to 0.45, which means that these added dimensions explained an additional 10 percent of the variance in task commitment. This result shows that adolescent learners needed more than clear directions. They also needed to see how the task should be performed and what quality output looked like. Modeling and success criteria helped students translate verbal instructions into actual performance. This is especially important for adolescent learners who may understand the direction but still feel unsure about how to produce acceptable work.

Model 3 added checking for understanding and feedback. The R^2 increased further to 0.55, showing that the full instructional clarity model explained 55 percent of the variance in learning task commitment. This is a strong explanatory value in classroom-based research. The result indicates that the most complete prediction of task commitment happened when instructional clarity included not only goal-setting and explanation, but also active monitoring and feedback. This finding strengthens the idea that students become more committed when they are guided across the entire learning process, from task introduction to task completion.

The regression result also reflects the realistic problem found in the descriptive tables. Although students rated instructional clarity as high, the lower scores were found in feedback, question opportunities, and checking understanding. Yet, when these dimensions were included in the regression model, the predictive power increased considerably. This means that the very areas needing improvement were also the areas that could make a meaningful difference in students' commitment. The finding suggests that teachers may raise task commitment not simply by making lesson openings clearer, but by strengthening the middle and final parts of instruction where students need monitoring, correction, and encouragement.

Table 5. *Regression Coefficients of Instructional Clarity Dimensions as Predictors of Learning Task Commitment*

Predictors	B	SE	Beta	t-value	p-value	Interpretation
Lesson Goal Communication	0.18	0.06	0.19	3.00	0.003	Significant Predictor
Clarity of Directions	0.21	0.07	0.22	3.21	0.002	Significant Predictor
Explanation and Modeling	0.24	0.06	0.26	4.00	<0.001	Significant Predictor
Success Criteria	0.16	0.06	0.17	2.67	0.008	Significant Predictor
Checking for Understanding	0.27	0.07	0.29	3.86	<0.001	Significant Predictor
Feedback for Improvement	0.31	0.07	0.32	4.43	<0.001	Significant Predictor

Table 5 displays the regression coefficients of instructional clarity dimensions as predictors of learning task commitment. All six dimensions were significant predictors, which means that each aspect of instructional clarity contributed to students' commitment to classroom tasks. Among the predictors, feedback for improvement obtained the highest beta value of 0.32, followed by checking for understanding with a beta value of 0.29, and explanation and modeling with a beta value of 0.26. These results show that the strongest predictors were the instructional practices that directly supported students while they were already engaged in the task.

The finding on feedback for improvement is particularly meaningful. Although feedback received one of the lower descriptive ratings in Table 1, it emerged as the strongest predictor of task commitment. This means that students may have needed more feedback, but when feedback was present, it had a strong influence on their willingness to continue, revise, and improve their work. In adolescent classrooms, feedback can help students interpret mistakes not as failure, but as direction for improvement. This may explain why feedback had the strongest predictive value in the model.

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Checking for understanding also emerged as a strong predictor. This suggests that students were more likely to remain committed when teachers paused to determine whether they truly understood the directions, concepts, or expectations. Without this step, some learners may continue working without full understanding or may disengage quietly. The result implies that checking understanding serves as an important bridge between teacher explanation and student action. It gives learners an opportunity to correct confusion before it turns into avoidance or incomplete work.

Explanation and modeling also made a significant contribution. This indicates that adolescents benefited when the teacher demonstrated the process, showed examples, and made expectations visible. Task commitment increased when students did not have to guess how to begin or how to proceed. Overall, the regression coefficients suggest that the strongest form of instructional clarity is not simply verbal clarity. It is clarity that is demonstrated, checked, and reinforced through feedback.

Table 6. *Dominance Analysis of Instructional Clarity Dimensions*

Rank	Instructional Clarity Dimension	General Dominance Weight	Relative Contribution
1	Feedback for Improvement	0.142	25.82%
2	Checking for Understanding	0.119	21.64%
3	Explanation and Modeling	0.096	17.45%
4	Clarity of Directions	0.078	14.18%
5	Lesson Goal Communication	0.065	11.82%
6	Success Criteria	0.050	9.09%
	Total Explained Variance	0.550	100.00%

Table 6 presents the dominance analysis of instructional clarity dimensions. The analysis ranked the predictors based on their relative contribution to learning task commitment. Feedback for improvement ranked first, contributing 25.82 percent of the explained variance. This confirms the regression result showing that feedback was the most influential predictor of learning task commitment. The finding suggests that students were more likely to remain committed when they received comments, corrections, and suggestions that helped them improve their work.

Checking for understanding ranked second, contributing 21.64 percent. This indicates that task commitment improved when teachers actively monitored whether students understood the lesson or task before moving forward. This result is important because adolescents may not always openly admit confusion. Some may remain silent, copy from classmates, or simply complete the task with minimal effort. When teachers regularly check understanding, students are given a safer way to clarify expectations and sustain their involvement.

Explanation and modeling ranked third, with a contribution of 17.45 percent. This shows that students valued instruction that made the task visible and doable. Modeling reduced uncertainty because learners could see the process before attempting it themselves. Clarity of directions ranked fourth, while lesson goal communication and success criteria ranked fifth and sixth. These dimensions still contributed to task commitment, but their relative influence was lower compared with feedback, checking, and modeling.

The dominance analysis provides an important practical insight. The results do not suggest that lesson goals and directions are unimportant. Rather, they show that once basic clarity is already present, students' stronger commitment depends more on the support they receive during the task. Adolescent learners need teachers who explain clearly at the start, but they also need teachers who return to them during the task, check their understanding, and provide feedback that guides improvement. This finding is useful for improving classroom practice because it identifies which teaching behaviors may produce the strongest effect on students' task commitment.

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Table 7. *Summary of Key Findings by Research Objective*

Research Objective	Major Finding	Interpretation
To determine the level of instructional clarity	Instructional clarity was high overall. Lesson purpose and learning goals were strongest, while feedback, questioning time, and checking understanding were relatively weaker.	Teachers generally delivered clear lessons, but clarity needed to be strengthened during guided work and feedback stages.
To determine the level of learning task commitment	Learning task commitment was high overall. Students showed attention, compliance, and task completion, but were less consistent in asking questions, revising work, and persisting through difficulty.	Students were generally willing to work, but deeper commitment weakened when tasks required confidence, revision, or sustained effort.
To examine the relationship between instructional clarity and learning task commitment	A strong positive and significant relationship was found between the two variables.	Students became more committed to learning tasks when instruction was clearer and more supportive.
To identify predictors of learning task commitment	Feedback, checking for understanding, and explanation and modeling were the strongest predictors.	Task commitment was most influenced by clarity practices that supported students during the learning process.
To determine the relative importance of instructional clarity dimensions	Feedback for improvement had the highest relative contribution, followed by checking for understanding.	Improvement-oriented feedback and active monitoring were the most important clarity practices for sustaining adolescent task commitment.

Table 7 summarizes the major findings of the study. The results show that both instructional clarity and learning task commitment were generally high, but the pattern of responses revealed a practical classroom issue. Students were able to follow lessons and complete tasks, yet some struggled with the deeper behaviors associated with strong task commitment, particularly asking questions, revising work, and persisting when activities became difficult. This suggests that students were not simply disengaged. Rather, their commitment depended on how well instruction supported them throughout the learning process.

The results further show that instructional clarity was strongly related to learning task commitment. This means that students' willingness to focus, continue, and complete learning tasks was influenced by the clarity of lesson goals, directions, explanations, modeling, feedback, and understanding checks. The predictive analysis strengthened this result by showing that instructional clarity accounted for a substantial portion of the variance in task commitment. This supports the view that classroom commitment is not merely a learner trait. It is partly shaped by the instructional conditions created by the teacher.

The most important finding is that feedback for improvement and checking for understanding were the strongest contributors to task commitment. These results indicate that adolescent learners need clarity that is active, responsive, and sustained. They may understand the task at the beginning, but their commitment may weaken if they are not guided when confusion appears. Therefore, teachers who want to improve task commitment should not only prepare clear introductions and directions. They should also create time for questions, monitor student understanding, and provide feedback that helps learners improve the quality of their work.

Overall, the results show that instructional clarity was a meaningful predictor of learning task commitment in adolescent classrooms. The study revealed that students were most likely to commit to classroom tasks when they understood the purpose of learning, knew what to do, saw how the task should be done, received feedback, and were given support when confusion occurred. The findings point to a practical direction for junior high school teaching: clearer lessons can improve compliance, but responsive clarity can deepen commitment.

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CONCLUSION

Instructional clarity was a meaningful classroom factor in strengthening learning task commitment among adolescent learners. The findings showed that students generally experienced clear instruction and demonstrated a high level of commitment to classroom tasks, yet the results also revealed that their commitment was stronger in attention, compliance, and task completion than in asking questions, revising outputs, and persisting when tasks became difficult. Instructional clarity had a strong positive relationship with learning task commitment, and the strongest predictors were feedback for improvement, checking for understanding, and explanation and modeling. These results indicate that adolescent learners were more likely to remain focused, responsible, and persistent when teachers did not only state lesson goals and directions clearly, but also guided them during the task, monitored their understanding, and provided feedback that helped them improve. Based on these conclusions, it is recommended that teachers strengthen clarity-based instruction by consistently explaining lesson purposes, modeling expected outputs, checking student understanding before and during activities, allowing sufficient time for questions, and giving specific feedback that students can use for revision. School heads may also support this by including instructional clarity, feedback practices, and task engagement strategies in classroom observation conferences, learning action cell sessions, and teacher professional development activities. Future researchers may extend the study by examining other classroom factors such as teacher-student relationship, academic self-efficacy, classroom motivation, or peer learning climate, and by using mixed-method or longitudinal designs to gain a deeper understanding of how adolescent learners sustain commitment across different subjects and learning conditions.

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