

EVALUATING TEACHERS' PERSPECTIVES: THE IMPACT OF PEDAGOGICAL STRATEGIES ON PUPILS' LEARNING ENGAGEMENT

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ABSTRACT

This study evaluated the association between teachers' pedagogical strategies and pupils' learning engagement in President Roxas South District in the Municipality of President Roxas, North Cotabato, Philippines. A descriptive research survey design was used in this study. Survey questionnaires were administered to one hundred twenty-four (124) elementary teachers of President Roxas South District from the research locale. The researcher used complete enumeration sampling procedure. Data gathered were analyzed using descriptive and inferential statistics. Results of the study indicated that there's a clear indication that teachers play a pivotal role in facilitating student engagement through their pedagogical strategies. Effective engagement can lead to improved learning outcomes and academic success.

Keyword: - Teachers' pedagogical strategies, and pupils' learning engagement.

1. INTRODUCTION

Educational crisis is sought by educational experts as seen in the performance of the students after going back to face-to-face classes. Therefore, in the new normal setting of the present educational set-up, identifying learners need is a must. Moreover, assessing the effectiveness of the learning approaches being used inside the classroom in this new normal should be delve up for it is one of the underlying principles as to determine learners' performance.

Learning approaches are methods of learning that are used to learn and are useful for learning throughout one's life. They are also seen to be crucial for success and getting good grades. Teaching kindergarten and primary grades requires you to be aware that children's development is mostly dependent on their drive, curiosity, perseverance, and capacity to organize their work and control their emotions. Standards for subjects like reading and math serve as a guide for instructors in New Jersey, and the crucial domain of learning approaches also need expectations. This outlines all of the fundamental expectations and indicators, defines Learning Approaches and clarifies how these competencies relate to other areas of development, explains the significance of Learning Approaches competencies for elementary school students, provides grade-by-grade examples of how students exhibit these competencies and provide a long list of ways in which you can assist students in developing their EPPIC skills. involvement in education, their ability to organize and solve problems, as well as their initiative and inventiveness.

According to Miller, Rycek, and Fritson (2011), student engagement is the desire, willingness, or obligation of students to take part in a learning process and effectively assimilate knowledge in order to strengthen their critical thinking abilities. In order to improve students' critical thinking skills and encourage their engagement in class activities, education placed a strong emphasis on connecting, owning, incorporating student reaction, and empowering students (Zyngier, 2008).

But as the digital revolution gained momentum and people's reliance on technology increased, it became clear that the conventional teaching approach needed to be replaced. The necessity of implementing an active learning-based instructional method was further supported by the ways in which active learning-based strategies, such as class discussion, learning cell, think-pair-share, debate, collaborative learning group, learning cell, or class game, fulfilled the behavioral, cognitive, and emotional engagement of students (Schindler et al., 2017). The education system has started modifying its learning process in response to the growing demand for individuals who can think critically, solve issues, and adapt to changes in order to support the development of the quickly expanding economy. This study examines the relevance of active learning approaches in affecting students' engagement and involvement level by concentrating on the role that these tactics play in both the economic upliftment and personal growth of students (Munna & Kalam, 2021).

Since every student attending a different institution is working toward the same objective, it is necessary to evaluate the various learning strategies in order to develop a strategy that will help students effectively acquire the necessary competencies. In order to increase student performance and success, schools must evaluate students' learning strategies and academic accomplishments (Sengupta et al., 2017).

2. METHODOLOGY

A descriptive research survey design was used in this study to determine the learning approaches and how teachers' involvement in teaching affect pupils' learning engagement. This study was conducted in all Elementary Teachers of President Roxas South District, it composed of 12 schools. The total population of Teachers in this district is 124. The respondents of this study were all elementary teachers of President Roxas South District from the research locale. The researcher used complete enumeration sampling procedure. In this procedure, the researcher will gather the needed data from all elementary teachers in the locale of the study. The researcher used researcher-made survey questionnaire in gathering the data. This researcher-made survey questionnaire was validated first by the experts. After the validation of the questionnaires, it was subjected for pilot testing for the reliability test or Cronbach Alpha. Data gathered were analyzed using descriptive and inferential statistics.

3. RESULTS AND DISCUSSION

Relationship between Learning Approaches and Pupils' Engagement

Table 1 demonstrates the considerable correlation between students' participation and learning styles. The results showed that there is a highly significant association between the social learning strategy and students' motivation, enthusiasm, and involvement ($r = .424$, $p < 0.05$), as well as $r = .462$, $p < 0.05$. The null hypothesis is thus disproved. This indicates that digital learning tactics can have a good impact on students' learning engagement by offering personalized and interesting learning experiences, improving collaboration, giving access to resources, and giving real-time feedback on their progress.

It was intriguing to discover that student engagement only partially mediated the effect of instructor presence on student satisfaction and that there was no mediated effect of learner interaction on student satisfaction. Gray and Diloreto (2016) came to the partially congruent conclusion that student engagement mediates the effect of learner interaction and instructor presence on student satisfaction.

Constructivism, in turn, shows a strong link with enthusiasm ($r = .577$, $p < 0.05$), motivation ($r = .506$, $p < 0.05$), and engagement ($r = .530$, $p < 0.05$). The null hypothesis is thus disproved. This indicates that using constructivist methodologies and pedagogies has a significant impact on the engagement of highly driven and passionate students before, during, and even after class.

According to Kim's 2005 study, self-concept, learning styles, and student preferences were examined about the effects of a constructivist approach on academic accomplishment. The findings show that: 1) constructivist instruction outperforms traditional instruction in terms of academic achievement; 2) constructivist instruction has little effect on learning strategies and self-concept, but it does have some effect on motivation, learning anxiety, and self-monitoring; and 3) constructivist environments were preferred over traditional classrooms. Thus, the constructivist method has a significant impact on students' engagement, drive, and excitement for learning.

Furthermore, there is a substantial association between the cognitive learning strategy and enthusiasm ($r = .530$, $p < 0.05$), motivation ($r = .381$, $p < 0.05$), and engagement ($r = .503$, $p < 0.05$). The null hypothesis is thus disproved. This implies that allowing students to learn and inspiring them to try something new will make them more interested in what they are studying.

In a study by Albashtawi, A., & Al Awabdeh, A. H. (2023), they found that CALLA was successful in raising students' motivation in terms of task value, control of learning beliefs, and self-efficacy. As a result, students taking academic reading classes might benefit from it.

In result, there is a noteworthy association between the experiential learning technique and enthusiasm ($r = .490$, $p < 0.05$), motivation ($r = .567$, $p < 0.05$), and involvement ($r = .664$, $p < 0.05$). The null hypothesis is thus disproved. This indicates that as students participate in the activity, their level of engagement increases. For learners, experiential learning is enjoyable.

According to Nikou Perifanou, and Economides (2023), students view maker activities as engaging (in terms of behavioral, cognitive, emotional, and social involvement) and motivating (in terms of perceived ease of use, perceived usefulness, interest/enjoyment, and satisfaction). Additional understanding of the relationship between activity system components and makerspace engagement and motivation can be gained from the Activity Theory. The study supports including maker activities into elementary education.

However, in a study conducted by Laniton, Corpuz and Lumapenet (2022), they mentioned that teachers' pedagogical strategies were not linked on learners' learning engagement.

Table 1. Relationship between **Learning Approaches** and **Pupils' Engagement**

			Participation	Motivation	Enthusiasm
Spearman's rho	Social Learning	Correlation Coefficient	0.462**	0.355**	0.424**
		Sig. (2-tailed)	0.000	0.000	0.000
	Constructivism	Correlation Coefficient	0.530**	0.506**	0.577**
		Sig. (2-tailed)	0.000	0.000	0.000
	Cognitive	Correlation Coefficient	0.503**	0.381**	0.530**
		Sig. (2-tailed)	0.000	0.000	0.000
	Experiential	Correlation Coefficient	0.664**	0.567**	0.490**
		Sig. (2-tailed)	0.000	0.000	0.000

** *Highly Significant*

Influence of Learning Approaches on Pupils' Engagement in terms of Participation

It can be seen in table 2 that cognitive ($p = 0.030$) and experiential learning approaches ($p = 0.000$) has significant influence to the pupils' engagement in terms of participation. With a probability lower than the required 0.05 threshold of significance, the null hypothesis is rejected.

In the same way, the overall influence of learning approaches to pupil's engagement in terms of participation obtained a regular coefficient of ($R^2 = 0.426$) which means that the learning approaches accounted for only 42.6% of the factors on pupils' participation. However, the remaining 57.4% attributed to the other factors not included in the study.

One way to think about a child's development is as the integration of their biological, cognitive, and socioemotional processes. Children can solve difficult science issues, memorize the content they are studying, and critically assess the evidence thanks to cognitive developmental processes. Learning that emphasizes questions, issues, and answers rather than memorization will gradually help students develop their critical thinking abilities. "Creating an environment in the classroom where accepting different viewpoints and unstructured discussion are valued is essential to teaching critical thinking effectively" (Slavin, 2012).

Thus, establishing and planning learning activities by the recursive cycle is a necessary component of experiential learning. Students can become more interested, motivated, and engaged through a variety of learning options and pathways by engaging in experiential learning activities. They can also become more independent. As a result, experiential learning helps students establish a closer bond between their participation in the learning process, their practices, and reality (Kong & Wang, 2024).

Table 2. Influence of Learning Approaches on Pupils' Engagement in terms of Participation.

Model	Unstandardized Coefficients		Standardized	T	Sig.
	B	Std. Error	Coefficients Beta		
(Constant)	1.192	.450		2.647	.009
Social Learning	-.127	.139	-.093	-.919	.360
Constructivism	-.001	.145	-.001	-.006	.995
Cognitive	.246	.112	.211	2.197*	.030
Experiential	.598	.110	.569	5.419**	.000

$R^2 = 0.426$

$F = 22.091^{**}$

Prob = 0.000

Influence of Learning Approaches on Pupils' Engagement in terms of Motivation

It can be seen in table 3 that constructivism ($p = 0.011$) and experiential learning approaches ($p = 0.000$) has significant influence to the pupils' engagement in terms of motivation. With a probability lower than the required 0.05 threshold of significance, the null hypothesis is rejected.

In the same way, the overall influence of learning approaches to pupil's engagement in terms of motivation obtained a regular coefficient of ($R^2 = 0.421$) which means that the learning approaches accounted for only 42.1% of the factors on pupils' participation. However, the remaining 57.9% attributed to the other factors not included in the study.

Maniago and Lumapenet (2023) emphasized that teachers' play as significant role in motivating learners towards a successful learning outcome.

Table 3. Influence of Learning Approaches on Pupils' Engagement in terms of Motivation.

Model	Unstandardized Coefficients		Standardized	t	Sig.
	B	Std. Error	Coefficients Beta		
1	(Constant)	1.724	.429	4.018	.000
	Social Learning	-.207	.132	-.160	.120
	Constructivism	.356	.138	.326	2.583*
	Cognitive	-.049	.107	-.044	.647
	Experiential	.504	.105	.505	4.792**

$R^2 = 0.421$

$F = 21.644^{**}$

Prob = 0.000

Influence of Learning Approaches on Pupils' Engagement in terms of Enthusiasm

It can be seen in table 4 that constructivism ($p = 0.032$) and experiential learning approaches ($p = 0.000$) has significant influence to the pupil's engagement in terms of enthusiasm. With a probability lower than the required 0.05 threshold of significance, the null hypothesis is rejected.

In the same way, the overall influence of learning approaches to pupil's engagement in terms of enthusiasm obtained a regular coefficient of ($R^2 = 0.344$) which means that the learning approaches accounted for only 34.4% of the factors on pupils' participation. However, the remaining 65.6% attributed to the other factors not included in the study.

But in order to create a learning environment where students can participate in stimulating yet demanding learning activities that support students' interaction with learning materials and demonstrate their interest in and motivation for joining the learning progression, teachers should support students by offering information, suggestions, and relevant experiences (Anwar and Qadir, 2017). Additionally, the teacher can stimulate students'

capacity to retain knowledge, which fuels their intrinsic drive and interest in the course material, through their active engagement in creative activities (Zelechowski et al., 2017).

Table 4. Influence of Learning Approaches on Pupils' Engagement in terms of **Enthusiasm**

Model	Unstandardized Coefficients		Standardized	t	Sig.
	B	Std. Error	Coefficients Beta		
(Constant)	1.986	.394		5.036	.000
Social Learning	-.113	.121	-.101	-.932	.353
Constructivism	.274	.127	.291	2.165*	.032
Cognitive	.345	.098	.362	3.522**	.001
Experiential	.064	.097	.075	.665	.508

R² = 0.344

F = 15.612**

Prob = 0.000

4. CONCLUSIONS

In conclusion, the findings of this study highlight the significant role that different learning approaches play in shaping pupil engagement. The weighted means of the Social Learning, Constructivism, Cognitivism, and Experiential Learning approaches indicate that these methods are highly practiced among teachers. Additionally, the high levels of pupil engagement in terms of participation, motivation, and enthusiasm underscore the positive impact of these learning approaches on student involvement. The study also reveals a strong relationship between learning approaches and pupil engagement, with Cognitive and Constructivist approaches influencing participation, Constructivism and Experiential Learning impacting motivation, and Constructivism and Cognitive Approach affecting enthusiasm. These results emphasize the importance of implementing diverse and effective learning strategies to enhance pupil engagement and overall learning outcomes in educational settings. Further research in this area can continue to explore the nuanced interactions between learning approaches and student engagement to optimize teaching practices and promote student success.

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