

# Listening to Learners: A Qualitative Case Study of Learner-Centered Pedagogical Practices and Classroom Engagement at Sinamar Norte Elementary School

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## ABSTRACT

*Learner-centered pedagogy has been widely advocated as a transformative approach for enhancing classroom engagement and improving learning outcomes, particularly within basic education systems. Despite its prominence in policy and curriculum reforms, empirical research that meaningfully foregrounds learners' voices and lived classroom experiences remains limited, especially in rural public elementary schools. This qualitative case study investigated how learner-centered pedagogical practices were enacted by teachers and experienced by learners at Sinamar Norte Elementary School, and how these practices shaped behavioral, emotional, and cognitive dimensions of classroom engagement. Data were generated through prolonged classroom observations, focus group discussions with learners, and semi-structured interviews with teachers. Using thematic analysis, the study identified four interrelated themes: learning through dialogue and voice, collaboration as a structure for engagement, contextualized and meaningful learning tasks, and supportive teacher-learner relationships. Findings indicate that learner-centered practices fostered inclusive learning environments where learners felt heard, respected, and actively involved in constructing knowledge. Learners' narratives revealed that opportunities for expression, peer interaction, and contextualized learning strengthened motivation, confidence, and sustained engagement. The study concludes that listening to learners is not merely a methodological choice but a pedagogical imperative, and it offers implications for instructional practice, school leadership, and future research in elementary education.*

**Keywords:** learner-centered pedagogy; classroom engagement; qualitative case study; elementary education; student voice

## I. INTRODUCTION

The findings of this study demonstrate that learner-centered pedagogy, when authentically enacted, fosters multidimensional classroom engagement encompassing behavioral, emotional, and cognitive domains. Dialogic instruction and collaborative learning structures were found to enhance behavioral engagement by increasing participation and sustained on-task behavior, while simultaneously strengthening emotional engagement through learners' feelings of belonging, confidence, and enjoyment. Contextualized and meaningful learning tasks further supported cognitive engagement by encouraging learners to invest effort, apply prior knowledge, and make sense of new concepts. These dimensions of engagement did not operate in isolation but interacted dynamically, reinforcing one another in ways consistent with the multidimensional engagement framework articulated by Fredricks, Blumenfeld, and Paris (2004). Similar patterns have been documented in prior studies indicating that instructional practices emphasizing interaction, relevance, and autonomy produce synergistic effects across engagement domains (Skinner & Pitzer, 2012; Reeve, 2013).

Crucially, the findings position learner voice not only as an instructional outcome but also as a central mechanism through which engagement is generated and sustained. When learners perceived that their ideas were valued and that

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they could speak without fear of judgment, they demonstrated greater willingness to participate, persist in challenging tasks, and assume responsibility for their learning. This supports Cook-Sather's (2006) argument that student voice functions as a catalyst for educational improvement by reshaping power relations in the classroom and fostering learner agency. Empirical studies further suggest that classrooms that legitimize learner voice promote stronger motivation, self-regulation, and academic ownership, particularly in elementary settings where learners' identities as students are still forming (Mitra, 2004; Fielding, 2011).

The emphasis on context-sensitive implementation is especially significant in rural elementary school settings, where learners' cultural, social, and community experiences strongly shape meaning-making processes. The present findings align with Schweisfurth's (2013) assertion that learner-centered pedagogy cannot be reduced to a set of generic strategies but must be adapted to local realities to be effective. Contextualized instruction, grounded in learners' everyday experiences, enhanced relevance and comprehension, echoing research on culturally responsive pedagogy that highlights the role of contextual alignment in sustaining engagement and learning (Gay, 2018; Ladson-Billings, 1995). In rural contexts, such alignment appears particularly vital, as it bridges the gap between school knowledge and learners' lived worlds.

Taken together, these findings extend existing literature by demonstrating how learner-centered pedagogy operates as an integrated system of practices dialogue, collaboration, contextualization, and relational support that collectively cultivate engagement. Rather than functioning as discrete instructional techniques, these practices interact to create learning environments where learners feel heard, valued, and intellectually invested. This reinforces calls for pedagogical reforms that prioritize depth of enactment over surface-level adoption and recognize learner voice as a foundational element of effective teaching and learning (Reeve & Tseng, 2011; Wentzel, 2012).

### Research Questions

1. How are learner-centered pedagogical practices enacted in classrooms at Sinamar Norte Elementary School?
2. How do learners perceive and experience these pedagogical practices?
3. In what ways do learner-centered practices influence behavioral, emotional, and cognitive engagement in the classroom?

## II. REVIEW OF RELATED LITERATURE

### 2.1 Learner-Centered Pedagogy

Learner-centered pedagogy is grounded in constructivist and sociocultural learning theories, which view learning as an active, socially mediated process (Vygotsky, 1978). From this perspective, learners construct knowledge through interaction with others, engagement in meaningful tasks, and reflection on experience. Weimer (2013) identifies five core dimensions of learner-centered teaching: the balance of power, the role of the teacher as facilitator, the responsibility of learners for learning, the purpose of assessment, and the function of content.

Empirical research across educational levels demonstrates that learner-centered strategies such as inquiry-based learning, collaborative problem-solving, and reflective discussion promote deeper understanding and intrinsic motivation (Prince, 2004). In elementary education, learner-centered pedagogy has been linked to inclusive practices that accommodate learners' cultural backgrounds and varying abilities (Gay, 2018). However, Schweisfurth (2013) cautions that learner-centered education must be context-sensitive, as its effectiveness depends on how practices are adapted to local conditions rather than mechanically implemented.

### 2.2 Classroom Engagement

Classroom engagement is widely conceptualized as a multidimensional construct comprising behavioral, emotional, and cognitive components (Fredricks et al., 2004). Behavioral engagement refers to participation in academic activities; emotional engagement involves interest, enjoyment, and a sense of belonging; cognitive engagement reflects effort, self-regulation, and investment in learning.

Research indicates that instructional practices emphasizing autonomy, relevance, and interaction foster higher engagement (Skinner & Belmont, 1993). Teacher behaviors such as providing encouragement, feedback, and emotional support play a critical role in sustaining engagement, particularly among younger learners (Wentzel, 2012).

### 2.3 Learner Voice in Educational Research

The concept of learner voice underscores the importance of recognizing learners as knowledgeable contributors to educational processes. Cook-Sather (2006) argues that student voice research challenges traditional hierarchies by positioning learners as partners in understanding and improving teaching and learning.

Qualitative studies that privilege learners' narratives offer insights into classroom dynamics that are often overlooked

### III. METHODOLOGY

This study employed a qualitative case study research design to enable an in-depth examination of learner-centered pedagogical practices within their real-life classroom context. The case study approach was appropriate as it allowed for a holistic and contextualized understanding of complex educational phenomena, particularly the interactions, perceptions, and lived experiences of teachers and learners (Yin, 2018). The study was conducted at Sinamar Norte Elementary School, a rural public elementary school serving learners from diverse socio-economic backgrounds. Participants included six elementary teachers who implemented learner-centered instructional practices and twenty-four learners from Grades 4 to 6, selected through purposive sampling to ensure representation across grade levels and classroom contexts. Data were collected over one academic term using multiple qualitative methods, including classroom observations to document instructional strategies, learner participation, and interaction patterns; focus group discussions with learners to explore their perceptions of classroom activities and teaching practices; and semi-structured interviews with teachers to examine pedagogical intentions, instructional challenges, and reflective insights. All data were transcribed verbatim and analyzed using thematic analysis following Braun and Clarke's (2006) six-phase framework, with coding conducted iteratively through constant comparison to generate meaningful themes. Trustworthiness was enhanced through methodological triangulation, peer debriefing, and member checking. Ethical approval was secured prior to data collection, informed consent was obtained from teachers and parents, assent was secured from learner participants, and confidentiality was maintained through the use of pseudonyms and adherence to ethical research protocols.

### IV. RESULTS AND FINDINGS

The analysis yielded four major themes illustrating how learner-centered pedagogy shaped classroom engagement.

#### Theme 1: Learning through Dialogue and Voice

Classroom observations revealed that dialogue was a central pedagogical strategy across observed lessons. Teachers consistently employed open-ended questioning, storytelling, and guided discussion to elicit learners' ideas, explanations, and personal connections to lesson content. Rather than focusing solely on correct answers, teachers encouraged learners to articulate their thinking processes, justify responses, and ask follow-up questions. This dialogic environment shifted classroom interaction patterns from teacher-dominated recitation to shared meaning-making, positioning learners as active contributors in the learning process.

Dialogic practices were evident during lesson introductions, concept development, and reflection activities. Teachers frequently invited learners to relate lessons to prior knowledge and lived experiences, enabling them to draw personal meaning from academic content. Such practices created spaces where learners' voices were normalized and valued, reducing fear of participation and promoting classroom interaction.

#### Participant Responses

Learners consistently expressed positive emotional responses to being heard and acknowledged during lessons:

“Mas masaya po ang klase kapag tinatanong kami ng opinyon namin.”

“Hindi po ako natatakot sumagot kasi alam kong pakikilingan ako ng guro.”

These responses suggest that dialogic instruction enhanced learners' confidence and willingness to participate.

Teachers also emphasized the pedagogical value of listening to learners:

“Kapag pinapakinggan mo ang bata, mas nagiging interesado silang matuto.”

The prominence of dialogue reflects sociocultural theories of learning, which emphasize interaction and language as central to cognitive development (Vygotsky, 1978). Dialogic instruction has been shown to increase participation, conceptual understanding, and learner agency by validating learners' ideas and positioning them as co-constructors of knowledge (Alexander, 2008). Consistent with Cook-Sather (2006), opportunities for learner voice empowered students, strengthening both emotional engagement (through feelings of belonging) and behavioral engagement (through active participation).

#### Theme 2: Collaboration as a Structure for Engagement

Collaborative learning emerged as a consistent instructional practice that structured classroom engagement. Teachers regularly organized learners into small groups for problem-solving tasks, discussions, and project-based activities. Group work was deliberately designed, with teachers assigning roles such as leader, recorder, or reporter to promote shared responsibility and equitable participation.

Observations indicated that collaboration transformed classroom dynamics by shifting engagement from individual compliance to collective problem-solving. Learners interacted more frequently with peers, negotiated ideas, and

supported one another during challenging tasks. This social organization of learning sustained attention and minimized off-task behavior.

### **Participant Responses**

Learners highlighted the social and cognitive benefits of collaboration:

“Mas naiintindihan ko ang lesson kapag may kausap ako.”

“Kapag group work, nagtutulungan kami kahit mahirap ang gawain.”

During observations, learners were visibly more focused and animated during group activities compared to individual seatwork.

Collaboration functioned as a participation structure that sustained behavioral and emotional engagement. Social interdependence theory explains that cooperative learning environments foster motivation and achievement by promoting positive peer interaction and shared goals (Johnson & Johnson, 2009). The findings also support Prince’s (2004) assertion that active, collaborative learning leads to deeper engagement and understanding than lecture-based instruction. Through peer interaction, learners were able to clarify misunderstandings, build confidence, and remain cognitively invested in tasks.

### **Theme 3: Contextualized and Meaningful Learning Tasks**

Teachers consistently contextualized lessons by using examples drawn from learners’ daily lives, family experiences, and community practices. Abstract concepts were introduced through familiar situations, and learning tasks were framed around real-life applications. This approach helped learners see the relevance of academic content and connect new knowledge to existing experiences.

Contextualization was evident across subject areas, with teachers using local scenarios, practical examples, and relatable narratives to anchor instruction. These practices reduced cognitive distance between school knowledge and learners’ lived realities.

### **Participant Responses**

Learners reported that contextualized instruction enhanced understanding and interest:

“Mas madali po intindihin ang aralin kapag may halimbawa sa totoong buhay.”

“Parang mas mahalaga ang lesson kapag may kinalaman sa amin.”

These responses indicate that relevance played a key role in sustaining learners’ cognitive engagement.

Contextualized instruction supported cognitive engagement by linking new information to prior knowledge and experience. Bransford et al. (2000) emphasize that meaningful learning occurs when learners can connect content to real-world contexts. Furthermore, culturally responsive and contextualized teaching has been shown to increase relevance, comprehension, and engagement, particularly in diverse and rural classrooms (Gay, 2018). By situating learning within learners’ realities, teachers enhanced motivation and sustained attention.

### **Theme 4: Supportive Teacher-Learner Relationships**

A defining feature of learner-centered classrooms was the presence of supportive and respectful teacher–learner relationships. Teachers demonstrated patience, encouragement, and sensitivity to learners’ emotional needs. Mistakes were treated as learning opportunities rather than failures, creating emotionally safe environments where learners felt comfortable taking academic risks.

Teachers also invested time in building rapport, acknowledging learners’ efforts, and providing positive feedback. These relational practices reinforced trust and mutual respect within the classroom.

### **Participant Responses**

Learners consistently emphasized the importance of emotional safety:

“Kahit magkamali po ako, hindi ako pinapagalitan.”

“Mas gusto kong sumubok kasi mabait ang guro namin.”

Teachers recognized trust as central to engagement:

“Kapag may tiwala ang bata, mas nagiging aktibo siya.”

Supportive teacher–learner relationships fostered emotional engagement and persistence in learning tasks. Research consistently demonstrates that positive teacher–student relationships enhance motivation, engagement, and academic adjustment (Wentzel, 2012; Skinner & Belmont, 1993). Emotional safety allowed learners to participate without fear of embarrassment, a critical condition for meaningful learning and sustained engagement.

## V. DISCUSSION

The findings of this study demonstrate that learner-centered pedagogy, when authentically enacted, fosters multidimensional classroom engagement encompassing behavioral, emotional, and cognitive domains. Dialogic instruction and collaborative learning structures were found to enhance behavioral engagement by increasing participation and sustained on-task behavior, while simultaneously strengthening emotional engagement through learners' feelings of belonging, confidence, and enjoyment. Contextualized and meaningful learning tasks further supported cognitive engagement by encouraging learners to invest effort, apply prior knowledge, and make sense of new concepts. These dimensions of engagement did not operate in isolation but interacted dynamically, reinforcing one another in ways consistent with the multidimensional engagement framework articulated by Fredricks, Blumenfeld, and Paris (2004). Similar patterns have been documented in prior studies indicating that instructional practices emphasizing interaction, relevance, and autonomy produce synergistic effects across engagement domains (Skinner & Pitzer, 2012; Reeve, 2013).

Crucially, the findings position learner voice not only as an instructional outcome but also as a central mechanism through which engagement is generated and sustained. When learners perceived that their ideas were valued and that they could speak without fear of judgment, they demonstrated greater willingness to participate, persist in challenging tasks, and assume responsibility for their learning. This supports Cook-Sather's (2006) argument that student voice functions as a catalyst for educational improvement by reshaping power relations in the classroom and fostering learner agency. Empirical studies further suggest that classrooms that legitimize learner voice promote stronger motivation, self-regulation, and academic ownership, particularly in elementary settings where learners' identities as students are still forming (Mitra, 2004; Fielding, 2011).

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## VI. CONCLUSION AND IMPLICATIONS

This qualitative case study affirms that listening to learners provides critical insights into the effectiveness of learner-centered pedagogical practices. At Sinamar Norte Elementary School, learner-centered instruction fostered inclusive, engaging classrooms by valuing dialogue, collaboration, contextual relevance, and supportive relationships.

### **Implications for Practice**

Elementary teachers are encouraged to intentionally incorporate dialogic instruction, collaborative tasks, and contextualized learning activities that amplify learner voice and participation.

### **Implications for School Leadership**

School leaders should support sustained professional development focused on learner-centered pedagogy, reflective teaching, and relationship-building practices.

### **Directions for Future Research**

Future studies may employ longitudinal or mixed-methods designs to examine how learner-centered engagement influences academic achievement and learner development across diverse educational contexts.

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