

# Learner-Centered Pedagogical Practices and Learners' Academic Engagement at Turod Elementary School

Catherine Joy L. Rosaldo

Northeastern College, Santiago City, Philippines

Publication Date: 5/7/2026

## ABSTRACT

*Academic engagement is a critical factor influencing learners' achievement, motivation, and long-term educational outcomes, particularly in the elementary years. This study examined how learner-centered pedagogical practices shape learners' academic engagement at Turod Elementary School. Guided by constructivist and learner-centered learning frameworks, the study employed a qualitative case study design. Data were collected through classroom observations, semi-structured interviews with teachers, and analysis of instructional plans and learning materials. Findings revealed that learner-centered practices such as collaborative learning, differentiated tasks, guided inquiry, and contextualized instruction enhanced learners' behavioral, emotional, and cognitive engagement. Teacher adaptability and supportive teacher-learner relationships further sustained engagement despite contextual challenges. The study highlights the pedagogical value of learner-centered instruction in elementary education and offers implications for teaching practice, school leadership, and future research.*

**Keywords:** learner-centered pedagogy, academic engagement, elementary education, classroom practices, qualitative case study

## I. INTRODUCTION

Academic engagement has been widely recognized as a foundational element of effective teaching and learning, particularly in elementary education where learners' dispositions toward school, learning, and academic effort are initially formed and shaped. Engaged learners typically demonstrate active participation in classroom activities, sustained attention to learning tasks, and a willingness to exert effort even when confronted with challenging academic demands. These behaviors are strongly associated with improved academic achievement, positive classroom conduct, and the development of self-regulation and perseverance over time. Research consistently shows that high levels of engagement in the early grades predict stronger learning trajectories and reduced risk of later academic failure or school dropout. Conversely, low engagement during the formative years has been linked to difficulties in learning, negative attitudes toward school, and patterns of disengagement that may persist into secondary education and beyond.

Learner-centered pedagogy has gained prominence as an instructional approach that promotes academic engagement by positioning learners as active participants in the learning process rather than passive recipients of information. Grounded in constructivist and sociocultural theories of learning, learner-centered teaching emphasizes interaction, collaboration, inquiry, choice, and responsiveness to learners' needs, interests, and prior experiences. Instructional practices such as cooperative learning, guided inquiry, differentiated tasks, and formative feedback are designed to actively involve learners in meaning-making and problem-solving. In the Philippine basic education context, curriculum reforms and policy frameworks underscore the importance of learner-centered and inclusive pedagogical practices as key strategies for improving learning outcomes, addressing learner diversity, and fostering holistic development. These policy directions encourage teachers to create learning environments that are engaging, supportive, and responsive to the varied backgrounds and abilities of learners.

Received: 1/3/2026

Revised: 2/8/2026

Accepted: 4/9/2026

Published: 5/7/2026



Despite the strong policy emphasis on learner-centered instruction, empirical studies examining how learner-centered pedagogical practices influence academic engagement at the elementary level particularly in rural and public school contexts remain limited. Many existing studies focus on urban schools or secondary and tertiary levels, leaving a gap in research that captures the realities of elementary classrooms in rural settings where teachers often contend with diverse learner needs, limited resources, and contextual constraints. Turod Elementary School provides a relevant and meaningful context for examining this relationship, as teachers actively implement learner-centered strategies while addressing the academic, social, and developmental needs of young learners. This study therefore seeks to examine learner-centered pedagogical practices and their influence on learners' academic engagement at Turod Elementary School, contributing context-specific evidence to the growing body of literature on academic engagement and learner-centered pedagogy in elementary education.

## **II. REVIEW OF RELATED LITERATURE**

Academic engagement is commonly conceptualized as a multidimensional construct encompassing behavioral, emotional, and cognitive dimensions. Behavioral engagement includes observable actions such as participation in classroom activities, completion of tasks, and sustained on-task behavior; emotional engagement refers to learners' interest, enjoyment, and sense of belonging in the learning environment; and cognitive engagement involves learners' investment in learning through effort, persistence, and the use of self-regulated and strategic thinking processes (Fredricks, Blumenfeld, & Paris, 2004). Empirical studies consistently demonstrate that higher levels of engagement across these dimensions are associated with improved academic achievement, stronger motivation, and more positive classroom behavior (Skinner, Kindermann, & Furrer, 2009; Wang & Eccles, 2013). In the elementary years, engagement is particularly critical, as early patterns of participation and motivation often shape learners' long-term attitudes toward schooling and learning.

Learner-centered pedagogy is grounded in constructivist and sociocultural learning theories that view learning as an active, socially mediated process in which learners construct knowledge through interaction with others and their environment (Vygotsky, 1978; Piaget, 1970). Instructional strategies such as collaborative learning, inquiry-based activities, differentiated instruction, and formative feedback are central to learner-centered teaching because they actively involve learners in meaning-making and problem-solving. Research indicates that learner-centered approaches enhance motivation and engagement by providing learners with opportunities to interact, exercise autonomy, and apply knowledge in authentic and meaningful contexts (Prince, 2004; Prince & Felder, 2006). Studies in diverse educational settings further suggest that learner-centered instruction supports deeper understanding and sustained engagement by encouraging learners to take ownership of their learning and reflect on their thinking processes (Hattie, 2009).

In elementary education, learner-centered pedagogy is particularly effective because it aligns with children's developmental needs, learning styles, and socio-emotional characteristics. Young learners benefit from interactive, supportive, and scaffolded learning experiences that acknowledge their curiosity and need for active exploration. Research highlights that when teachers employ interactive strategies and create emotionally supportive classroom climates, learners demonstrate greater confidence, participation, and enjoyment in learning activities (Wentzel, 2012; Darling-Hammond et al., 2017). However, successful implementation of learner-centered pedagogy often depends on teacher adaptability and contextual awareness, as teachers must continuously adjust instruction to address learner diversity, classroom dynamics, and available resources (Tomlinson, 2014). These studies collectively underscore the importance of learner-centered teaching as a means of fostering academic engagement in elementary classrooms, particularly when supported by reflective and responsive instructional practices.

## **III. METHODOLOGY**

This study employed a qualitative case study design to examine learner-centered pedagogical practices and learners' academic engagement within a real-life classroom context. A qualitative case study was deemed appropriate because it allows for an in-depth and holistic exploration of complex instructional processes, teacher decision-making, and learner responses as they naturally unfold in everyday classroom settings. By focusing on a bounded system—a single elementary school the design enabled a detailed understanding of how learner-centered practices are enacted and how these practices shape learners' engagement within a specific educational context.

The study was conducted at Turod Elementary School, a public elementary school serving learners from diverse socio-economic and learning backgrounds. The school context provided a meaningful setting for examining learner-centered pedagogy, as teachers regularly address varied learner abilities, interests, and classroom needs. Participants

included selected elementary teachers who were actively implementing learner-centered instructional strategies and their respective classes. Teachers were purposively selected based on their years of teaching experience, involvement in classroom instruction at the elementary level, and observed use of interactive and learner-centered approaches. This selection ensured that participants could provide rich and relevant insights into learner-centered pedagogy and its influence on academic engagement.

Data were collected using multiple qualitative methods to capture a comprehensive picture of instructional practices and learner engagement. Classroom observations were conducted to document teaching strategies, learner participation, interaction patterns, and behavioral indicators of engagement during learner-centered activities. These observations focused on how learners responded to collaborative tasks, contextualized lessons, and interactive instructional approaches. Semi-structured interviews were conducted with participating teachers to explore their pedagogical beliefs, experiences in implementing learner-centered instruction, instructional challenges, and reflections on learners' engagement. In addition, document analysis of lesson plans, activity sheets, and instructional materials was undertaken to examine the extent to which planned instruction aligned with learner-centered principles and supported engagement.

Data analysis followed a thematic and inductive approach. Observation notes, interview transcripts, and instructional documents were systematically reviewed and coded to identify recurring patterns and emerging themes related to learner-centered pedagogical practices and academic engagement. Initial codes were refined through constant comparison across data sources, allowing themes to be developed and validated. Triangulation of observations, interviews, and documents enhanced the credibility and trustworthiness of the findings by ensuring that interpretations were supported by multiple sources of evidence. This rigorous analytic process provided a nuanced understanding of how learner-centered pedagogy operates in practice and how it influences learners' academic engagement at the elementary level.

#### **IV. RESULTS AND FINDINGS**

Analysis of the data yielded three major themes describing how learner-centered pedagogical practices influenced learners' academic engagement.

##### **Theme 1: Active Participation through Collaborative and Interactive Learning**

Findings indicate that collaborative and interactive activities played a significant role in enhancing learners' behavioral engagement in the classroom. Instructional practices such as group work, peer discussions, and hands-on tasks created opportunities for learners to participate actively, exchange ideas, and take shared responsibility for learning activities. During collaborative tasks, learners were observed to be more attentive, involved, and willing to contribute, even those who were typically quiet or hesitant during whole-class instruction. One teacher shared, "Mas nagiging aktibo ang mga bata kapag may gawain na sama-samang ginagawa" (P1), emphasizing that collective activities encouraged broader participation. Another noted, "Kahit tahimik na mag-aaral ay nakikilahok kapag may group activity" (P2), highlighting how collaborative settings provided a less intimidating space for shy learners to engage. A third participant stated, "Mas buhay ang klase kapag ang mga mag-aaral ang gumagawa at hindi lang nakikinig" (P3), underscoring the shift from passive listening to active involvement when learners were given opportunities to work together.

Interpretively, collaborative learning fostered behavioral engagement by creating supportive and inclusive classroom environments where learners felt comfortable expressing ideas and participating without fear of judgment. Social interaction within small groups enabled learners to learn from peers, build confidence, and sustain attention to tasks. These findings align with research demonstrating that cooperative learning structures enhance engagement and motivation by promoting positive interdependence, peer support, and shared accountability (Johnson & Johnson, 2009). Studies in elementary education further suggest that interactive and collaborative activities encourage sustained participation and reduce off-task behavior by actively involving learners in the learning process (Slavin, 2014). By embedding collaboration into daily instruction, teachers created conditions that supported active engagement and reinforced the social nature of learning in elementary classrooms.

##### **Theme 2: Increased Interest through Contextualized and Meaningful Tasks**

The second theme highlights how contextualized instruction enhanced learners' emotional and cognitive engagement by anchoring lessons in learners' daily experiences and familiar situations. When teachers deliberately used examples drawn from learners' homes, community activities, and everyday routines, learners showed greater interest, enthusiasm, and attentiveness during class. One participant explained, "Mas interesado ang mga bata kapag ang halimbawa ay galing sa kanilang karanasan" (P1), indicating that familiarity sparked curiosity and emotional connection to the lesson. Another stated, "Mas mabilis nilang naiintindihan ang aralin kapag may koneksyon sa tunay na buhay" (P2), suggesting that contextualization supported comprehension by reducing abstraction. A third remarked, "Nakikita kong mas may gana silang matuto kapag may saysay ang gawain" (P3), emphasizing that meaningful tasks

motivated learners to engage more deeply and persist in learning activities.

Analytically, contextualized tasks supported meaning-making by helping learners recognize the relevance and purpose of academic content. When learners could see how lessons related to their lived realities, they were more likely to invest cognitive effort, ask questions, and apply concepts thoughtfully. This finding is consistent with research emphasizing that authentic and meaningful instruction sustains engagement by situating learning within real-world and personally relevant contexts (Newmann, Wehlage, & Lamborn, 1992). Studies in elementary education further indicate that contextualized and culturally responsive instruction enhances emotional engagement by validating learners' experiences and cognitive engagement by supporting deeper understanding and transfer of learning (Gay, 2018; Hiebert et al., 1997). By making learning meaningful and relevant, contextualized instruction functioned as a bridge between academic knowledge and learners' everyday lives, thereby strengthening both interest and understanding in the classroom.

### **Theme 3: Teacher Adaptability and Supportive Classroom Climate**

The third theme underscores the critical role of teacher adaptability and positive teacher–learner relationships in sustaining learners' academic engagement. Findings show that teachers continuously adjusted instructional strategies in response to learners' abilities, comprehension levels, and classroom dynamics. One teacher noted, “Kapag nahihirapan ang mga bata, binabago ko ang paraan ng pagtuturo” (P1), illustrating adaptive decision-making aimed at addressing learning difficulties. Another shared, “Mahalaga ang pag-encourage para hindi sila matakot magkamali” (P2), emphasizing the importance of emotional support in helping learners develop confidence and willingness to participate. A third participant highlighted the relational dimension of engagement by stating, “Ang magandang relasyon sa mag-aaral ay susi sa kanilang pakikilahok” (P3), pointing to trust and rapport as foundations of sustained classroom involvement.

Analytically, this theme indicates that reflective teaching practices and supportive teacher–learner relationships were central to maintaining a positive classroom climate conducive to engagement. Teachers who reflected on learners' responses and modified instruction accordingly were better able to sustain attention, motivation, and participation. This finding aligns with research suggesting that adaptive teaching and formative responsiveness enable teachers to address learner diversity while maintaining high levels of engagement (Tomlinson, 2014). Moreover, studies on classroom climate consistently show that positive teacher–learner relationships characterized by warmth, encouragement, and respect are strongly associated with learners' emotional security, motivation, and active participation, particularly in elementary settings (Wentzel, 2012; Darling-Hammond et al., 2017). In contexts where learners may hesitate to participate due to fear of making mistakes, supportive relationships serve as a protective factor that encourages risk-taking and sustained engagement. Overall, this theme reinforces the view that effective learner-centered pedagogy depends not only on instructional strategies but also on teachers' reflective capacity and relational practices that foster inclusive and engaging learning environments.

## **V. DISCUSSION**

The findings demonstrate that learner-centered pedagogical practices effectively enhance learners' academic engagement by fostering active participation, instructional relevance, and supportive learning environments. When learners are given opportunities to collaborate, interact, and take an active role in classroom activities, they are more likely to demonstrate sustained attention, willingness to participate, and persistence in completing learning tasks. Research on academic engagement consistently shows that instructional approaches which actively involve learners contribute to higher levels of behavioral, emotional, and cognitive engagement, ultimately supporting improved learning outcomes and positive classroom behavior (Fredricks, Blumenfeld, & Paris, 2004; Wang & Eccles, 2013).

Consistent with constructivist perspectives, engagement in this study was strengthened when learners were actively involved in collaborative and contextualized activities. Constructivist theory emphasizes that learning occurs through active meaning-making, social interaction, and the integration of new knowledge with prior experiences (Vygotsky, 1978). Collaborative learning environments enable learners to share ideas, negotiate understanding, and learn from peers, which enhances both motivation and comprehension. Empirical studies in elementary education indicate that cooperative and context-based instructional strategies promote deeper engagement by making learning meaningful and socially supported (Johnson & Johnson, 2009; Slavin, 2014). Contextualized instruction further reinforces engagement by helping learners see the relevance of academic content to their everyday lives, thereby increasing interest and cognitive investment in learning tasks (Newmann, Wehlage, & Lamborn, 1992; Gay, 2018).

Teacher adaptability and supportive teacher–learner relationships further sustained engagement, highlighting the importance of reflective and responsive instruction in elementary education. Teachers who adjusted instructional strategies based on learners' needs and responses were better able to maintain attention, motivation, and participation across diverse learners. Research suggests that adaptive teaching practices, such as differentiated instruction and formative feedback, are essential for addressing learner variability while sustaining engagement (Tomlinson, 2014). Moreover, positive teacher–learner relationships characterized by trust, encouragement, and emotional support have

been shown to significantly influence learners' engagement, confidence, and willingness to participate, particularly in the early grades (Wentzel, 2012; Darling-Hammond et al., 2017). Taken together, these findings reinforce the view that effective learner-centered pedagogy in elementary education depends not only on instructional strategies but also on teachers' reflective capacity and relational practices that create inclusive, motivating, and engaging classroom environments.

## VI. CONCLUSION AND IMPLICATIONS

This study provides robust empirical evidence that the implementation of learner-centered pedagogy significantly enhances learners' academic engagement at Turod Elementary School. Findings indicate that when instruction is structured around learners' active participation, meaningful interaction, and lived experiences, pupils demonstrate higher levels of involvement, sustained interest, and purposeful effort during classroom activities. Collaborative learning arrangements, such as group discussions and shared problem-solving tasks, fostered peer interaction and collective responsibility for learning, enabling learners to articulate ideas, negotiate meaning, and remain engaged throughout lessons.

Moreover, contextualized instruction anchored in familiar situations and relevant examples—strengthened learners' cognitive and emotional connection to the subject matter. By linking lessons to real-life contexts, teachers were able to make learning more accessible and meaningful, thereby increasing learners' motivation and willingness to participate. Supportive teaching practices, including guided feedback, encouragement, and scaffolding, further reinforced engagement by creating a classroom climate where learners felt valued, confident, and capable of contributing to discussions and tasks.

The findings carry important implications for classroom practice. Elementary teachers are encouraged to move beyond predominantly teacher-centered approaches and intentionally adopt learner-centered strategies that emphasize interaction, relevance, and active meaning-making. Such practices not only enhance engagement but also support the development of foundational skills such as communication, collaboration, and self-regulated learning.

At the school leadership level, the results highlight the need for sustained institutional support for learner-centered pedagogy. School administrators play a crucial role in fostering engagement by providing professional development opportunities focused on learner-centered instructional design, classroom facilitation skills, and reflective teaching practices. Allocating time for collaborative planning and peer mentoring may further strengthen teachers' capacity to implement these approaches effectively.

Finally, this study opens avenues for future research. Subsequent studies may involve multiple school contexts or employ mixed-methods designs to examine the consistency of these findings across diverse settings. Future investigations may also explore the relationship between learner-centered pedagogy, academic engagement, and specific learning outcomes, thereby contributing to a deeper understanding of how instructional practices shape both engagement and achievement in elementary education.

## VII. REFERENCES

- [1] Abana, A (2021). A Scrutiny of K-12 Strands and the Learning Program Vis-à-vis its Academic Performance. *Psychology and Education Journal*. 58 (2): 7977-7984
- [2] Andres, A. (2019). Achievement Goals and Mathematics Achievement of the Senior High School Students. *International Journal of English and Education*, 8 (2).
- [3] Andres, A. (2023). Establishing Quality Instrument for the Summative Assessment of Pre-Service Elementary Teachers. *JETT*. 14 (3), 9-16.
- [4] Andres, A.D. (2022). Metacognition and Performance in Mathematical Problem-Solving Among Bachelor of Elementary (BEED) Pre-service Teachers. *Central European Management Journal*, 30 (4). 86-95.
- [5] Antonio, A. (2021). Syntactical Scrutiny: Inaccuracies in the Lesson Planning of Non- Language Pre Service Teachers. *International Journal of Arts, Sciences and Education*,
- [6] Balog, P., & Gonzales, E. (2021). From Linguistic Landscapes to Teaching Resources: A Case of Some Rural Areas in the Province of Quezon. *International Journal of Arts, Sciences and Education*, 1(2), 23–44.
- [7] Banares, A. J. (2022). Reinterpreting Sonnet 18 by William Shakespeare through Stylistic Analysis. *International Journal of Arts, Sciences and Education*, 3(July Special Issue), 189–204. <https://ijase.org/index.php/ijase/article/view/163>.
- [8] Bangayan- Manera, A. (2020). Writing Without Permission: A Case study on Skinner's Analogy through Vandalism. *International Journal of Psychosocial Rehabilitation*. 24 (08), 571-578
- [9] Bangayan-Manera, A, Vecaldo, R. & Saquing J. (2020). Cultural Structuring of Urok Practices: An Intercultural

- Communication of Bago Tribe in Kalinga, Philippines. *International Journal of Psychosocial Rehabilitation*.24 (6), 13193-13217
- [10] Bangayan-Manera, A. (2019). Doodle: Towards A Hermeneutical Appreciation in Jacques Derrida's Deconstruction. *The Asian EFL Journal*. 24 (4.2), 291-204.
- [11] Bangayan-Manera, A. (2019). Textual Analysis of School Graffiti. *The Asian EFL Journal*. 21 (2.3), 273-285.
- [12] Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute.
- [13] Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109. <https://doi.org/10.3102/00346543074001059>
- [14] Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
- [15] Johnson, D. W., & Johnson, R. T. (2009). *An educational psychology success story: Social interdependence theory and cooperative learning*. *Educational Researcher*, 38(5), 365–379. <https://doi.org/10.3102/0013189X09339057>
- [16] Novita, D., Manera, A. & Saboya, R.(2024).Global Education Through Local Lenses: A Qualitative Study on Teaching Practices in the Philippines and Indonesia Toward Achieving SDG 4. *Studies in Interdisciplinary Horizons*, 1(1), 11-20.
- [17] Piaget, J. (1970). *Science of education and the psychology of the child*. Orion Press.
- [18] Prince, M. (2004). Does active learning work? A review of the research. *Journal of Engineering Education*, 93(3), 223–231. <https://doi.org/10.1002/j.2168-9830.2004.tb00809.x>
- [19] Prince, M., & Felder, R. M. (2006). Inductive teaching and learning methods: Definitions, comparisons, and research bases. *Journal of Engineering Education*, 95(2), 123–138. <https://doi.org/10.1002/j.2168-9830.2006.tb00884.x>
- [20] Skinner, E. A., Kindermann, T. A., & Furrer, C. J. (2009). A motivational perspective on engagement and disaffection. *Educational and Psychological Measurement*, 69(3), 493–525. <https://doi.org/10.1177/0013164408323233>
- [21] Slavin, R. E. (2014). *Cooperative learning and academic achievement: Why does groupwork work?* *Anales de Psicología*, 30(3), 785–791. <https://doi.org/10.6018/analesps.30.3.201201>
- [22] Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). ASCD.
- [24] Ulep, M. B. (2025). Embodied Pedagogies: Exploring the Practices and Socio-Cultural Foundations of Physical Education Instructors in Higher Education. *International Journal on Culture, History, and Religion*, 7(S12), 788–802. <https://doi.org/10.63931/ijchr.v7iS12.188>
- [25] Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- [26] Wang, M. T., & Eccles, J. S. (2013). School context, achievement motivation, and academic engagement. *Child Development*, 84(1), 54–70. <https://doi.org/10.1111/j.1467-8624.2012.01833.x>