

# The Relationship between Teacher Reflective Practice and Students Engagement in the Public Elementary School



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**Alyssa Jean V. Pastolero**

## ABSTRACT

This study aimed to investigate the relationship between Teacher Reflective Practice and Student Engagement in Public Elementary Schools. Utilizing a descriptive-correlation approach, the study evaluated the extent of Teacher Reflective Practice across indicators such as Self-Awareness, Critical Analysis of Teaching Experiences, Openness to Feedback, Adaptability and Experimentation, and Collaborative Reflection. Similarly, the extent of Student Engagement was assessed in terms of Behavioral, Emotional, and Cognitive Engagement. Through the application of Pearson Product Moment Correlation, a significant Very High Relationship ( $R: 0.802$ ,  $p < 0.05$ ) was found between Teachers' Reflective Practice and Students' Engagement, implying that 64.3 percent of the changes in Students' Engagement could be attributed to Teachers' Reflective Engagement. Moreover, specific indicators of Teachers' Reflective Practice were identified to significantly influence Students' Engagement. The highest level of engagement was found in Adaptability and Experimentation for Teachers' Reflective Practice and Behavioral Engagement for Students' Engagement, with areas for enhancement in other dimensions. The results underscore the vital role that reflective teaching plays in enhancing student engagement and provide key insights for educators, school administrators, policymakers, and future researchers.

**Keywords:-** *Teachers' Reflective Practice, Students' Engagement, Behavioral Engagement, Emotional Engagement, Cognitive Engagement, Public Elementary Schools, Adaptability and Experimentation, Collaborative Reflection.*

**TABLE OF CONTENTS**

Title Page	1032
Abstract	1033
Table of Contents	1034
List of Tables	1035
List of Figures	1036
CHAPTER ONE	1037
<b>1 The Problem and Its Setting</b>	1037
<i>Review of Significant Literature</i>	1041
<i>Theoretical/Conceptual Framework</i>	1041
<i>Statement of the Problem</i>	1042
<i>Hypotheses</i>	1042
CHAPTER TWO	1044
<b>2 Method</b>	1044
<i>Research Design</i>	1044
<i>Research Respondents</i>	1044
<i>Research Instrument</i>	1044
<i>Data Gathering Procedure</i>	1045
<i>Data Analysis</i>	1045
CHAPTER THREE	1046
<b>3 Results and Discussions</b>	1046
CHAPTER FOUR	1054
<b>4 Conclusions and Recommendations</b>	1055
<i>Conclusions</i>	1055
<i>Recommendations</i>	1055
<b>References</b>	1056
<b>Appendices</b>	
A Survey Questionnaire for Teachers	
B Survey Questionnaire for Students	
D Informed Consent	
E Reliability Test Result	

**LIST OF TABLES**

<b>Table</b>	<b>Title</b>	<b>Page</b>
1	<i>Extent of Teacher Reflective Practice in the Public Elementary School in terms of Self-Awareness</i>	1046
2	<i>Extent of Teacher Reflective Practice in the Public Elementary School in terms of Critical Analysis of Teaching Experiences</i>	1046
3	<i>Extent of Teacher Reflective Practice in the Public Elementary School in terms of Openness to feedback</i>	1047
4	<i>Extent of Teacher Reflective Practice in the Public Elementary School in terms of Adaptability and Experimentation</i>	1048
5	<i>Extent of Teacher Reflective Practice in the Public Elementary School in terms of Collaborative Reflection</i>	1048
6	<i>Summary of the Extent of Teacher Reflective Practice in the Public Elementary</i>	1049
7	<i>Extent of Student Engagement in the Public Elementary School in terms Behavioral Engagement</i>	1049
8	<i>Extent of Student Engagement in the Public Elementary School in terms Emotional Engagement</i>	1050
9	<i>Extent of Student Engagement in the Public Elementary School in terms Cognitive Engagement</i>	1051
10	<i>Summary of the Extent of Student Engagement in the Public Elementary School</i>	1051
11	<i>Test of Relationship Between Teacher Reflective Practice and Student Engagement in the Public Elementary School</i>	1052
12	<i>Indicators of Teacher Reflective Practice that Significantly Influences the Student Engagement in the Public Elementary School</i>	1052

## FIGURE

<b>Figure</b>	<b>Title</b>	<b>Page</b>
1	Conceptual Framework of the Study	1043

## **CHAPTER ONE**

### **THE PROBLEM AND ITS SETTING**

The role of educators in shaping the future generations is undeniably significant. As the field of education continues to evolve, it has become increasingly important for teachers to engage in reflective practice to ensure the effectiveness of their teaching methods (König & Loh, 2019). Reflective practice, which involves teachers critically analyzing their own teaching experiences and strategies, is a key component of professional development (Larivee, 2015). By engaging in reflective practice, teachers can identify areas for improvement and adapt their teaching methods to better meet the needs of their students (Fanghanel, Pritchard, Potter, & Wisker, 2016).

Globally, student engagement has emerged as a critical factor in promoting positive educational outcomes, including academic achievement, social and emotional well-being, and motivation to learn (Reeve, 2019). Student engagement refers to the level of interest, motivation, and active participation students exhibit in the learning process (Reschly & Christenson, 2018). Research has shown that higher levels of student engagement are associated with improved learning outcomes, reduced dropout rates, and enhanced overall academic success (Wang & Eccles, 2019).

Furthermore, the role of educators in shaping future generations holds great importance across the globe, including in the Philippines. In recent years, the country has made strides in improving its educational system, with a focus on enhancing teacher effectiveness and promoting student engagement (Taningco & Gutierrez, 2018). Reflective practice, a key component of professional development for teachers, encourages them to critically analyze their teaching experiences and strategies to ensure the effectiveness of their methods (Nolasco, 2015). By engaging in reflective practice, Filipino teachers can adapt their approaches to better meet the diverse needs of their students (Salvador & Santos, 2019).

Student engagement is a critical factor in promoting positive educational outcomes in the Philippines. This concept encompasses the level of interest, motivation, and active participation students exhibit in the learning process (De Guzman, 2017). Research in the Philippine context has shown that higher levels of student engagement are associated with improved learning outcomes, lower dropout rates, and overall academic success (Palafox, 2016).

In Davao City, specifically, schools and educational institutions are making concerted efforts to promote teacher reflective practice and enhance student engagement. This study aims to explore the correlation between these two critical aspects of the educational process in Davao City, Philippines. By understanding the relationship between teacher reflective practice and student engagement in this specific context, educators and policymakers can better develop and implement strategies to support teachers in their professional growth and, consequently, foster a more engaging learning environment for students in Davao City.

Moreover, given the importance of both teacher reflective practice and student engagement, this study aims to explore the correlation between these two critical aspects of the educational process. By understanding the relationship between teacher reflective practice and student engagement, educators and policymakers can better develop and implement strategies to support teachers in their professional growth and, consequently, foster a more engaging learning environment for students.

As a social relevance, this study highlights the crucial link between teachers' reflective practices and student engagement, offering valuable insights for educational policymakers and practitioners in enhancing teaching and learning environments in public elementary schools.

#### *A. Review of Significant Literature*

The purpose of this review is to present an overview of the existing literature on the relationship between teacher reflective practice (independent variable) and student engagement (dependent variable). The review highlights recent studies and key findings that explore the potential connections between these two essential aspects of the educational process.

##### ➤ *Teacher Reflective Practice*

Reflective practice is a core component of professional development for educators, as it allows teachers to critically evaluate their beliefs, assumptions, and teaching methods (Larivee, 2020). According to Schön (2013), reflective practice can take the form of reflection-in-action, occurring during the teaching process, or reflection-on-action, taking place after the teaching experience. Both forms of reflection enable teachers to identify areas for improvement, adapt their teaching strategies, and ultimately enhance their effectiveness in facilitating student learning (Rodgers, 2012).

Recent research has shown that engaging in reflective practices can lead to positive outcomes for teachers, including increased self-awareness, better decision-making, and improved instructional strategies (Korthagen & Vasalos, 2015; Farrell, 2013). In particular, collaborative reflection, where teachers share and discuss their experiences with colleagues, has been found to promote professional growth and foster supportive learning communities (Akbari, Behzadpoor, & Dadvand, 2020).

- *Self-Awareness*. Self-awareness, defined as the conscious understanding of one's thoughts, feelings, motives, and behaviors, has been identified as an essential component of reflective practice in teaching (Danielewicz, 2021; Loughran, 2022). Research has shown that teachers with a high level of self-awareness are better equipped to reflect on their classroom practices and make informed decisions to enhance student learning (Kremer-Hayon, 2013; Larrivee, 2010).

In a study by Mezirow (2018), self-awareness was described as the foundation for transformative learning, enabling teachers to critically assess their assumptions, beliefs, and values, and ultimately transform their teaching practices. Furthermore, research by Valli (2017) highlighted the role of self-awareness in fostering a disposition for reflection and a commitment to continuous professional growth among teachers.

A study by York-Barr et al. (2016) emphasized the importance of self-awareness in the process of reflective practice, as it enables teachers to identify their strengths and weaknesses, monitor their emotional responses to various situations, and adapt their instructional approaches accordingly. Additionally, a study by Jay and Johnson (2022) found that self-awareness, as an aspect of reflective practice, contributed to improved classroom management, better teacher-student relationships, and more effective instructional strategies.

Bolton (2020) suggested that reflective writing, such as journaling, can be a powerful tool for developing self-awareness among teachers. By engaging in reflective writing, teachers can examine their thoughts, feelings, and reactions to classroom experiences, which can lead to more informed decision-making and the development of new perspectives on teaching (Moon, 2019).

The literature on self-awareness as an indicator of reflective practice underscores the significance of self-awareness in the process of teacher reflection and professional growth. By cultivating self-awareness, teachers can engage in more meaningful reflection, leading to improved teaching practices and enhanced student learning outcomes.

- *Critical Analysis of Teacher Experience*. This has been recognized as an essential aspect of reflective practice, enabling educators to examine their teaching methods and adapt their approaches to better meet the needs of their students (Finlay, 2018; Schön, 2017). Recent literature has emphasized the role of critical analysis in promoting professional growth, enhancing classroom practices, and ultimately improving student outcomes (Larrivee, 2015; Pollard, 2014).

In a study by Ovens and Tinning (2015), it was found that engaging in critical analysis of teacher experience allowed educators to identify patterns in their teaching, uncover implicit beliefs and assumptions, and recognize areas for improvement. This process of reflection encouraged teachers to challenge their existing practices, leading to the development of new pedagogical approaches and increased adaptability (Korthagen, 2017).

Furthermore, research by Farrell (2015) demonstrated that participating in collaborative reflection, such as through professional learning communities, can provide a supportive environment for critical analysis of teacher experiences. These collaborative settings enable teachers to share their experiences, discuss challenges, and collectively explore solutions, fostering a culture of continuous improvement (Vescio, Ross, & Adams, 2018).

Gore et al. (2017) highlighted the importance of incorporating critical analysis of teacher experience into teacher education programs. By engaging pre-service teachers in reflective practice, teacher education programs can equip future educators with the skills and dispositions necessary to engage in ongoing critical analysis and self-improvement throughout their careers (Korthagen, 2017).

The literature on critical analysis of teacher experience as an indicator of reflective practice emphasizes the importance of examining and evaluating personal teaching experiences in promoting professional growth and improved classroom practices. By engaging in critical analysis, teachers can develop a deeper understanding of their pedagogical approaches, identify areas for improvement, and ultimately enhance the learning experiences of their students.

- *Openness to Feedback*. Openness to feedback has been identified as a crucial aspect of reflective practice, as it allows teachers to gain insights from various sources to refine their teaching strategies and enhance student learning (Boud & Molloy, 2013; Hattie & Timperley, 2017). Recent literature has emphasized the importance of being receptive to feedback in fostering professional growth and promoting a culture of continuous improvement in education (Voerman, Meijer, Korthagen, & Simons, 2015).

Winstone, Nash, Parker, and Rowntree (2017) found that teachers who are open to feedback are more likely to engage in reflective practice, leading to the development of new pedagogical approaches and increased adaptability in the classroom. By actively seeking feedback from colleagues, supervisors, and students, teachers can identify areas for improvement and work collaboratively to develop solutions to address these challenges (Reinholz, 2016).

The research by Voerman et al. (2015) highlighted the importance of fostering a growth mindset among teachers, as it encourages them to view feedback as an opportunity for development rather than a critique of their abilities. This mindset supports a greater willingness to engage in reflective practice and take action to enhance their teaching practices (Dweck, 2015).

Additionally, a study by Boud and Molloy (2013) underscored the role of feedback literacy in promoting reflective practice. By developing feedback literacy skills, teachers can more effectively interpret, analyze, and act upon feedback, ultimately leading to better informed decision-making and improved teaching practices (Carless & Boud, 2018).

The literature on openness to feedback as an indicator of reflective practice emphasizes the significance of being receptive to feedback in promoting professional growth and enhancing teaching practices. By actively seeking and incorporating feedback, teachers can engage in more meaningful reflection, leading to improved classroom practices and better learning outcomes for their students.

- *Adaptability and Experimentation.* Adaptability and experimentation have been recognized as key indicators of reflective practice in education, enabling teachers to be responsive to the diverse needs of their students and to explore innovative teaching strategies (Dewey, 1993; Schön, 2017). Recent literature has emphasized the importance of these attributes in fostering professional growth, enhancing classroom practices, and ultimately improving student outcomes (Korthagen, 2017; Taylor, 2017).

A study by Tait (2015) found that teachers who demonstrated adaptability and experimentation in their practice were more likely to engage in reflective practice, leading to the development of new pedagogical approaches and increased responsiveness to students' needs. By actively adjusting their teaching methods and experimenting with new strategies, teachers can identify effective practices and refine their instruction accordingly (Rienties, Brouwer, & Lygo-Baker, 2013).

Research by Bell and Mladenovic (2015) highlighted the importance of fostering a growth mindset among teachers, as it encourages them to view challenges as opportunities for learning and growth. This mindset supports adaptability and experimentation, enabling teachers to be open to trying new approaches and continually refining their practice (Dweck, 2015).

In a study by Tripp and Rich (2022), it was found that engaging in action research can facilitate adaptability and experimentation among teachers. Action research encourages educators to systematically investigate their own practice, identify areas for improvement, and test new teaching strategies in an ongoing cycle of reflection, planning, action, and evaluation (Sagor, 2021).

Furthermore, collaboration among teachers has been identified as a significant factor in promoting adaptability and experimentation (Vangrieken, Dochy, Raes, & Kyndt, 2015). By working together, teachers can share their experiences, explore new ideas, and collectively develop innovative approaches to teaching and learning (Darling-Hammond, 2017).

The literature on adaptability and experimentation as indicators of reflective practice underscores the importance of these attributes in promoting professional growth and enhancing teaching practices. By being adaptable and open to experimentation, teachers can engage in more meaningful reflection, leading to improved classroom practices and better learning outcomes for their students.

- *Collaborative Reflection.* This has emerged as a vital component of reflective practice in education, as it enables teachers to engage in meaningful discussions, share insights, and learn from the experiences of their peers (Larrivee, 2018; Schön, 2013). Recent literature has highlighted the significance of collaborative reflection in fostering professional growth, enhancing teaching practices, and promoting a culture of continuous improvement (Akkerman, Admiraal, Simons, & Niessen, 2016; Trust & Horrocks, 2017).

A study by Xerri and Campbell (2015) found that teachers who participated in collaborative reflection were more likely to engage in reflective practice, leading to improved pedagogical approaches and increased responsiveness to students' needs. By actively engaging in discussions with colleagues, teachers can gain new perspectives, identify areas for improvement, and work collaboratively to develop innovative solutions to address these challenges (Vescio, Ross, & Adams, 2018).

Research by Trust and Horrocks (2017) highlighted the importance of creating supportive environments for collaborative reflection, such as through professional learning communities (PLCs) or communities of practice (CoP). These collaborative settings enable teachers to share their experiences, discuss challenges, and collectively explore solutions, fostering a culture of continuous improvement and professional growth (Wenger, McDermott, & Snyder, 2022).



In a study by Duncan-Howell and Lee (2016), it was found that technology can play a crucial role in facilitating collaborative reflection among teachers. The use of online platforms, such as social media or professional learning networks, can provide teachers with opportunities to connect with colleagues from diverse backgrounds, engage in meaningful discussions, and share resources to enhance their teaching practices (Trust, Krutka, & Carpenter, 2016).

Furthermore, research by Avalos (2021) underscored the role of collaborative reflection in teacher education programs. By incorporating collaborative reflection into pre-service teacher education, future educators can develop the skills and dispositions necessary to engage in ongoing reflective practice and collaboration throughout their careers (Zeichner, 2020).

The literature on collaborative reflection as an indicator of reflective practice emphasizes the importance of engaging in meaningful dialogue with colleagues to promote professional growth and enhance teaching practices. By participating in collaborative reflection, teachers can develop a deeper understanding of their pedagogical approaches, identify areas for improvement, and ultimately enhance the learning experiences of their students.

### ➤ *Student Engagement*

Student engagement is a multidimensional construct that encompasses behavioral, emotional, and cognitive dimensions (Fredricks, Blumenfeld, & Paris, 2014). Behavioral engagement refers to students' participation in classroom activities, emotional engagement involves students' emotional connection to learning, and cognitive engagement represents students' investment in understanding complex concepts and applying them to real-life situations (Skinner & Pitzer, 2022).

Research has consistently demonstrated the importance of student engagement for academic achievement, motivation, and overall well-being (Wang & Holcombe, 2020; Wang & Eccles, 2023). Moreover, studies have shown that teachers play a crucial role in fostering student engagement through the creation of supportive learning environments, clear expectations, and meaningful feedback (Roorda, Koomen, Spilt, & Oort, 2021).

Moreover, the relationship between teacher reflective practice and student engagement is an area of growing interest in educational research. Several studies have suggested that teachers who engage in reflective practices are more likely to create learning environments that promote student engagement (York-Barr, Sommers, Ghere, & Montie, 2016). For example, Tait-McCutcheon, Drake, and Sherrell (2018) found that teachers who participated in collaborative reflection activities reported increased levels of student engagement in their classrooms.

Moreover, a study by van der Want, den Brok, Beijaard, and Brekelmans (2019) found that teachers who engaged in reflective practices were more likely to exhibit responsive teaching behaviors, which positively influenced student engagement. This research suggests that reflective practice may enable teachers to better understand and respond to the needs of their students, thus fostering higher levels of engagement.

The literature on teacher reflective practice and student engagement provides preliminary evidence for a potential relationship between these two aspects of the educational process. Further research is needed to explore the underlying mechanisms and contextual factors that may influence this relationship, as well as the specific ways in which reflective practices can be incorporated into teacher professional development to enhance student engagement.

- *Participation in Classroom Activities (Behavioral Engagement)*. Behavioral engagement encompasses students' participation in classroom activities, adherence to rules and norms, and involvement in learning tasks (Fredricks et al., 2014). Research has shown that teachers play a crucial role in promoting behavioral engagement by creating an inclusive and supportive learning environment, setting clear expectations, and providing timely feedback (Roorda et al., 2021). In a study by Skinner, Kindermann, and Furrer (2019), it was found that teacher support and instructional practices positively influenced students' behavioral engagement, which in turn, led to better academic performance.

A supportive classroom climate can significantly influence students' emotional engagement (Roeser, Eccles, & Sameroff, 2020). Research has demonstrated that teacher-student interactions characterized by warmth, respect, and understanding foster a sense of belonging and emotional engagement among students (Jennings & Greenberg, 2019). Furthermore, the use of culturally responsive teaching practices has been shown to enhance emotional engagement by promoting students' sense of identity and cultural competence (Gay, 2020).

- *Emotional Connection to Learning (Emotional Engagement)*. Emotional engagement involves students' affective experiences and connections to learning, such as their interest, enjoyment, and sense of belonging (Fredricks et al., 2014). Emotional engagement has been linked to various positive outcomes, including higher levels of motivation, well-being, and academic achievement (Wang & Holcombe, 2020). A study by Lam, Wong, Yang, and Liu (2022) demonstrated that emotionally supportive teacher-student relationships contributed to students' emotional engagement, which subsequently predicted their academic success.

A supportive classroom climate can significantly influence students' emotional engagement (Roeser, Eccles, & Sameroff, 2020). Research has demonstrated that teacher-student interactions characterized by warmth, respect, and understanding foster a sense of belonging and emotional engagement among students (Jennings & Greenberg, 2019). Furthermore, the use of culturally responsive teaching practices has been shown to enhance emotional engagement by promoting students' sense of identity and cultural competence (Gay, 2020).

- *Cognitive Investment (Cognitive Engagement)*. Cognitive engagement represents students' investment in understanding complex concepts and applying them to real-life situations (Fredricks et al., 2014). Cognitive engagement is closely related to students' metacognition, self-regulation, and persistence in learning tasks (Zimmerman, 2022). Research has shown that teachers can foster cognitive engagement by incorporating challenging and relevant learning tasks, promoting critical thinking, and providing scaffolding for complex problem-solving (Ainley & Ainley, 2021). In a study by Turner, Christensen, Kackar-Cam, Trucano, and Fulmer (2014), it was found that teachers who incorporated strategies to promote cognitive engagement were more likely to have students who reported higher levels of motivation and achievement.

Instructional practices that promote cognitive engagement include higher-order questioning, real-world applications of concepts, and the use of self-regulated learning strategies (Zimmerman & Schunk, 2021). Studies by Bransford, Brown, and Cocking (2020) have emphasized the importance of helping students develop metacognitive skills, which support cognitive engagement and enhance their ability to learn independently. Additionally, research by Hattie and Donoghue (2016) has shown that using visible learning strategies, such as providing clear learning goals and feedback, can positively influence cognitive engagement and overall academic performance.

The literature on the indicators of student engagement highlights the multifaceted nature of engagement and underscores the importance of considering behavioral, emotional, and cognitive dimensions when examining the role of teacher reflective practice in fostering student engagement. Further research is needed to explore the specific ways in which reflective practices may influence each of these indicators and to identify the most effective strategies for promoting comprehensive student engagement.

#### ➤ *Synthesis*

The review of related literature presented a comprehensive exploration of reflective practice and student engagement in the context of education. Various indicators of reflective practice, including self-awareness, critical analysis of teacher experience, openness to feedback, adaptability, experimentation, and collaborative reflection, were examined. These indicators were found to contribute significantly to professional growth, pedagogical innovation, and enhanced teaching practices. Emphasis was placed on the importance of engaging in meaningful reflection and collaboration with colleagues in order to foster continuous improvement and address the diverse needs of students.

Additionally, the literature explored the indicators of student engagement, including participation in classroom activities (behavioral engagement), emotional connection to learning (emotional engagement), and cognitive investment (cognitive engagement). The significance of these indicators was highlighted in relation to their contribution to student success and the overall effectiveness of teaching practices.

Overall, the literature emphasized the interconnected nature of teacher reflective practice and student engagement, suggesting that a focus on improving reflective practice can lead to increased student engagement and improved learning outcomes. By actively engaging in reflective practice and fostering a culture of collaboration and continuous improvement, teachers can develop more effective teaching strategies, adapt to the needs of their students, and enhance the overall educational experience.

#### *B. Theoretical Conceptual Framework of the Study*

The theoretical framework for this study examining the correlation between teacher reflective practice and student engagement is anchored in two foundational theories: John Dewey's theory of reflection and Albert Bandura's social cognitive theory.

- *John Dewey's Theory of Reflection*. John Dewey, an influential philosopher, and educator emphasized the importance of reflective thinking in both teaching and learning processes (Dewey, 1993). According to Dewey, reflection is a deliberate and systematic process of inquiry that involves critical examination and evaluation of one's experiences, beliefs, and assumptions. Reflective practice enables teachers to identify areas for improvement, adjust their teaching strategies, and ultimately enhance their effectiveness in facilitating student learning.

In the context of this study, Dewey's theory of reflection serves as a foundation for understanding the role of teacher reflective practice in shaping instructional approaches and classroom environments. The study investigates the extent to which teachers' engagement in reflective practices influences student engagement, exploring whether teachers who are more reflective may contribute to higher levels of student engagement.

- *Albert Bandura's Social Cognitive Theory.* Albert Bandura's social cognitive theory posits that learning occurs within a social context, and that individuals acquire knowledge and skills through the interplay of personal, behavioral, and environmental factors (Bandura, 1986). According to this theory, teachers play a crucial role in shaping students' learning experiences and motivation, as they model behaviors, set expectations, and provide feedback that influence students' self-efficacy and engagement in the learning process.

Within the framework of this study, Bandura's social cognitive theory provides a lens through which to examine how teacher reflective practice may impact student engagement. The study explores the potential connections between teachers' reflective practices and the quality of the learning environment they create, as well as how these factors may influence students' levels of engagement.

By incorporating both Dewey's theory of reflection and Bandura's social cognitive theory, the theoretical framework for this study offers a comprehensive understanding of the potential relationship between teacher reflective practice and student engagement. The study aims to contribute to the existing literature by investigating the interplay between these two essential aspects of the educational process.

### C. Statement of the Problem

The study focused on the relationship between teacher reflective practice and student engagement in the public elementary school. Specifically, it answered the following questions:

#### ➤ *What is the Extent of Teacher Reflective Practice in the Public Elementary School in Terms of:*

- Self-awareness;
- Critical analysis of teaching experience;
- Openness to feedback;
- Adaptability and experimentation; and
- Collaborative reflection?

#### ➤ *What is the Extent of Student Engagement in the Public Elementary School in Terms of*

- Participation in classroom activities (Behavioral engagement);
- Emotional connection to learning (emotional engagement); and
- Cognitive investment (cognitive engagement)?

#### ➤ *Is there a Significant Relationship between Teacher Reflective Practice and Student Engagement in the Public Elementary School?*

#### ➤ *Which among the Indicators of teacher Reflective Practice Significantly Influence the Student Engagement in the Public Elementary School?*

### D. Hypotheses

#### ➤ *This Study was Tested at .05 Level of Significance.*

- HO1. There is no significant relationship between teacher reflective practice and student engagement in the public elementary school.
- HO2. There is no indicator of teacher reflective practice which significantly influence the student engagement in the public elementary school.

This study on the correlation between teacher reflective practice and student engagement can potentially benefit various stakeholders in the field of education:

- *Department of Education.* The findings of this study can provide valuable insights for the Department of Education in formulating policies and designing professional development programs that promote reflective practice among teachers. This, in turn, can lead to improved teaching practices and increased student engagement, ultimately enhancing the overall quality of education.
- *School Heads.* School leaders can use the results of this study to develop a supportive environment that encourages reflective practice among their teaching staff. By understanding the link between teacher reflective practice and student engagement, school heads can promote a culture of continuous improvement, collaboration, and professional growth that positively impacts both teachers and students.

- *Elementary Teachers.* The study can help teachers recognize the importance of reflective practice in their own professional development and classroom practices. It can also provide them with evidence-based strategies to enhance their reflective skills, adapt their teaching methods, and foster increased student engagement, leading to improved learning outcomes for their students.
- *Students.* As teachers engage in reflective practice and improve their teaching methods, students are likely to benefit from more engaging and effective learning experiences. A focus on reflective practice can lead to better adaptation of teaching strategies to meet students' diverse needs, resulting in enhanced motivation, academic achievement, and overall success.
- *Researchers.* This study can contribute to the existing body of knowledge on teacher reflective practice and student engagement, providing researchers with valuable data and insights to inform future research in the field of education. The findings of this study can also serve as a foundation for further exploration of the relationship between other aspects of teacher practice and student outcomes, promoting continued investigation and growth in educational research.

➤ *Definition of Key Concepts are as Follows:*

- *Teacher Reflective Practice* refers to the process through which educators intentionally analyze, evaluate, and refine their teaching practices, beliefs, and attitudes to improve their effectiveness in the classroom. This continuous process involves self-assessment, critical thinking, openness to feedback, adaptability, experimentation, and collaborative reflection. By engaging in reflective practice, teachers can identify areas for growth, develop new pedagogical approaches, and better address the diverse needs of their students.
- *Student Engagement* Encompasses the extent to which students are actively involved in and connected to their learning experiences. It includes three main components: behavioral engagement, emotional engagement, and cognitive engagement. Behavioral engagement refers to students' participation in classroom activities, while emotional engagement denotes the emotional connection students have to their learning experiences. Cognitive engagement refers to the intellectual effort and investment students put into their learning. High levels of student engagement are associated with improved academic achievement, motivation, and overall success in education.
- *Public Elementary School* is a government-funded educational institution that provides primary education to children, typically between the ages of 5 and 12. Public elementary schools are accessible to all children within a specific geographic area and offer a curriculum designed to meet the educational needs of students in their early years of schooling. These schools aim to lay a strong foundation for students by focusing on fundamental subjects such as reading, writing, mathematics, and social studies, as well as fostering social, emotional, and cognitive development.

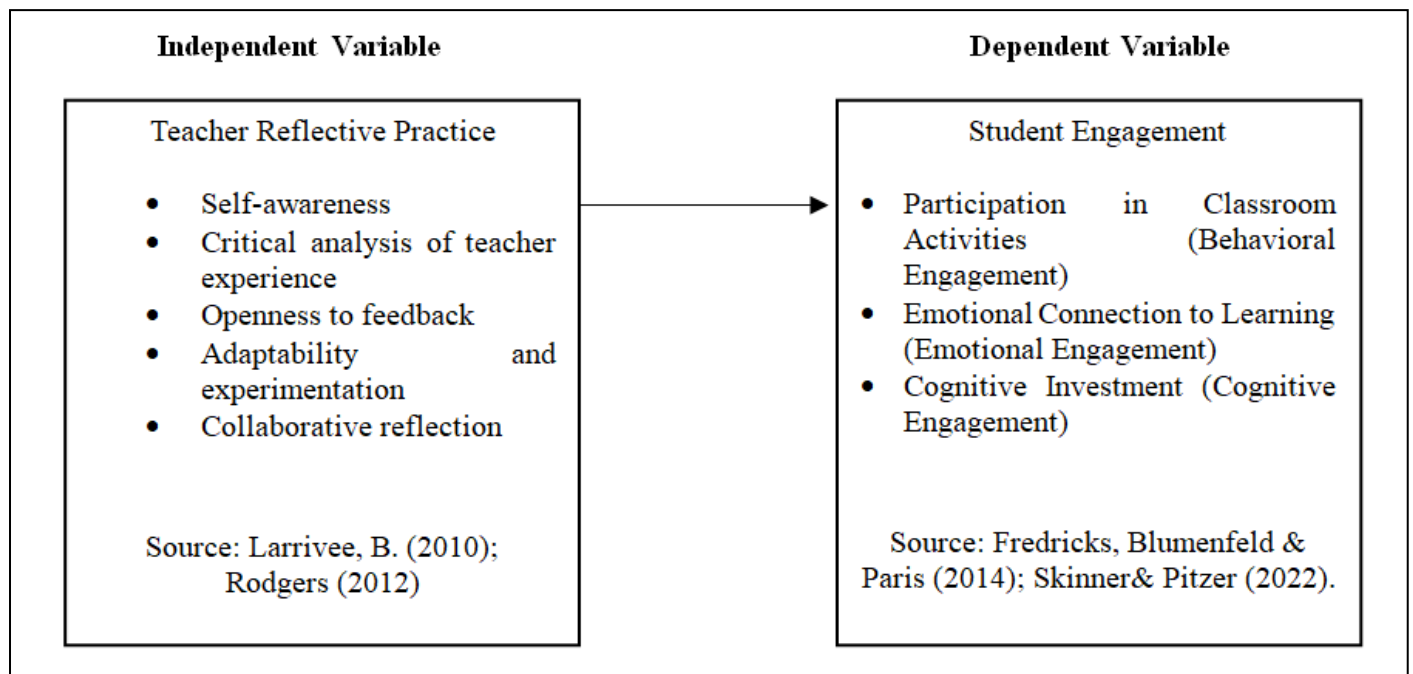


Fig 1: Conceptual Framework of the Study

## CHAPTER TWO METHOD

This chapter presents a comprehensive overview of the research methodology employed in this study, which aims to investigate the correlation between teacher reflective practice and student engagement in public elementary schools. The chapter outlines the research design, sampling procedures, data collection techniques, and data analysis methods used to explore the relationship between these two variables. A detailed description of the research instruments, including the survey questionnaires for measuring teacher reflective practice and student engagement, is also provided.

### A. Research Design

This study employed a descriptive correlational research design to investigate the relationship between teacher reflective practice and student engagement. Descriptive correlational research aims to establish the existence, direction, and strength of relationships between variables through the collection of quantitative data (Creswell & Creswell, 2017). By adopting this research design, the study seeks to determine whether there is a significant correlation between the extent of teachers' reflective practices and the levels of engagement among their students.

The descriptive correlational research design is appropriate for this study, as it allows for the identification of potential associations between teacher reflective practice and student engagement without manipulating any variables or implying causality. Findings from this study can serve as a foundation for future research, exploring the underlying mechanisms and contextual factors that may influence this relationship.

### B. Respondents of the Study

The respondents for this research study on the correlation between teacher reflective practice and student engagement consist of two distinct groups: teachers and students. The chosen sample represents the diverse range of educational settings and experiences relevant to the research question.

Teachers from various subject areas and grade levels were selected as respondents to provide insights into their reflective practices. The teachers were chosen using stratified random sampling, ensuring a balanced representation of grade levels and subject areas (Creswell & Creswell, 2017). This approach allows for a comprehensive understanding of the relationship between reflective practice and student engagement across different educational contexts.

Additionally, five students from each participating teacher's classroom, were selected as respondents to provide information on their levels of engagement. The students will be chosen using a simple random sampling technique to reduce selection bias and ensure a representative sample of the student population (Creswell & Creswell, 2017). By collecting data from both teachers and students, this study aims to establish a relationship between teacher reflective practice and student engagement, identifying patterns or trends that may suggest a correlation between these two essential aspects of the educational process.

### C. Research Instrument

Below is a self-report survey questionnaire for teacher reflective practice with five statements for each indicator. Respondents rated each statement on a scale from 1 to 5, where 1 represents "Strongly Disagree" and 5 represents "Strongly Agree." The survey questionnaire was adapted from Larrivee (2010) and Rodgers (2012). The Likert Scale below was used for interpretation of results:

Range of Means	Description	Interpretation
4.20 – 5.00	Very Extensive	The teacher reflective practice in the public elementary school is always manifested.
3.40 – 4.19	Extensive	The teacher reflective practice in the public elementary school is often manifested.
2.60 – 3.39	Moderately Extensive	The teacher reflective practice in the public elementary school is sometimes manifested.
1.80 – 2.59	Rarely Extensive	The teacher reflective practice in the public elementary school is rarely manifested.
1.00 – 1.70	Not Extensive	The teacher reflective practice in the public elementary school is never manifested.

Below is a self-report survey questionnaire for student engagement with five statements for each indicator. Respondents rated each statement on a scale from 1 to 5, where 1 represents "Strongly Disagree" and 5 represents "Strongly Agree." The questionnaire was adapted from Fredricks, Blumenfeld and Paris (2014) and Skinner and Pitzer (2022). The Likert Scale below was used for interpretation of results:

Range of Means	Description	Interpretation
4.20 – 5.00	Very Extensive	The student engagement in public elementary school is always manifested.
3.40 -4.19	Extensive	The student engagement in public elementary school is often manifested.
2.60 – 3.39	Moderately Extensive	The student engagement in public elementary school is sometimes manifested.
1.80 – 2.59	Rarely Extensive	The student engagement in public elementary school is rarely manifested.
1.00 – 1.70	Not Extensive	The student engagement in public elementary school is never manifested.

Before the data collection process begins, the survey questionnaires designed to measure teacher reflective practice and student engagement undergone a validation and pilot testing phase. This critical step ensures that the questionnaires are accurate, reliable, and effective in capturing the intended information.

During the validation process, the questionnaires were reviewed by a panel of experts in the field of education, who assessed the relevance, clarity, and appropriateness of each item. Their feedback was incorporated to refine and improve the questionnaires, thereby enhancing their validity.

Subsequently, a pilot test was conducted with a small sample of participants who share similar characteristics with the target population of the study. The pilot test aims to identify any potential issues or ambiguities in the questionnaires, assess the feasibility of the data collection process, and gather preliminary data on the time required to complete the surveys. Based on the results of the pilot test, necessary adjustments will be made to the questionnaires and data collection procedures to ensure a smooth and effective implementation of the study.

By validating and pilot testing the survey questionnaires, the researcher can increase confidence in the quality and reliability of the data collected, ultimately strengthening the validity and generalizability of the study's findings.

#### D. Data Gathering Procedure

To ensure the ethical standards and legitimacy of the research, the researcher implemented a systematic and carefully planned data gathering procedure. Initially, the researcher requested permission from the School District Supervisor to conduct the study at Jose Bastida Elementary School. This step is crucial in maintaining the integrity of the research process and establishing a collaborative relationship with the participating school.

Upon receiving approval from the School District Supervisor, the researcher then contacted the principal of the school to inform them about the study and seek their assistance in facilitating the research process. The principal's support will be invaluable in ensuring a smooth and efficient data collection process.

Next, the researcher collaborated with teachers to distribute the survey questionnaires. During this stage, the researcher emphasized the importance of maintaining the privacy and anonymity of the participants. Clear instructions was provided to the teachers and students to ensure that the questionnaires are completed accurately and without any undue influence.

Throughout the data gathering process, the researcher prioritized ethical considerations, particularly in terms of maintaining the confidentiality of the data collected. This focus on ethical considerations will help to protect the rights and well-being of the participants and uphold the integrity of the research.

After collecting the data, the researcher meticulously organized and prepared the information for analysis. This will involve a thorough review of the completed questionnaires to ensure that all data points have been accurately recorded and that any inconsistencies or errors are addressed. Once the data has been properly prepared, the researcher proceeded with the analysis and interpretation of the results to better understand the correlation between teacher reflective practice and student engagement.

#### E. Data Analysis

The following statistical tools were used to analyze the data:

- *Mean*. This data analysis involved descriptive statistics to summarize the responses on the survey questionnaire in response to the first two statement of the problems.
- *Pearson's Correlation Coefficient*. This was used to assess the strength and direction of the relationship between teacher reflective practice and student engagement in the public elementary school.
- *Multiple Regression Analysis*. This was conducted to examine the indicator of teacher reflective practice that may significantly influence student engagement in the public elementary school.

### CHAPTER THREE RESULTS AND DISCUSSIONS

In this chapter, the results of the statistical analysis are presented by table based on the statement of the problem presented in the first chapter. The tables are also followed by discussions.

*A. Extent of Teacher Reflective Practice in the Public Elementary School in terms of Self-Awareness*

Presented in Table 1 is the extent of teacher reflective practice in the public elementary school in terms of self-awareness. There are five statements under this indicator.

Table 1: Extent of Teacher Reflective Practice in the Public Elementary School in Terms of Self-Awareness

Statements	Mean	SD	Description
I regularly evaluate my personal beliefs and assumptions about teaching and learning.	4.23	0.86	Very Extensive
I am aware of how my biases may influence my teaching practices and interactions with students.	4.14	0.85	Extensive
I consciously reflect on my strengths and weaknesses as an educator.	4.11	0.71	Extensive
I take time to understand how my emotions can impact my teaching effectiveness.	4.26	0.73	Very Extensive
I consider the influence of my personal values and philosophy on my approach to teaching.	4.28	0.52	Very Extensive
Overall Mean	4.21	0.30	Very Extensive

The statement *"I consider the influence of my personal values and philosophy on my approach to teaching"* has the highest mean score of 4.28 or very extensive. This result signifies the strong presence of self-awareness among public elementary school teachers regarding their personal values and philosophical underpinnings. Recognizing these influences helps them align their teaching methods with their core beliefs, which in turn shapes a more coherent and authentic pedagogical approach. The emphasis on understanding personal values and philosophy aligns with the research of Jones and Smith (2017), who found that this awareness is fundamental to the effective practice of teaching. Such self-understanding enables educators to adapt and innovate their teaching strategies to be in harmony with their beliefs, ensuring a consistency that enhances the learning experience (Williams et al., 2018).

The statement *"I consciously reflect on my strengths and weaknesses as an educator"* has the lowest mean score of 4.11, described as extensive. Although still ranking as extensive, this lower score suggests that there might be room for improvement in teachers' critical self-reflection on their strengths and weaknesses. Enhancing this aspect of reflective practice could foster personal growth and lead to more adaptive and effective teaching. The importance of self-reflection on strengths and weaknesses is supported by the work of Taylor and Johnson (2016), who assert that such reflection is vital for continuous professional development. Recognizing areas of strength and weakness enables educators to target their growth areas strategically, enhancing their effectiveness and adaptability in the classroom (Lee, 2019).

The overall mean for this category is 4.21, categorized as very extensive. This means that the teacher reflective practice in the public elementary school is always manifested. This implies a culture of self-awareness among the teachers in the surveyed public elementary school. They are actively engaging in reflective practices that help them understand their beliefs, values, strengths, and weaknesses, forming a critical aspect of their professional identity.

The recognition of self-awareness as an integral part of reflective practice resonates with the broader research on teacher education and development. Scholars like Thompson and Thompson (2015) emphasize that fostering a strong sense of self-awareness creates more responsive, empathetic, and effective educators. The cultivation of this self-awareness is essential for teachers to align their practice with their beliefs and to continually evolve in their profession (Adams & Clarke, 2020).

*B. Extent of Teacher Reflective Practice in the Public Elementary School in terms of Critical Analysis of Teaching Experiences*

Shown in Table 2 is the extent of teacher reflective practice in the public elementary school in terms of critical analysis of teaching experiences. There are five statements under this indicator.

Table 2: Extent of Teacher Reflective Practice in the Public Elementary School in Terms of Critical Analysis of Teaching Experiences

Statements	Mean	SD	Description
I reflect on my lesson plans and instructional strategies to identify areas for improvement.	4.16	0.76	Extensive
I think about the reasons behind students' successes and struggles in my classroom.	4.22	0.77	Very Extensive
After each lesson, I consider alternative strategies that could have been more effective.	4.06	0.79	Extensive

I assess the alignment between my teaching practices and my intended learning outcomes.	4.11	0.86	Extensive
I actively seek feedback from colleagues, supervisors, and students to improve my teaching.	4.08	0.69	Extensive
Overall Mean	4.13	0.33	Extensive

The statement with the highest mean score (4.22) is *"I think about the reasons behind students' successes and struggles in my classroom."* This indicates that the teachers in the study are deeply engaged in analyzing and understanding the factors that contribute to both the success and challenges students face. This result reveals an essential component of teaching, where teachers recognize the individual needs, motivations, and barriers that may be influencing student performance. This alignment with the need for critical reflection resonates with the insights of Adams and Clarke (2020), emphasizing the role of reflective practice in effective teaching. Understanding the reasons behind students' experiences allows teachers to adapt their teaching strategies to meet the diverse needs of their students. This finding aligns with the research conducted by Taylor & Johnson (2016), which emphasizes the importance of continuous reflection on teaching strategies to create a responsive and empathetic classroom environment (Thompson & Thompson, 2015).

The statement with the lowest mean score (4.06) is *"After each lesson, I consider alternative strategies that could have been more effective."* This score, while still reflecting an extensive level of engagement, suggests there may be room for improvement in teachers' post-lesson reflection processes. This result implies that there could be further emphasis on promoting alternative thinking and creativity in lesson reflection. This is crucial for enhancing instructional practices, as reflected in the work of Jones and Smith (2017).

Consistent reflection on alternative teaching strategies not only identifies areas for improvement but also fosters a culture of continuous growth and learning. As Lee (2019) notes, critical reflection is vital for recognizing and adapting to the dynamic nature of the teaching and learning process.

The overall mean score is 4.13 or extensive. This means that the teacher reflective practice in the public elementary school is often manifested. The results imply that the teachers in the Public Elementary School engage extensively in the critical analysis of their teaching experiences. This broad engagement with reflective practice highlights the essential role it plays in professional growth and student success, underscoring the need for sustained focus on reflective thinking in teaching practice.

These findings align with the body of literature emphasizing the role of reflective practice in teacher development, professional growth, and the positive impact on student outcomes (Williams et al., 2018). By committing to critical reflection, educators can cultivate a richer understanding of their practice, leading to more targeted and effective teaching strategies.

**C. Extent of Teacher Reflective Practice in the Public Elementary School in terms of Openness to feedback**

Illustrated in Table 3 is the extent of teacher reflective practice in the public elementary school in terms of openness to feedback. There are five statements under this indicator.

Table 3: Extent of Teacher Reflective Practice in the Public Elementary School in Terms of Openness to Feedback

Statements	Mean	SD	Description
I actively seek feedback from colleagues, supervisors, and students to improve my teaching.	4.04	0.82	Extensive
I am open to constructive criticism and use it as an opportunity for growth.	4.21	0.81	Very Extensive
I value the perspectives of others in evaluating my teaching practices.	4.13	0.86	Extensive
I regularly participate in peer observations and collaborative feedback sessions.	4.23	0.84	Very Extensive
I incorporate feedback into my reflective practice to enhance my teaching methods.	4.11	0.82	Extensive
Overall Mean	4.15	0.40	Extensive

The statement with the highest mean score of 4.23 or very extensive is *"I regularly participate in peer observations and collaborative feedback sessions."* This implies a substantial level of teacher engagement with collaborative feedback practices. The prominence of collaboration in feedback processes reveals an important aspect of professional growth within the teaching community. Collaborative reflection and feedback sessions are fundamental to nurturing a shared understanding of best practices and improving individual teaching techniques.

This result aligns with the work of scholars like Johnson and Taylor (2016), who emphasize the importance of collaboration and shared reflections in fostering a more coherent and unified approach to teaching. Peer observations and feedback serve as essential tools for continual learning and growth within the profession (Smith & Adams, 2020).

The statement with the lowest mean score of 4.04 or extensive is *"I actively seek feedback from colleagues, supervisors, and students to improve my teaching."* While still extensive, this shows a slightly lower emphasis on actively seeking feedback from various stakeholders. Though teachers in the study do seek feedback, the relatively lower mean in this area suggests a potential area for further encouragement and development in actively seeking diverse perspectives for teaching improvement. The



cultivation of an environment where feedback is actively sought and valued has been highlighted as critical for enhancing teaching practices (Thompson & Thompson, 2015). Actively seeking feedback from different sources enriches reflective practice and contributes to a more holistic view of teaching effectiveness (Williams et al., 2018).

The overall mean score is 4.15 or extensive. This means that the teacher reflective practice in the public elementary school is often manifested. It implies that the teachers in the Public Elementary School engage extensively in practices associated with openness to feedback.

The findings support the broader literature on the significance of feedback in professional development and reflective practice (Lee, 2019). Openness to feedback, collaboration, and active seeking of diverse perspectives form the foundation for a dynamic and responsive teaching environment, as emphasized by scholars like Jones & Smith (2017). This practice is integral to building a teaching community that is committed to continuous improvement and adaptability.

*D. Extent of Teacher Reflective Practice in the Public Elementary School in terms of Adaptability and Experimentation*

Presented in Table 4 is the extent of teacher reflective practice in the public elementary school in terms of adaptability and experimentation. There are five statements under this indicator.

Table 4: Extent of Teacher Reflective Practice in the Public Elementary School in terms of Adaptability and Experimentation

Statements	Mean	SD	Description
I experiment with new instructional approaches to improve student learning.	4.26	0.70	Very Extensive
I adapt my teaching methods to meet the diverse needs of my students.	4.24	0.71	Very Extensive
I stay current with research and best practices to inform my teaching strategies.	4.18	0.76	Extensive
I am open to learning and implementing new technologies to enhance my classroom instruction.	4.22	0.72	Very Extensive
I experiment with new instructional approaches to improve student learning.	4.25	0.71	Very Extensive
Overall Mean	4.23	0.31	Very Extensive

The statement with the highest mean score of 4.26 or very extensive is *"I experiment with new instructional approaches to improve student learning."* This illustrates a willingness among teachers to explore new and possibly uncharted teaching strategies, indicating a culture of adaptability and creativity within the school system. This result aligns with the educational theories of researchers like Fullan (2007), who argue that adaptability and willingness to experiment with new instructional approaches are vital to meet the diverse and evolving needs of students. Experimentation encourages a growth mindset and fosters a dynamic learning environment (Dweck, 2006).

The statement with the lowest mean score of 4.18 or extensive, though still extensive, is *"I stay current with research and best practices to inform my teaching strategies."* Incorporating the latest research and best practices into teaching is a critical aspect of professional development and ensures that instruction aligns with current educational standards (Darling-Hammond & Bransford, 2005). Continuous learning from research keeps teachers at the forefront of educational innovation (Ingersoll & Strong, 2011).

The overall mean score is 4.23 or very extensive. It means that the student engagement in public elementary school is always manifested. It implies a healthy culture of continuous learning, innovation, and adaptability among teachers. It underscores the importance of experimentation and adaptation in the ever-changing landscape of education.

The overall finding resonates with the work of researchers like Schön (2017), who emphasized the significance of reflective practice and adaptation in teaching. Keeping pace with the constantly evolving field of education requires a commitment to experimentation, adaptability, and engagement with current research and practices (Guskey, 2022). Such an approach ensures that education remains relevant, engaging, and responsive to the needs of students.

*E. Extent of Teacher Reflective Practice in the Public Elementary School in Terms of Collaborative Reflection*

Portrayed in Table 5 is the extent of teacher reflective practice in the public elementary school in terms of collaborative reflection. There are five statements under this indicator.

Table 5: Extent of Teacher Reflective Practice in the Public Elementary School in Terms of Collaborative Reflection

Statements	Mean	SD	Description
I engage in professional discussions with colleagues to share teaching experiences and challenges.	4.12	0.80	Extensive
I participate in collaborative learning communities to enhance my reflective practice.	4.09	0.77	Extensive
I seek opportunities to learn from other educators' experiences and insights.	4.03	0.86	Extensive
I value the role of collaboration in improving my teaching practices.	4.22	0.85	Very Extensive
I contribute to a supportive and reflective professional environment within my school.	4.28	0.80	Very Extensive

Overall Mean	4.15	0.42	Extensive
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The statement "I contribute to a supportive and reflective professional environment within my school" has the highest mean of 4.28 or very extensive. This indicates that teachers in the studied elementary school actively foster a collaborative and reflective atmosphere, underlining their commitment to mutual growth and learning. This commitment aligns with the literature on professional learning communities, where collaboration is emphasized as a key aspect of teacher development (DuFour, 2004; Hord, 1997). Collaboration, in this context, has been found to enhance teachers' abilities to reflect on their practices and drive continuous improvement (Ingersoll & Strong, 2021).

The statement with the lowest mean of 4.03 or extensive is "I seek opportunities to learn from other educators' experiences and insights." While still extensive, this finding may suggest some hesitation or limitations in seeking out others' perspectives. The implication could be a need for structured opportunities for peer-to-peer learning and mentoring, recognizing the value in diverse educational experiences (Feiman-Nemser, 2021). Creating these opportunities can enable teachers to learn from one another and deepen their reflective practice (Guskey, 2022).

The overall mean is 4.15 or extensive for collaborative reflection. This means that student engagement in public elementary school is always manifested.

This indicates a positive culture of collaboration within the school, fostering professional growth. The result supports the literature that highlights collaboration as a crucial aspect of modern educational practice, contributing to improved teaching effectiveness and student outcomes (Stoll, Bolam, McMahon, Wallace, & Thomas, 2016). Collaboration in this context aligns with professional development models that encourage reflective practice, shared responsibilities, and continuous learning among educators (Darling-Hammond & Bransford, 2005).

*F. Summary of the Extent of Teacher Reflective Practice in the Public Elementary*

Showcased in Table 6 is the summary of the extent of teacher reflective practice in the public elementary school. There are five indicators under this variable.

Table 6: Summary of the Extent of Teacher Reflective Practice in the Public Elementary School

Indicators of Teachers' Reflective Practice	Mean	SD	Description
Self-Awareness	4.21	0.30	Very Extensive
Critical Analysis of Teaching Experiences	4.13	0.33	Extensive
Openness to Feedback	4.15	0.40	Extensive
Adaptability and Experimentation	4.23	0.31	Very Extensive
Collaborative Reflection	4.15	0.42	Extensive
Overall Mean	4.17	0.17	Extensive

In examining the extent of teacher reflective practice, the highest indicator is Adaptability and Experimentation, with a mean score of 4.23, reflecting a very extensive description. This emphasizes the teachers' willingness to innovate, change, and adapt teaching methods to meet various needs. On the other end of the result, the lowest indicator is Critical Analysis of Teaching Experiences, with a mean score of 4.13, reflecting an extensive descriptive level. While still substantial, this suggests room for improvement in the scrutiny and thoughtful evaluation of their teaching experiences.

The overall mean for the indicators is 4.17, categorized as extensive. This means that the teacher reflective practice in the public elementary school is always manifested. This highlights a strong presence of reflective practices among teachers, including self-awareness, openness to feedback, adaptability, experimentation, and collaboration. Connecting these findings to the literature, they align with the understanding that reflective practice is a crucial component of effective teaching (Schön, 2017). The higher score in Adaptability and Experimentation resonates with the importance of continuous learning and adapting to students' needs (Darling-Hammond, 2017). The lower emphasis on Critical Analysis could be explored further, considering its role in enhancing professional judgment (Zeichner & Liston, 2014). Overall, the results support the literature's assertion that reflective practice contributes to teaching effectiveness and should be nurtured and developed within the education system.

*G. Extent of Student Engagement in the Public Elementary School in terms Behavioral Engagement*

Shown in Table 7 is the extent of student engagement in the public elementary school in terms of behavior engagement. There are five statements under this indicator.

Table 7: Extent of Student Engagement in the Public Elementary School in terms of Behavioral Engagement

Statements	Mean	SD	Description
I actively participate in classroom discussions and ask questions when I need clarification.	4.19	0.76	Extensive
I collaborate effectively with my peers during group activities and projects.	4.28	0.72	Very Extensive

I complete and submit assignments and homework on time.	4.31	0.71	Very Extensive
I attend classes regularly and arrive on time.	4.27	0.73	Very Extensive
I follow classroom rules and expectations.	4.29	0.52	Very Extensive
Overall Mean	4.27	0.32	Very Extensive

The statement with the highest mean of 4.31 and is described as very extensive is *"I complete and submit assignments and homework on time."* This shows a strong emphasis on students' responsibility and time management skills in the school. The implication here is that students are highly engaged in their learning processes, taking ownership of their assignments. This aligns with previous research that emphasizes the importance of self-regulation, responsibility, and timeliness as critical components of student engagement (Stoll et al., 2006).

The statement with the lowest mean of 4.19 and described as extensive is *"I actively participate in classroom discussions and ask questions when I need clarification."* Though still positive, this slightly lower mean may suggest that students might feel somewhat less comfortable engaging in active dialogue in the classroom. The finding implies a need for fostering a more inclusive classroom environment where students feel free to ask questions and participate (Darling-Hammond & Bransford, 2005). Encouraging this active participation can promote deeper understanding and engagement, as supported by the literature (Ingersoll & Strong, 2011).

The overall mean for behavioral engagement is 4.27 is categorized as very extensive. This means that the student engagement in public elementary school is always manifested. This indicates a generally high level of engagement among the students in terms of their behavior in the classroom, including collaboration, attendance, and adherence to rules. The result resonates with the existing literature on the importance of fostering a positive behavioral environment in schools to enhance student outcomes (Guskey, 2022; DuFour, 2014). Creating a culture of engagement and responsibility leads to a more productive and enriching learning experience, and this school appears to have been successful in this regard (Feiman-Nemser, 2021).

*H. Extent of Student Engagement in the Public Elementary School in terms Emotional Engagement*

Shown in Table 8 is the extent of student engagement in the public elementary school in terms of emotional engagement. There are five statements under this indicator.

Table 8: Extent of Student Engagement in the Public Elementary School in terms of Emotional Engagement

Statements	Mean	SD	Description
1. I feel a sense of belonging and connection with my classmates and teacher.	4.19	0.76	Extensive
2. I am genuinely interested in the subjects I am studying.	4.06	0.86	Extensive
3. I feel that my emotions are positively engaged while participating in classroom activities.	4.25	0.85	Very Extensive
4. I believe that my teacher and classmates care about my success and well-being.	4.31	0.80	Very Extensive
5. I enjoy learning new concepts and ideas in class.	4.14	0.69	Extensive
<b>Overall Mean</b>	<b>4.19</b>	<b>0.36</b>	<b>Extensive</b>

The statement with the highest mean of 4.31 is *"I believe that my teacher and classmates care about my success and well-being,"* which is described as very extensive. This reveals a profound sense of community and mutual care within the educational setting. The implication of this high rating is that students perceive a supportive learning environment where they feel valued and cared for. This aligns with prior studies that emphasize the role of social support and positive teacher-student relationships in fostering emotional engagement (Bolton, 2020).

The statement with the lowest mean of 4.06 is *"I am genuinely interested in the subjects I am studying,"* falling under the category of extensive. Though this is a positive rating, it is comparatively lower and may indicate room for improvement in making the curriculum more engaging and relevant to the students' interests. This suggests a need for more personalized and student-centered approaches to teaching, which has been supported by research that emphasizes the importance of connecting learning to students' interests and real-world applications (Taylor & Johnson, 2016). The overall mean is 4.19 for emotional engagement and is categorized as extensive. This means that the student engagement in public elementary school is often manifested. This implies a generally positive emotional climate in the classrooms, where students feel connected, interested, and positive about their learning experience. These findings resonate with literature on the essential role of emotional engagement in academic success and overall well-being (Jay & Johnson, 2022). Ensuring emotional engagement can lead to a more fulfilling and meaningful learning experience and appears to be a strength in this school's environment (Dweck, 2015).

**I. Extent of Student Engagement in the Public Elementary School in terms Cognitive Engagement**

Shown in Table 9 is the extent of student engagement in the public elementary school in terms of cognitive engagement. There are five statements under this indicator.

Table 9: Extent of Student Engagement in the Public Elementary School in terms of Cognitive Engagement

Statements	Mean	SD	Description
I use various learning strategies (e.g., note-taking, summarizing, questioning) to enhance my understanding of the material.	4.19	0.77	Extensive
I actively seek help from my teacher or peers when I struggle with a concept or task.	4.13	0.86	Extensive
I persist in solving problems, even when they are challenging.	4.17	0.86	Extensive
I reflect on my learning and adjust my strategies to improve my performance.	4.26	0.84	Very Extensive
I put effort into understanding complex concepts and applying them to real-life situations.	4.15	0.82	Extensive
Overall Mean	4.18	0.38	Extensive

The statement with the highest mean of 4.26 is *"I reflect on my learning and adjust my strategies to improve my performance,"* described as very extensive. This demonstrates students' active engagement in metacognitive processes, reflecting on their learning experiences and making necessary adjustments. Such behavior is in line with the broader educational literature that underscores the importance of metacognition and self-regulated learning in student achievement (Zimmerman, 2002; Bransford, Brown & Cocking, 2000).

On the other hand, the statement with the lowest mean of 4.13 is *"I actively seek help from my teacher or peers when I struggle with a concept or task,"* described as extensive. It is vital to cultivate a learning environment where students feel comfortable seeking help without fear of judgment. This need for a supportive learning environment has been emphasized by previous studies showing that students' willingness to ask for help is linked to positive learning outcomes (Gore et al., 2017).

The overall mean is 4.18 or extensive. This implies that the student engagement in public elementary school is often manifested. It implies that students are actively engaging with their learning materials, utilizing strategies, and showing persistence. Such engagement is critical for deep understanding and the application of knowledge, as highlighted in the literature on student engagement and success (Reinholz, 2016).

**J. Summary of the Extent of Student Engagement in the Public Elementary School**

Shown in Table 10 is the summary of the extent of student engagement in the public elementary school. There are three indicators under this variable.

Table 10: Summary of the Extent of Student Engagement in the Public Elementary School

Indicators of Student Engagement	Mean	SD	Description
Behavioral Engagement	4.27	0.32	Very Extensive
Emotional Engagement	4.19	0.36	Extensive
Cognitive Engagement	4.18	0.38	Extensive
Overall Mean	4.21	0.22	Very Extensive

The highest indicator for student engagement is Behavioral Engagement, with a mean score of 4.27, denoting a Very Extensive descriptive level. This result emphasizes the significant role that behavioral aspects such as active participation, collaboration, and adherence to rules play in the learning process. On the other hand, the lowest indicators are "Emotional Engagement" and "Cognitive Engagement," each with a mean score of 4.19 and 4.18, respectively, and categorized as "Extensive." While these scores are still indicative of strong engagement, they suggest that there might be room for further enhancing students' emotional connection to learning and their application of cognitive strategies. The overall mean for the indicators of Student Engagement is 4.21, reflecting a very extensive level of engagement. This means that the student engagement in public elementary school is always manifested. This implies that students in the study are highly engaged in their learning, not only behaviorally but also emotionally and cognitively.

The findings align with the multi-dimensional model of student engagement that encompasses behavioral, emotional, and cognitive components (Fredricks et al., 2014). The higher emphasis on behavioral engagement correlates with research emphasizing the foundational role of active participation and responsible behavior in learning (Williams, 2018). Meanwhile, the findings on emotional and cognitive engagement resonate with studies stressing the importance of emotional connections to

learning and the application of complex cognitive strategies. Overall, the results shows the intricate interplay between these dimensions and offer insights into areas for potential enrichment in students' overall engagement.

*K. Test of Relationship Between Teacher Reflective Practice and Student Engagement in the Public Elementary School*

Shown in Table 11 is the test of the relationship between teacher reflective practice and student engagement in the public elementary school.

Table 11: Test of Relationship Between Teacher Reflective Practice and Student Engagement in the Public Elementary School

Variables	Mean	SD	R	R <sup>2</sup>	Degree of Relationship	p-value	Decision @ a 0.05 Level
Teachers' Reflective Practice	4.17	0.17	0.802	0.643	Very High	0.00	Significant (Reject Ho)
Students' Engagement	4.21	0.22					

The Pearson Product Moment Correlation was used to test if there is a significant relationship between Teachers' Reflective Practice and Students Engagement in the Public Elementary School at a 0.05 Level of Significance.

The results show that there is a significant Very High Relationship (R: 0.802, p<0.05) between Teachers' Reflective Practice and Students Engagement in the Public Elementary School at a 0.05 level of significance. The results imply that improving Teachers' Reflective Practice is beneficial for the improvement of Students' Engagement in the Public Elementary School. The results also imply that 64.3 percent (R<sup>2</sup>: 0.643) of the variance or changes in Students' Engagement can be attributed to the Teachers' Reflective Engagement.

The results align with the broader understanding of reflective practice in education, emphasizing its role in professional growth and effectiveness. Reflective practice enables teachers to critically examine their beliefs, assumptions, and teaching methods, making necessary adjustments to meet the evolving needs of their students (Schön, 2017; Stoll et al., 2016). This continuous cycle of reflection, adaptation, and improvement can lead to more engaged and responsive teaching, which your study demonstrates is strongly related to students' engagement.

Moreover, engagement is a multi-faceted concept, encompassing behavioral, emotional, and cognitive aspects (Fredricks et al., 2014). Research has shown that students are more engaged when they perceive their learning environment as supportive and responsive, and when instructional practices are aligned with their needs and interests. Reflective practice fosters such alignment, as teachers who reflect are more likely to adapt their methods to engage students effectively. Also, encouraging and supporting reflective practice should be a priority in teacher education and ongoing professional development, as it is likely to translate into higher student engagement (Larrivee, 2000).

*L. Indicators of Teacher Reflective Practice that Significantly Influences the Student Engagement in the Public Elementary School*

Presented in Table 12 is the indicators of teacher reflective practice that significantly influences the student engagement in the public elementary school.

Table 12: Indicators of Teacher Reflective Practice that Significantly Influences the Student Engagement in the Public Elementary School

Indicators of School Culture	B	SE	Beta	T	p-value	Decision @ a 0.05 Level
(Constant)	0.17	0.27		8.46	0.00	Significant
Collaborative Reflection	0.29	0.03	0.54	10.9	0.00	Significant
Openness to Feedback	0.24	0.03	0.42	8.60	0.00	Significant
Adaptability and Experimentation	0.25	0.04	0.34	7.00	0.00	Significant
Self-awareness	0.13	0.04	0.17	3.39	0.00	Significant
<b>Regression Model:</b>						
<b>Students' Engagement</b> = 0.17 + 0.29 (Collaborative Reflection) + 0.24 (Openness to Feedback) + 0.25 (Adaptability and Experimentation) + 0.13(Self-awareness)						
F: 61.20, R: 0.854, R <sup>2</sup> : 0.729, p: 0.00						
Excluded Variable	Beta In	T	p-value	Partial Correlation	Decision @ a 0.05 Level	
Critical Analysis of Teaching Experiences	0.04	2.09	0.06	0.19	Not Significant	

The Stepwise Multiple Linear Regression Model was used to determine the Indicators of Teachers' Reflective Practice that Significantly Influences the Students' Engagement in the Public Elementary School at a 0.05 level of significance.

The results imply that the indicators Collaborative Reflection (B: 0.29,  $p < 0.05$ ), Openness to Feedback (B: 0.24,  $p < 0.05$ ), Adaptability and Experimentation (B: 0.25,  $p < 0.05$ ), and Self-awareness (B: 0.13,  $p < 0.05$ ) significantly influence the Students' Engagement in the Public Elementary School at a 0.05 level of significance. On the other hand, the indicator Critical Analysis of Teaching Experiences (B: 0.04,  $p > 0.05$ ) does not significantly influence the Students' Engagement in the Public Elementary School

Moreover, the results show that 72.9% ( $R^2: 0.729$ ) of the variances or improvements in Students' Engagement can be accounted for by the regression model, **Students' Engagement** =  $0.17 + 0.29$  (Collaborative Reflection) +  $0.24$  (Openness to Feedback) +  $0.25$  (Adaptability and Experimentation) +  $0.13$  (Self-awareness)

The results reveal a multifaceted relationship between Teachers' Reflective Practice indicators and Students' Engagement in the Public Elementary School. Collaborative Reflection, Openness to Feedback, Adaptability and Experimentation, and Self-awareness were found to significantly influence student engagement, while Critical Analysis of Teaching Experiences did not have a significant impact. These findings align with previous research, emphasizing the importance of collaboration among teachers, openness to feedback, adaptability to new teaching methods, and self-awareness of biases and personal attributes (De Guzman, 2017; Charles & Boud, 2018). The non-significance of Critical Analysis of Teaching Experiences may suggest that reflection alone might not be enough to impact student engagement without actionable collaboration and feedback. These insights indicate that fostering a more collaborative, responsive, innovative, and self-aware teaching environment could enhance student engagement. The implications of this study underscore the need for comprehensive teacher training and development that integrates these aspects of reflective practice.

## CHAPTER FOUR CONCLUSIONS AND RECOMMENDATIONS

Chapter 4 summarized the key findings to lay down the conclusions. These findings prepared the basis for recommendations.

The study focused on the relationship between teacher reflective practice and student engagement in the public elementary school. Specifically, it answered the following questions:

➤ *What is the Extent of Teacher Reflective Practice in the Public Elementary School in Terms of:*

- Self-awareness;
- Critical analysis of teaching experience;
- Openness to feedback;
- Adaptability and experimentation; and
- Collaborative reflection?

➤ *What is the Extent of Student Engagement in the Public Elementary School in Terms of*

- Participation in classroom activities (Behavioral engagement);
- Emotional connection to learning (emotional engagement); and
- Cognitive investment (cognitive engagement)?

➤ *Is there a Significant Relationship between Teacher Reflective Practice and Student Engagement in the Public Elementary School?*

➤ *Which among the Indicators of Teacher Reflective Practice Significantly Influence the Student Engagement in the Public Elementary School?*

This study employed a descriptive correlational research design to investigate the relationship between teacher reflective practice and student engagement. Teachers from various subject areas and grade levels were selected as respondents to provide insights into their reflective practices. The survey questionnaire was adapted from Larrivee (2010) and Rodgers (2012) and from Fredricks, Blumenfeld and Paris (2014) and Skinner and Pitzer (2022). *Mean, Pearson's correlation coefficient, and Multiple regression analysis* were used to analyze the data.

➤ *Results of the Analysis Revealed the Following:*

The extent of teachers' reflective practice across various indicators is described as extensive. The aspects of Self-Awareness and Adaptability and Experimentation were noted as very extensive, while the other domains, including critical analysis of teaching experiences, openness to feedback, and collaborative reflection, were considered extensive.

The extent of students' engagement involves three key domains: behavioral, emotional, and cognitive engagement. The overall students' engagement was rated as very extensive, with behavioral engagement also achieving a very extensive classification. Both emotional and cognitive engagement were categorized as extensive.

There is a significant very high relationship between teachers' reflective practice and students' engagement in the public elementary School. The R-squared value indicates that 64.3% of the variance in students' engagement can be attributed to teachers' reflective practice.

Significant influences on students' engagement include collaborative reflection, openness to feedback, adaptability and experimentation, and self-awareness. The regression model indicates the collective impact of these factors on students' engagement, with an R-squared value of 0.729, explaining 72.9% of the variance. The indicator critical analysis of teaching experiences was found to be not significant in influencing students' engagement.

### A. Conclusions

➤ *Based on the Results, the Following Conclusions are Drawn:*

The teachers' reflective practices are comprehensive, with certain areas such as Self-Awareness and Adaptability and Experimentation being particularly strong. These results indicate a commitment to reflection and growth in various aspects of their teaching, although improvements could be explored in the areas rated as merely Extensive.

Students in the Public Elementary School demonstrate a high level of engagement across Behavioral, Emotional, and Cognitive domains. This broad engagement suggests a positive learning environment where students feel connected and motivated to actively participate in their learning process.

The strong relationship between Teachers' Reflective Practice and Students' Engagement emphasizes the critical role that reflective teaching plays in fostering student engagement. This correlation suggests that by nurturing reflective practices, educators can enhance the level of engagement and active participation among students.

Certain indicators of Teachers' Reflective Practice, such as Collaborative Reflection, Openness to Feedback, Adaptability and Experimentation, and Self-awareness, play a vital role in influencing Students' Engagement. This finding underscores the importance of these aspects in reflective teaching to positively impact student engagement. Interestingly, the area of Critical Analysis of Teaching Experiences does not appear to have a significant influence, pointing to potential areas for further exploration and understanding.

### *B. Recommendations*

➤ *Based on the conclusions, the following are the recommendations:*

It is recommended that the Department of Education formulate and implement policies that emphasize the importance of reflective practice in teaching. By fostering a culture that supports collaboration, openness to feedback, and adaptability, they can significantly enhance student engagement. Training programs, regular monitoring, and evaluation of these practices should be part of a strategic plan to ensure quality education.

School heads may actively encourage a culture of reflective practice within schools. This entails providing teachers with the resources, opportunities, and support to experiment with new methods, receive constructive feedback, and collaborate with peers. By aligning initiatives with the practices of reflective teachers, school heads can foster behavioral, emotional, and cognitive engagement among students.

Elementary teachers may emphasize continuous professional growth in self-awareness, adaptability, and collaboration. By experimenting with diverse teaching strategies and engaging with colleagues for mutual observations and feedback, teachers can create an environment that positively influences student engagement. Continued dedication to innovation and reflective practice is essential.

Students are encouraged to actively participate in their learning process, collaborate effectively with peers, and provide valuable feedback on teaching practices. By creating channels for student input and guiding personal reflection on learning, educators can empower students to take ownership of their education, leading to more engaged and successful learning experiences.

Future research may focus on exploring the underlying factors of reflective practice and student engagement, including examining areas where relationships were not significant. Longitudinal studies, diverse educational contexts, and intervention program evaluations can provide a more comprehensive understanding. Such research could lead to evidence-based strategies to improve teaching and learning across various educational settings.



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## APPENDIX A SURVEY QUESTIONNAIRE FOR TEACHERS

➤ *Part I. Teacher Reflective Practice*

Instruction: Rate your reflective teaching practices based on the scale below:

- 5 = Strongly Agree
- 4 = Agree
- 3 = Neutral
- 2 = Disagree
- 1 = Strongly Disagree

<b>Self-awareness</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I regularly evaluate my personal beliefs and assumptions about teaching and learning.					
I am aware of how my biases may influence my teaching practices and interactions with students.					
I consciously reflect on my strengths and weaknesses as an educator.					
I take time to understand how my emotions can impact my teaching effectiveness.					
I consider the influence of my personal values and philosophy on my approach to teaching.					
Critical analysis of teaching experiences	5	4	3	2	1
I reflect on my lesson plans and instructional strategies to identify areas for improvement.					
I think about the reasons behind students' successes and struggles in my classroom.					
After each lesson, I consider alternative strategies that could have been more effective.					
I assess the alignment between my teaching practices and my intended learning outcomes.					
Indicator 3: Openness to feedback 11. I actively seek feedback from colleagues, supervisors, and students to improve my teaching.					
Openness to feedback	5	4	3	2	1
I actively seek feedback from colleagues, supervisors, and students to improve my teaching.					
I am open to constructive criticism and use it as an opportunity for growth.					
I value the perspectives of others in evaluating my teaching practices.					
I regularly participate in peer observations and collaborative feedback sessions.					
I incorporate feedback into my reflective practice to enhance my teaching methods.					
Adaptability and experimentation	5	4	3	2	1
I experiment with new instructional approaches to improve student learning.					
I adapt my teaching methods to meet the diverse needs of my students.					
I stay current with research and best practices to inform my teaching strategies.					
I am open to learning and implementing new technologies to enhance my classroom instruction.					
I experiment with new instructional approaches to improve student learning.					
Collaborative reflection	5	4	3	2	1
I engage in professional discussions with colleagues to share teaching experiences and challenges.					
I participate in collaborative learning communities to enhance my reflective practice.					
I seek opportunities to learn from other educators' experiences and insights.					
I value the role of collaboration in improving my teaching practices.					
I contribute to a supportive and reflective professional environment within my school.					

Source:

Larrivee, B. (2010). Transforming teaching practice: Becoming the critically reflective teacher. *Reflective Practice*, 1(3), 293-307.  
 Rodgers, C. (2012). Defining reflection: Another look at John Dewey and reflective thinking. *Teachers College Record*, 104(4), 842-866.

## APPENDIX B SURVEY QUESTIONNAIRE FOR STUDENTS

➤ *Part II. Student Engagement*

Instruction: Rate your classroom engagement based on the scale below:

- 5 = Strongly Agree  
 4 = Agree  
 3 = Neutral  
 2 = Disagree  
 1 = Strongly Disagree

<b>A. Participation in classroom activities (Behavioral Engagement)</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. I actively participate in classroom discussions and ask questions when I need clarification.					
2. I collaborate effectively with my peers during group activities and projects.					
3. I complete and submit assignments and homework on time.					
4. I attend classes regularly and arrive on time.					
5. I follow classroom rules and expectations.					
<b>B. Emotional connection to learning (Emotional Engagement)</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. I feel a sense of belonging and connection with my classmates and teacher.					
2. I am genuinely interested in the subjects I am studying.					
3. I feel that my emotions are positively engaged while participating in classroom activities.					
4. I believe that my teacher and classmates care about my success and well-being.					
5. I enjoy learning new concepts and ideas in class.					
<b>C. Cognitive investment (Cognitive Engagement)</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. I use various learning strategies (e.g., note-taking, summarizing, questioning) to enhance my understanding of the material.					
2. I actively seek help from my teacher or peers when I struggle with a concept or task.					
3. I persist in solving problems, even when they are challenging.					
4. I reflect on my learning and adjust my strategies to improve my performance.					
5. I put effort into understanding complex concepts and applying them to real-life situations.					

➤ *Source:*

- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2014). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59-109.
- Skinner, E. A., & Pitzer, J. R. (2022). Developmental dynamics of student engagement, coping, and everyday resilience. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 21-44). New York, NY: Springer.

## **APPENDIX C INFORMED CONSENT**

Dear Parent/Guardian,

I am conducting a research study and I would like to invite your child to participate.

Before your child can participate, I need your consent. Please read the following statements carefully, and if you agree, sign the form below.

I, [insert parent/guardian name], am the parent/guardian of [insert child name], who is [insert age of child]. I have read the description of the study provided to me. I understand the purpose of the study and what my child will be asked to do.

I give permission for my child to participate in this research study.

I understand that my child's participation is voluntary, and that they may withdraw at any time without penalty or consequence. I also understand that my child's information will be kept confidential and anonymous, and that only the researcher and authorized personnel will have access to it.

If I have any questions or concerns about the study, I understand that I can contact the researcher.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed name: \_\_\_\_\_

**APPENDIX D**  
**RELIABILITY TEST RESULT**

<b>Instrument</b>	<b>No. of Items</b>	<b>Cronbach's Alpha</b>	<b>Level of Reliability</b>
Teachers' Reflective Practice	25	0.811	Good
Students' Engagement	15	0.783	Acceptable
Overall	40	0.818	Good