Engagement-Based Teaching Approach and Students' Fundamental Skills: An Explanatory Sequential Approach

Jocelyn B. Bolanio
The Rizal Memorial Colleges, Inc.

Abstract:- This study explored the significant relationship between engagement-based teaching approach and fundamental skills of students. In this study, the researcher selected the 155 senior high school students in Asuncion District in Davao del Norte as the respondents of the study in quantititive phase, while 10 students were selected for IDI and FGD on qualitative phase. A mixed method research design using explanatory sequential approach was employed. The data collected were subjected to the following statistical tools: Mean and Pearson-r Correlation Analysis. Findings revealed that engagement-based teaching approach and fundamental skills of students were rated as extensive. Evidently, correlation analysis proved that there is a significant relationship between engagement-based teaching approach and fundamental skills of students. Thematic analysis confirmed the extensive rating on engagement-based teaching approach was due to technology integration and diverse learners, while the extensive rating on fundamental skills of students was due to previous educational encounters, limited participation in classroom activities, and distractions. Thematic analysis showed that clearly defined objectives, flexibility and choice, and emotional connections, confirmed the significant relationship between engagement-based teaching approach and fundamental skills of students.

Keywords:- *Component; Formatting; Style; Styling; Insert.*

I. INTRODUCTION

A. The Problem and its Scope

A sequential explanatory mixed-method study investigates the correlation between an engagement-based teaching strategy and students' life fundamental abilities in TLE, providing a comprehensive and thorough comprehension of the topic. By integrating both quantitative and qualitative data, this dual-phase methodology offers a full understanding of how different teaching techniques influence students' skills. Quantitative data provides statistical trends and patterns, whereas qualitative data provides in-depth context and insights. Collectively, these stages improve the dependability and trustworthiness of the research by confirming the results and offering statistical proof of connections or associations. Moreover, qualitative data assists researchers in comprehending the contextual aspects that impact the efficacy of instructional approaches. In conclusion, this study provides valuable insights for educational practices, policy decisions, and improvements in TLE programs, which will have positive impacts on both students and educators.

Kashlev (2013) found that employing an engagement-based teaching method greatly improves students' fundamental life skills. This approach fosters a dynamic learning atmosphere that encourages the practical use of knowledge, stimulates critical thinking, and facilitates social growth. This strategy promotes active student engagement, surpassing passive learning methods. Engaging in active learning methods, rather than simply receiving information through lectures or textbooks, enhances students' comprehension and retention of abilities. In addition, Cetin-Dindar (2016) emphasizes that this method promotes collaboration and teamwork, which are crucial for cultivating the capacity to work efficiently in groups, value varied viewpoints, and successfully address problems.

Reeves (2012) characterizes the engagement-based teaching style as one that actively engages students in the learning process by encouraging their participation, interaction, and interest in the subject matter. According to Reutova (2015), this strategy surpasses conventional didactic teaching by establishing a captivating and participatory classroom atmosphere that encourages students to investigate, discuss, and apply their information. In addition, according to Kutbiddinova (2015), interactive exercises promote the development of patience, tolerance, and understanding in students, while also fostering creative thinking. According to Kutbiddinovaa et al. (2016), engagement-based teaching results in a more profound comprehension and enhanced memory of material.

Furthermore, according to Erawan (2010), core life skills are described as adaptable and constructive actions that empower individuals to efficiently handle everyday obstacles. Naseri and Babakhani (2016) argue that life skills enhance flexibility, environmental engagement, and self-control. In addition, Greco, Baer, and Smith (2013) provide additional details that these skills encompass proficient communication, interpersonal connections, empathy, decision-making, problem-solving, critical analysis, and self-awareness, as well as the ability to regulate emotions such as stress, anxiety, depression, and failure. As a result, these skills enable individuals to manage problems such as sadness, anxiety, solitude, rejection, wrath, and interpersonal conflicts.

On the other hand, inadequate foundational skills among pupils might result in substantial immediate and lasting effects. Naseri and Babakhani (2016) state that a lack of proficient problem-solving skills can impede pupils' capacity to address intricate academic assignments. In addition, according to Kawalekar (2017), a lack of essential life skills, such as effective time management and organization, can lead to academic challenges. This includes difficulties in managing study time, meeting deadlines, and maintaining focus, ultimately resulting in a decline in academic performance. Furthermore, according to Pitan (2013), students who lack adequate life skills may turn to detrimental coping strategies such as substance abuse or neglecting their responsibilities. According to Tindowen et al. (2015), in the context of the Philippines, students who have difficulty with fundamental life skills tend to have lower levels of self-esteem and self-confidence, which in turn negatively impacts their overall well-being.

Previous studies have explored the effects of engagement-based teaching on different aspects of student learning. However, there is a significant gap in understanding how this teaching approach specifically affects the development of essential life skills in TLE students. Prior research has predominantly concentrated on academic achievement and subject-specific expertise, thus necessitating a thorough investigation into the impact of these instructional approaches on the development of life skills, including financial literacy and practical vocational skills. In order to fill this gap, the researcher carried out a study in the Asuncion District of Davao del Norte, Philippines, employing an explanatory sequential research design. This hybrid methodology integrates both numerical and descriptive data to offer a comprehensive viewpoint on the impact of engagement-focused instructional techniques on students' development of essential life competencies.

B. Theoretical/Conceptual Framework

The current research is based on Bandura's (1986) Social Cognitive Theory, which highlights the importance of observational learning, self-efficacy, reciprocal determinism, social reinforcement, cognitive mediation, and vicarious learning in the development of crucial abilities. This paradigm enables educators and researchers to create interactive educational methods that enhance students' fundamental life skills. The notion posits that individuals have the ability to acquire knowledge from the experiences of others. In interactive learning, students have the opportunity to witness their peers displaying effective life skills, both via successful outcomes and through mistakes. Cetin-Dindar (2016) argues that teaching methods that promote engagement enable students to actively practice and use life skills in real-world situations, such as role-playing, simulations, or hands-on activities. Kashlev (2013) also observes that teaching methods that focus on engagement foster active involvement, leading to enhanced comprehension and long-term retention of acquired abilities.

Furthermore, this study utilizes a pragmatic paradigm to recognize and tackle issues within their most comprehensive framework. The researcher adheres to a pragmatic worldview, which views the formation of individual realities as a consequence of human experiences and ideas, rather than an inherent default position (Maddux & Donnett, 2015). Pragmatic investigation seeks to find the best possible answers, acknowledging that facts and accuracy might vary among individuals, locations, and time periods. The researcher adopts the pragmatic paradigm, as advocated by Terrell (2012), by combining several ways of data collecting and analysis procedures, as suggested by Creswell (2013). The study concentrates on activities that have significant implications for resolving learning difficulties, namely addressing the aspiration for academic acknowledgment among TLE students. This approach formulates the research process to encompass all essential stages for establishing a theoretical foundation in data gathering and analysis. It emphasizes the significance of philosophical worldview in research technique.

The study has two variables: the independent variable is the engagement-based teaching style, which involves actively immersing learners in the educational process by integrating their experiences and expertise. Reeves (2012) defines this technique as being evaluated based on the level of student engagement in the teaching process, the extent of interaction between teachers and students, and the quality of feedback given by teachers on students' performance. The dependent variable is the students' essential skills, which are defined as their capacity to exhibit adaptive and positive behavior that allows them to effectively handle everyday obstacles. Erawan (2010) assesses these abilities as critical thinking, imaginative thinking, self-awareness, interpersonal skills, communication skills, and decision-making and problem-solving skills. These measurements evaluate one's capacity to process information, engage in divergent thinking, comprehend and regulate emotions, communicate proficiently, and solve issues in a suitable manner.
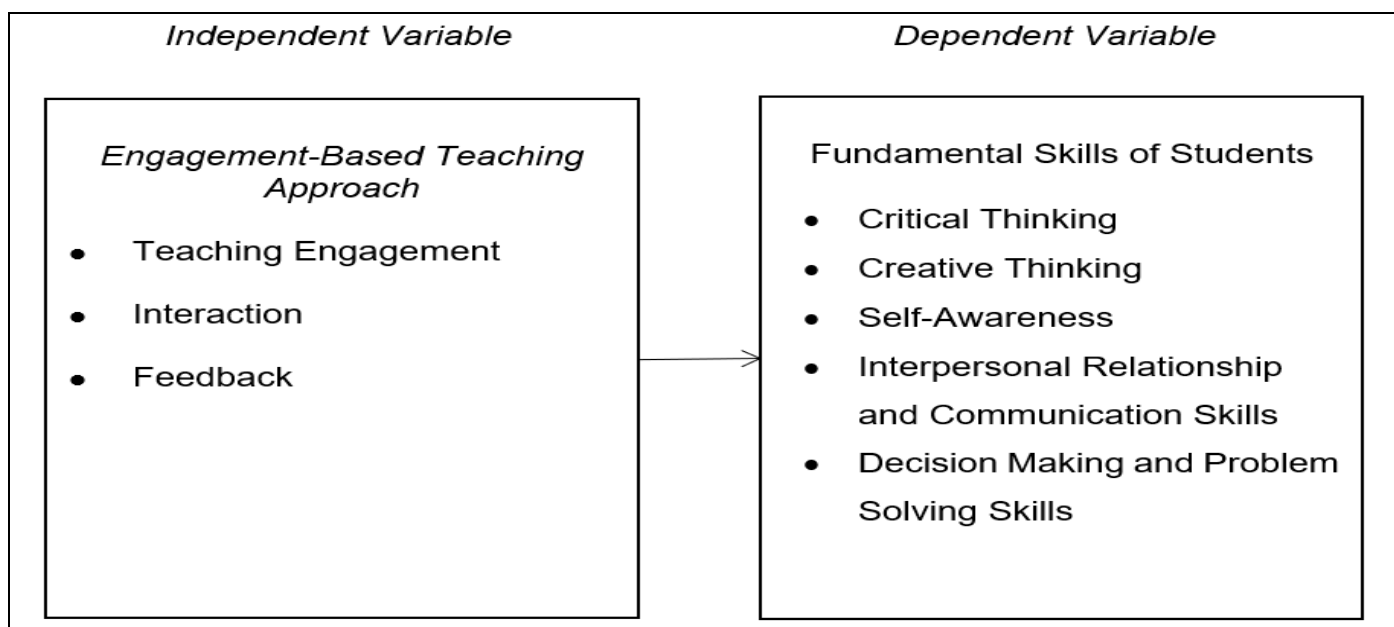
Fig 1 Conceptual Framework of the Study

C. Statement of the Problem

This study examined engagement-based teaching and students' basic competencies. The explanatory sequential mixed methods design includes collecting qualitative data following quantitative results to explain or follow up on them. In the quantitative phase, Grade 11-12 students in Asuncion District, Davao del Norte, provided primary data on engagement-based teaching and core competencies. To verify quantitative correlation output, the qualitative step was undertaken. These research questions underpin this study:

- What is the extent of engagement-based teaching approach in Asuncion District in Davao del Norte (quantitative)?
- What is the extent of students' fundamental skills in Asuncion District in Davao del Norte (quantitative)?
- Is there a significant relationship between engagement-based teaching approach and students' fundamental skills in Asuncion District in Davao del Norte (quantitative)?
- What are the standpoints of the participants on the salient points of the results on the extents of engagement-based teaching approach and students' fundamental skills in Asuncion District in Davao del Norte (qualitative)?
- What are the standpoints of the participants on the salient points of the results on the significant relationship between engagement-based teaching approach and students' fundamental skills in Asuncion District in Davao del Norte (qualitative)?

II. METHOD

A. Research Design

The researcher used an explanatory sequential research design to synthesis quantitative and qualitative data in this study (Creswell, 2013). This approach combines quantitative and qualitative data collecting, analysis, and discussion (Creswell, 2017). The researcher first used a correlational method to collect quantitative data on how the independent variable (engagement-based teaching approach) affects the dependent variable (students' fundamental skills) and establish a cause-and-effect relationship (Myers & Well, 2013). In the second phase, phenomenological methods were utilized to collect qualitative data on senior high school students' daily lives in Asuncion District, Davao del Norte (Creswell, 2017). Focus group discussions (FGD) and in-depth interviews (IDI) supplemented survey questionnaire data to provide a dynamic and comprehensive knowledge (Creswell, 2013). The quantitative data was evaluated descriptively and correlationally, while the qualitative data from FGD and IDI was used to expand on the quantitative findings (Creswell, 2013).

B. Research Respondents

In the quantitative phase, 155 Grade 11-12 students from Asuncion District, Davao del Norte, were selected through stratified random sampling, a method that divides a population into sub-groups or strata based on shared attributes (Shi, 2015). This approach ensured diverse representation, as the inclusion criteria required Grade 11-12 students in Asuncion District, Davao del Norte to be actively enrolled in TLE/TVE courses for the S.Y. 2022-2023 and willing to participate voluntarily. The study focused on collecting relevant data from these respondents without considering their school performance ratings.

In the qualitative phase, the researcher used purposive sampling to select participants, choosing 5 students for in-depth interviews (IDI) and 5 for focus group discussions (FGD), ensuring a balanced representation of male and female students. This method, suitable for in-depth qualitative studies (Miles et al., 2014), enabled detailed exploration of the constructs under investigation. A total of 17 Grade 7 students from Asuncion District were invited to participate, selected for their specific characteristics relevant to the study's research questions (Daymon & Holloway, 2011).

C. Research Instrument

The quantitative and qualitative phases of this investigation used different instruments. A panel of experts validated, and pilot tested both sets to assure validity and reliability. Final questionnaire updates included experts' feedback. In the quantitative phase, the first portion of the instrument covered engagement-based teaching, interaction, and feedback, with a Cronbach's alpha of 0.956. Participants used a 5-point Likert scale to rate the teaching approach's observation. The mean range of 4.20–5.00 is "Very Extensive," implying engagement-based education is always used. The mean range of 3.40–4.19 is "Extensive," indicating the strategy is often used. The mean range of 2.60–3.39 is "Moderately Extensive," showing the strategy is sometimes used. Described as "Less Extensive," the strategy is rarely used. A mean range of 1.00–1.79 is "Not Extensive," implying the approach is never observed.

Student critical thinking, creativity, self-awareness, interpersonal connection and communication abilities, and decision-making and problem-solving skills were measured using the second quantitative technique. A 5-point Likert scale and 0.951 Cronbach's alpha were utilized in this questionnaire. The scale ranges and descriptions are: a mean range of 4.20 - 5.00 is "Very Extensive," meaning the students' fundamental skills are always manifested; 3.40 - 4.19 is "Extensive," indicating the skills are oftentimes manifested; 2.60 - 3.39 is "Moderately Extensive," suggesting the skills are sometimes manifested; 1.80 - 2.59 is "Less Extensive,"

In the qualitative phase, the researcher conducted semi-structured in-depth interviews (IDI) and focus group discussions (FGD) with 10 Grade 11-12 students. According to Bryman and Bell (2011), this approach revealed new themes and gave flexibility. The interview guide asked open-ended questions about participants' engagement-based teaching and fundamental skills experiences and how they affected their beliefs, attitudes, and learning commitment. Three education specialists validated the guide and informed its final version.

D. Data Analysis

The quantitative phase of this study used the mean to characterize the engagement-based teaching approach and students' fundamental skills and Pearson Product Moment Correlation to assess their significant relationship. For representation, stratified random sampling was utilized to select Grade 11-12 students from Asuncion District, Davao del Norte. From in-depth interviews (IDI) and focus group discussions (FGD), thematic analysis was used for the qualitative phase. The researcher recorded and analyzed the interviews to uncover codes and themes, revealing students' engagement-based teaching experiences and basic competencies. This entailed reading and rereading transcripts, producing codes, and developing and reviewing topics.

A sequential-explanatory mixed methods methodology was used to obtain quantitative data and then analyze survey results using qualitative data. The quantitative phase used online-adapted surveys and the qualitative phase validated interview guides. Due to their empirical nature, quantitative data were prioritized, while qualitative findings were necessary for cross-validation. This strategy combined quantitative and qualitative findings for a complete understanding. Mixing processes connected and integrated data throughout analysis to support findings and answer research questions.

In qualitative data, IDI and FGD participants were carefully chosen and consented to be interviewed. Transcribing, reading, establishing initial codes, searching for themes, and collating codes comprised thematic analysis. This rigorous approach integrated quantitative and qualitative results, resulting in extensive debates, consequences, and recommendations. The mixed methods design provided a comprehensive study of engagement-based teaching and students' basic skills in Asuncion District, Davao del Norte.

III. RESULTS AND DISCUSSIONS

A. Engagement-Based Teaching Approach

Table 1 presents an overview of the engagement-based teaching technique in Davao del Norte's Asuncion District. With an overall mean of 3.52, it is considered extensive and is often observed by students. This suggests that educators regularly provide captivating and stimulating learning settings that inspire students to engage, work together, and take responsibility for their education. The results corroborate those of Kutbiddinova et al. (2016), who pointed out that deeply involving students in the learning process through engagement-based teaching improves comprehension and retention of the subject matter. Students are organically motivated to succeed when they are engaged in interactive classes because they find the material interesting and relatable (Aninda, 2018). In addition, this method fosters critical thinking, inquiry, and problem-solving—all of which are necessary for practical applications.

Table 1 Summary on Engagement-Based Teaching Approach in Asuncion District in Davao del Norte

Statement	Mean	Descriptive Rating
Teaching Engagement	3.61	Extensive
Interaction	3.57	Extensive
Feedback	3.39	Moderately Extensive
Mean	3.52	Extensive

The table also shows that, with regard to teaching engagement, the engagement-based teaching strategy had the highest mean score of 3.61, which was evaluated as extensive and frequently noticed. On the other hand, the feedback technique had the lowest mean score of 3.39; it was characterized as moderately extensive and understood as sometimes observed. Reutova (2015) claims that teaching strategies that are centered on student engagement frequently

take advantage of their passions, natural curiosity, and internal drive to increase student engagement. Students are more motivated to learn and perform well academically when they are actively involved in and interested in the material.

Teacher Engagement. Students in Grades 11–12 in Asuncion District, Davao del Norte, frequently observe this component of the engagement-based teaching strategy, according to the mean rating of 3.61 for teaching engagement. According to Roorda et al. (2011), this implies that teachers actively and joyfully engage in the teaching and learning process, building better relationships and a feeling of community in the classroom.

The mean ratings of the items vary from 3.12 to 4.02. For example, "Trying hard to perform well while teaching" was classified as somewhat extensive and had a mean value of 3.12, indicating that it is occasionally noticed. On the other hand, "Working with intensity" was rated as extensive with a mean score of 4.02, indicating that it is regularly seen. Shukla (2014) states that highly engaged educators are dedicated to their professional development and actively seek out opportunities to enhance their teaching abilities. Gülbahar (2017) adds that engaged educators encourage students' creativity and experiment with novel teaching techniques.

Interaction. In particular, the category mean of 3.57 for the interaction dimension shows that the engagement-based teaching strategy is frequently observed in terms of interaction. As noted by Achor et al. (2019), this entails the cooperative sharing of ideas, sentiments, or thoughts between people, which supports efficient communication in the teaching-learning process.

Furthermore, the mean ratings for the item vary from 2.95 to 4.17. For instance, "Showing warmth to my students" was classified as somewhat extensive and had a mean rating of 2.95, indicating that it is occasionally observed. On the other hand, "Designing the plan well to make the teaching and learning process meaningful" was classified as extensive and had a mean grade of 4.17, indicating that it is regularly observed. Jia (2015) asserts that classroom interaction entails the methodical observation of teacher-student relations, which

is vital in directing instructional strategies and favorably influencing student performance and attitudes toward learning.

Feedback. According to the findings, the feedback that students in Grades 11 and 12 evaluated received a category mean of 3.39, which was classified as moderately extensive and interpreted as occasionally witnessed in Davao del Norte's Asuncion District. This implies that teachers only sometimes inform students on how they are doing in relation to learning objectives or results. This result is consistent with Buckley's (2015) theory, which holds that feedback helps learners and teachers make decisions about future learning techniques by providing information about current knowledge and skill development.

The item mean ratings range from 2.54 to 3.90 based on the results. For example, the mean grade for "Selecting relevant assessment strategies to improve learning" was 2.54, suggesting that it is not as comprehensive and is not as often noticed. On the other hand, the category of "Providing appropriate feedback to students' work" was classified as extensive and regularly noticed, with a mean score of 3.90. Effective feedback improves students' comprehension of their learning progress and self-regulation processes, according to Al-Bashir et al. (2016), highlighting the critical role teachers play in supporting students' development.

B. Fundamental Skills of Students

In Asuncion District, Davao del Norte, students in Grades 11–12 have a broad range of fundamental abilities, as seen in Table 2. These skills have an overall mean score of 3.50, which is classified as extensive and interpreted as frequently observed. This suggests that the fundamental skills, knowledge, and talents required for both academic and personal growth are frequently exhibited by kids in this district. The aforementioned discovery aligns with the claims made by Roodbari et al. (2016) that although sufficient foundational skills facilitate academic achievement, they could present obstacles when managing intricate assignments or progressing in competitive employment positions that demand enhanced competence in domains like digital skills, literacy, and numeracy.

Table 2 Summary on Fundamental Skills of Students in Asuncion District, Davao del Norte

Statement	Mean	Descriptive Rating
Critical Thinking	3.51	Extensive
Creative Thinking	3.46	Extensive
Self-Awareness	3.64	Extensive
Interpersonal Relationship and Communication Skills	3.59	Extensive
Decision Making and Problem-Solving Skills	3.31	Moderately Extensive
Mean	3.50	Extensive

The table shows that students' self-awareness skills scored the highest mean of 3.64, categorized as extensive and interpreted as frequently demonstrated, while decision-making and problem-solving skills scored the lowest mean of 3.31, categorized as moderately extensive and occasionally demonstrated. Prasad (2018) stresses that foundational skills help students improve their daily routines, solve practical

problems, and support their livelihoods. TLE skills can lead to employment or entrepreneurship, especially for kids who don't go to college right away.

Critical Thinking. This dimension has a category mean of 3.51, showing considerable critical thinking among Grade 11-12 students in Asuncion District, Davao del Norte. This

ability to actively evaluate information, problems, and circumstances is prevalent. According to Jensen et al. (2015), critical thinking is the conscious and rational decision to accept or do anything based on observations, information, verbal or written expressions, or arguments.

According to the data, the mean ratings vary from 2.61 to 3.89. For instance, "Considering different alternatives consistently" gets a mean grade of 2.61, indicating moderate extent and occasional manifestation. However, "Organizing information capability" scores 3.89, indicating considerable and frequent use. Friedrich et al. (2015) note that critical thinking requires self-guided, disciplined thinking to identify and mitigate human reasoning weaknesses.

Creative Thinking. This dimension has a category mean of 3.46, indicating that Grade 11-12 students in Asuncion District, Davao del Norte, regularly use divergent thinking. According to Şenel and Bağçeci (2019), creative thinking entails developing new solutions or applying current information in fresh ways to solve issues.

The item mean ratings vary from 2.98 to 3.87. For instance, "Playing an active role in the group when solving problems" has a mean value of 2.98, indicating modest extent and occasional manifestation. At Grade 11-12 in Asuncion District, Davao del Norte, "Generating ideas immediately when facing problems" scores 3.87, indicating wide and frequent use. Robson (2016) stresses that creative thinking helps children and adolescents make better decisions and solve problems by letting them consider different possibilities and consequences. Creativity is in everyone but needs fostering and supportive circumstances.

Self-Awareness. The category mean of self-awareness among Grade 11-12 pupils in Asuncion District, Davao del Norte, is 3.64, suggesting extensive manifestation. According to Son (2018), this shows frequent comprehension and control over one's emotions, thoughts, and feelings, as well as stress perception and response. Self-awareness is essential for good communication, relationships, and empathy.

Items have mean ratings of 2.76 to 4.13. "Analyzing my behavior is something I am interested in" scores 2.76, indicating modest extent and occasional manifestation. But "Evaluating the important things that I do" scores 4.13, which is common among Grade 11-12 students in Asuncion District, Davao del Norte. Leland (2015) states that self-concept includes an individual's beliefs, attitudes, and personal traits that set them apart and influence their actions.

Interpersonal Relationship and Communication Skills. According to the data, students in Grades 11–12 in Davao del Norte's Asuncion District earned an extensive category mean of 3.59, which is interpreted as commonly noticed, for their interpersonal relationship and communication abilities. As noted by Jalaludin and Ihkasan (2016), this shows that students frequently exhibit the capacity to interact successfully and cultivate beneficial relationships. These abilities greatly enhance a person's social and psychological well-being by enabling them to manage relationships

constructively, retain strong social connections, and collaborate successfully.

The items' mean ratings, when examined, range from 2.98 to 4.83. As an example, the manifestation of "telling people that I am easy to talk to" has a modest frequency of 2.98 points. In contrast, the score of 4.18 for "Being honest with others, I share my thoughts and feelings" is characterized as extensive and regularly noticed among students in Grades 11-12 in Davao del Norte's Asuncion District. Healthy interpersonal interactions are important for developing a positive self-concept, high self-esteem, self-awareness, empathy, and effective communication skills, as Sukarna (2021) emphasizes. Good relationships are also linked to moral growth, intellectual achievement, and good family support.

Decision Making and Problem-Solving Skills. The table demonstrates that the decision-making and problem-solving skills of Grade 11-12 students in Asuncion District, Davao del Norte, were assessed as fairly extensive, with a category mean of 3.31, suggesting that these talents are sometimes observed. Geisler and Allwood (2015) observed that kids sometimes have the capacity to recognize issues, assess their origins, explore several options, and reach successful conclusions. Efficient decision-making enables individuals to predict consequences and select favorable courses of action, so improving their comprehension of personal and life-related matters.

Upon analyzing the average ratings of the items, it is observed that they vary between 2.68 and 3.66. For example, the phrase "Developing my knowledge ability" has a score of 2.68, which suggests that it occurs quite frequently. On the other hand, the category "Controlling potential problems" has a score of 3.66, indicating that it is a common and significant issue among Grade 11-12 students in the Asuncion District of Davao del Norte. According to Con and Cankaya (2017), having excellent problem-solving abilities allows individuals to deal with obstacles in a constructive manner, which helps to decrease the mental and physical stress that comes from unsolved situations. Problem-solving is a cognitive-behavioral process that focuses on identifying and applying effective solutions to everyday issues.

C. Relationship Between Between Engagement-Based Teaching Approach and Fundamental Skills of Students in Asuncion District in Davao del Norte

The relationship between engagement-based teaching and students' basic skills in Asuncion District, Davao del Norte, is considerable. Pearson Product Moment Correlation analysis revealed a positive correlation (r =.466, p < 0.05) between engagement-based teaching and students' essential skills, showing that as engagement increases, so do skills. Teaching involvement, interaction, and feedback had correlation coefficients of 0.372, 0.210, and 0.232, suggesting their impact on students' competencies. These findings disprove the null hypothesis that these factors are unrelated.

This supports Vinogradova et al. (2018)'s view that interactive teaching approaches improve student training by involving all students in collaborative learning. Interactive

approaches including group work, projects, and role-playing encourage student participation and knowledge sharing,

improving learning and outcomes, according to Sidorenko (2011).

Table 3 Relationship Between Between Engagement-Based Teaching Approach and Fundamental Skills of Students in Asuncion District in Davao del Norte

Engagement-Based Teaching Approach	Fundamental Skills of Students		
	r-value	p-value	Decision
Teaching Engagement	0.372*	0.000	Reject Ho
Interaction	0.210*	0.003	Reject Ho
Feedback	0.232*	0.001	Reject Ho
Overall Academic Personnel Supervision	0.466*	0.000	Reject Ho

*Significant p < 0.05
Legend: Perfect Correlation for r = 1 Strong Correlation for 0.7 <= r < 1 Moderate Correlation for 0.3 <= r < 0.7
Weak Correlation for 0.3 > r > 0 No Correlation for r = 0

D. Standpoints of the Participants on the Quantitative Results Regarding the Extents of Engagement-Based Teaching Approach and Fundamental Skills of Students in Asuncion District in Davao del Norte

Table 4 shows participants' opinions on the quantitative findings of extensive ratings on engagement-based teaching and student skills. Participants' quantitative ratings of engagement-based teaching revealed two codes: technology integration and diverse learners.

Technology Integration. Since technology is vital to engagement-based education, integrating it into the classroom is common. Participants noted that successful technology integration to enhance engagement-based teaching requires comprehensive professional development, a pedagogical shift, attention to accessibility and equity, effective data use, and a balanced approach that leverages technology while maintaining the essential human element of teaching. Participants confidently stated:

"Nakakapansin ko nga nga ang uban sa akong mga kauban kay maayo kaayo sa teknolohiya ug molambo og mga digital nga kasangkapan aron personalon ang pagtudlo. Ang uban usab, dili kasabot sa teknolohiya ug magsunod lamang sa mga tradisyunal nga paagi." *(I've noticed that some of my colleagues are really tech-savvy and use digital tools to personalize instruction. Others, though, aren't as comfortable with technology and stick to traditional methods.)* (T001)

"Naniniwala ko nga ang teknolohiya mahimong usa ka gamayng butang alang sa personalisasyon, apan dili kanunay kasayon isalmot sa mga leksyon. Kinahanglan ang pagtudlo ug suporta, nga dili gihatagan og akses ang tanang mga magtutudlo." *(I believe technology can be a powerful tool for personalization, but it's not always easy to integrate into lessons. It requires training and support, which not all teachers have access to.)* (T002)

"Sa among eskwelahan, adunay akses kami sa pipila ka mga educational apps ug mga platform, apan dili tanan nga mga magtutudlo mosalmot niini. Depende kini sa ilang kahimtang sa kahibalo sa teknolohiya." *(In our school, we have access to a variety of educational apps and platforms, but not all teachers utilize them. It depends on their comfort level with technology.)* (T004)

"Naka-anam ko og mga magtutudlo nga maggamit og online nga mga talakayan ug mga video aron ilarawan ang mga konsepto. Makatabang kini kay kini magtugot kanato nga magtalakayan ug magtuon sa atong kaugmaon'ng takna. Apan dili tanan nga mga magtutudlo moagi niini nga mga kasangkapan." (I've seen some teachers use online discussion forums and videos to explain concepts. It's helpful because it lets us discuss and learn at our own pace. But not all teachers use these tools.) (T005)

"Nagtoo ko nga ang teknolohiya makatabang kanato sa pag-abot sa mga mag-aaral nga adunay kalainan nga mga estilo sa pagkat-on, apan mahimong labing sayun nga makulbaan. Aduna'y uban nga mga magtutudlo nga kinahanglan og dugang nga pagtudlo ug pagtambag aron sa ilang hugot nga pagdawat niini." *(I think technology can help us reach students with diverse learning styles, but it can also be overwhelming. Some teachers may need more training and encouragement to embrace it fully.)* (P006)

The study emphasizes equal technology access for all students. Addressing the digital gap is important because instructors may need help using technology properly to promote personalized learning for all students. Oscarson (2014) found that engagement-based teaching uses technology to create dynamic, interactive learning environments. Multimedia resources, interactive whiteboards, educational apps, virtual reality simulations, gamified learning platforms, and other digital tools can boost student engagement and intrinsic motivation, making learning more innovative and successful.

Diverse Learners. Differentiated instruction, cultural competency, flexible evaluation, tailored plans, teamwork, and continual professional development are needed to address student diversity. Recognizing the diversity of students and the challenges of satisfying their needs is a common explanation. Here are the participants' narratives:

"Sa aking silid-aralan, mayroon akong mga estudyanteng may magkakaibang pangangailangan sa pag-aaral at mga pinanggalingan. Mahirap harapin ang bawat estudyante kung saan sila naroroon, pero ginagawa ko ang aking makakaya upang magbigay ng iba't-ibang pagtuturo." *(In my classroom, I have students with diverse learning needs and backgrounds. It can be challenging to meet each student*

where they are, but I try my best to differentiate instruction.) (T001)

"Mahinungdanon sa akoa ang personalisasyon sa pagtudlo, apan dili kanunay sayon. Mo-attend ko'g mga workshop sa inclusive teaching ug magtinabangay ko sa mga special education teachers aron mas maayo nga mapadala ang suporta ngadto sa tanang mga estudyante." *(Personalizing instruction is important to me, but it's not always easy. I attend workshops on inclusive teaching and collaborate with special education teachers to better support all students.)* (T003)

"Natanggap ko ang pagsasanay ukol sa pagkakaiba-iba ng pagtuturo, pero kailangan ng oras para magplano at isakatuparan ito. Patuloy akong nag-aaral at sinusubukan ang mga bagong paraan upang mas mahusay na maalagaan ang bawat estudyante." *(I've received training on differentiated instruction, but it takes time to plan and implement. I'm constantly learning and trying new strategies to better serve each student.)* (T005).

"Motuo ko sa personalisasyon, apan makasinati kini'g kabudlay kon adunay limitadong oras ug kagamitan. Sa regular nga pagsusuri, gikontrolar ko ang kalamboan sa akong mga estudyante ug giusab ang akong mga pamaagi sa pagtudlo sunod-sunod." *(I believe in personalization, but it can be challenging with limited time and resources. I regularly assess my students' progress and adjust my teaching methods accordingly.)* (P006).

"Adunay hinanaling koordinasyon sa mga support staff ug mga kauban sa trabaho aron magbahin og mga estratehiya ug mga rekurso. Ang personalisasyon usa ka padayon nga proseso, ug ang panagtinabangay makatabang kanako nga mas mahimong maayo nga mangalagad sa tanang mga estudyante." *(Work closely with support staff and colleagues to share strategies and resources. Personalization is an ongoing process, and collaboration helps me serve all students better.)* (P007).

The findings stress the need for instructors establishing cultural competency to understand and respect students' varied cultures. This requires awareness of cultural differences, traditions, and viewpoints that affect student learning. According to Kober (2015), engagement-based teaching methods empower diverse learners by recognizing their opinions, experiences, and contributions. Using culturally relevant curriculum and collaborative learning environments, educators may create inclusive classrooms where all students feel respected, encouraged, and inspired to succeed.

Three codes emerged from participants' viewpoints on the quantitative results revealing extensive ratings in kids' core skills: previous educational encounters, restricted classroom engagement, and distractions. These codes indicate areas where focused interventions and assistance may improve students' skill development and classroom engagement.

Previous Educational Encounters. Moderate engagement might also be fostered by past educational experiences or a lack of confidence in one's ability to succeed. The participants stated that pupils who have previously experienced behavioral difficulties might not be participating fully in class because they are afraid of running into disciplinary problems again. Furthermore, it was observed that some children can be reluctant to read aloud due to past experiences of embarrassment related to reading difficulties. The participants' narratives are as follows:

"Nakapansin ko nga adunay uban sa akong mga estudyante nga daw kabalaka sa pag-apil sa aktibong bahin sa klase, ug nagatuo ako nga kini tungod sa negatibong mga eksperyensya sa una. Halimbawa, kon mangutana ko sila o pahimangnoan sa paghatag sa ilang mga hunahuna, kanunay sila nagduhaduha o mi-undang sa pag-sulti." *(I've noticed that some of my students seem hesitant to participate actively in class, and I believe it's due to negative past experiences. For instance, when I ask them questions or encourage them to share their thoughts, they often hesitate or avoid speaking up.)* (T002)

"Adunay pipila ka akong mga estudyante nga naglisod sa pagbasa, ug tendensya nila nga mag-undang og pagbasa sa baba sa klase. Sa akong pagsulti kanila, ilang gipasabot nga nakahiubos sila sa mga nakalabayng klase diin sila nagkasala sa pagsulti o pagtagna sa mga pulong." *(I've had a few students who struggle with reading, and they tend to avoid reading aloud in class. When I've spoken with them, they mentioned feeling embarrassed in previous classes when they stumbled over words or mispronounced them.)* (T004)

"Usa sa akong estudyante, sauna kaayo niya nasabtan ang matematika. Apan, adunay usa ka grabe kaayo nga panahon siya sa nakalabayng tuig sa eskwelahan, ug karon daw wala siya'y gana ug wala siya'y kumpiyansa sa iyang abilidad sa matematika." *(One of my students used to be very enthusiastic about math. However, she had a particularly tough time in the previous school year, and now she seems disengaged and lacks confidence in her math abilities.)* (T005)

"Nakapansin ko nga ang uban sa akong mga estudyante nga nag-agi'g mga problema sa kinaiya sa mga nakalabayng mga grado masuya kaayo sa klase ug daw kabalaka sa pag-apil. Nagtuo ko nga sila nagduhaduha kon sila maoy makasala o mawad-an og grasya." *(I've noticed that some of my students who struggled with behavioral issues in previous grades are often quiet in class and hesitant to participate. I suspect they might be worried about getting in trouble again.)* (T006)

"Pipila sa akong mga estudyante nag-antos og pambuyag sa ilang mga nakalabayng eskwelahan, ug daw adunay malimpyo nga epekto kini sa ilang kaugalingon nga pagtahod. Mas kalma sila ug mi-undang sa pagsulay sa ilang mga kauban ug sa pag-apil sa mga grupo nga mga aktibidad." *(A few of my students had experienced bullying in their previous schools, and it seems to have left a lasting impact on their self-esteem. They are more reserved and hesitant to interact with peers and participate in group activities).* (T007)

The results indicate that educators and teachers need to take a comprehensive and compassionate approach to addressing the influence of bad prior experiences on learning engagement. To assist students in overcoming previous obstacles and developing into more engaged learners, it is crucial to establish trust, offer tailored support, and create a safe learning environment. This is consistent with Nedeljković's (2012) assertion that a classroom atmosphere of safety and worth is fostered by recognizing and resolving students' prior unpleasant experiences. According to Lai (2011), instructors must take essential steps to understand each student's individual requirements, demonstrate empathy, and build meaningful relationships with them. To properly support each student, this method offers accommodations, diversified education, and tailored learning strategies.

Limited Participation in Classroom Activities. It is evident that passive learning strategies like lectures or solitary reading frequently result in lower student involvement. On the other hand, interactive exercises like cooperative learning and group discussions are thought to be successful in retaining student interest. Teachers stress that a lack of interactive components, such debates and practical assignments, might reduce students' interest and engagement. They also point out that using interactive multimedia resources improves student engagement and memory, such as instructional apps and simulations. The following are the narratives of the participants:

"Napansin nako nga kon ang atong mga leksyon labaw nga naglakip og mga lektyur ug pagbasa, adunay uban sa akong mga estudyante nga nagaluya na sa ilang interes. Kinahanglan nila og mga aktibong mga aktibidad aron makapabilin sila nga na-aktibo ug makig-apil sa maong mga leksyon." *(I've noticed that when our lessons consist mainly of lectures and reading, some of my students start to lose interest. They need more interactive activities to stay engaged and participate actively.)* (T002)

"Sa akong classroom, ako nang-eksperimento og pagsalmot og mga proyekto sa grupo ug mga interaktibong dula. Nahibaw-an nako nga kon ang mga estudyante aktibong nakig-apil sa mga kooperatibong mga buluhaton, ang ilang kagana ug partisipasyon kay dako kaayo nga nagsaka." *(In my classroom, I've experimented with incorporating group projects and interactive games. I've observed that when students are actively engaged in collaborative tasks, their enthusiasm and participation levels increase significantly.)* (T003)

"Sa panahon sa pagtuon gawas sa klase, naglisud kita sa pagpabilin sa ilang interes kon ang mga leksyon labaw nga mga pre-recorded nga mga video. Napansin nako nga mas naga-aktibo ang mga estudyante kon adunay mga live nga sesyon nga nagahatag og kahigayonan alang sa mga pangutana ug mga panagsultihanay." *(During remote learning, it was challenging to maintain engagement when the lessons were primarily pre-recorded videos. I noticed that students were more engaged when we had live sessions with opportunities for questions and discussions.)* (T004)

"Nakita nako nga kon ako maggamit og mga interaktibong multimedia nga mga rekursong sama sa mga educational apps ug mga simulasyon, mas dako ang tsansa nga aktibong mokig-apil ang mga estudyante ug makat-on sila sa ilang natun-an." *(I've observed that when I use interactive multimedia resources like educational apps and simulations, students are more likely to actively participate and retain what they've learned.)* (T005)

"Adunay pipila sa akong mga estudyante nga miingon nga mas nindot nila ma-enjoy ang mga leksyon kon adunay mga panagsultihanay sa klase o mga mga aktibidad sa mga gamayng grupo. Kini nagtugot kanila nga ipadayon ang ilang mga hunahuna ug magtunon gikan sa ilang mga kauban." *(Some of my students have mentioned that they enjoy the lessons more when we have class discussions or small group activities. It allows them to express their thoughts and learn from their peers.)* (T007)

The result implies that by making learning more interactive and applicable to students' daily lives, connecting teachings to real-world experiences and applications improves learning. Students are more likely to be engaged when they believe that what they are studying is relevant. This result supports the theory put forth by Ingram (2014) that inquiry-based learning stimulates students' interest and involvement by allowing them to pose questions, conduct independent research, and actively look for solutions. Interactivity in both real and virtual classrooms is further improved by integrating interactive digital tools and educational technologies. Multimedia materials and simulations are important platforms for increasing student engagement and interaction in the classroom.

Distractions. Student involvement can be negatively impacted by outside distractions including noise, interruptions, or a disordered learning environment. In order to increase students' focus and involvement, participants underlined the value of creating a suitable classroom setting with few distractions, such as calm surroundings and organized areas. They also emphasized the advantages of putting in place explicit rules and routines for conduct as they saw that these lessen disturbances and encourage active learning.

"Sa akong silid-aralan, nasinati ko nga kon atong gikunhod ang mga gawasnong pangulitawo, sama sa pagpahilum sa kagubot ug pag-ensure nga walay kalat, mas maobservar ang mga estudyante ug mas aktibo sa ilang mga leksyon." *(In my classroom, I've noticed that when we minimize external distractions, such as keeping the noise level down and ensuring a clutter-free space, students are more attentive and engaged in their lessons.)* (T002)

"Nahimo nato ang klaro nga mga rutina ug mga pangandoy alang sa paggawi. Kon nahibaw-an sa mga estudyante unsa ang ilang gikakunhod ug unsaon ang ilang pag-ugma, mabawasan ang mga paagwason ug makatabang kini sa mas aktibong pagkat-on." *(We have established clear routines and expectations for behavior. When students know*

what to expect and how to behave, it reduces disruptions and allows for more engaged learning.) (T001)

"Adunay uban sa akong mga estudyante nga adunay mga sensitibidad sa mga sensasyon, busa gibuhat namo ang usa ka sensory-friendly nga lugar sa silid-aralan. Kon adunay dapit sila nga mahimong adtuan kon kinahanglan nila og pahuwayon, makatabang kini kanila sa pagpabilin nga aktibo sa panahon sa ilang mga leksyon." *(Some of my students have sensory sensitivities, so we've created a sensory-friendly corner in the classroom. When they have a place to go when they need a break, it helps them stay engaged during lessons.)* (T003)

"Nakasinati ko nga kon adunay mga estudyante nga adunay akses sa noise-canceling headphones o uban pang mga kasangkapan alang sa pagtabang kanila sa pagkonsentrar, mas maayo silang makapabilin nga aktibo, labi na sa usa ka kabusyado ug kahugaw nga kahimanan sa eskwelahan." *(I've noticed that when students have access to noise-canceling headphones or other tools to help them concentrate, they are better able to stay engaged, especially in a busy and noisy school environment.)* (T005)

"Hinikayat ko ang mga magulang na gumawa ng sariling study area para sa kanilang mga anak sa kanilang tahanan. Ang mga estudyanteng may tahimik at maayos na lugar na kanilang ginagamit para sa kanilang mga gawain ay mas nagiging mas makatuon at aktibo sa mga online na leksyon." *(I encouraged parents to create a dedicated study area for their children at home. Students who had a quiet and organized space to work in seemed more focused and participated actively in virtual lessons.)* (T007).

Table 4 Standpoints of the Participants on the Quantitative Results Regarding the Extents of Engagement-Based Teaching Approach and Fundamental Skills of Students

Essential Theme	Reasons
Confirmed Extensive Rating on Engagement-Based Teaching Approach	Technology Integration
	Diverse Learners
Confirmed Extensive Rating on Fundamental Skills of Learners	Previous Educational Encounters
	Limited Participation in Classroom Activities
	Distractions

The results suggest a complete strategy including classroom management, technology integration, active involvement, communication, and customized support is needed to address distractions in the teaching-learning process. This supports Hubert's (2017) claim that instructors must communicate to students clearly the value of maintaining focus and reducing distractions. They ought to talk about how distractions affect the results of learning. According to Tasgin and Tunc (2018), it's critical to acknowledge that students' experiences with distractions vary from person to person and that they require tailored support to overcome concentration problems, personal struggles, or learning obstacles.

E. Standpoints of the Participants on the Significant Relationship Between Engagement-Based Teaching Approach and Fundamental Skills of Students

Participants' perspectives on the quantitative findings pertaining to the significant correlation between an engagement-based teaching strategy and students' essential competencies are displayed in Table 5. Three emergent codes were recognized, which are as follows: Clearly Defined Objectives, Flexibility and Choice, and Emotional Connections.

Clearly Defined Objectives. The educators stressed the value of establishing specific learning objectives and how doing so increases student engagement by giving them a feeling of direction. Students who receive personalized instruction are better able to comprehend the particular learning objectives and how their development fits into them. Well-defined goals encourage a feeling of direction and

purpose, which increases involvement. The participants' narratives are as follows:

"Napansin ko na kapag itinakda ko ang malinaw na mga layunin sa pag-aaral at ibinabahagi ito sa aking mga estudyante, ito ay nagdudulot ng malaking pagkakaiba sa kanilang pagtutok. Alam nila kung ano ang kanilang pinagtutuunan ng pansin, at nagbibigay ito sa kanila ng pakiramdam ng layunin." *(I've noticed that when I set clear learning goals and share them with my students, it makes a world of difference in their engagement. They know what they're working towards, and it gives them a sense of purpose.)* (T002)

"Sa regular nga paagi, akong gipasagdan nga mag-istorya og mga katuyuan sa pagkat-on sa akong mga estudyante. Dili lang sila kahibalo unsa atong giluwatan apan ngano kini importante. Kining kasinatian nagtabang kanila nga makapabilin nga nagtutok ug aktibo sa tibuok nga leksyon." *(I regularly discuss the learning objectives with my students. They not only know what we're learning but also why it's important. This clarity helps them stay focused and engaged throughout the lesson.)* (T003)

"Nasinati nako nga kon ang mga estudyante nag-apil sa pagtino og ilang kaugalingong mga layunin sa pagkat-on o mga tikas, mas nag-invest sila sa ilang edukasyon. Parang aduna silay personal nga parte sa ilang kaugalingong paglakbay sa pagkat-on." *(I've observed that when students are involved in setting their own learning goals or milestones, they become more invested in their education. It's as if they have a personal stake in their own learning journey.)* (T005)

"Kon ang mga estudyante kahibalo kung unsa ang ilang gipangandoy ug unsa ang ilang gikinahanglan maabot, naga-ubos kini sa kahadlok ug kahulogan. Kini, sa pagbalik-balik, nagapasalig kanila nga mas buotan sila nga mokig-apil ug magkinamangha sa ilang pagkat-on." *(When students have a clear understanding of what's expected and what they should achieve, it reduces anxiety and uncertainty. This, in turn, makes them more willing to participate and take risks in their learning.)* (T006)

According to the study results, having specific goals would help students succeed by giving them more control over their education and improving learning outcomes. This bolsters the claim made by Abdulwahab et al. (2016) that students gain direction and purpose from clearly specified learning goals. Students are motivated to actively participate in their learning when they see the value of their studies and their role in the process. By establishing clear learning objectives, teachers play a critical role in assisting students in understanding expectations and working toward meeting them.

Flexibility and Choice. Providing students with flexible options for evaluation so they can select the one that best fits their needs, thereby empowering and engaging them. The panelists made the point that giving students alternatives in their education increases their interest and motivation. Students can select how they learn and show that they grasp a subject thanks to personalized instruction. Different learning preferences and styles are accommodated by this flexibility, which boosts engagement. The participants' narratives are as follows:

"Ang paghatag og mga opsiyon ug mga pagpili sa mga estudyante sa unsaon nila pagtuman sa ilang mga asaynment o proyekto makapamubo gayod sa ilang pagkabilingon. Kon mahibaw-an nila nga adunay kontrol sila sa ilang pagkat-on, mas daw sila motibado." *(Giving students options and choices in how they approach assignments or projects can really boost their engagement. When they feel they have some control over their learning, they tend to be more motivated.)* (T001)

"Kanunay kong gipanagtag ang mga maayong pamaagi alang sa mga estudyante nga maipakita ang ilang pag-ila. Aduna'y uban nga mas gugma maghimo og sinulat nga mga report, samtang uban mas gugma maghimo og mga presentasyon o mga kreatibong proyekto. Kini nga kahigayonan naghatag og kapangyarihan kanila ug nagpabilin sila nga na-aktibo." *(I often offer flexible pathways for students to demonstrate their understanding. Some prefer written reports, while others opt for presentations or creative projects. This flexibility empowers them and keeps them engaged.)* (T004)

"Kon adunay kagawasan ang mga estudyante sa pag-eksplorar sa mga topiko nga ilang gi-dakoan sa sulatin sa kurikulum, mosaka ang ilang kagana. Ang mga personalisadong proyekto ug mga asaynment sa panaliksik nagtugot niini nga kahigayonan." *(When students have the freedom to explore topics, they are passionate about within*

the curriculum, their enthusiasm skyrockets. Personalized projects and research assignments allow for this flexibility.) (T006).

This suggests that enabling flexibility and choice as part of personalized teaching tactics might boost students' motivation, ownership of learning, time management, and preferences, improving academic success. This confirms Murphy et al. (2014)'s finding that giving students freedom and choice in learning tasks and assignments lets them choose what and how they learn. This liberty and control can motivate them to learn actively. Trevino (2020) stated that flexible and choice-based personalized teaching allows students to match their learning experiences to their interests and strengths. Students perform better when they enjoy their activities.

Emotional Connection. Personalization stirs pupils' emotions. Teachers who customize instruction can connect with students emotionally. These connections make students feel safe, appreciated, and emotionally engaged in school. Teacher narratives from elementary school:

"Ang pagtukod og emosyonal nga koneksyon sa akong mga estudyante anaa sa kina-iyahan sa akong pamaagi sa pagtudlo. Kon mahibaw-an sa mga estudyante nga nakita, nadungog, ug gitagaan og importansya, mas dalikyat sila sa ilang pagkat-on." *(Building emotional connections with my students is at the core of my teaching approach. When students feel seen, heard, and cared for, they are more likely to be engaged in their learning.)* (T002)

"Ako nagahimo og pagsisikap aron masayud ang matag usa sa akong mga estudyante sa personal, ilang mga interes, kusog, ug mga kalig-unan. Kining personal nga koneksyon nagtabang kanako nga himuon ang akong pagtudlo alang sa ilang kaugalingong kinahanglanon ug nag-apil sa pagtukod sa positibong palibot sa pagkat-on." *(I make an effort to know each of my students individually, their interests, strengths, and challenges. This personal connection helps me tailor my instruction to their unique needs and fosters a positive learning environment.)* (T003)

"Sa kahibalo, usa ka simple nga pag-check in sa mga estudyante unsa ilang gibati mahimo nang dakong kalainan. Kon mahibaw-an nila nga tinuod nga gina-ampingan nako ang ilang kalinaw, mas dalikyat sila sa klase." *(Sometimes, a simple check-in with students about how they're feeling can make a big difference. When they know I genuinely care about their well-being, they tend to be more engaged in class.)* (T004)

"Nakita nako nga kon mag-ambit ako sa akong kalipay ug kahumot sa usa ka subject, kini makatabang kanila. Nahisamaan ang mga estudyante sa akong kadasig, ug kanunay kini nagpa-apil sa ilang kaugalingong kuryusidad ug partisipasyon." *(I've seen that when I share my enthusiasm and passion for the subject matter, it's contagious. Students pick up on my excitement, and it often ignites their own curiosity and engagement.)* (T006)

The finding suggests that emotional ties promote a conducive learning environment. Students who feel cared for, valued, and understood perform better in class. This confirms Harding-DeKam (2016)'s claim that teacher-student emotional bonds foster belonging and attachment. Students that feel emotionally linked to their teachers are more intellectually motivated. Students can manage academic stress and anxiety with emotional connections. Knowing they have a teacher to help reduces stress and improves academic success.

Table 5 Standpoints of the Participants on the Significant Relationship Between Between Engagement-Based Teaching Approach and Fundamental Skills of Students

Essential Theme	Reasons
Confirmed Significant Relationship Between Between Engagement-Based Teaching Approach and Fundamental Skills of Students	Clearly Defined Objectives
	Flexibility and Choice
	Emotional Connections

IV. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

This study's findings and limitations (survey methodology and respondent numbers) suggest many conclusions. The engagement-based teaching method in Asuncion District, Davao del Norte, was extensive. Teachers often create engaging environments where students may participate, cooperate, and take ownership of their learning, as seen by high scores for teaching engagement and interaction. The broad grading of this approach's feedback reinforces its function in generating engagement and active learning.

Additionally, Asuncion District kids had broad basic skills. Students demonstrated critical thinking, creativity, self-awareness, and interpersonal and communication abilities. The relatively extensive ratings for decision making and problem-solving offer areas for growth in nurturing these competencies.

The study also found a favorable moderate association between engagement-based teaching and students' basic skills. The study's quantitative findings are supported by qualitative data topics including technology integration and various learner demands, which emphasize the necessity of interactive teaching approaches in student training.

B. Recommendations

Here are the researcher's recommendations based on the study's findings:

First, the Department of Education (DepEd) ought to revise the curriculum to incorporate more project-based and interactive teaching strategies. In order to enable the successful implementation of engagement-based learning, they should also set aside money for teacher preparation programs and other supplies.

Moreover, to facilitate the sharing of best practices among teachers, school administrators can set up support networks such as peer learning communities and mentoring programs. They ought to guarantee that educators have access to the tools and materials required for successful engagement-based instruction.

In addition, by allowing students to participate in decision-making and customizing instruction to fit their interests and learning preferences, teachers can embrace student-centered approaches. To encourage participation and critical thinking, they should implement active learning techniques including group discussions, cooperative projects, and practical exercises.

Ultimately, to increase participation and develop critical abilities, students should actively participate in group projects, classroom debates, and other activities. Additionally, they ought to take the initiative to learn by looking into interesting subjects, posing queries, and making use of extra resources outside of the classroom.

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