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Teachers' Practices on the Development of Pupils' Participation Towards Learning

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ABSTRACT

This study assessed the teachers' practices in developing pupils' participation towards learning in selected public elementary schools in Binangonan District during School Year 2025–2026. Specifically, it examined teachers' profiles, the extent of their practices in terms of motivational techniques, classroom management, instructional strategies, and utilization of learning resources, as well as the challenges they encountered. It also determined whether significant differences existed in their practices when grouped according to selected demographic and professional characteristics.The study employed a descriptive survey research design involving 214 teacher-respondents, representing 50% of the total teacher population from seven selected public elementary schools. Data were gathered using a researcher-made questionnaire checklist and analyzed using appropriate descriptive and inferential statistical tools.Findings revealed that most respondents were female, married, aged 31 years and above, pursuing graduate studies, holding Teacher I–III positions, and had more than ten years of teaching experience. They often practiced motivational techniques, classroom management, and instructional strategies to encourage pupils' participation, while the utilization of learning resources was practiced to a moderate extent. Significant differences in teachers' practices were found when grouped according to age, educational attainment, length of service, and in-service training attended. However, no significant differences were established in terms of sex, civil status, and position title. Furthermore, teachers often encountered challenges in promoting pupils' participation towards learning.The study concluded that teachers' demographic and professional characteristics influence variations in their classroom practices. It recommended strengthening instructional supervision, providing relevant professional development opportunities, improving access to learning resources, and encouraging innovative teaching approaches. A proposed action plan was developed to enhance teachers' practices and promote active pupil participation in the teaching-learning process.

Keywords: *Teachers' Practices, Pupils' Participation, Motivational Techniques, Classroom Management, Instructional Strategies, Learning Resources, Descriptive Survey Research*

1. INTRODUCTION

1.1. Background and Context of the Study

Pupils' participation is an essential component of the teaching-learning process because it reflects their willingness to engage in classroom discussions, perform learning activities, express ideas, and collaborate with others. Active participation contributes to the development of pupils' communication skills, critical thinking, confidence, and independent learning abilities. Decristan et al. (2023) emphasized that student participation in whole-class discussions contributes to learning, particularly when pupils actively guide their own involvement. Similarly, Vargas-Madriz et al. (2024), Kang et al. (2023), and Li et al. (2024) established the importance of teacher support, positive teacher-pupil relationships, and peer interactions in strengthening classroom engagement. These findings suggest that pupils' participation is influenced not only by their individual motivation but also by the learning environment established by teachers.

In elementary education, teachers play a significant role in developing pupils' willingness to participate through appropriate instructional and classroom practices. Their ability to recognize individual differences, establish supportive relationships, and provide meaningful learning experiences influences how pupils respond to classroom activities. In this regard, de Ruig et al. (2023) highlighted the importance of high-quality teacher-pupil interactions in developing pupils' self-regulated learning. Anyichie et al. (2023) likewise emphasized the value of integrating culturally responsive and self-regulated learning practices to promote engagement. Moreover, Obenza-Tanudtanud and Obenza (2023) found a positive relationship between teacher-pupil interaction and learning engagement among primary pupils in the Philippines. These studies establish the importance of teachers' deliberate efforts in creating an environment where pupils feel valued, supported, and encouraged to participate.

One important aspect of developing pupils' participation is the application of motivational techniques. Teachers utilize encouragement, positive reinforcement, recognition, questioning, games, and interactive activities to stimulate pupils' interest and willingness to learn. Aseery (2024) identified positive feedback, storytelling, physical activities, and personalized learning experiences as approaches that enhance motivation and engagement among elementary learners. Aust et al. (2024) also established the motivational value of formative assessment and feedback in primary school mathematics instruction. Furthermore, Patall et al. (2024) emphasized the importance of teachers' support for pupils' psychological needs, while Patzak and Zhang (2025) highlighted the importance of balancing learner autonomy and classroom structure. These findings indicate that effective motivational practices should provide pupils with encouragement, meaningful choices, and opportunities to experience success.

Classroom management is another important consideration in promoting pupils' participation. An organized classroom environment allows teachers to maintain discipline, establish routines, maximize instructional time, and facilitate meaningful interactions. Woodcock and Reupert (2024) examined classroom management strategies among primary teachers and highlighted the importance of preventive and corrective practices. Duan et al. (2024) further identified teacher experience, classroom climate, student-teacher relationships, and school culture as factors associated with teachers' classroom management self-efficacy. Similarly, Korpershoek et al. (2025) established the relevance of classroom management interventions in improving pupils' academic, behavioral, social-emotional, and motivational outcomes. These studies emphasize that effective classroom management involves more than maintaining discipline; it also creates conditions that encourage active participation.

Likewise, instructional strategies contribute to the development of pupils' engagement by providing varied opportunities for learning. Collaborative activities, inquiry-based instruction, differentiated teaching, classroom discussions, and experiential learning enable pupils to

participate according to their interests and abilities. Geletu and Mihiretie (2024) examined how teachers' professional development influences differentiated instructional practices and the possibilities of improving student engagement. Chen and Chen (2025) highlighted the role of technology-enhanced collaborative inquiry in supporting student engagement and exploration. In addition, Nikou (2024) examined student motivation and engagement in maker activities within a primary school setting. Hornido et al. (2024) demonstrated the potential of an imagery-based instructional approach in enhancing Grade 1 pupils' classroom engagement. Sabado and Lastrella (2024) also emphasized the relationship between learners' engagement and teachers' utilization of instructional activities and strategies.

The utilization of learning resources is equally important in providing meaningful and engaging classroom experiences. Instructional materials, visual aids, textbooks, manipulatives, and digital resources help teachers present concepts in more accessible and interactive ways. Area-Moreira et al. (2023) examined the transformation of instructional materials from printed to digital formats in primary education and emphasized the changing practices of teachers in utilizing educational resources. Similarly, Atanoso and Jarabelo (2025) identified positive associations between innovative teaching strategies and student engagement among Grade 6 learners. These findings suggest that teachers must be resourceful in selecting and maximizing appropriate learning materials to accommodate pupils' varying needs and encourage their active involvement.

Despite the importance of these practices, teachers encounter challenges in sustaining pupils' participation. Differences in learning abilities, limited attention spans, behavioral concerns, inadequate instructional materials, and varying levels of motivation may affect classroom involvement. The school-based intervention examined by researchers in 2023 demonstrated that engagement can be improved through intentional and structured classroom interventions. Likewise, Maryani et al. (2025) emphasized the relevance of teachers' professional competence in understanding student engagement. Abellar and Villocino (2025) also examined the relationship among classroom management, teacher self-efficacy, and student engagement in Philippine elementary schools. These findings reinforce the need for continuous professional development and appropriate instructional support.

In the Philippine educational setting, developing pupils' participation remains a shared responsibility of teachers and school administrators. Dapilos et al. (2025) explored teacher-pupil interactions and their implications for learners' motivation, while Dalmandong and Matalubos (2025) examined the relationship between classroom environment and motivation among elementary learners. Fernandez and Mohammad (2026) likewise investigated classroom management skills and pupils' learning outcomes in elementary Araling Panlipunan. These local studies highlight the relevance of examining classroom conditions and teachers' competencies in promoting meaningful learning experiences. Furthermore, Paynandos and Doronio (2025) explored classroom management approaches in relation to pupils' engagement and study habits, emphasizing the need to strengthen classroom practices.

Although these studies provide valuable insights into student engagement, motivation, classroom management, and instructional approaches, there remains a need to examine these dimensions collectively from the perspective of elementary teachers in a specific local educational context. In particular, understanding the practices employed by teachers in selected public elementary schools in Binangonan District may provide relevant information on the extent to which motivational techniques, classroom management, instructional strategies, and learning resources are utilized to develop pupils' participation towards learning.

Hence, this study was conducted to assess the teachers' practices on the development of pupils' participation towards learning in selected public elementary schools in Binangonan District during School Year 2025–2026. It specifically examined the extent of teachers' practices in terms of motivational techniques, classroom management, instructional strategies, and utilization of learning resources, as well as the challenges encountered in implementing these practices. It also determined whether significant differences existed when teachers were grouped according to their demographic and professional characteristics. Ultimately, the findings served as the basis for developing an action plan to strengthen teachers' instructional competencies and promote meaningful, inclusive, and active pupil participation in the teaching-learning process.

1.2. Research Problem

This study aimed to assess the teachers' practices on the development of pupils' participation towards learning in selected public elementary schools in Binangonan District during the School Year 2025–2026. Specifically, it sought to determine the profile of the respondents in terms of age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended. It also aimed to assess the extent of teachers' practices on the development of pupils' participation towards learning, as perceived by themselves, with respect to motivational techniques, classroom management, instructional strategies, and utilization of learning resources.

Furthermore, the study sought to determine whether there was a significant difference in the extent of teachers' practices on the development of pupils' participation towards learning across the different aspects when respondents were grouped according to their profile. It also aimed to identify the extent of the challenges encountered by teachers in developing pupils' participation towards learning. Finally, based on the findings of the study, it sought to propose an action plan to enhance teachers' practices in promoting pupils' participation towards learning.

1.3. Research Gap

Existing studies have extensively examined student engagement, classroom management, motivational techniques, instructional strategies, and the utilization of learning resources in improving educational outcomes. However, many of these studies have investigated these factors independently, providing limited attention to their combined contribution to developing pupils' participation towards learning, particularly in the elementary education setting. Moreover, there remains a need to examine how teachers' demographic and professional characteristics, such as age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended, relate to the implementation of classroom practices. In the local context, limited research has collectively explored these dimensions among teachers in selected public elementary schools in Binangonan District. Similarly, the challenges encountered by teachers in encouraging pupils' active participation require further investigation to identify areas needing instructional and professional support. Addressing these gaps, the present study examined teachers' practices in terms of motivational techniques, classroom management, instructional strategies, and utilization of learning resources, determined differences according to their profiles, and identified the challenges encountered in implementing these practices. Furthermore, it sought to develop an action plan based on the findings to provide practical interventions for strengthening teachers' competencies and promoting meaningful pupil participation in the teaching-learning process.

1.4. Purpose and Objectives of the Study

The primary purpose of this study was to assess the teachers' practices on the development of pupils' participation towards learning in selected public elementary schools in Binangonan District during School Year 2025–2026. Specifically, it aimed to determine the demographic and professional profiles of the teacher-respondents and assess the extent of their practices in developing pupils' participation in terms of motivational techniques, classroom management, instructional strategies, and utilization of learning resources. It also sought to determine whether significant differences existed in teachers' practices when grouped according to their profiles and identify the extent of challenges they encountered in encouraging pupils' active involvement in classroom activities. Moreover, the study intended to use the findings as a basis for developing a proposed action plan that would strengthen teachers' instructional competencies, improve classroom practices, address identified challenges, and promote an inclusive, engaging, and supportive learning environment for elementary pupils.

1.5. Significance and Practical Contribution of the Study

The findings of this study may provide valuable insights and practical contributions to school administrators, teachers, pupils, parents, the Department of Education, and future researchers. For school administrators, the results may serve as a basis for strengthening instructional supervision, identifying professional development needs, and providing appropriate learning resources and interventions. For teachers, the study may encourage self-assessment and professional improvement in implementing motivational techniques, classroom management practices, instructional strategies, and learning resources. Pupils may benefit from more engaging, interactive, and inclusive classroom experiences that encourage confidence, collaboration, communication, and active participation in learning activities. The findings may also help parents and guardians recognize the importance of supporting their children's participation and developing positive learning habits. Furthermore, the Department of Education and school-based professional learning communities, particularly Learning Action Cell (LAC) coordinators, may utilize the results in planning relevant training programs, collaborative activities, and instructional improvement initiatives. Finally, future researchers may use the study as a reference for investigating related variables, exploring other educational settings, and developing further research on teachers' practices and pupils' participation towards learning. The proposed action plan also serves as a practical contribution by translating the identified findings and challenges into possible interventions for improving classroom instruction.

1.6. Sustainable Development Goals (SDG) Alignment

This study is primarily aligned with Sustainable Development Goal 4 (SDG 4): Quality Education, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Specifically, it supports Target 4.1, which emphasizes equitable access to quality primary education and relevant learning outcomes, by examining teachers' practices that encourage pupils' active participation in classroom activities. It also contributes to Target 4.5, which promotes the elimination of educational disparities and equal learning opportunities, through its emphasis on inclusive classroom practices that recognize pupils' diverse abilities, interests, and learning needs. Furthermore, the study supports Target 4.c, which highlights the importance of increasing the supply of qualified teachers through relevant professional development and training opportunities. By assessing teachers' instructional practices, professional backgrounds, and challenges, the study may provide information that school administrators can use in developing appropriate training programs and instructional interventions. The proposed action plan further reinforces this alignment by recommending initiatives that enhance teachers' competencies, improve the utilization of learning resources, and promote meaningful pupil engagement. Overall, the study contributes to the achievement of

SDG 4 by supporting the development of inclusive, participatory, and quality learning environments in public elementary schools.

2. METHODOLOGY

2.1. Research Design

This study employed a descriptive survey research design to assess the teachers' practices on the development of pupils' participation towards learning in selected public elementary schools in Binangonan District during School Year 2025–2026. This research design was considered appropriate because it enabled the researcher to describe the existing practices of teachers, determine the extent of their implementation, and identify the challenges encountered in promoting pupils' participation. It also facilitated the examination of differences in teachers' practices when grouped according to their demographic and professional profiles. Through the use of a structured questionnaire, relevant data were collected from the respondents to provide an objective description of the conditions and practices under investigation without manipulating the variables of the study.

2.2. Research Locale

The study was conducted in seven selected public elementary schools in Binangonan District, Province of Rizal, namely Bilibiran Elementary School, Doña Susana Madrigal Elementary School, Don Jose Ynares Sr. Memorial School, Mabuhay Homes 2000 Elementary School, Sitio Mata Elementary School, Tagpos Elementary School, and Tayuman Elementary School. These schools served as the research locales because they provided the setting for examining teachers' practices in developing pupils' participation towards learning. The selection of these institutions allowed the researcher to gather information from teachers with varying demographic characteristics, educational backgrounds, professional experiences, and instructional responsibilities. Conducting the study in these schools provided an opportunity to examine the implementation of motivational techniques, classroom management, instructional strategies, and utilization of learning resources within the context of public elementary education in Binangonan District.

2.3. Sampling Technique

The study involved 214 teacher-respondents, representing 50% of the total population of teachers from the seven selected public elementary schools in Binangonan District. The respondents were selected based on the established sampling coverage to obtain sufficient representation of the teacher population involved in the study. The sample included teachers from Bilibiran Elementary School, Doña Susana Madrigal Elementary School, Don Jose Ynares Sr. Memorial School, Mabuhay Homes 2000 Elementary School, Sitio Mata Elementary School, Tagpos Elementary School, and Tayuman Elementary School. The inclusion of teachers from these institutions enabled the researcher to gather varied perspectives regarding the practices employed in developing pupils' participation towards learning. The respondents were also described according to their age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended to provide a basis for examining differences in their classroom practices.

2.4. Data Gathering Procedure

The researcher utilized a researcher-made questionnaire checklist as the primary instrument for gathering the necessary data. Before the administration of the questionnaire, appropriate permission was sought from the concerned school authorities to conduct the study in the selected public elementary schools. Upon securing the necessary approval, the researcher coordinated with the school heads and identified the qualified teacher-respondents. The

purpose of the study, its objectives, and the instructions for answering the questionnaire were explained to the participants. The questionnaires were then distributed to the 214 teacher-respondents, who were given sufficient time to provide their responses. After the retrieval of the accomplished questionnaires, the researcher examined the responses for completeness, consistency, and accuracy. The collected data were subsequently organized, tabulated, and prepared for statistical analysis. All information obtained was treated with confidentiality and used exclusively for the purposes of the research.

2.5. Data Analysis

The data gathered were systematically organized, tabulated, and analyzed using appropriate descriptive and inferential statistical tools. Frequency counts and percentages were utilized to describe the respondents' demographic and professional profiles in terms of age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended. Weighted mean was employed to determine the extent of teachers' practices concerning motivational techniques, classroom management, instructional strategies, and utilization of learning resources, as well as the extent of challenges encountered in developing pupils' participation towards learning. To determine whether significant differences existed in teachers' practices when grouped according to their profiles, appropriate tests of significant difference were employed based on the number of categories and characteristics of the variables. The results were interpreted using the established level of significance to determine whether the observed differences were statistically significant. The findings were then presented in tables and discussed in relation to the objectives of the study.

2.6. Ethical Considerations

The researcher observed appropriate ethical standards throughout the conduct of the study to protect the rights, welfare, privacy, and confidentiality of the respondents. Permission was obtained from the concerned school authorities before conducting the research, while the respondents were informed about the purpose, objectives, and nature of their participation. Their participation was voluntary, and they were given the freedom to decline or withdraw from the study without experiencing any form of disadvantage or consequence. Informed consent was observed, and the respondents were assured that their identities and individual responses would remain confidential. No personally identifying information was disclosed in the presentation and interpretation of the findings. The collected data were used solely for academic and research purposes and were handled responsibly to prevent unauthorized access or disclosure. Furthermore, the researcher maintained honesty, objectivity, and integrity in gathering, analyzing, interpreting, and reporting the results to ensure that the findings accurately represented the responses of the participants.

3. RESULTS AND DISCUSSION

3.1. Profile of the Respondents in Terms of Selected Variables

The 214 respondents were predominantly 31–40 years old, accounting for 40.7%, female at 82.2%, and married at 60.7%. In terms of educational attainment, the largest proportion had completed a bachelor's degree with MA units, comprising 38.8%, indicating that many were pursuing graduate studies. Regarding position title, most were Teacher I at 34.1%, followed by Teacher II at 27.6% and Teacher III at 23.8%. In terms of length of service, the majority had 5–9 years of teaching experience, representing 30.8%, while others had served for 10–14 years at 22.9% and 15–19 years at 17.8%. As to in-service trainings attended, most had participated in division-level training at 29.0%, followed by school-level training at 22.9% and regional-level training at 22.0%. Overall, the respondents were largely composed of female teachers in their

early to middle career stages, with many pursuing advanced education and participating in professional development activities at various levels.

3.2. Extent of Teachers' Practices on the Development of Pupils' Participation Towards Learning as Perceived by Themselves with Respect to the Different Aspects

The findings revealed that teachers' practices on the development of pupils' participation towards learning were generally implemented to a high extent, as indicated by the composite mean of 3.66, interpreted as Often Practiced. Among the four aspects, instructional strategies ranked first with an overall mean of 3.90, followed by classroom management with 3.67 and motivational techniques with 3.61, all interpreted as Often Practiced. Meanwhile, the utilization of learning resources ranked fourth, obtaining an overall mean of 3.45, interpreted as Sometimes Practiced or Moderate Extent. These results indicate that teachers frequently employ varied instructional approaches, maintain classroom order, and utilize motivational techniques to encourage pupils' active involvement in learning activities. However, the comparatively lower rating for learning resources suggests the need to strengthen their availability, accessibility, and effective utilization in classroom instruction. The findings imply that teachers recognize the importance of employing diverse pedagogical approaches to facilitate meaningful learning experiences and encourage pupil participation. This is consistent with Matto (2022), who emphasized that teaching involves a complex set of practices influenced by teachers' beliefs, experiences, content knowledge, pedagogical competencies, and commitment to learning. The author further highlighted that improving teaching quality requires a broader understanding of how learners develop thinking skills and utilize appropriate learning strategies. Thus, strengthening teachers' instructional competencies while ensuring adequate learning resources may further enhance pupils' participation and improve the overall quality of classroom instruction.

3.3. Significant Difference on the Extent of Teachers' Practices on the Development of Pupils' Participation Towards Learning as Perceived by Themselves With Respect to the Different Aspects in Terms of Their Profile

The findings revealed that significant differences existed in the extent of teachers' practices on the development of pupils' participation towards learning when respondents were grouped according to age, educational attainment, length of service, and in-service trainings attended. Across all four aspects—motivational techniques, classroom management, instructional strategies, and use of learning resources—the obtained p-values were below the 0.05 level of significance, resulting in the rejection of the null hypotheses. This indicates that teachers' practices varied significantly according to these profile variables. In contrast, no significant differences were found when teachers were grouped according to sex, civil status, and position title, as all computed p-values exceeded the 0.05 level of significance. These findings suggest that teachers' professional preparation, accumulated teaching experience, and exposure to relevant training opportunities may be associated with variations in how they motivate pupils, manage classroom activities, implement instructional strategies, and utilize learning resources. Meanwhile, the absence of significant differences according to sex, civil status, and position title suggests that teachers demonstrate comparable practices regardless of these characteristics. The findings further imply that continuous professional development and opportunities to enhance teaching competencies may contribute to strengthening classroom practices that promote pupils' participation in learning. These results partially differ from the study of Gabriz (2023), which revealed that the classroom management practices of public elementary school teachers did not significantly vary when grouped according to their profile variables. In contrast, the present study established significant differences in classroom management practices

according to age, educational attainment, length of service, and in-service trainings attended, suggesting that the relationship between teachers' profile characteristics and classroom practices may vary depending on the research context and respondents.

3.4. Extent of the Challenges Encountered by Teachers on the Development of Pupils' Participation Towards Learning

The findings revealed that teachers often encountered challenges in developing pupils' participation towards learning, as indicated by the overall weighted mean of 3.69, interpreted as Often Encountered. Among the identified challenges, difficulties in teaching pupils with diverse learning needs ranked first, obtaining a weighted mean of 3.76, followed by limited time for learning activities with 3.75. Meanwhile, lack of confidence among pupils ranked last, with a weighted mean of 3.48, interpreted as Sometimes Encountered. The remaining challenges, including low self-esteem, learning anxiety, absenteeism and tardiness, lack of motivation and interest, inadequate instructional resources, poor communication skills, and insufficient teacher training in participatory techniques, were generally often encountered. These results indicate that teachers experience various learner-related and instructional difficulties that may hinder pupils' active involvement in classroom activities. In particular, addressing diverse learning needs requires teachers to employ differentiated and inclusive teaching approaches while managing limited instructional time and available resources. The findings imply the need to strengthen teachers' competencies in inclusive education, classroom engagement, and differentiated instruction, alongside providing appropriate learning materials and opportunities for professional development. These results relate to the study of Bermudez (2022), which revealed that teachers encountered challenges concerning the learning environment, although they experienced fewer difficulties in purposive learning and the diversity of learning. The study also found differences in teachers' classroom management practices according to selected demographic characteristics and variations in the challenges encountered when grouped according to sex and educational attainment.

4. CONCLUSIONS AND RECOMMENDATIONS

The study concludes that teachers generally practice motivational techniques, classroom management, and instructional strategies to a high extent in developing pupils' participation towards learning, while the use of learning resources is practiced to a moderate extent. Significant differences in teachers' practices were observed when grouped according to age, educational attainment, length of service, and in-service trainings attended, whereas no significant differences were found in terms of sex, civil status, and position title. Furthermore, teachers often encounter challenges in encouraging pupils' participation, particularly in addressing diverse learning needs, managing limited instructional time, and implementing appropriate participatory approaches. These findings indicate that although teachers demonstrate considerable efforts in promoting active learning, certain instructional and learner-related challenges continue to affect the development of pupils' classroom participation.

In view of these conclusions, it is recommended that school administrators strengthen instructional supervision and provide sustained professional development opportunities focusing on differentiated instruction, inclusive classroom practices, learner motivation, and effective classroom management. Teachers should continuously enhance their instructional competencies, employ varied strategies responsive to pupils' diverse learning needs, and maximize available learning resources to encourage active participation. Schools should also promote collaborative learning communities, mentoring, and the sharing of effective teaching practices among teachers with different levels of experience and educational preparation.

Furthermore, adequate instructional materials and appropriate interventions addressing pupils' confidence, anxiety, motivation, and attendance should be provided. The proposed action plan may serve as a guide for implementing these recommendations and improving teaching practices that support meaningful learning experiences and greater pupil participation.

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