

**Learning engagement in Philippine politics and governance:
A study of teaching methods and student participation**

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ABSTRACT

This study determined the relationship between teaching methods, student learning engagement, and student participation in Philippine Politics and Governance among Grade 11 learners in Angadanan West District public senior high schools. Specifically, it assessed teaching methods in terms of clarity of instruction, use of interactive strategies, integration of multimedia resources, relevance of learning activities, and promotion of critical thinking; examined learners' behavioral, emotional, and cognitive engagement; determined the extent of student participation; and tested the significant relationship between learning engagement and participation. A descriptive-correlational research design was employed involving 36 Grade 11 learners selected from public senior high schools in the district. A validated researcher-made questionnaire served as the primary instrument, and data were analyzed using frequency, percentage, weighted mean, and Pearson Product-Moment Correlation Coefficient. The findings revealed that respondents strongly agreed that teachers effectively implemented learner-centered teaching methods and that learners demonstrated very high levels of behavioral, emotional, and cognitive engagement, as well as student participation. However, the correlation analysis showed no significant relationship between behavioral, emotional, and cognitive engagement and student participation, leading to the acceptance of the null hypotheses. The study concludes that although learners are highly engaged and actively participate in Philippine Politics and Governance classes, participation is influenced by factors beyond learning engagement. An instructional enhancement program was proposed to further strengthen teaching effectiveness and learner participation.

Keywords: Philippine politics and governance, teaching methods, learning engagement, student participation, Grade 11 learners, descriptive-correlational study.

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INTRODUCTION

The teaching of Philippine Politics and Governance in the Senior High School curriculum plays a significant role in developing learners' civic competence, political literacy, and democratic participation. As one of the core subjects under the K to 12 curriculum, it equips learners with knowledge of political institutions, governance processes, citizenship, and public accountability while fostering critical thinking and responsible civic engagement. "Effective

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instruction in this subject requires learner-centered pedagogies that encourage active participation, reflective thinking, and meaningful classroom interaction” (Biesta, 2022; Republic Act No. 10533, 2013).

Teaching methods greatly influence learners' engagement and participation. “Interactive instructional approaches, contextualized learning activities, multimedia integration, and opportunities for critical thinking create learning environments that motivate students to participate actively and apply governance concepts to real-life situations” (Hattie, 2021; Organisation for Economic Co-operation and Development, 2022). Student engagement, particularly in its behavioral, emotional, and cognitive dimensions, is recognized as “an essential factor in promoting meaningful learning experiences and academic success” (Ryan & Deci, 2023).

Despite the emphasis on learner-centered instruction, differences in classroom engagement and participation continue to exist among Senior High School learners. Understanding how teaching methods relate to student engagement and participation is therefore essential in improving instructional delivery in Philippine Politics and Governance. This study examined the relationship between student learning engagement and student participation among Grade 11 learners in Angadanan West District public senior high schools. The findings served as the basis for proposing an instructional enhancement program to further improve classroom instruction and learner participation.

Statement of the problem

This study determined the relationship between teaching methods, student learning engagement, and student participation in Philippine Politics and Governance among Grade 11 learners in Angadanan West District public senior high schools during the school year the study was conducted. The findings served as the basis for proposing an instructional enhancement program to strengthen teaching effectiveness and learner participation.

Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of sex, age, and strand?
2. What is the level of teaching methods employed in Philippine Politics and Governance as assessed by the respondents in terms of clarity of instruction, use of interactive strategies, integration of multimedia resources, relevance of learning activities, and promotion of critical thinking?
3. What is the level of student learning engagement in Philippine Politics and Governance in terms of behavioral engagement, emotional engagement, and cognitive engagement?
4. What is the extent of student participation in Philippine Politics and Governance?
5. Is there a significant relationship between student learning engagement and student participation in Philippine Politics and Governance when learning engagement is considered in terms of behavioral engagement, emotional engagement, and cognitive engagement?
6. Based on the findings of the study, what instructional enhancement program may be proposed to strengthen teaching effectiveness and learner participation in Philippine Politics and Governance?

METHODOLOGY

The study employed a descriptive-correlational research design to determine the relationship between student learning engagement and student participation in Philippine Politics and Governance. The descriptive method was used to assess the levels of teaching

methods, student learning engagement, and student participation, while the correlational method determined whether significant relationships existed between the variables.

The respondents consisted of 36 Grade 11 learners enrolled in Philippine Politics and Governance from selected public senior high schools in Angadanan West District. A researcher-made questionnaire served as the primary data-gathering instrument. The instrument consisted of four parts: respondents' profile, teaching methods, student learning engagement, and student participation. It underwent content validation by experts before administration.

Data collection was conducted after securing permission from the appropriate school authorities. The researcher personally administered the questionnaires and ensured confidentiality and voluntary participation. The collected data were analyzed using frequency, percentage, weighted mean, and Pearson Product-Moment Correlation Coefficient at the 0.05 level of significance.

The conduct of the study upheld the ethical standards prescribed by the Department of Education through DepEd Order No. 16, s. 2017, which governs the implementation of research involving learners and educational institutions. The study likewise supported the provisions of Republic Act No. 10533 by promoting evidence-based educational improvement while safeguarding learners' welfare and rights. Throughout the research process, the principles of honesty, integrity, objectivity, and transparency were observed in data gathering, analysis, interpretation, and reporting to ensure the credibility and trustworthiness of the research findings.

RESULTS AND DISCUSSION

The respondents were predominantly female, with most female learners aged 18 years old and above and most male learners aged 17 years old. The HUMSS strand had the highest number of female respondents, while the ABM strand had the highest number of male respondents.

The teaching methods employed in Philippine Politics and Governance received very favorable assessments from both groups. Female respondents rated the relevance of learning activities highest, whereas male respondents rated the use of interactive strategies highest. Overall, teaching methods obtained grand average weighted means of 4.53 among female respondents and 4.67 among male respondents, both interpreted as Strongly Agree.

Student learning engagement was likewise very high. Female learners exhibited the highest behavioral engagement, while male learners demonstrated the highest cognitive engagement. The grand average weighted means of 4.72 for female respondents and 4.78 for male respondents indicated that learners were highly engaged in classroom learning.

Student participation also received very high ratings from both female and male respondents, with weighted means of 4.61 and 4.56, respectively. Learners actively participated in discussions, debates, presentations, group activities, and civic-related learning experiences.

The correlation analysis revealed no significant relationship between behavioral engagement and student participation ($r = -0.169$, $p = 0.632$), emotional engagement and student participation ($r = -0.426$, $p = 0.632$), and cognitive engagement and student participation ($r = 0.477$, $p = 0.632$). Since all significance values exceeded the 0.05 level, the null hypotheses were accepted.

The findings demonstrate that teachers effectively implemented learner-centered instructional practices characterized by clear instruction, interactive learning strategies, multimedia integration, relevant learning activities, and opportunities for critical thinking.

These practices are consistent with the principles of the K to 12 curriculum, which “advocates contextualized, participatory, and learner-centered instruction to promote civic competence and democratic participation” (Republic Act No. 10533, 2013).

The high levels of behavioral, emotional, and cognitive engagement indicate that learners actively invested their attention, motivation, and intellectual effort in Philippine Politics and Governance. These findings support the work of Ryan and Deci (2023), who emphasized that “supportive and autonomy-enhancing learning environments foster stronger learner engagement”. Likewise, Hattie (2021) explained that “clear instructional practices, meaningful feedback, and active participation contribute to deeper learning and improved academic performance.”

Although student participation was likewise rated very highly, the absence of significant relationships between the dimensions of learning engagement and participation suggests that classroom participation may be influenced by variables beyond engagement alone. Factors such as communication skills, self-confidence, peer interaction, classroom climate, and teacher facilitation may contribute to learners' willingness to participate. Similar observations were discussed by Biesta (2022), who argued that “democratic participation depends not only on learners' motivation but also on opportunities for authentic dialogue and meaningful classroom interaction.”

The findings imply that maintaining high-quality instructional practices remains essential even when statistical relationships are not established. The consistently high ratings for teaching methods, engagement, and participation indicate that Philippine Politics and Governance classes in Angadanan West District provide positive learning environments that encourage civic awareness, critical thinking, and responsible citizenship.

The proposed instructional enhancement program, which emphasizes lesson clarity, structured learning activities, guided notes, standardized directions, and lesson recaps, may further strengthen instructional effectiveness and improve learner participation. Continuous professional development for teachers and sustained implementation of learner-centered instructional strategies is therefore recommended to support the objectives of governance education in the Senior High School curriculum.

CONCLUSION

The study concludes that the teaching methods employed in Philippine Politics and Governance in Angadanan West District public senior high schools are highly effective, as evidenced by the respondents' strong agreement on the clarity of instruction, use of interactive strategies, integration of multimedia resources, relevance of learning activities, and promotion of critical thinking. These instructional practices contribute to creating learner-centered classrooms that encourage meaningful learning experiences and support the objectives of the Senior High School curriculum.

The findings further reveal that Grade 11 learners exhibit very high levels of behavioral, emotional, and cognitive engagement, indicating that they are actively involved in classroom learning and demonstrate positive attitudes toward Philippine Politics and Governance. Likewise, student participation is consistently high, reflecting learners' willingness to engage in discussions, collaborative activities, presentations, and other classroom experiences that promote civic awareness and democratic values.

Despite the high levels of learning engagement and student participation, the statistical analysis indicates that behavioral engagement, emotional engagement, and cognitive engagement do not have significant relationships with student participation. These results suggest that participation is a multifaceted construct influenced by factors beyond learning engagement, including learners' communication skills, self-confidence, classroom

environment, peer relationships, and teacher facilitation. Therefore, while engagement and participation are both evident in the classroom, they do not necessarily predict one another in the context of this study.

Overall, the study highlights the importance of sustaining learner-centered instructional practices that emphasize relevance, interaction, and critical thinking in Philippine Politics and Governance. The proposed instructional enhancement program provides practical strategies for strengthening instructional delivery and further enriching learners' classroom experiences. By continuously improving teaching practices and providing meaningful opportunities for participation, schools can better prepare learners to become informed, responsible, and actively engaged citizens capable of contributing to democratic governance and national development.

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