

Teaching Practices and Pupils' Academic Engagement

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ABSTRACT: In the field of education, academic engagement is widely considered an essential indicator of pupils' academic success and a primary outcome of the educational process. This study aimed to determine the relationship between teaching practices and pupils' academic engagement in selected schools within the West 1 District of the Division of Cagayan de Oro City. Employing correlational and causal research designs, the study explored how various teaching practices impact pupils' academic engagement. A total of 255 Grade 6 pupils were selected through random sampling using Raosoft's sample size calculator. Data were collected using a two-part adapted questionnaire. Statistical tools such as Mean, Standard Deviation, and Pearson Product Moment Correlation Coefficient and Multiple Linear Regression were utilized for data analysis. Results revealed that instructional materials, self-assessment, and organized classroom settings contribute significantly to academic engagement. It has low to moderate positive correlation. Classroom management is the only predictor to pupils' academic engagement. It is concluded that teaching practices play a vital role in enhancing pupils' academic engagement and classroom management. It is recommended that teachers may continue to use teaching practices that are effective to pupils. School administrators may continue to conduct professional training and seminars that will strengthen the teachers' skills in classroom management practices and approaches for pupils' academic engagement.

KEYWORDS: academic engagement, classroom management, teaching practices

I. INTRODUCTION

In the field of education, academic engagement is widely considered an essential indicator of pupils' academic success and a primary outcome of the teaching practices. These encompass various strategies and methodologies employed by teachers to facilitate learning. These have been shown to significantly impact students' achievement and engagement in the classroom. A teacher must have this basic ability to conduct the class, keep the pupils engaged, and guarantee that lesson ideas are spread in a manner that a pupil can grasp.

Academic engagement is a key indicator of educational success and vital aspect of pupils' development. Effective teaching practices are crucial in fostering positive academic outcomes and the relationship between teaching methods and pupil achievement has been a focal point of educational research. Teaching practices can be defined as the instructional strategies and techniques used by the educators to facilitate teaching (Smith & Johnson, 2021).

The influence of teaching practices on academic engagement is significant and can be broken down into three major components that involve the use of instructional materials, classroom management, and assessment. Instructional materials such as textbooks, digital resources, and visual aids, serves as essential tools that support teaching and provide pupils with diverse ways to engage content with the content. This learning resource material can enhance understanding, can stimulate pupils' interest, and can promote active learning in school (Robinson & Green, 2023).

In addition, classroom management is another critical component of teaching practices that plays a direct role in pupil engagement and academic performance. Teachers who implement effective classroom management techniques create an environment conducive to learning, fostering both discipline and enthusiasm for academic tasks. Assessment practices, whether formative or summative assessment, are central to measuring pupil progress and guiding instruction. The teachers can find the gap of the learning if they identified the strength and weakness of the pupils' understanding of the lesson by administering formative assessment conducted before the lesson is being introduced to them or summative assessment performed after the lesson is being presented to the class (Miller, 2021).

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Keshavarz et al. (2022) emphasized that although there are many well-known strategies for managing classrooms, there are still few efficient approaches to manage courses taught by novice teachers. As teachers use of a variety of skills and strategies to keep pupils from going out in class is known as classroom management. The goal of this applied non-experimental research project was to develop a method to assess the validity and reliability of e-learning by measuring how teachers and pupils engaged in online settings, the research's findings in the form of a verified questionnaire can serve as an indication. This tool can be utilized for effective instruction and study in the digital era.

However, despite the growing body of research on the impact of teaching practices on academic outcomes, there remains a gap in understanding how specific elements such as instructional materials, classroom management, and assessment strategies that directly influence academic performance. The problem addressed in this study was the insufficient exploration of how these teaching practices interact to affect pupils' academic achievement. Thus, the researcher aimed to assess the relationship between teaching practices, particularly instructional materials, classroom management, and assessment, and their relationship to pupils' academic engagement. Moreover, understanding this relationship is crucial for enhancing teaching effectiveness and promoting positive learning outcomes.

This study was anchored on several key educational theories that provide the foundation, the Feedback Intervention Theory (FIT), proposed by Kluger and Denisi (1996). Feedback Intervention Theory provides another lens through which to understand the role of assessment in academic engagement. Recent studies have built on this theory, which emphasizes that feedback is most effective when it helps students focus on the process of learning rather than simply on the outcomes. This process-oriented feedback enhances pupils' engagement by promoting self-regulation and encouraging a deeper understanding of the material.

Studies by Hattie and Timperley (2020) demonstrated that feedback that is specific, actionable, and timely leads to higher levels of pupils' motivation and performance. This highlights the importance of formative assessments. This guides pupils through their learning journey rather than summative tests that focus solely on final achievements.

Effective feedback not only informs students about their progress but also enhances their academic self-regulation, leading to higher levels of academic engagement (Alvarez et al., 2021). The theories above provide a comprehensive understanding of how different teaching practices can influence pupils' engagement and performance. Instructional materials, classroom management, and assessment strategies all contribute to an environment where pupils can engage meaningfully with the content, develop their skills, and perform well academically.

Feedback is crucial for it allows for further discussion on how to deliver feedback to pupils to improve their enthusiasm for learning and academic outcomes. Along with the study of Zhang and Hyland (2022), it suggested that the integrated strategy includes automated peer, and teachers' feedback improves pupils' mental, emotional and behavioral engagement with assessments which encourages meaningful modifications. Simply, feedback strategy does not solely dependent on the part of the teachers, rather, peer assessment is also included as part of the assessment, so that there will be collaborative learning that occur inside the classroom.

II. METHODOLOGY

This study used correlational research design to investigate the relationship between teaching practices and pupils' academic engagement. The researcher used a correlational design to achieve the stated aims. Correlational research is a type of research design that tries to explain the relationship between two or more variables without making any claims about cause and effect. According to Fitzpatrick (2020), correlational research is a method that examines the relationship between variables without manipulating them, allowing for the identification of patterns in natural settings.

In addition, causal research design was employed in this study to assess if the independent variable predicts singly or in combination the level of pupils' academic engagement. Casual research design, also known as experimental research, is used to determine cause-and-effect relationships between variables by manipulating one or more independent variables and observing the effect on dependent variables (Mertler, 2020). This design is essential for establishing evidence of causality and is widely applied in the field of education.

The data collected for Problems 1 and 2 undergone analysis utilizing statistical techniques such as Mean and Standard Deviation. In the case of Problem number 3, the analysis will involve the use of Pearson and Product Moment Coefficient of Correlation to ascertain the strength of a significant relationship between the Teaching Practices and Pupils' Academic Engagement. Moreover, Multiple Linear Regression was used for Problem 4.

III. RESULTS AND DISCUSSION

Problem 1. What is the extent of teaching practices in terms of:

- 1.1 use of instructional materials;
- 1.2 classroom management; and
- 1.3 assessment?

Table 1 shows the overall Teaching Practices with the overall Mean of 4.23 with SD = 0.57, described as Strongly Agree and interpreted as Very Highly Observed. It suggests that the teaching practices applied by the teacher are effective in improving the knowledge acquisition of the learners in terms of the use of instructional materials, classroom management and assessment. An effective grasp of teaching practices includes a thorough comprehension of successful instructional techniques, strategies for engaging pupils and methods for assessment.

This finding aligns with the study of McKellar et al. (2020) who propose that pupils' engagement in academics is crucial for a successful academic transfer. Research shows that other instructional techniques, such as quality feedback, may influence behavioral engagement. Observations during teaching are critical forecasting changes in pupils' behavior and emotional involvement. Teachers can uncover trends in engagement, motivation, and classroom relationships, allowing them to alter their teaching tactics accordingly.

Table 1. Teaching Practices

Variables	Mean	SD	Description	Interpretation
Use of Instructional Materials	4.22	0.54	Strongly Agree	Very Highly Observed
Classroom Management	4.23	0.53	Strongly Agree	Very Highly Observed
Assessment	4.24	0.55	Strongly Agree	Very Highly Observed
Overall Mean	4.23	0.54	Strongly Agree	Very Highly Observed
Note:	4.21-5.00 Very Highly Observed	3.41-4.20 Highly Observed	2.61-3.40 Moderately Observed	
	1.81-2.60 Less Observed	1.00-1.80 Least Observed		

The variable *Assessment* has the highest Mean of 4.24 with SD = 0.55, described as Strongly Agree and interpreted as Very Highly Observed. The high score in this category shows that assessment is critical for analyzing pupils' progress, detecting gaps, and refining teaching tactics. Assessment is an important part of pupils' learning process. It helps the pupils to acknowledge their strengths, find areas for development, and remain motivated to attain their goals. It is also important for teachers because it gives useful insights into pupils' learning, improves teaching practices, and ensures educational goals are attained.

This result is consistent with the findings of Uluman (2023) who proposes that instruction using classroom assessment approaches are beneficial in improving pupils' consistency and cogency. Classroom evaluation methods are critical instruments for enhancing pupils' consistency, such as continuous achievement over period and credibility, such as transparency and coherence in thought and communication. Teachers use a number of classroom assessment tools to track pupils' progress while also cultivating habits of regular participation (consistency) and good communications and reasoning (cogency). These skills are essential for all topics and lifetime learning.

The variable *Use of Instructional Materials* has the lowest Mean of 4.22 with SD = 0.54, described as Strongly Agree and interpreted as Very Highly Observed. Although this score is very high, it indicates that there may have been concern regarding the support provided in the use of instructional materials. Instructional resources can be useful in teaching and learning; however, they can have certain downsides. Teachers may become overly reliant on educational materials, limiting flexibility. Pupils may rely on resources rather than developing critical thinking and problem solving. Not all materials accommodate diverse learning styles, making it difficult for certain pupils to comprehend topics. Printed documents can easily be obsolete, resulting in erroneous or irrelevant information. Selecting, preparing and incorporating educational resources into courses might take a long time.

On the other hand, the findings of Singer et al. (2021) as well as Granada and Oco (2024) stated that most of the teachers turn to use digital learning resources to enrich their classes and complement their lessons to make the learning more interesting and engaging to the pupils. Digital instructional materials are available at all times and from any location, pupils may learn at their own speed. Videos, interactive simulations, and text-based resources all help to support different learning styles. It also encourages active engagement and practical learning, as well as allowing for differentiated education, which benefits both constrained and sophisticated pupils.

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Problem 2. What is the level of Pupils' Academic Engagement?

Table 2 shows the level of Pupils' Academic Engagement. It has an overall Mean of 4.26 with SD = 0.54, described as Strongly Agree and interpreted as Very Highly Engaged. This high-level pupils' academic engagement suggests that pupils' involvement is critical for a good learning experience. It improves recall, motivation and critical thinking while also encouraging cooperation and minimizing classroom interruptions. Teachers may be successful in engagement tactics to create a dynamic and supportive learning environment that prepares pupils for academic and personal success.

The result is in consistent with the findings of Gao et al. (2023) who contribute to better understanding of the mechanics behind teachers-pupils' relationship on academic engagement. The results revealed that the teacher-pupils' relationships were positively linked with academic engagement and involvement in behavioral, emotional and cognitive engagement. Pupils' involvement is an important aspect in the learning process because it influences academic progress, motivation and the overall classroom experiences. Pupils who are actively engaged in the lessons are more likely to retain material and develop critical thinking abilities, like learning.

Indicator 5, *Enjoy participating in classroom activities that involve group work*, has the highest Mean of 4.36 with SD = 0.51, described as Strongly Agree and interpreted as Very Highly Engaged. This finding shows that pupils are inclined to work on a task together with their classmates or peers. Collaboration promotes communication, teamwork and empathy.

Pupils improve their social skills by working together and learning how to deal with diverse personalities, resolve conflicts, and make joint decisions. These talents are useful not just in school, but also in everyday life and future professions. Pupils who work together are more likely to succeed because they share responsibility for the outcome. Being responsible can encourage pupils to push one another to do better, resulting in higher learning results.

Table 2. Pupils' Academic Performance

Indicators	Mean	SD	Description	Interpretation
1. actively participate in class discussions and activities.	4.32	0.52	Strongly Agree	Very Highly Engaged
2. find myself eager to complete assignments on time because I value the subject.	4.19	0.57	Agree	Highly Engaged
3. regularly review and study the material taught in class outside of school hours.	4.26	0.53	Strongly Agree	Very Highly Engaged
4. feel motivated to learn because the subject is interesting and relevant to me.	4.24	0.54	Strongly Agree	Very Highly Engaged
5. enjoy participating in classroom activities that involve group work	4.36	0.51	Strongly Agree	Very Highly Engaged
6. consistently put forth my best effort in completing homework and assignments	4.20	0.56	Strongly Agree	Very Highly Engaged
7. feel that I am actively learning and improving my skills in this class.	4.34	0.51	Strongly Agree	Very Highly Engaged
8. take responsibility for my own learning and seek help when necessary.	4.24	0.53	Strongly Agree	Very Highly Engaged
9. often reflect on the feedback I receive and apply it to improve my performance.	4.17	0.57	Agree	Highly Engaged
10. engage in extra-curricular activities related to the subject to enhance my learning.	4.23	0.55	Strongly Agree	Very Highly Engaged
Overall Mean	4.26	0.54	Very Highly Observed	Very Highly Engaged
Note: 4.21-5.00 Very Highly Engaged 3.41-4.20 Highly Engaged 2.61-3.40 Moderately Engaged 1.81-2.60 Less Engaged 1.00-1.80 Least Engaged				

Vega-Abuerza et al. (2022) emphasized that collaboration among pupils is closely connected to pupils' participation. Working with others helps pupils to use their individual qualities and skills. For example, one individual might perform better at articulating concepts than another at addressing technical difficulties. Collaboration allows pupils to learn from one another and

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address difficulties more efficiently. It leads to a more beneficial, evolving, efficient learning environment that improves individual as well as collective learning experiences.

Indicator 9, *Often reflects on the feedback I receive and apply it to improve my performance*, has the lowest Mean 4.17 with SD = 0.57, described as Agree and interpreted as Highly Engaged. While this score was still high, the pupils may have struggled a bit in reflecting on their own learning through feedback and then apply it to increase their performance. Sometimes, input isn't clear or specific. Pupils might have trouble knowing exactly what they require to work on how to execute the proposed improvements. Inadequate feedback such as "needs improvement" or "try harder" does not provide them precise actions to take. Reacting on criticisms demands a certain amount of being aware of oneself and the capacity to critically evaluate one's own work. Some pupils may not have acquired strong reflective abilities, leaving it challenging for them to objectively appraise their own abilities and shortcomings.

Haniya and Paquette (2020) highlighted that having a firm grasp of enhancing teaching and learning requires understanding the consequences of learning participation. It is vital because it allows pupils to enrich their own learning and lay a firm basis for independence in learning opportunities. Teachers may assist pupils better reflect on and use feedback by providing clear, detailed, and actionable feedback, creating supportive atmosphere that supports growth, cultivating a growth mindset, and providing chances for self-reflection and goal planning. This allows pupils to better grasp the comments and apply it as a tool for progress.

Problem 3. Is there a significant relationship between the extent of teaching practices and the level of pupils' academic engagement?

Table 3 shows Correlation Analysis between Teaching Practices and Pupils' Academic Engagement. For the Use of Instructional Materials, it registered a computed r-value of 0.367 with the computed p-value of 0.022. the computed p-value is less than the critical p-value at 0.05 level of significance. This means that a significant relationship (Low Positive) was registered between Teaching Practices and Pupils' Academic Achievement when Use of Instructional Materials is taken into consideration. Thus, the null hypothesis is rejected.

Table 3. Test of Correlation Between Teaching Practices and Pupils' Academic Engagement

Variables	r-value	p-value	Level of Correlation	Decision	Interpretation
Use of Instructional Materials	0.367	0.022	Low Positive Correlation	Reject Ho	Significant
Classroom Management	0.543	0.001	Moderate Positive Correlation	Reject Ho	Significant
Assessment	0.311	0.004	Low Positive Correlation	Reject Ho	Significant

Note: 0.91 - 1.00 Very High Positive Correlation 0.71 – 0.90 High Positive Correlation
0.51 – 0.70 Moderate Positive Correlation 0.31 – 0.50 Low Positive Correlation
0.00 – 0.30 Negligible Positive Correlation *Significant when computed p-value <0.05*

The Use of Instructional Material is important because by appealing to various learning styles, instructional materials include visual, aural, and interactive components that can improve pupils' comprehension of topics and help them remember information. Learning may be made for fascinating and engaging with well-designed teaching resources. They may keep pupils engaged in the learning process and break up the repetition associated with conventional lectures.

According to Tatli et al. (2023), the teacher must identify the learning styles to generate instructional materials that meet the needs of the pupils. Teachers may establish a more effective and inclusive learning environment by utilizing a range of instructional resources. This helps them to retain, acquire and apply understanding in ways that best suit their unique preferences by catering to a variety of learning styles.

For Classroom Management, it registered a computed r-value of 0.543 with the computed p-value of 0.001. The computed p-value is less than the critical p-value at 0.05 level of significance. This means that a significant relationship (Moderate Positive) was registered between Teaching Practices and Pupils' Academic Engagement when Classroom Management is taken into consideration. Thus, the null hypothesis is rejected.

Classroom Management is something that teachers must develop. This is a skill that can be mastered in the long run. The longer you handle classes, the more solid the foundation of the teachers' classroom management skills is. This implies that when teachers gain more experience, their classroom management skills get stronger and more effective. Teachers' expertise, understanding, and confidence grew as their time in the classroom increased. These attributes naturally enhance their capacity to efficiently manage the classroom, resulting in a more orderly, courteous, and profitable atmosphere for instruction.

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According to the study findings of Krasniqi and Ismajili (2022), frequent assessments and positive comments assist teachers in their professional development. Teachers who receive frequently evaluated and constructive feedback become more informed, skilled, and confident. This not only improves thier classroom management skills but also makes for a more positive and productive learning atmosphere.

For Assessment, it registered a computed r-value of 0.3111 with the computed p-value of 0.004. The computed value is less than the critical p-value at 0.05 level of significance. This means that the significant relationship (Low Positive) was registered between Teaching Practices and Pupils' Academic Engagement when Assessment is taken into consideration. Thus, the null hypothesis is rejected.

Assessment helps monitor pupils' progress as time goes on. It assists in determining whether the pupils are meeting the goals, acquiring knowledge and mastering the material. For educators, assessments provide information on how well pupils grasp the material. Based on the findings, teachers can modify their teaching tactics and customize lessons to the demands of the whole class or each pupil.

According to the study of Cunningham (2024), Curriculum-Based Measurement is an effective tool because it delivers real-time, curriculum-aligned, and data-driven conclusions into pupils' learning. It not only demonstrates if pupils are acquiring skills, but it also assists teachers in making educated instructional decisions that improve results. It offers teachers an accurate, efficient tool that can monitor progress among pupils and ensure learning objectives are accomplished. Moreover, their demand for comprehensive evaluations in schools' stems from the changing significance of evaluation in education. Today, teachers see evaluation not just as an instrument for grading pupils, but also as an essential component of the process of learning and instruction. Their understanding of assessment us based on three main goals: gauging mastery, improving the quality of education, and fulfilling better results – and integrated testing effectively supports all these goals. There is an obvious demand for incorporated assessments in schools because it corresponds to how contemporary educators' perceptions assessment as instrument used to support, inform, promote, and enhance teaching and learning. Teachers can better assist pupils realize their full potential by incorporating assessment into their daily practice (Halim et al., 2024).

Problem 4. Which of the independent variables predicts singly or in combination the level of pupils' academic engagement?

Table 4 reveals the regression analysis highlights the predictive relationships between Teaching Practices and Pupils' Academic Engagement. Particularly, Classroom Management stands out as the only statistically significant predictor of Pupils' Academic Engagement. ($\beta = 0.4883$, $t = 4.8197$, $p = 0.001$). The strong beta coefficient and highly significant p-value highlights its foundation role in fostering engagement.

Table 4. Regression Analysis on Teaching Practices and Pupils' Academic Achievement

Variables	UC		SC	t-value	Sig. (P-value)	Decision
	B	SE	β			
Constant	0.4926	0.5283	0.3988	5.5876	0.001	Reject Ho
Use of Instructional Materials	0.2987	0.2641	0.2764	1.2735	0.089	Accept Ho
Classroom Management	0.4995	0.4837	0.4883	4.8917	0.001	Reject Ho
Assessment	0.3869	0.2766	0.2586	1.7411	0.068	Accept Ho
Model	R	R ²	Adjusted R ²	f-value	Sig. (P-value)	Decision
	0.445	0.302	0.412	8.214	0.001	Reject Ho

Note: UC = Unstandardized Coefficients SC = Standardized Coefficients
Dependent Variable = Pupils' Academic Engagement *Significant when computed p-value <0.05.*

Effective classroom management such as establishing clear routines and minimizing disruptions creates a structured environment where pupils can focus on learning tasks. It includes defined procedures and minimal disturbances that lay the groundwork for productive learning. It increases the teaching time, improves pupils' concentration, and fosters a climate in which all pupils may prosper academically. This finding aligns with research showing that organized classrooms directly correlate with higher pupils' participation and reduce off-task behavior (Agbaria, 2021). For educators, this underscores the necessity of prioritizing classroom management training, it serves as the bedrock for all other pedagogical strategies. Moreover, the regression model demonstrated statistical significance ($F = 8.214$, $p = 0.001$) with an adjusted R² of 0.412, indicating that approximately 41.2% of the variance of Pupils' Academic Engagement can be explained by the three Teaching Practices variables combined.

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In contrast, the use of Instructional Materials demonstrated a positive but not significant predictor with Pupils' Academic Engagement. ($\beta = 0.2764$, $t = 1.2735$, $p = 0.089$). While materials like visual aids or digital tools may enhance lesson interactivity, their impact depends heavily on implementation quality with learning objectives. Using instructional tools is not enough; they must be utilized intentionally and in accordance with what pupils are expected to learn. Instructional tools such as visual support and electronic materials have enormous possibilities, but their impact is determined by the degree to which they are utilized to assess specific learning objectives. Quality implementation ensures that these products really improve, rather than detract from pupils' learning.

For instance, Cabrera (2022) emphasizes that to effectively boost instruction and education, schools must do more than just provide resources. By combining these investments with continuing professional development, teachers can deploy resources, leading in enhanced learning results and more meaningful instructional innovation. Trained teachers are more inclined to adapt tools imaginatively and share best practices with peers, fostering a culture of continual development.

Similarly, Assessment had the lowest predictive value and were statistically non-significant ($\beta = 0.2586$, $t = 1.7411$, $p = 0.068$). Formative assessments, when designed to be developmental rather than punitive, may better motivate pupils (Brookhart, 2024). Educators should ensure assessments are transparent, competency-based, and integrated into daily learning processes. Effective assessments are more than just grading; it needs to be apparent, centered on what pupils may accomplish, and integrated into daily classroom activities. Transparency also assures fairness and alleviates uncertainty or concern about evaluations.

This moderate explanatory power underscores the importance of teaching practices in shaping pupils' academic engagement while acknowledging that other factors play a role. Teaching techniques have a significant impact on pupils' academic engagement since they directly affect how they learn in the classroom. However, it is equally vital to understand that elements beyond the teachers' control influences engagement. While teaching techniques are an important component of academic engagement, they do not work in isolation. To properly help pupils, teachers and institutions must understand and address the larger social, emotional, and environmental variables influencing learning.

The findings suggest that a comprehensive approach to teaching – incorporating effective classroom management, instructional materials, and assessment strategies is essential for fostering academic engagement (Tannoubi et al., 2023). Effective management of classrooms, well-chosen teaching materials, and effective assessment techniques all organized to an organized, supportive, and exciting learning environment. Together, efficient classroom management, relevant learning resources, and responsive assessment procedures, lay the groundwork for high academic engagement. They foster a classroom environment in which pupils are inspired, committed, and encouraged to take ownership in their education.

Thus, the analysis collectively underscores Classroom Management as the pivotal predictor of Pupils' Academic Engagement, with its beta coefficient and robust statistical validity highlighting its irreplaceable role in fostering pupils' focus and participation. While instructional materials and assessments exhibit positive directional relationships, their non-significance emphasizes that they function as supplementary tools rather than standalone drivers. The model's moderate explanatory power signals that engagement arises from synergy of teaching practices, where effective management establishes the foundational environment for materials and assessments to operate meaningfully. This independence suggests that schools must prioritize management training as a non-negotiable competency, while concurrently refining how resources and evaluations are integrated to align with pupil-centered learning goals. Ultimately, engagement thrives when pedagogical strategies are layered cohesively, balancing structural stability with responsive, learner-focused practices. Although assessments guide feedback and curriculum adjustments, their weak linkage to Pupils' Academic Engagement implies potential misalignment with pupils' needs.

IV. CONCLUSIONS

Based on the findings of the study, the following conclusions were formulated:

1. Teaching practices play an important role in the classroom setting.
2. Teachers utilize appropriate strategies inside the classroom.
3. Teaching practices are relevant with pupils' academic engagement.
4. Classroom management has a great impact on pupils' academic engagement.

V. RECOMMENDATIONS

Based on the findings and conclusions of the study, it is recommended that the:

1. Teachers may continue to use teaching practices that are effective to pupils.
2. Teachers may continue employing a variety of learning activities to improve pupils' academic engagement.

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3. School administrators may continue to conduct Learning Action Cells on collaborative teaching practices to enhance teachers' knowledge and skills.
4. School administrators may continue to conduct professional training and seminars that will strengthen the teachers' skills in classroom management practices and approaches for pupils.

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