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Factors Affecting Learners' Engagement: Basis for Learning Development Plan

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ABSTRACT: Learner engagement has become a key focus of educational development as schools aimed to improve learning outcomes and overall well-being. This study sought to identify factors that predict learner engagement from the three public schools in Misamis Oriental Division during School Year 2025-2026. Employing correlational and causal research designs, the survey was conducted to 107 Grade 6 learners' who were determined through stratified random sampling using the Select Statistical Services Calculator. Data were gathered using a validated and reliability tested survey questionnaire. The statistical tools used include Mean, Standard Deviation, Pearson Product Moment Correlation, and Multiple Linear Regression for data analysis. The results revealed that the factors affecting learners' engagement are high. Learners' engagement is also high. There is a significant moderate positive relationship between teaching strategies, learning environment, and parental support and the learners' engagement. Additionally, parental support emerges as the strongest predictor of learners' engagement. The study concludes that parents play an important role to learners' education, specifically in their class engagement. Thus, the study recommends that school administrators may strengthen programs that integrate effective teaching strategies, supportive learning environments, and home-school collaboration to give parents the important role that may sustain their participation in their children's learning as presented in the Learning Development Plan.

KEYWORDS: learners' engagement, learning development plan, parental support

I. INTRODUCTION

Active learner engagement plays a significant role in meaningful learning. It not only supports better academic achievement but also nurtures confidence, curiosity, and a sense of responsibility among learners. When learners are actively involved, they become more motivated to explore and understand new ideas. Such engagement helps shape them into empowered learners' who take ownership of their educational journey.

Globally, learner engagement has become a key focus of educational development as schools aim to improve learning outcomes and overall well-being. Research indicates that Learners' perceptions of their learning environment, the quality of teacher–learner relationships, and the relevance of instruction greatly influence their behavioral, emotional, and cognitive engagement. When teaching strategies, learning environments, and parental support are effectively aligned, learners tend to show higher motivation and stronger academic performance. This integration also fosters a sense of belonging, curiosity, and active participation in learning activities (Loyola-Carrillo et al., 2025).

Factors affecting learners' engagement include teaching strategies, learning environment, and parental support that directly and indirectly influence learner engagement. Teaching strategies determine how lessons are delivered and how learners are encouraged to participate in learning. The learning environment also affects how comfortable, focused, and interested learners are during class activities. Meanwhile, parental support strengthens what learners learn in school by offering guidance and motivation at home. Altogether, these factors create the conditions that can either enhance or hinder Learners' engagement (Zhang et al., 2024).

Learner engagement captures the behavioral, emotional, and cognitive aspects of learners' participation in educational activities. Engaged learners' exhibit attentiveness, curiosity, and persistence, all of which contribute to improved academic outcomes and holistic development. Engagement is viewed not only as an indicator of learning success but also as a process that reflects learners' connection with their teachers, peers, and school environment. Thus, understanding engagement as a multidimensional construct allows for a more comprehensive approach to educational improvement (Martínez-Yarza et al., 2024).

According to Patierez (2024), learner engagement functions both as a result of effective teaching practices and as a bridge connecting instructional quality with learning outcomes. It represents how motivated, interested, and committed learners are in completing their academic tasks. Studies show that when learners are more engaged, they tend to perform better and experience deeper satisfaction in their learning. This suggests that fostering engagement is not only about participation but also about promoting meaningful and lasting learning experiences for learners.

Moreover, the connection between the learning environment and learner engagement requires significant attention in the global educational context. A positive and well-structured environment, marked by clear expectations, inclusivity, and access to meaningful learning materials, encourages learners to remain attentive and actively involved in class. When learners' feel safe, valued, and supported, they are more likely to participate and show enthusiasm for learning activities. This suggests that effective teaching extends beyond strategies and content delivery as it also depends on creating a nurturing and engaging learning atmosphere. Therefore, fostering a classroom climate that promotes belonging and comfort is essential for sustaining Learners' meaningful engagement (Lester et al., 2024).

Although previous studies have explored various determinants of learner engagement, limited research has examined the combined effects of teaching strategies, learning environment, and parental support within the context of primary education. Many investigations have focused on the secondary level, resulting in a lack of data on how engagement develops during the foundational years of schooling. Martínez-Yarza et al. (2024) emphasized the need for targeted research in early educational settings to understand the interaction of school and home factors that influence engagement.

Furthermore, many Grade 6 learners' show disengagement through unfinished outputs, limited participation, and low enthusiasm, with one class in Sugbongcogon reporting only about 14 of 35 learners' actively joining discussions. These observations highlighted the need to examine teaching strategies, learning environments, and parental support, making this study essential for developing a responsive Learning Development Plan to improve learners' engagement and academic performance. Thus, this study aimed to investigate the factors affecting learner engagement, focusing on how teaching strategies, learning environment, and parental support influence learners' learning engagement.

This study was anchored on the Ability-Based Theory of Emotional Intelligence proposed by Mayer et al. (2021). It provides a coherent foundation for understanding how emotional and contextual factors interact to influence learner engagement. It emphasizes that when educational and familial contexts cultivate emotional skills, learners become more capable of self-regulation, motivation, and participation in learning activities. This theoretical lens supports the study's investigation of how teaching strategies, learning environment, and parental support collectively shape engagement levels among learners.

Emotional intelligence fosters learner engagement by enabling learners to recognize and manage their emotions effectively. This self-awareness and regulation facilitate better concentration, persistence, and motivation in learning activities, while also improving social interactions in the classroom. Learners with higher emotional intelligence are more capable of collaboration and communication, which supports active participation in learning (Salovey & Mayer, 2021).

The learning environment, including both physical and emotional aspects, has a significant impact on learner engagement. Classrooms that promote emotional safety, inclusivity, and positive relationships encourage learners to take risks and participate more fully in learning activities. Teachers who demonstrate emotional intelligence can model appropriate emotional responses and create an environment that motivates learners to engage (Reeve & Cheon, 2024).

Parental involvement plays a crucial role in shaping learner engagement by providing emotional support and reinforcement of skills learned at school. Supportive parents help learners develop resilience, empathy, and self-regulation, which are vital for sustained engagement in learning activities. A strong connection between school and home contexts creates a supportive framework that enhances overall learner engagement (Fredricks et al., 2023).

In addition, Goleman (2022) highlighted that learner engagement is also influenced by the teaching strategies employed by educators. Interactive and student-centered approaches, such as collaborative learning, project-based activities, and formative feedback, have been shown to enhance learners' motivation and participation. By integrating strategies that consider learners' emotional and cognitive needs, teachers can create lessons that are both engaging and effective in promoting learning outcomes.

Furthermore, technology integration in the classroom can serve as a facilitator of learners' engagement. Digital tools, when used purposefully, can provide interactive and personalized learning experiences that sustain learners' attention and interest. Incorporating technology in a way that aligns with learners' emotional and cognitive development encourages active learning, creativity, and problem-solving (Petrides, 2023).

II. METHODOLOGY

The researcher used correlational and causal research designs to examine the factors affecting learner engagement. Correlational research design is particularly suitable for studies aiming to examine the relationships between variables without

manipulating them. This design allows researchers to identify and quantify associations among variables, providing valuable insights into patterns and trends. As noted by Bhandari (2021), correlational research investigates relationships between variables without the researcher controlling or manipulating any of them, making it a valuable approach for studying associations affecting learners in educational settings.

Moreover, causal research design was used to examine which of the dimensions of the independent variable predict singly or in combination the level of learner engagement. Causal research design is used to determine cause-and-effect relationships between variables, making it suitable for studies that aim to examine how specific factors influence outcomes by identifying these causal relationships. This approach is particularly valuable when testing the effectiveness of new programs or instructional methods in real school settings (Appinio, 2024).

Problems 1 and 2 used Mean and Standard Deviation to describe factors affecting learner engagement. Problem 3 employed Pearson Product Moment Correlation since the assumptions met the normality of the variables and linearity of the relationship between the variables. Finally, Problem 4 utilized Multiple Linear Regression.

III. RESULTS AND DISCUSSION

Problem 1. How do learners assess the factors affecting their learning engagement in terms of:

1.1 teaching strategies;
1.2 learning environment; and
1.3 parental support?

Table 1. Summary result on Factors Affecting Learners' Engagement

Dimension	Mean Range	SD	Qualitative Description
Teaching Strategies	3.96	0.99	High
Learning Environment	4.02	1.01	High
Parental Support	3.91	1.08	High
Overall	**3.96**	**1.02**	**High**

Note: 4.21-5.00 Very High; 3.41-4.20 High 2.61-3:40 Moderate; 1.81-2.60 Low; 1.00-1.80 Very Low

Table 1 presents the summary result on factors affecting learner's engagement. The results show an overall Mean of 3.96 with a Standard Deviation of 1.02, which is qualitatively described as High**.** The results indicate that teaching strategies, learning environment, and parental support all contribute significantly and at a high level to learners' engagement. The comparable mean scores across the three dimensions imply that learner engagement depends on the combined and balanced influence of school-based and home-based factors. These findings imply that schools should adopt a holistic approach that simultaneously strengthens instruction, classroom conditions, and parental involvement. Teachers and school administrators may work collaboratively to ensure consistent implementation of effective teaching strategies and positive learning environments. Moreover, schools may actively engage parents through regular communication and programs to sustain and enhance learners' overall engagement.

This finding is supported by the study of Li (2023), which emphasized that learner engagement is shaped by the combined influence of internal factors and external supports such as teacher practices, classroom environment, and parental involvement. When teaching strategies, learning environments, and parental support are all positively present, learners demonstrate higher levels of participation and commitment to learning. The balanced high ratings across these dimensions reflect the interconnected nature of school and home influences on engagement. Strengthening only one factor may be insufficient if other areas remain weak. Thus, the overall high level of factors affecting learner engagement highlights the importance of a holistic and integrated approach to supporting learners' learning experiences.

Among the three dimensions, Learning Environment obtained the highest Mean of 4.02 with a Standard Deviation of 1.01, which is qualitatively described as High. This result indicates that learners' place strong importance on the physical and emotional conditions of their classrooms in supporting engagement. A positive learning environment helps learners' feel safe, comfortable, and motivated to participate in learning activities. These conditions promote focus, interaction, and sustained involvement in academic tasks. These findings imply that schools may continuously maintain safe, clean, and welcoming classroom environments. Teachers may also foster positive classroom climates that encourage respect, inclusion, and active participation. Furthermore, school administrators may prioritize resources and policies that enhance both the physical and psychosocial aspects of the learning environment.

This finding aligns to the study of Huang (2023), which emphasized that well-structured, safe, and supportive learning environments significantly enhance learners' cognitive, emotional, and behavioral engagement. When classrooms are clean, comfortable, and emotionally secure, learners are more likely to focus and participate actively in learning activities. A positive classroom environment also reduces distractions and promotes sustained attention during lessons. Such conditions encourage meaningful interaction between learners' and teachers, strengthening engagement. Therefore, the high rating for the learning environment confirms its critical role as a foundation for effective and sustained learner engagement.

Meanwhile, among the three dimensions, Parental Support recorded the lowest Mean of 3.91 with a standard deviation of 1.08, which is qualitatively described as High. This result indicates that although parental support remains strong, it is less prominent than school-based factors in influencing learners' engagement. Variations in parents' availability, resources, or communication with schools may affect the consistency of support provided at home. These differences suggest that learners' engagement may rely more heavily on classroom practices when parental involvement is limited. These findings imply that schools may strengthen partnerships with parents to reinforce learning support at home. Teachers may provide regular updates and guidance to help parents assist their children more effectively. Furthermore, school administrators may implement parent-oriented programs that encourage active and sustained involvement in Learners' education.

This finding is supported by the study of Guo (2024), which emphasized that while parental involvement positively influences Learners' engagement, its level often varies due to parents' time constraints, resources, and access to school activities. When parental support is less consistent, learners tend to rely more on teachers and the school environment for motivation and guidance. Differences in parental availability can affect how frequently parents monitor schoolwork or communicate with teachers. Despite these challenges, even moderate parental support still contributes meaningfully to learners' engagement. Thus, the lower mean for parental support highlights the need for schools to strengthen home to school collaboration to maximize its positive impact on learner engagement.

Problem 2. What is the level of learners' engagement?

Table 2. Learners' Engagement

	Indicators *I…*	**Mean Range**	**SD**	**Qualitative Description**
1.	enjoy learning new lessons.	4.32	0.83	Very High
2.	feel excited to go to school every day.	4.19	0.90	High
3.	listen carefully during class discussions.	4.17	0.91	High
4.	ask questions when I do not understand.	3.81	1.12	High
5.	participate actively in classroom activities.	4.19	0.90	High
6.	concentrate on what my teacher is teaching.	4.10	0.98	High
7.	feel happy when I am learning something new.	4.15	0.88	High
8.	feel proud when I understand a difficult lesson.	4.17	0.92	High
9.	try to solve problems on my own before asking for help.	4.10	0.98	High
10.	do my best to complete my schoolwork even if it is difficult.	4.22	0.94	Very High
	Overall	**4.14**	**0.93**	**High**

Note: 4.21-5.00 Very Highly; 3.41-4.20 Highly 2.61-3:40 Moderate; 1.81-2.60 Low; 1.00-1.80 Very Low

Table 2 page presents the level of learners' engagement. The results show an overall Mean of 4.14 with a Standard Deviation of 0.93, which is qualitatively described as High**.** The high overall mean indicates that learners demonstrate strong behavioral, emotional, and cognitive engagement in their learning activities. Learners show positive emotional engagement through enjoyment of learning and pride in understanding difficult lessons, which supports sustained interest in schoolwork. These results suggest that learners are motivated to participate actively, concentrate during lessons, and persist in completing challenging tasks. These findings imply that teachers may continue using engaging strategies that sustain learners' interest and enjoyment in learning. Schools may also strengthen programs that support learners' motivation, confidence, and self-directed learning skills. Furthermore, teachers and administrators may provide learning activities that challenge learners' appropriately to maintain high levels of engagement.

This finding aligns to the study of Li (2023), which emphasized that learner engagement encompasses behavioral, emotional, and cognitive dimensions that collectively influence academic success. When learners enjoy learning, participate

actively, and persist in challenging tasks, they demonstrate higher levels of overall engagement. Positive emotions toward learning strengthen learners' motivation and willingness to concentrate during lessons. Active involvement and self-directed problem solving further enhance meaningful learning experiences. Therefore, the high level of learners' engagement observed in this study reflects the strong integration of emotional, behavioral, and cognitive engagement in the learning process.

Indicator 1, *I enjoy learning new lessons*, obtained the highest Mean of 4.32 with a Standard Deviation of 0.83, which is qualitatively described as Very High. This result indicates that learners are highly emotionally engaged and view learning as an enjoyable and meaningful experience. Enjoyment in learning strengthens learners' intrinsic motivation and encourages sustained attention during lessons. Such positive emotions also support curiosity and openness to new knowledge. These findings imply that teachers should continue designing lessons that are interesting, interactive, and relevant to learners' experiences. Schools may support instructional approaches that promote enjoyment, creativity, and active learning. Furthermore, teachers may incorporate varied activities and learner-centered strategies to maintain learners' enthusiasm for learning.

This finding is true to the study of Hennessy (2025), which emphasized that positive emotional experiences in the classroom significantly enhance learners' motivation and engagement in learning. When learners enjoy learning new lessons, they develop a stronger sense of interest and connection to academic tasks. Enjoyment fosters willingness to participate, sustain attention, and persist in challenging activities. Positive emotions also strengthen learners' confidence and openness to learning new concepts. Thus, the very high rating highlights the importance of emotionally engaging instruction in promoting sustained learner engagement.

Indicator 4, *I ask questions when I do not understand,* has the lowest Mean of 3.81 with a Standard Deviation of 1.12, which is qualitatively described as High. This result suggests that although learners' generally ask questions, they may still feel hesitant or lack confidence to seek clarification during lessons. The result also indicates differences in learners' willingness to ask questions. Limited questioning may affect learners' depth of understanding and active cognitive engagement. These findings imply that teachers may create a more supportive and non-threatening classroom environment that encourages questioning. Teachers may also use strategies such as open-ended prompts and think-pair-share to increase learners' confidence in asking questions. Furthermore, schools may promote inquiry-based learning approaches to strengthen learners' questioning skills and engagement.

This finding aligns to the study of Roque et al. (2025), which reported that learners' questioning and inquiry behaviors increase when teachers use interactive and inquiry-based teaching strategies. When classrooms rely less on participatory approaches, learners may hesitate to ask questions even when they experience difficulty understanding lessons. Variations in instructional methods can explain differences in learners' confidence to seek clarification. Active learning environments encourage learners to verbalize doubts and engage more deeply with content. Therefore, the lower mean for questioning behavior underscores the need to strengthen inquiry-based and interactive classroom practices to enhance learners' cognitive engagement.

Problem 3. Is there a significant relationship between the factors affecting learners' engagement and their level of learners' engagement?

Table 3. Correlation Analysis between the Factors and Learners' Engagement

Technology Utilization	r-value	p-value	Description	Decision on Ho	Qualitative Description
Teaching Strategies	0.599**	0.000	Significant	Reject	Moderate Positive
Learning Environment	0.589**	0.000	Significant	Reject	Moderate Positive
Parental Support	0.672**	0.000	Significant	Reject	Moderate Positive

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3 presents the correlation analysis between the factors affecting the learners' engagement and their level of learning engagement. It shows that teaching strategies, learning environment, and parental support, all have significant moderate positive correlations with learners' engagement, as indicated by the obtained r-values and p-values of 0.000. The results indicate that improvements in teaching strategies, learning environment, and parental support are associated with higher levels of learners' engagement. The strongest relationship observed for parental support suggests that home-based encouragement and guidance play a particularly important role in sustaining learners' engagement. The moderate positive correlations across all factors highlight that learners' engagement develops through the combined influence of school and home environments. These findings imply that teachers may consistently apply effective and engaging instructional strategies to enhance learners' participation. Schools may also prioritize maintaining supportive and conducive learning environments to reinforce engagement.

This finding is supported by the study of Belmonte (2024), which emphasized that active teaching strategies, positive teacher-learner interaction, and supportive learning environments are strongly associated with higher levels of learner engagement. When teachers apply effective instructional practices and create interactive classrooms, learners' show greater motivation and participation. The presence of parental support further strengthens these school-based influences by reinforcing learning behaviors at home. These combined factors contribute to both academic and non-academic engagement among learners. Thus, the significant moderate positive correlations confirm that coordinated efforts from teachers, schools, and parents are essential in enhancing learners' overall engagement.

Among the three factors, parental support shows the highest correlation with learners' engagement with the value of r=0.672. This result indicates that parental involvement plays an important role in shaping learners' engagement in learning activities. Strong parental support enhances learners' motivation, responsibility, and persistence in academic tasks. Learners' who receive consistent encouragement and guidance from home are more likely to demonstrate sustained engagement in school. These findings imply that schools may actively strengthen home and school partnerships to support learners' learning engagement. Teachers may provide parents with guidance on effective ways to support engagement at home. Furthermore, school administrators may implement programs that encourage active parental participation in learners' academic development.

This finding aligns to the study of Wang (2025), which highlighted that parental expectations and active involvement significantly influence learners' academic persistence and engagement. When parents consistently guide and encourage their children, learners develop stronger motivation and confidence in learning. Parental support also helps learners maintain focus and resilience when facing academic challenges. Such involvement strengthens the connection between home and school, reinforcing positive learning behaviors. Thus, the strong correlation between parental support and learners' engagement confirms the vital role of parents in sustaining learners' active participation in learning.

Moreover, the moderate positive relationships suggest that learners' engagement is influenced by teaching strategies, learning environment, and parental support. This result indicates that learners' engagement does not rely on a single factor but develops through the combined influence of classroom practices, school environment, and home support. Each factor contributes uniquely, yet their interaction strengthens learners' motivation, participation, and persistence in learning. The moderate relationships suggest that improvements across multiple areas can collectively enhance learners' engagement. These findings imply that schools may adopt a holistic approach that integrates effective teaching strategies, supportive learning environments, and active parental involvement. Teachers may coordinate instructional practices with parents to reinforce learning behaviors at home.

This finding is supported by the study of Mag-aso et al. (2025), which emphasized that learner engagement is significantly enhanced when school climate, instructional practices, and supportive relationships work together. A positive and well-organized school environment strengthens the effects of effective teaching strategies on learners' motivation and participation. Support from both teachers and families further reinforce learners' sense of belonging and commitment to learning. Engagement improves when learners' experience consistent support across school and home contexts. Thus, the moderate positive relationships confirm that coordinated efforts among teachers, schools, and families are essential in sustaining learners' engagement.

Problem 4. Which of the dimensions of the independent variable predict singly or in combination the level of learners' engagement?

Table 4 presents the results of the multiple linear regression analysis between factors and learners' engagement. The model is statistically significant ($F = 67.394$, $p = 0.000$), indicating that the three independent variables jointly predict learners' engagement and the coefficient of determination ($R^2 = 0.572$) shows that 57.2% of the variance in learners' engagement is explained by teaching strategies, learning environment, and parental support. These results indicate that learners' engagement is strongly influenced by the combined effects of instructional practices, classroom conditions, and parental involvement. The findings also suggest that improvements across multiple domains can lead to meaningful gains in learners' engagement. These findings imply that schools may implement integrated strategies that address teaching quality, learning environment, and parental support simultaneously. Teachers may collaborate with parents to reinforce engagement-related practices both in school and at home.

Table 4. Multiple Linear Regression Between the Factors and Learners' Engagement

Independent Variables	Unstandardized Coefficients		Standard Coefficient Beta		
	B	**Std. Error**		**T**	**Sig.**
(Constant)	0.496	0.275		1.804	0.073
Teaching Strategies	0.300	0.074	0.268	4.079	0.000
Learning Environment	0.261	0.073	0.236	3.558	0.001
Parental Support	0.360	0.059	0.406	6.066	0.000
		R=0.757	R^2=0.572	F=67.394	Sig=0.000

Dependent Variable: Learners' Engagement

Predictors (Constant), Teaching Strategies, Learning Environment, Parental Support

This finding aligns to the study of Huang (2023), which emphasized that learners' engagement is significantly enhanced when the learning environment, instructional quality, and external supports collectively foster cognitive, emotional, and behavioral involvement. A supportive classroom climate strengthens the impact of effective teaching strategies on learners' focus and participation. When school-based factors align with supportive influences beyond the classroom, learners' show higher motivation and sustained engagement. The interaction of these factors explains a substantial proportion of engagement outcomes. Thus, the strong explanatory power of the regression model aligns with evidence that integrated classroom conditions and instructional practices are essential in promoting learners' engagement.

Among the predictors, parental support emerged as the strongest predictor of learners' engagement (B = 0.360, β = 0.406, p = 0.000), indicating that increases in parental support leads to the greatest increase in learners' engagement when other variables are held constant. This result indicates that parental involvement plays a central role in shaping learners' engagement compared with school-based factors. Strong parental support enhances learners' motivation, responsibility, and persistence in learning activities. Learners' who receive consistent encouragement and guidance from home are more likely to remain actively engaged in school tasks. This finding suggests that parental influence extends beyond academic assistance to include emotional and motivational support. Schools and teachers may consider developing programs that empower parents to provide effective and sustained support for their children's learning.

This finding is supported by the study of Wang (2025) as well as of Lalanan and Oco (2025), which highlighted that parental expectations and consistent involvement significantly predict learners' academic engagement and persistence. When parents provide guidance and express high but realistic expectations, learners demonstrate stronger motivation and sustained effort in learning tasks. Parental support also enhances learners' confidence and self-regulation, which contribute to active engagement. Such involvement complements school-based efforts and strengthens learning behaviors at home. Thus, the strong predictive effect of parental support aligns with evidence that parents play a significant role in promoting Learners' engagement.

The findings suggest that while all three factors significantly influence learners' engagement, parental support plays the most influential role**,** followed by teaching strategies and learning environment. These results emphasize the need for a holistic approach that strengthens home support, instructional quality, and classroom conditions. These findings indicate that learners' engagement is most strongly shaped by the support they receive at home, with school-based factors reinforcing this influence. These results imply that schools may prioritize strengthening partnerships with parents to enhance learners' engagement. At the same time, teachers and administrators may continue improving instructional practices and classroom conditions to support and complement home-based support. The findings can be summarized by the following regression model below:

$Y=0.300X_1+0.261X_2+0.360X_3+0.496$

Where: 0.496 = Constant

Y = Learners' Engagement

X_1 = Teaching Strategies

X_2 = Learning Environment

X_3 = Parental Support

Furthermore, the substantial influence of parental support on learners' engagement is further validated by research highlighting its importance for learners' with diverse needs. Evidence suggests that when parents provide academic resources, guidance, and encouragement, learners demonstrate higher levels of cognitive, emotional, and behavioral engagement. This support helps learners overcome learning difficulties and sustain interest in school tasks. In such cases, effective teaching strategies and a supportive learning environment function as complementary factors that enhance, rather than replace, the role

of the family. These findings reinforce the view that parental support is a central driver of learners' engagement, with school-based efforts strengthening its overall impact (Sempeles, 2025).

Problem 5. Based on the results of the study, what learning development plan can be designed?

Table 8 on the next page presents a comprehensive Learning Development Plan that directly responds to the study findings by prioritizing collaborative and inquiry-based teaching strategies, a positive and inclusive learning environment, and strengthened parental support. The plan aligns these priority needs with a clear development goal focused on enhancing learners' engagement for School Year 2026-2027 in accordance with DepEd standards. Each objective is supported by appropriate methods such as INSETs, LAC sessions, classroom demonstrations, and parent-oriented activities, ensuring that teachers, school leaders, and parents collaboratively contribute to improved learner engagement. The identification of responsible providers, target participants, and relevant resources strengthens the plan's feasibility and accountability. The structured time frame across the school year allows for sustained implementation and monitoring, while the success indicators emphasize observable improvements in learners' participation, behavior, and engagement. Moreover, the plan reflects a holistic and systematic approach that links professional development, classroom practices, and home-school collaboration to improved learner engagement and school performance.

The Learning Development Plan is supported by the findings of Li (2023), who identified teaching strategies, classroom environment, and parental support as significant external factors influencing learners' engagement. The study emphasized that collaborative and inquiry-based teaching approaches enhance learners' behavioral and cognitive engagement by promoting active participation and deeper learning. The study noted that a positive and supportive classroom environment strengthens learners' emotional engagement and motivation to participate in class activities. Furthermore, parental support was found to reinforce learners' persistence and sustained involvement in learning tasks. These findings confirm that the interventions outlined in the Learning Development Plan are grounded in evidence-based practices that effectively enhance Learners' engagement and school performance.

Table 8. Learning Development Plan for Learners' Engagement

Priority Learning Development Needs (Based on Study Findings)	1. Strengthening collaborative and inquiry-based teaching strategies. 2. Sustaining a positive, inclusive, and engaging learning environment. 3. Strengthening parental support and home–school collaboration to enhance Learners' engagement.
Learning Development Goal	To enhance learners' learning engagement through strengthened teaching strategies, a supportive learning environment, and active parental involvement in accordance with DepEd standards for School Year 2026–2027.

Objectives	**Methods / Strategies**	**Provider of Learning Development Activities**	**Resources**	**Time Frame (SY 2026-2027)**	**Success Indicator (Learner Engagement Improved)**	**School Performance Indicator**
To strengthen teachers' use of collaborative and inquiry-based teaching strategies	Conduct INSETs, LAC sessions, and classroom demonstrations on collaborative learning and inquiry-based instruction	School Head; INSET Coordinators; District EPS	Teachers	Teaching guides, lesson exemplars, inquiry-based learning materials	1st -2nd Quarter	Increased learner participation, questioning, and collaboration

To sustain a positive and inclusive learning environment	Implementation of positive classroom climate initiatives and classroom organization activities	School Head; Guidance Coordinator; Teachers	Teachers and Learners'	Classroom management tools, visual aids, school facilities	Throughout SY	Learners' demonstrate positive behavior and active participation
To strengthen parental involvement in supporting Learners' learning	Conduct parent orientations, regular parent–teacher conferences, and communication activities	School Head; Teachers; PTA Officers	Parents and Teachers	Parent guides, communication platforms, monitoring tools	Throughout SY	Increased parental participation and support for learning
To sustain high levels of Learners' behavioral, emotional, and cognitive engagement	Implementation of inquiry-based tasks, problem-solving activities, and reflective learning exercises	Teachers	Learners'	Learning modules, activity sheets, assessment tools	2nd-4th Quarter	Sustained or improved high level of Learners' engagement

Similarly, Quan (2025) highlighted that a positive and emotionally supportive classroom environment strengthens learners' emotional engagement and motivation to participate in learning activities. The study emphasized that when learners' feel safe, respected, and valued, they are more willing to take part in classroom discussions and learning tasks. The study also highlighted that strong teacher and learner relationships play a significant role in sustaining learners' interest and commitment to learning. Supportive classroom climates were found to foster a sense of belonging, which encourages learners to remain engaged even when learning tasks are challenging. Such environments help learners develop confidence, positive learning behaviors, and persistence. These findings collectively demonstrate that the strategies in the Learning Development Plan are anchored in evidence-based practices that effectively improve learners' engagement and school performance.

IV. CONCLUSIONS

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

1. Learners' engagement depends on the combined and balanced influence of school-based and home-based factors.
2. Learners are motivated to participate actively, concentrate during lessons, and persist in completing challenging tasks.
3. Learners' engagement does not rely on a single factor but develops through the combined influence of classroom practices, school environment, and home support.
4. Parental support significantly influences Learners' engagement.

V. RECOMMENDATIONS

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

1. Teachers may continue applying varied and learner-centered teaching strategies.
2. Teachers may maintain implementing engaging instructional practices.
3. School administrators may strengthen programs that integrate effective teaching strategies, supportive learning environments, and home-school collaboration.
4. Parents may sustain their participation in their children's learning by providing consistent academic support, guidance, and encouragement.

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