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EXPLORING THE APPLICATION OF THE THREE PILLARS OF STUDENT ENGAGEMENT AND CLASSROOM CULTURE

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ABSTRACT

Student engagement is a great factor that influences a good classroom culture and emboldens students to learn and thrive. Having a good classroom culture will help students learn the best of their abilities and increase their achievements. Utilizing a descriptive correlational approach, this study aimed to determine the degree of application of the three (3) pillars of student engagement and classroom culture of 332 randomly selected Junior High teachers. A validated and reliability tested questionnaire was used to gather the needed data from randomly selected respondents. Statistical tools used to analyze and interpret the data were frequency count, percentage, mean, t-test, analysis of variance, and Pearson r. The findings of the study revealed that respondents themselves perceived their application of the three pillars of student engagement and classroom culture as "very high" respectively. There was no significant difference in the degree of application of the three (3) pillars of student engagement when respondents were grouped according to their sex, age, and highest educational attainment, except in length of service. There was no significant difference existed in the level of classroom culture when Junior High School teachers were grouped according to sex, age, highest educational attainment, and length of service. Generally, the degree application of the three (3) pillars of student engagement is significantly related to the level of classroom culture. Thus, student engagement fosters positive classroom culture. It is therefore recommended that teachers should highly utilize student engagement such as cognitive, affective and creative into their teaching practices to promote positive classroom culture, an environment conducive to learning and self-development.

Keywords: *Student Engagement, Affective Engagement, Classroom Culture, Cognitive Engagement, Creative Engagement.*

1. Introduction

In the classroom, one of the main problems that teachers are facing is the lack of student engagement. This disengagement can be manifested as lack of engagement and effort, disruptive conduct in class, acting out, disappointment and retreat, and failure to invest meaningfully in the subject matter (such as neglecting to turn in assignments or ask questions). Several instructors have formed the mistaken notion that disengagement only impacts low-performing schools and has nothing to do with their lessons (Fredricks, 2014).

A significant number of young individuals discontinue their education due to financial constraints, mental health issues, family disruptions, or lack of interest in their studies. In Australia, Allen et al. (2018) examined the issue of disengagement and discussed effective strategies and initiatives. The study highlights that disengagement can be intergenerational and may commence early. Another problem that arises is that educators in Australia

regularly hold contrasting views about what exactly qualifies as student engagement and frequently employ engagement strategies that contradict these beliefs (Pedler et al., 2020).

Over the years, despite the efforts of the school and teachers to enhance students' learning performance, teaching and learning problems like poor learning interest and disengagement of learners have inevitably manifested inside the classroom. Accordingly, 42% of high school American students say they do not see the value in their studies, and half of those who are thinking about dropping out mention lack of interest as their main motivation (Mac Iver, 2013).

Many learning approaches have been developed to increase students' performance. One of which is the effort to improve student engagement. Students are more motivated to study when they are engaged (Bernstein, 2022). According to Shernoff & Shernoff (2013), students were more engaged when they felt proactive, competent, and in control of their education, as well as when they believed it was difficult, appropriate, and relevant. They also paid greater attention to group and individual work rather than lectures, TV, or films.

Student engagement is crucial in education as it influences motivation, learning outcomes, and academic achievement. It fosters a pleasant learning environment, promotes knowledge retention, critical thinking and problem-solving, autonomy, and responsibility. It also promotes social and emotional development through group projects and collaborative activities, preparing children for future success.

In Philippines, various initiatives from the Department of Education have been conducted or implemented to enhance students' learning performance. One of which is the effort to contextualize subject matters to connect students' experiences to their lessons (Department of Education, 2016). Not only that, differentiated instructions (Department of Education, 2016) and the Alternative Learning System (ALS) (Republic of the Philippines, 2020) were also implemented with the sole purpose of addressing poor learning interest and preventing disengagement from learning.

Recently, the Programme for International Student Assessment (PISA) assessed the knowledge and skills of 15-year-old students in mathematics, reading, and science. The Philippines participated in PISA for the first time in 2018. The latest results from PISA 2022 showed that the average performance in mathematics, reading, and science remained about the same as in 2018. However, students in the Philippines scored lower than the OECD average in all three subjects (Organisation for Economic Co-operation and Development, 2022). The results highlighted socio-economic disparities, curriculum alignment with 21st-century skills, and equitable access to quality education. Addressing these challenges requires increased investment, targeted programs, curriculum reform, and teacher training.

The results of the OECD 2022 report highlighting the challenges faced by teachers in engaging students in the classroom present a crucial area for research. Understanding the factors that impact teachers' ability to effectively engage students is vital for improving educational outcomes. By conducting research on this topic, valuable insights can be gained into the strategies, resources, and support systems that can enhance teachers' capacity to engage students in the learning process. This research can inform the development of targeted interventions, training programs, and policies that empower teachers to create dynamic and interactive learning environments, ultimately leading to improved student motivation, participation, and academic achievement. Addressing the issue of teacher-student engagement through research is essential for fostering a more effective and inclusive educational system that caters to the diverse needs of students and promotes their overall learning and development.

The aforementioned circumstances prompt the researcher to examine the extent to which Junior High School teachers apply affective, cognitive, and creative classroom engagement, as well as the classroom culture. The imperative to delve into the intricacies of teacher-student engagement is underscored by the OECD 2022 report, which illuminates the hurdles educators face in captivating the classroom. This research is not merely an academic pursuit but a cornerstone for educational reform. It promises to unravel the complex tapestry of factors

influencing engagement—be it affective, cognitive, or creative—and distill this knowledge into actionable strategies. By examining the extent of engagement practices among Junior High School teachers, the study aims to forge a path to dynamic classrooms where every student's potential can be fully realized. The envisioned outcome is a robust educational framework where teachers are not just instructors but catalysts for curiosity, creativity, and critical thinking. Such research is pivotal in crafting an educational milieu that is not only effective but also equitable, nurturing a generation of learners who are as diverse in their needs as they are united in their quest for knowledge. This is the bedrock upon which a future-proof education system can be built, one that is responsive to the ever-evolving landscape of learning and development. This gains practical skills, insights, and knowledge to enhance student engagement, which the researcher anticipates will have a major influence on the promotion of a learning-friendly classroom culture, thereby enhancing learning outcomes and positive behaviour on the part of the students. Also, the study aims to ascertain the extent to which the degree of application of the three (3) pillars of student engagement such as affective engagement which relates to the sentiments and emotions that motivate someone to engage in a certain activity, endeavour, or event (Cook et al., 2020). In this research, the term implies to one of the pillars of student engagement which deals with students' emotional experiences while engaged in academic tasks, cognitive which refers to the student's readiness and capacity to handle current educational tasks and pursuits (Rotgans & Schmidt, 2011). In this study, it refers to one of the pillars of student engagement which deals with the mental and intellectual skills of the students, and creative which means students engaging in creative activities using everyday tasks, focusing on creative thinking, self-efficacy, and valuing creativity, with this study highlighting the importance of students' originality and imaginative skills (Zielińska et al., 2022). In this study, it refers to the ability of teachers to incorporate creative and innovative approaches in their instructional methods which also correlates with the classroom culture of teachers in terms of learning performance and positive behaviour.

Cognitive, affective, and creative engagements are essential pillars in promoting lifelong learning among students. The application of these pillars of student engagement could help teachers enhance students' attentiveness, curiosity, interest, enthusiasm, and motivation (Giniting, 2011). When evaluating student engagement, it has become more important to take into account the context in which students are expected to interact intellectually.

LITERATURE REVIEW

Cognitive engagement. Sharma and Bhaumik (2013) argue that the idea of student engagement is becoming widely accepted in the West because of research showing that it is favorably associated with both students' learning achievement and personal development. Additionally, the notion of intellectual engagement on the part of the students as well as the delivery of instruction in the classroom may help learners develop self-control. According to Fredricks (2014), cognitive engagement is the mental commitment that students make to learning, which can include everything from memory to the use of self-control strategies to aid in deep comprehension.

The study of Smart and Marshall (2013) highlights the significant impact of classroom conversations on students' scientific learning outcomes. It examines the relationship between middle school science students' cognitive involvement and classroom communication, specifically teacher questioning. The findings show positive correlations between students' cognitive engagement and various classroom discourse features like questioning level, complexity of questions, questioning ecology, communication patterns, and classroom interactions. This implies that teachers can enhance student learning by fostering effective discourse through thoughtful questioning strategies.

Teachers are crucial to student involvement, according to recent research from Australian education organizations. The Commission for Children and Young People (2018) highlighted the essential role of teachers in creating a positive and engaging learning environment that significantly impacts students' learning and overall educational experience. There is a natural logic to this as well. The learning environment, material, and methodology are all largely in the authority of the teachers. Therefore, it should not come as a surprise that their decisions about these elements have a big influence on students' success and engagement (Goldspink et al., 2008). Because of the importance of the teacher's role in generating and maintaining students' involvement, it is

necessary to re-evaluate instructors' present perspectives on the topic.

When students are engaged, they learn more, achieve better results, and strive for continuous improvement in a positive learning cycle (Centre for Education Statistics and Evaluation, 2017). When students are in a state of cognitive engagement, they are making a concerted effort to fully comprehend a subject and study for an extended amount of time. Additionally, they proved that there is a connection between problem-based learning (PBL) as well as cognitive engagement along with the reliability and validity of the most recent situational mental engagement measure. Additionally, the learning sessions dramatically raised the students' cognitive engagement, according to the studies (Rotgans et al., 2011).

Engagement in cognitive processes is facilitated by motivation. By improving the intensity of cognitive engagement, motivation promotes accomplishment. In other words, when students are engaged in knowledge development and use deeper learning methodologies, context comprehension and skill capacities are strengthened.

Affective engagement. Reschly et al. (2020) asserted that student engagement is about more than encouraging academic engagement or attendance. To improve students' educational experiences and graduation rates, educators must pay attention to students' intellectual and emotional attitudes toward learning and school. Engagement is considered a multifaceted term with subgroups in academic, behavioral, cognitive, and emotional domains. Accordingly, this requires knowledge of both positive student behavior and psychological connections in academic contexts. Concentrating only on attendance and the effective completion of learning activities will not help students become re-engaged or support their learner identity. Learning identity is mainly influenced by a student's feelings, interests, attitudes, and self-perceived competence regarding a task or applying a method to achieve the best results.

Lee (2013) investigated the association between student engagement and the academic success of 3,268 15-year-old students in 121 schools in the United States. His findings revealed a significant link between active participation and emotional involvement with reading proficiency. This suggests that both behavioural and emotional engagement play a crucial role in determining students' reading achievements. In a study conducted in Sri Lanka in 2019, Glapaththi et al. discovered a positive link between engagement among students and academic achievement. Dotterer and Lowe (2011) suggested that cognitive and emotional engagement also predicted academic performance. Manwaring (2017) found that emotional engagement did not lead to increased cognitive engagement. Sukor et al. (2021) conducted an analysis of 1,843 pieces of literature on social relationships and learning outcomes and found that school engagement acted as a mediator between the two. This study sought to investigate the impact of student engagement on academic performance, with a focus on all four aspects of student engagement.

In general, affective engagement also includes students' favorable perceptions of their interactions with teachers and classmates during classroom instruction (Mercer, 2015). Therefore, the attitudes of learners towards learning situations, participants in those contexts, learning activities, and their participation in learning are all connected to affective engagement. As stated by Yang et al. (2022), teacher support, followed by family involvement, exhibited the strongest correlation with student engagement. Parental involvement and teacher support are positively correlated with higher levels of emotional or affective engagement among students. Teachers can strategically influence students' emotional engagement in learning by promoting positive experiences, reducing negative experiences like bullying and punishment, and providing students with tools to regulate their emotions in the face of social and academic pressure, ultimately enhancing academic engagement and achievement.

According to Xie et al. (2019), happy emotions are often linked to better results and more self-control. Baker et al. (2010) revealed that while boredom is linked to poorer engagement and subpar performance, difficulties do not necessarily result from dissatisfaction. Students were more inclined to game the system when they were bored. This would include fast selecting "Next" and guessing at random answers to multiple-choice questions in the context of on-the-job training.

While Falsario et al. (2014), noted that teachers may create an active learning situation in which learners can achieve high academic achievements by developing close and harmonious connections with their learners. Compelling bonds between schoolchildren and teachers result in pleasurable learning opportunities for students, which raises their desire to learn (Bouras and Keskes, 2014).

The relationship involving teaching presence as well as students' emotional engagement was investigated, as was the intervening role of cognitive load and the moderating role of cognitive demand. There were 883 students who participated in the self-assessment survey. Results demonstrated that teaching presence increased affective engagement. By reinforcing the integration of expectancy-cost theory and theoretical perspectives, the results can help us understand how aspects of instruction influence learners' motivational and affective outcomes (Zhang et al., 2023).

Creative Engagement. The effect of creative engagement on student well-being has received particular focus in educational research (Burnard & Dragovic, 2015); (Galton & Page, (2015); and (McLellan & Steward, 2015). According to an empirical study of Sowden et al. (2015), impromptu dancing or theatrical creativeness can enhance children's creativity, particularly their capacity for opposing thought. Creativity and academic achievement are linked, according to several psychological research studies (Hansenne & Legrand, 2012).

According to Owen (2011), academic studies and governmental statements across the industrialized world demonstrate a desire for innovation. He went on to say that creativity in education may take many forms, including making learning experiences in the classroom more engaging, the curriculum more thoughtfully challenging, teachers more diverse in their roles as instructors, and assessment procedures that are more in line with how students learn. It appears that the development of creative instructors' professional careers is significantly influenced by their capacity to identify and utilize their creativity and individual importance. A creative teacher can recognize his creative abilities and find ways to develop such creative thinking in children. It has been claimed that a creative teacher is someone who acknowledges and values creativity as a human quality and works to foster it in others. Creative teachers have creative thinking and develop practice through four main characteristics: originality, ability to connect, autonomy/mastery, and curiosity.

Classroom teachers now have an additional duty of encouraging student creativity. Therefore, educators must be aware of potential strategies for encouraging student creativity. Social modelling, reinforcement, and the educational environment may all help students be more creative. According to Soh (2017), instructors' teaching practices are crucial in encouraging student creativity. Based on the study conducted by Wornyo et al. (2018), they found that authentic learning promotes learners' information acquisition, conceptual comprehension, and application of skills to address real-world issues. To make learning more relevant for students, educators are urged to promote the creation of realistic learning environment that stimulate students' critical and creative thinking (Yeen – Jua et al., 2014).

Learning performance. According to Soderstrom et al. (2015), learning performance refers to the comparatively long-lasting modifications in information or behaviour that facilitate retention and transfer.

The classroom culture refers to the beliefs, norms, practices, and standards that all students and teachers uphold in the classroom. It affects how people cooperate, acquire knowledge, and perform. Study performance is determined by students' motivation, engagement, enjoyment, and sense of success.

According to the U.S. Education Department, student learning performances are defined as a student's educational progress, such as developmental and cumulative assessment data, assignments, teacher observations, learners' engagement, and time spent on the activity, as well as similar information. Student learning performances are a specific statement of what students can do as a result of instruction. In most cases, this will be a short period of instruction and require students to complete a simple task accurately. Whatever the task, it must be assessed by observing students or questioning them to respond to a test question (Pendleton, 2005).

Regarding the employment of various teaching techniques to enhance student learning, Kane (2004) proposed that the dynamic link between methodology and learners, mediated by educators, is critical to the success of active learning. This indicates that the methods a teacher uses in the classroom to promote learning will be necessary.

Positive Behaviour. Williams (2016) defines behaviour as how people act or conduct ourselves, particularly towards others; how a person acts in response to a certain circumstance; and the manner in which we approach problems.

It is difficult for teachers to build trusting relationships with their students, to deliver instruction, and to manage their classroom when they display unhealthy negative emotions. This frequently validates their sense of efficacy. Overall student engagement and academic achievement are found to be slightly strongly correlated in the results. When behavioural engagement, emotions, and cognition were examined across domains, nearly all of them were found to be positively correlated with students' academic success. Moderator analyses also indicated that gender, cultural values, and how engagement was reported had an impact on the relationship between student engagement and academic achievement. Furthermore, gender, cultural values, and the way engagement is reported all have an impact on the association between academic achievement and behavioural, psychological, and cognitive engagement (Lei, Cui, & Zhou, 2018).

One could argue that all aspects of student learning and development are connected to their level of engagement. According to Barkley and Major (2020), students who exhibit elevated levels of behavioural, emotional, and cognitive engagement are more likely to attain academic success, exhibit greater engagement in the classroom, and exhibit positive social and emotional wellbeing. In conducting an activity, one of the preliminary tasks of a teacher is to establish rapport with the students by explaining the importance of the activity to be done. Through this approach, students will comprehend the significance of academic work for their future achievements (Galla et al., 2014).

Furthermore, being appreciative of the achievements made by the students contributes to the development of more significant achievements and positive behaviour. According to Carstensen and Klusmann (2021), appreciative behaviours toward students are one key factor in student achievement. Additionally, Ivory et al. (2015) provided evidence in support of this claim that fairness is a virtue of great importance. It is also enticing to act morally.

The study at hand embarks on a scholarly journey to explore the multifaceted nature of student engagement within the educational landscape. At the heart of this inquiry lie the hypotheses, carefully crafted conjectures that seek to illuminate the correlations and causations that govern the dynamics between teachers and students in the realm of learning. These hypotheses serve as the guiding beacons, directing the research towards empirical scrutiny and intellectual discovery.

Hypotheses of the study:

1. There is no significant difference in the degree of application of the three (3) pillars of student engagement among Junior High School teachers when grouped according to sex, age, highest educational attainment, and length of service.
2. There is no significant difference in the level of classroom culture Junior High School teachers when grouped according to sex, age, highest educational attainment, and length of service?
3. There is no significant relationship between the degree of application of the three (3) pillars of student engagement and the level of classroom culture Junior High School teachers.

In general, the concept of this research was to describe the degree of application of the three (3) pillars of student engagement and the level of classroom culture in the Districts of Dumalag, Cuartero, Dumarao, and Tapaz (East and West), Capiz.

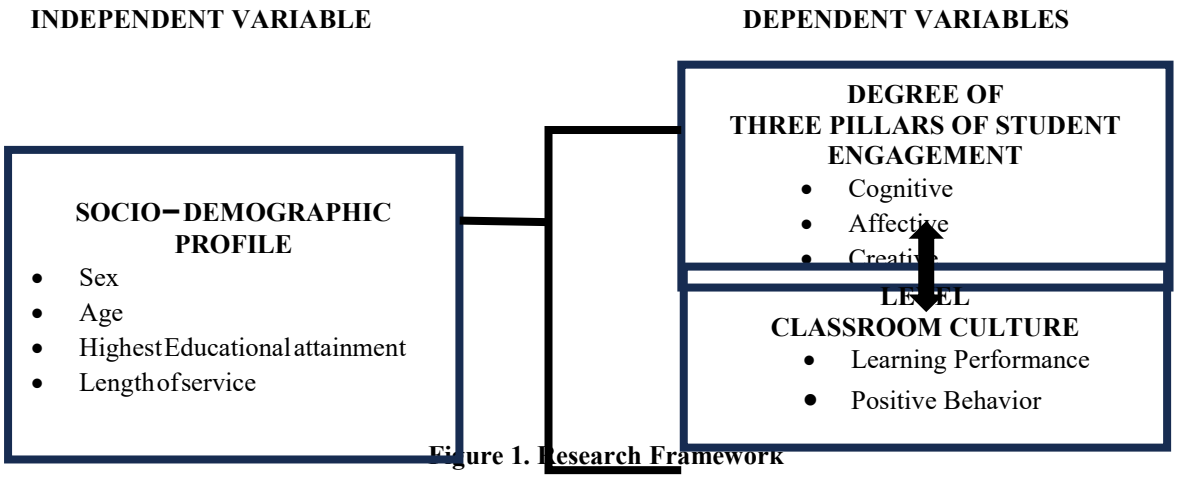

Figure 1. Research Framework

2. Method

This study utilized a descriptive-correlational design in treating the quantitative data. It included 332 JHS teachers from Unit IV that were under the jurisdiction of the DepEd Schools Division of Capiz during the Academic Year 2023-2024, in which mostly were females (242 or 73%); with age bracket of 26–30 years old (102 or 31%); had attained a bachelor's degree (200 or 60%); and had been in the DepEd for 5 years and below (143 or 43%). The sample size was determined from the total population using Slovin's formula with a margin of error set at 0.03, the number of respondents from each district and per school was determined using Bourley's proportional allocation formula. A researcher-made questionnaire was used in gathering the needed data. Part I of the questionnaire gathered information on the socio-demographic profile of the respondents in terms of sex, age, highest educational background, and length of service. Part II gathered information about the degree of application of the three (3) pillars of student engagement, which was divided into cognitive engagement, affective engagement, and creative engagement. Part III contained statements on the level of classroom culture in terms of positive behavior and learning performance of the students as perceived by the teachers. The questionnaire was subjected to content validation by panel of experts and was pilot tested to 30 teachers who were not participants in the survey. The reliability coefficient of the research instrument was .978 which was considered reliable by Anastasi and Urbina (2005). Inferential statistics like the ANOVA, t-test, and Pearson correlation were employed in conjunction with descriptive stats like frequency, percentage, rank, and mean to analyze the research data.

3. Results and Discussion

Degree of Application of the Three (3) Pillars of Student Engagement

The degree of application of the three (3) pillars of student engagement of the respondents broken down into cognitive engagement, affective engagement, and creative engagement is disclosed in Table 1.

Table 1. Degree of application of the three (3) pillars of student engagement.

Components	Mean	Interpretation
Affective Engagement	4.70	Very High
Cognitive Engagement	4.66	Very High
Creative Engagement	4.62	Very High
Grand Mean	**4. 66**	**Very High**

Legend: 4.45 - 5.00 = Very High; 3.45 – 4.44 = High; 2.45 – 3.44 = Moderate; 1.45 – 2.44 = Low; – 1.44 = Very Low.

The respondents' application of the three (3) pillars of student engagement, including cognitive, affective, and creative engagement, was highly effective, with a grand mean of 4.66 verbally interpreted as "very high".

Furthermore, in terms of affective engagement, data reveal a mean of 4.70; cognitive engagement reveals a mean of 4.66; and creative engagement has a mean of 4.62 verbally interpreted as very high respectively. This clearly shows extra evidence that the teachers exerted a very high effort in promoting the cognitive domain of the learner.

The findings of the study find support with the study of Ginting (2021) that cognitive, affective, and creative engagements are crucial for lifelong learning, enhancing attention, curiosity, interest, enthusiasm, and motivation among students. Teachers must foster a fair environment (Pomerantz and Kempner, 2013). Furthermore, fairness according to Chory (2007) was required to build healthy teacher-student interpersonal relationships.

The results further confirm the findings of Wornyo et al. (2018) who found that authentic learning promotes learners' information acquisition, conceptual comprehension, and application of skills to address real-world issues. To make learning more relevant for students, educators are urged to promote the creation of realistic learning environment that stimulates students' critical and creative thinking (Yeen–Jua et al., 2014).

Level of Classroom Culture as a whole

The data on the level of classroom culture in terms of positive behaviour and learning performance are shown in Table 2.

Table 2. Level of classroom culture when taken as a whole

Components	Mean	Verbal Interpretation
Positive Behaviour	4.71	Very High
Learning performance	4.69	Very High
Grand Mean	**4. 70**	**Very High**

Legend: 4.45 - 5.00 = Very High; 3.45 – 4.44 = High; 2.45 – 3.44 = Moderate; 1.45 – 2.44 = Low; – 1.44 = Very Low

The result indicates that the grand mean obtained for classroom culture is 4.70, verbally interpreted as “very high”. This means that the teachers exerted a very high level of effort in developing and establishing a classroom culture that promotes students’ substantial learning performance while nurturing positive behaviour. The data further show that the level of classroom culture of the teachers in terms of positive behaviour and learning performance had means of 4.69 and 4.71 respectively and verbally interpreted as “very high.” The result implies that the teachers have shown very high tendency towards establishing and promoting a classroom culture that is equitably fair and conducive to learning. It further implies that teachers exerted a very high effort to improve their knowledge and skills in enhancing students' learning performances. They use varied teaching strategies to motivate students, engage them in learning, provide opportunities for them to process new knowledge, provide them a detailed procedure for assigned task performance, and ensure that the lesson activities are aligned with the learning objectives.

The finding finds support to the Social-Cultural Theory of Vygotsky which states that learning occurs via interactions among students and their classmates, professors, and other specialists. Most educators create a learning environment that fosters student communication through feedback, debate, and collaboration. In addition, Neff's L.S. (n.d.) reiterated that culture shapes knowledge construction and that students learn through interaction and following cultural rules, skills, and abilities.

Moreover, according to Hussein's (2016) classroom culture is often unconscious assumptions on the ways teachers and students interact during the discussions of the lessons. It portrays the manner on how people present their ideas and opinions, when to expound and explain their views as well as when to listen to others and choose appropriate when appreciated, tolerated, or frowned upon.

Difference in the Degree of Application of the Three (3) Pillars of Student Engagement when Teachers are grouped according to their Selected Profiles

The data presented on Table 3 convey results on the degree of application of the three (3) pillars of student engagement among Junior High School teachers showing the values or the scores of the compared variables utilized in the conduct of the study and the remarks that determine if the variables or the profiles which includes the sex, age, highest educational attainment, and length of service are significantly different in terms of the extent of student engagement.

Table 3.
Difference on the degree of application of the three (3) pillars of student engagement among Junior High School teachers when grouped according to sex, age, highest educational attainment, and length of service.

Socio-Demographic Profile	Sig. 2-Tailed value	Probability
Sex	0.921	ns
Age	0.144	ns
Highest Educational Attainment	0.597	ns
Length of Service	0.036	s

Legend: *p*-value > 0.05 = not significant

The t-test and ANOVA were used to see if there were differences in the amount of application of the three (3) pillars of student engagement among Junior High School teachers based on their profiles. The sign. 2-tailed values for selected profiles in terms of cognitive, affective, and creative engagements, and when grouped by sex, age, and highest educational attainment of respondents, revealed that the p-values were greater than 0.05 alpha, whereas in terms of length of service, the p-value was less than 0.05 alpha.

The statistical outcome derived from the research on the application of the three pillars of student engagement—affective, cognitive, and creative—among Junior High School teachers reveals a compelling narrative. The p-value, standing at 0.921, decisively surpasses the alpha threshold of 0.05, indicating no significant difference in engagement strategies between male and female teachers. This finding suggests a gender-neutral approach to student engagement, where the effectiveness of teaching methods transcends gender distinctions. It implies that both male and female educators are equally adept at fostering emotional connections, stimulating intellectual curiosity, and nurturing creativity within the classroom. This parity in engagement practices points to a broader educational ethos where the focus is squarely on the quality of interaction and the richness of the learning environment, rather than on the gender of the teacher. Such insights are invaluable, as they steer the conversation towards understanding the essence of what makes an educator effective in captivating and nurturing young minds, setting the stage for further exploration into the art and science of teaching that benefits all students.

The research findings on the application of the three pillars of student engagement—affective, cognitive, and creative—across different age groups among Junior High School teachers present a clear narrative. The statistical analysis yielded a p-value of 0.144, which is well above the alpha level of 0.05, indicating that age does not significantly influence the teachers' engagement strategies. This suggests a remarkable consistency in the application of these pillars, with teachers of varying ages demonstrating a comparable commitment to engaging their students. The uniformity in approach across age brackets implies that the pedagogical methods and the intensity of efforts to connect with students, challenge their thinking, and inspire their creativity are not contingent on the age of the educators. Instead, it points to a shared understanding and implementation of engagement practices that transcend generational divides. This finding is particularly encouraging as it suggests that the drive to create an engaging classroom environment is a collective endeavour, unaffected by the age of the teacher, thereby reinforcing the notion that effective teaching is defined by skill and dedication rather than by the number of years one has spent in the profession.

Based on the table presented, the results affirm that there were no significant differences on the degree of application of the three (3) pillars of student engagement among Junior High School teachers when grouped according to sex, age, and highest educational attainment. However, length of service showed a significant difference.

The statistical analysis concerning the application of the three pillars of student engagement—affective, cognitive, and creative—relative to the highest educational attainment of Junior High School teachers reveals a significant insight. The p-value of 0.597 comfortably exceeds the alpha level of 0.05, signifying that the highest degree of education attained by the teachers does not markedly affect their application of these engagement strategies. This uniformity in application across educational backgrounds suggests that the foundational skills required to engage students effectively are not necessarily tied to higher academic qualifications. Instead, they may be more closely associated with practical experience, innate teaching abilities, or ongoing professional development.

The research by Powers et al. (2015) supports this notion, proposing that targeted professional development programs can substantially enhance teachers' competencies in creating learning environments that are more conducive to student engagement. Such initiatives can provide teachers with innovative tools and methodologies, regardless of their formal educational background, to foster a more engaging classroom atmosphere. This approach aligns with the continuous improvement model of professional practice, emphasizing the value of lifelong learning and adaptability in the teaching profession.

In essence, the findings suggest that while formal education is undoubtedly valuable, it is the commitment to professional growth and the application of effective engagement techniques that are paramount in influencing student engagement. This perspective advocates for a broader approach to teacher development, focusing on equipping educators with the skills to adapt to diverse classroom needs and to cultivate an environment where every student can thrive.

The analysis of the application of the three pillars of student engagement among Junior High School teachers reveals nuanced insights when considering different demographic factors. The statistical data indicates that there is no significant difference in the application of these pillars when teachers are grouped by sex, age, or highest educational attainment, as evidenced by p-values of 0.921, 0.144, and 0.597 respectively, all of which are above the alpha threshold of 0.05. This suggests a uniform approach to student engagement across these variables, indicating that factors such as gender, age, and educational level do not influence how teachers engage with their students.

However, a notable deviation is observed when teachers are classified according to their length of service. The p-value of 0.036 is less than the alpha level of 0.05, signifying a statistically significant difference in the application of the engagement pillars among teachers with different lengths of service, particularly those with five years of service or less. This finding implies that less experienced teachers may apply the pillars of student engagement differently compared to their more seasoned counterparts.

The lack of significant differences across sex, age, and educational attainment could be attributed to a standardized professional development program within Unit IV that emphasizes consistent engagement practices, or it could reflect a shared pedagogical philosophy that transcends these demographic lines. On the other hand, the significant difference related to length of service might suggest that newer teachers are either more innovative or less entrenched in established methods, leading to a variation in how they engage with students. It could also indicate that experience plays a role in refining teachers' engagement strategies, with more experienced teachers possibly having a more nuanced understanding of how to implement these pillars effectively.

In conclusion, while the pillars of student engagement are applied uniformly across most demographic factors, the length of service emerges as a variable that influences these practices. This highlights the importance of considering experience when examining teaching approaches and suggests that mentorship or ongoing professional development could be beneficial in aligning the engagement strategies of less experienced teachers with those of their more experienced colleagues.

Difference in the Level of Classroom Culture of Teachers when grouped according to their Selected Profiles

The analysis and interpretation of data on difference in the level of classroom culture among Junior High School teachers when grouped according to sex, age, highest educational attainment and length of service are shown in Table 4.

Table 4. Difference in the level of classroom culture among Junior High School teachers when grouped according to sex, age, highest educational attainment, and length of service.

Socio-Demographic Profile	Sig. 2-Tailed value	Probability
Sex	0.554	ns
Age	0.262	ns
Highest Educational Attainment	0.562	ns
Length of Service	0.065	ns

Legend: *p*-value > 0.05 = not significant

The t-test and ANOVA are used to see if there are differences in the level of classroom culture among Junior High School teachers based on their profiles. The sign. 2-tailed values for selected profiles in terms of learning performance and positive behaviour when grouped by sex, age, highest educational attainment, and length of service of teachers, reveal that the *p*-values are greater than 0.05 alpha. This implies that there are no significant differences in the level of classroom culture among Junior High School teachers when grouped according to the selected profile because the significant value is higher than 0.05.

This finding contradicts Can and Kaymakc's (2015) study, which revealed that in terms of teachers' managing abilities in a learning constructivist environment, teachers' management skills change greatly depending on their length of service. Moreover, the findings of the study also contradict to the results of Wood's (2012) that female teachers are more nurturing, whilst male teachers are more laid back and domineering with students

Relationship Between Teachers' Degree of Application of the Three (3) Pillars of Student Engagement and the Level of their Classroom Culture

The result of the computed Pearson-r for the relationship between the teachers' degree of application of the three (3) pillars of student engagement and the level of their classroom culture is reflected in Table 5. The result shows that the degree of application of the three (3) pillars of student engagement is significantly correlated with the level of classroom culture, with a correlation found to be high (r = 0.834, p-value = 0.000). This result implies that the degree of application of the three (3) pillars of student engagement is affected or influenced by the level of classroom culture of Junior High School teachers or vice versa.

Table 5. Relationship between teachers' degree of application of the three (3) pillars of student engagement and their level of classroom culture.

Variables	**Pearson Correlation**	**Sig. 2 (tailed value)**	**Probability**
Degree of application of the three (3) pillars of student engagement Level of classroom culture	0.834	0.000	Significant

Legend: *p*-value < 0.05 = significant

The first hypothesis (H1) with the results of the analysis of the direct influence of University Reputation has a Moreover, the application of the three (3) pillars of student engagement such as cognitive, affective, and creative

engagement, has something to do with the classroom culture in promoting student performance and nurturing positive behaviour. Therefore, teachers' efforts and commitment to delivering quality education can be achieved through the application of these pillars of student engagement. Teachers are pivotal factor in preventing problems brought about by disengagement in the school.

Parson and Taylor (2011) state that the goals of student engagement have been to increase achievement, encourage positive behaviours, and give students a sense of belonging. Further, educators need to make sure that students have adequate time and energy to devote to their studies as well as extracurricular pursuits that result in the experiences and products that define student achievement. Also, they need to find ways in which educational institutions should distribute funds and set up programs and services so that students may take part and gain from these kinds of activities.

4. Conclusion and Implications

Based on the findings of the study, it is concluded that the very high commitment of Junior High School teachers to engaging and enriching learning environment is manifested in the utilization of cognitive, affective, and creative pillars that foster students' intellectual curiosity, positive classroom environment, and innovative thinking among students. The positive behaviour of teachers, coupled with a positive classroom culture, creates a supportive environment that fosters community collaboration, achieves clear instruction and accurate assessments, and encourages students' positive interactions. The commitment to student engagement of experienced teachers on the three pillars significantly impacts the implementation of strategies, but to a minimal extent in the case of new teachers. Further, the very high commitment of teachers towards high-quality and promising students' academic, social, and emotional success through prioritizing positive learning environment, community building, student engagement, clear expectations, and respectful behaviour despite their diverse backgrounds has made classroom culture consistent across all demographics. It nurtures a sense of community collaboration and promotes mutual respect, which motivates students for high academic success and has an impact and influence on the classroom culture of teachers.

Grounded on the summary of findings and conclusions of the study, it is recommended that the degree of application of student engagement in terms of creative engagement should be strengthened. Teachers must understand that project-based and collaborative learning can provide opportunities for students to improve creativity, ingenuity, and innovativeness. It is also suggested that school administration may offer professional development opportunities for teachers to learn about project-based and collaborative learning strategies. Provide them with resources and support to effectively implement these approaches in their classrooms. The level of classroom culture in terms of student performance should be reinforced. It is further recommended that hands-on-learning may be practiced so as to increase student engagement and motivation. By actively participating in hands-on-learning, students become more interested in the subject matter and are more likely to retain the information. Therefore, school administration may conduct training and seminars to enhance the 21st century skills of the teachers. Likewise, teachers, particularly those who are new to the teaching profession, face challenges such as lack of experience, limited understanding of pedagogy, restricted network and resources, possible lack of confidence, and professional development requirements. As a result, it is critical for schools and educational institutions to notice such shortcomings and give appropriate support, mentorship, and professional development opportunities to help newly recruited teachers overcome these problems and prosper in their teaching careers. Those teachers with longer service in the department may serve as mentors and leaders within the school community. They may provide guidance and support to the newly hired teachers, contribute to professional development initiatives, and play a role in shaping the overall culture of the school.

Further, it is recommended that teachers should highly utilize student engagement such as cognitive, affective and creative into their teaching practices to promote classroom culture, an environment conducive to learning and self-development.

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