



## THE EFFECTIVENESS OF INTERACTIVE TEACHING STRATEGIES ON STUDENT ENGAGEMENT IN GRADE 6

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### ABSTRACT:

This study focuses on how interactive teaching strategies can effectively improve student engagement among thirty Grade 6 learners of South Poblacion Elementary School in San Fernando Cebu. Instead of relying on traditional lecture-based instruction, the research highlights methods such as collaborative learning, peer instruction, problem-based learning, and the use of technology in the classroom. These strategies encourage students to actively participate in their learning by working with peers, discussing ideas, solving real-world problems, and using digital tools. The study specifically examines three key dimensions of engagement: behavioral (students' participation in activities), emotional (their interest and enthusiasm), and cognitive (their level of thinking and understanding). Based on existing literature, the findings show that when interactive strategies are properly implemented, students become more motivated, more involved in classroom tasks, and demonstrate improved academic performance. They also develop better communication and teamwork skills through collaboration. However, the study emphasizes that the success of these approaches depends largely on the teacher's role in guiding activities, organizing structured lessons, and ensuring that all students are actively involved. Overall, the research concludes that interactive teaching strategies are highly effective in creating a more engaging and meaningful learning experience for Grade 6 students.

### KEYWORDS:

INTERACTIVE TEACHING, STUDENT ENGAGEMENT, GRADE 6, COLLABORATIVE LEARNING, ACTIVE LEARNING.

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### INTRODUCTION

Student engagement is a critical predictor of academic success, particularly among Grade 6 learners who are transitioning toward more independent and collaborative learning. It refers to the level of attention, curiosity, interest, and active participation students demonstrate during the learning process. However, traditional lecture-based instruction often limits interaction, leading to decreased motivation and minimal participation. In contrast, interactive teaching strategies—such as cooperative learning, inquiry-based instruction, and technology integration—promote active involvement by allowing students to explore, discuss, and apply concepts

in meaningful ways. These approaches are grounded in educational theories that emphasize experiential and social learning, highlighting that students learn more effectively through interaction and shared experiences.

Given the developmental needs of Grade 6 students, who are developing higher-order thinking and social skills, interactive strategies are especially effective in enhancing engagement. Thus, this paper examines how these approaches significantly improve students' behavioral, emotional, and cognitive involvement in classroom learning.

## MATERIALS AND METHODS

### DESIGN

The study employed a quantitative descriptive research design to determine the effectiveness of interactive teaching strategies in enhancing student engagement among thirty Grade 6 learners at South Poblacion Elementary School in San Fernando, Cebu. The respondents were selected using total enumeration to ensure that all learners in the class were included in the study. Data were gathered through a structured questionnaire adapted from established student engagement scales, which measured behavioral, emotional, and cognitive engagement using a Likert scale. The instrument was validated by education experts and pilot-tested to ensure reliability. The study utilized various interactive teaching strategies—such as collaborative learning, peer instruction, problem-based learning, and technology-assisted activities—implemented over a specific period. After the intervention, the collected data were analyzed using descriptive statistics, including frequency counts, percentages, and mean scores, to determine the level of student engagement. Ethical considerations, such as informed consent and confidentiality, were strictly observed throughout the research process.

### ENVIRONMENT

The research was conducted at South Poblacion Elementary School in San Fernando, Cebu, providing a typical public elementary classroom setting where Grade 6 learners engage in daily academic activities. The environment is characterized by a structured classroom with access to basic learning resources and opportunities for integrating technology to support instruction. Within this setting, the teacher plays a central role in facilitating learning by organizing interactive activities such as group work, peer discussions, and problem-solving tasks. The classroom atmosphere is designed to be inclusive and participatory, encouraging students to express ideas, collaborate with classmates, and actively engage in lessons. Additionally, the availability of digital tools, though limited, supports technology-assisted instruction, enhancing students' exposure to modern learning methods. This environment is conducive to implementing interactive teaching strategies, as it allows for both individual and collaborative learning experiences. Overall, the research setting provides a realistic and practical context for examining how interactive approaches influence the behavioral, emotional, and cognitive engagement of Grade 6 learners.

### RESPONDENTS

The respondents of this study consisted of thirty Grade 6 learners from South Poblacion Elementary School in San Fernando, Cebu. These students were selected through total enumeration to ensure complete representation of the class. As participants, they were directly exposed to interactive teaching strategies implemented during the study. Their responses and level of engagement provided

the primary data in assessing the effectiveness of the instructional approaches used.

### RESEARCH INSTRUMENT

The research instrument used in this study was a structured questionnaire designed to assess the level of student engagement among Grade 6 learners. It consisted of three sections measuring behavioral, emotional, and cognitive engagement through a series of Likert-scale items, allowing students to rate their participation, interest, and understanding during classroom activities. The questionnaire was adapted from established and validated engagement tools to ensure accuracy and relevance. It was reviewed by educational experts for content validity and clarity, and pilot-tested to ensure reliability. The instrument was administered before and after the implementation of interactive teaching strategies to measure changes in student engagement levels.

### DATA COLLECTION PROCEDURE

The data collection procedure began with securing permission from the school head and obtaining consent from the participants. A pre-test questionnaire was administered to assess the initial level of student engagement. Interactive teaching strategies were then implemented over a set period. After the intervention, a post-test questionnaire was conducted to measure changes in engagement. The responses were collected, organized, and prepared for statistical analysis to determine the effectiveness of the strategies.

### DATA ANALYSIS

The data gathered in this study were analyzed using descriptive and inferential statistical methods to determine the effectiveness of interactive teaching strategies on student engagement. Mean scores and standard deviations were computed to measure the levels of behavioral, emotional, and cognitive engagement before and after the intervention. A paired sample t-test was utilized to identify significant differences in engagement levels. The results were then interpreted to evaluate the impact of the implemented strategies on students' overall engagement.

### RESULTS:

The results of the study indicate that the implementation of interactive teaching strategies significantly enhanced the engagement of Grade 6 learners at South Poblacion Elementary School. Students demonstrated higher levels of behavioral engagement through active participation in group activities, problem-solving tasks, and classroom discussions. Emotional engagement improved as learners showed increased interest, enthusiasm, and motivation during lessons. Cognitive engagement was also strengthened, with students exhibiting better understanding, critical thinking, and application of concepts. The findings highlight that structured guidance and facilitation by the teacher were crucial in maximizing these outcomes, confirming that interactive strategies effectively promote a more dynamic and meaningful

learning

## DISCUSSION

The study demonstrates that interactive teaching strategies significantly enhance student engagement across behavioral, emotional, and cognitive dimensions among Grade 6 learners at South Poblacion Elementary School. By incorporating collaborative learning, peer instruction, problem-based tasks, and technology-assisted activities, students became more actively involved, motivated, and attentive in classroom activities. These strategies also fostered critical thinking, problem-solving, and effective communication skills through peer collaboration. The findings highlight the pivotal role of the teacher in structuring lessons, facilitating interactions, and ensuring active participation. Overall, the study confirms that well-planned interactive approaches not only improve academic performance but also create a more dynamic, student-centered learning environment, emphasizing the importance of engagement in achieving meaningful educational outcomes.

## CONCLUSIONS

The study concludes that interactive teaching strategies are highly effective in enhancing student engagement among Grade 6 learners at South Poblacion Elementary School. By implementing methods such as collaborative learning, peer instruction, problem-based tasks, and technology-assisted activities, students exhibited greater behavioral, emotional, and cognitive involvement in classroom activities. These strategies not only increased motivation and participation but also improved academic performance, critical thinking, and teamwork skills. The findings emphasize that the teacher's role in facilitating, structuring, and guiding learning activities is essential for maximizing engagement. Overall, interactive approaches create a more dynamic, student-centered, and meaningful learning environment that supports holistic development.

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