UTILIZATION OF ACTIVE LEARNING STRATEGIES OF THE ENGLISH TEACHERS OF PUBLIC ELEMENTARY SCHOOLS IN MALASIQUI II DISTRICT

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Abstract

This study sought to determine the extent to which the English teachers of public elementary schools in Malasiqui II District during the School Year 2026-2027 are utilizing active learning strategies through a quantitative-descriptive-correlational research design. The data used in this study came from the 157 English teachers and 28 school heads which were subjected to frequency count, percentage, weighted mean, the chi-square test of independence, Pearson r, and regression analysis. Results showed that: majority of the English teachers have no post graduate degrees, have been teaching for more than ten years, and have attended not more than three trainings related with active learning; the English teachers perceived that they are almost always utilizing active learning strategies as evidenced by the computed overall weighted mean of 4.10 while the school heads perceived that the English teachers are only sometimes utilizing active learning strategies as evidenced by the computed overall weighted mean of 3.05; there is a significant relationship between the highest educational attainment, the length of teaching experience, and the number of relevant trainings attended of the English teachers and the extent to which they are utilizing active learning strategies; there is a significant difference between the perceptions of the English teachers and their schools on the extent to which the English teachers are utilizing active learning strategies; and, the English teachers have positive attitude towards active learning. Based from the findings, the following conclusions were drawn: a typical English teacher of a public elementary school in Malasiqui II District has no post-graduate degree, has been teaching for more than 10 years already, and has attended not more than three trainings related with active learning; the English teachers perceived that they are frequently using active learning strategies while the school heads perceived that the English teachers are utilizing active learning once in a while; the extent to which the English teachers are utilizing active learning strategies is influenced by their highest educational attainment, length of teaching experience, and the number of relevant trainings attended; the perceptions of the English teachers and the school heads on the extent to which the English teachers are utilizing active learning strategies are significantly different from each other; and, the attitude of the English teachers towards active learning may be capitalized as one of the bases for the proposed enhancement program.

Keywords: *Active learning, English teachers*

Introduction

In the contemporary world, according to Al Suwaidi (2024), education is regarded as a structured and purposeful process that serves as a vital means of preparing individuals for life. It fosters the

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holistic development of a person's character, guides the refinement of behavior toward personal well-being and fulfillment, and promotes active participation in societal growth and advancement. Thus, education may be viewed as a fundamental human endeavor upon which society heavily relies. It functions as a vehicle for the survival, continuity, development, and progress of society, as these aspects are intrinsically connected to the lives and contributions of individuals.

Accordingly, there is an increasing recognition that effective learning requires students to engage in more than simply listening to instruction. This awareness has led to the emergence and growing emphasis on active learning. As noted by Bavishi et al. (2022), active learning constitutes an essential aspect of the learning process, with many instructional models identifying interaction as a critical element of meaningful learning experiences. Dogani (2023) defined active learning as any classroom activity in which students participate beyond passively listening to a teacher's lecture. Such activities range from reflective listening tasks and brief writing exercises that encourage students to respond to instructional content, to more complex collaborative tasks where learners apply concepts to real-life situations and solve new problems.

Similarly, Martinez and Gomez (2025) described active learning as an instructional approach that enables students to participate effectively in classroom activities. Through this approach, learners move beyond the traditional role of passive recipients who merely take notes and instead become active contributors who initiate and engage in learning tasks alongside their peers. In this context, the teacher assumes the role of a facilitator who guides students in discovering and constructing knowledge, thereby fostering deeper understanding of the curriculum. Active learning encompasses a variety of teaching strategies and techniques, including small-group discussions, role-playing activities, research projects, and the use of higher-order questioning. Ultimately, these approaches aim to cultivate independent and self-directed learners under the guidance and supervision of the teacher.

Apkarian et al. (2021) defined active learning strategies as instructional approaches that require students not only to perform tasks but also to reflect on and think critically about what they are doing. In learning environments that effectively integrate active learning, considerable emphasis is placed on enabling students to construct their own understanding while examining their beliefs, attitudes, and values (Dixit, Bedekar, Jahagirdar, & Sathe, 2020). Furthermore, Valverde, Allen, Small, and Carr (2022) argued that meaningful learning activities foster a deep

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understanding of essential concepts and ideas. Such activities should therefore be aligned with significant learning outcomes and encourage thoughtful and purposeful student engagement. These activities, according to Sari, Roulina, and Nurlaila (2025), prompt learners to reflect on the content they are studying, thereby enhancing comprehension and retention. Ultimately, the hallmark of active learning lies in the use of instructional practices that actively involve students in the learning process.

According to Dorée and Quinn (2024), the significance of active learning lies in its capacity to help learners build upon their prior knowledge as they acquire new understanding. This perspective aligns with the view that activating existing knowledge is a fundamental prerequisite for meaningful learning. Through active learning, students are able to develop meaningful solutions to problems by relating new concepts and information to ideas and procedures that are already familiar to them. Rather than relying solely on the answers or solutions provided by others, learners engaged in active learning receive opportunities to validate and strengthen their understanding of newly acquired knowledge. Moreover, the expectation to produce outcomes or articulate ideas encourages students to draw upon previously learned information, often integrating concepts from multiple subject areas and establishing connections among them. This process promotes deeper comprehension and more meaningful learning experiences.

Similarly, Gosavi and Arora (2022) asserted that active student engagement extends beyond merely listening to lectures. To participate meaningfully in the learning process, students should be involved in activities such as reading, writing, discussing ideas, solving problems, and collaborating with peers through cooperative and group-based tasks. More importantly, genuine engagement requires learners to perform higher-order cognitive processes, including analysis, synthesis, and evaluation. In relation to the essential elements of active learning strategies, Lavi and Bertel (2024) argued that effective active learning activities possess similar characteristics regardless of whether they are implemented in traditional face-to-face settings or online environments. Specifically, such activities should have a clearly defined beginning and conclusion, explicit goals or objectives, and mechanisms for providing feedback to support and enhance student learning.

Furthermore, Mason and Gayton (2022) asserted that active participation enhances learning outcomes regardless of the instructional setting. They explained that active learning

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demands intellectual engagement by encouraging learners to perform higher-order cognitive tasks, such as analysis, synthesis, and evaluation. Through these processes, students are better able to assimilate, apply, and retain new knowledge. Likewise, Ortiz-Martín, Del Espino-Pérez, García-Luque, and Viguera-Mínguez (2024) argued that instructional strategies that foster active learning are more effective than passive approaches, such as traditional lectures, in developing students' thinking and writing abilities. In addition, active learning supports diverse learning styles, improves academic achievement, increases student motivation, positively influences learners' attitudes, and ultimately leads to deeper and more meaningful learning experiences (Roderick, 2023). Sekwena (2023) further observed that students generally favor active learning approaches over conventional lecture-based methods. Consequently, integrating active learning techniques into classroom instruction is essential because of their substantial contribution to student learning and development. Sholicha and El-Yunusi (2024) also noted that although many active learning strategies are comparable to lectures in facilitating mastery of subject content, they are considerably more effective in promoting higher-level thinking and enhancing writing skills. Moreover, they emphasized that numerous learners possess learning preferences that are better accommodated by instructional methods other than lecturing. Therefore, effective and reflective teaching requires educators to become familiar with a wide range of active learning strategies and approaches. Equally important, teachers should engage in ongoing self-reflection and demonstrate openness to experimenting with alternative instructional practices that better address the diverse needs of their students.

Despite the widespread recognition among educational scholars regarding the effectiveness of active learning, many teachers continue to rely on the traditional lecture-based approach, wherein instructors primarily deliver information while students assume passive listening roles. In this regard, Vale and Barbosa (2023) argued that conventional teaching methods tend to be monotonous and may contribute to student absenteeism. Similarly, Yuni, Rambe, and Gusmaneli (2024) suggested that students are more likely to skip classes when they are not actively engaged in classroom activities, particularly when lecture content fails to reflect the demands and realities of a changing environment - an issue commonly associated with traditional instructional practices. In the same context, the researcher observed that in the school where he is affiliated, many teachers seldom employ active learning strategies and instead continue to depend predominantly on the lecture method as their primary mode of instruction.

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In light of the foregoing discussion, this study sought to examine the extent to which the English teachers of public elementary schools in Malasiqui II District are utilizing various active learning strategies as well as to determine their attitudes toward active learning. Ultimately, the study aimed to develop an enhancement program to improve the English teachers' use of diverse active learning strategies in their instructional practices.

Theoretical Framework

This study was framed by the Experiential Learning Theory of David Kolb and the Theory of Constructivism of Lev Vygotsky.

The Experiential Learning Theory of David Kolb emphasizes that learning occurs naturally. Kolb proposed that experience is critical in the development of knowledge construction, as learning occurs through discovery and active participation. Kolb defined leaning as the process whereby knowledge is created through the transformation of experience (Kurt, 2022).

There are two parts to Kolb's Experiential Learning Theory. The first is that learning follows a four-stage cycle. Kolb believed that, ideally, learners progress through the stages to complete a cycle, and, as a result, transform their experiences into knowledge (Kurt, 2022).

Kolb's learning process cycle begins with a concrete experience. This can either be a completely new experience or a reimagined experience that already happened. In a concrete experience, each of the learners engage in an activity or task. Kolb believed that the key to learning is involvement. It is not enough for learners to just read about it or watch it in action. In order to acquire new knowledge, learners must actively engage in the task (Kurt, 2022).

After engaging in the concrete experience, the learners step back to reflect on the task. Accordingly, the learners move to the reflective observation stage. This stage in the learning cycle allows the learners to ask questions and discuss the experience with others. Communication at this stage is vital, as it allows the learners to identify any discrepancies between their understanding and the experience itself. Good vocabulary also allows a solid review of the events that occurred (Kurt, 2022).

The next step in the learning cycle is to make sense of the events. The learners then move to the abstract conceptualization stage. The learners attempt to draw conclusions of the experience by

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reflecting on their prior knowledge, using ideas with which they are familiar or discussing possible theories with peers. The learners move from reflective observation to abstract conceptualization when they begin to classify concepts and form conclusions on the events that occurred.

This involves interpreting the experience and making comparisons to their current understanding on the concept. Concepts need not be new; learners can analyze new information and modify their conclusions on already existing ideas (Kurt, 2022).

The last stage in the cycle is the testing stage or active experimentation. Learners return to participating in a task, this time with the goal of applying their conclusions to new experiences. They are able to make predictions, analyze tasks, and make plans for the acquired knowledge in the future. By allowing learners to put their knowledge into practice and showing how it is relevant to their lives, you are ensuring that the information is retained in the future (Kurt, 2022).

As Kolb's learning theory is cyclical, one can enter the process at any stage in the cycle. However, the cycle should be completed in entirety to ensure that effective learning has taken place. Each stage is dependent on the others and all must be completed to develop new knowledge. Thus, completion of all stages of the cycle allows the transformation of experience to knowledge to occur. Kolb's entire theory is based on this idea of converting experience into knowledge. With each new experience, the learner is able to integrate new observations with their current understanding. Ideally, learners should have the opportunity to pass through each stage (Kurt, 2022).

The second part of Kolb's Experiential Learning Theory focused on learning styles, or the cognitive processes that occur in order to acquire knowledge

. Essentially, Kolb believed that individuals can demonstrate their knowledge, or the learning that occur when they are able to apply abstract concepts to new situations (Kurt, 2022).

The first learning style is the diverging learning style, which is expressive of the concrete experience and reflective observation stages in the learning cycles. This learning style takes an original and creative approach. Rather than examining concrete experiences by the actions taken, individuals tend to assess them from various perspectives. They value feelings and take an interest in others. Individuals who prefer this learning style tend to enjoy tasks such as brainstorming ideas

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and working collaboratively in groups. The instructional techniques that "divergers" prefer include hands-on activities and the opportunity to explore and classic teacher-class lecture that highlights how to use a system as well as its strengths and weaknesses (Kurt, 2022).

The second learning style is the assimilating learning style, which is reflective of abstract conceptualization and reflective observation learning stages. This learning style emphasizes reasoning. Individuals who demonstrate this learning style are able to review the facts and assess the experience as a whole. They tend to enjoy designing experiments and working on projects from start to completion. The instructional techniques that "assimilators" prefer include: independent, prepared exercises that the learner can complete without the instructor; classic teacher-class lecture supported by an audio or video presentation; and, private exploration or demonstration that follows a tutorial, with answers provided (Kurt, 2022).

The third learning style is the converging learning style, which is reflective of abstract conceptualization and active experimentation stages in the learning cycle. This learning style highlights problem solving as an approach to learning. Individuals who prefer this learning style are able to make decisions and apply their ideas to new experiences. Unlike "divergers," they tend to avoid people and perceptions, choosing instead to find technical solutions. The instructional techniques that "convergers" prefer include workbooks or worksheets that provide problems sets, tasks that are computer-based, and interactive activities (Kurt, 2022).

The last learning style is the accommodating learning style, which is expressive of the concrete experience and active experimentation stages in the learning cycle. This learning style is adaptable and intuitive. These individuals use trial and error to guide their experiences, preferring to discover the answers for themselves. They are able to alter their path based on the circumstance and generally have good people skills. The instructional techniques that "accommodators" prefer include: activities that allow them to be actively engaged; exploration and instructor support for deeper questioning, such as "what if?" or "why not?"; and, tasks that promote independent discovery (Kurt, 2022).

Additionally, experiences are central to Kolb's theory, as he viewed it as a process by which something must be changed or transformed. Memorization or recollection of ideas taught does not equal learning, as no value has been added to the learner. Kolb's model acknowledges

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that something must be generated from the experience in order for it to be defined as learning (Kurt, 2022).

Meanwhile, the Theory of Constructivism of Lev Vygotsky suggests that learning involves more than simply acquiring facts or memorizing information. Knowledge is actively constructed through social interactions, meaningful discussions, and the integration of new ideas with an individual's cultural and social experiences. Thus, learning is shaped not only by the content being studied but also by the interactions and relationships that surround the learner (Martin, 2026).

Vygotsky maintained that learning does not occur in isolation; rather, interactions with others play a vital role in expanding an individual's understanding. He emphasized that knowledge is developed through communication, collaboration, and engagement with cultural experiences. Consistent with this view, Vygotsky's Constructivist Theory proposes several key principles. First, learning is grounded in prior knowledge, as learners relate new information to their existing beliefs, experiences, and understandings. Second, learning is inherently social, with meaningful interactions among teachers, classmates, and peers fostering greater cognitive development. Third, learning is an active process that requires students to engage in discussions, projects, and experiential activities rather than passively receive information. Fourth, motivation is a crucial factor, since curiosity and interest encourage learners to invest the effort necessary to construct new knowledge. Finally, the theory recognizes that each learner is unique, bringing distinct experiences and perspectives that influence how information is interpreted and understood. Consequently, this framework views the classroom as a collaborative learning community rather than a setting characterized by a one-way transmission of knowledge from teacher to student (Martin, 2026).

Conceptual Framework

This study was guided by literatures and studies on active learning.

Active learning does not have a single universally accepted definition. However, Sahito and Hussain (2025) described it as an approach in which students actively participate in the learning process rather than merely listening to lectures. According to Dubinsky and Hamid (2024), active learning requires learners to engage meaningfully with the content being studied. Similarly, Vasquez (2026) emphasized that active learning involves students both performing tasks and reflecting on their actions, while Keeth (2026) highlighted its reflective nature. These perspectives suggest that active learning exists along a continuum of student participation. At the

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most basic level, learners are involved in activities beyond passive listening, whereas at the highest level, they take full responsibility for exploring, applying, and constructing knowledge independently. It is at this advanced stage of engagement that the greatest educational benefits are realized, enabling students to attain higher-order thinking skills such as analysis, synthesis, and evaluation (Teaching and Learning Center of the University of California, Los Angeles, 2025). Therefore, active learning may be understood as an instructional approach that actively engages students in meaningful learning experiences, with varying degrees of participation and involvement throughout the learning process.

Active learning encompasses a wide range of experiential instructional strategies that differ in terms of the level of student engagement. At the highest level of the active learning continuum, students are deeply immersed in hands-on experiences, such as applying project management principles to design and construct a catapult and then using statistical methods to analyze the accuracy of its launches. Other highly engaging approaches may include participation in simulations that require learners to actively apply knowledge and skills in realistic contexts. Moderate levels of active learning may involve students viewing instructional videos, collaborating in group workshops, and applying the concepts learned through guided activities. At the lower end of the continuum, active learning can take the form of brief pauses during lectures that allow students to reflect on, discuss, or process the information being presented. These examples illustrate that active learning can range from simple reflective activities to highly immersive experiential tasks, depending on the degree of student participation (Smart, 2025).

Active learning is a dynamic and continually developing concept that does not have rigid boundaries. As new technologies continue to emerge, educators are presented with increasing opportunities to enrich and transform students' learning experiences. One of the most significant strengths of active learning is its capacity to foster innovative and meaningful educational activities. By incorporating active learning principles, teachers can design engaging, creative, and nontraditional learning environments that encourage greater student participation, exploration, and enjoyment in the learning process (Morris, 2025).

According to the University of Connecticut (2021), active learning consists of four key elements: talking and listening, writing, reading, and reflecting. The first element involves students actively engaging with information through asking and answering questions, sharing comments, delivering presentations, and explaining concepts. Rather than merely listening, learners participate in active learning when they analyze, connect, and apply the information they receive. The second element, writing, enables students to process information by expressing ideas in their own words, which helps organize their thinking, deepen understanding, and prepare them for meaningful discussions. The third element, reading, becomes an active learning process when students engage critically with texts rather than reading solely to complete an assignment. Strategies such as guided questions, summarization activities, discussion posts, and reflective exercises can encourage deeper engagement with reading materials. Furthermore, instruction in active reading techniques can help students become more effective learners. The fourth element, reflection, allows students to process newly acquired knowledge and relate it to prior learning. Providing opportunities for learners to consider the applications and implications of what they have learned can foster higher-order thinking skills and strengthen metacognitive awareness. Together, these four elements contribute to a more meaningful and engaging learning experience.

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Moreover, for active learning to take place, there are certain preconditions that should be met. The University of Connecticut (2021) mentioned of these preconditions as preparation, motivation, and absence of tear. In the case of preparation, the teacher should change pupil expectations on the first day and in the curriculum or syllabus. The teacher should learn about his or her students. He/she should use out-of-class assignments to prepare for active learning in-class. Also, he/she should prepare written instructions, worksheets, slides, etc., for the exercises. Secondly, with respect to motivation, the teacher should explain the educational purpose of the exercise to the pupils. He/she should also create challenging exercises. Moreover, he/she should have students summarize what they have learned at the conclusion of the exercise. Lastly, with regard to absence of fear, the teacher should provide a climate where risk-taking is rewarded. He/she should allow students to get to know each other and should reward pupils for their participation with positive feedback. He/she should practice "instructional immediacy" (smile, make eye contact, use student names, move around the classroom, and others).

There are various studies conducted in relation to the effectiveness of active learning.

Alruthia et al. (2019) conducted a study entitled "The Use of Active Learning Strategies in Healthcare Colleges in the Middle East." This study was anchored on the insight that multiple studies have explored the use of active learning strategies among faculty members in different healthcare colleges worldwide, however, very few have described the use of these strategies in the Middle East. The aim of this study was to evaluate the extent of the implementation of active learning and its various techniques across different fields of healthcare education in various countries in the Middle East. A web-based questionnaire was developed to obtain information on the use of active learning methods. This survey was disseminated among faculty members in healthcare colleges in 17 Middle Eastern countries. Out of 22,734 online invitations that were sent to faculty members in different healthcare colleges, 2085 (9.17%) accepted the invitations, however, only 722 (34.63%) of those who agreed to participate filled out the questionnaire. The results showed that eighty-seven percent of the responders utilized at least one technique of active learning. Active learning was used more frequently by female responders. 54.30% of the female responders reported using learning by teaching as one of their teaching methods compared to 41.30% of their male counterparts ($p = 0.0005$). The various forms of active learning were used at similar levels in both public and private healthcare colleges. Only minor differences were seen among different age groups or academic positions of the responders, but significant variabilities were noted among the several fields of healthcare education. For example, 61.54% of responders from the nursing faculty reported using reaction to videos as one of their teaching methods compared to 31.11% of their counterparts in the faculty of dentistry ($p = 0.0021$). The most frequently reported obstacles interfering with the effectuation of active learning include the lack of technical support and time constraints. The researchers concluded that although some barriers to the implementation of active learning exist, it is extensively used by faculty members in healthcare colleges in the Middle East.

The study of Dano-Hinosolango and Vedua-Dinagsao (2019), entitled "The Impact of Learner-centered Teaching on Students' Learning Skills and Strategies," explored the experience, impression and understanding of student-centered learning by 44 business education students at a university. The study sought to establish whether such a learning approach enhances the competencies of students in accord with the demands made by employers for critical employee

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characteristics in the 21st century workplace, while also enhancing learning outcomes in students' current studies. The study was informed by two other studies, using complementary methodologies in qualitative and quantitative data collection and analysis. The first study utilized a survey instrument, while the second employed focus groups. The findings revealed that students generally held positive views of student-centered learning and that they believed it enhanced their learning experience in their current studies. However, they were not clear as to whether the approach was being utilized fully and/or effectively and whether current resources were adequate to support the effective implementation and maintenance of such an approach. Findings further revealed that many of the competencies developed through the practice of student-centered learning are complimentary to not only desirable, but indeed, identified characteristics that the 21st century worker should be ideally equipped with. The importance of "gearing" such learning at the tertiary level to the demands of employers for well prepared and effective employees that complement and indeed enhance the workplace is recognized as a national imperative, and thus policy, as developed through educational leadership should be in accord. This research posited that the utilization of student-centered learning will not only benefit learning at the tertiary level, it will also better prepare graduates for the workplace.

The study of Daouk, Bahous, and Bacha (2016), entitled "Perceptions on the Effectiveness of Active Learning Strategies" aimed to determine the perceptions of the students and instructors on the effectiveness of implementing active learning strategies in higher education courses in a tertiary institution in Lebanon. It employed the descriptive method of research where data were gathered through a survey-questionnaire, interview, and classroom observation. There were two limitations in the study, namely, the number of respondents was rather small as only 37 education students were involved and all the participants were females. The findings showed that majority of the learners as well as the instructors favored active learning and are strong proponents of putting into effect this approach in all their courses and that they have positive perceptions towards active learning strategies.

The study of Everly (2017), entitled "Are Students' Impressions of Improved Learning through Active Learning Methods Reflected by Improved Test Scores?", aimed to report the transformation from lecture to more active learning methods in a maternity nursing course and to evaluate whether student perception of improved learning through active-learning methods is supported by improved test scores. The study utilized the descriptive method of research describing the process of transforming a course into an active-learning model of teaching. A voluntary mid-semester survey for student acceptance of the new teaching method was conducted. Course examination results, from both a standardized exam and a cumulative final exam, among students who received lecture in the classroom and students who had active learning activities in the classroom were compared. Results showed that active learning activities were very acceptable to students. The majority of students reported learning more from having active-learning activities in the classroom rather than lecture-only and this belief was supported by improved test scores. Students who had active learning activities in the classroom scored significantly higher on a standardized assessment test than students who received lecture only.

And, noting that for effective learning to take place in the classroom, the learner needs to be actively engaged during the lecture, the study of Fayombo (2016), entitled "Active Learning Strategies and Student Learning Outcomes among Some University Students in Barbados",

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investigated the relationships between the active learning strategies (discussion, video clips simulation, game show, role – play, five minute paper, clarification pauses, group work) and the students' learning outcomes (SLOs) among a sample of 158 undergraduate psychology students in the University of the West Indies, Barbados. They responded to Active Learning Strategies Questionnaire and Student Learning Outcomes Assessment Scale. Results revealed statistically significant positive correlations between active learning strategies and student learning outcomes; so also, the active learning strategies contributed 14% (Rsq= 0.139) to the variance being accounted for in student learning outcomes and this was found to be statistically significant ($F(1,156) = 25.23$, $p < .05$). Additionally, video - clips simulation emerged as the best active learning strategy and had the highest correlations with student learning outcomes (($r=0.340$, $p<0.05$). These results were discussed in the light of the importance of the active learning strategies promoting learning among the university students.

Statement of the Problem

This study endeavored to propose an enhancement program for the English teachers of public elementary schools in Malasiqui II District to enhance the extent of their utilization of active learning strategies. Specifically, it found answers to the following problems:

Main Problem. What enhancement program may be proposed for the English teachers of public elementary schools in Malasiqui II District to enhance the extent of their utilization of active learning strategies?

Sub-problems. To substantially answer the main problem, answers to the following problems were likewise sought:

1. What is the profile of the English teachers in terms of:

    a. Highest educational attainment

    b. Length of teaching experience, and

    c. Number of trainings attended related with active learning for the past 5 years?

2. To what extent are the English teachers utilizing active learning strategies as perceived by themselves and the school heads?

3. Is there a significant relationship between the profile variables of the English teachers and the extent to which they are utilizing active learning strategies?

4. Is there a significant difference between the perceptions of the English teachers and the school heads on the extent to which the English teachers are utilizing active learning strategies?

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5. What is the attitude of the English teachers towards active learning?

6. Based on the findings, what enhancement program may be proposed for the English teachers of public elementary schools in Malasiqui II District to enhance the extent of their utilization off active learning strategies?

Methods

Research Design

This study employed the quantitative-descriptive method of research. It described the English teachers of public elementary schools in Malasiqui II District in terms of highest educational attainment, length of teaching experience, and number of relevant seminars/trainings attended as well as determined the extent to which they are utilizing active learning strategies as perceived by themselves and the school heads and their attitude towards active learning. The study was also correlational for it determine if there is a significant relationship between the profile variables of the English teachers and the extent to which they are utilizing active learning strategies and if there is a significant difference between the perceptions of the English teachers and the school heads on the extent to which the English teachers are utilizing active learning strategies.

Moreover, the developmental method of research was also employed for the study came up with an enhancement program to enhance the extent to which the English teachers are utilizing active learning strategies

Participants and Sampling

This study was conducted in the different public elementary schools in Malsiqui II District during the School Year 2026-2027. There were two groups of respondents in this study, namely, the English teachers and the school heads. In Malasiqui II District, there are 259 English teachers in the different public elementary schools. Out of this total population, a sample size was computed using the Slovin's formula, which is:

$$S = \frac{N}{1 + Ne2}$$

where:

s = sample size

N = total population

e = margin of error of .05

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Conformably, a sample size of 157 English teachers was arrived at.

In the case of the school heads, no sampling was done as all the 28 school heads were made as respondents of the study.

Research Participants. From the sample size of 157 English teachers, the researcher employed convenience cluster sampling to have the 157 sample English teachers. These English teachers provided data relative to their highest educational attainment, length of teaching experience and the number of relevant trainings they attended for the past five years as well as the extent to which they are utilizing active learning and their attitude towards active learning. Table 1 shows the distribution of the sample English teachers per the clustered public elementary schools.

TABLE 1
Distribution of the Sample English Teachers per the Clustered Public Elementary Schools

Public Elementary Schools	Number of Teachers	Percentage
1. Aliaga Elementary School	14	8.92%
2. Bakitiw Elementary School	12	7.64%
3. BIBA Elementary School	12	7.64%
4. J.C. Macaranas Elementary School	9	5.73%
5. Cabatling Elementary School	9	5.73%
6. Canan Elementary School	15	9.55%
7. Don Pedro Elementary School	12	7.64%
8. Malimpec Elementary School	14	8.92%
9. Nalsian Tomiling Elementary School	15	9.55%
10. Olea Elementary School	12	7.64%
11. Talospatang Elementary School	21	13.38%
12. Tobor Elementary School	10	6.37%
13. IBA Elementary School	2	1.27%
Total	157	100%

Moreover, as mentioned, all the school heads of the public elementary schools in Malasiqui II District were made as respondents of the study. These school heads provided data relative to the extent to which the English teachers are utilizing active learning.

Instrumentation and Data Collection

To gather the data needed, the researcher used two survey-questionnaires, that is, one for the English teachers and one for the school heads.

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The survey-questionnaire for the English teachers had three parts. The first part looked into the profile of the English teachers; the second part focused into the extent to which the English teachers are utilizing active learning strategies; and, the third part concentrated on the attitude of the English teachers towards active learning.

On the other hand, the survey-questionnaire for the school head simply looked into the extent to which the English teachers are utilizing active learning strategies. The items here were the same with the second part of the survey-questionnaire for the English teachers.

Trustworthiness. The items in the first part of the survey-questionnaire which is about the profile of the English teachers is common in researches. Hence, no validation is required.

In relation to the second part of the survey-questionnaire which is about the extent to which the English teachers are utilizing active learning strategies, the items will be based on the survey-questionnaire of Doria (2020) in her study entitled "A Proposed Guide on Active Learning Strategies for Public Primary Grade Teachers in the Municipality of Binmaley, Pangasinan." This survey-questionnaire was validated by the researcher and, hence, are considered valid and reliable.

Meanwhile, with respect to the third part of the survey-questionnaire which is about the attitude of the English teachers towards active learning, the items will be based on the survey-questionnaire used by Castillo (2022) in her study entitled "Assessment of the Active learning strategies of public primary grade teachers of Malasiqui I District." The items here were also validated by the researcher and, thus, are considered valid and reliable.

Data Collection. In collecting the data needed in the study, the researcher personally administered the survey-questionnaire to the English teachers and the school heads giving them three weeks to answer. After three weeks, the researcher retrieved the survey questionnaire.

Ethical Considerations. So as not to violate the data privacy of the English teachers and the school heads, permission to conduct the study was first secured from the Schools Division Superintendent of Pangasinan I Thereafter, informed consent was taken from the English teachers and the school heads.

Moreover, the researcher treated the data gathered with utmost confidentially and were used only for the purpose of answering the research questions of the study in accordance with the Data Privacy Act of the Philippines. Likewise, authors of researches, articles, and other scholar works used in this study were cited, properly acknowledged, and documented.

Data Analysis

To determine the profile of the English teachers in the public elementary schools in Malasiqui II District, the data gathered were subjected to frequency count and percentage employing the formula:

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$$P = \frac{f}{N} \times 100$$

where:

P = the computed percentage

f = the observed frequency

N = total number of subject cases

To determine the extent to which the English teachers are utilizing active learning strategies, the weighted mean was used employing the formula:

$$WM = \frac{\sum wX}{\sum w}$$

where:

WM = weighted mean

$\sum$ = summation

W = weighing factor

X = frequency.

Moreover, the weighted means computed in relation to the extent to which the English teachers are utilizing active learning strategies were interpreted using this scale of interpretation:

never	=	1.00 – 1.49
almost never	=	1.50 – 2.49
sometimes	=	2.50 – 3.49
almost always	=	3.50 – 4.49
always	=	4.50 – 5.00.

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On the other hand, the weighted means computed in relation to the attitude of the English teachers towards active learning were interpreted using this scale:

strongly disagree	=	very negative	=	1.00 - 1.49
disagree	=	negative	=	1.50 – 2.49
undecided	=	neutral	=	2.50 – 3.49
agree	=	positive	=	3.50 – 4.49
strongly agree	=	very positive	=	4.50 – 5.00.

To determine if there is a significant relationship between the profile variables of the English teachers and the extent to which they are utilizing active learning strategies, the chi-square test of independence was used.

And, to determine if there is a significant difference between the perceptions of the English teachers and the school heads on the extent to which the English teachers are utilizing active learning strategies, the t-test was used.

Results

Profile of the Teachers

The Profile of the English Teachers

This section presents the profile of the English teachers of public elementary schools in Malasiqui II District to answer the first sub-problem of the study.

On Highest Educational Attainment

With respect to the educational attainment, the English teachers were given five choices, namely, bachelor's degree, completed academic requirements in the master's degree, master's

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degree, completed academic requirements in the doctorate degree, and doctorate degree. Table 2 indicates the results.

TABLE 2
Distribution of the English Teachers in terms of Highest Educational Attainment

Educational Attainment	Frequency	Percentage
Bachelor's Degree	29	18%
Completed academic requirements in the Master's Degree	53	34%
Master's Degree	49	31%
Completed academic requirements in the Doctorate Degree	14	9%
Doctorate Degree	12	8%
Total	157	100%

As presented by Table 2, 29 or 18% of the English teachers are bachelor's degree holders, 53 or 34% have completed the academic requirements for the master's degree, 49 or 31% are master's degree holders, 14 or 9% have completed the academic requirements for the doctorate degree, and 12 or 8% are doctorate degree holders. It can be noted that majority of the English teachers of public elementary schools in Malasiqui II District have no post-graduate degree.

On Length of Teaching Experience

In relation to the length of teaching experience, the English teachers were provided with five choices to choose from, viz., five years and below, six to ten years, 11 to 15 years, 16 to 20 years, and more than 20 years. Table 3 shows the results.

TABLE 3
Distribution of the English Teachers in terms of Length of Teaching Experience

Length of Experience	Frequency	Percentage
1 to 5 years	15	9%
6 to 10 years	33	21%
11 to 15 years	42	27%

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16 to 20 years	48	31%
More than 20 years	19	12%
Total	157	100%

As disclosed by Table 3, 15 or nine% of the English teachers have been teaching for one to five years, 33 or 21% have been teaching for six to ten years already, 42 or 27% have been teaching for 11 to 15 years already, 48 or 31% have been teaching for 16 to 20 years already, and 19 or 12% have been teaching for more than 20 years already. It can be noted here that majority of the English teachers of public elementary schools in Malasiqui II District have been teaching for more than ten years already.

On Number of Trainings/Seminars Attended

In relation to the number of trainings/seminars related with active learning attended for the past five years, the English teachers were given three choices, to wit: have not attended any training/seminar related with active learning for the past five years, have attended not more than three trainings/seminars related with active learning for the past five years, and have attended more than three trainings/seminars related with active learning for the past five years. Table 4 presents the results.

Table 4
Distribution of the English Teachers in terms of Number of Relevant Trainings Attended

Number of Trainings Attended	Frequency	Percentage
Have not attended any training related with active learning for the past five years	0	0%
Have attended not more than three trainings related with active learning for the past five years	105	67%
Have attended more than three trainings related with active learning for the past five years	52	33%
Total	157	100%

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As disclosed by Table 4, 105 or 67% of the English teachers have attended not more than three trainings related with active learning for the past five years and 52 or 33% have attended more than three trainings. It can be noted that majority of the English teachers of the public elementary schools in Malasiqui II District have attended not more than three trainings related with active learning for the past five years.

The Extent to which the English Teachers are Utilizing Active Learning Strategies

This section provides answers to the second sub-problem of the study, which is about the extent to which the English teachers of public elementary schools in Malasiqui II District are utilizing active learning strategies,

To provide answers to the sub-problem, the English teachers and the school heads were asked to rate the extent to which the English are utilizing the different active learning strategies.

Assessment of the English Teachers. The assessment of the English teachers on the extent to which they are utilizing active learning strategies is presented in Table 5.

As manifested in Table 5, when queried as to the extent to which they are utilizing the "experiential learning" strategy, 25 of the English teachers replied "sometimes," 91 replied "almost always," and 41 replied "always." The computed weighted mean here is 4.10 which is indicative of "almost always" in the scale.

TABLE 5
The Extent to which the English Teachers are Utilizing Active Learning Strategies as Perceived by Themselves

Assessment Items	Responses					WM	DE
	NE	AN	SO	AA	AL		
1. Experiential Learning	0	0	25	91	41	4.10	AA
2. Inquiry Learning	0	0	24	89	44	4.13	AA

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3, Forum Theater	0	0	19	99	39	4.13	AA
4. Clarification Pauses	0	0	18	101	38	4.13	AA
5. Place-based Education	0	0	20	101	36	4.10	AA
6. Worksheets/Study Guides	0	0	24	102	31	4.04	AA
7. Audience Polling	0	0	21	95	41	4.13	AA
8. Hands-on Technology	0	0	19	97	41	4.14	AA
9. Question & Answer	0	0	19	101	37	4.11	AA
10. One minute paper/Focus Listing/One Sentence Summary	0	0	19	110	28	4.06	AA
11. Think-Pair-Share	0	0	17	111	29	4.08	AA
12. Brain Dump/Free Write	0	0	19	104	34	4.10	AA
13. Muddiest Point	0	0	21	102	34	4.08	AA
14. Misconception/ Preconception Check	0	0	19	104	34	4.10	AA
15. Application Activity	0	0	17	97	43	4.17	AA
16. Student-Generated Questions	0	0	22	93	42	4.13	AA
17. Formative Quizzes/ Surveys/Background Knowledge Probe	0	0	22	89	46	4.15	AA
18. Personal Response Cards	0	0	20	98	39	4.12	AA
19. Self/Peer Formative Assessment	0	0	27	80	50	4.15	AA
20. Small Group Presentation/Discussions	0	0	24	97	36	4.08	AA
21. Role Playing/Simulations/Games	0	0	27	89	41	4.09	AA
22. Categorizing Grid/ Pro-Con Grid	0	0	24	85	48	4.15	AA
23. Defining Feature Matrix/Memory Matrix	0	0	15	101	41	4.17	AA
24. Debates	0	0	28	97	32	4.03	AA
25. Peer Teaching	0	0	22	108	27	4.03	AA
26. Concept Maps	0	0	24	102	31	4.04	AA
27. Cases	0	0	23	107	27	4.03	AA
28. Cooperative Cases	0	0	21	101	35	4.09	AA
29. Jigsaw	0	0	22	100	35	4.08	AA
30. Cooperative Learning/Problem-Based Learning	0	0	27	94	36	4.06	AA
					OWM	4.10	AA

Legend:

WM	=	weighted mean
DE	=	descriptive equivalent
OWM	=	area weighted mean

Scale:

NE	=	never	=	1.00 – 1.49
AN	=	almost never	=	1.50 – 2.49
SO	=	sometimes	=	2.50 – 3.49
AA	=	almost always	=	3.50 – 4.49
AL	=	always	=	4.50 – 5.00

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When inquired as to the extent to which they are utilizing the “inquiry learning” strategy, 24 of the English teachers claimed “sometimes,” 89 claimed “almost always,” and 44 claimed “always”. In this item, the computed weighted mean is 4.13 which is pointing to “almost always” in the scale.

When asked as to the extent to which they are utilizing the “forum theater” strategy, 19 of the English teachers responded “sometimes,” 99 responded “almost always,” and 39 responded “always”. The computed weighted mean here is 4.13 which has a descriptive equivalent of “almost always” in the scale.

When queried as to the extent to which they are utilizing the “clarification pause” strategy, 18 of the English teachers replied “sometimes,” 101 replied “almost always,” and 38 replied “always”. The computed weighted mean here is 4.13 which is indicative of “almost always” in the scale.

When asked about the extent to which they are utilizing the “place-based education” strategy, 20 of the English teachers replied “sometimes,” 101 replied “almost always,” and 36 replied “always”. The computed weighted mean here is 4.10 which is pointing to “almost always” in the scale.

When questioned on the extent to which they are utilizing the “worksheet/study guide” strategy, 24 of the English teachers ticked “sometimes,” 102 ticked “almost always,” and 31 ticked “always.” In this item, the computed weighted mean is 4.04 which is leading to “almost always” in the scale.

When asked as to the extent to which they are utilizing the “audience polling” strategy, 21 of the English teachers responded “sometimes,” 95 responded “almost always,” and 41

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responded “always.”. Here, the computed weighted mean is 4.13 which has a descriptive equivalent of “almost always” in the scale.

When queried on the extent to which they are utilizing the “hands-on technology” strategy, 19 of the English teachers answered “sometimes,” 97 answered “almost always,” and 41 answered “always.” In this item, the computed weighted mean is 4.14 which is indicative of “almost always” in the scale.

When asked as to the extent to which they are utilizing the “question and answer” strategy, 19 of the English teachers claimed “sometimes,” 101 claimed “almost always,” and 37 claimed “always.” The weighted mean computed here is 4.11 which has a descriptive equivalent of “almost always” in the scale of interpretation.

When asked about the extent to which they are utilizing the “one minute paper/focus listing/one sentence summary” strategy, 19 of the English teachers replied “sometimes,” 110 replied “almost always,” and 28 replied “always.” The computed weighted mean here is 4.06 which is pointing to “almost always” in the scale.

When questioned on the extent to which they are utilizing the “think-pair-share” strategy, 17 of the English teachers ticked “sometimes,” 111 ticked “almost always,” and 29 ticked “always.” In this item, the computed weighted mean is 4.08 which is leading to “almost always” in the scale.

When asked as to the extent to which they are utilizing the “brain dump/free write” strategy, 19 of the English teachers responded “sometimes,” 104 responded “almost always,” and 34 responded “always.” Here, the computed weighted mean is 4.10 which has a descriptive equivalent of “almost always” in the scale.

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When queried on the extent to which they are utilizing the “muddiest point” strategy, 21 of the English teachers answered “sometimes,” 102 answered “almost always,” and 34 answered “always.” In this item, the computed weighted mean is 4.08 which is indicative of “almost always” in the scale.

When inquired as to the extent to which they are utilizing the “misconception/preconception check” strategy, 19 of the English teachers claimed “sometimes,” 104 claimed “almost always,” and 34 claimed “always.” In this item, the computed weighted mean is 4.10 which is pointing to “almost always” in the scale.

When asked as to the extent to which they are utilizing the “application activity” strategy, 17 of the English teachers responded “sometimes,” 97 responded “almost always,” and 43 responded “always”. The computed weighted mean here is 4.17 which has a descriptive equivalent of “almost always” in the scale.

When queried as to the extent to which they are utilizing the “student-generated questions” strategy, 22 of the English teachers replied “sometimes,” 93 replied “almost always,” and 42 replied “always”. The computed weighted mean here is 4.13 which is indicative of “almost always” in the scale.

When asked about the extent to which they are utilizing the “formative quizzes/surveys” strategy, 22 of the English teachers replied “sometimes,” 89 replied “almost always,” and 46 replied “always.” The computed weighted mean here is 4.15 which is pointing to “almost always” in the scale.

When questioned on the extent to which they are utilizing the “personal response cards” strategy, 20 of the English teachers ticked “sometimes,” 98 ticked “almost always,” and 39 ticked

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"always." In this item, the computed weighted mean is 4.12 which is leading to "almost always" in the scale.

When asked as to the extent to which they are utilizing the "self/peer formative assessment" strategy, 27 of the English teachers responded "sometimes," 80 responded "almost always," and 50 responded "always.". Here, the computed weighted mean is 4.15 which has a descriptive equivalent of "almost always" in the scale.

When queried on the extent to which they are utilizing the "small group presentation/discussions" strategy, 24 of the English teachers answered "sometimes," 97 answered "almost always", and 36 answered "always." In this item, the computed weighted mean is 4.08 which is indicative of "almost always" in the scale.

When inquired as to the extent to which they are utilizing the "role playing/simulations/games" strategy, 27 of the English teachers claimed "sometimes," 89 claimed "almost always," and 41 claimed "always." In this item, the computed weighted mean is 4.09 which is pointing to "almost always" in the scale.

When asked as to the extent to which they are utilizing the "categorizing grid/pro-con grid" strategy, 24 of the English teachers responded "sometimes," 85 responded "almost always," and 48 responded "always." The computed weighted mean here is 4.15 which has a descriptive equivalent of "almost always" in the scale.

When queried as to the extent to which they are utilizing the "defining feature matrix/memory matrix" strategy, 15 of the English teachers replied "sometimes," 101 replied "almost always," and 41 replied "always." The computed weighted mean here is 4.17 which is indicative of "almost always" in the scale.

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When inquired as to the extent to which they are utilizing the “debate” strategy, 28 of the English teachers claimed “sometimes,” 97 claimed “almost always,” and 32 claimed “always.” In this item, the computed weighted mean is 4.03 which is pointing to “almost always” in the scale.

When asked as to the extent to which they are utilizing the “peer teaching” strategy, 22 of the English teachers responded “sometimes,” 108 responded “almost always,” and 27 responded “always.” The computed weighted mean here is 4.03 which has a descriptive equivalent of “almost always” in the scale.

When queried as to the extent to which they are utilizing the “concept map” strategy, 24 of the English teachers replied “sometimes,” 102 replied “almost always,” and 31 replied “always.” The computed weighted mean here is 4.04 which is indicative of “almost always” in the scale.

When asked about the extent to which they are utilizing the “cases” strategy, 23 of the English teachers replied “sometimes,” 107 replied “almost always,” and 27 replied “always.” The computed weighted mean here is 4.04 which is pointing to “almost always” in the scale.

When questioned on the extent to which they are utilizing the “cooperative cases” strategy, 21 of the English teachers ticked “sometimes,” 101 ticked “almost always,” and 35 ticked “always.” In this item, the computed weighted mean is 4.09 which is leading to “almost always” in the scale.

When asked as to the extent to which they are utilizing the “jigsaw” strategy, 22 of the English teachers responded “sometimes,” 100 responded “almost always,” and 35 responded “always.” Here, the computed weighted mean is 4.08 which has a descriptive equivalent of “almost always” in the scale.

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Finally, when queried on the extent to which they are utilizing the "cooperative learning/problem-based learning" strategy, 27 of the English teachers answered "sometimes," 94 answered "almost always," and 36 answered "always." In this item, the computed weighted mean is 4.06 which is indicative of "almost always" in the scale.

Furthermore, the computed overall weighted mean is 4.10 which has a descriptive equivalent of "almost always" in the scale of interpretation. This implies that the English teachers perceived that they are utilizing the different active learning strategies frequently.

Assessment of the School Heads. The assessment of the school heads on the extent to which the English teachers are utilizing active learning strategies is presented in Table 6.

As manifested in Table 6, when queried as to the extent to which their English teachers are utilizing the "experiential learning" strategy, five of the school heads replied "almost never," 15 replied "sometimes," and eight replied "almost always." The computed weighted mean here is 3.11 which is indicative of "sometimes" in the scale.

When inquired as to the extent to which their English teachers are utilizing the "inquiry learning" strategy, seven of the school heads claimed "almost never," 14 claimed "sometimes," and seven claimed "almost always". In this item, the computed weighted mean is 3.00 which is pointing to "sometimes" in the scale.

When asked as to the extent to which their English teachers are utilizing the "forum theater" strategy, seven of the school heads responded "almost never," 14 responded "sometimes," and seven responded "almost always". The computed weighted mean here is 3.00 which has a descriptive equivalent of "sometimes" in the scale.

TABLE 6
The Extent to which the English Teachers are Utilizing Active

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Learning Strategies as Perceived by the School Heads

Assessment Items	Responses					WM	DE
	NE	AN	SO	AA	AL		
1. Experiential Learning	0	5	15	8	0	3.11	SO
2. Inquiry Learning	0	7	14	7	0	3.00	SO
3, Forum Theater	0	7	14	7	0	3.00	SO
4. Clarification Pauses	0	8	14	6	0	2.93	SO
5. Place-based Education	0	7	13	8	0	3.04	SO
6. Worksheets/Study Guides	0	6	13	9	0	3.11	SO
7. Audience Polling	0	8	12	8	0	3.00	SO
8. Hands-on Technology	0	5	14	9	0	3.14	SO
9. Question & Answer	0	6	14	8	0	3.07	SO
10. One minute paper/Focus Listing/One Sentence Summary	0	7	13	8	0	3.04	SO
11. Think-Pair-Share	0	7	13	8	0	3.04	SO
12. Brain Dump/Free Write	0	7	13	8	0	3.04	SO
13. Muddiest Point	0	7	12	9	0	3.07	SO
14. Misconception/ Preconception Check	0	6	14	8	0	3.07	SO
15. Application Activity	0	7	13	8	0	3.04	SO
16. Student-Generated Questions	0	6	14	8	0	3.07	SO
17. Formative Quizzes/ Surveys/Background Knowledge Probe	0	6	13	9	0	3.11	SO
18. Personal Response Cards	0	7	13	8	0	3.04	SO
19. Self/Peer Formative Assessment	0	7	13	8	0	3.04	SO
20. Small Group Presentation/Discussions	0	6	14	8	0	3.07	SO
21. Role Playing/Simulations/Games	0	6	14	8	0	3.07	SO
22. Categorizing Grid/ Pro-Con Grid	0	7	13	8	0	3.04	SO
23. Defining Feature Matrix/Memory Matrix	0	8	12	8	0	3.00	SO
24. Debates	0	6	14	8	0	3.07	SO
25. Peer Teaching	0	7	14	7	0	3.00	SO
26. Concept Maps	0	6	15	7	0	3.04	SO
27. Cases	0	6	14	8	0	3.07	SO
28. Cooperative Cases	0	7	13	8	0	3.04	SO
29. Jigsaw	0	6	14	8	0	3.07	SO
30. Cooperative Learning/Problem-Based Learning	0	8	12	8	0	3.00	SO
					OWM	3.05	SO

Legend:

WM = weighted mean
DE = descriptive equivalent
OWM = area weighted mean

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Scale:

NE	=	never	=	1.00 – 1.49
AN	=	almost never	=	1.50 – 2.49
SO	=	sometimes	=	2.50 – 3.49
AA	=	almost always	=	3.50 – 4.49
AL	=	always	=	4.50 – 5.00

When queried as to the extent to which their English teachers are utilizing the "clarification pause" strategy, eight of the school heads replied "almost never," 14 replied "sometimes," and six replied "almost always". The computed weighted mean here is 2.93 which is indicative of "sometimes" in the scale.

When asked about the extent to which their English teachers are utilizing the "place-based education" strategy, seven of the school heads replied "almost never," 13 replied "sometimes," and eight replied "almost always". The computed weighted mean here is 3.04 which is pointing to "sometimes" in the scale.

When questioned on the extent to which their English teachers are utilizing the "worksheet/study guide" strategy, six of the school heads ticked "almost never," 13 ticked "sometimes," and nine ticked "almost always." In this item, the computed weighted mean is 3.11 which is leading to "sometimes" in the scale.

When asked as to the extent to which their English teachers are utilizing the "audience polling" strategy, eight of the school heads responded "almost never," 12 responded "sometimes," and eight responded "almost always.". Here, the computed weighted mean is 3.00 which has a descriptive equivalent of "sometimes" in the scale.

When queried on the extent to which their English teachers are utilizing the "hands-on technology" strategy, five of the school heads answered "almost never," 14 answered "sometimes," and nine answered "almost always." In this item, the computed weighted mean is 3.14 which is indicative of "sometimes" in the scale.

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When asked as to the extent to which their English teachers are utilizing the "question and answer" strategy, six of the school heads claimed "almost never," 14 claimed "sometimes," and eight claimed "almost always." The weighted mean computed here is 3.07 which has a descriptive equivalent of "sometimes" in the scale of interpretation.

When asked about the extent to which their English teachers are utilizing the "one minute paper/focus listing/one sentence summary" strategy, seven of the school heads replied "almost never," 13 replied "sometimes," and eight replied "almost always." The computed weighted mean here is 3.04 which is pointing to "sometimes" in the scale.

When questioned on the extent to which their English teachers are utilizing the "think-pair-share" strategy, seven of the school heads ticked "almost never," 13 ticked "sometimes," and eight ticked "almost always." In this item, the computed weighted mean is 3.04 which is leading to "sometimes" in the scale.

When asked as to the extent to which their English teachers are utilizing the "brain dump/free write" strategy, seven of the school heads responded "almost never," 13 responded "sometimes," and eight responded "almost always." Here, the computed weighted mean is 3.04 which has a descriptive equivalent of "sometimes" in the scale.

When queried on the extent to which their English teachers are utilizing the "muddiest point" strategy, seven of the school heads answered "almost never," 12 answered "sometimes," and nine answered "almost always." In this item, the computed weighted mean is 3.07 which is indicative of "sometimes" in the scale.

When inquired as to the extent to which their English teachers are utilizing the "misconception/preconception check" strategy, six of the school heads claimed "almost never,"

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14 claimed “sometimes,” and eight claimed “almost always.” In this item, the computed weighted mean is 3.07 which is pointing to “sometimes” in the scale.

When asked as to the extent to which their English teachers are utilizing the “application activity” strategy, seven of the school heads responded “almost never,” 13 responded “sometimes,” and eight responded “almost always”. The computed weighted mean here is 3.04 which has a descriptive equivalent of “sometimes” in the scale.

When queried as to the extent to which their English teachers are utilizing the “student-generated questions” strategy, six of the school heads replied “almost never,” 14 replied “sometimes,” and eight replied “almost always”. The computed weighted mean here is 3.07 which is indicative of “sometimes” in the scale.

When asked about the extent to which their English teachers are utilizing the “formative quizzes/surveys” strategy, six of the school heads replied “almost never,” 13 replied “sometimes,” and nine replied “almost always.” The computed weighted mean here is 3.11 which is pointing to “sometimes” in the scale.

When questioned on the extent to which their English teachers are utilizing the “personal response cards” strategy, seven of the school heads ticked “almost never,” 13 ticked “sometimes,” and eight ticked “almost always.” In this item, the computed weighted mean is 3.04 which is leading to “sometimes” in the scale.

When asked as to the extent to which their English teachers are utilizing the “self/peer formative assessment” strategy, seven of the school heads responded “almost never,” 13 responded “sometimes,” and eight responded “almost always.”. Here, the computed weighted mean is 3.04 which has a descriptive equivalent of “sometimes” in the scale.

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When queried on the extent to which their English teachers are utilizing the "small group presentation/discussions" strategy, six of the school heads answered "almost never," 14 answered "sometimes", and eight answered "almost always." In this item, the computed weighted mean is 3.07 which is indicative of "sometimes" in the scale.

When inquired as to the extent to which their English teachers are utilizing the "role playing/simulations/games" strategy, six of the school heads claimed "almost never," 14 claimed "sometimes," and eight claimed "almost always." In this item, the computed weighted mean is 3.07 which is pointing to "sometimes" in the scale.

When asked as to the extent to which their English teachers are utilizing the "categorizing grid/pro-con grid" strategy, seven of the school heads responded "almost never," 13 responded "sometimes," and eight responded "almost always." The computed weighted mean here is 3.04 which has a descriptive equivalent of "sometimes" in the scale.

When queried as to the extent to which their English teachers are utilizing the "defining feature matrix/memory matrix" strategy, eight of the school heads replied "almost never," 12 replied "sometimes," and eight replied "almost always." The computed weighted mean here is 3.00 which is indicative of "sometimes" in the scale.

When inquired as to the extent to which their English teachers are utilizing the "debate" strategy, six of the school heads claimed "almost never," 14 claimed "sometimes," and eight claimed "almost always." In this item, the computed weighted mean is 3.07 which is pointing to "sometimes" in the scale.

When asked as to the extent to which their English teachers are utilizing the "peer teaching" strategy, seven of the school heads responded "almost never," 14 responded

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"sometimes," and seven responded "almost always." The computed weighted mean here is 3.00 which has a descriptive equivalent of "sometimes" in the scale.

When queried as to the extent to which their English teachers are utilizing the "concept map" strategy, six of the school heads replied "almost never," 15 replied "sometimes," and seven replied "almost always." The computed weighted mean here is 3.04 which is indicative of "sometimes" in the scale.

When asked about the extent to which their English are utilizing the "cases" strategy, six of the school heads replied "almost never," 14 replied "sometimes," and eight replied "almost always." The computed weighted mean here is 3.07 which is pointing to "sometimes" in the scale.

When questioned on the extent to which their English teachers are utilizing the "cooperative cases" strategy, seven of the school heads ticked "almost never," 13 ticked "sometimes," and eight ticked "almost always." In this item, the computed weighted mean is 3.04 which is leading to "sometimes" in the scale.

When asked as to the extent to which their English teachers are utilizing the "jigsaw" strategy, six of the school heads responded "almost never," 14 responded "sometimes," and eight responded "almost always." Here, the computed weighted mean is 3.07 which has a descriptive equivalent of "sometimes" in the scale.

And, when queried on the extent to which their English teachers are utilizing the "cooperative learning/problem-based learning" strategy, eight of the school heads answered "almost never," 12 answered "sometimes," and eight answered "almost always." In this item, the computed weighted mean is 3.00 which is indicative of "sometimes" in the scale.

Furthermore, the computed overall weighted mean is 3.05 which has a descriptive equivalent of "sometimes" in the scale of interpretation. This implies that the school heads

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perceived that their English teachers are utilizing the different active learning strategies only once in a while.

Relationship between the Profile Variables of the English Teachers and the Extent to which They are Utilizing Active Learning Strategies

This part of the chapter provides answers to the third sub-problem of the study which is about the significant relationship between the profile variables of the English teachers and the extent to which they are utilizing active learning strategies.

To provide answers to the sub-problem, the researcher worked on the null hypothesis that there is no significant relationship between the profile variables of the English teachers and the extent to which they are utilizing active learning strategies. Thereafter, the researcher correlated the profile variables of the English teachers and the extent to which they are utilizing active learning strategies using the chi-square test of independence in the Microsoft Excel. Here, the researcher computed for the chi square value at .05 level of significance. Table 7 presents the results.

TABLE 7
Relationship between the Profile Variables of the English Teachers and the Extent to which They are Utilizing Active Learning Strategies

Profile Variables	Chi Square Value	Chi Square Critical Value	RM
Highest Educational Attainment	6.87	3.84	S
Length of Teaching Experience	7.72	3.84	S
Number of Relevant Trainings	7.70	3.84	S

Legend:
RM = remarks
S = significant
NS = not significant

As shown in Table 7, when the highest educational attainment of the English teachers and the extent to which they are utilizing active learning strategies are correlated, the chi square value

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computed is 6.87. This figure is higher than the chi square critical value of 3.84. This means that there is a significant relationship between the two. Being so, the null hypothesis is rejected. Conformably, it can be said that the extent to which the English teachers are utilizing active learning strategies is influenced by their highest educational attainment.

Secondly, when the length of teaching experience of the English teachers and the extent to which they are utilizing active learning strategies are correlated, the chi square value computed is 7.72. This figure is higher than the chi square critical value of 3.84. This means that there is a significant relationship between the two. Being so, the null hypothesis is rejected. Conformably, it can be said that the extent to which the English teachers are utilizing active learning strategies is influenced by their length of teaching experience.

Lastly, when the number of relevant trainings of the English teachers and the extent to which they are utilizing active learning strategies are correlated, the computed chi square value computed is 7.70. This figure is higher than the chi square critical value of 3.84. This means that there is a significant relationship between the two. Being so, the null hypothesis is rejected. Conformably, it can be said that the extent to which the English teachers are utilizing active learning strategies is influenced by the number of relevant trainings they attended.

Difference between the Perceptions of the English Teachers and the School Heads on the Extent to which the English Teachers are Utilizing Active Learning Strategies

This part of the chapter discusses answers to the fourth sub-problem of the study which is about the significant difference between the perceptions of the English teachers and the school heads on the extent to which the English teachers are utilizing active learning strategies.

To provide answers to the sub-problem, the researcher worked on the null hypothesis that there is no significant difference between the perceptions of the English teachers and their school

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heads on the extent to which the English teachers are utilizing active learning strategies. Thereafter, the researcher compared the perceptions of the English teachers and their school heads on the extent to which the English teachers are utilizing active learning strategies using the t-test. Here, the researcher computed the p value at .05 level of significance. Table 8 presents the results.

TABLE 8
Difference between the Perceptions of the English Teachers and the School Heads

	Computed p Value	Level of Significance	RM
The Extent to which the English Teachers are Utilizing Active Learning Strategies	0.00	.05	S

Legend:
RM = remarks
S = significant
NS = not significant

As shown in Table 8, when the perceptions of the English teachers and their school heads on the extent to which the English teachers are utilizing active learning strategies are compared, the p value computed is 0.00. This figure is lower than the .05 level of significance. As such, the null hypothesis is rejected. There is a significant difference between the perceptions of the English teachers and their school heads on the extent to which the English teachers are utilizing active learning strategies.

The Attitude of the English Teachers Towards Active Learning

This section gives answers to the fourth problem which is about the attitude of the English teachers of public elementary schools in Malasiqui II District towards active learning.

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To provide light to the problem, the English teachers were given thirty statements about active learning and were asked to give their agreement or disagreement on them. Table 9 presents the results.

TABLE 9
Attitude of the English Teachers
Towards Active Learning

Assessment Items	Responses					WM	DE
Active learning strategies ….	SD	DA	UD	AG	SA		
1. are meaningful.	0	0	38	67	52	4.09	AG
2. are communicative	0	0	33	77	47	4.09	AG
3. are practical.	0	0	34	76	47	4.08	AG
4. are participatory	0	0	39	68	50	4.07	AG
5. are liked by learners.	0	0	39	68	50	4.07	AG
6. are effective.	0	0	34	74	49	4.10	AG
7. are enjoyable.	0	0	39	68	50	4.07	AG
8. are goal-oriented.	0	0	39	66	52	4.08	AG
9. are easy to use and implement.	0	0	34	76	47	4.08	AG
10. are liked by teachers	0	0	38	67	52	4.09	AG
11. accommodate learners of differing ability	0	0	38	67	52	4.09	AG
12. keep learners lively	0	0	38	67	52	4.09	AG
13. are flexible.	0	0	37	68	52	4.10	AG
14. emphasize learning process more than learning outcomes	0	0	31	79	47	4.10	AG
15. emphasize learners' role for their own learning.	0	0	38	67	52	4.09	AG
16. engage learners in higher order thinking skills such as analysis and synthesis.	0	0	33	77	47	4.09	AG
17. can accommodate learner diversity	0	0	37	68	52	4.10	AG
18. can be used and implemented in large class.	0	0	37	68	52	4.10	AG
19. enhance learners’ performance.	0	0	39	68	50	4.07	AG
20. enhance learners’ retention of what they learn.	0	0	40	67	50	4.06	AG
21. introduce variety of learning experience	0	0	31	77	49	4.11	AG
22. make evaluation easy.	0	0	33	77	47	4.09	AG
23. promote deep learning.	0	0	36	74	47	4.07	AG

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24. can be used regardless of the class size of the learners.	0	0	31	79	47	4.10	AG
25. enable the teacher to cover the year's curriculum.	0	0	38	67	52	4.09	AG
26. do not take long time to prepare.	0	0	31	79	47	4.10	AG
27. are not limited by the workload per week of the teacher.	0	0	39	68	50	4.07	AG
28. are not limited by the time allocated for the subject.	0	0	39	68	50	4.07	AG
29. are not limited by the available materials and equipment in school.	0	0	39	66	52	4.08	AG
30. improve classroom interaction.	0	0	31	77	49	4.11	AG
					OWM	4.09	AG

Legend:
WM = weighted mean
DE = descriptive equivalent
OWM = overall weighted mean

Scale:
SD = strongly disagree = very negative = 1.00 – 1.49
DA = disagree = negative = 1.50 – 2.49
UD = undecided = neutral = 2.50 – 3.49
AG = agree = positive = 3.50 – 4.49
SA = strongly agree = very positive = 4.50 – 5.00

As shown in Table 9, when asked as to whether active learning strategies are meaningful, 38 of the English teachers replied "undecided," 67 replied "agree," and 52 replied "strongly agree." The computed weighted mean here is 4.09 which is pointing to "agree" in the scale of interpretation.

When queried as to whether active learning strategies are communicative, 33 of the English teachers answered "undecided," 77 answered "agree," and 47 answered "strongly agree." In this item, the computed weighted mean is 4.09 which is pointing to "agree" in the scale.

When inquired as to whether active learning strategies are practical, 34 of the English teachers responded "undecided," 76 responded "agree," and 47 responded "strongly agree". Here, the computed weighted mean is 4.08 which is leading to "agree" in the scale of interpretation.

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When asked as to whether active learning strategies are participatory, 39 of the English teachers ticked “undecided,” 68 ticked “agree”, and 50 ticked “strongly agree”. The computed weighted mean in this item is 4.07 which is indicative of “agree” in the scale.

When questioned as to whether active learning strategies are liked by learners, 39 of the English teachers stated “undecided,” 68 stated “agree,” and 50 stated “strongly agree.” The weighted mean computed here is 4.07 which is “agree” in the scale.

When questioned as to whether active learning strategies are effective, 34 of the English teachers said “undecided,” 74 said “agree,” and 49 said “strongly agree.” The computed weighted mean in this item is 4.10 which has a descriptive equivalent of “agree” in the scale.

When inquired as to whether active learning strategies are enjoyable, 39 of the English teachers claimed “undecided,” 68 claimed “agree,” and 50 claimed “strongly agree”. In this item, the weighted mean computed is 4.07 which is indicative of “agree” in the scale.

When asked as to whether active-learning strategies are goal-oriented, 39 of the English teachers mentioned “undecided,” 66 mentioned “agree,” and 52 mentioned “strongly agree”. Here, the computed weighted mean is 4.08 which is leading to “agree” in the scale”.

When queried as to whether active learning strategies are easy to use and implement, 34 of the English teachers said “undecided,” 76 said “agree,” and 47 said “strongly agree.” In this item, the computed weighted mean is 4.08 which has a descriptive equivalent of “agree” in the scale.

When asked as to whether active learning strategies are liked by teachers, 38 of the English teachers responded “undecided,” 52 responded “agree,” and 52 responded “strongly agree.” The weighted mean computed in this item is 4.09 which is leading to “agree” in the scale.

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When inquired as to whether active learning strategies accommodate learners of differing ability, 38 of the English teachers replied “undecided,” 67 replied “agree,” and 52 replied “strongly agree.” The weighted mean computed here is 4.09 which is pointing to “agree” in the scale.

When questioned whether active learning strategies keep learners lively, 38 of the English teachers responded “undecided,” 67 responded “agree,” and 52 responded “strongly agree.” Here, the weighted mean computed is 4.09 which is leading to “agree” in the scale.

When asked as to whether active learning strategies are flexible, 37 of the English teachers said “undecided,” 68 said “agree,” and 52 said “strongly agree.” In this item, the computed weighted mean is 4.10 which is indicative of “agree” in the scale.

When questioned as to whether active learning strategies emphasize learning process more than learning outcomes, 31 of the English teachers indicated “undecided,” 79 indicated “agree,” and 47 indicated “strongly agree.” The weighted mean computed here is 4.10 which has a descriptive equivalent of “agree” in the scale.

When inquired as to whether active learning strategies emphasize learners’ role for their own learning, 38 of the English teachers responded “undecided,” 67 responded “agree,” and 52 responded “strongly agree.” The weighted mean computed here is 4.09 which is indicative of “agree” in the scale.

When queried as to whether active learning strategies engage learners in higher order thinking skills, 33 of the English teachers replied “undecided,” 77 replied “agree” and 47 replied “strongly agree.” Here, the computed weighted mean is 4.09 which has a descriptive equivalent of “agree” in the scale.

\When asked as to whether active learning strategies can accommodate learner diversity, 37 of the English teachers replied “undecided,” 68 replied “agree,” and 52 replied “strongly agree.”

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The computed weighted mean here is 4.10 which has a descriptive equivalent of “agree” in the scale of interpretation.

When queried as to whether active learning strategies can be used and implemented in large class, 37 of the English teachers answered “undecided,” 68 answered “agree,” and 52 answered “strongly agree.” In this item, the computed weighted mean is 4.10 which is pointing to “agree” in the scale.

When inquired as to whether active learning strategies enhance learners’ performance, 39 of the English teachers responded “undecided,” 68 responded “agree,” and 50 responded “strongly agree.” Here, the computed weighted mean is 4.07 which is leading to “agree” in the scale of interpretation.

When asked as to whether active learning strategies enhance learners’ retention of what they learn, 40 of the English teachers ticked “undecided,” 67 ticked “agree,” and 50 ticked “strongly agree.” The computed weighted mean in this item is 4.06 which is indicative of “agree” in the scale.

When questioned as to whether active learning strategies introduce variety of learning experience, 31 of the English teachers stated “undecided,” 77 stated “agree,” and 49 stated “strongly agree.” The weighted mean computed here is 4.11 which is “agree” in the scale.

When questioned as to whether active learning strategies make evaluation easy, 33 of the English teachers said “undecided,” 77 said “agree,” and 47 said “strongly agree.” The computed weighted mean in this item is 4.09 which has a descriptive equivalent of “agree” in the scale.

When inquired as to whether active learning strategies promote deep learning, 36 of the English teachers claimed “undecided,” 74 claimed “agree,” and 47 claimed “strongly agree.” In this item, the weighted mean computed is 4.07 which is indicative of “agree” in the scale.

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When asked as to whether active-learning strategies can be used regardless of class size of the learners, 31 of the English teachers mentioned “undecided,” 79 mentioned “agree,” and 47 mentioned “strongly agree.” Here, the computed weighted mean is 4.10 which is leading to “agree” in the scale.

When queried as to whether active learning strategies enable the teacher to cover the year’s curriculum, 38 of the English teachers said “undecided,” 67 said “agree,” and 52 said “strongly agree.” In this item, the computed weighted mean is 4.09 which has a descriptive equivalent of “agree” in the scale.

When asked as to whether active learning strategies do not take long time to prepare, 31 of the English teachers responded “undecided,” 79 responded “agree,” and 47responded “strongly agree.” The weighted mean computed in this item is 4.10 which is leading to “agree” in the scale.

When inquired as to whether active learning strategies are not limited by the workload per week of the teacher, 39 of the English teachers replied “undecided,” 68 replied “agree,” and 50 replied “strongly agree.” The weighted mean computed here is 4.07which is pointing to “agree” in the scale.

When questioned whether active learning strategies are not limited by the time allocated for the subject, 39 of the English teachers responded “undecided,” 68 responded “agree,” and 50 responded “strongly agree.” Here, the weighted mean computed is 4.07 which is leading to “agree” in the scale.

When asked as to whether active learning strategies are not limited by the available materials and equipment in school, 39 of the English teachers said “undecided,” 66 said “agree,” and 52 said “strongly agree.” In this item, the computed weighted mean is 4.08 which is indicative of “agree” in the scale.

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Finally, when questioned as to whether active learning strategies improve classroom interaction, 31 of the English teachers "undecided," 77 indicated "agree," and 49 indicated "strongly agree." The weighted mean computed here is 4.11 which has a descriptive equivalent of "agree" in the scale.

Meanwhile the computed overall weighted mean is 4.09 which has a descriptive equivalent of "agree" in the scale of interpretation. This implies that, generally, the English teachers have a positive attitude towards active learning.

The Proposed Enhancement Program fort the English Teachers to Enhance Their Utilization of Active Learning

This section presents answers to the last sub-problem of the study which is about the proposed enhancement program to enhance the extent to which the English teachers of are utilizing active learning strategies.

To provide answers to the sub-problem, the researcher considered the findings that the majority of the English teachers have attended not more than three trainings related with active learning for the past five years, that school heads perceived that the English teachers are only sometimes utilizing active learning, that the extent to which the English teachers are utilizing active learning is influenced by the number of relevant trainings they attended, and that the English teachers have positive attitude towards active learning. What follows is the proposed enhancement program.

Conclusion and Recommendations

Conclusion

Based on the findings made, the following conclusions were drawn:

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1. A typical English teacher of a public elementary school in Malasiqui II District has no post-graduate degree, has been teaching for more than 10 years already, and has attended not more than three trainings related with active learning.

2. The English teachers perceived that they are frequently using active learning strategies while the school heads perceived that the English teachers are utilizing active learning once in a while.

3. The extent to which the English teachers are utilizing active learning strategies is influenced by their highest educational attainment, length of teaching experience, and the number of relevant trainings attended.

4. The perceptions of the English teachers and the school heads on the extent to which the English teachers are utilizing active learning strategies are significantly different from each other.

5. The attitude of the English teachers towards active learning may be capitalized as one of the bases for the proposed enhancement program.

6. The proposed enhancement program will enhance the extent to which the English teachers are utilizing active learning strategies.

Recommendations

Based on the findings made and the conclusions drawn, the following recommendations are offered:

1. The proposed enhancement program be approved for implementation in the public elementary schools in Malasiqui II District to enhance the extent to which the English teachers are utilizing active learning strategies.

2. The implementation of the proposed enhancement program to enhance the extent to which the English teachers of public elementary schools in Malasiqui II District are utilizing active learning should be evaluated.

3. Similar study may be conducted by other researchers to validate the findings of the study.

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