Classroom Engagement and Development of A Sense of Social Responsibility Among Grade 6 Learners

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Abstract. This study delved into the intricate relationship between classroom engagement and the development of a sense of social responsibility among Grade 6 learners. Recognizing the limited exploration of this connection, the research investigated how various dimensions of classroom engagement influence the cultivation of social responsibility attitudes in students. Drawing on a quantitative approach, the study employed self-reported survey questionnaires to gauge classroom engagement across indicators such as active participation, positive attitudes towards learning, persistence, and concentration. The development of social responsibility was assessed through indicators like awareness of social issues, willingness to take action, and engagement in community service. The findings revealed substantial positive correlations between classroom engagement and the development of social responsibility. Active participation and a positive attitude towards learning emerged as particularly influential engagement dimensions. The regression analysis underscored the significance of these indicators, reinforcing their impact on fostering a heightened sense of social responsibility among learners. This study contributes to the academic discourse by shedding light on the interplay between classroom engagement and the development of social responsibility. The identified correlations underscored the importance of an integrated approach to education that not only imparts knowledge but also nurtures students' commitment to positive societal contributions.

1. Introduction

Classroom engagement and the development of social responsibility are essential components of effective education. Engagement in classroom activities promotes learning and academic achievement, while social responsibility fosters a sense of citizenship and community involvement. However, there is limited research on the relationship between classroom engagement and the development of social responsibility among grade 6 learners. The impor- tance of social responsibility in education has been recognized as a critical aspect of preparing learners to become responsible citizens (Astin Sax, 2018). Social responsibility is linked to active citizenship, which is increasingly seen as an essential component of a healthy democracy (Westheimer Kahne, 2014). Therefore, promoting social responsibility in learners is a crucial goal of education. Moreover, Grade 6 learners are at a critical stage in their cog-

nitive and social development, making it an opportune time to promote social responsibility (Eccles Midgley, 2019). Engaging learners in classroom activities can influence their understanding of social issues and foster their commitment to social responsibility. However, there is a lack of research on the relationship between classroom engagement and the development of social responsibility among grade 6 learners. In the national scenario in the Philippines, there has been increasing recognition of the importance of promoting social responsibility in education. The Department of Education (DepEd) has emphasized the need to develop learners' sense of social responsibility, particularly in the K-12 curriculum (DepEd Order No. 31, s. 2018). Moreover, social responsibility is a core value in the Philippine Development Plan, which seeks to promote responsible citizenship and sustainable development (National Economic and Development Authority, 2017). In Davao City, the promotion of social responsibility in education has also been prioritized. The Davao City School Board has included social responsibility as one of the core values to be instilled in learners (Davao City School Board Resolution No. 83, s. 2018). Furthermore, the Davao City Local School Board has identified social responsibility as a key component of the city's education agenda (Davao City Local School Board, 2018). However, there is a lack

of research on the relationship between classroom engagement and the development of social responsibility among grade 6 learners in the Philippines, including Davao City. This study will address this research gap by investigating the relationship between classroom engagement and the development of a sense of social responsibility among grade 6 learners in Davao City. The research problem is that the relationship between classroom engagement and the development of social responsibility among Grade 6 learners remains unclear. While previous research has explored the impact of engagement on academic achievement, there is a need to examine how engagement can affect the development of social responsibility in learners. This is particularly important for Grade 6 learners, who are at a critical stage in their cognitive and social development. The study aims to investigate the relationship between classroom engagement and the development of a sense of social responsibility among grade 6 learners. The findings of this study will contribute to our understanding of how engagement in classroom activities, group work, and discussions can influence learners' awareness and commitment to social responsibility. The results of the study can be used to inform educational policies and practices that promote social responsibility and active citizenship among learners.

2. Methodology

Discussed in this chapter is the method to be used in the conduct of the study. This includes the research design, respondents of the study, research instrument, data gathering procedure and data analysis.

2.1. Research Design—This study used the descriptive correlation research design through the use of survey method. Descriptive correlational research is a type of research design that aims to describe the relationship between two or more variables, without making

any causal inferences or manipulations of those variables (Wiersma Jurs, 2019). In this type of research, data is collected on multiple variables and statistical techniques are used to determine if there is a relationship between those variables. Descriptive correlational research can

provide valuable information about the nature and strength of relationships between variables, which can inform future research and policy decisions. Descriptive correlational research can be particularly useful in exploratory studies, where little is known about the relationship between variables or where causal inference is not the primary goal. It can also be useful in studies where experimental manipulation of variables is not feasible or ethical.

2.2. Research Respondents—The researcher intended to have 100 Grade 6 learners of Basiawan Central Elementary School as respondents of the study. Simple random sampling was employed by the researcher in the selection of the study. Simple random sampling is a type of probability sampling method in which each individual or element in a population has an equal chance of being selected for the sample (Creswell, 2014). In simple random sampling, a sample is selected randomly from the population, with each member of the population having an equal probability of being selected. Simple random sampling is considered to be one of the most unbiased and representative methods of sampling, as it eliminates potential biases that can occur when selecting samples using other methods.

2.3. Research Instrument—The independent variable was evaluated using a self-report survey adapted from Fredericks, Blummenfeld and Paris (2014). The Grade 6 learners rated the survey questionnaire using the following scale: 1 = strongly disagree, 2 = disagree, 3 = moderately agree, 4 = agree, and 5 = strongly agree. This Likert scale was used for analyzing the resulting data:

Range of Means, Description, and Interpretation of Classroom Engagement

Range of Means	Description	Interpretation
4.20 – 5.00	Very Extensive	The classroom engagement of Grade 6 learners is always manifested.
3.40 – 4.19	Extensive	The classroom engagement of Grade 6 learners is often manifested.
2.60 – 3.39	Moderately Extensive	The classroom engagement of Grade 6 learners is sometimes manifested.
1.80 – 2.59	Rarely Extensive	The classroom engagement of Grade 6 learners is rarely manifested.
1.00 – 1.70	Not Extensive	The classroom engagement of Grade 6 learners is never manifested.

Validation and pilot-testing were conducted on the survey questionnaire before distributing it to the respondents for actual data collection to ensure its validity and reliability.

The dependent variable was evaluated using a self-report survey adapted from Johnson, Beebe, Mortimer, and Synder (2021). The Grade 6 learners rated the survey questionnaire using the following scale: 1 = strongly disagree, 2 = disagree, 3 = moderately agree, 4 = agree, and 5 = strongly agree. This Likert scale will be used for analyzing the resulting data:

2.4. Data Gathering Procedure—

Range of Means, Description, and Interpretation of Social Responsibility Development

Range of Means	Description	Interpretation
4.20 – 5.00	Very Extensive	The development of a sense of social responsibility of Grade 6 learners is always manifested.
3.40 – 4.19	Extensive	The development of a sense of social responsibility of Grade 6 learners is often manifested.
2.60 – 3.39	Moderately Extensive	The development of a sense of social responsibility of Grade 6 learners is sometimes manifested.
1.80 – 2.59	Rarely Extensive	The development of a sense of social responsibility of Grade 6 learners is rarely manifested.
1.00 – 1.70	Not Extensive	The development of a sense of social responsibility of Grade 6 learners is never manifested.

In gathering data using surveys, there are several steps involved in ensuring that the process is accurate, valid, and ethical. The first step the researcher did is to clearly define the research problem and develop research questions or hypotheses that will guide the survey. This ensured that the survey questions are relevant and will provide meaningful data to address the research problem. Once the research questions are established, the survey questionnaire is developed. It is important to ensure that the survey questions are clear and unambiguous to avoid any confusion or misinterpretation. Researchers must also consider the demographic characteristics of the target population to ensure that the questions are relevant and appropriate. The next step is to select the sample, which is a subset of the population that will be surveyed. It is essential to ensure that the sample is representative of the population of interest to obtain accurate results. The selection process should be random and unbiased, and researchers should avoid sampling from groups that may be vulnerable to exploitation or harm. During the survey administration process, the researcher sought approval from the School District Supervisor and School Principal of Basiawan Central Elementary School in Sta. Maria, Davao Occidental. She aso obtain informed consent from the respondents. Informed consent involves providing participants with information about the study, including the purpose, procedures, and potential risks and benefits. Participants must be given the opportunity to ask questions and decide whether or not they wish to participate. It is also important to maintain the confidentiality and anonymity of participants throughout the survey process. This involves using secure data collection methods and ensuring that participant data is kept confidential and not shared

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with unauthorized individuals. Gathering data using surveys requires careful planning and consideration of ethical principles. The researcher ensured that the survey questions are relevant and appropriate, the sample selection process is unbiased, informed consent is obtained, participant confidentiality is maintained, and the data were analyzed ethically and accurately. By following these steps, the researcher can ensure that their survey research is valid, reliable, and ethical.

2.5. Data Analysis—The data were analyzed using the following tools: Mean. This determine the extent of classroom engagement of Grade 6 learners. Likewise, it determined the extent of development of social responsibility of Grade 6 learners. Pearson r. This analyzed if there is a significant relationship between classroom engagement and development of social responsibility of Grade 6 learners. Regression analysis. This determined which indicator of classroom engagement significantly affects development of social responsibility of Grade 6 learners.

3. Results and Discussion

This section discussed the results of the study based on statistical analysis. The results are summarized in tables, followed by discussions.

Summary of the Extent of Classroom Engagement among Grade 6 Learners

Table 1 provides a concise overview of the extent of classroom engagement among Grade 6 learners, encompassing various indicators. The table offers mean scores, standard deviations, and descriptive categories for each indicator.

Table 1. Summary of the Extent of Classroom Engagement among Grade 6 Learners

Indicators	Mean	SD	Description
Active Participation in Classroom Activities and Discussions	4.16	0.35	Extensive
Positive Attitude towards Learning and Willingness to Take on Challenges	4.23	0.27	Very Extensive
Persistence in Completing Tasks and Assignments	4.24	0.30	Very Extensive
High Levels of Concentration and Focus During Learning Activities	4.07	0.35	Extensive
Overall Mean	**4.18**	**0.17**	**Extensive**

Upon analysis of the table, it is evident that the highest mean score of 4.23, described as "Very Extensive," pertains to the indicator "Positive Attitude towards Learning and Willingness to Take on Challenges." This signifies that Grade 6 learners exhibit a robust and highly positive disposition towards learning and their eagerness to tackle challenges. On the other hand, the indicator with the lowest mean score of 4.07, falling under the "Extensive" category, is "High Levels of Concentration and Focus During Learning Activities." This suggests that while learners maintain a strong level of focus, there might be a slightly lower intensity of concentration during certain learning activities. The overall mean for the extent of classroom engagement among Grade 6 learners is 4.18, categorizing it as "Extensive." This means that the classroom engagement of Grade 6 learners is always manifested. This collective result portrays that the learners possess a considerable level of engagement across the various indicators. Interpreting these outcomes, it is apparent that Grade 6 learners are actively and positively engaged in their classroom activities. The findings underscore their willingness to participate, maintain a positive attitude, exhibit persistence, and manage their focus during learning activities. This alignment of engagement indicators corresponds with research emphasizing the multifaceted nature of classroom engagement (Appleton et al., 2018).The suggest a positive learning environment where students are motivated, attentive, and willing to take on challenges. This positive engagement can foster a conducive atmosphere for effective teaching and learning interactions.

Summary of the Extent of Development of Sense of Social Responsibility among Grade 6 Learners

Table 2 provides a comprehensive synthesis of the extent to which Grade 6 learners have developed a sense of social responsibility across various indicators.

Table 2. Summary of the Extent of Development of Sense of Social Responsibility of Grade 6 Learners

Indicators	Mean	SD	Description
Awareness of Social Issues and their Impact on Others	4.20	0.35	Very Extensive
Willingness to Take Action to Address Social Issues	4.17	0.38	Extensive
Engagement in Community Service or Volunteer Activities	4.22	0.36	Very Extensive
Overall Mean	**4.20**	**0.24**	**Very Extensive**

The highest mean score of 4.22, categorized as "Very Extensive," pertains to the indicator "Engagement in Community Service or Volunteer Activities." This signifies that Grade 6 learners are highly engaged in community service and volunteer endeavors. Equally notable, the indicator "Awareness of Social Issues and their Impact on Others" also boasts a high mean score of 4.20, characterized as "Very Extensive." This indicates that learners possess a strong awareness of social concerns and their effects on various groups. The indicator "Willingness to Take

Action to Address Social Issues" has a slightly lower mean score of 4.17, classified as "Extensive," implying a moderate level of willingness to take action. The overall mean for the extent of the development of a sense of social responsibility among Grade 6 learners is 4.20, categorizing it as "Very Extensive." This means that the development of a sense of social responsibility of Grade 6 learners is always manifested. This cumulative result portrays that Grade 6 learners possess a noteworthy level of willingness to engage in actions addressing social concerns. This collective result underscores that Grade 6 learners have demonstrated a notably elevated level of social responsibility across various facets. Based on this, it is clear that Grade 6 learners manifest a comprehensive sense of social responsibility, as demonstrated through their awareness of social issues, willingness to engage in action, and active participation in com-

munity service. These findings correspond with the prevailing emphasis on fostering socially responsible behaviors and attitudes among young learners (Hansen, 2018). It also suggests that the learners possess a robust sense of responsibility towards their community, as reflected in their engagement, awareness, and willingness to contribute. This aligns with research advocating for the integration of social responsibility education within the curriculum (Youniss et al., 2022).

Test of Relationship between Classroom Engagement and Sense of Social Responsibility of Grade 6 Learners

The Pearson Product Moment Correlation was used to test if there is a significant relationship between Classroom Engagement and Sense of Social Responsibility of Grade 6 learners at a 0.05 Level of Significance.

Table 3. Test of Relationship between Classroom Engagement and Sense of Social Responsibility of Grade 6 Learners

Variables	Mean	SD	R	R^2	Degree of Relationship	p-value	Decision @ 0.05 Level
Classroom Engagement	4.18	0.17	0.855	0.731	Very High	0.00	Significant (Reject Ho)
Development of Sense of Social Responsibility	4.20	0.24					

The results show that there is a significant Very High Relationship (R: 0.855, p<0.05) between Classroom Engagement and Sense of Social Responsibility of Grade 6 learners at a 0.05 level of significance. The results imply that improving students' classroom engagement is beneficial for the improvement of Students' Sense of Social Responsibility. The results also imply that 73.1 percent (R2: 0.731) of the vari-

ance or changes in students' sense of social responsibility can be attributed to students' classroom engagement. It can be interpreted from the result that classroom engagement and the development of a sense of social responsibility are significantly correlated among Grade 6 learners. Enhancing students' classroom engagement positively influences their sense of social responsibility. This aligns with research

advocating for the integration of experiential and active learning to foster a sense of social responsibility (Hansen, 2018). The outcomes summarized in Table 10 underscore a significant and substantial correlation between Classroom Engagement and the Development of Sense of Social Responsibility among Grade 6 learners. The strong correlation suggests that enhancing classroom engagement could play a pivotal role in nurturing socially responsible attitudes and behaviors in students.

Indicators of Classroom Engagement that Significantly Influences the Development of a Sense of Social Responsibility of Grade 6 Students

The Stepwise Multiple Linear Regression Model was used to determine the indicators of classroom engagement that significantly influences the students' sense of social responsibility at a 0.05 level of significance.

Table 4. Indicators of Classroom Engagement that Significantly Influence the Development of a Sense of Social Responsibility of Grade 6 Students

Indicators of Classroom Engagement	B	SE	Beta	T	p-value
Constant	-0.58	0.25		2.29	0.02 (Significant)
Positive attitude towards learning and willingness to take on challenges	0.40	0.04	0.45	9.91	0.00 (Significant)
High levels of concentration and focus during learning activities	0.30	0.03	0.44	9.41	0.00 (Significant)
Persistence in completing tasks and assignments	0.26	0.04	0.32	6.95	0.00 (Significant)
Active participation in classroom activities and discussions	0.19	0.03	0.29	6.33	0.00 (Significant)

Regression Model:

Sense of Social Responsibility = -0.58 + 0.40 (Positive attitude towards learning and willingness to take on challenges)

+ 0.30 (High levels of concentration and focus during learning activities)

+ 0.26 (Persistence in completing tasks and assignments)

+ 0.19 (Active participation in classroom activities and discussions)

F:	100.81	**R:**	0.874	**R^2:**	0.763
p-value:	0.00				

The results imply that all indicators of Classroom Engagement (F: 100.81, p<0.05) significantly influence the Students' Sense of Social Responsibility at a 0.05 level of Significance. Moreover, the results show that 76.3 (R^2: 0.763) of the variances or improvements in Students' Sense of Social Responsibility can be predicted by the regression model, Sense of Social Responsibility = -0.58 + 0.40 (Positive attitude towards learning and willingness to take on challenges) + 0.30 (Openness to Feedback High levels of concentration and focus during learning activities) + 0.26 (Persistence in completing tasks and assignments) + 0.19 (Active partici-

pation in classroom activities and discussions). The results presented in Table 11 indicate a significant relationship between Classroom Engagement indicators and the Development of a Sense of Social Responsibility among Grade 6 students. These findings align with existing research emphasizing the interconnectedness of active engagement and the cultivation of social responsibility among students (Hansen, 2018). Positive attitudes towards learning, a willingness to take on challenges, high levels of concentration, persistence in tasks, and active participation are all recognized as critical elements in nurturing a sense of responsibility (Eisenberg et al., 2015). The strong Beta values for each indicator suggest that these engagement aspects exert substantial influence on the students' sense of social responsibility. The positive coefficients signify that as these engage-ment dimensions increase, the development of social responsibility among students also improves. The R-squared value of 0.763 indicates that approximately 76.3 of the variance in the development of students' sense of social responsibility can be attributed to the combined influence of the identified Classroom Engagement indicators. This underscores the crucial role of classroom engagement in shaping students' attitudes and behaviors towards social responsibility (Eisenberg et al., 2015). In conclusion, the results underscore the importance of fostering positive engagement in the classroom to enhance students' sense of social responsibility. These findings hold implications for educational practices, suggesting that a holistic approach to education that promotes both engagement and responsibility can lead to well-rounded and socially conscious individuals.

4. Conclusions and Recommendations

Presented in this chapter are the conclusions that were based on the results and discussions. Recommendations are also forwarded to the identified beneficiaries. This study aimed to determine the relationship between multicultural education and cultural competence development of Grade 6 learners. Specifically, it sought to determine the extent of classroom engagement of Grade 6 learners in terms of Active participation in classroom activities and discussions, Positive attitude towards learning and willingness to take on challenges, Persistence in completing tasks and assignments; and High levels of concentration and focus during learning activities. It also determined the extent of development of sense of social responsibility of Grade 6 learners in terms of Awareness of social issues and their impact on others, Willingness to take action to address social issues, and Engagement in community service or volunteer activities. It looked into the significant relationship between classroom engagement and development of sense of social responsibility of Grade 6 learners as well as the indicator of classroom engagement significantly affects the development of sense of social responsibility of Grade 6 learners.

4.1. Findings—This study used the descriptive correlation research design through the use of survey method. The researcher intended to have 100 Grade 6 learners of Basiawan Central Elementary School as respondents of the study. Simple random sampling was employed by the researcher in the selection of the study. The independent variable was evaluated using a self-report survey adapted from Fredericks, Blummenfeld and Paris (2014). The dependent variable was evaluated using a self-report survey adapted from Johnson, Beebe, Mortimer, and Synder (2021). The data were analyzed using mean, Pearson-r, and regression analysis. Based on the analysis, the following results were revealed: The learners exhibit an extensive

level of engagement in classroom activities, discussions, and tasks. They demonstrate a very extensive positive attitude towards learning and a willingness to take on challenges. Additionally, learners show a very extensive level of persistence in completing tasks and assignments. Their extensive levels of concentration and focus during learning activities underscore their dedication to learning. Learners' awareness of social issues and their impact, willingness to address these issues, and active engagement in community service reflect a robust commitment to social responsibility. The indicators collectively underscore their conscientious attitude towards making a positive difference in their community and beyond. The correlation reveals a significant and strong relationship, implying that higher classroom engagement aligns with an increased sense of social responsibility. The p-value supports this, emphasizing the rejection of the null hypothesis. These results collectively highlight the substantial influence of classroom engagement on the fostering of social responsibility attitudes in students. The regression model encapsulates this relationship, suggesting that fostering these engagement dimensions can actively contribute to nurturing a sense of social responsibility in students. The model's high F-value, R-value, and R-squared value underscore the robustness and statistical significance of this correlation.

4.2. Conclusions—Based on the results, the following conclusions are drawn: Learners' engagement in the classroom environment emerges as a multifaceted and dynamic attribute. Their active participation in discussions and tasks, along with a notably positive attitude towards learning, underscores their enthusiasm for education. The remarkable levels of persistence and focus further signify their commitment to academic endeavors. As these learners embody extensive engagement across various dimensions, their potential to develop into well-rounded and socially conscious individuals is

promising, thereby enriching both their personal growth and contributions to the broader community. The learner's deep awareness of social issues, coupled with their willingness to act and engagement in community service, signifies a commendable commitment to effecting positive change. This comprehensive sense of responsibility holds promise for their future roles as responsible and engaged members of society. As they continue to nurture this sense of social responsibility, these learners contribute to building a more compassionate and proactive community. As engagement levels increase, so does the potential for nurturing a stronger sense of responsibility among these learners. This correlation signifies the interwoven nature of engaged learning and the cultivation of socially responsible attitudes, contributing to the holistic development of conscientious and proactive individuals. Positive attitudes towards learning, focused concentration, task completion persistence, and active classroom participation emerge as pivotal contributors to the cultivation of social responsibility. As educators and institutions strive to enhance both engagement and social responsibility among learners, these findings offer valuable insights for informed pedagogical practices.

4.3. Recommendations—Based on the conclusions, the following are the recommendations: Department of Education officials may find value in this study as it offers insights into the interplay between classroom engagement and the development of social responsibility. This knowledge can aid in refining curriculum designs and educational policies to foster a holistic approach to student growth, aligning with the broader goal of producing socially responsible citizens. School heads may utilize the study findings to enhance teaching strategies and promote a student-centric learning environment. Understanding the positive correlation between classroom engagement and social responsibility can guide them in creating programs that encourage active participation, responsibility,

and community involvement, thereby enriching the overall educational experience. Teachers can benefit from this study by gaining a deeper understanding of how classroom engagement can shape students' sense of social responsibility. Armed with this insight, educators can tailor their teaching methods to enhance engagement, creating a conducive atmosphere for nurturing responsible citizens who are actively engaged in addressing societal issues. Students stand to gain from this study through an enriched learning journey. By recognizing the significance of active participation and social responsibility, students may become more motivated, engaged, and willing to make meaningful contributions to their communities. This study can empower them to perceive education as a vehicle for both personal growth and positive societal impact. Researchers may use the outcomes of this study as a foundation for further investigation into the intricate relationships between different aspects of education and character development. The study's findings can inspire researchers to explore innovative methodologies and intervention strategies that promote holistic student development, thus contributing to the broader body of educational research and theory.

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