
***INFLUENCE OF TEACHERS' STEWARDSHIP ON LEARNERS'
LEARNING ENGAGEMENT***

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ABSTRACT

This study aimed to determine the influence of teachers' stewardship on learners' learning engagement at Guinuyoran Central School for the school year 2025–2026. A descriptive-correlational research design was utilized to explore how teachers' sense of stewardship—specifically in terms of duty and responsibility, communication, and nurturing growth—affects learners' engagement in the classroom. A researcher-made questionnaire was used to collect data on how these aspects of stewardship influence the level of learning engagement among learners. The respondents were Grade 1 to Grade 6 learners. Results revealed that the majority of the respondents were 9 years old (18.5%), male, and in Grade 2 (20.8%), comprising the largest group. The extent of teachers' stewardship—across duty and responsibility, communication, and nurturing growth—was interpreted as “always”, indicating a high level of practice. Likewise, the level of learners' engagement, particularly in terms of class performance, was also interpreted as “always”, suggesting that learners are highly engaged. Furthermore, the findings showed a significant relationship between the extent of teachers' stewardship and the level of learners' engagement in class performance. Significant differences were also observed based on learners' age and grade level, while no statistically significant difference was found based on sex. These results suggest that teachers should continue to strengthen their stewardship by consistently demonstrating responsibility, effective communication, and support for learners' holistic growth. Additionally, schools are encouraged to provide professional development and mentoring programs to further enhance teachers' stewardship practices, thereby fostering a more engaging and productive learning environment.

KEYWORDS: teachers' stewardship, learners' learning engagement, duty and responsibility, communication, nurturing growth, class performance.

INTRODUCTION

Education is fundamental to societal development, with teachers playing a central role in shaping both the academic and personal growth of learners. Beyond merely delivering content, teachers act as stewards of learning, creating inclusive and supportive environments that foster engagement, accountability, and active participation. Effective stewardship encourages students to commit to their studies, enhancing their motivation, academic performance, and overall involvement in the learning process (Folger R., 2020).

Learner engagement, encompassing emotional, cognitive, and behavioral investment in education, is closely linked to teacher-learner interactions. Teachers who demonstrate empathy, provide timely feedback, and offer meaningful learning experiences inspire students to take ownership of their education. Conversely, the absence of such stewardship can lead to disengagement, academic underachievement, and reduced interest in learning (Yilmaz O., 2020). The classroom, viewed as a service point, positions teachers as agents responsible for achieving educational objectives, making their actions subject to public scrutiny and emphasizing the importance of their role in student success (Nkedishu, 2021).

In today's evolving educational landscape, marked by technological advances and diverse student needs, teacher stewardship remains critical for sustaining learner engagement. Educators must adapt their approaches while maintaining a caring and accountable stance to meet varying learner requirements effectively. By examining the relationship between teacher stewardship and learner engagement, this study highlights the essential role of teacher-student relationships in promoting active learning, fostering student motivation, and ensuring academic excellence.

Conceptual Framework

This study is anchored in Eisenhardt's (1989) Agency Theory, which emphasizes the roles of self-interest, incentives, and accountability in the teacher-learner relationship. The theory highlights the need for information systems to reduce opportunism and predicts the rational behavior of teachers and learners in maximizing utility. Teachers, guided by this perspective, are expected to design contracts, structure incentives, and implement monitoring systems to ensure effective teaching, which ultimately supports students' academic success.

Accountability is central, as teachers bear responsibility for learners' performance and overall development, reflecting their dedication and professional stewardship (De Jong J., 2019).

The study examines the influence of teachers' stewardship on learners' engagement in Guinuyoran Central School, focusing on three key dimensions: duty and responsibility, communication, and nurturing growth. Duty and responsibility underscore the teacher's accountability for student learning and success, highlighting the critical role teachers play in ensuring learners are properly guided (Dehtradon, 2023). Effective communication allows teachers to understand students' abilities, follow curriculum standards, and provide support for struggling learners, fostering clarity, knowledge acquisition, and participation (Randolf, 2021). Nurturing growth involves creating a positive classroom environment, recognizing learners' potential, and promoting constructive behavior, which collectively enhances learner engagement (Wellie, 2021).

Teacher stewardship directly impacts learners' motivation, participation, and academic performance. By upholding duty and responsibility, maintaining clear communication, and fostering students' growth, teachers create structured, supportive, and engaging learning environments. Such stewardship encourages active learner involvement, improves class performance, and strengthens the teacher-learner relationship, ultimately serving as a cornerstone for educational achievement and student success (Estaityeh M., 2020; Desimone L., 2021).

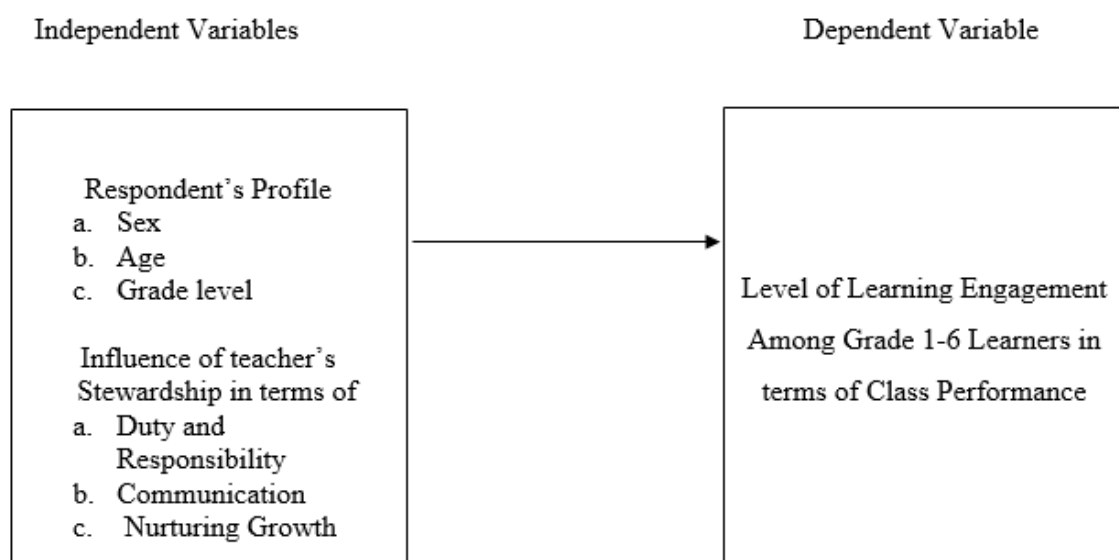


Figure 1. .Schematic Diagram showing the Relationship of the Independent and Dependent Variables of the Study

Statement of the Problem

This study was conducted to determine the influence of teacher's stewardship on learner's learning engagement of Guinuyoran Central School, for the school year 2025-2026.

Specifically, this study aimed to answer the following questions:

1. What is the demographic profile of respondents in terms of sex, age, and length of service?
2. What is the extent of influence of teacher's stewardship on learner's learning engagement in terms of duty and responsibility, communication and nurturing growth?
3. What is the level of learning engagement of grade 1- 6 learners in terms of class performance?
4. Is there a significant relationship between the extent of influence of teacher's stewardship on learner's learning engagement and the level of learning engagement of grade 1- 6 learners in terms of class performance ?
5. Is there a significant differences on the extent of influence of teacher's stewardship when the learners are grouped according to their demographic profile ?

Delimitation of the Study

This research was limited to the study of the teacher's stewardship on learner's learning engagement of grade 1 to 6 in Guinuyoran Central School, Valencia Bukidnon. This research was limited to the study of the teacher's stewardship on learner's learning engagement The independent variables were delimited to the teacher's stewardship on learner's learning engagement in terms of duty and responsibility, communication, and nurturing growth. The dependent variable was level of learning engagement of Guinuyoran Central School. The descriptive statistics like mean, standard deviation, and Pearson r Product Moment Correlation Coefficient were used to analyze the data.

Review of the Literature

Duty And Responsibility

Teaching as a profession has increasingly been scrutinized by various stakeholders, particularly when learners show poor engagement or performance in national examinations. A qualitative study in Tanzania involving teachers, head teachers, school committee members, and district education officers examined how teachers are held accountable for students' learning and achievement. The findings revealed that demoting teachers solely due to poor examination outcomes is often viewed as unfair and harmful to their professional

credibility, although disciplinary actions may be justified for those who neglect professional standards. Teachers also expressed mixed views about supervision by school committees; while some opposed it because members are not part of the teaching profession, others supported the idea since committees represent parents who want accountability for their children's education (Gaylon, 2019).

Teachers face numerous challenges that require them to act professionally and meet the expectations of society regarding the impact of education on children's lives. Their ability to survive and succeed in the profession depends largely on their commitment to fulfilling professional responsibilities and accountability standards. However, debates continue regarding the extent to which teachers should be held responsible for learners' achievements, since educational outcomes depend on many factors beyond teaching alone. While teachers are often the focus of criticism, scholars argue that student learning and engagement cannot be solely attributed to teachers' efforts, making accountability a complex and controversial issue (Lopez, 2018; Kong, 2019; Demas & Arcia, 2019).

Communication

Effective communication is one of the most essential skills of a good teacher because it helps create a positive learning environment and supports learners' academic success. Through clear communication, teachers can build strong relationships with learners, parents, and colleagues, which contributes to a more productive and supportive educational setting. Communication skills involve the ability to listen, speak, read, and write effectively, ensuring that messages are clearly understood within the learning context (Saunders & Mills, 2019; McCarthy & Carter, 2020). Teachers must adapt their communication styles to match the different abilities and learning approaches of students in order to motivate them and enhance their participation in the learning process (Sng Bee, 2020).

Strong teacher communication is crucial for delivering instructions, managing classrooms, and guiding learners toward academic achievement. Poor communication skills may hinder students' understanding, potentially leading to learning difficulties and reduced academic performance (Sherwyn, 2019). Clear and understandable communication helps minimize misunderstandings and encourages learners to stay attentive during lessons (Loss, 2020). Since communication is a dynamic process that requires clarity, confidence, and adaptability, it is considered a vital tool for effective teaching. Studies also show that successful teaching depends on key competencies such as good communication, classroom management,

continuous knowledge updating, and professional personality development (Monika Srivastava, 2018; Ehindero & Ajibade, 2019).

Nurturing Growth

Teachers play a vital role as stewards of learning, guiding learners' intellectual, personal, and social development. Educators act as facilitators who support and scaffold learning experiences so that students can reach their full potential (Ruiz, 2022). Research shows that teacher quality significantly influences learners' cognitive and emotional growth, as supportive and well-prepared teachers create environments where students feel safe to explore ideas and take intellectual risks (Frigga, 2019). Through encouragement, personalized instruction, and constructive feedback, teachers help learners build confidence while also supporting their character development and emotional well-being.

Strong teacher–learner relationships further enhance students' motivation, self-esteem, and sense of belonging. Studies indicate that positive interactions between teachers and students are closely linked to higher engagement and improved academic achievement (Kim, 2019; Tan, 2020). Teachers also play an important role in promoting a growth mindset among learners. When educators emphasize effort, resilience, and learning from mistakes, students become more willing to face challenges and persist despite difficulties (Chiang, 2017; Tan, 2019). By encouraging critical thinking, problem-solving, and continuous improvement, teachers help develop skills essential for lifelong learning.

Additionally, teacher stewardship involves creating inclusive and culturally responsive learning environments. Culturally responsive teaching ensures that learners from diverse backgrounds feel respected and valued, which increases engagement and academic success (Bachman, 2019; Alzahrani, 2019). By recognizing students' unique strengths and integrating their cultural perspectives into instruction, teachers promote equitable learning opportunities. Overall, these perspectives highlight the essential role of teachers in nurturing learners' holistic development and fostering meaningful educational experiences.

Class Performance

Learning engagement is an essential factor in learners' academic success and refers to the level of interest, motivation, and active participation in the learning process (Yuan F., 2021). Performance tasks require learners to apply their knowledge and skills in real-world situations, helping them develop deeper understanding of the subject matter (Leo, G., 2019). Studies have shown that learners who are highly engaged in their learning are more likely to

successfully complete performance tasks and demonstrate better comprehension of lessons (Lerner, 2018). This indicates that strong learning engagement plays a crucial role in improving students' performance in academic tasks.

Research also highlights the influence of different types of engagement—behavioral, emotional, and cognitive—on learners' performance. Fredricks (2018) found that all three forms of engagement positively affect performance tasks, with cognitive engagement showing the strongest relationship. Emotional engagement has also been shown to improve task performance, especially when learners are supported by a positive learning environment (Zheng, 2018). Additionally, motivation, which is a key component of engagement, has been found to significantly enhance academic achievement and performance task outcomes (Chappell, 2018).

Research Methodology

This study utilized a descriptive-correlational approach. This study studied the influence that a teacher's stewardship has on students' involvement in learning, specifically with regard to the concepts of duty and responsibility, communication, and nurturing growth. A questionnaire used by the researcher in order to collect information regarding the influence that teachers' stewardship has on the level of learning engagement that learners have in terms of their duties and responsibilities, communication, and nurturing growth. The respondents of the study are the grade 1-6 learners. Complete enumeration was used in this study. The researcher used this method because it is an opportunity to create generalizations from the data gathered.

Findings

The result revealed that majority of the learners are 9-year-old, representing 18.5%, male and are Grade 2 learners comprising the largest group (20.8%).

The result also revealed that the extent of influence of teacher's stewardship on learner's learning engagement in terms of duty and responsibility, communication and nurturing growth are interpreted as always.

The Level of learning engagement of grade 1- 6 learners in terms of class performance interpreted as always which means that the learners have strong engagement in terms of class performance.

Another result revealed that there is a significant relationship between the extent of influence of teacher's stewardship on learner's learning engagement and the level of learning engagement of grade 1- 6 learners in terms of class performance.

The results indicate that for age, and grade level show a significant difference. On the other hand, sex yielded a not statistically significant.

CONCLUSIONS AND RECOMMENDATIONS

Drawing from the study's findings, the following conclusions can be made:

The findings revealed that most of the learners in the study are 9 years old, male, and enrolled in Grade 2, representing the largest group of respondents. This demographic profile indicates that learners in their middle childhood years, particularly those in Grade 2, make up the core group in terms of age and grade level distribution. The balanced representation of sexes also suggests that the study fairly reflects the perspectives of both male and female learners, with a slight predominance of males. These characteristics highlight the developmental stage and academic level where teacher stewardship may have the most significant impact on learning engagement.

The findings revealed that teacher's stewardship significantly influences learners' engagement, particularly in the areas of duty and responsibility, communication, and nurturing growth, all of which were consistently interpreted as always. This indicates that teachers are highly effective in demonstrating commitment, fostering positive relationships, and promoting continuous growth, which in turn enhances learners' active participation, understanding, and performance in class.

The findings revealed that the level of learning engagement of Grade 1–6 learners in terms of class performance is interpreted as always, which indicates that learners consistently demonstrate strong engagement in accomplishing tasks, participating actively, and applying their knowledge. This suggests that the learners are motivated, responsible, and invested in their learning process, reflecting a positive classroom environment that supports active participation and academic growth.

The results showed a significant relationship between the extent of influence of teacher's stewardship and the level of learning engagement of Grade 1–6 learners in terms of class performance. This means that the way teachers fulfill their duties, communicate, and nurture

growth directly impacts how learners engage in class activities, perform tasks, and participate in learning. Thus, teacher stewardship plays a vital role in shaping and sustaining learners' active involvement and academic performance.

The results indicate that learners' perceptions of teacher's stewardship significantly differ when grouped according to age and grade level, suggesting that these factors influence how students view their teachers' responsibilities, communication, and nurturing roles. However, sex was found not to have a statistically significant difference, meaning that male and female learners generally share similar perceptions of teacher stewardship. This highlights that developmental stage and educational level are more influential than gender in shaping learners' views.

Derived from the study's conclusions, the following recommendations are proposed:

Teaching strategies, and stewardship practices be tailored to the developmental needs of 9-year-old learners, particularly those in Grade 2, since they form the majority of the group. Teachers may adopt age-appropriate, interactive, and engaging methods that suit the cognitive and social growth of learners in this stage. Additionally, since male learners slightly outnumber females, balanced activities that cater to both genders should be ensured to maintain inclusivity.

Teachers continue to uphold and strengthen their stewardship by maintaining dedication to their duties, enhancing communication with both learners and parents, and consistently nurturing the holistic development of learners. School administrators may also provide professional development programs to further support teachers in sustaining these positive practices, ensuring that learners remain motivated, engaged, and equipped with the necessary skills for academic and personal success.

Teachers may continue to nurture this high level of engagement by providing meaningful, interactive, and learner-centered activities that sustain students' interest and participation. Additionally, schools may enhance class performance further by integrating innovative teaching strategies, offering recognition or rewards for consistent effort, and strengthening support systems to maintain motivation and enthusiasm for learning.

Teachers strengthen their stewardship by consistently demonstrating responsibility, effective communication, and support for learners' growth, as these factors significantly enhance student engagement. Schools should also provide professional development programs and mentoring opportunities to help teachers further develop their stewardship practices, thereby

ensuring a positive and engaging learning environment that maximizes learners' class performance.

Teachers and school administrators design age-appropriate and grade-specific strategies to effectively address learners' varying needs and perceptions of stewardship. Since sex does not significantly affect students' views, equal opportunities and treatment should continue to be emphasized, while differentiated approaches based on developmental readiness and grade level should be prioritized to foster stronger engagement and maximize learning outcomes.

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