

Teacher-Learners Interaction and Grade VI Academic Outcomes in *Edukasyon Sa Pagpapakatao* of Bislig City SPED Center, Bislig City Division: A Descriptive-Correlational Approach

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ABSTRACT

This descriptive-correlational study examined the relationship between teacher-pupils' interaction and the academic performance of Grade VI pupils in *Edukasyon sa Pagpapakatao* (EsP) at Bislig City SPED Center during School Year 2025–2026. The study involved 63 Grade VI pupils selected through complete enumeration. Teacher-pupils' interaction was assessed in terms of emotional support, classroom management, and instructional support using the adapted Classroom Assessment Scoring System–Student Report (CLASS-SR), while academic performance was measured through official quarterly grades. Findings showed that teacher-pupils' interaction was generally high, with emotional support consistently demonstrated and classroom management and instructional support often demonstrated. Pupils likewise exhibited generally

very satisfactory academic performance. Correlation analysis revealed a statistically significant moderate positive relationship between teacher-pupils' interaction and academic performance ($r = 0.452$, $p < 0.05$), indicating that stronger classroom interactions were associated with better academic outcomes. Based on the findings, interventions emphasizing emotional support, effective classroom management, instructional support, and learner engagement in values-based activities were proposed to further strengthen pupils' performance in EsP.

Keywords: *teacher-pupils' interaction, academic performance, Edukasyon sa Pagpapakatao, emotional support, classroom management, instructional support, Grade VI pupils*

INTRODUCTION

Academic performance is commonly defined as the knowledge, skills, and abilities that learners acquire in a particular subject or field, which are evaluated through systematic assessments over time, as described by Bordbar et al. In addition, Eric et al. (2022) further explains academic performance as the measurable achievement of students across various academic areas, typically determined through grades, classroom tasks, standardized tests, and overall achievement records. However, various studies have shown a noticeable decline with regards to the academic performance among students.

Global studies show that academic performance is a persistent problem worldwide. UNICEF (2022) report that millions of children cannot read and understand a simple text by age 10, showing widespread learning poverty. Likewise, The UNESCO (2025) in a Global Education Monitoring Report also found that about six in ten learners struggle with basic reading and math skills even while attending school. Similarly, the OECD PISA (2022) results

reveal that many 15-year-olds across participating countries perform at low proficiency levels in reading, math, and science, confirming that poor academic performance is a global concern

In addition, National studies in the Philippines consistently show that academic performance remains a significant concern. Magulod (2019) reported that Filipino university students often exhibit weak academic outcomes when their learning styles and study habits do not align with instructional approaches, leading to lower achievement levels. Similarly, Albarico et al. (2023) found that senior high school students in Bulacan experienced poor academic performance due to combined school-related, home, and personal factors.

Locally, studies in Mindanao also show clear problems in students' academic performance. A synthesis by Callaman & Itaas (2020) found that learners across Regions X, XI, and XII continue to struggle in mathematics, with generally low achievement levels despite various interventions. Moreover, At Mindanao Mission Academy, Nacua et al. (2024) reported that many junior high school students lack effective learning strategies, which leads to weaker academic outcomes in core subjects. Meanwhile, Tague et al. (2024) showed that Grade 10 students in Davao Occidental often perform only at "approaching proficiency," partly linked to excessive or unregulated mobile-phone use.

In light of this, studies also have linked teacher-students interaction that greatly contributes toward academic performance. Liu (2024) found that a positive teacher-student relationship is directly and positively associated with academic engagement, and through mediators such as perceived social support and reduced academic pressure, this relationship helps enhance student engagement, a known precursor to better academic performance. Similarly, Teacher-Student Interaction and Secondary School Student Academic Performance in Ekiti State, Nigeria, Alonge et al. (2025) reported a significant positive correlation between teacher-student interaction and secondary school students' academic performance.

The existing literature shows that while numerous studies have examined teacher-student interaction and its influence on academic performance, most investigations focus on general subject areas, secondary schools, or foreign contexts, leaving a clear gap in understanding this relationship within *Edukasyon sa Pagpapakatao* (ESP) at the Grade 6 level in the Philippine basic education setting. Research from Mindanao and other regions rarely addresses how interaction patterns specifically shape learners' moral reasoning, values formation, and overall performance in ESP, despite the subject's crucial role in character development.

Furthermore, current national and local studies tend to emphasize factors such as study habits, learning environments, and socio-economic conditions, with limited attention given to how day-to-day classroom interactions with teachers contribute to pupils' academic outcomes in values education. This gap signals the urgency of conducting a focused, descriptive-correlational study that will generate localized evidence on how teacher-pupils interaction influences Grade 6 pupils' academic performance in ESP. Such findings are essential for strengthening instructional strategies, enhancing values-based learning, and guiding schools in improving teaching practices that support both academic success and character development.

Literature Review

Teacher-Student Interaction

Teacher-student interaction is widely recognized as a core process that shapes how learners think, feel, and behave in the classroom. Tisnés et al. (2023) describe teacher-student interaction as a fundamental element of the training process at all educational levels, emphasizing that the quality of communication, feedback, and emotional support teachers provide becomes a key determinant of students' motivation and learning trajectories. Using a qualitative lens, Sankalaite et al. (2023) frame teacher-student interaction as a multidimensional construct—emotional, organizational, and instructional—and argue that how teachers engage with learners (through warmth, responsiveness, and scaffolding) is often more important for learning than the specific content taught.

Additionally, Hallarte et al. (2024) extend this view in mathematics education by modeling self-regulated learning and showing conceptually that frequent, supportive teacher-learner interaction encourages goal-setting,

self-reflection, and intrinsic motivation, positioning interaction as a catalyst for students' self-regulation rather than a simple one-way transmission of information. Moreover, quantitative studies further demonstrate that teacher–student interaction has statistically significant effects on learners' outcomes. Jafari and Asgari (2020), using path analysis with 200 university students, found that classroom climate and teacher–student interaction both showed significant positive relationships with academic achievement, with classroom climate exerting a direct effect and an additional indirect effect through teacher–student interaction and academic motivation (standardized paths to achievement all significant at $p < .05$), leading them to conclude that supportive, interactive classrooms raise achievement levels.

In an online education setting, Xiao (2023) surveyed 349 college students and reported, via structural equation modeling, that teacher–student interaction significantly improved students' classroom well-being and that this effect was strengthened when learners perceived the online environment as easy to use and engaging, highlighting the importance of sustained, responsive interaction even in virtual classes. Synthesizing multiple primary studies, Göktas and Kaya (2023) conducted a second-order meta-analysis and showed that positive teacher–student relationships have a moderate positive effect on academic achievement (correlational effect size ≈ 0.21), whereas negative teacher–student relationships show a small but negative association with achievement, concluding that strengthening positive relational ties in class is a robust pathway to improving student performance across K–12 and higher education contexts.

Emotional Support

Emotional support in education is commonly described as the warm, caring, and respectful interactions that help learners feel safe, valued, and connected in class. Wang et al. (2020) define socioemotional support as a core dimension of classroom climate, emphasizing teacher behaviors that communicate warmth, respect, and psychological safety, which in turn foster both academic and psychological wellbeing. He et al. (2024) conceptualizes perceived teacher emotional support as students' sense that teachers care about them personally, respect their autonomy, and encourage them in learning, framing it as a protective resource that boosts academic self-efficacy and reduces burnout in online English classes.

At a broader level, Ruihua et al. (2025) situate emotional support within overall social support, describing it as expressions of empathy, understanding, and reassurance from significant others that help college students feel valued and emotionally secure, which in turn promotes well-being and supports success in their studies. Moreover, recent quantitative studies show that emotional support has statistically significant effects on engagement and learning outcomes. Sun et al. (2025), using structural equation modeling with university students in online classes, found that perceived teacher emotional support had a strong direct effect on online learning engagement (standardized effect = 0.407, explaining about 59.2% of the total effect) and an additional indirect effect via reduced academic burnout (mediating effect = 0.281, $p < .001$), concluding that emotional support is a key driver of sustained engagement.

Moreover, Shen et al. (2024) surveyed 464 college students and reported that teacher emotional support explained 28% of the variance in academic engagement and 20% of the variance in positive academic emotions, with mediation analyses showing that positive emotions significantly transmit the effect of support to engagement ($b \approx 0.69$ from support to engagement, $p < .001$), leading them to conclude that emotionally supportive teachers promote engagement partly by fostering positive feelings about learning. Also, Quan et al. (2025), in an AI-mediated English learning context with 603 college students, also found that teacher emotional support significantly predicted classroom engagement both directly and indirectly through sequential mediation by resilience and self-efficacy, concluding that emotional support remains an irreplaceable human factor for keeping students engaged even in technology-rich environments.

Classroom Management

Classroom management is commonly conceptualized as the set of deliberate strategies teachers use to create a structured, safe, and supportive learning environment where students can focus on learning. Javed (2019) defines classroom management as the methods and strategies an educator uses to maintain a classroom climate that is physically organized, socially positive, and instructionally supportive, emphasizing the interplay of physical (space, seating, resources), social (relationships and interactions), and educational (content and activities) components in guiding student behavior and engagement. Complementing this, Centre for Education Statistics and Evaluation (2020) describes classroom management as a combination of preventive and responsive strategies, such as clear rules and routines, active supervision, structured instruction, and positive teacher–student relationships, that aim to maximize on-task behavior and minimize disruption while supporting students’ social–emotional development.

In a post-pandemic perspective, Tekir (2025) frames classroom management in both face-to-face and online settings as a broad repertoire of practices that integrate behavioral, instructional, and relational supports to handle new challenges in digital and hybrid learning environments, highlighting that effective management now includes setting clear online norms, sustaining interaction, and maintaining a positive climate across physical and virtual classrooms. Empirical studies provide clear statistical evidence that classroom management is significantly associated with students’ academic outcomes. Nisar et al. (2019), in a survey of 550 secondary teachers in Pakistan, reported a moderate but significant positive correlation ($r = 0.37$, $p = 0.031$) between teachers’ classroom management practices (e.g., lesson planning, behavior management, time management) and students’ academic achievement, concluding that better-managed classrooms tend to have higher achievement scores.

Using structural equation modeling with 618 undergraduates in China, Liu et al. (2024) found that perceived classroom management strategies had a significant direct effect on academic achievement ($\beta = 0.133$, $t = 3.51$) and an additional indirect effect through the classroom environment ($\beta = 0.458$, $t = 11.95$), with classroom management and environment together explaining over one-third of the variance in achievement; they concluded that management strategies shape achievement partly by improving the learning climate. Moreover, In Nigeria, Onyejekwe et al. (2025) showed through regression analysis that specific classroom management-related factors such as instructional methods and classroom motivation significantly predicted students’ academic performance in public secondary schools, with classroom motivation alone accounting for about 53% of the variance in performance ($R^2 = 0.532$, $\beta = 0.618$, $p < .001$), leading them to conclude that consistent, motivating classroom practices are powerful levers for improving learners’ academic outcomes.

Instructional Support

Instructional support is commonly framed as a set of teacher behaviors that deliberately scaffold learners’ thinking and language so they can process content more deeply. Feagans et al. (2022) describe instructional support, as measured by the CLASS framework, as teachers’ use of concept development, high-quality feedback, and rich language modeling to promote children’s higher-order thinking and literacy growth across the early grades. In classroom discourse, Hardy et al. (2022) conceptualize instructional support as part of adaptive teaching, where teachers use contingent prompts, questions, and explanations that are continuously adjusted to students’ current understanding, thereby helping them move through scientific concepts in manageable steps.

In online higher education, Robinson Jr. (2025) characterizes instructional support as timely scaffolding, clear explanations, and responsive feedback from instructors, arguing that such support not only clarifies course content but also increases students’ motivation and acceptance of online learning environments. Empirical findings over the last decade show mixed but informative statistical evidence about the impact of instructional support on learner outcomes. In a longitudinal study of 459 German Grade 3–4 pupils in inquiry-based science lessons, Heppt et al. (2023) used multilevel regression and found that, after controlling for prior knowledge and class composition, observed CLASS instructional support showed no significant association with gains in science content knowledge or academic language, which they attributed to generally mediocre levels of instructional support across classrooms.

By contrast, in a large-scale survey of 7,210 Chinese undergraduates, Al Mamun et al. (2022) employed structural equation modeling and reported that higher perceived instructional support was positively related to deep approaches to learning with online technologies and negatively related to surface approaches, indicating that supportive instructional design in guided inquiry modules statistically predicts more productive learning strategies. Complementing this, Juhaňák et al. (2025) analyzed log-data from 76 online courses using regression and mediation models and found that perceived instructional support significantly predicted students' total time spent in courses and partially mediated the effect of self-regulated learning support on online learning behavior, leading them to conclude that well-designed instructional guidance encourages more sustained engagement in digital learning environments.

Learners' Academic Performance

Academic performance in Edukasyon sa Pagpapakatao (EsP) is often framed in terms of how well learners master values-based competencies rather than just raw scores. Felisilda and Parojenog (2022) conceptualize academic performance in EsP as the degree of mastery of specific K–12 EsP competencies (e.g., moral reasoning, spirituality, and responsible decision-making), showing that Grade 6 learners generally achieve satisfactory mastery, with gaps in spiritually oriented competencies that require deeper reflection and value internalization (Mastery of the Competencies of Edukasyon Sa Pagpapakatao). In connection, Rodriguez et al. (2025) describe academic performance in EsP as one dimension of the broader impact of the subject on learners—alongside social skills, productivity, and mental health—arguing that performance in EsP reflects how well pupils translate internalized values into responsible behavior and engagement in class.

In a more socio-ecological framing, Sabanal and Bantulo (2025) treat academic achievement in EsP as the result of interacting personal and environmental factors, finding that school social skills and school climate are significant predictors of pupils' EsP achievement, which positions academic performance in the subject as both a cognitive outcome (test scores) and a social–moral outcome shaped by the classroom and school environment. Empirically, several recent studies report statistically significant effects of instructional and contextual factors on learners' academic performance in EsP. Ayrán (2025) showed that in EsP 6, modular teaching effectiveness is positively associated with learners' academic performance, with descriptive–correlational analyses indicating that more effective, well-designed modules correspond to higher EsP achievement among Grade VI pupils in Zambales.

Using a quasi-experimental pretest–posttest design, De Jesus and Austria (2025) found a statistically significant improvement in the academic performance of Grade 4 learners after the use of Self-Learning Kits in EsP, concluding that localized, learner-centered kits substantially enhance comprehension and application of values content (p-values below 0.05 support the effectiveness of the intervention).

Complementing these classroom-level interventions, Surban (2024) reported that school heads' management skills and parents' involvement are significantly related to Grade 7 learners' academic performance in EsP, with correlation analyses indicating that stronger leadership and higher parental engagement are associated with better EsP grades, leading to the conclusion that both home and school management factors are critical levers for improving academic outcomes in the subject.

Teacher-Pupils Interaction and Pupils' Academic Performance

Teacher–pupils' interaction in Edukasyon sa Pagpapakatao (ESP) is widely conceptualized as a relational and value-mediated process that shapes learner' moral understanding and academic outcomes. Tinio (2020) explains that meaningful teacher–learner interaction in ESP enhances pupils' comprehension of moral concepts because value clarification, questioning, and guided reflection require sustained dialogue and supportive communication. In a similar view, Manaig (2021) argues that positive and respectful interaction encourages pupils to actively participate in discussions about ethical behavior and personal decision-making, strengthening both engagement and conceptual mastery in EsP.

Likewise, Sausa (2022) conceptualizes teacher–pupil interaction as essential in shaping pupils’ attitudes toward values education, emphasizing that constructive feedback, emotional warmth, and open dialogue help learners connect classroom lessons with real-life moral situations. Additionally, Fritzie M. Quinones (2019) found a strong positive correlation between teacher–pupil interaction and academic achievement among 312 Grade 6 pupils ($r = .587$, $p < .01$), concluding that pupils who experience supportive and consistent interaction demonstrate higher mastery of competencies.

Using regression analysis, Aban (2021) reported that teacher communication, responsiveness, and regular feedback significantly predicted pupils’ values-related performance in elementary classes ($\beta = .41$, $p < .001$), indicating that interaction quality directly contributes to academic outcomes. Similarly, Nugas (2023) showed that teacher engagement and dialogic teaching explained 36% of the variance in pupils’ ESP performance ($R^2 = .36$, $p < .001$), leading to the conclusion that strong relational and instructional interaction enhances both participation and achievement in values education. These findings demonstrate that effective teacher–pupil interaction is a significant statistical predictor of improved academic performance in ESP.

Statement of the Problem

This study aimed to determine the relationship between teacher–pupil interaction and Grade 6 pupils’ academic performance in Edukasyon sa Pagpapakatao. Specifically, this study sought to answer the following questions:

1. What is the level of teacher–pupil interaction in terms of:
 - 1.1. Emotional Support;
 - 1.2. Classroom Management; and
 - 1.3. Instructional Support?
2. What is the level of academic performance of Grade 6 pupils in Edukasyon sa Pagpapakatao?
3. Is there a significant relationship between teacher–pupils’ interaction and academic performance in Edukasyon sa Pagpapakatao?
4. What possible interventions may be proposed to improve pupils’ academic performance in Edukasyon sa Pagpapakatao based on the findings of the study?

Theoretical Framework

This study is anchored on the Classroom Assessment Scoring System (CLASS) developed by Robert C. Pianta in 2008. CLASS explains that the quality of teacher–pupil interactions directly influences learners’ academic, social, and emotional outcomes. The theory focuses on what teachers actually do in the classroom, how they support pupils emotionally, how they manage behavior and routines, and how they guide pupils’ understanding. Because this theory measures interaction in three domains that match the variables of the study, it provides an accurate foundation for examining how teacher–pupils interaction affects pupils’ academic performance in Edukasyon sa Pagpapakatao.

The first domain of CLASS is Emotional Support, which refers to the teacher’s ability to create a warm, respectful, and encouraging environment. When pupils feel valued and emotionally secure, they are more confident to participate, express ideas, and engage in learning. In EsP, where lessons focus on values, behavior, and responsible decision-making, emotional support helps pupils connect personally with the concepts being taught. This increases motivation and contributes to better academic performance.

The second domain is Classroom Organization, which focuses on how teachers manage pupils’ behavior, time, and learning activities. Effective classroom management allows pupils to stay focused, follow routines, and participate actively without distractions. In EsP classes, a well-managed environment ensures that discussions, group tasks, and reflective activities run smoothly. This leads to better attention, clearer understanding of lessons, and improved performance in assessments.

The third domain is Instructional Support, which refers to how teachers help pupils deepen their understanding through clear explanations, meaningful questions, and constructive feedback. Instructional support

also includes helping pupils make connections between ideas, think critically, and apply concepts to real-life situations, an essential part of EsP, which emphasizes values, moral reasoning, and proper behavior. When instructional guidance is strong, pupils are more likely to master lesson content and perform well academically.

By using the CLASS framework, this study recognizes that teacher–pupils interaction is a powerful factor that influences how pupils learn and perform in Edukasyon sa Pagpapakatao. Emotional support, classroom management, and instructional support work together to create a learning environment that strengthens academic performance. Thus, the theory provides an accurate and appropriate foundation for examining the relationship between teacher–pupils interaction and Grade 6 pupils’ academic performance in EsP.

Figure 1 presents the conceptual framework of this study based on the Classroom Assessment Scoring System (CLASS). The independent variable, Teacher–Pupils Interaction, consists of three domains: Emotional Support, Classroom Management, and Instructional Support. These domains describe the quality of daily interactions in the classroom that directly influence how pupils learn. The dependent variable, Pupils’ Academic Performance in Edukasyon sa Pagpa- pakatao, reflects the learners’ understanding, engagement, and achievement in the subject. In this framework, emotional support helps pupils feel safe and motivated, classroom management ensures an organized environment for learning, and instructional support strengthens understanding through clear guidance and feedback. Together, these interactions influence how well pupils perform in ESP.

Overall, the framework shows that academic performance is shaped by the emotional, behavioral, and instructional experiences pupils receive from their teachers. This provides a clear foundation for examining how teacher–pupils interaction contributes to better learning outcomes.

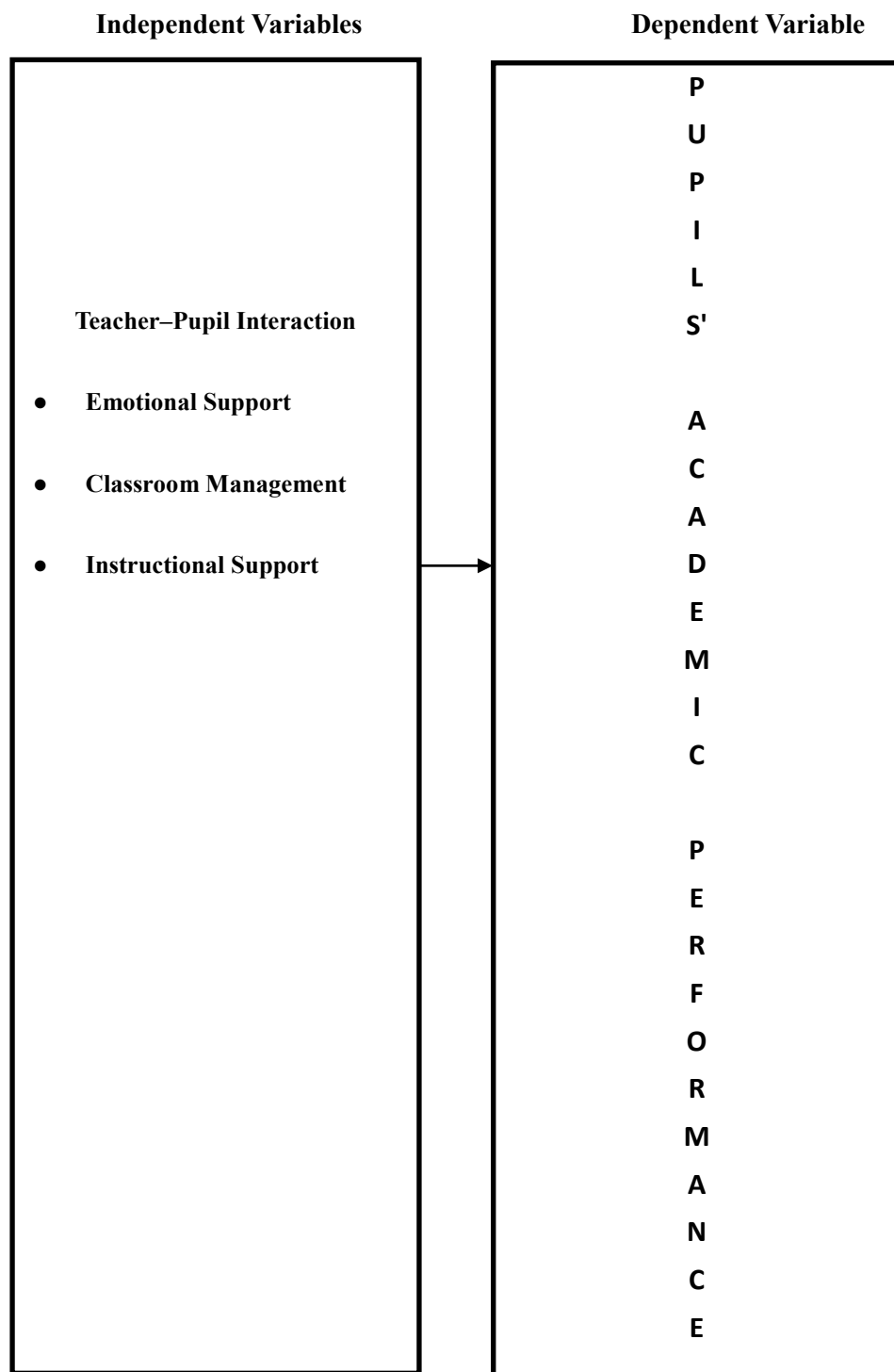


Figure 1. *Schematic Diagram of the Study*

Scope and Limitations

The study focused on Grade VI learners of Bislig City SPED Center as the primary respondents in determining the level of teacher–learners’ interaction and their academic outcomes in Edukasyon sa Pagpapakatao (EsP). The investigation was limited to the perceptions of these learners and their recorded academic performance, and it did not include pupils from other grade levels or subject areas; hence, the findings may not be generalized beyond the Grade VI population covered in the study.

Moreover, the research was conducted solely at Bislig City SPED Center under the Bislig City Division, which provided the specific context for examining teacher–learners interaction within a specialized instructional setting. Because the study was confined to one school, the results may not fully represent the conditions present in other elementary schools within the division or in different educational environments.

Furthermore, the data were gathered during the School Year 2025–2026 only; therefore, the findings reflect the instructional practices and academic outcomes prevailing within that particular academic period, and any changes in learner characteristics, teaching approaches, or institutional conditions in subsequent school years are beyond the scope of this investigation.

Significance of the Study

This study holds meaningful relevance to various stakeholders in the basic education sector, especially in understanding how teacher–pupils interaction influences Grade 6 learners’ academic performance in Edukasyon sa Pagpapakatao. By examining the roles of emotional support, classroom management, and instructional support, the study contributes to strengthening teaching practices, improving learning environments, and supporting holistic values education among pupils.

For the Department of Education (DepEd), School Administrators, and Curriculum Planners, this study provides empirical insights on how teacher–pupils interaction shapes learners’ academic outcomes. The results may guide policy enhancements, professional development programs, and school-based initiatives that promote effective classroom practices in EsP.

For Teachers and EsP Educators, this study offers valuable information on how daily classroom interactions influence learners’ motivation, engagement, and understanding of values education. By recognizing the importance of emotional support, organized classroom structures, and strong instructional guidance, teachers may adopt more responsive and learner-centered strategies. The study may further help educators refine their teaching approaches to promote positive behavior, active participation, and deeper learning among their pupils.

For Pupils, the study highlights the meaningful impact of supportive interactions with their teachers. Understanding how emotional encouragement, structured classroom routines, and clear instructional guidance contribute to their academic success may inspire pupils to become more engaged, responsible, and confident learners in EsP.

For Future Researchers, this study contributes to existing literature on teacher–pupil interaction and academic performance in the Philippine basic education context. It provides a basis for examining how teaching behaviors influence learning outcomes and may serve as a reference for further studies across different variables, subject areas, or grade levels.

Definition of Terms

The following terminologies were defined operationally or as used in the study.

Classroom Management. Refers to how the teacher organizes the classroom, handles behavior, maintains routines, and ensures that learning time is used effectively.

Emotional Support. Refers to the teacher’s ability to create a warm, respectful, and encouraging classroom environment where pupils feel safe, valued, and motivated to participate.

Instructional Support. Refers to the teacher’s strategies for helping pupils understand lessons through clear explanations, meaningful feedback, questioning, and guidance that promote deeper thinking.

Pupils' Academic Performance in Edukasyon sa Pagpapakatao. Refers to the level of learners' achievement based on their scores, outputs, and demonstrated understanding of values, behavior, and decision-making concepts taught in the subject.

Teacher–Pupils Interaction. Refers to the quality of exchanges that occur between the teacher and learners during classroom activities. It includes three domains based on the Classroom Assessment Scoring System (CLASS): emotional support, classroom management, and instructional support.

METHODS

Research Design

This study employed a quantitative, descriptive-correlational research design to examine the relationship between teacher–pupils' interaction and pupils' academic performance in Edukasyon sa Pagpapakatao. As explained by Creswell (2014), quantitative research involves the systematic gathering and statistical analysis of numerical data to explore relationships among variables. This design allowed the researcher to measure how emotional support, classroom management, and instructional support relate to the actual performance of Grade 6 pupils.

According to Shields and Twycross (2003), descriptive research seeks to observe and document conditions as they naturally occur. In this study, the descriptive component was used to determine the level of teacher–pupils interaction in terms of emotional support, classroom management, and instructional support. Likewise, the study described pupils' academic performance in ESP based on their recorded quarterly grades, which served as the primary indicator of their academic achievement. These variables were measured using a validated researcher-adapted questionnaire assessed by field experts for clarity and relevance.

The correlational aspect of the research sought to determine whether significant relationships exist between teacher–pupils' interaction and pupils' academic performance. Graziano and Raulin (2013) emphasized that correlational research is appropriate for studying naturally occurring variables in educational environments, especially when the aim is to identify associations rather than establish causation. Similarly, Cohen et al. (2018) noted that correlational designs effectively identify patterns and measure the strength of relationships among variables in social and educational studies.

The dependent variable, pupils' academic performance in Edukasyon sa Pagpapakatao, was measured using the official quarterly grades of Grade 6 pupils as recorded by their teachers. These grades reflect pupils' mastery of ESP competencies and serve as an objective and standardized measure of their academic performance.

Overall, the descriptive-correlational research design was most appropriate for this study, as it allowed for a clear description of classroom interaction practices while statistically analyzing how these factors relate to pupils' actual academic results. As supported by Stephen Oduro et al. (2024), identifying such relationships is essential for improving instructional quality and enhancing learners' academic outcomes, particularly in subjects where teacher guidance and interaction play central roles.

Research Locale

This study will be conducted in Region XIII, or the Caraga Region, located in the northeastern part of Mindanao. Caraga is known for its expanding efforts to improve basic education and strengthen values formation among learners. Within this region lies the province of Surigao del Sur, a coastal province that supports diverse learner needs through continuous improvements in instructional delivery and school-based programs.

Surigao del Sur operates under the supervision of the Department of Education – Division of Surigao del Sur, which oversees all public basic education institutions across the province. One of its active units is the Bislig City Division, recognized for implementing initiatives that enhance teaching quality, school governance, and learner development across various grade levels. As part of this division, the study specifically focused on the Bislig City Division – SPED Center, a public elementary institution that caters to a diverse population of learners and consistently works toward improving academic performance, learner engagement, and classroom interaction.

The Bislig City Division – SPED Center provides a suitable locale for this study because it represents a typical public elementary school environment where teacher–pupils interaction plays a vital role in shaping pupils’ learning experiences. The school implements DepEd policies on curriculum, values education, and learner support, making it an appropriate setting for examining how emotional support, classroom management, and instructional support relate to pupils’ academic performance in Edukasyon sa Pagpapakatao. The school also accommodates learners with varying backgrounds and learning needs, allowing the study to capture authentic patterns of teacher–pupils interaction within a real classroom context.



Figure 2. Maps of the Philippines and the City of Bislig

Selecting the Bislig City Division – SPED Center as the research locale enables a contextualized analysis of how classroom practices influence academic outcomes among Grade 6 pupils. The findings derived from this school are expected to provide meaningful insights for teachers, school administrators, and DepEd officials in strengthening interaction-based teaching strategies and improving ESP performance within similar elementary school settings in Bislig City Division.

Respondents of the Study

The respondents of this study were the Grade 6 pupils enrolled in the Bislig City Division – SPED Center, a public elementary institution under the supervision of the Department of Education – Bislig City Division. These learners served as respondents because they represent the target population whose academic performance in Edukasyon sa Pagpapakatao is directly influenced by teacher–pupils interaction. As Grade 6 pupils, they are in a developmental stage where emotional support, classroom management, and instructional support significantly shape their learning outcomes, making them appropriate participants for the study.

The study utilized a complete enumeration, a sampling approach in which all members of the population who meet the criteria are included as respondents (Wang, 2024). Since the total number of Grade 6 pupils in the SPED Center was manageable, every learner in this grade level was included to ensure full representation and to

capture an accurate picture of their academic performance in EsP and their experiences with teacher–pupils interaction. This approach eliminated the possibility of sampling bias and allowed the study to gather comprehensive data from the entire Grade 6 population.

Only pupils officially enrolled in Grade 6 during the conduct of the study and whose quarterly grades in Edukasyon sa Pagpapakatao were available were included. Learners outside this grade level or those without complete academic records in ESP were excluded to maintain consistency and reliability in measuring the dependent variable.

The use of complete enumeration strengthened the validity of the study’s findings by ensuring that all eligible Grade 6 pupils in the Bislig City Division – SPED Center were represented. This provided a solid foundation for examining the relationship between teacher–pupils interaction and pupils’ academic performance in Edukasyon sa Pagpapakatao.

Table 1. Respondents of the Study

Sections	Population	Sample Size
Generosity	31	31
Gratitude	32	32
Total	63	63

Table 1 shows the study's respondents, where a total of sixty-three (63) learners participated. Thirty-one (31) came from Section Generosity, while Section Gratitude had thirty-two (32). Fortunately, all survey questionnaires were returned by the Grade 6 pupils.

Research Instrument

This study used two research instruments to collect quantitative data: one for the independent variable Teacher–Pupils Interaction, and one for the dependent variable Pupils’ Academic Performance in Edukasyon sa Pagpapakatao. The instrument for teacher–pupils interaction used a 5-point Likert scale, while academic performance was measured using the official quarterly grades of the pupils as recorded by the school.

To measure Teacher–Student Interaction, the study has adopted the validated Classroom Assessment Scoring System–Student Report (CLASS-SR) developed by Downer et al. (2014). Based on the Teaching Through Interactions (TTI) framework, this tool assesses three major domains of teacher–student interaction: Emotional Support, Classroom Organization, and Instructional Support. These domains capture classroom climate, behavior management, teacher responsiveness, structured learning formats, and cognitive support, as presented in the published instrument.

The CLASS-SR uses a 5-point Likert scale where 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

Range of Means	Description	Interpretation
4.21 – 5.00	Very High	Interaction is consistently demonstrated
3.41 – 4.20	High	Interaction is often demonstrated
2.61 – 3.40	Moderate	Interaction is sometimes demonstrated
1.81 – 2.60	Low	Interaction is rarely demonstrated
1.00 – 1.80	Very Low	Interaction is not demonstrated

To measure the Pupils' Academic Performance in Edukasyon sa Pagpapakatao, the study used the official quarterly grades of all Grade 6 pupils enrolled in the Bislig City Division – SPED Center. These grades are based on the school's standard assessment procedures following the guidelines of the Department of Education (DepEd), which include written outputs, performance tasks, and quarterly examinations. Because quarterly grades are objective, standardized, and officially recorded, they provided a reliable and accurate measure of the dependent variable.

Range of Means	Description	Interpretation
90-100	Very High	Outstanding
85-89	High	Very Satisfactory
80- 84	Moderate	Satisfactory
75– 79	Low	Fairly Satisfactory
Below 74	Very Low	Did not meet expectations

Together, these instruments provided reliable and structured quantitative data for determining the relationship between teacher–pupils interaction and pupils' academic performance in Edukasyon sa Pagpapakatao. The use of an adopted questionnaire and official quarterly grades ensured accuracy, consistency, and credibility in the data gathered, strengthening the overall validity of the study's findings.

Data Gathering Procedure

Before collecting the data, the researcher followed all necessary ethical and administrative requirements. The process began by securing formal approval from the Dean of the Graduate School, followed by obtaining ethical clearance from the Research Ethics Committee to ensure the protection and welfare of Grade 6 pupils participating in the study. After securing ethical approval, the researcher sought permission from the Schools Division Superintendent and the school head of the Bislig City Division – SPED Center to conduct the study with all Grade 6 pupils.

Upon receiving authorization, the researcher coordinated with the class advisers to obtain the official list of Grade 6 pupils since the study used complete enumeration. Informed Consent Forms were distributed to parents or guardians, and Assent Forms were given to the pupils. These forms explained the purpose of the study, the voluntary nature of participation, confidentiality of responses, and the pupils' right to withdraw at any time. Only pupils who returned both signed consent and assent forms were included.

Data collection was conducted face-to-face in the SPED Center during regular school hours. The researcher personally administered the adopted questionnaires measuring Teacher–Pupils Interaction, which covered three domains: Emotional Support, Classroom Management, and Instructional Support. Pupils answered the instrument in a designated room and were given enough time to complete the questionnaire. The researcher remained available to clarify instructions, when necessary, without influencing their answers.

For the dependent variable, Pupils' Academic Performance, the researcher will obtain the official quarterly grades in Edukasyon sa Pagpapakatao from school records. These grades were recorded and encoded using assigned codes to ensure that no pupil's name appeared in the dataset.

All completed questionnaires will be immediately checked, coded, and anonymized. The researcher strictly followed the Data Privacy Act of 2012 by keeping all data in secure storage accessible only to the researcher and authorized academic personnel. After the completion and approval of the study, all physical and digital data will be safely disposed of to maintain full confidentiality and ethical compliance.

Statistical Treatment

To answer the research questions of this study, the data collected from the questionnaires and quarterly grades will be analyzed using appropriate statistical tools. The following methods were used:

For Problem No. 1, which asked for the level of teacher–pupils interaction in terms of emotional support, classroom management, and instructional support, mean and standard deviation were used to describe pupils' responses.

For Problem No. 2, which asked for the level of pupils' academic performance in Edukasyon sa Pagpapakatao, mean and standard deviation were also used to describe their quarterly grades.

For Problem No. 3, which asked whether there is a significant relationship between teacher-pupils interaction and academic performance, Pearson's Product-Moment Correlation Coefficient (r) was used to determine the strength and direction of the relationship.

For Problem No. 4, which asked for possible interventions, no statistical test was required. The interventions were based on the findings from the descriptive and correlation results.

Presentation, Analysis, and Interpretation of Data

This chapter presents the data, analysis, and interpretation of the overall study.

Sub-problem No. 1: What is the level of teacher-pupils' interaction in terms of:

- 1.1. Emotional Support;
- 1.2. Classroom Management; and
- 1.3. Instructional Support

Table 2.1 presents the level of teacher-pupils' interaction in terms of emotional support. The results indicate that emotional support was consistently demonstrated, as reflected by the weighted mean of 4.26 ($SD = 0.71$).

Among the indicators, the statement "Comfortable in this class" obtained the highest mean of 4.54 ($SD = 0.59$), interpreted as Very High, indicating that pupils generally feel secure and relaxed in their learning environment. This was followed by "My teacher answers my questions" with a mean of 4.52 ($SD = 0.62$), also interpreted as Very High, suggesting that teachers provide responsive academic assistance. Similarly, the statements "My teacher helps me when I need help" with a mean of 4.35 ($SD = 0.66$) and "My teacher encourages me to share my ideas in class" with a mean of 4.35 ($SD = 0.77$) were both interpreted as Very High, reflecting strong encouragement and support from teachers.

Meanwhile, "My teacher says nice things to me" obtained a mean of 3.98 ($SD = 0.79$) and "My teacher likes me" recorded the lowest mean of 3.81 ($SD = 0.84$), both interpreted as High, indicating that positive affirmations are still frequently observed though slightly less emphasized compared with other indicators. Overall, the findings suggest that teachers consistently demonstrate emotional support that promotes a safe and encouraging classroom atmosphere conducive to values learning.

Table 2.1. *Level of teacher-pupils' interaction*

Emotional Support	Mean	SD	Description
1. My teacher likes me.	3.81	0.84	High
2. My teacher says nice things to me.	3.98	0.79	High
3. My teacher helps me when I need help.	4.35	0.66	Very High
4. Comfortable in this class.	4.54	0.59	Very High
5. My teacher encourages me to share my ideas in class.	4.35	0.77	Very High
6. My teacher answers my questions.	4.52	0.62	Very High
Weighted Mean	4.26		
Standard Deviation	0.71		
Interpretation	Consistently Demonstrated		

Table 2.2 presents the level of teacher-pupils' interaction in terms of classroom management, which was interpreted as often demonstrated, with a weighted mean of 3.69 ($SD = 0.80$). The highest mean was obtained by the statement "My teacher knows how I am acting in his/her class" with a mean of 4.11 ($SD = 0.78$), interpreted as High, indicating that teachers actively monitor pupils' behavior.

This was followed by "Am always busy in this class" with a mean of 3.57 ($SD = 0.84$), also interpreted as High, suggesting that pupils remain engaged during classroom activities. The statement "My teacher gets

satisfied with me” obtained the lowest mean of 3.40 (SD = 0.79), interpreted as High, reflecting that while teacher approval is evident, it is slightly less emphasized compared with behavioral monitoring and engagement indicators. These findings imply that classroom management practices are regularly implemented to maintain order and engagement during EsP instruction.

Table 2.2. *Level of teacher-pupils’ interaction*

Classroom Management	Mean	SD	Description
1. My teacher knows how I am acting in his/her class.	4.11	0.78	High
2. Am always busy in this class.	3.57	0.84	High
3. My teacher gets satisfied with me.	3.40	0.79	High
Weighted Mean	3.69		
Standard Deviation	0.80		
Interpretation	Often Demonstrated		

Table 2.3 presents the level of teacher–pupils’ interaction in terms of instructional support, which was interpreted as often demonstrated, with a weighted mean of 4.17 (SD = 0.72).

Among the indicators, “My teacher explains it in a new way if I say that I don’t understand something” obtained the highest mean of 4.33 (SD = 0.63), interpreted as Very High, indicating flexibility in instructional delivery. This was followed by “My teacher connects learning to what I already know” and “My teacher provides challenging work in this class”, both with a mean of 4.30 (SD = 0.69) and interpreted as Very High, reflecting meaningful learning connections and cognitive challenge. Similarly, “My teacher suggests ways to make my work better” recorded a mean of 4.25 (SD = 0.74), and “I get to do a lot in this class, not just listen to my teacher talk” obtained 4.21 (SD = 0.66), both interpreted as Very High, indicating active learning opportunities.

Meanwhile, “My teacher asks me to think about what I have learned at the end of activities” and “My teacher helps me solve problems myself” both recorded means of 4.13 (SD = 0.74) and 4.13 (SD = 0.66) respectively, interpreted as High. The statement “My teachers keeps working with me until I understand what we are doing” followed with a mean of 4.08 (SD = 0.76), also interpreted as High, while “I use all kinds of interesting materials in this class” obtained the lowest mean of 3.86 (SD = 0.89), interpreted as High. These findings indicate that teachers frequently provide instructional guidance that supports deeper understanding of lesson content.

Table 2.3. *Level of teacher-pupils’ interaction*

Instructional Support	Mean	SD	Description
1. I use all kinds of interesting materials in this class.	3.86	0.89	High
2. I get to do a lot in this class, not just listen to my teacher talk.	4.21	0.66	Very High
3. my teacher helps me solve problems myself.	4.13	0.66	High
4. my teacher asks me to think about what I have learned at the end of activities.	4.13	0.74	Very High
5. my teacher explains it in a new way if I say that I don’t understand something.	4.33	0.63	Very High
6. my teacher connects learning to what I already know.	4.30	0.69	Very High
7. my teacher provides challenging work in this class.	4.30	0.69	Very High
8. my teacher suggests ways to make my work better.	4.25	0.74	Very High
9. my teachers keeps working with me until I understand what we are doing.	4.08	0.76	High
10. can share my ideas about class work.			
Weighted Mean	4.17		
Standard Deviation	0.72		
Interpretation	Often Demonstrated		

Table 2.4 presents the summary level of teacher–pupils interaction, which yielded an overall mean of 4.04, interpreted as often demonstrated.

Among the domains, Emotional Support obtained the highest weighted mean of 4.26 (SD = 0.71) and was interpreted as consistently demonstrated, indicating that teachers strongly provide encouragement and responsiveness to pupils. This was followed by Instructional Support with a weighted mean of 4.17 (SD = 0.72), interpreted as often demonstrated, suggesting that teachers regularly facilitate understanding through effective strategies.

Meanwhile, Classroom Management obtained the lowest weighted mean of 3.69 (SD = 0.80), also interpreted as often demonstrated, indicating that structured learning environments are maintained though slightly less emphasized than emotional and instructional support. Overall, the results show that teacher–pupils interaction is consistently practiced across the three domains, supporting pupils’ engagement in EsP learning activities.

Table 2.4. Summary of Level of Teacher-Pupils’ Interaction

	Weighted Mean	Standard Deviation	Interpretation
Emotional Support	4.26	0.71	Consistently Demonstrated
Classroom Management	3.69	0.80	Often Demonstrated
Instructional Support	4.17	0.72	Often Demonstrated
Overall Mean	4.04		
Interpretation	Often Demonstrated		

Sub-problem No. 2: What is the level of academic performance of Grade 6 pupils in Edukasyon sa Pagpapakatao?

Table 3 presents the status of academic performance of Grade VI pupils in Edukasyon sa Pagpapakatao across two grading periods.

For Quarter 2, the highest proportion of pupils fell under Very Satisfactory with 44 pupils (69.84%), followed by Excellent with 15 pupils (23.81%), and Satisfactory with 4 pupils (6.35%), while no pupils were classified under Fair or Poor.

Similarly, in Quarter 1, most pupils obtained Very Satisfactory ratings with 45 pupils (71.43%), followed by Excellent with 12 pupils (19.05%), and Satisfactory with 6 pupils (9.52%), with no pupils falling under Fair or Poor categories. These findings indicate that pupils generally demonstrate high academic achievement in Edukasyon sa Pagpapakatao, reflecting strong mastery of values-based competencies.

Table 3. Status of Academic Performance in Edukasyon sa Pagkakatao

Rating	Quarter 1		Quarter 2		Interpretation
	F	%	F	%	
95 and above	12	19.05%	15	23.81%	Excellent
88-94	45	71.43%	44	69.84%	Very Satisfactory
82-87	6	9.52%	4	6.35%	Satisfactory
76-81	0	0%	0	0%	Fair
70-75	0	0%	0	0%	Poor

Sub-problem No. 3: Is there a significant relationship between teacher–pupils’ interaction and academic performance in Edukasyon sa Pagpapakatao?

Table 4 presents the correlation analysis between teacher–pupils interaction and academic performance in Edukasyon sa Pagpapakatao. The results reveal that teacher–pupils interaction has a moderate positive correlation with academic performance, as reflected by a Pearson r value of 0.452 and a p -value of 0.000, which is lower than the 0.05 level of significance. This indicates that the relationship between teacher–pupils interaction and pupils’ academic performance is statistically significant.

The findings suggest that improvements in emotional support, classroom management, and instructional support are associated with higher academic achievement among pupils in Edukasyon sa Pagpapakatao. This implies that effective classroom interaction plays a meaningful role in enhancing pupils’ learning outcomes in values education.

Table 4. *Correlation Analysis Between Teacher–Pupils’ Interaction and Academic Performance in Edukasyon sa Pagpapakatao*

Correlated Variables	Pearson r	p -value	Interpretation
Teacher–Pupils’ Interaction and Academic Performance	0.452	0.000	Significant

Legend: Significant at p -value < 0.05

Sub-problem No. 4: What possible interventions may be proposed to improve pupils’ academic performance in Edukasyon sa Pagpapakatao based on the findings of the study?

Proposed Intervention Plan to Improve Pupils’ Academic Performance in Edukasyon sa Pagpapakatao

Key Result Areas (KRAs)	Objectives	Proposed Strategies/Interventions
Emotional Support Enhancement	Strengthen pupils’ motivation, confidence, and participation in esp through a supportive classroom climate	Conduct values-sharing sessions and reflective activities; implement recognition strategies for positive behavior; organize teacher mentoring approaches that promote encouragement and empathy in classroom interaction
Classroom Management Improvement	Promote an organized and engaging learning environment that maximizes pupils’ participation and on-task behavior	Establish consistent classroom routines during EsP instruction; integrate cooperative learning structures such as group reflection and peer discussion; apply positive discipline strategies aligned with DepEd classroom management principles
Instructional Support Development	Improve pupils’ understanding of EsP concepts through deeper and more meaningful instructional guidance	Use contextualized examples and real-life moral situations during lessons; apply higher-order questioning strategies; provide timely corrective and developmental feedback on pupils’ outputs
Learner Engagement in Values-Based Activities	Increase pupils’ active involvement in values formation tasks that reinforce lesson competencies	Implement role-playing, storytelling, and scenario-based activities; organize peer collaboration tasks related to community and school values; integrate experiential learning activities linked to daily life situations

Summary

This study determined the relationship between teacher–pupils’ interaction and Grade VI pupils’ academic performance in Edukasyon sa Pagpapakatao at Bislig City SPED Center, Bislig City Division during the School Year 2025–2026. Using a quantitative descriptive–correlational research design, the study examined three domains of teacher–pupils’ interaction—emotional support, classroom management, and instructional support—and their association with pupils’ academic performance based on quarterly grades. Data were collected from sixty-three Grade VI pupils through the adapted Classroom Assessment Scoring System–Student Report (CLASS–SR) questionnaire and official academic records. Results revealed that teacher–pupils’ interaction was generally high, with emotional support consistently demonstrated and classroom management and instructional support often demonstrated. Pupils’ academic performance in Edukasyon sa Pagpapakatao was generally very satisfactory across two grading periods. Statistical analysis further showed a significant moderate positive relationship between teacher–pupils’ interaction and academic performance. Based on these findings, intervention strategies focusing on emotional support enhancement, classroom management improvement, instructional support development, learner engagement in values-based activities, and monitoring of academic progress were proposed to strengthen pupils’ performance in Edukasyon sa Pagpapakatao.

Findings

Based on the data gathered and analyzed, the study yielded the following findings:

1. The level of teacher–pupils’ interaction was generally high. Emotional support was consistently demonstrated, while classroom management and instructional support were often demonstrated, indicating that teachers maintained supportive, structured, and cognitively engaging learning environments in Edukasyon sa Pagpapakatao classes.
2. The level of pupils’ academic performance in Edukasyon sa Pagpapakatao was very satisfactory, with most pupils obtaining grades within the Very Satisfactory and Excellent performance levels in both Quarter 1 and Quarter 2.
3. There was a statistically significant moderate positive relationship between teacher–pupils interaction and pupils’ academic performance in Edukasyon sa Pagpapakatao ($r = 0.452$, $p < 0.05$), indicating that improved interaction is associated with better academic outcomes.
4. Based on the findings of the study, several intervention strategies were identified as necessary to enhance pupils’ academic performance in Edukasyon sa Pagpapakatao, particularly in strengthening emotional support practices, improving classroom management routines, enhancing instructional support strategies, increasing learner engagement in values-based activities, and monitoring pupils’ academic progress more systematically.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. Teacher–pupils’ interaction in Edukasyon sa Pagpapakatao classrooms is generally effective, particularly in the area of emotional support, which contributes to a positive and encouraging learning environment for Grade VI pupils.
2. Grade VI pupils demonstrated generally high academic performance in Edukasyon sa Pagpapakatao, indicating satisfactory mastery of values-based competencies expected at their grade level.
3. Teacher–pupils’ interaction significantly influences pupils’ academic performance in Edukasyon sa Pagpapakatao; thus, strengthening classroom interaction practices enhances learners’ academic achievement in the subject.
4. The implementation of structured intervention strategies focusing on emotional, organizational, and instructional classroom practices can further improve pupils’ academic performance in Edukasyon sa Pagpapakatao.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. Teachers may further strengthen emotional support strategies in Edukasyon sa Pagpapakatao classes by encouraging open communication, recognizing pupils' efforts, and maintaining a respectful and supportive classroom atmosphere that promotes confidence and participation.
2. Teachers may improve classroom management practices by establishing consistent routines, implementing positive discipline approaches, and sustaining pupils' engagement during values-based learning activities.
3. Teachers may enhance instructional support by using contextualized teaching strategies, reflective questioning techniques, and real-life applications of moral concepts to deepen pupils' understanding of Edukasyon sa Pagpapakatao lessons.
4. School administrators may organize professional development activities that focus on strengthening teacher–pupils interaction aligned with the domains of emotional support, classroom management, and instructional support.
5. Schools may implement systematic monitoring of pupils' academic performance in Edukasyon sa Pagpapakatao through regular formative assessments, remediation programs, and collaboration with parents to reinforce values learning at home.

Avenues for Further Research

To extend the scope and applicability of the present study, future researchers are encouraged to consider the following directions:

1. Conduct similar studies involving pupils from other grade levels to determine whether teacher–pupils interaction produces comparable effects on academic performance across different developmental stages.
2. Replicate the study in other public and private elementary schools within the Bislig City Division or in other school divisions to validate the consistency of the findings across varied educational contexts.
3. Investigate additional variables related to pupils' academic performance in Edukasyon sa Pagpapakatao, such as parental involvement, peer interaction, school climate, and availability of instructional resources.
4. Employ experimental or quasi-experimental research designs to determine the effectiveness of specific intervention programs intended to improve teacher–pupils' interaction and academic outcomes in values education.
5. Examine the influence of teacher–pupils' interaction on other learner outcomes such as values formation, behavior development, motivation, and socio-emotional competence in Edukasyon sa Pagpapakatao.

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