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Attention Span and Classroom Engagement of Key Stage 2 Learners during Post Pandemic: Basis for an Action Plan

LERMA A. CUETO

I. THE PROBLEM AND ITS SETTING

INTRODUCTION: Education plays a critical role in shaping an individual's future, building self-confidence, and developing personal skills essential for success in life. Primary education serves as the foundation for all future learning and is recognized as a fundamental right of every child. According to UNICEF (2019), universal primary education is a key prerequisite for creating a just and welfare-oriented society while ensuring sustainable development. The COVID-19 pandemic, however, disrupted education worldwide, leading to significant learning losses, reduced engagement, and attention span issues among students. Studies indicate that prolonged school closures and the sudden shift to remote learning affected students' cognitive, social, and emotional development, particularly in primary school learners. Various international organizations, such as UNESCO and the World Bank, emphasize the importance of addressing post-pandemic learning gaps and fostering re-engagement strategies to enhance students' attention span and overall academic performance.

In the national landscape, governments have implemented various initiatives to mitigate the effects of the pandemic on education. The transition from remote learning back to face-to-face instruction posed significant challenges, particularly for young learners who struggled with concentration, participation, and social interaction. In Philippines, educational policies and recovery programs, such as remedial learning strategies and psychosocial support, have been introduced to help students adapt to post-pandemic classroom settings. Reports indicate that Key Stage 2 learners exhibit noticeable attention span difficulties and lower engagement levels compared to pre-pandemic periods. National educational authorities emphasize the need for evidence-based interventions to enhance engagement and restore learning continuity. At Santa Rosa City, Laguna, schools and communities are directly observing the effects of pandemic-related disruptions on students' classroom behavior. Teachers report increased difficulty in maintaining students' attention and fostering active participation. Factors such as screen fatigue, reduced social interactions, and learning gaps contribute to these challenges. Local educational stakeholders, including school administrators, parents, and policymakers, are exploring targeted action plans to address engagement and attention span concerns among Key Stage 2 learners. Implementing structured interventions, teacher training programs, and classroom strategies tailored to post-pandemic educational recovery is crucial in fostering an inclusive and effective learning environment.

Furthermore, the COVID-19 pandemic has had a profound impact on education systems worldwide, disrupting traditional classroom settings and forcing a shift towards remote learning. This abrupt transition has raised concerns about the long-term effects on student learning, particularly in terms of classroom engagement and attention span. This research aims to delve into the post-pandemic classroom engagement and attention span of students, basis for action plan. The pandemic has disrupted the learning process for many learners, leading to potential issues with attention span and engagement in the classroom. The shift to remote learning, the uncertainty surrounding the pandemic, and the potential for social isolation have created unique challenges for learners, particularly in the crucial developmental stage. This research will investigate the extent of these challenges and explore the potential impact on student learning and behavior, providing valuable insights into the specific challenges and experiences of learners in this local context. CTL. (2023, April 4).

As a result, research indicates that the pandemic has led to a notable decline in learners' attention spans. A study highlighted by Lausch and Bose (2023) notes that many educators have observed a decrease in learners' interaction and attention since their return to physical classrooms. Factors such as trauma from the pandemic, loss of structured learning environments, and increased reliance on digital media have contributed to these changes. The shift to online learning during the pandemic, while necessary, has also altered how learners engage with educational material. The transition back to in-person learning has prompted educators to adapt their teaching strategies to re-engage learners. In addition, classrooms that experience frequent disruptions due to post-pandemic behavioral issues often see a decrease in academic engagement, which can directly impact learners' achievement. Teachers are forced to spend valuable time managing behavior instead of providing instruction, leading to reduced academic achievement across the board. Every child has the right to a safe,

respectful, and conducive learning environment. Therefore, addressing these issues is not only a matter of Classroom discipline but also a matter of ensuring learners' rights to quality education. Reinke et al., (2021)Moreover, young children, especially those in the elementary grades, are still developing their emotional and cognitive abilities. They are "works in progress," learning how to navigate social interactions, manage emotions, and respond to various stimuli. The pandemic has disrupted this natural developmental process, and many learners are now struggling with heightened emotional responses, difficulty in following directions, and challenges in controlling impulses. These issues are further compounded by the fact that their brains are still developing the skills necessary for self-regulation, patience, and multitasking. Masten et al., (2020).

One major concern is the attention span and classroom engagement of key stage 2 learners, who are at a crucial developmental stage in primary education. Key stage 2 learners, typically aged 9 to 12, are in a vital phase of their cognitive and social growth. During this time, children are expected to tackle more complex learning tasks, enhance their critical thinking abilities, and maintain focus during lessons. However, reports and observations from teachers indicate that students are increasingly finding it difficult to concentrate and engage meaningfully in classroom activities. This decline in attention span is particularly pronounced among those who underwent extended periods of remote or hybrid learning during the pandemic.Research suggests that prolonged screen-based learning, along with the disruption of daily routines, social interactions, and in-person support systems, may have led to reduced attention spans and engagement. The lack of direct interactions with teachers, the absence of structured routines, and the overall sense of disconnection many students felt during remote learning could have affected their ability to concentrate in traditional classroom environments.

Given the significance of these years in developing essential skills and habits, it is important to assess how post-pandemic educational environments are influencing key stage 2 learners' engagement and attention spans in the classroom. Identifying the underlying causes and effective strategies to tackle these challenges is crucial for ensuring that students can succeed both academically and socially as they progress in their education. This study aims to explore the following: The correlation of classroom engagement and attention span levels of key stage 2 learners; The connection between classroom environment, teaching methods and student engagement, and the influence of technology and screen time on the student's attention and behavior in the classroom, the strategies and interventions that could enhance student focus and participation in learning. By examining these topics, the study will lay the groundwork for creating a targeted action plan that teachers and schools can implement to boost engagement, minimize distractions, and improve overall classroom dynamics. This action plan will provide practical recommendations for educators on how to modify teaching methods and classroom settings to better cater to the needs of learners in a post-pandemic context. The results of this study are vital not only for immediate educational improvements but also for long-term strategies in post-pandemic education. As the world continues to recover from the pandemic, it is essential to ensure that students receive the necessary support to regain lost academic progress and acquire the skills needed for success in an ever-evolving world.

THEORETICAL FRAMEWORK: This study adopted the Self-Determination Theory (SDT) and Attention Span Theory as its framework. Applying self-determination theory (SDT) to educational settings has proven to be a productive undertaking. The theory explains why autonomously motivated students thrive, and it explains why students benefit when teachers support their autonomy. We have learned what autonomy-supportive teachers are doing from one moment to the next, and we have learned why these behaviors benefit students by anticipating their effects on perceptions of self-determination and competence. We have further shown that one's motivating style is malleable, and that teachers can learn how to be more autonomy supportive with students. And, we have learned many of the reasons why teachers are sometimes controlling with their students. While the effort to learn how to integrate students' motivational resources such as self-determination into the school curriculum requires asking teachers to develop new skills and brave the waters of conceptual change, the benefits for students of doing so are many. (PsycINFO Database Record (c) 2022 APA, all rights reserved). On the other hand, Attention Span Theory refers to the concept that attention is a finite cognitive resource that individuals can allocate to tasks for varying durations depending on factors like interest, motivation, complexity, and environmental distractions. The theory suggests that attention span is influenced by both intrinsic factors, such as age and cognitive development, and extrinsic factors, such as task design and contextual stimuli. It is central to understanding how individuals process information and sustain focus on tasks over time (Goldstein & Schneider, 2020).Self-determination theory and attention span theory are relevant to the current research as they highlight the post-pandemic environment; Key stage 2 learners gain from approaches that tackle both classroom engagement and attention obstacles. Teaching methods that support autonomy not only re-engage learners but also establish as environment that fosters sustained focus. By combining SDT and

Attention Span Theory, this framework offers a comprehensive method for enhancing classroom engagement and attention span of key stage 2 learners.

CONCEPTUAL FRAMEWORK

The researcher applied the Correlational model in the conduct of the study.

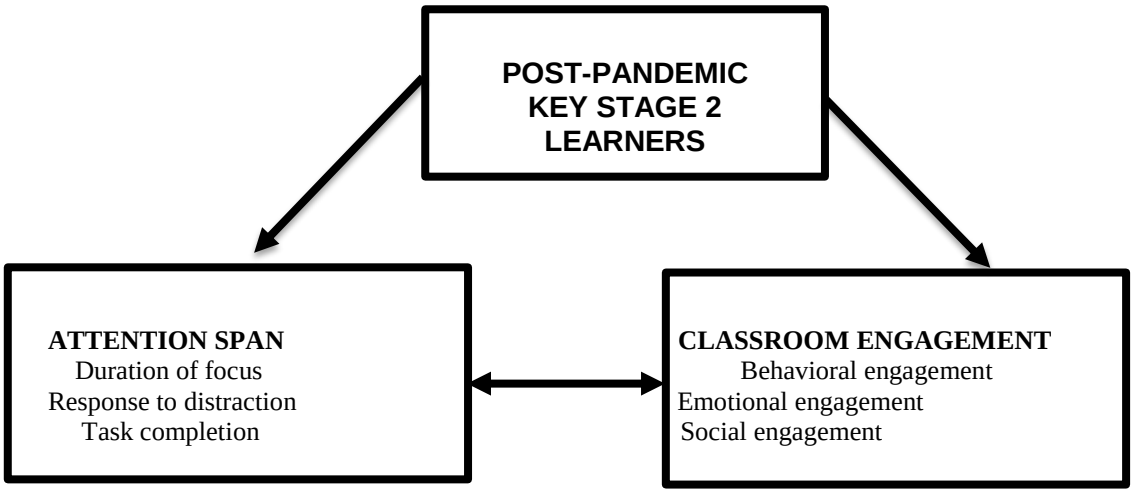

Figure 1: Conceptual Framework of the Study

II. RESEARCH PARADIGM

In this study, "Attention Span and Classroom Engagement During Post-Pandemic of Key Stage 2 Learners," the research paradigm provides the underlying framework that guides how the study will be conducted, including the assumptions about reality, the methodology, and the ways data are interpreted. Based on descriptive research design, the research paradigm for this study likely follows a positive or post-positivist approach which emphasizes objectivity and the use of standardized measures. It assumes that reality can be understood through observable and measurable phenomena, making it suitable for hypothesis testing.This research falls under the quantitative research paradigm, which focuses on measuring variables and analyzing numerical data. It aims to quantify relationships, behaviors, or phenomena to derive statistical insights.The correlational design framework focuses on analyzing the relationships between the independent variables (factors like attention span, engagement levels, emotional well-being, and prior learning experiences) and the dependent variable (classroom engagement). This framework ensures the study investigates the strength and direction of these relationships without manipulating variables.

Independent Variables represent the factors that influence or correlate with the dependent variable such as the Attention span of Key Stage 2 learners, engagement levels, measured in behavioral, emotional, and social domains, emotional well-being and its impact on learners' focus and participation and the effects of prior learning experiences (e.g., during remote or modular learning).Dependent Variable is the main outcome of being studied such as classroom engagement, assessed through indicators such as participation, focus, interaction, and task completion. Analysis Framework - Analysis of Variance (ANOVA) is a statistical technique used to determine whether there are significant differences in the means of three or more independent groups. In the context of post-pandemic classroom engagement and attention span, ANOVA can help researchers analyze various factors such as teaching methods, classroom settings, or respondents demographics affect behavioral engagement and attentional capacity among Key Stage 2 learners.This study aims to analyze post-pandemic classroom engagement and attention span among Key Stage 2 learners through a quantitative approach. Findings from this research will serve as a basis for developing an action plan to support educators, students, and policymakers in enhancing classroom engagement and improving attention span in primary education.

STATEMENT OF THE PROBLEM : This study aimed to investigate the post-pandemic classroom engagement and attention span of Key Stage 2 learners at Tagapo Elementary School and Labas Elementary School. The findings served as a guide in the development of the action plan.

Specifically, the study sought answers to the following questions:

1. Demographic Profile of the respondents in terms of:

1.1 Age
1.2 Sex
1.3 Teaching Experience
1.4 Educational Attainment?

2. What is the attention span level of the learners as assessed by the teachers based on:

2.1 Duration of Focus
2.2 Responses to Distraction
2.3 Task Completion?

3. What is the level of classroom engagement of the learners as assessed by the teachers concerning to:

3.1 Behavioral Engagement
3.2 Emotional Engagement
3.3 Social Engagement?

4. Is there a significant difference on the attention span level of learners as assessed by the teachers when grouped according to profile?
5. Is there a significant difference on the level of classroom engagement of learners as assessed by the teachers when grouped according to profile?
6. Is there a significant correlation between the level of attention span of learners and classroom engagement of the learners as assessed by the teachers?
7. Based on the results of the study, what action plan can be proposed to enhance/sustain the attention span and classroom engagement of the learners?

STATEMENT OF HYPOTHESIS

The researcher was guided by the hypothesis below:

HO 1: There is no significant difference on the level of attention span when grouped according to profile.
HO 2: There is no significant difference on the level of classroom engagement when grouped according to profile.
HO 3: There is no significant correlation between the level of attention span and classroom engagement when grouped according to profile.

SCOPE AND LIMITATION OF THE STUDY: This study aimed to explore the attention span and classroom engagement of key stage 2 learners during post-pandemic in selected public elementary schools within the Division of Santa Rosa City. Specifically, the research was conducted at Malitlit Elementary School, Tagapo Elementary School, and Labas Elementary School for the school year 2024–2025. The study sought to assess the extent to which the disruptions caused by the COVID-19 pandemic influenced students' ability to remain engaged and focused during classroom instruction, as well as to identify strategies that educators employed to enhance attentiveness among learners.To ensure a robust and methodologically sound investigation, the study involved a carefully selected group of respondents. A pilot test was conducted at Malitlit Elementary School, where 30 teachers participated to refine the research instruments and validate the effectiveness of the survey tools. Following the pilot phase, the main data collection included responses from 50 teachers at Tagapo Elementary School and 62 teachers at Labas Elementary School, totaling 112 educators from the two schools. These teachers, who directly interacted with Key Stage 2 learners, provided valuable insights regarding students' engagement levels, attention spans, and behavioral patterns in the classroom setting.By employing a quantitative research approach, this study analyzed measurable aspects of attention span and student engagement, drawing on statistical data to determine trends, correlations, and possible interventions that could enhance learning outcomes. The findings of this research contributed to the ongoing discourse on the long-term educational impact of the pandemic and provided empirical evidence to inform teaching strategies and policy adjustments in primary education.

While this study provides valuable insights into attention span and classroom engagement of key stage 2 learners during post-pandemic, it has several limitations. First, the study focused primarily on a quantitative approach, which may not fully capture the nuanced experiences and perspectives of students and teachers. A mixed-method approach incorporating qualitative data could provide a more comprehensive understanding of the issue. Second,

the study was limited to a specific geographical area, which may affect the generalizability of the findings to other regions with different educational contexts and resources. Third, external factors such as socioeconomic status, home learning environments, and parental involvement were not extensively examined, yet they may significantly influence engagement and attention span. Lastly, the study relied on self-reported and observational data, which may be subject to biases and variations in interpretation. Future research could address these limitations by incorporating broader participant samples, longitudinal studies, and qualitative insights to enhance the depth of understanding and applicability of the findings.

SIGNIFICANCE OF THE STUDY :

The result of the study is believed to be beneficial for the following people: Learners. This study will provide learners with valuable information to develop strategies that enhanced engagement and focus, ultimately leading to improved classroom experiences. It contributed to the overall well-being and academic success of Key Stage 2 learners by fostering a learning environment that encouraged sustained attention, active participation, and emotional resilience. These essential skills played a crucial role in supporting students' long-term educational journey, equipping them with the foundation needed for future academic and personal growth.

Teachers. This study will help teachers by providing useful tips and techniques for addressing attention and engagement issues in Key Stage 2 learners after the pandemic. By gaining a deeper understanding of students' behavioral patterns and attention spans, teachers were able to develop more effective interventions suited to the new learning environment. This, in turn, fostered a more engaging and structured classroom atmosphere, enabling educators to enhance student participation, improve focus, and create a supportive space for academic success.

School Head. The research generated important insights into the specific behavioral and attentional challenges faced by learners, as well as the support teachers needed to effectively address these issues. With this information, school heads will be able to make informed decisions regarding resource allocation, the implementation of training programs, and the provision of necessary support structures, including guidance and counseling services. These initiatives contributed to fostering a positive and supportive school environment that enhanced both student engagement and overall academic performance.

Parents. The study will help parents support their children's focus and reinforce positive habits that enhanced their academic experience. By understanding the factors affecting attention and engagement, parents were better equipped to create a conducive learning environment at home, implement effective study routines, and provide the necessary encouragement to sustain their children's motivation and concentration in school.

Future researchers. This study will serve as reference points for identifying the key variables that enabled them to conduct further research. By building on the findings of this study, future researchers were able to explore related topics, validate results, and develop new insights into post-pandemic classroom engagement and attention span among Key Stage 2 learners.

DEFINITION OF TERMS : The study presented and defined the following key terms both conceptually and operationally, providing clear and consistent definitions that were referenced throughout the research.

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Action plan. This is the output of the study. Served as an input for teachers in creating personalized learning strategies, allowing them to adapt instruction to enhance student engagement and effectively manage attention spans in the post-pandemic classroom. By utilizing the research findings, educators were able to implement targeted interventions that addressed individual learning needs, fostering a more inclusive and effective teaching environment.

Age. It is the number of years a teacher has lived, which can affect their teaching style, classroom management, and use of technology. After the pandemic, a teacher's age may influence how they help Key Stage 2 pupils stay engaged and focused.

Attention span. It refers to the length of time a learner could remain engaged in a particular task or activity without getting distracted.

Behavioral engagement. It is about the observable actions of students being actively involved in learning. It encompassed learners' participation in academic activities and their efforts to complete academic tasks.

Classroom engagement. It is the extent of interest and active participation demonstrated by learners during classroom activities and lessons.

Demographic profile. It is a way to gather basic information about respondents such as their age, sex, teaching experience, and educational attainment. In post-pandemic research, this helps us understand how different teachers may be affected in their ability to keep Key Stage 2 learners engaged and focused on class.

Distraction. It refers to anything that diverted a learner's attention from the task they were supposed to be focusing on.

Educational attainment. It refers to the highest level of education an individual has completed, usually measured by the highest program finished and certified by a recognized qualification. It provides insight into an individual's educational background and achievements.

Emotional engagement. It is an experience of task-facilitating emotions, such as interest and enthusiasm.

Focused duration. It deals with the metric used to measure the duration for which an individual or team remained fully immersed and concentrated on a single task or project without significant distractions.

Key stage 2 learners. Key Stage refers to specific stages in the K to 12 program that represented distinct developmental milestones for learners in Grades 4 to 6.

Post-pandemic. This is the time after the highest point of the COVID-19 outbreak when there are big changes in social, educational, and behavioral norms because of long lockdowns, remote schooling, and other adaptations.

Sex. It is demographic data used to categorize individuals into two groups, while gender relates to identity and roles.

Social engagement. This deals with the active participation in social activities and the development of meaningful social roles, which involve interacting with friends and engaging in group interactions.

Task completion. It is the specific condition of a task that meets predefined completion criteria, characterized by a distinct set of attributes used to determine its successful accomplishment**.**

Teaching experience. This combines developed skills, exposure, and training to enhance effectiveness in the classroom and prepare for future positions. It provides practical knowledge on communication, classroom management, and helps establish a career path in education.

III. REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the relevant literature and studies that the researcher considered in strengthening the importance of the present study. It also presents the synthesis of the art to fully understand the research paper for better comprehension of the study.

CONCEPTUAL LITERATURE

Attention Span of Key Stage 2 Learners: The duration of focus, or the length of time a learner can maintain concentration on a task, has been notably affected by pandemic-related disruptions. Studies indicate that extended periods of online learning and increased reliance on digital devices have contributed to shorter attention spans and lower cognitive endurance (Mehta et al., 2021). However, post-pandemic observations indicate that many students now struggle to maintain focus for even shorter periods, requiring more frequent breaks and greater instructional scaffolding (Dominguez & Thayer, 2022).

One major factor affecting focus is the shift in learning habits. During remote learning, students became accustomed to self-paced environments with the flexibility to pause, rewind, or disengage at will. Returning to structured, synchronous classroom settings has posed difficulties in re-adapting to sustained, teacher-led instruction (Schleicher, 2021). To address this, educators can implement active learning strategies, such as frequent movement breaks, hands-on activities, and student-centered discussions, to gradually rebuild attention

endurance and engagement (Perry et al., 2022).The pandemic has increased exposure to digital distractions, making it harder for students to regulate their attention in classroom settings. Many learners developed habits of multitasking juggling online lessons, messaging, and gaming which has weakened their ability to filter out irrelevant stimuli and refocus on academic tasks (Friedman & Sunderji, 2022). Research suggests that students who engaged in excessive screen use during the pandemic now exhibit higher levels of inattention, impulsivity, and difficulty reorienting their focus (Zhao & Watterson, 2021). Additionally, heightened anxiety and stress due to social isolation, learning gaps, and post-pandemic adjustments have made students more susceptible to internal distractions, such as mind-wandering and emotional distress (Blakemore, 2021). In the classroom, this is observed through frequent fidgeting, zoning out, or difficulty sustaining participation in discussions. Teachers can support students by creating a structured, low-stress environment, using strategies like clear routines, mindfulness activities, and targeted interventions for executive functioning development (Steinmayr et al., 2022).One of the most significant challenges in the post-pandemic classroom is task completion the ability of students to initiate, persist through, and complete assignments without abandoning them midway. Due to disrupted schooling, many students have developed lower frustration tolerance and struggle with independent problem-solving (Torrance, 2022). Learners accustomed to short, fragmented online tasks now find it difficult to sustain effort on longer, more complex assignments (Gao et al., 2021).

A study by Mehta et al. (2021) found that students returning to physical classrooms often exhibited procrastination, avoidance behaviors, and difficulty managing workload due to weakened time management and self-regulation skills. To address these challenges, educators can employ scaffolded learning approaches, such as:

- Breaking tasks into smaller, manageable segments with clear checkpoints.
- Using visual schedules and timers to reinforce time management.
- Providing regular feedback and peer collaboration opportunities to maintain motivation.

Sweller, J. (2020) Cognitive Load Theory and Mayer's Multimedia Learning Theory (2021) emphasize the effectiveness of interactive and multimedia-based instruction in enhancing student engagement. The high rating for "Learners stay engaged and participate actively in multimedia or interactive lessons" supports these theories, indicating that dynamic and sensory-rich learning environments contribute to improved focus and learning efficiency.However, the moderate rating for "Learners concentrate on their work with minimal distraction" highlights the need for self-regulation skills to sustain attention in less interactive tasks. Zimmerman's Self-Regulated Learning Theory (2002) and research by Duckworth et al. (2019) suggest that goal setting, time management, and attentional control are critical for maintaining focus. This indicates that while interactive lessons capture attention, structured support is needed to develop students' ability to concentrate independently.

Mayer's Multimedia Learning Theory (2021) supports that clear instructional design, and interactive elements can reduce cognitive overload and sustain focus, which is reflected in the findings that students engage more effectively in multimedia-based lessons. To enhance students' ability to manage distractions and refocus independently, educators should integrate structured interventions such as explicit self-regulation training, metacognitive strategy instruction, and mindfulness techniques (Miller & Robertson, 2020). By fostering a balance between interactive learning and independent focus strategies, students can develop stronger self-discipline, attentional control, and persistence in academic tasks.Multimedia Learning Theory (2021) suggests that breaking tasks into manageable components and providing structured support enhances cognitive processing and efficiency. This aligns with the observation that while students persist in completing challenging tasks, they may require additional guidance to meet deadlines effectively.To ensure productive social engagement, structured interventions are necessary. Recent research supports the effectiveness of cooperative learning when accompanied by clear roles, accountability measures, and goal-setting strategies. For instance, assigning specific roles to each group member ensures structured collaboration and accountability, fostering individual responsibility and active participation. Additionally, implementing peer monitoring and explicit time-management training can help students develop both collaboration and responsibility.Research by Miller & Robertson (2020) further supports this notion, emphasizing the effectiveness of structured goal setting, progress tracking, and accountability measures in fostering both task persistence and timely completion. This suggests that integrating these strategies into classroom routines can help learners regulate their focus, manage cognitive load, and develop self-discipline, ultimately improving their overall academic performance.

Classroom Engagement: Zhang et al. (2024) found that teachers' instructional strategies directly and indirectly affect students' learning engagement, mediated by students' perceptions of teachers' emotional engagement. This underscores the importance of teachers' emotional support in fostering student engagement. Additionally, a systematic review by BMC Psychology (2025) concluded that teacher autonomy support and emotional support are pivotal in enhancing student motivation and engagement. These findings collectively suggest that a supportive and structured classroom environment, facilitated by responsive teaching practices, plays a crucial role in promoting behavioral engagement among students. In the post-pandemic learning context, maintaining behavioral engagement has become increasingly challenging. Schleicher (2020) noted that the shift to remote and hybrid learning affected students' ability to concentrate, resulting in decreased participation and motivation. As schools transition back to in-person learning, educators must implement structured and engaging classroom activities that promote active student involvement.However, the lower engagement in homework completion suggests a need for increased motivation and self-regulation, which can be understood through Self-Determination Theory (Deci & Ryan, 2000). This theory posits that students engage more when their needs for autonomy, competence, and relatedness are met. While classroom discussions provide opportunities for autonomy and social connection, independent tasks such as homework may lack these motivating factors, leading to reduced engagement. Additionally, Wang & Degol (2019) emphasize that behavioral engagement is a critical predictor of academic success, as students who consistently participate in academic tasks tend to achieve better outcomes. Given the study's findings, strategies to strengthen self-discipline and responsibility in independent learning tasks should be prioritized. Overall, the synthesis of these theoretical perspectives suggests that while learners demonstrate strong engagement in interactive classroom activities, targeted interventions are necessary to support independent study habits. Strategies such as structured homework support, self-regulation training, and parental involvement can enhance student motivation beyond the classroom setting.

Wang et al. (2025), who demonstrated that positive emotions, such as happiness and enjoyment in class, directly enhance academic engagement and life satisfaction among undergraduates. The high ratings of happiness and enjoyment observed in the study suggest that students experience a strong sense of belonging, a core component of engagement as posited by Self-Determination Theory (Deci & Ryan, 2000). Supporting this, Sanchez-De Miguel et al. (2023) found that satisfying students' needs for autonomy, competence, and relatedness fosters motivation and resilience, thereby enhancing engagement. These insights underscore the importance of fostering positive emotions and fulfilling psychological needs to promote sustained academic engagement.Recent studies further support these assertions. Ling et al. (2022) found that emotional regulation significantly influences students' happiness and resilience, with learning motivation and goal setting serving as mediating factors. Additionally, Romano et al. (2021) demonstrated that academic resilience is positively associated with school engagement, and this relationship is mediated by perceived teacher emotional support. These findings suggest that fostering emotional regulation and resilience through SEL-based strategies and supportive learning environments can enhance students' ability to navigate academic challenges effectively, leading to greater overall academic success

Caravita et al. (2023) conducted a longitudinal study examining changes in students' academic engagement, social competencies, and classroom relationships. The study found that individual changes in social competencies, such as relationship skills and social awareness, were related to changes in academic engagement, mediated by classroom relationships like emotional support from teachers and collaborative peer relations. This underscores the role of social interactions in fostering academic engagement. Additionally, peer support has been identified as a crucial factor in promoting school engagement. A study published in *Frontiers in Psychology* highlighted that peer support positively predicts social engagement, enhancing students' participation, collaboration with classmates, and strengthening of friendships within the school context. The study also noted that adolescents with close and caring relationships with teachers exhibited higher school engagement, emphasizing the combined influence of peer and teacher support on students' academic involvement. Positive peer relationships play a vital role in sustaining social engagement. students who experience peer support are more likely to stay engaged in learning, as they feel encouraged to contribute to discussions and share ideas. However, post-pandemic learning disruptions have created challenges in rebuilding social engagement, as students may struggle with communication skills and peer interactions after extended periods of remote learning (Zhao & Watterson, 2021). Schools can enhance social engagement by incorporating collaborative learning strategies, cooperative group activities, and classroom discussions that encourage interaction and peer support.Social Engagement Theory by Yoesoep Edhie Rachmad in 2022 defines engagement as the active participation of individuals in social activities that benefits themselves and their communities. The core concept of this theory is that effective social engagement requires good communication, an understanding of shared values, and positive interaction.

The theory emphasizes the importance of building strong relationships, both personal and professional, to create a more cohesive and supportive community. Social Constructivist Theory underscores the role of social interaction in cognitive development, highlighting how peer-supported learning enhances understanding and problem-solving skills. The high rating on "Learners enjoy collaborating with their classmates" suggests that students thrive in interactive and cooperative learning environments. However, effective learning requires a balance between engagement and self-regulation. Zimmerman's (2023) Self-Regulated Learning (SRL) Theory explains that students must develop time management and self-discipline to successfully complete tasks. The lower rating on "Learners consistently meet deadlines for projects, assignments, and other tasks" suggests that while students enjoy collaboration, they may require more support in managing responsibilities independently (Schunk & Greene, 2023).To ensure productive social engagement, structured interventions are necessary. Recent research supports the effectiveness of cooperative learning when accompanied by clear roles, accountability measures, and goal-setting strategies. For instance, assigning specific roles to each group member ensures structured collaboration and accountability, fostering individual responsibility and active participation. Additionally, implementing peer monitoring and explicit time-management training can help students develop both collaboration and responsibility.

This theory is based on the phenomenon that many individuals feel isolated and less involved in their communities, leading to various social problems such as lack of solidarity, decreased participation in community activities, and increased mental issues. This phenomenon indicates that low social engagement can negatively impact the well-being of individuals and communities. By understanding and improving social engagement, many of these problems can be addressed.The principles of Social Engagement Theory involve several key steps. Firstly, it is crucial to create an environment that supports social engagement through open and transparent communication. Secondly, involving all stakeholders in social activities ensures that all voices are heard and valued. Thirdly, coordinating efforts to effectively achieve common goals is essential. The theory also highlights the importance of inclusive facilitative leadership, which can motivate and inspire community members to participate actively.Key indicators of this theory include the level of participation in social activities, the quality of social relationship, and life satisfaction. Other indicators are the frequency and quality of communication, involvement in community decision-making, and the impact of social activities on individual and community well-being.

RESEARCH LITERATURE

Attention Span of Key Stage 2 Learners : Gangmei and Kumar (2024) emphasize that collaborative learning strategies not only improve teamwork, communication, and metacognitive abilities but also encourage pre-service teachers to implement these strategies in their teaching practices. This reinforces the idea that interactive and cooperative learning environments contribute to better academic performance and engagement. Similarly, García-Martínez et al. (2021) stress the importance of staff collaboration in schools, noting that communication, openness, and participation among teachers foster a climate of trust and improve school success. However, challenges such as reluctance to share best practices and lack of engagement indicate the need for strong leadership and professional development initiatives to sustain a collaborative culture within schools. Culajara (2023) further supports this by exploring the effectiveness of School Learning Action Cells (SLAC) as a cost-efficient means for professional development. The study suggests that SLAC provides opportunities for teachers to address instructional gaps, reskill, and enhance their teaching capacities, ultimately benefiting both educators and students. Overall, the literature suggests that fostering collaboration among students through cooperative learning, among teachers through professional development, and within schools through staff engagement leads to improved teaching effectiveness, student motivation, and academic success. Effective leadership and structured interventions are essential in overcoming barriers to collaboration and ensuring long-term improvements in educational practices. Research by Hakan & Saban (2020) highlights that teaching experience significantly influences student engagement, as experienced teachers develop more effective classroom management strategies and pedagogical approaches.

They argue that veteran teachers create more engaging learning environments through adaptive instruction, which fosters behavioral, emotional, and social engagement among students. Lavy & Sand (2021) examined the relationship between teachers' educational qualifications and student engagement. Their findings suggest that while higher educational attainment enhances teachers' subject-matter expertise, it primarily affects students' behavioral engagement through structured lesson planning and effective instructional methods. However, emotional and social engagement rely more on teachers' interpersonal skills and teaching styles than on their academic qualifications. A study by Fauth et al. (2022) found that teacher age and gender have minimal direct

effects on student engagement. Instead, engagement is more closely linked to instructional quality, classroom climate, and teacher-student interactions. The study concluded that while demographic factors do not significantly influence engagement, pedagogical practices and teacher experience play a critical role.

Kunter et al. (2023) explored how teaching experience contributes to classroom engagement by enhancing teachers' ability to implement differentiated instruction and maintain classroom discipline. Their findings support the idea that experienced teachers are better at fostering student participation, motivation, and discipline, leading to higher engagement levels across all domains.

Classroom Engagement : Recent studies emphasize the vital role of interactive learning environments in fostering student engagement. Kahu and Nelson (2020) highlight that peer collaboration and active discussions contribute to deeper understanding and knowledge retention, reinforcing the importance of social interactions in the learning process. Similarly, Zepke (2021) underscores the need for inclusive and interactive learning spaces that promote student participation, demonstrating that engagement thrives in environments that encourage collaboration and communication. Beyond classroom interactions, maintaining focus and completing academic tasks remain significant challenges for students. Gonzalez and Moore (2020) identify digital distractions as key obstacles to homework completion, emphasizing the need for self-regulation strategies to enhance student concentration and productivity. Kim et al. (2021) further explore how parental involvement positively impacts students' motivation and time management, ultimately leading to improved academic outcomes.To address these challenges, integrating self-regulated learning strategies into educational frameworks is essential. Cleary and Zimmerman (2020) advocate for teaching goal setting, self-monitoring, and strategic planning as tools to enhance students' self-discipline and time management skills. This aligns with the broader perspective that engagement is not merely a static outcome, but a dynamic process influenced by environmental support and individual self-regulation. Overall, the literature suggests that fostering student engagement requires a multifaceted approach that includes interactive teaching methods, structured self-regulation strategies, and supportive learning environments. By addressing both the social and cognitive dimensions of engagement, educators can enhance students' academic performance and overall learning experiences.

The literature highlights the significance of structured action plans, stakeholder collaboration, professional teacher development, and ongoing research in enhancing student engagement. Kahu and Nelson (2020) emphasize the need for holistic frameworks that integrate multiple engagement strategies to optimize student outcomes.Goodall (2021) underscores the role of active parental and community involvement in sustaining educational initiatives, ensuring that interventions are tailored to student needs and supported for long-term success. Additionally, Darling-Hammond et al. (2020) suggest that targeted professional development programs can enhance teachers' instructional methods, directly impacting student engagement and learning experiences.Lastly, Bond et al. (2020) advocate for continuous research to refine engagement strategies, emphasizing the need for adaptive and evidence-based approaches in education. Collectively, these studies highlight that a combination of well-structured action plans, collaboration, teacher training, and ongoing research is essential in fostering student engagement and improving academic outcomes.

SYNTHESIS : Mehta et al. (2021), Zhao & Watterson (2021), and Friedman & Sunderji (2022) agree that increased screen time and exposure to digital distractions during remote learning have weakened students' ability to concentrate and regulate their attention in classroom settings. These authors suggest that students have developed habits of multitasking and shifting their focus frequently, which now make it difficult for them to maintain sustained attention on academic tasks. In terms of solutions, there is a shared consensus on the importance of creating a supportive and structured learning environment to help students rebuild their focus and task persistence. Perry et al. (2022), Torrance (2022), and Blakemore (2021) all emphasize the need for active learning strategies, such as frequent breaks, hands-on activities, and clear routines, to gradually re-establish students' cognitive endurance. These approaches align with Mayer's (2021) Multimedia Learning Theory, which supports the use of interactive and multimedia-based instruction to engage students and reduce cognitive overload. These strategies are intended to foster both behavioral and emotional engagement by making learning more dynamic and responsive to students' needs.Additionally, the authors agree on the importance of self-regulation and time management skills in sustaining focus and completing tasks. Zimmerman's Self-Regulated Learning Theory (2002), and Duckworth et al. (2019) all highlight the need for explicit instruction in goal setting, time management, and attentional control. These theories align with the findings of Mehta et al. (2021) and Gao et al. (2021), which suggest that students have become less proficient in managing their workload and are prone to procrastination and avoidance behaviors. The authors collectively propose that scaffolded learning,

such as breaking tasks into smaller parts, providing regular feedback, and encouraging peer collaboration, can help students build stronger self-regulation and task management skills.In conclusion, the common thread across these theories and findings is the recognition that students' ability to focus, engage, and complete tasks has been disrupted by the pandemic, but it can be improved through structured, interactive learning environments, targeted interventions, and the development of self-regulation skills. By incorporating strategies that enhance both engagement and cognitive control, educators can support students in overcoming the challenges posed by the post-pandemic learning environment.Kahu and Nelson (2020), Zepke (2021), and Goodall (2021) all emphasize the importance of interactive learning environments that foster peer collaboration, active discussions, and communication. These interactions not only promote deeper understanding and knowledge retention but also contribute to students' sense of belonging and motivation, highlighting the social dimension of engagement.In addition to social engagement, the authors converges on the critical role of self-regulation in maintaining focus and completing tasks. Gonzalez and Moore (2020), Cleary and Zimmerman (2020), and Kim et al. (2021) underscore the significance of self-regulation strategies, such as goal setting, time management, and self-monitoring, in enhancing student concentration, productivity, and academic success.

They argue that engagement is not just about participating in class but also about developing the personal discipline necessary to manage one's learning independently, both in and outside the classroom. Another common theme is the importance of supportive and structured learning environments, both within and beyond the classroom. Kahu and Nelson (2020) and Zepke (2021) emphasize the need for inclusive spaces that promote active participation and collaboration. Meanwhile, Cleary and Zimmerman (2020) advocate for the integration of self-regulated learning strategies into the educational framework to guide students in managing their learning processes. This view is supported by Darling-Hammond et al. (2020), who suggest that professional teacher development programs can enhance instructional methods, which, in turn, positively impact student engagement. Finally, the authors agree on the necessity of continuous research and collaboration across stakeholders to refine engagement strategies. Bond et al. (2020) and Goodall (2021) stress the importance of ongoing research, professional development, and community involvement in sustaining educational initiatives and adapting strategies to meet students' evolving needs. In conclusion, the common thread across these studies is the emphasis on a holistic, multifaceted approach to fostering student engagement. This approach includes creating interactive and supportive learning environments, integrating self-regulation strategies, and ensuring continuous professional development and research. By addressing both the social and cognitive aspects of engagement, educators can create a more comprehensive framework that supports students' academic performance and overall learning experiences.

Gangmei and Kumar (2024), Hakan & Saban (2020), and Kunter et al. (2023) all agree that experienced teachers are better equipped to implement effective classroom management strategies and adaptive instructional techniques that promote student participation, motivation, and discipline. These teachers are seen as more capable of creating a positive classroom climate that enhances behavioral, emotional, and social engagement. Similarly, the literature highlights the crucial role of collaboration in improving teaching practices and student outcomes. Gangmei and Kumar (2024) and García-Martínez et al. (2021) stress the value of collaborative learning strategies, both among students and teachers. The studies suggest that fostering cooperative learning environments and promoting staff collaboration within schools not only enhances academic performance but also encourages the sharing of best practices, which ultimately benefits both teachers and students. Culajara (2023) adds that professional development initiatives, such as School Learning Action Cells (SLAC), provide cost-effective opportunities for teachers to improve their instructional skills and address instructional gaps.

Furthermore, the studies underscore that while teaching experience is a key factor in enhancing student engagement, demographic factors like teacher age and gender, as well as educational attainment, has minimal direct impact. Fauth et al. (2022) and Lavy & Sand (2021) both conclude that instructional quality, classroom climate, and teacher-student interactions are far more important in determining engagement levels than demographic variables. Educational attainment primarily influences behavioral engagement, but it does not have a significant effect on emotional or social engagement, which rely more on interpersonal skills and teaching styles.In conclusion, the shared insights across these studies point to the importance of professional development, collaborative learning, and teaching experience in fostering student engagement. The findings suggest that to enhance student motivation and academic performance, schools should focus on improving teachers' instructional strategies, classroom management, and collaboration, rather than emphasizing demographic factors or academic qualifications alone. Effective leadership and structured interventions are essential to overcoming barriers to collaboration and ensuring that teachers have the tools they need to engage students effectively.

RESEARCH GAPS: Current literature provides valuable insights into the factors influencing post-pandemic attention span and classroom engagement among Key Stage 2 learners. However, significant knowledge and empirical gaps remain, highlighting the need for further investigation.

Knowledge Gap : Despite growing research on post-pandemic education, there is a lack of studies specifically examining how the pandemic has affected the attention span and engagement of Key Stage 2 learners. Existing studies tend to focus on general learning loss or older students, leaving a gap in understanding the unique cognitive and behavioral challenges faced by younger learners. The long-term effects of prolonged remote learning, particularly regarding sustained attention deficits and their recovery trajectories, remain underexplored.

Empirical Gap : While various interventions such as mindfulness activities, physical movement integration, and interactive teaching methods have been proposed to enhance engagement, there is a lack of empirical data validating their effectiveness in post-pandemic classroom settings. Most research relies on anecdotal evidence or qualitative reports rather than quantitative analysis of learner behavior. Additionally, studies examining how teachers adapt feedback strategies, classroom routines, and socio-emotional support to re-engage students remain limited. The social dimension of engagement also warrants further exploration, as peer interactions and classroom dynamics may have shifted post-pandemic, influencing student participation and collaboration. While research acknowledges the importance of family involvement in academic engagement, little is known about how parental support strategies have evolved in response to the transition back to in-person learning.Finally, the intersection of socio-emotional well-being and engagement requires further investigation. Understanding how targeted interventions can mitigate socio-emotional barriers is crucial for developing effective, evidence-based engagement strategies.

III. RESEARCH METHODOLOGY

This chapter described the research design, the respondents of the study, the instruments used, the data-gathering procedures, and the statistical treatment of data.

RESEARCH DESIGN : The researcher used the descriptive approach through a field survey in the form of a researcher-made questionnaire checklist. Descriptive research was designed to depict the participants accurately.

According to Creswell (2022), descriptive research is a quantitative research method focused on providing a detailed, accurate account of the characteristics of individuals, groups, or situations. This approach does not involve manipulation of variables but rather aims to observe, describe, and document aspects of a situation as it naturally occurs.The descriptive research design was employed using documentary analysis and three sets of questionnaire checklists as the main instruments for gathering the data needed to answer the sub-problems of the study. Documentary analysis was conducted to determine the demographic profile of the respondents, the level of attention span of the learners, and their classroom engagement in the post-pandemic context.The researcher believed that the descriptive research design was appropriate for the present study since it aimed to describe and understand post-pandemic attention span and classroom engagement of Key Stage 2 learners. Descriptive research was suitable because it allowed the researcher to collect information about the current conditions of Key Stage 2 learners. The design was particularly useful in gaining a detailed snapshot of the impact of the post-pandemic period on young learners.Analysis of Variance (ANOVA) is a statistical technique used to determine whether there are significant differences in the means of three or more independent groups. In the context of post-pandemic attention span and classroom engagement, ANOVA can help researchers analyze various factors such as teaching methods, classroom settings, or respondents demographics affect behavioral engagement and attentional capacity among Key Stage 2 learners.

RESEARCH LOCALE : This study was conducted in three selected public elementary schools in Santa Rosa City, Laguna: Malitlit Elementary School, Tagapo Elementary School, and Labas Elementary School. These institutions operate under the jurisdiction of the Santa Rosa City Department of Education and follow the standard curriculum set by the Department of Education (DepEd) in the Philippines. Malitlit Elementary School served as the pilot testing site for this study, allowing for the refinement and validation of research instruments before the full-scale implementation in the two main research sites, Tagapo Elementary School and Labas Elementary School. These schools were chosen due to their diverse student populations, which reflect the broader socio-economic landscape of the city. Santa Rosa City, a rapidly urbanizing area in Laguna, is characterized by a blend of residential communities, commercial hubs, and industrial developments. This unique setting creates a dynamic socio-economic environment where students come from varying financial and social

backgrounds. The presence of both lower and middle-income families in the city contributes to a diverse student demographic,
Making it an ideal location to explore the impact of post-pandemic challenges on attention span and classroom engagement among Key Stage 2 learners. Tagapo Elementary School and Labas Elementary School, as public educational institutions, cater to students from kindergarten to Grade 6. These schools serve a significant portion of the local community, offering free and accessible education to children from different economic backgrounds. The diverse student population in these schools mirrors the realities of the Philippine public education system, where learners experience various socio-economic influences that may affect their academic behavior and classroom engagement. Given the challenges brought about by the COVID-19 pandemic, public schools like Tagapo and Labas Elementary Schools provide a meaningful context for studying post-pandemic learning behaviors. These schools faced disruptions in traditional classroom instruction and had to adapt to alternative learning modalities during the health crisis. As education gradually returns to in-person learning, understanding how students in these institutions re-engage with classroom activities and maintain attention spans is crucial for shaping effective educational policies and teaching strategies. Through a quantitative research approach, this study seeks to analyze how post-pandemic learning conditions have influenced the attention span and engagement of Key Stage 2 learners in these schools. The findings will provide valuable insights into the evolving needs of public-school students in urbanized settings and contribute to the development of interventions that enhance learning experiences in the post-pandemic era.

RESPONDENT OF THE STUDY : The respondents of this study consisted of a total of 142 teachers from three selected public elementary schools in Santa Rosa City, Laguna: Malitlit Elementary School, Tagapo Elementary School, and Labas Elementary School. These teachers served as key informants who had firsthand experience in observing the behavior of Key Stage 2 learners in a post-pandemic classroom setting during the school year 2024–2025. Their insights were instrumental in assessing how students' attention spans and engagement had been affected by the disruptions caused by the COVID-19 pandemic. A pilot test was conducted at Malitlit Elementary School with 30 teachers to check if the survey questions were clear and effective. This helped make sure the tool was easy to understand and could collect the right data. The reliability of the tool was tested using Cronbach's Alpha, which showed a score of 0.820 for 15 items. This means the survey had good internal consistency, and the questions worked well together to measure what they were supposed to. Overall, the pilot test showed that the survey was reliable and ready to be used in the main study. For the main phase of data collection, the study involved 50 teachers from Tagapo Elementary School and 62 teachers from Labas Elementary School, totaling 112 teacher respondents from the two schools. These educators had direct interactions with Key Stage 2 learners (Grades 4 to 6) and were well-positioned to provide insights into students' classroom engagement, attentiveness, and behavioral patterns. The selection of respondents was based on their professional experience and their ability to observe changes in students' focus, participation, and learning behavior in the post-pandemic educational landscape.

The involvement of teachers from these schools ensured a comprehensive perspective on how students from different socio-economic backgrounds readjusted to in-person learning after prolonged periods of remote or hybrid education. Given that public schools served a diverse range of learners, their experiences offered valuable data on the challenges and strategies involved in maintaining student attention span and engagement in an urban educational setting. Through this study, the insights provided by these teacher respondents contributed to a better understanding of post-pandemic learning behaviors and informed future educational strategies and policies aimed at enhancing student engagement in primary education.

SAMPLING TECHNIQUE : This study employed purposive sampling as its primary method for selecting respondents. Purposive sampling is a non-probability sampling technique in which participants are deliberately chosen based on specific characteristics or criteria that align with the research objectives. To determine the appropriate sample size, Slovin's formula was used, given the known population size and a desired margin of error. This method ensures that the selected respondents possess the necessary knowledge and experience to provide meaningful insights into the post-pandemic classroom engagement and attention span of Key Stage 2 learners. The study focused on teachers who had directly observed behavioral changes among key stage 2 learners during the school year 2024–2025. Teachers instructing these students were well-positioned to assess variations in student engagement, attention span, and overall classroom behavior in a post-pandemic learning environment. Their observations and experiences provided valuable data for understanding how students adapted to in-person learning after prolonged remote or hybrid education, offering insights that contributed to the development of strategies aimed at improving engagement and focus on primary education. For the pilot testing phase, Malitlit Elementary School participated with 30 teachers who helped validate and refine the research

instruments before the full-scale implementation of the study. Tagapo Elementary School contributed 50 teachers, all of whom have experience teaching Key Stage 2 learners and have observed changes in attention Span and classroom engagement. Similarly, Labas Elementary School included 62 teachers, also with experience in teaching Key Stage 2 learners, and their insights into the evolving dynamics of student attention span and engagement were integral to the study. These three schools provided a diverse group of teachers, ensuring a comprehensive foundation for the research. In total, the study surveyed 142 teachers across the three selected public elementary schools in Santa Rosa City, Laguna. The purposive selection of these respondents was based on their ability to provide relevant observations regarding the post-pandemic learning behaviors of Key Stage 2 students.By employing purposive sampling, the study ensured that data collection was focused on educators who could offer informed perspectives on the challenges and strategies related to student engagement and attention span in the current educational landscape. This sampling approach enhances the study's validity and relevance, as it captures insights from experienced professionals directly interacting with the target student population.

INSTRUMENTATION : The researcher utilized three sets of instruments in the form of a researcher-made survey questionnaire checklist to assess post-pandemic attention span and classroom engagement among Key Stage 2 learners. To ensure the validity of the instrument, the questionnaires were reviewed and validated by subject matter experts. Following expert validation, the instrument underwent reliability and validity testing using Cronbach's alpha, a statistical measure commonly used to assess the internal consistency of survey items. After conducting a pilot test, the reliability of the instrument was further evaluated using Cronbach's alpha coefficient to determine its consistency and accuracy in measuring the intended variables. Once the results confirmed a high level of reliability, the instrument was finalized and deemed ready for full-scale implementation. The first instrument focused on collecting the demographic profile of the teacher respondents, gathering key information such as age, sex, years of teaching experience, and educational attainment. These demographic variables provided essential background data, allowing for a deeper analysis of how teachers' perspectives on student engagement and attention span may vary based on their professional backgrounds and experiences. The second set of survey questions assessed the level of classroom engagement among Key Stage 2 learners, structured across three dimensions: behavioral engagement (students' participation, task completion, and adherence to classroom norms), emotional engagement (students' motivation, enthusiasm, and interest in learning activities), and social engagement (students' interactions, collaboration, and positive social behaviors). This section aimed to determine how learners' engagement levels have been influenced by the return to in-person learning after pandemic-related disruptions.

The third instrument measured the attention span of learners, focusing on three major aspects: duration of focus (the length of time a student remains attentive before disengagement), response to distractions (how students react to environmental or social distractions), and task completion (students' ability to start and finish assigned academic tasks within a given period). This instrument was crucial in identifying patterns of attentional behavior in the post-pandemic learning environment and pinpointing areas where students may need additional support.Each of these domains contained Likert-scale items (1 = Low, 2 = Moderate, 3 = High, 4 = Very High), allowing for a structured and quantitative assessment of student engagement and attention span. The standardized Likert scale provided a statistical framework to analyze variations and trends across different schools and respondent groups. By employing these carefully developed instruments, the study aimed to generate empirical evidence on the post-pandemic learning behaviors of Key Stage 2 students. The insights gathered will contribute to identifying effective strategies for improving classroom engagement and enhancing students' attention spans in the current educational landscape.

DATA GATHERING PROCEDURE : To ensure the smooth conduct of the study, the researcher followed a systematic process in gathering the necessary data. The first step involved seeking written permission from the School Division Superintendent and the school principal to formally conduct the research. Once approval was granted, the researcher proceeded with finalizing the research instrument, ensuring its validity through the expert review of three validators. Only after securing their approval was the instrument reproduced for pilot testing.To maintains the integrity of the data collection process, the researcher personally retrieved the completed survey questionnaire checklists from the respondents. The collected data was then carefully encoded for tabulation, analysis, and interpretation. Finally, statistical treatments were applied to analyze the data, allowing for meaningful interpretation and textual presentation of findings in relation to the study's sub-problems.

STATISTICAL TREATMENT OF DATA : The following statistical techniques were employed in the analysis and interpretation of the results. In this study, various statistical tools were employed to analyze the data collected from the documentary analysis, checklists, and questionnaire surveys. The data were treated using both

descriptive and inferential statistics to address the research questions and test the hypotheses.Descriptive statistics, including frequencies, percentages, and weighted mean, were used to summarize and describe the demographic profile of the teacher-respondents such as their age, sex, teaching experience, educational attainment. These measures were also applied to assess the levels of post-pandemic attention span and classroom engagement among Key Stage 2 learners, as observed by the teachers. By analyzing the average scores and distribution patterns of responses, the study was able to identify specific trends, such as how attention span may vary across different groups or teaching experiences and engagement indicators were rated highest or lowest, and This helped provide a detailed and organized overview of the data, making it easier to interpret the overall classroom engagement and attention span levels of learners in the post-pandemic classroom context. Inferential statistics, specifically Analysis of Variance (ANOVA) and Pearson correlation, were used to test the hypotheses and determine whether significant differences or relationships existed among teacher-respondents based on variables such as age, sex, teaching experience, and educational attainment. These statistical methods helped examine the relationship between observed levels of post-pandemic attention span and the different dimensions of classroom engagement (behavioral, emotional, and social) among Key Stage 2 learners, revealing patterns and correlations that supported evidence-based recommendations for enhancing teaching strategies and classroom management in the post-pandemic learning context.

A p-value of 0.05 was used as the threshold for determining statistical significance. If the p-value was less than 0.05, the null hypothesis was rejected, indicating that a significant difference or relationship existed between the variables. This criterion ensured that the study's conclusions were based on statistically reliable evidence, minimizing the likelihood of drawing incorrect inferences. By applying this standard, the research was able to identify meaningful correlations and distinctions in post-pandemic the attention span and classroom engagement of Key Stage 2 learners.

Frequency. It is the actual response to a specific item/question in the questionnaire where the respondents tick choices.
Percentage. This was used as descriptive statistics that describes a part of a whole.

Weighted Mean. This was used to get the average frequency of the responses in each weighted item.

Likerts' Scale. The Likert scale provided a clear and structured way to interpret the responses of the participants. It allowed the researcher to analyze variations and trends across different schools and respondent groups by assigning numerical values to their answers.

Scale	Range	Verbal Interpretation
4	3.25 – 4.00	Very High
3	2.50 – 3.24	High
2	1.75 – 2.49	Moderate
1	1.00 – 1.74	Low

ETHICAL CONSIDERATIONS : Ethical considerations are paramount in conducting research, incorporating the Data Protection Act 2012 (DPA 2012) into this study is essensial for safeguarding personal data particularly when human subjects are involved. Reseaechers must adhere to these principles to conduct responsible and ethical reasearch, contributing valuable insights while safeguarding participants welfare. To align ethical principles in this study:

Informed Consent : Before the data collection process, informed consent was obtained from all participating teachers and school principals. Participants were fully informed about the purpose, objectives, procedures, and potential benefits of the study. They were assured that their participation was entirely voluntary and that they had the right to withdraw from the study at any time without facing any consequences. A consent form was provided and signed by all teacher-participants. For student-related data, written consent was secured from parents or guardians to ensure compliance with ethical standards for involving minors in research.

Anonymity and Confidentiality : The privacy and confidentiality of all respondents were strictly upheld throughout the research process. To ensure anonymity, participants' identities were not connected to the data collected; instead, codes or pseudonyms were used in place of real names. All personal and sensitive information provided by participants was treated with strict confidentiality. Data were securely stored, and access was limited

to the researcher and authorized personnel directly involved in data analysis. Furthermore, research findings were reported in a way that protected the identities of individual participants and schools, maintaining ethical standards at all stages of the study.

Voluntary Participation : Participation in the study is entirely voluntary.

Right to Withdraw : Participants were explicitly informed of their right to withdraw from the study at any stage without needing to provide any explanation.

Non-Bias and Fair Treatment : The study was designed to ensure fair and equal treatment of all participants, avoiding any form of discrimination based on age, gender, social background, or position within the school community. Teachers were selected using a purposive sampling method to include only those who met the inclusion criteria and had relevant experience with Key Stage 2 learners. Additionally, the questionnaire and survey checklist were carefully written in clear and neutral language to prevent any form of bias or misunderstanding, ensuring that all respondents could participate comfortably and provide accurate responses.

Data Protection : Data protection measures were implemented to safeguard the integrity and security of the collected data. All information was stored in a secure, password-protected database accessible only to authorized personnel, ensuring that sensitive data remained confidential and free from unauthorized access or misuse. Following the completion of the study, the data were anonymized and archived in accordance with institutional guidelines on data protection and privacy. This ensured that participants' identities remained protected while still allowing the data to be used for future reference or further research, in full adherence to ethical standards.

Ethical Approval : The study was conducted in compliance with the research ethical review committee evaluation standards set by Pamantasan ng Cabuyao. Adherence to these standards ensured that the research upheld ethical principles, including respect for participants' rights, confidentiality, and the responsible collection and handling of data. The study followed all necessary protocols to maintain integrity, transparency, and ethical rigor throughout the research process.

Narrative Procedures for informing participant of the research results : After the research findings had been analyzed and compiled, the research team prepared a detailed report summarizing key results, statistical insights, and their implications. Recognizing the importance of accessibility, a simplified summary was also created to ensure that all participants, including teachers, students, and school heads, could easily understand the findings. Throughout this process, ethical considerations were upheld, with all personal data anonymized to maintain confidentiality. Once the results were ready for dissemination, participants were informed through multiple channels. A written summary was distributed to the school administration, which then shared it with teachers and schools. Additionally, an in-person presentation was scheduled at the school, where the researcher discussed the findings with educators and any interested participants. During this session, key trends in student engagement and attention span in the post-pandemic context were highlighted, along with recommendations based on the data. For participants who had provided consent for digital communication, an email containing the summary report or a secure link to access it was sent. This ensured that those who were unable to attend the presentation still received the information. To encourage engagement, a follow-up Q&A session was offered, allowing participants to ask questions and share their thoughts on the results. Finally, participants were sincerely thanked for their valuable contributions to the research. The researcher emphasized how their involvement had helped shape a better understanding of post-pandemic classroom engagement, with potential implications for future teaching strategies and policies. A feedback form was also provided to gather insights into how the dissemination process could be improved and to make suggestions for future studies.

IV. RESULTS AND DISCUSSION

This chapter provides the presentation of statistical data related to the problems posted. The corresponding analysis and interpretation of data are incorporated in this portion of the study.

Research Question 1: What is the Demographic Profile of the respondents in terms of age, sex, teaching experience, and educational attainment?

Table 1
Demographic Profile of the respondents in terms of Age

INDICATORS	FREQUENCY	PERCENT
51 and above	33	29.46
41 – 50	43	38.39
31 – 50	22	19.64
26 – 30	10	8.93
21 – 25	4	3.57
TOTAL	112	100

Table 1.1 presents the age distribution of the respondents, providing insight into the composition of the study's participants. The findings indicate that majority of the respondents belong to the 41–50 age group, accounting for 38.39% (43 individuals). This is followed by the 51 and above category, which comprises 29.46% (33 individuals) of the total respondents. These figures suggest that a substantial portion of the sample consists of individuals in their middle to late career stages, who may have extensive experience in their respective fields.The 31–50 age group, which makes up 19.64% (22 individuals) of the respondents, represents a transitional demographic, possibly consisting of individuals who are balancing both professional responsibilities and adapting to changes in the post-pandemic educational landscape. Meanwhile, the younger age groups are relatively underrepresented, with the 26–30 age bracket constituting only 8.93% (10 individuals) and the 21–25 age group being the least represented at 3.57% (4 individuals).

The age distribution of respondents indicates that the majority belong to middle-to-late career stages, suggesting a wealth of professional experience within the sample. Younger age groups are underrepresented, which may influence perspectives on post-pandemic educational adaptations.The predominance of middle-to-late career professionals in education may therefore shape the trajectory of post-pandemic engagement strategies. While experienced educators bring classroom stability, pedagogical expertise, and strong discipline management, their reliance on traditional methods may pose limitations in addressing the new learning needs of students who have become accustomed to digital and flexible learning environments (OECD, 2019). On the other hand, younger teachers' openness to innovative and interactive teaching approaches offers a more adaptive model for post-pandemic learning, particularly in terms of leveraging technology, student autonomy, and engagement-focused strategies (König et al., 2020).To develop effective post-pandemic teaching models, it is essential to strike a balance between structured traditional methods and modern, technology-enhanced strategies. This requires professional development programs that support experienced teachers in integrating digital tools while also equipping younger teachers with classroom management techniques that enhance engagement and attention spans. Understanding these generational differences among educators is crucial for creating inclusive, responsive, and sustainable engagement strategies that cater to diverse student needs in a post-pandemic learning landscape.

Table 2
Demographic Profile of the respondents in terms of Sex

INDICATORS	FREQUENCY	PERCENT
Male	14	12.50
Female	98	87.50
TOTAL	112	100

Table 1.2 presents the sex distribution of the respondents. It reveals that majority of the participants are female, comprising 87.50% (98 individuals), while male respondents account for only 12.50% (14 individuals).

This suggests that the study's findings may predominantly reflect perspectives and experiences from a female-dominated respondent pool. UNESCO (2021) reports that teaching remains a female-dominated profession, particularly in early education, which has implications for pedagogical priorities and student engagement approaches. This gender imbalance suggests that educational strategies may be more aligned with student-centered and emotionally supportive learning environments, given the tendencies of female educators to emphasize socio-emotional learning (SEL) (Jones & Kahn, 2019). The challenges faced by female teachers during the pandemic-driven shift to remote learning further shape their post-pandemic perspectives. Lindqvist et al. (2021) highlight that female educator reported higher levels of stress and workload due to increased

responsibilities in managing online learning transitions. These stressors may influence their current classroom practices, potentially leading to greater emphasis on emotional well-being, student engagement, and adaptive teaching methods to mitigate learning disruptions. Additionally, the gendered emphasis on socio-emotional learning (SEL) plays a crucial role in post-pandemic engagement strategies. Jones & Kahn (2019) argue that female educators are more likely to prioritize emotional and behavioral engagement over cognitive engagement, fostering a classroom environment centered on student well-being, interaction, and inclusivity.

Table 3

Demographic Profile of the respondents in terms of Teaching Experience

INDICATORS	FREQUENCY	PERCENT
31 years and above	3	2.68
26 – 30	14	12.50
21 – 25	16	14.29
16 – 20	27	24.11
11 – 15	22	19.64
6 – 10	23	20.54
1 – 5	7	6.25
TOTAL	112	100

Table 1.3 presents the distribution of respondents based on their years of teaching experience. Most of the participants fall within the 16–20 years of experience category, making up 24.11% (27 individuals). This is followed by those with 6–10 years of experience at 20.54% (23 individuals) and 11–15 years at 19.64% (22 individuals). The data suggests that a significant portion of the respondents (64.29%) have between 6 and 20 years of experience, indicating a workforce largely composed of mid-career professionals. The next largest group consists of respondents with 21–25 years of teaching experience, comprising 14.29% (16 individuals), followed by those with 26–30 years at 12.50% (14 individuals). Notably, only 2.68% (3 individuals) have over 31 years of teaching experience, highlighting a smaller number of highly veteran educators in the sample.On the other end of the spectrum, early-career teachers with 1–5 years of experience make up only 6.25% (7 individuals), indicating that relatively few new educators are part of the study. Implications for the Teaching Experience Distribution. The distribution of teaching experience among respondents indicates that the majority are mid-career professionals with 6–20 years of experience, reflecting a workforce with substantial but not extensive tenure.

Booth et al. (2021) found that mid-career teachers, typically those with 6 to 20 years of experience, are a heterogeneous group with varying needs, career plans, and commitment to the profession. These teachers often manage competing priorities between their professional and personal lives and may experience unmet learning needs, especially when seeking progression routes outside traditional leadership roles. These studies support the observation that a workforce largely composed of mid-career professionals brings both stability and specific challenges to educational settings. Understanding the unique needs and experiences of this group is crucial for developing targeted professional development programs and policies aimed at enhancing teaching effectiveness and student engagement in the post-pandemic era.Additionally, Fauth et al. (2019) highlight that while experienced teachers provide higher cognitive engagement, they may be less responsive to emerging trends, such as digital learning integration. This suggests a potential divide in post-pandemic teaching adaptations, where younger educators may be more inclined to implement technology-driven engagement strategies, while more experienced teachers prioritize structured cognitive engagement and classroom stability. Given the increasing role of digital tools and student-centered learning approaches in post-pandemic education, the contrast between experience levels in embracing these methods may impact student engagement and attention span.

Table 4

Demographic Profile of the respondents in terms of Educational Attainment

INDICATORS	FREQUENCY	PERCENT
Doctoral Degree	2	1.79
With Doctoral Units	0	0
Master's Degree	25	22.32
With Master's Degree Units	71	63.39
Bachelor's Degree	14	12.50

TOTAL	112	100

Table 1.4 presents the distribution of respondents based on their highest level of educational attainment. Most of the respondents, 63.39% (71 individuals), have earned units toward a master's degree, though they have not yet completed it. Meanwhile, 22.32% (25 individuals) hold a completed master's degree, indicating that a significant portion of the respondents have pursued advanced studies. Only 1.79% (2 individuals) have attained a Doctoral Degree, and notably, no respondents are currently pursuing doctoral studies with incomplete units. Additionally, 12.50% (14 individuals) hold only a bachelor's degree, making them the smallest group among those who have not pursued postgraduate education.The educational attainment distribution shows that most respondents have pursued postgraduate education, with many working toward or having completed a master's degree. The low number of doctoral degree holders and the absence of doctoral candidates suggest limited engagement in the highest levels of academic advancement within the sample.Postgraduate education has been shown to significantly enhance teachers' instructional strategies and deepen their subject knowledge. Teachers who pursue advanced degrees often develop new teaching methodologies and a better understanding of their subject matter, which can lead to improved student engagement and learning outcomes. For instance, a study analyzing the perceptions of teachers involved in postgraduate studies highlighted the benefits of these programs for professional development and classroom practice.

Concerns have been raised regarding the preparedness of graduate teachers, particularly in areas like classroom management and literacy instruction. Reports indicate that some teacher education programs may not adequately equip graduates with the necessary skills, highlighting the need for curricula that integrate practical training components to ensure readiness for classroom challenges.Institutional support plays a crucial role in facilitating educators' pursuit of higher academic qualifications. Effective professional development programs that focus on both content knowledge and instructional strategies have been shown to positively impact teaching practices and student outcomes.

Research Question 2. What is the attention span level of the learners as assessed by teachers based on: Duration of Focus, Responses to Distraction and Task Completion?

Table 5

The Attention Span Level of the Learners, as assessed by teachers, based on the Level of Duration of Focus

INDICATORS	WEIGHTED MEAN	VERBAL INTERPRETATION
Learners actively focus on their teacher throughout the entire lesson.	2.46	Moderate
Learners concentrate on their work with minimal distractions.	2.38	Moderate
Learners maintain focus during group activities without frequent reminders.	2.66	Moderate
Learners stay engaged and participate actively in multimedia or interactive lessons.	3.29	Very High
Learners demonstrate sustained attention during independent reading or assignments.	2.57	Moderate
GENERAL ASSESSMENT	2.67	High

Legend: 3.25 – 4.00 Very High 1.75 – 2.49 Moderate
2.50 – 3.24 High 1.00 – 1.74 Low

The Attention Span Level of the learners in Tagapo & Labas Elementary School in terms of Duration of Focus as shown in Table 2.1 had a general assessment of 2.67 which was verbally interpreted as High. Furthermore, the indicator "Learners stay engaged and participate actively in multimedia or interactive lessons" as shown in Table 2.1 had the highest computed mean of 3.29 which was verbally interpreted as Very High meanwhile, the indicator "Learners concentrate on their work with minimal distraction" had the lowest computed mean of 2.38

which was verbally interpreted as Moderate.It can be concluded that a high level of attention span, particularly when engaged in multimedia or interactive lessons, received the highest rating. This suggests that dynamic and interactive teaching methods effectively capture and sustain students' focus, reinforcing the importance of integrating technology and active learning strategies into the classroom.

However, the lowest-rated indicator, "Learners concentrate on their work with minimal distraction," suggests that while students remain engaged during interactive activities, they may struggle with maintaining focus in more independent or less stimulating tasks. This moderate rating highlights a potential challenge in sustained attention and self-regulation, especially in environments with minimal external stimulation. To enhance students' focus and minimize distractions, educators should consider structured strategies such as guided practice, time management training, and mindfulness techniques. Additionally, balancing interactive learning with strategies that foster independent focus will help develop students' ability to sustain attention across various learning contexts.

Mayer's Multimedia Learning Theory (2021) emphasize the effectiveness of interactive and multimedia-based instruction in enhancing student engagement. The high rating for "Learners stay engaged and participate actively in multimedia or interactive lessons" supports these theories, indicating that dynamic and sensory-rich learning environments contribute to improved focus and learning efficiency.However, the moderate rating for "Learners concentrate on their work with minimal distraction" highlights the need for self-regulation skills to sustain attention in less interactive tasks. Duckworth et al. (2019) suggest that goal setting, time management, and attentional control are critical for maintaining focus. This indicates that while interactive lessons capture attention, structured support is needed to develop students' ability to concentrate independently.

Wang et al. (2021) emphasize that active learning strategies, such as problem-based learning and gamification, enhance cognitive engagement. While these methods are effective, students still require interventions to improve attentional control in traditional or independent learning settings. To bridge the gap between engagement and sustained focus, structured interventions such as mindfulness techniques, guided practice, movement-based activities, and time management training (Robertson, 2020) are essential. By balancing interactive learning with self-regulation strategies, educators can help students develop both engagement and independent concentration skills, ultimately leading to a more effective and well-rounded learning experience.

Table 6
The Attention Span Level of the Learners as assessed by teachers, based on Responses to Distraction

INDICATORS	WEIGHTED MEAN	VERBAL INTERPRETATION
Learners remain attentive despite activities happening around them.	2.54	High
Learners quickly return to their work after brief distractions.	2.60	High
Learners stay focused on tasks by effectively ignoring minor distractions	2.48	Moderate
Learners recognize distraction triggers and apply strategies to maintain focus.	2.63	High
Learners exhibit strong self-regulation skills and independently refocus on tasks.	2.46	Moderate
GENERAL ASSESSMENT	2.54	High
Legend: 3.25 – 4.00 Very High	1.75 – 2.49 Moderate	
2.50 – 3.24 High	1.00 – 1.74 Low	

The Attention Span Level of the learners in Tagapo & Labas Elementary School in terms of Response to Distraction as shown in Table 2.2 had a general assessment of 2.54 which was verbally interpreted as High. Furthermore, the indicator "Learners recognize distraction triggers and apply strategies to maintain focus" as shown in Table 2.2 had the highest computed mean of 2.63 which was verbally interpreted as High meanwhile, the indicator "Learners exhibits strong self-regulation skills and independently refocus on task" had the lowest computed mean of 2.46 which was verbally interpreted as Moderate. It can be concluded that while learners

demonstrate a high ability to recognize distraction triggers and apply strategies to maintain focus, their self-regulation skills and independent refocusing on tasks are comparatively weaker. The highest-rated indicator suggests that students are aware of distractions and attempt to manage them, which is a positive sign of attentional control.

However, the lower rating for "Learners exhibit strong self-regulation skills and independently refocus on tasks" suggests that while they may recognize distractions, they struggle with self-discipline and independently returning to tasks without external guidance. This implies a need for interventions that strengthen self-regulation, persistence, and the ability to regain focus autonomously. To enhance students' ability to manage distractions effectively, educators can incorporate structured self-regulation strategies, such as goal setting, mindfulness exercises, and metacognitive training, to help learners build stronger independent focusing skills. Balancing external guidance with opportunities for independent task management will further support students in maintaining attention and productivity. Mayer's Multimedia Learning Theory (2021) supports that clear instructional design, and interactive elements can reduce cognitive overload and sustain focus, which is reflected in the findings that students engage more effectively in multimedia-based lessons. To enhance students' ability to manage distractions and refocus independently, educators should integrate structured interventions such as explicit self-regulation training, metacognitive strategy instruction, and mindfulness techniques (Miller & Robertson, 2020). By fostering a balance between interactive learning and independent focus strategies, students can develop stronger self-discipline, attentional control, and persistence in academic tasks.

Table 7
The Attention Span Level of the Learners as assessed by teachers, based on Task Completion

INDICATORS	WEIGHTED MEAN	VERBAL INTERPRETATION
Learners consistently complete their tasks on time.	2.45	Moderate
Learners independently complete assignments with minimal need for reminders from the teacher.	2.49	Moderate
Learners follow task instructions accurately without frequent clarifications.	2.49	Moderate
Learners transition between tasks efficiently without significant delays.	2.51	High
Learners demonstrate persistence in completing challenging tasks.	2.56	High
GENERAL ASSESSMENT	2.50	High

Legend: 3.25 – 4.00 Very High; 2.50 – 3.24 High; 1.75 – 2.49 Moderate; 1.00 – 1.74 Low

The Attention Span Level of the learners in Tagapo & Labas Elementary School in terms of Task Completion as shown in Table 2.3 had a general assessment of 2.50 which was verbally interpreted as High. Furthermore, the indicator "Learners demonstrate persistence in completing challenging task" as shown in Table 2.3 had the highest computed mean of 2.56 which was verbally interpreted as High meanwhile, the indicator "Learners consistently complete their task on time" had the lowest computed mean of 2.45 which was verbally interpreted as Moderate.

It can be concluded that a high level of attention span in task completion, demonstrating persistence when faced with challenging tasks. This suggests that students are motivated to overcome difficulties and stay engaged in their work, reflecting resilience and problem-solving abilities.

However, the lowest-rated indicator, "Learners consistently complete their task on time," received a moderate assessment. This implies that while students persevere in completing difficult tasks, they may struggle with time management and meeting deadlines.

The results highlight a need for structured interventions that support students in balancing persistence with efficiency, ensuring timely completion of tasks without compromising quality. To enhance task completion skills, educators may implement time-management strategies, structured goal setting, and progress monitoring techniques. Providing clear deadlines, breaking tasks into manageable steps, and fostering self-regulation practices can help learners develop both persistence and punctuality in academic work.The findings underscore the crucial role of structured learning strategies in enhancing both task persistence and timely completion. Multimedia Learning Theory (2021) suggests that breaking tasks into manageable components and providing structured support enhances cognitive processing and efficiency. This aligns with the observation that while students persist in completing challenging tasks, they may require additional guidance to meet deadlines effectively. Research by Miller & Robertson (2020) further supports this notion, emphasizing the effectiveness of structured goal setting, progress tracking, and accountability measures in fostering both task persistence and timely completion. This suggests that integrating these strategies into classroom routines can help learners regulate their focus, manage cognitive load, and develop self-discipline, ultimately improving their overall academic performance. Thus, the synthesis of these theories and findings highlights the interconnection between persistence, self-regulation, and time management, emphasizing the need for educational interventions that develop both resilience and efficiency in learning tasks.

Research Question 3. What is the level of classroom engagement of the learners concerning to Behavioral Engagement, Emotional Engagement, and Social Engagement?

Table 8

Level of Classroom Engagement of the Learners as assessed by the teachers concerning to Behavioral Engagement

INDICATORS	WEIGHTED MEAN	VERBAL INTERPRETATION
Learners actively participate in class discussions and share their ideas.	3.09	High
Learners complete their homework on time and demonstrate preparedness.	2.54	High
Learners remain focused and attentive, avoiding distractions from peers.	2.59	High
Learners engage in meaningful conversations that contribute to learning.	3.02	High
Learners maintain a calm and respectful atmosphere in the classroom.	2.86	High
GENERAL ASSESSMENT	2.82	High

Legend: 3.25 – 4.00 Very High 1.75 – 2.49 Moderate
2.50 – 3.24 High 1.00 – 1.74 Low

The Level of Classroom Engagement of the learners in Tagapo & Labas Elementary School in terms of Behavioral Engagement as shown in Table 3.1 had a general assessment of 2.82 which was verbally interpreted as High. Furthermore, the indicator “Learners actively participate in class discussions and share their ideas.as shown in Table 3.1 had the highest computed mean of 3.09 which was verbally interpreted as High meanwhile, the indicator “Learners complete their homework on time and demonstrate preparedness” had the lowest computed mean of 2.54 which was verbally interpreted as High.

It can be concluded that active discussions and peer interactions enhance engagement, meaning teachers should continue using interactive teaching strategies. Challenges in homework completion and focus suggest a need for strategies to improve self-discipline, time management, and motivation outside of class. Maintaining a respectful classroom atmosphere 2.86 shows that students generally follow classroom norms, but further reinforcement of discipline and attention may be needed.The lower engagement in homework completion suggests a need for increased motivation and self-regulation, which can be understood through Self-Determination Theory (Deci & Ryan, 2000). This theory posits that students engage more when their needs for autonomy, competence, and

relatedness are met. While classroom discussions provide opportunities for autonomy and social connection, independent tasks such as homework may lack these motivating factors, leading to reduced engagement.Additionally, Wang & Degol (2019) emphasize that behavioral engagement is a critical predictor of academic success, as students who consistently participate in academic tasks tend to achieve better outcomes. Given the study's findings, strategies to strengthen self-discipline and responsibility in independent learning tasks should be prioritized. Overall, the synthesis of these theoretical perspectives suggests that while learners demonstrate strong engagement in interactive classroom activities, targeted interventions are necessary to support independent study habits. Strategies such as structured homework support, self-regulation training, and parental involvement can enhance student motivation beyond the classroom setting.

Table 9

Level of Classroom Engagement of the Learners assessed by the teachers concerning to Emotional Engagement

INDICATORS	WEIGHTED MEAN	VERBAL INTERPRETATION
Learners remain calm and resilient when faced with challenges.	2.74	High
Learners feel happy and enjoy being in class.	3.36	Very High
Learners demonstrate confidence and a sense of self-assurance with others.	2.88	High
Learners take pride in their work and accomplishments in school.	3.00	High
Learners express their emotions (happiness, sadness, frustration) in a constructive and healthy manner.	2.83	High
GENERAL ASSESSMENT	2.96	High

Legend: 3.25 – 4.00 Very High 1.75 – 2.49 Moderate
2.50 – 3.24 High 1.00 – 1.74 Low

The Level of Classroom Engagement of the learners in Tagapo & Labas Elementary School in terms of Emotional Engagement as shown in Table 3.2 had a general assessment of 2.96 which was verbally interpreted as High. Furthermore, the indicator "Learners feel happy and enjoy being in class as shown in Table 3.2 had the highest computed mean of 3.36 which was verbally interpreted as Very High meanwhile, the indicator "Learners remain calm and resilient when faced with challenges" had the lowest computed mean of 2.74 which was verbally interpreted as High. It can be concluded that emotional engagement, as reflected in their overall positive feelings toward the classroom environment. The highest-rated indicator, "Learners feel happy and enjoy being in class," suggests that students have a strong emotional connection to their learning experience, which can contribute to motivation and academic success. However, the relatively lower score on "Learners remain calm and resilient when faced with challenges" highlights the need for strategies that strengthen emotional regulation and coping mechanisms when dealing with academic difficulties. Learners generally demonstrate confidence and a sense of self-assurance when interacting with others, 2.88 means that most students exhibit a strong level of confidence in their interaction, contributing positively to their engagement and participation in classroom activities.

To maintain and further enhance emotional engagement, educators should implement supportive learning environments, foster positive teacher-student relationships, and integrate resilience-building activities that help learners develop perseverance and adaptability in the face of challenges. Recent studies have reinforced the pivotal role of relatedness students' sense of belonging in fostering engagement, as outlined in Self-Determination Theory (SDT). For instance, a 2024 study by Ojo et al. demonstrated that students' perceptions of relatedness, alongside autonomy and competence, significantly predicted their motivation and engagement in online learning environments. Similarly, research by Sanchez De Miguel et al. (2023) highlighted that a supportive classroom climate, which nurtures relatedness, enhances students' motivation and resilience. To enhance both positive emotions and resilience, educators should implement SEL-based strategies, create

emotionally supportive learning environments, and integrate activities that help students develop coping mechanisms for academic stress. Strengthening these aspects of emotional engagement will not only sustain motivation and participation but also equip learners with the skills to navigate challenges effectively, leading to greater overall academic success.

Table 10

Level of Classroom Engagement of the Learners assessed by the teachers concerning to Social Engagement

INDICATORS	WEIGHTED MEAN	VERBAL INTERPRETATION
Learners remain focused and attentive during class activities.	2.79	High
Learners approach school activities with confidence and enthusiasm.	2.93	High
Learners enjoy collaborating with their classmates on group projects.	3.12	High
Learners consistently meet deadlines for projects, assignments, and other tasks.	2.57	High
Learners feel supported and encouraged by their friends in school.	2.89	High
GENERAL ASSESSMENT	2.86	High
Legend: 3.25 – 4.00 Very High	1.75 – 2.49 Moderate	
2.50 – 3.24 High	1.00 – 1.74 Low	

The Level of Classroom Engagement of the learners in Tagapo & Labas Elementary School in terms of Social Engagement as shown in Table 3.3 had a general assessment of 2.86 which was verbally interpreted as High. Furthermore, the indicator "Learners enjoy collaborating with their classmates as shown in Table 3.3 had the highest computed mean of 3.12 which was verbally interpreted as High meanwhile, the indicator "Learners consistently meet deadlines for projects, assignment, and other tasks" had the lowest computed mean of 2.57 which was verbally interpreted as High. It can be concluded that social engagement demonstrates a high level of engagement in the classroom. The highest-rated indicator, "Learners enjoy collaborating with their classmates," suggests that students actively participate in group activities and value peer interactions. This highlights the importance of cooperative learning strategies in fostering teamwork, communication, and a sense of community among learners. However, the lowest-rated indicator, "Learners consistently meet deadlines for projects, assignments, and other tasks," suggests that while students enjoy working with peers, they may need additional support in time management, accountability, and task completion. This implies the need for interventions that balance social interactions with responsibility and self-discipline.

To further enhance social engagement while improving task management, educators can implement strategies such as structured group work, peer accountability systems, and collaborative goal-setting activities. These approaches can help students develop both teamwork skills and a sense of responsibility, ultimately leading to a more effective and well-rounded learning experience. The studies collectively highlight the significant benefits of cooperative learning in enhancing both social engagement and academic performance. Cagatan and Quirap (2024) found that collaborative learning improves academic outcomes by emphasizing the importance of peer interactions and shared responsibility. Similarly, Soomro and Arain (2023) reinforced that structured group work not only boosts students' communication skills but also improves task completion, suggesting that collaboration fosters both social engagement and academic success. In line with this, Gomez (2024) demonstrated that cooperative learning programs enhance students' behavior, social-emotional skills, and academic performance, with peer accountability playing a central role in fostering responsibility and boosting engagement.

Finally, N. and Andala (2023) emphasized that cooperative learning significantly supports students' time management and task completion, particularly in subjects like mathematics, highlighting the importance of structured group activities in developing both academic skills and essential organizational habits.Together, these studies illustrate that cooperative learning, when effectively structured, promotes a strong sense of community, improves communication and time management skills, and enhances both individual and collective responsibility, ultimately leading to better academic outcomes and more engaged learners.

Research Question 4. Is there a significant difference on the attention span level of learners as assessed by the teachers when grouped according to profile?

Table 11

Test of Significant Difference on the attention span level *of learners as assessed by the teachers when grouped according to profile?*

ATTENTION SPAN	DEMOGRAPHIC PROFILE	Source of Variations	Sum of Squares	df	Mean Square	F	P value	Remarks	Decision
Duration of Focus	Age	Between Groups	.986	4	.246	.902	.466	No Significant	Accept H_o
		Within Groups	29.243	107	.273				
	Sex	Between Groups	.013	1	.013	.048	.828	No Significant	Accept H_o
		Within Groups	30.216	110	.275				
	Teaching Experience	Between Groups	2.152	6	.359	1.341	.245	No Significant	Accept H_o
		Within Groups	28.076	.105	.267				
	Educational Attainment	Between Groups	.678	3	.226	.826	.482	No Significant	Accept H_o
		Within Groups	29.551	108	.274				
Responses to Distraction	Age	Between Groups	6.890	4	1.722	6.316	0.000	Significant	Reject H_o
		Within Groups	29.181	107	.273				
	Sex	Between Groups	.086	1	.086	.275	.601	No Significant	Accept H_o
		Within Groups	34.365	110	.312				
	Teaching Experience	Between Groups	6.257	6	1.043	3.884	.002	Significant	Reject H_o
		Within Groups	28.194	105	.269				
	Educational Attainment	Between Groups	1.781	3	.594	1.962	.124	No Significant	Accept H_o
		Within Groups	32.670	.108	.303				
Task Completion	Age	Between Groups	2.380	4	.595	2.305	0.063	No Significant	Accept H_o
		Within Groups	27.620	107	.258				
	Sex	Between Groups	.082	1	.082	.300	.585	No Significant	Accept H_o
		Within Groups	29.918	110	.272				
	Teaching Experience	Between Groups	2.860	6	.477	1.844	0.098	No Significant	Accept H_o
		Within Groups	27.140	105	.258				
	Educational Attainment	Between Groups	1.029	3	.343	1.279	.285	No Significant	Accept H_o
		Within Groups	28.971	108	.268				

The table 4 presents the results of an ANOVA analysis examining the differences in attention span based on demographic variables (age, sex, teaching experience, and educational attainment). The dependent variables analyzed are Duration of Focus, Responses to Distraction, and Task Completion. Below is the interpretation: There is no significant difference in learners' ability to focus based on their demographic profile. This suggests that factors like age, sex, teaching experience, and educational attainment do not significantly impact how long students stay focused in class.

On the other hand, Age has a significant effect on how students respond to distractions ($p < 0.05$). This means students in different age groups react differently to distractions in the classroom. Teaching experience also shows a significant difference ($p = 0.002$), indicating that students with different levels of teaching experience (possibly their instructors) respond to distractions in varying ways. While Sex and educational attainment do not show significant effects, meaning these factors do not influence distraction responses. Furrmtheore, there is no significant difference in learners' ability to complete tasks based on demographic factors. This suggests that all groups, regardless of age, sex, experience, or educational background, perform similarly in completing classroom tasks. The study highlights that age significantly affects responses to distractions, aligning with Anderson & Phelps (2022) and Zhao et al. (2023), who found that older students demonstrate better inhibitory control, while younger students are more prone to external distractions. This suggests that cognitive maturity plays a crucial role in attention management. Similarly, teaching experience significantly influences distraction responses, as supported by Chen et al. (2020) and Morrison & Taylor (2021). Their research indicates that experienced teachers apply structured classroom management techniques that minimize distractions and enhance student engagement. Conversely, the lack of significant differences in task completion across demographic groups underscores that structured learning strategies, goal setting, and scaffolding are more critical factors than age, sex, or educational background (Lee & Park, 2022; Martínez et al., 2019). These findings emphasize the importance of well-designed instructional approaches in fostering student persistence and academic success.

Overall, the synthesis suggests that classroom engagement and attention span are shaped more by cognitive development, teacher expertise, and structured learning interventions rather than demographic factors. These insights reinforce the need for tailored instructional strategies that accommodate diverse learning needs while promoting focus, persistence, and timely task completion. Research Question 5. Is there a significant difference on the level of classroom engagement of learners as assessed by the teachers when grouped according to profile?

Table 12

Test of Significant Difference in the Level of classroom engagement of learners as assessed by teachers when group according to its profile?

CLASSROOM MANAGEMENT	DEMOGRAPHIC PROFILE	Source of Variations	Sum of Squares	df	Mean Square	F	P value	Remarks	Decision
Behavioral Engagement	Age	Between Groups	1.996	4	.499	1.999	.100	No Significant	Accept H_o
		Within Groups	26.720	107	.250				
	Sex	Between Groups	.006	1	.006	.024	.878	No Significant	Accept H_o
		Within Groups	28.711	110	.261				
	Teaching Experience	Between Groups	3.515	6	.586	2.441	.030	Significant	Reject H_o
		Within Groups	25.201	105	.240				
	Educational Attainment	Between Groups	2.125	3	.708	2.877	.039	Significant	Reject H_o
		Within Groups	26.592	108	.246				
Emotional Engagement	Age	Between Groups	1.335	4	.334	1.667	.163	No Significant	Accept H_o
		Within Groups	21.427	107	.200				
	Sex	Between Groups	.178	1	.178	.865	.354	No Significant	Accept H_o
		Within Groups	22.585	110	.205				
	Teaching Experience	Between Groups	3.613	6	.602	3.311	005	Significant	Reject H_o
		Within Groups	19.094	105	182				
	Educational Attainment	Between Groups	.984	3	.328	1.627	.187	No Significant	Accept H_o
		Within Groups	21.778	108	.202				
Social Engagement	Age	Between Groups	.886	4	.221	1.102	.359	No Significant	Accept H_o
		Within Groups	21.486	107	.201				
	Sex	Between Groups	.404	1	.404	2.024	.158	No Significant	Accept H_o
		Within Groups	21.967	110	200				
	Teaching Experience	Between Groups	3.149	6	.525	2.867	.013	Significant	Reject H_o
		Within Groups	19.222	105	.183				
	Educational Attainment	Between Groups	.935	3	.312	1.571	.201	No Significant	Accept H_o
		Within Groups	21.436	108	.198				

Note: Significant if p<0.05

This table presents an ANOVA (Analysis of Variance) test assessing whether there are significant differences in classroom engagement (behavioral, emotional, and social) when grouped by age, sex, teaching experience, and educational attainment. Below is the interpretation:

Age does not significantly affect behavioral engagement (p = .100). While there is No significant difference (p = .878). Males and females have similar levels of behavioral engagement. Teaching experience impacts behavioral engagement. (Reject Ho) with Significant difference (p = .030). Different educational backgrounds affect behavioral engagement (Reject Ho) with Significant difference (p = .039). This concluded that age and sex do not influence behavioral engagement, teachers with different levels of experience and educational attainment show differences in managing students' behavioral engagement. Additionally, for Age does not significantly affect behavioral engagement. There is no significant difference in behavioral engagement across different demographic groups.

However, Teaching Experience (p = 0.030) and Educational Attainment (p = 0.039) are very close to the threshold of significance, suggesting a potential influence. A larger sample size might reveal a clearer pattern. Moreover, Emotional engagement is not affected by age (p = .163). No major differences between males and females (p = .354). Teaching experience significantly affects emotional engagement (p = .005) (Reject Ho). Lastly, No significant difference (p = .187). → Different educational backgrounds do not significantly impact emotional engagement (p = .187). This means More experienced teachers are better at emotionally engaging students, but age, sex, and educational attainment do not have a major effect.

Furthermore, Age does not affect social engagement, No significant difference (p = .359). While no significant difference (p = .158) between males and females. On the other hand, Teaching Experience has a significant difference (p = .013), meaning Teaching experience influences social engagement (Reject Ho). While different educational levels do not impact social engagement: No significant difference (p = .201). This concluded that, Age and sex do not significantly impact classroom engagement (behavioral, emotional, or social). Teaching experience is the most influential factor, significantly affecting all three types of engagement. Educational attainment influences behavioral engagement but not emotional or social engagement. Research Question 6. Is there a significant correlation between the level of attention span of learners and classroom engagement of the learners as assessed by the teachers?

Table 13

Test of Significant Correlation between Level of attention span and classroom engagement of the learners as assessed by the teachers

CLASSROOM ENGAGEMENT	ATTENTION SPAN	r value	P value	Remarks	Decision
Behavioral Engagement	Duration of Focus	.382**	.000	Significant	Reject H_o
	Responses to Distraction	.533**	.000	Significant	Reject H_o
	Task Completion	.442**	.000	Significant	Reject H_o
Emotional Engagement	Duration of Focus	.606**	.000	Significant	Reject H_o
	Responses to Distraction	.633**	.000	Significant	Reject H_o
	Task Completion	.541**	.000	Significant	Reject H_o
Social Engagement	Duration of Focus	.542**	.000	Significant	Reject H_o
	Responses to Distraction	.507**	.000	Significant	Reject H_o
	Task Completion	.444**	.000	Significant	Reject H_o

**Correlational at the level 0.01 *Correlational at the level 0.05(Two-tailed)

Size of Correlation	Interpretation
.90 to 1.00 (−.90 to −1.00)	Very high positive (negative) correlation
.70 to .90 (−.70 to −.90)	High positive (negative) correlation
.50 to .70 (−.50 to −.70)	Moderate positive (negative) correlation
.30 to .50 (−.30 to −.50)	Low positive (negative) correlation
.00 to .30 (.00 to −.30)	negligible correlation

Table 6 presents the correlation analysis between Classroom Engagement (Behavioral, Emotional, and Social Engagement) and Attention Span (Duration of Focus, Responses to Distraction, and Task Completion). The key values are r-value (correlation coefficient): Measures the strength and direction of the relationship (ranges from -1 to +1); p-value: Indicates statistical significance ($p < 0.05$ means the relationship is significant). Below is the interpretation:As behavioral engagement increases, attention span (focus, response to distraction, and task completion) also improves. The strongest relationship is between Behavioral Engagement and Responses to Distraction (r = 0.533), meaning that students who are behaviorally engaged are better at managing distractions.

Moreover, emotional engagement has a strong positive effect on attention span, with the strongest correlation seen in Responses to Distraction (r = 0.633). This means that students who are emotionally engaged (motivated, interested) are better at staying focused and overcoming distractions.

Furthermore, Social engagement also improves attention span, with the strongest relationship being with Duration of Focus (r = 0.542). This suggests that students who are socially engaged (interact with peers, collaborate) tend to have better focus in class. Research indicates that behavioral engagement plays a crucial role in enhancing students' attention span and task performance. Friedman & Booth (2021) found that students with high behavioral engagement exhibit better focus and reduced susceptibility to distractions, reinforcing the idea that structured participation in classroom activities strengthens attention control. Similarly, Kim & Lee (2023) emphasized that task engagement strategies, such as self-regulation and persistence, are strongly correlated with students' ability to manage distractions and complete tasks efficiently. These findings suggest that fostering behavioral engagement through structured learning and self-regulation techniques can significantly improve students' attention and task management in classroom settings.

Emotional engagement plays a vital role in enhancing students' attention and learning outcomes. Turner & Meyer (2022) found that emotionally engaged students demonstrate higher motivation levels, which helps them resist distractions and maintain focus during learning tasks. Additionally, Harris et al. (2020) emphasized that emotional investment in learning, including interest and enjoyment, contributes to improved executive functioning, leading to better attention span and task completion. These findings highlight the importance of fostering emotional engagement in the classroom to enhance students' ability to concentrate and complete academic tasks effectively.

Social engagement significantly enhances students' attention span and ability to manage distractions. Gunderson & Johnson (2023) found that peer collaboration fosters longer focus durations due to interactive learning and shared accountability. Similarly, Martínez et al. (2021) concluded that active participation in social classroom interactions helps students develop cognitive resilience, improving their ability to maintain attention and filter distractions effectively. These findings emphasize the role of social engagement in strengthening students' cognitive skills and sustaining attention in learning environments.

7. Based on the results of the study, what action plan can be proposed to enhance/sustain the attention span and classroom engagement of the learners?

V. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter provides a summary of findings, key conclusions, and recommendations derived from the study on attention span and classroom engagement of key stage 2 learners during post pandemic.

SUMMARY OF FINDINGS : The following are the findings of the study, which were arranged according to the problems posited in the study:

1. Demographic Profile of the respondents in terms of:

1.1 Age
1.2 Sex
1.3 Teaching Experience
1.4 Educational Attainment?

Majority of the respondents are mid- to late-career female educators with substantial teaching experience, predominantly holding or pursuing graduate-level education. This demographic profile suggests a seasoned and academically inclined workforce, with limited representation from younger, early-career teachers and those with doctoral qualifications.

2. What is the attention span level of the learners as assessed by the teachers based on:

2.1 Duration of Focus
2.2 Responses to Distraction
2.3 Task Completion?

The findings show that learners at Tagapo and Labas Elementary School demonstrate high overall behavioral, emotional, and social engagement, especially in class participation, enjoyment, and collaboration, though they struggle with meeting deadlines, staying prepared, and managing challenges calmly.

3. What is the level of classroom engagement of the learners as assessed by the teachers concerning to:

3.1 Behavioral Engagement

3.2 Emotional Engagement
3.3 Social Engagement?

The findings indicate that while learners at Tagapo and Labas Elementary School generally show high focus, persistence, and awareness of distractions especially during interactive lessons they face moderate challenges with self-regulation, minimizing distractions, and consistently completing tasks on time.

4. Is there a significant difference on the attention span level of learners as assessed by the teachers when grouped according to profile?

No significant differences in students' duration of focus or task completion across demographic variables; however, age and teaching experience significantly influence students' responses to distractions, with varying reactions observed among different age groups and experience levels.

5. Is there a significant difference on the level of classroom engagement of learners as assessed by the teachers when grouped according to profile?

No significant differences in behavioral and social engagement across demographic groups, though teaching experience and educational attainment may slightly influence behavioral engagement, while emotional engagement significantly varies with teaching experience, indicating that educators with different experience levels engage emotionally in distinct ways.

6. Is there a significant correlation between the level of attention span of learners and classroom engagement of the learners as assessed by the teachers?

The correlation analysis reveals that higher behavioral, emotional, and social engagement positively influence students' attention span, with emotional engagement showing the strongest link to improved responses to distraction ($r = 0.633$) and social engagement being most strongly associated with longer focus duration ($r = 0.542$), highlighting the importance of emotional support and peer interaction in maintaining attention.

VI. CONCLUSIONS

Based on the given summary of findings, the researchers have reached the following conclusions:

1. Majority of respondents are experienced female educators in mid to late career stages, with a strong emphasis on graduate-level education, while younger teachers and those with doctoral qualifications are less represented.

2. Learners display strong focus and persistence, particularly in interactive lessons, but encounter challenges with self-regulation, minimizing distractions, and completing tasks on time.

3. Strong engagement in behavioral, emotional, and social aspects, particularly in participation and collaboration, but face challenges in meeting deadlines, staying prepared, and maintaining composure under pressure.

4. Learners' duration of focus and task completion do not vary significantly across demographic variables, age and teaching experience significantly affect how students respond to distractions, with different age groups and experience levels exhibiting distinct responses.

5. Behavioral and social engagement does not differ significantly across demographic groups, teaching experience and educational attainment may have a slight impact on behavioral engagement, with emotional engagement varying notably according to teaching experience.

6. Higher levels of behavioral, emotional, and social engagement positively impact students' attention span, with emotional engagement having the strongest effect on managing distractions and social engagement most closely linked to sustained focus.

RECOMMENDATIONS: Based on the summary of findings presented and the conclusions derived, the following recommendations are suggested:

1. It is recommended that efforts be made to encourage the participation of younger teachers and those pursuing doctoral qualifications, ensuring a more diverse range of experience and academic backgrounds within the educator workforce.

2. Targeted strategies be implemented to improve learners' time management, preparedness, and resilience under pressure, while continuing to foster their strong engagement in class participation and collaboration

3. Interventions be introduced to support learners in developing better self-regulation skills, strategies for minimizing distractions, and improving time management to help them consistently complete tasks on time.

4. Professional development programs focus on enhancing emotional engagement strategies for educators at different experience levels, while also considering the potential influence of teaching experience and educational attainment on behavioral engagement.

5. Teaching strategies be tailored to address the specific needs of different age groups and levels of experience, focusing on improving students' ability to manage distractions effectively across diverse demographics.

6. Schools prioritize enhancing emotional and social engagement in the classroom, as these factors significantly contribute to improving students' attention span and ability to manage distractions.

7. Teachers should be encouraged to incorporate evidence-based, student-centered teaching methods such as active learning, technology integration, and differentiated instruction to improve engagement and attention among Key Stage 2 learners.

8. School administrators should consider the implementation of the proposed action plan into school's policies and instructional strategies. Regular monitoring and evaluation should be conducted to assess its effectiveness and make necessary improvements.

9. Similar studies will be conducted in the future using expanded samples, in which learners will also serve as respondents, using the findings of this study as a reference.

OUTPUT OF THE STUDY

PROPOSED ACTION PLAN ON ATTENTION SPAN AND CLASSROOM ENGAGEMENT OF KEY STAGE 2 LEARNERS DURING POST PANDEMIC

KEY RESULT AREA	OBJECTIVES	STRATEGIES/ ACTIVITIES	PERSON INVOLVED	TIME FRAME	SOURCE OF BUDGET	EXPECTED OUTPUT
Duration of Focus	To enhance students, focus, engagement and cognitive performance by integrating short movement breaks and interactive active learning strategies into classroom instruction	Brain Breaks & Active Learning: Short movement breaks and interactive lessons to maintain focus.	Teachers and Learners	Daily Routine	SEF	Development of a classroom routine that includes scheduled movement breaks without compromising instructional time.
	To create an organized, distraction free learning	Classroom Environment Optimization: Minimize	Teachers and Learners	Daily Routine	SEF	Consistent Student Adherence to established

	environment through the implementation of structured classroom routines and optimized physical and behavioral settings that support student focus and productivity.	Distractions and incorporate structured routines.				classroom routines and transitions.
	To sustain and enhance student engagement and retention by integrating multisensory learning techniques including visual aids, physical movement, and hands-on activities into daily instruction.	Multisensory Learning Techniques: Incorporate visuals movement, and hands-on activities to sustain engagement	Teachers and Learners	Daily Routine	SEF	More dynamic and interactive classroom sessions, fostering collaborative learning.
Response to Distraction	To develop students' ability to manage their emotions, behavior, and attention through structured self-regulation strategies such as deep breathing, self-monitoring checklist, and positive self-talk.	Self-Regulation Training: Teach strategies like deep breathing, self-monitoring checklist, and positive self-talk.	Teachers, Parents, And Learners	Daily/ Weekly	SEF	Students independently utilize self-regulation tools such as checklist and affirmations during learning activities.
	To promote student accountability and motivation by implementing classroom behavior contracts that encourage the setting of personal learning goals and regular self-reflection on behavioral and academic progress	Classroom Behavior Contracts: Have student set personal learning goals and reflect on progress.	Teachers, Parents, and Learners	Daily/ Weekly	SEF	Regular student reflections show increased awareness of personal growth and areas for improvement.
	To support	Focus Stations:	Teachers,	All Year	SEF	Teachers report

	student concentration and independent learning by creating designated focus stations that provides a quiet, structured environment with minimal distractions.	Designate quiet area for independent work with minimal distractions.	Parents, and Learners	Round		improved classroom flow and ability to support small groups while others work independently
Task Completion	To equip students with essential time management skills by teaching prioritization techniques and effective use of planners or digital calendars for organizing tasks and responsibilities.	Time Management Workshops: Teach prioritization techniques using planners or digital calendars.	Teachers, Parents, and Learners	Monthly report	SEF	Students can successfully identify, prioritize, and plan daily and weekly academic task.
	To increase student motivation and task completion rates by integrating a gamified pointed based reward system that reinforces positive behavior and timely work submission.	Gamification & Reward System: Implement point-based rewards for on-time task completion (stickers, certificates, extra privileges).	Teachers, Parents, and Learners	Monthly report	SEF	Students consistently complete tasks on time and demonstrate improved classroom engagement as evidenced by active participation in the reward system.
	To foster student self-awareness and responsibility through a structured daily routine involving morning goal setting and end of the day self-assessment.	Check in & Check out Routine: Daily goal setting in the morning and self-assessment at the end of the day.	Teachers, Parents, and Learners	Daily All Year Round	SEF	Students show increased ownership of their learning and behavior by consistently setting meaningful daily goals and reflecting on their progress, leading to more focused and intentional classroom participation.
Behavioral Engagement	To enhance students' homework completion and	Homework Support Program: After school tutoring,	Teachers, Parents, and Learners	Daily All Year	SEF	Will have increased homework submission rates

	academic preparedness through the implementation of after school tutoring, peer mentoring, and structured study sessions.	peer mentoring, and structured study sessions.		Round		and class participation.
	To strengthen parent-teacher collaboration by providing parents with tips and guidelines that support the development of the effective homework habits at home.	Parent-Teacher Collaboration Provide parents with the tips and guidelines to support homework habits at home.	Teachers, Parents, and Learners	Monthly report	SEF	Parents will have received practical tips and guidelines to effectively support and monitor their children's homework habits at home, which will have contributed to improved student accountability and academic performance.
	To boost students' motivation and responsibility by implementing an incentive-based classroom reward system that recognizes timely homework completion and preparedness.	Classroom Reward System: Implement an incentive-based program where students earn points, badges, or small rewards for completing homework on time and demonstrating preparedness.	Teacher and Learners	Daily/ Monthly	SEF	Students will have demonstrated increase motivation and responsibility, leading to higher rates of timely homework completion and improved preparedness as evidenced by earned points, badges or rewards.
Emotional Engagement	To enhance students' emotional resilience and focus by incorporating weekly mindfulness sessions that include breathing exercises, guided meditation, and journaling.	Mindfulness & Emotional Resilience Sessions: Weekly breathing exercise, guided meditation, and journaling.	Teachers, Parents, and Learners	All Year Round	SEF	Students will have developed improved emotional resilience and focus, demonstrated through better stress management, enhanced self-awareness, and increased ability to stay calm and concentrated in

						challenging situations.
	To foster a growth mindset in students by teaching them to embrace challenges and learn from mistakes through role-playing activities and positive reinforcement.	Mindset Training: Teach students to embrace challenges and learn from mistakes through role-playing and positive reinforcement.	Teacher and Learners	Weekly	SEF	Students will have demonstrated a greater willingness to take on challenges, persist through difficulties, and view mistakes as learning opportunities, leading to improved problem-solving and resilience.
	To create a designated "Calm Corner" in the classroom where students can regulate their emotions and practice relaxation techniques when feeling overwhelmed or stressed.	Clam Corner in the classroom: Designate a space for students to regulate emotions through relaxation techniques.	Teachers and Learners	Daily	SEF	Students will have effectively used the Clam Corner to manage their emotions, demonstrating increased self-regulation, reduced classroom disruption, and enhanced focus during lessons.
Social Engagement	To enhance students' teamwork skills by assigning group tasks with shared responsibilities, encouraging collaboration and communication.	Collaborative Learning Projects: Assign group tasks with shared responsibilities to develop teamwork skills.	Teachers and Learners	Weekly	SEF	Students will have developed stronger teamwork and communication skills, demonstrated by their ability to work effectively in groups, contribute to shared tasks, and resolve conflicts collaboratively.
	To promoted accountability and peer support by implementing buddy system where students are paired to help each other stay on track with deadlines.	Buddy System: Pair students to support each other in staying on track with deadlines.	Teachers and Learners	Daily/ Weekly	SEF	Students will have demonstrated improved time management and responsibility, with increased completion on tasks on time and enhanced

						collaboration through mutual support from their assigned buddies.
	To instill accountability and leadership skills in students by assigning rotating classroom responsibility roles, such as timekeeper and task manager.	Classroom Responsibility Roles: Assign rotating roles (timekeeper, task manager) to instill accountability.	Teachers and Leaners	All Year Round	SEF	Students will have developed greater responsibility and leadership abilities, demonstrated through their effective management of classroom task.

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APPENDICES
APPENDIX A
LETTERS

Republic of the Philippines
Pamantasan ng Cabuyao
(University of Cabuyao)
Graduate School
Katapatan Mutual Homes, Brgy. Banay-banay, City of Cabuyao, Laguna 4025

Department of Education
SCHOOLS DIVISION OF SANTA ROSA CITY
RECORDS UNIT
RECEIVED
Ref. No. 002523
Received by: Date: 1/29/25

January 28, 2025

HEREBERTO JOSE D. MIRANDA, CESO VI
School Division Superintendent
SDO City of Santa Rosa
Santa Rosa City, Laguna

Dear Superintendent Miranda,

I am writing to respectfully request approval to conduct a survey as part of my research study titled **"Post-Pandemic Classroom Engagement and Attention Span of Key Stage 2 Learners: Basis for Action Plan."** This study aims to explore and analyze learners' classroom engagement to support educational strategies for improved learning outcomes.

As part of the research process, I kindly request permission to:

1. Conduct a **pilot test** of the survey instrument at **Malitlit Elementary School**.
2. Administer the finalized survey to selected participants from **Tagapo Elementary School** and **Labas Elementary School**

The survey will target the Key Stage 2 Teachers (Grades 4-6), and all activities will strictly adhere to ethical guidelines and confidentiality protocols. Furthermore:

- Participation will be voluntary, and their responses will be kept confidential, with all data used solely for the purpose of this research.
- The results will be used for academic purposes and shared with school.
- Data collection will be scheduled at your convenience to minimize disruption to school activities.

I believe this study will be valuable for understanding the challenges faced by learners and educators in the post-pandemic classroom setting. I am more than willing to discuss the details of the study, provide a copy of the survey tool, or meet with school administrators to address any concerns or questions.

Thank you for considering my request.

Sincerely,

LERMA A. CUETO
Student Number: 2203674
CP# 0929 7272 399 lerma.cueto@deped.gov.ph

Approved by:

JEFFREY A. ASTILLERO, PhD
Thesis Adviser

Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
SCHOOLS DIVISION OFFICE OF SANTA RO

Department of Education
SCHOOLS DIVISION OF STA. ROSA CITY
RECORDS UNIT
RELEASED
By: Meihan Date & Time: 2/3/25
Ref. No.: 25-02CON-178

February 03, 2025

LERMA A. CUETO
Researcher
University of Cabuyao
City of Cabuyao, Laguna

Dear Ms. Cueto:

In response to your request letter for the conduct of your research with the title, **"Post-Pandemic Classroom Engagement and Attention Span of Key Stage 2 Learners: Basis for Action Plan,"** this Office hereby allows its conduct for the necessary data gathering procedures to your target research participants and research locale based on your submitted research instrument.

Thus, it is assumed that the observance of the minimum health protocols being implemented by the Department of Health (DOH) and the Inter-Agency Task Force (IATF), and the provision of the Data Privacy Act of 2012 will still be strictly followed.

In addition, the Planning and Research Section (PRS) respectfully requests a copy of the full paper upon completing the research study in order to have additional research-based data which can also be utilized to address other issues among schools. You may send the soft copy through this link: **bit.ly/SRCResearchPortal.** Likewise, for further improvement of the PRS services, kindly answer the feedback survey form through this link: **bit.ly/SRC-CSM**. Thank you.

Very truly yours,

HERIBERTO JOSE D. MIRANDA, CESO VI
Schools Division Superintendent

Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
SCHOOLS DIVISION OFFICE OF SANTA ROSA CITY

Department of Education
SCHOOLS DIVISION OF STA. ROSA CITY
RECORDS UNIT
RELEASED
By: Mei Ann Date & Time: 2/3/25
Ref. No.: 25-0204-175

1st Indorsement

February 03, 2025

Respectfully referred to **MUTYA T. MORILLO, LORENZO L. MALAPITAN,** and **LUCILY J. BUQUIZ**, School Heads of Malitlit Elementary School, Tagapo Elementary School, and Labas Elementary School, respectively, Schools Division of Santa Rosa City, for information and appropriate action, the attached letter request of Lerma A. Cueto, a student at University of Cabuyao, Cabuyao City, Laguna, relative to the conduct of the research, "Post-Pandemic Classroom Engagement and Attention Span of Key Stage 2 Learners: Basis for Action Plan."

Further, the schools are advised to strictly observe the "No Disruption of Classes Policy" (DepEd Order No. 09, s. 2005), applicable provisions of the Data Privacy Act of 2012, and minimum public health standards during the data gathering procedures. s

HEREBERTO JOSE D. MIRANDA, CESO VI
Schools Division Superintendent

Tagapo Road, Brgy. Market Area, City of Santa Rosa, Laguna
Telephone No. (049) 544-2002
santarosa.city@deped.gov.ph www.depedsantarosa.ph DepEd Tayo Santa Rosa City

Republic of the Philippines
Pamantasan ng Cabuyao
(University of Cabuyao)
Graduate School
Katapatan Mutual Homes, Brgy. Banay-banay, City of Cabuyao, Laguna 4025

February 03, 2025

MUTYA T. MORILLO
School Principal
Malitlit Elementary School
San Rafael St. Brgy. Malitlit, City of Santa Rosa, Laguna

Dear Ma'am Mutya,

I am Lerma A. Cueto a student from Master of Arts in Education, major in Administration and Supervision, at Pamantasan Lungsod ng Cabuyao, conducting a study titled **"Post-Pandemic Classroom Engagement and Attention Span of Key Stage 2 Learners: Basis for Action Plan."**

As part of this research, I would like to request your kind permission to conduct a **research survey** of the instrument with Key Stage 2 teachers (Grades 4-6) at Malitlit Elementary School. The purpose of this research is to explore and analyze Key Stage 2 learners' classroom engagement and attention span in the post-pandemic educational setting. This study aims to provide insights that can provide strategies for enhancing learning outcomes.

I assure you that the following measures will be observed during the conduct of the pilot test.

1. **Voluntary Participation**: Teacher's participation will be voluntary.
2. **Confidentiality**: All data collected will be treated with strict confidentiality and used solely for academic purposes.
3. **Minimal Disruption**. Data collection will be scheduled at a time that is convenient for the school to minimize any interruption to regular classes.

Thank you very much for considering this request.

Sincerely,

LERMA A. CUETO
Student Number: 2203674
CP# 0929 7272 399

Approved by:

JEFFREY A. ASTILLERO, PhD
Thesis Adviser

MUTYA T. MORILLO
PRINCIPAL II

Republic of the Philippines
Pamantasan ng Cabuyao
(University of Cabuyao)
Graduate School
Katapatan Mutual Homes, Brgy. Banay-banay, City of Cabuyao, Laguna 4025

February 03, 2025

LORENZO L. MALAPITAN
School Principal
Tagapo Elementary School
Purok 4 Rizal Blvd. Tagapo, City of Santa Rosa, Laguna

Dear Sir Lorenzo,

I am Lerma A. Cueto a student from Master of Arts in Education, major in Administration and Supervision, at Pamantasan Lungsod ng Cabuyao, conducting a study titled **"Post-Pandemic Classroom Engagement and Attention Span of Key Stage 2 Learners: Basis for Action Plan."**

As part of this research, I would like to request your kind permission to conduct a **research survey** of the instrument with Key Stage 2 teachers (Grades 4-6) at Tagapo Elementary School. The purpose of this research is to explore and analyze Key Stage 2 learners' classroom engagement and attention span in the post-pandemic educational setting. This study aims to provide insights that can provide strategies for enhancing learning outcomes.

I assure you that the following measures will be observed during the conduct of the pilot test.

1. **Voluntary Participation**: Teacher's participation will be voluntary.
2. **Confidentiality**: All data collected will be treated with strict confidentiality and used solely for academic purposes.
3. **Minimal Disruption**: Data collection will be scheduled at a time that is convenient for the school to minimize any interruption to regular classes.

Thank you very much for considering this request.

Sincerely,

LERMA A. CUETO
Student Number: 2203674
CP# 0920 7272 399

Approved by:

JEFFREY A. ASTILLERO, PhD
Thesis Adviser

Received
LORENZO L. MALAPITAN
Principal I
Tagapo Elementary School

Republic of the Philippines
Pamantasan ng Cabuyao
(University of Cabuyao)
Graduate School
Katapatan Mutual Homes, Brgy. Banay-banay, City of Cabuyao, Laguna 4025

February 03, 2025

LUCILY J. BUQUIZ
School Principal
Labas Elementary School
Olympia Park Subd Labas, City of Santa Rosa, Laguna

Dear Ma'am Lucy,

I am Lerma A. Cueto a student from Master of Arts in Education, major in Administration and Supervision, at Pamantasan Lungsod ng Cabuyao, conducting a study titled **"Post-Pandemic Classroom Engagement and Attention Span of Key Stage 2 Learners: Basis for Action Plan."**

As part of this research, I would like to request your kind permission to conduct a **pilot test** of the survey instrument with Key Stage 2 teachers (Grades 4-6) at Labas Elementary School. The pilot test is a vital step to validate and refine the survey tool before its wider administration in the study.

I assure you that the following measures will be observed during the conduct of the pilot test.

1. **Voluntary Participation**. Teacher's participation will be voluntary.
2. **Confidentiality**. All data collected will be treated with strict confidentiality and used solely for academic purposes.
3. **Minimal Disruption**. Data collection will be scheduled at a time that is convenient for the school to minimize any interruption to regular classes.

Thank you very much for considering this request.

Sincerely,

LERMA A. CUETO
Student Number: 2203674
CP# 0929 7272 399

Approved by:

JEFFREY A. ASTILLERO, PhD
Thesis Adviser

Received:

APPENDIX B
VALIDATED RESEARCH INSTRUMENTS

Republic of the Philippines
University of Cabuyao
(PAMANTASAN NG CABUYAO)
Graduate School
Katapatan Mutual Homes, Brgy. Banay-banay, City of Cabuyao, Laguna, Philippines 4025

RESEARCH INSTRUMENT VALIDATION FORM		
Research Title	"POST-PANDEMIC CLASSROOM ENGAGEMENT AND ATTENTION SPAN OF KEY STAGE 2 LEARNERS"	
Lead Researcher:	LERMA A. CUETO	
Members		
Validator	ALLEN CRIS MONTILLANO, PhD	
Affiliation	DepEd Cabuyao City	
Type of Research Instrument	Research-Made Survey Questionnaire.	

The purpose of this form is to validate the research instrument to ensure its reliability and validity in collecting accurate data. Please rate the research instrument based on the following criteria. Use the following rating scale:
5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

No.	Review Questions	5	4	3	2	1
1	The research instrument is clear and easy to understand.		/			
2	The research instrument measures what it intends to measure and is relevant to the research questions.	/				
3	The research instrument covers all aspects of the research questions and provides comprehensive data.	/				
4	The research instrument provides consistent results and is reliable.			/		
5	The research instrument measures what it intends to measure and accurately reflects the research questions.	/				
6	The research instrument is appropriate for the research methodology being used.	/				
7	The research instrument provides accurate and precise data.		/			
8	The research instrument encourages participants to provide detailed and insightful responses (for quantitative research instrument)	/				
9	The research instrument produces consistent results regardless of who administers, scores, or interpret is.	/				
10	The research instrument has standardized scoring procedures (for quantitative research instrument)	/				

Please provide any additional comments or suggestions regarding the research instrument.	Please refer to the suggested comments on your instrument. Good luck!

Republic of the Philippines
University of Cabuyao
(PAMANTASAN NG CABUYAO)
Graduate School
Katapatan Mutual Homes, Brgy. Banay-banay, City of Cabuyao, Laguna, Philippines 4025

RESEARCH INSTRUMENT VALIDATION FORM

Research Title	"POST-PANDEMIC CLASSROOM ENGAGEMENT AND ATTENTION SPAN OF KEY STAGE 2 LEARNERS"
Lead Researcher:	LERMA A. CUETO
Members	
Validator	[illegible]
Affiliation	DepEd Cabuyao City
Type of Research Instrument	Research-Made Survey Questionnaire.

The purpose of this form is to validate the research instrument to ensure its reliability and validity in collecting accurate data. Please rate the research instrument based on the following criteria. Use the following rating scale:
5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

No.	Review Questions	5	4	3	2	1
1	The research instrument is clear and easy to understand.	✓				
2	The research instrument measures what it intends to measure and is relevant to the research questions.	✓				
3	The research instrument covers all aspects of the research questions and provides comprehensive data.		✓			
4	The research instrument provides consistent results and is reliable.	✓				
5	The research instrument measures what it intends to measure and accurately reflects the research questions.	✓				
6	The research instrument is appropriate for the research methodology being used.	✓				
7	The research instrument provides accurate and precise data.	✓				
8	The research instrument encourages participants to provide detailed and insightful responses (for quantitative research instrument)					
9	The research instrument produces consistent results regardless of who administers, scores, or interpret is.	✓				
10	The research instrument has standardized scoring procedures (for quantitative research instrument)	✓				

Please provide any additional comments or suggestions regarding the research instrument.	Please refer to the suggested comments on your instrument. Good luck!

Thank you for your participation in validating this research instrument. Your feedback is appreciated.

Republic of the Philippines
University of Cabuyao
(PAMANTASAN NG CABUYAO)
Graduate School
Katapatan Mutual Homes, Brgy. Banay-banay, City of Cabuyao, Laguna, Philippines 4025

RESEARCH INSTRUMENT VALIDATION FORM

Research Title	"POST-PANDEMIC CLASSROOM ENGAGEMENT AND ATTENTION SPAN OF KEY STAGE 2 LEARNERS"
Lead Researcher:	LERMA A. CUETO
Members	
Validator	Maribeth G. Herrero
Affiliation	EPS - Araling Panlipunan - DepEd Cabuyao
Type of Research Instrument	Research-Made Survey Questionnaire.

The purpose of this form is to validate the research instrument to ensure its reliability and validity in collecting accurate data. Please rate the research instrument based on the following criteria. Use the following rating scale:
5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

No.	Review Questions	5	4	3	2	1
1	The research instrument is clear and easy to understand.	✓				
2	The research instrument measures what it intends to measure and is relevant to the research questions.	✓				
3	The research instrument covers all aspects of the research questions and provides comprehensive data.	✓				
4	The research instrument provides consistent results and is reliable.	✓				
5	The research instrument measures what it intends to measure and accurately reflects the research questions.	✓				
6	The research instrument is appropriate for the research methodology being used.	✓				
7	The research instrument provides accurate and precise data.	✓				
8	The research instrument encourages participants to provide detailed and insightful responses (for quantitative research instrument)	✓				
9	The research instrument produces consistent results regardless of who administers, scores, or interpret is.	✓				
10	The research instrument has standardized scoring procedures (for quantitative research instrument)	✓				

Please provide any additional comments or suggestions regarding the research instrument.	Please refer to the suggested comments on your instrument. Good luck!

Thank you for your participation in validating this research instrument. Your feedback is appreciated.

APPENDIX C
LETTER TO RESPONDENTS

Republic of the Philippines
Pamantasan ng Cabuyao
(University of Cabuyao)
Graduate School
Katapatan Mutual Homes, Brgy. Banay-banay, City of Cabuyao, Laguna 4025

LETTER TO THE RESPONDENTS

Dear Respondents,

I hope this letter finds you well.

I am currently conducting a research study entitled **"Attention Span and Classroom Engagement of Key Stage 2 Learners During the Post-Pandemic: Basis for an Action Plan."** This study aims to explore how the transition from remote to in-person learning has affected the attention span and engagement of Key Stage 2 learners, and how the findings can inform actionable strategies to enhance learning outcomes.

Kindly answer the attached questionnaires and please be assured that your responses will be treated with the utmost confidentiality and used solely for academic purposes.

Your cooperation will contribute significantly to developing an evidence-based action plan that supports improved classroom engagement and learning recovery for Key Stage 2 learners in the post-pandemic era.

If you have any questions or would like further details, feel free to contact me at +63297272399 or lerma.cueto@deped.gov.ph

Thank you very much for considering this request.

Sincerely,

LERMA A. CUETO
Researcher

APPENDIX D
SURVEY

Questionnaire: Post-Pandemic Classroom Engagement and Attention Span of Key Stage 2 Learners

1: Demographic Profile Please provide the following information:

1.1 Age
_____ 51 and above
_____ 41-50
_____ 31-40
_____ 26-30
_____21-25

1.2 Sex:
_____Male
_____Female

1.3 Teaching Experience:
_____ 31 years and above
_____ 26 – 30 years
_____ 21 – 25 years
_____ 16 – 20 years
_____ 11 – 15 years
_____ 6 – 10 years
_____ 1 – 5 years

1.4 Educational Attainment
_____ Doctoral Degree
_____ With Doctoral Units
_____ Master's Degree
_____ With master's degree Units
_____ Bachelor's Degree

Part II: Please indicate how often you experience the following in your classroom. Use the scale below:

Scale	**Verbal Interpretation**
4	Very High
3	High
2	Moderate
1	Low

CLASSROOM ENGAGEMENT	4	3	2	1
2.1. Behavioral Engagement				
2.1.1 Learners actively participate in class discussions and share their ideas.				
2.1.2 Learners complete their homework on time and demonstrate preparedness.				
2.1.3 Learners remain focused and attentive, avoiding distractions from peers.				
2.1.4 Learners engage in meaningful conversations that contribute to learning.				
2.1.5 Learners maintain a calm and respectful atmosphere in the classroom.				
2.2. Emotional Engagement				
2.2.1 Learners remain calm and resilient when faced with challenges.				
2.2.2 Learners feel happy and enjoy being in class.				
2.2.3 Learners demonstrate confidence and a sense of self-assurance with others.				
2.2.4 Learners take pride in their work and accomplishments in school.				
2.2.5 Learners express their emotions (happiness, sadness, frustration) in a constructive and healthy manner.				
2.3. Social Engagement				
2.3.1 Learners remain focused and attentive during class activities.				
2.3.2 Learners approach school activities with confidence and enthusiasm.				
2.3.3 Learners enjoy collaborating with their classmates on group projects.				
2.3.4 Learners consistently meet deadlines for projects, assignments, and other tasks.				
2.3.5 Learners feel supported and encouraged by their friends in school.				

Part III: Please indicate how often you experience the following in your classroom. Use the scale below:

Scale	Verbal Interpretation
4	Very High
3	High
2	Moderate
1	Low

ATTENTION LEVEL SPAN	4	3	2	1
3.1 Duration of Focus				
3.1.1 Learners actively focus on their teacher throughout the entire lesson.				
3.1.2 Learners concentrate on their work with minimal distractions.				
3.1.3 Learners maintain focus during group activities without frequent reminders.				
3.1.4 Learners stay engaged and participate actively in multimedia or interactive lessons.				
3.1.5 Learners demonstrate sustained attention during independent reading or assignments.				
3.2 Responses to Distraction				
3.2.1 Learners remain attentive despite activities happening around them.				
3.2.2 Learners quickly return to their work after brief distractions.				
3.2.3 Learners stay focused on tasks by effectively ignoring minor distractions.				
3.2.4 Learners recognize distraction triggers and apply strategies to maintain focus.				
3.2.5 Learners exhibit strong self-regulation skills and independently refocus on tasks.				
3.3. Task Completion				
3.3.1 Learners consistently complete their tasks on time.				
3.3.2 Learners independently complete assignments with minimal need for reminders from the teacher.				
3.3.3 Learners follow task instructions accurately without frequent clarifications.				
3.3.4 Learners transition between tasks efficiently without significant delays.				
3.3.5 Learners demonstrate persistence in completing challenging tasks.				

APPENDIX E
STATISTICIAN/DATA ANALYST COMMITMENT FORM

PNC:PRE-FO-60 rev.0 03082023

Republic of the Philippines
Pamantasan ng Cabuyao
(University of Cabuyao)
Planning, Research, and Extension Division
Research and Development Department
Katapatan Mutual Homes, Brgy. Banay-banay, City of Cabuyao, Laguna 4025

STATISTICIAN/DATA ANALYST COMMITMENT FORM
2ND semester, AY 2024-2025

Group No.	None	Program:	Master of Arts in Education Major in Supervision and Administration
Name of Researcher	Lerma A. Cueto		
Research Adviser	Dr. Jeffrey Astillero		

I, DR. LANI D. DEADA, LPT, a mathematician/statistician/data analyst, hereby confirm my commitment to assist and provide guidance to the above-named student researcher/s in their research project. I understand that my role is to provide statistical/qualitative advice and assistance and that the student researcher/s is/are responsible for the overall design, implementation, and reporting of their research project.

I agree to:

1. Provide sadvice and guidance on the research design, sampling, data collection, and analysis methods, and presentation of results.
2. Review and verify the statistical/qualitative analysis conducted by the student researcher/s and ensure its accuracy and validity.
3. Help in the interpretation and reporting of the research findings.
4. Ensure that the statistical/qualitative methodology used is appropriate for the research question and data collected.
5. Keep all data and results confidential.
6. Acknowledge the contribution of the student researcher/s and the research adviser/s in all publications and presentations arising from this research project.

I understand that my involvement in this research project is voluntary and that I am not entitled to any financial compensation or credit beyond that agreed in this commitment form.

DR. LANI D. DEADA, LPT
Signature Over Printed Name
Date: 02/26/2025

APPENDIX F
STATISTICAL TABLES

Table 1.1
Demographic Profile of the respondents in terms of Age

INDICATORS	FREQUENCY	PERCENT
51 and above	33	29.46
41 – 50	43	38.39
31 – 50	22	19.64
26 – 30	10	8.93
21 – 25	4	3.57
TOTAL	112	100

Table 1.2
Demographic Profile of the respondents in terms of Sex

INDICATORS	FREQUENCY	PERCENT
Male	14	12.50
Female	98	87.50
TOTAL	112	100

Table 1.3
Demographic Profile of the respondents in terms of Teaching Experience

INDICATORS	FREQUENCY	PERCENT
31 years and above	3	2.68
26 – 30	14	12.50
21 – 25	16	14.29
16 – 20	27	24.11
11 – 15	22	19.64
6 – 10	23	20.54
1 – 5	7	6.25
TOTAL	112	100

Table 1.4
Demographic Profile of the respondents in terms of Educational Attainment

INDICATORS	FREQUENCY	PERCENT
Doctoral Degree	2	1.79
With Doctoral Units	0	0
Master's Degree	25	22.32
With Master's Degree Units	71	63.39
Bachelor's Degree	14	12.50
TOTAL	112	100

Table 2.1
The Attention Span Level of the Learners in terms of Level on Duration of Focus

INDICATORS	WEIGHTED MEAN	VERBAL INTERPRETATION
1. Learners actively focus on their teacher throughout the entire lesson.	2.46	Moderate
2. Learners concentrate on their work with minimal distractions.	2.38	Moderate
3. Learners maintain focus during group activities without frequent reminders.	2.66	Moderate
4. Learners stay engaged and participate actively in multimedia or interactive lessons.	3.29	Very High
5. Learners demonstrate sustained attention during independent reading or assignments.	2.57	Moderate
GENERAL ASSESSMENT	2.67	High

Legend: 3.25 – 4.00 Very High; 2.50 – 3.24 High; 1.75 – 2.49 Moderate; 1.00 – 1.74 Low

Table 2.2
The Attention Span Level of the Learners in terms of Responses to Distraction

INDICATORS	WEIGHTED MEAN	VERBAL INTERPRETATION
1. Learners remain attentive despite activities happening around them.	2.54	High
2. Learners quickly return to their work after brief distractions.	2.60	High
3. Learners stay focused on tasks by effectively ignoring minor distractions	2.48	Moderate
4. Learners recognize distraction triggers and apply strategies to maintain focus.	2.63	High
5. Learners exhibit strong self-regulation skills and independently refocus on tasks.	2.46	Moderate
GENERAL ASSESSMENT	2.54	High

Legend: 3.25 – 4.00 Very High; 2.50 – 3.24 High; 1.75 – 2.49 Moderate; 1.00 – 1.74 Low

Table 2.3
The Attention Span Level of the Learners in terms of Task Completion

INDICATORS	WEIGHTED MEAN	VERBAL INTERPRETATION
1. Learners consistently complete their tasks on time.	2.45	Moderate
2. Learners independently complete assignments with minimal need for reminders from the teacher.	2.49	Moderate
3. Learners follow task instructions accurately without frequent clarifications.	2.49	Moderate
4. Learners transition between tasks efficiently without significant delays.	2.51	High
5. Learners demonstrate persistence in completing challenging tasks.	2.56	High
GENERAL ASSESSMENT	2.50	High

Legend: 3.25 – 4.00 Very High; 2.50 – 3.24 High; 1.75 – 2.49 Moderate; 1.00 – 1.74 Low

Table 3.1

Level of Classroom Engagement of the Learners in terms of Behavioral Engagement

	INDICATORS	WEIGHTED MEAN	VERBAL INTERPRETATION
1.	Learners actively participate in class discussions and share their ideas.	3.09	High
2.	Learners complete their homework on time and demonstrate preparedness.	2.54	High
3.	Learners remain focused and attentive, avoiding distractions from peers.	2.59	High
4.	Learners engage in meaningful conversations that contribute to learning.	3.02	High
5.	Learners maintain a calm and respectful atmosphere in the classroom.	2.88	High
	GENERAL ASSESSMENT	2.82	High

Legend: 3.25 – 4.00 Very High; 2.50 – 3.24 High; 1.75 – 2.49 Moderate; 1.00 – 1.74 Low

Table 3.2

Level of Classroom Engagement of the Learners in terms of Emotional Engagement

	INDICATORS	WEIGHTED MEAN	VERBAL INTERPRETATION
1.	Learners remain calm and resilient when faced with challenges.	2.74	High
2.	Learners feel happy and enjoy being in class.	3.36	Very High
3.	Learners demonstrate confidence and a sense of self-assurance with others.	2.88	High
4.	Learners take pride in their work and accomplishments in school.	3.00	High
5.	Learners express their emotions (happiness, sadness, frustration) in a constructive and healthy manner.	2.83	High
	GENERAL ASSESSMENT	2.96	High

Legend: 3.25 – 4.00 Very High; 2.50 – 3.24 High; 1.75 – 2.49 Moderate; 1.00 – 1.74 Low

Table 3.3

Level of Classroom Engagement of the Learners in terms of Social Engagement

	INDICATORS	WEIGHTED MEAN	VERBAL INTERPRETATION
1.	Learners remain focused and attentive during class activities.	2.79	High
2.	Learners approach school activities with confidence and enthusiasm.	2.93	High
3.	Learners enjoy collaborating with their classmates on group projects.	3.12	High
4.	Learners consistently meet deadlines for projects, assignments, and other tasks.	2.57	High
5.	Learners feel supported and encouraged by their friends in school.	2.89	High
	GENERAL ASSESSMENT	2.86	High

Legend: 3.25 – 4.00 Very High; 2.50 – 3.24 High; 1.75 – 2.49 Moderate; 1.00 – 1.74 Low

Table 4

Test of Significant Difference on the attention span level *of learners when grouped according to profile*

ATTENTION SPAN	DEMOGRAPHIC PROFILE	Source of Variations	Sum of Squares	df	Mean Square	F	P value	Remarks	Decision
Duration of Focus	Age	Between Groups	.986	4	.246	.902	.466	No Significant	Accept H_o
		Within Groups	29.243	107	.273				
	Sex	Between Groups	.013	1	.013	.048	.828	No Significant	Accept H_o
		Within Groups	30.216	110	.275				
	Teaching Experience	Between Groups	2.152	6	.359	1.341	.245	No Significant	Accept H_o
		Within Groups	28.076	.105	.267				
	Educational Attainment	Between Groups	.678	3	.226	.826	.482	No Significant	Accept H_o
		Within Groups	29.551	108	.274				
Responses to Distraction	Age	Between Groups	6.890	4	1.722	6.316	0.000	Significant	Reject H_o
		Within Groups	29.181	107	.273				
	Sex	Between Groups	.086	1	.086	.275	.601	No Significant	Accept H_o
		Within Groups	34.365	110	.312				
	Teaching Experience	Between Groups	6.257	6	1.043	3.884	.002	Significant	Reject H_o
		Within Groups	28.194	105	.269				
	Educational Attainment	Between Groups	1.781	3	.594	1.962	.124	No Significant	Accept H_o
		Within Groups	32.670	.108	.303				
Task Completion	Age	Between Groups	2.380	4	.595	2.305	0.063	No Significant	Accept H_o
		Within Groups	27.620	107	.258				
	Sex	Between Groups	.082	1	.082	.300	.585	No Significant	Accept H_o
		Within Groups	29.918	110	.272				
	Teaching Experience	Between Groups	2.860	6	.477	1.844	0.098	No Significant	Accept H_o
		Within Groups	27.140	105	.258				
	Educational Attainment	Between Groups	1.029	3	.343	1.279	.285	No Significant	Accept H_o
		Within Groups	28.971	108	.268				

Table 5

Test of Significant Difference in the Level of classroom engagement of learners when group according to its profile

CLASSROOM MANAGEMENT	DEMOGRAPHIC PROFILE	Source of Variations	Sum of Squares	df	Mean Square	F	P value	Remarks	Decision
Behavioral Engagement	Age	Between Groups	1.996	4	.499	1.999	.100	No Significant	Accept H_o
		Within Groups	26.720	107	.250				
	Sex	Between Groups	.006	1	.006	.024	.878	No Significant	Accept H_o
		Within Groups	28.711	110	.261				
	Teaching Experience	Between Groups	3.515	6	.586	2.441	.030	Significant	Reject H_o
		Within Groups	25.201	105	.240				
	Educational Attainment	Between Groups	2.125	3	.708	2.877	.039	Significant	Reject H_o
		Within Groups	26.592	108	.246				
Emotional Engagement	Age	Between Groups	1.335	4	.334	1.667	.163	No Significant	Accept H_o
		Within Groups	21.427	107	.200				
	Sex	Between Groups	.178	1	.178	.865	.354	No Significant	Accept H_o
		Within Groups	22.585	110	.205				
	Teaching Experience	Between Groups	3.613	6	.602	3.311	005	Significant	Reject H_o
		Within Groups	19.094	105	182				
	Educational Attainment	Between Groups	.984	3	.328	1.627	.187	No Significant	Accept H_o
		Within Groups	21.778	108	.202				
Social Engagement	Age	Between Groups	.886	4	.221	1.102	.359	No Significant	Accept H_o
		Within Groups	21.486	107	.201				
	Sex	Between Groups	.404	1	.404	2.024	.158	No Significant	Accept H_o
		Within Groups	21.967	110	200				
	Teaching Experience	Between Groups	3.149	6	.525	2.867	.013	Significant	Reject H_o
		Within Groups	19.222	105	.183				
	Educational Attainment	Between Groups	.935	3	.312	1.571	.201	No Significant	Accept H_o
		Within Groups	21.436	108	.198				

Note: Significant if p<0.05

Table 6

Test of Significant Correlation between Level of Classroom engagement and attention span of the learners

CLASSROOM ENGAGEMENT	ATTENTION SPAN	r value	P value	Remarks	Decision
Behavioral Engagement	Duration of Focus	.382**	.000	Significant	Reject H_o
	Responses to Distraction	.533**	.000	Significant	Reject H_o
	Task Completion	.442**	.000	Significant	Reject H_o
Emotional Engagement	Duration of Focus	.606**	.000	Significant	Reject H_o
	Responses to Distraction	.633**	.000	Significant	Reject H_o
	Task Completion	.541**	.000	Significant	Reject H_o
Social Engagement	Duration of Focus	.542**	.000	Significant	Reject H_o
	Responses to Distraction	.507**	.000	Significant	Reject H_o
	Task Completion	.444**	.000	Significant	Reject H_o

**Correlational at the level 0.01 *Correlational at the level 0.05(Two-tailed)

Size of Correlation	Interpretation
.90 to 1.00 (−.90 to −1.00)	Very high positive (negative) correlation
.70 to .90 (−.70 to −.90)	High positive (negative) correlation
.50 to .70 (−.50 to −.70)	Moderate positive (negative) correlation
.30 to .50 (−.30 to −.50)	Low positive (negative) correlation
.00 to .30 (.00 to −.30)	negligible correlation

APPENDIX G
RESEARCH ETHICS CLEARANCE

PNC:PRE-FO-93 rev.0 05102023

Republic of the Philippines
Pamantasan ng Cabuyao
(UNIVERSITY OF CABUYAO)
Office of the Executive Vice President
Research Ethics Review Office
Katapatan Mutual Homes, Brgy. Banay-banay, City of Cabuyao, Laguna

RESEARCH ETHICS CLEARANCE

This is to certify that the research **POST PANDEMIC CLASSROOM ENGAGEMENT AND ATTENTION SPAN OF KEY STAGE 2 LEARNERS: BASIS FOR ACTION PLAN** by **LERMA A. CUETO** has undergone a thorough ethical review and has been granted clearance to proceed with the study.

The research study has been evaluated based on the guidelines set by the University's Research Ethics Review Committee and is found to be in compliance with the ethical principles of research involving human subjects, including informed consent, confidentiality, and data privacy.

This clearance is valid for the duration of the study as specified in the research proposal and subject to periodic review by the Research Ethics Review Committee.

MS. JANINE M. LIBOSADA
Chair
Research Ethics Review Committee

DR. MARIA EMMALYN ASUNCION D. CAPUNO
Head
Research Ethics Review Office

APPENDIX H
CURRICULUM VITAE

LERMA ALCANTARA CUETO

Address:

Block 2 Lot 39 Phase II
Marco Polo Place
Brgy. Tagapo, City of Santa Rosa, Laguna (4026)

Phone:
+639297272399

Email:

lerma.cueto@deped.gov.ph

LANGUAGES
English & Filipino

WORK EXPERIENCE

TAGAPO ELEMENTARY SCHOOL
Position: TEACHER I
Date: July 1, 2020 – Present
Location: Brgy. Tagapo, City of Santa Rosa, Laguna

MALITLIT ELEMENTARY SCHOOL
Position: Substitute Elementary Teacher
Date: January 13, 2020 – March 31, 2020
Location: Brgy. Malitlit, City of Santa Rosa, Laguna

CHILD FORMATION CENTER
Position: Junior/Senior High Teacher
Date: June 15, 2017 – May 30, 2019
Location: Zavalla 3 Subdivision.
Brgy. Tagapo, City of Santa Rosa, Laguna

EDUCATION

Master of Arts in Education

Major in Administration and Supervision
Pamantasan ng Cabuyao (University of Cabuyao)
City of Cabuyao, Laguna (4025)
AY: 2022-Present

Bachelor of Secondary Education
Saint Michael's College of Laguna
Continuing Program for Education
AY: 2016-2017

Bachelor of Science in Psychology
Sacred Heart College
Lucena, Quezon
AY: 1998-2002

SKILLS & KNOWLEDGE
Licensed Professional Teacher 2017
Leadership Skills Computer Literate