

Influence of Classroom-Based Experiential Learning Activities on Learners' Classroom Performance and Learning Engagement in Public Elementary Schools of Guinobatan West District, Schools Division of Albay

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Abstract

This study examined the influence of classroom-based experiential learning activities on the classroom performance and learning engagement of Grade 4 learners in public elementary schools in Guinobatan West District, Schools Division of Albay, for School Year 2025–2026. It was anchored on Self-Efficacy Theory, Progressivist Theory, Constructivism, and the researcher's Learner-Centered Experiential Learning Theory. Using a descriptive-correlational research design, the study involved thirty Grade 4 teachers as respondents. Data were gathered through a researcher-made questionnaire checklist, supplemented by informal interviews, documentary analysis, library techniques, and internet-based research. Frequency distribution, percentage, weighted mean, five-point rating scale, and Spearman Rank-Order Correlation were used to analyze the data. Findings showed that Grade 4 learners participated in classroom-based experiential learning activities to a “sometimes” extent, with an average mean of 3.30. The influence of these activities on classroom performance was “much evident” with a mean of 3.82, while their influence on learning engagement was also “much evident” with a higher mean of 4.06. Overall, experiential learning activities supported motivation, participation, comprehension, practical application, collaboration, communication, critical thinking, and problem-solving. However, the computed Spearman rho value of 0.04 showed no significant correlation between classroom performance and learning engagement. Based on the findings, Classroom-Based Experiential Learning Lesson Exemplars were developed to support the effective implementation of experiential learning activities. The study supports SDG 4, Quality Education, by promoting meaningful, learner-centered instruction, and SDG 17, Partnerships for the Goals, by recognizing the role of teachers, school heads, parents, stakeholders, and future researchers. Its sustainability impact lies in strengthening instructional planning, teacher facilitation, learner participation, and school-community support for improved basic education outcomes.

Keywords: Classroom Performance, Classroom-Based Experiential Learning, Grade 4 Learners, Learning Engagement, Learner-Centered Instruction, Lesson Exemplars, Public Elementary Schools, SDG 4, SDG 17

1. Introduction

This study examined the influence of classroom-based experiential learning activities on the classroom performance and learning engagement of Grade 4 learners in public elementary schools in Guinobatan West District, Schools Division of Albay. It was anchored on the need to strengthen learner-centered instruction through meaningful, hands-on, reflective, and collaborative learning experiences. The study responded to observed classroom concerns such as declining participation, low motivation, poor study habits, reduced focus, and incomplete academic tasks. It also aimed to provide a basis for developing Classroom-Based Experiential Learning Lesson Exemplars.

1.1 Classroom-Based Experiential Learning Activities and Grade 4 Learners' Classroom Performance and Engagement

Education is a key foundation of national development and is supported by the 1987 Philippine Constitution and Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, which emphasized the development of critical thinkers, problem solvers, lifelong learners, and 21st-century learners. These policies promote learner-centered, inquiry-based, and contextualized teaching approaches that encourage active participation and meaningful learning. The MATATAG Curriculum under DepEd Order No. 010, s. 2024 further supports meaningful, inclusive, and relevant learning experiences. At the regional level, DepEd Region V Memorandum CLMD-2024-0058 and Regional Memorandum No. 0002, s. 2025 strengthen the implementation of contextualized, engaging, and learner-centered instruction. These policy directions support the use of experiential learning as an instructional approach that may improve classroom engagement and academic achievement. Experiential learning is grounded in “learning by doing,” where learners engage in real-world, hands-on, and reflective activities. It promotes critical thinking, collaboration, creativity, and problem-solving by connecting theoretical knowledge with practical experiences (King-Meadows & McRay, 2021). Classroom-based experiential learning activities

include simulations, collaborative projects, games, and real-life problem-solving tasks that promote active engagement and deeper understanding. Abbas et al. (2019) emphasized that these activities should be aligned with lesson objectives, learners' interests, and curriculum standards, with teachers serving as facilitators rather than sole knowledge providers.

1.2 Related Literature on Experiential Learning, Learner Engagement, and Academic Performance

The reviewed literature shows that experiential learning develops knowledge through direct experience, reflection, and active participation. Unlike rote or traditional instruction, experiential learning allows learners to participate actively in the learning process. It is shaped by continuous interaction with the environment (Morris, 2020) and follows a process of experience, reflection, conceptualization, and application (Karami and Tang, 2019). It also supports literacy, assessment, creativity, and the connection between theory and practice (Daud, 2022; Ortiz-Gallegos, 2020; King-Meadows and McRay, 2021; Brodek, 2022). Experiential learning may be implemented through field trips, simulations, role-playing, outdoor learning, and problem-solving activities. These activities allow learners to explore real-life contexts, develop critical thinking, examine possible outcomes, and apply knowledge in meaningful situations (Celeste (2020); Morales (2021); Castro and Santos (2020); Alvaro and Abad (2019); Adriano et al., 2020; Soriano, 2021). It also helps learners embrace challenges, learn from mistakes, and develop informed judgment and active participation (Aquino, 2023). Several studies confirm the value of experiential and learner-centered approaches in improving engagement and academic performance. Putri and Dewi (2025) found that experiential learning enhances engagement, motivation, retention, critical thinking, confidence, and academic outcomes. Ananda et al. (2025) reported that fourth-grade learners exposed to experiential learning performed better than those taught through traditional lectures. Uzochukwu (2025), Kulachai (2025), and Emmanuel and Tavershima (2025) likewise emphasized that student-centered, collaborative, simulation-based, and supportive strategies improve motivation, creativity, achievement, and retention. Other studies showed that teacher support, instructional strategies, self-efficacy, and learner-centered instruction strengthen engagement and achievement. Zhang (2024), Zakariya (2024), Kimeli and Kuboja (2023), Mbambo-Marimirofa et al. (2023), Onzi et al. (2023), Cooper and Ozansoy (2022), Madden (2021), Naqvi (2022), Lee and Boo (2022), Olayvar (2021), Kayega and Wandela (2021), Mbedule (2020), Oke (2020), Lavonen (2020), and Christine et al. (2019) supported the use of constructivist, differentiated, interactive, and student-centered approaches to improve learners' engagement, comprehension, self-efficacy, and performance. Local studies also affirm the effectiveness of experiential and active learning. Ala and Fernal (2025) found that experiential learning improved learners' performance in Araling Panlipunan. Ramos et al. (2025) reported a positive relationship between instructional strategies and elementary learners' academic achievement. Butaslac et al. (2024) and Buen et al. (2024) showed that teacher performance, explicit instruction, collaborative learning, and experiential approaches support learner performance and participation. Sagario and Versano (2023), Rivamonte (2023), Cinadre (2023), Plaza and Villocino (2023), Calvez (2022), Rizalda and Prado (2022), Valenzuela (2022), Aguilar and Hernandez (2022), Francisco and Celon (2021), Villanueva (2021) and Sabio et al. (2020) further emphasized that active, inquiry-based, differentiated, blended, and student-centered strategies contribute to engagement, competencies, and learning outcomes. However, Oke (2020), Mbedule (2020), and Madden (2021) noted that limited resources, time, and training may affect the effective implementation of these strategies.

1.3 Local, National, and Global Context of Experiential Learning in Public Elementary Education

At the national level, the study is aligned with the Philippine commitment to quality education through the 1987 Philippine Constitution, Republic Act No. 10533, the MATATAG Curriculum, DepEd Order No. 010, s. 2024, and regional curriculum implementation initiatives. These policies support meaningful, contextualized, and learner-centered instruction. At the local level, the study focused on Grade 4 learners and Grade 4 teachers in public elementary schools in Guinobatan West District, Schools Division of Albay, for School Year 2025–2026. It addressed observed learner concerns such as low motivation, passive participation, poor study habits, reduced focus, and incomplete academic tasks. At the global level, studies from different educational contexts show that learner-centered, interactive, collaborative, constructivist, and experiential approaches improve motivation, participation, and academic performance. These findings support the relevance of examining classroom-based experiential learning in the Philippine elementary school setting.

1.4 Theoretical and Conceptual Foundations of Learner-Centered Experiential Learning

The study was anchored on Self-Efficacy Theory by Albert Bandura as cited by Usher and Pajares (2008); Progressivists Theory by John Dewey as cited by Naatonis, Masitoh and Nursalim (2022); and Theory of Constructivism by Ernst von Glasersfeld as cited by Oliver (2000). These theories support active learning, learner confidence, discovery, reflection, and knowledge construction through meaningful experience. Self-Efficacy Theory by Albert Bandura as cited by Usher and Pajares (2008) explains that individuals' beliefs in their abilities influence their actions and persistence. In teaching, self-efficacy helps teachers organize innovative activities, manage classrooms, and support learner independence. The Theory on Progressivism by John Dewey as cited by Naatonis, Masitoh and Nursalim (2022) emphasizes active learning through experience, learner interests, and experimentation. Theory of Constructivism by Ernst von Glasersfeld as cited by Oliver (2000) emphasizes that learners construct meaning through thinking, feeling, acting, communication, discovery, and teacher facilitation. The conceptual basis followed a system approach composed of input, process, output, and feedback. The input involved classroom-based experiential learning activities and their influence on classroom performance and

learning engagement. The process included data analysis, interpretation, and testing of the relationship between classroom performance and engagement. The output was the development of Classroom-Based Experiential Learning Lesson Exemplars, while the feedback mechanism supported continuous improvement. Anchored on these theories, the researcher introduced the Learner-Centered Experiential Learning Theory, which asserts that learning becomes more effective when activities integrate real-world experiences, active participation, and guided reflection. It views learners as active participants who apply knowledge in practical contexts, thereby strengthening engagement, classroom performance, retention, and meaningful skill development.

1.5 Research Gaps and Rationale for the Study in Guinobatan West District

Although many studies support experiential learning and learner-centered instruction, limited research has focused specifically on classroom-based experiential learning activities among Grade 4 learners in public elementary schools in Guinobatan West District, Schools Division of Albay. There is also limited localized evidence on how these activities influence learners' classroom performance and learning engagement in the Philippine basic education context. This gap justified the conduct of the study. It aimed to determine the classroom-based experiential learning activities participated in by Grade 4 learners across learning areas, assess their influence on classroom performance and learning engagement as perceived by teachers, determine the significant correlation between classroom performance and engagement, and develop classroom-based experiential learning lesson exemplars. The study used a descriptive-correlational research design, with Grade 4 learners as subjects and thirty (30) Grade 4 teachers as respondents. Data were gathered through a researcher-made survey questionnaire and treated using frequency distribution, percentage, weighted mean, and Spearman Rank-Order Correlation.

1.6 Alignment with SDG 4 and SDG 17 in Basic Education

The study is aligned with SDG 4 - Quality Education because it focuses on improving classroom instruction, learner engagement, classroom performance, teacher facilitation, and lesson exemplar development. Its emphasis on active participation, critical thinking, collaboration, and problem-solving supports meaningful and inclusive education. The study also supports SDG 17 - Partnerships for the Goals because it recognizes the roles of teachers, school heads, the Department of Education, Schools Division Office, parents, community stakeholders, and future researchers in improving educational practice and learner outcomes.

1.7 Contribution of Classroom-Based Experiential Learning to Educational, Institutional, and Community Sustainability

The study contributes to educational sustainability by promoting learner-centered instruction that may improve Grade 4 learners' engagement, participation, and classroom performance. It supports institutional sustainability by providing evidence that may guide teacher training, instructional planning, school monitoring, and curriculum-aligned lesson development. It also contributes to community sustainability by recognizing the role of parents and stakeholders in supporting school programs and learner participation. Through classroom-based experiential learning, the study supports the development of motivated, competent, and responsible learners who can participate meaningfully in school and community life.

2. Material and methods

2.1 Research Design

The study used the descriptive-correlational research design. A research design serves as the plan for conducting a study, including the research site, selection of subjects, and data collection procedures, to ensure reliable and credible findings (McMillan and Schumacher, 2016). Descriptive statistics were used to summarize and describe the basic features of the data. According to Loeb et al. (2017), descriptive research answers questions about who, what, where, when, and to what extent, and plays an important role in educational research. The correlational method was also used to determine the strength and direction of the relationship between variables. Creswell (2014) explained that correlational research identifies relationships between two or more variables without manipulating them, while Fraenkel et al. (2019) noted that it is suitable for describing relationships and making predictions based on observed information. In this study, the design was used to determine the influence of classroom-based experiential learning activities on the classroom performance and engagement of Grade-4 learners in Public Elementary Schools in Guinobatan West District, Schools Division of Albay for School Year 2025–2026.

2.2 Locale of the Study

The study was conducted in the public elementary schools of Guinobatan West District, Schools Division of Albay. This locale served as the setting for determining the influence of classroom-based experiential learning activities on the classroom performance and engagement of Grade-4 learners during School Year 2025–2026.

2.3 Respondents of the Study

The respondents of the study were thirty (30) Grade 4 teachers from the public elementary schools in Guinobatan West District, Schools Division of Albay for School Year 2025–2026. They provided the needed responses regarding classroom-based experiential learning activities, classroom performance, and learning engagement.

2.4 Sample and Sampling Procedure

The study involved thirty (30) Grade 4 teachers from public elementary schools in Guinobatan West District, Schools Division of Albay. The manuscript identified these teachers as the respondents of the study, but it did not state a separate sampling procedure or sampling technique.

2.5 Research Instrument

The main instrument used in gathering data was a questionnaire checklist, supplemented by informal interviews, library techniques, documentary analysis, and internet-based research. A questionnaire is used to gather information from respondents and provides data that may be analyzed and interpreted to address the research problem. Booth (2020) stated that questionnaires can effectively explore aspects of the phenomenon being studied, while Leavy (2021) explained that questionnaires are widely used in social science research to gather information on participants' characteristics, behaviors, attitudes, beliefs, and reasons related to a topic. In preparing the questionnaire, the researcher consulted books, unpublished theses, journals, newspapers, and other related materials. The questionnaire was constructed based on the criteria of Fox (2016), which include clarity of language, specificity of context, singleness of purpose, linguistic completeness, grammatical consistency, freedom from assumption, freedom from suggestion, and appropriateness of the time needed to answer the instrument. The draft was submitted to the Dean of Graduate Studies and the adviser, and their suggestions were incorporated before final copies were prepared for the dry run. The questionnaire was validated by the researcher's classmates in the Research subject, who also served as mentors. Five (5) copies were used for the dry run. Applying Boeije's (2020) criteria, the questionnaire was evaluated using the rating scale of 5 for excellent, 4 for very good, 3 for good, 2 for fair, and 1 for poor. The time required to complete the questionnaire was also assessed using the ratings too long, long, just enough, and short.

2.6 Data Gathering Procedure

Before data collection, the researcher sought permission from the Schools Division Superintendent, the Public Schools District Supervisor, and the school heads of the participating schools. After approval was secured, the researcher personally distributed the questionnaires to the respondents. Data gathering was conducted in accordance with ethical research protocols. The library technique was used in reviewing related literature and studies gathered from libraries in the Bicol Region and the National Capital Region. Informal interviews were also conducted to support the questionnaire data. Hagan (2016) described an interview as a face-to-face situation where the interviewer orally solicits responses, while Davies et al. (2017) explained that interviews are used to gather information, opinions, and rich data through questioning and probing. In this study, the interviews helped substantiate the questionnaire responses, validate the collected data, and gather comments and suggestions for the analysis.

2.7 Data Analysis Techniques

The responses were classified, organized, and tabulated according to the variables of the study. The statistical tools used were frequency distribution, percentage technique, weighted mean, five-point rating scale, and Spearman Rank-Order Coefficient of Correlation. Frequency distribution and percentage were used to summarize the respondents' responses. The weighted mean was used to quantify the data and make interpretation more objective. The five-point rating scale was used to interpret the extent of responses. For classroom-based experiential learning activities participated in by Grade 4 learners across learning areas, the interpretations were Always, Often, Sometimes, Seldom, and Never. For the extent of influence of participation in classroom-based experiential learning activities as perceived by teachers, the interpretations were Very Much Evident, Much Evident, Evident, Fairly Evident, and Not Evident. The Spearman Rank-Order Coefficient of Correlation was used to determine the significant relationship between learners' classroom performance and learning engagement in classroom-based experiential learning activities.

3. Results and Discussion

3.1 Classroom-Based Experiential Learning Activities Across Learning Areas

3.1.1 Utilized and Less Utilized Experiential Learning Activities

The results showed that Grade 4 learners participated in classroom-based experiential learning activities to a "sometimes" extent, with an average mean of 3.30. The activities often utilized were playing "4 in a Row" for fractions (4.12), interactive vocabulary and grammar games, puzzles, and reading comprehension exercises (4.10), math manipulatives and gamified platforms such as Prodigy (4.09), origami, DIY musical instruments, or painting (3.85), collaborative projects (3.75), real-world projects such as designing a sustainable city or recycling project (3.73), outdoor learning activities (3.72), real-world problem-solving tasks (3.71), simulations and role-playing exercises (3.68), visits to museums or parks (3.66), service

learning projects (3.64), and multimedia presentations (3.51). Activities sometimes utilized included hands-on investigations, scientific concept exploration, classroom gardens or simple machines, and role-taking as reporters or historical figures. The seldom utilized activities were mock trials or mock city councils, business-related real-life dilemmas, peer revision and editing tasks, and values-based real-life dilemmas. These findings indicate that teachers frequently used experiential activities that were more accessible, enjoyable, and directly connected to classroom lessons, particularly games, manipulatives, collaborative tasks, and creative projects. However, more complex activities requiring extensive preparation, materials, higher-order thinking, or structured facilitation were used less often. The researcher observed that learners became bored and disengaged with routine lectures and repetitive copying, while hands-on activities made learning more exciting, relevant, and participatory. However, some teachers still relied on traditional methods due to limited training and resources. This supports the findings of Romero (2024), who concluded that many teachers were not trained to facilitate experiential learning effectively, and Gonzalo (2023), who disclosed that experiential learning often requires additional materials, equipment, and funding.

3.2 Influence of Experiential Learning on Classroom Performance and Learning Engagement

3.2.1 Influence on Classroom Performance

The results showed that the influence of classroom-based experiential learning activities on learners' classroom performance was "much evident," with an average mean of 3.82. The highest indicators were helping learners connect abstract concepts with practical applications (3.99), aiding memory and vocabulary development (3.97), enhancing understanding, participation, and problem-solving skills (3.96), boosting interest and self-efficacy (3.95), increasing engagement through interactive and collaborative activities (3.91), helping learners move beyond rote memorization (3.89), displaying understanding through role performance (3.88), developing foundational skills such as creativity, coordination, and health awareness (3.87), improving comprehension and retention (3.85), and boosting self-efficacy and intrinsic motivation (3.84). The lower-rated but still "much evident" indicators included applying values and principles to real-life situations, developing critical thinking and practical skills, fostering teamwork, analyzing situations, applying scientific concepts, applying academic knowledge to realistic situations, improving task performance, using multimedia outputs, analyzing data, and applying theoretical knowledge to real-world situations. These findings suggest that classroom-based experiential learning activities made learning more relevant, enjoyable, and participatory, which supported improved classroom performance. Learners became more active in applying concepts, solving problems, communicating, and demonstrating understanding. The findings are supported by Kumar and Lee (2022), who found that learners who participated in hands-on activities demonstrated better retention and comprehension than those in traditional learning environments. Brown and Taylor (2020) also highlighted that hands-on learning improved learners' problem-solving abilities and confidence. Similarly, AlJurdi and Salloum (2025), Sairiltiata et al. (2023), Prayunisa and Marzuki (2023), and Zulfa et al. (2025) confirmed that experiential learning improved learning outcomes, problem-solving, engagement, and science performance among elementary learners.

3.2.2 Influence on Learning Engagement

The results showed that the influence of classroom-based experiential learning activities on learning engagement was also "much evident," with an average mean of 4.06. The highest indicators were transforming learners from passive listeners into active participants through simulation (4.17), increasing learners' interest and intrinsic motivation (4.17), showing higher intrinsic motivation through the practical relevance of lessons (4.16), making learning more meaningful and reducing boredom (4.16), enabling learners to construct meaning (4.15), helping learners find personal meaning in tasks (4.15), and encouraging active participation (4.15). The lowest-rated indicators, though still "much evident," were looking for resources beyond provided materials (3.77), continuing difficult tasks without quitting (3.84), receiving feedback and adjusting actions accordingly (3.85), showing active involvement in role-playing and simulation-based learning (3.86), and showing enjoyment in hands-on scientific activities (3.94). These results indicate that experiential learning strongly supported learners' active participation, interest, motivation, emotional involvement, collaboration, and deeper understanding. Learning engagement involved the mental effort and energy invested in mastering knowledge and skills (Xiao, 2023). The researcher observed that role-playing, simulations, and real-life activities made instruction more interactive and engaging by requiring learners to apply knowledge rather than passively receive information. This is consistent with Johnson and Matthews (2023), who asserted that experiential learning fostered deeper engagement by allowing learners to interact directly with the material. However, the lower ratings suggest that learners still needed more support in independent resource-seeking, persistence, and using feedback to improve performance.

3.2.3 Overall Influence on Classroom Performance and Learning Engagement

The summary results showed that participation in classroom-based experiential learning activities had a "much evident" influence on both classroom performance and learning engagement, with learning engagement receiving a higher mean of 4.06 than classroom performance with a mean of 3.82. The overall average mean was 3.94, also interpreted as "much evident." Interview data further showed that teacher-respondents affirmed that experiential learning enhanced learners' motivation, active participation, comprehension, practical application, critical thinking, problem-solving, collaboration, and communication. These findings show that experiential learning created a more dynamic and interactive classroom

environment. This supports Hernandez (2023), who concluded that real-world applications make engagement active, observable, and measurable in the academic process. However, the findings also show that experiential learning requires careful planning, reflection, and conceptualization because experience alone does not automatically ensure learning. Consistent with Andriyansyah and Ningsih's (2021) observations, the study recognized that experiential learning requires more instructional time than conventional methods because it involves exploration, hands-on activities, and reflective discussion. Thus, teachers need strong pedagogical content knowledge, classroom management skills, and professional development support to facilitate learner-centered activities effectively.

3.3 Relationship Between Classroom Performance and Learning Engagement

3.3.1 Significant Correlation Between the Variables

The test of significant correlation showed a computed Spearman rho value of $r_s = 0.04$, with a tabular value of 0.38, significance level of 0.05, and 19 degrees of freedom. The result was not significant, leading to the acceptance of the null hypothesis. This means that there was no significant correlation between learners' classroom performance and learning engagement in classroom-based experiential learning activities. Although learners appeared engaged during experiential learning activities, their engagement did not necessarily correspond to higher levels of teacher-perceived classroom performance. This finding suggests that classroom performance was influenced by factors beyond engagement alone, such as study habits, foundational knowledge, learning difficulties, attention span, home support, and learning styles. It also indicates that engagement and classroom performance are distinct dimensions of learning. Antonio (2025) similarly disclosed that learners may appear engaged or active but still achieve only satisfactory or average grades due to ineffective study techniques, poor foundational knowledge, or unengaging curriculum. Likewise, Appleton et al. (2019), Chen et al. (2020), and Shernoff and Schmidt (2021) found that academic accomplishment and learners' involvement were not significantly correlated. Rosário et al. (2022) also found that although student engagement and academic achievement were related, the relationship was weaker than previously assumed.

3.4 Classroom-Based Experiential Learning Lesson Exemplars

3.4.1 Developed Output Based on the Findings

The output of the study was a set of Classroom-Based Experiential Learning Lesson Exemplars designed to enhance learners' engagement, motivation, and classroom performance through active involvement, "learning by doing," direct experiences, and structured reflection. The exemplars focused on the least-rated and seldom-utilized experiential learning activities, particularly complex tasks requiring higher-order thinking, structured peer revision, values-based decision-making, and other less frequently implemented activities. The output adhered to DepEd Order No. 009, s. 2026, which prescribed a simplified single-template lesson plan format aligned with curriculum standards and learner-centered instruction. The development of the lesson exemplars addressed the need for more structured, accessible, and purposeful experiential learning activities for Grade 4 learners. The content, format, and activities were tailored to learners' needs, interests, and capacities, while also considering all learning areas and the least mastered competencies in Guinobatan West District. This ensured that the proposed output remained appropriate, relevant, and responsive to identified learning gaps.

4. Conclusion & Recommendations

The study concluded that Grade 4 learners sometimes participated in classroom-based experiential learning activities across learning areas, with teachers frequently using interactive, hands-on, creative, collaborative, and real-world tasks, while more complex simulations, peer revision activities, and values-based scenario analyses were less utilized. Participation in these activities was perceived by teachers as much evident in influencing both classroom performance and learning engagement, particularly in helping learners connect concepts with practical applications, improve understanding, develop motivation, and participate actively in learning. However, the test of correlation showed no significant relationship between learners' classroom performance and learning engagement in classroom-based experiential learning activities. Based on the findings, Classroom-Based Experiential Learning Lesson Exemplars were developed for the effective implementation of these activities.

It is recommended that teachers make classroom-based experiential learning activities personally meaningful by relating them to real-world situations and by creating a secure, low-stakes learning environment with clear objectives. Experiential activities should be strengthened through practice, reflection, and application of concepts in real-life contexts to enhance learners' motivation, interest, classroom performance, and learning engagement. Teachers may also use varied experiential learning activities, including role-playing, simulations, practical experiments, and other active learning tasks, to address learners' different engaging capabilities. The Classroom-Based Experiential Learning Lesson Exemplars developed from the study may be adopted to support the effective use of experiential learning activities.

The study was limited to determining the influence of classroom-based experiential learning activities on the classroom performance and learning engagement of Grade 4 learners in public elementary schools in Guinobatan West District, Schools Division of Albay, for School Year 2025–2026. The respondents were thirty Grade 4 teachers, while the study

used a descriptive-correlational design, a researcher-made survey questionnaire, and statistical treatment through frequency distribution, percentage, weighted mean, and Spearman Rank-Order Correlation. Thus, the findings were confined to the identified learners, teacher-respondents, locale, school year, variables, instrument, and statistical procedures used in the study.

Compliance with ethical standards

The study was conducted in accordance with ethical research protocols. Prior to data collection, the researcher sought permission from the Schools Division Superintendent, the Public Schools District Supervisor, and the school heads of the participating schools. After approval was secured, the researcher personally distributed the questionnaires to the respondents.

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