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**ENHANCING THE ACADEMIC PERFORMANCE AND ENGAGEMENT  
OF GRADE 11 STUDENTS IN PHILOSOPHY USING LEARNING  
THROUGH INTERACTIVE, FRIENDLY, ENGAGING AND  
REFLECTIVE (LIFER) WORKSHEETS**

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**ABSTRACT**

This action research studied the effectiveness of utilizing the Learning through Interactive, Friendly, Engaging and Reflective (LIFER) worksheets in improving learners' academic performance and engagement level in learning philosophy concepts. The study participants were the senior high school grade 11 students who were enrolled for the second semester, School Year 2024-2025 at Silae National High School. The students were heterogeneous in composition. The research design used in the study was pre-experimental research design using non-probability sampling specifically total enumeration method. Researchers made 30-test item multiple choice (pre-test and post-test) and adapted a Student Engagement in Schools Questionnaire from Lam & Jimerson, 2008 for the assessment of engagement level of students were the instruments used in the study. Descriptive statistics were used in the study using the mean and standard deviation (sd) in analyzing the data obtained from the results of the study in assessing the academic performance and engagement level of senior high school grade 11 students before and after the use of LIFER worksheets and to identify the significant difference on the academic performance and engagement level of the students, paired t-test was used. The teacher conducted pre-test

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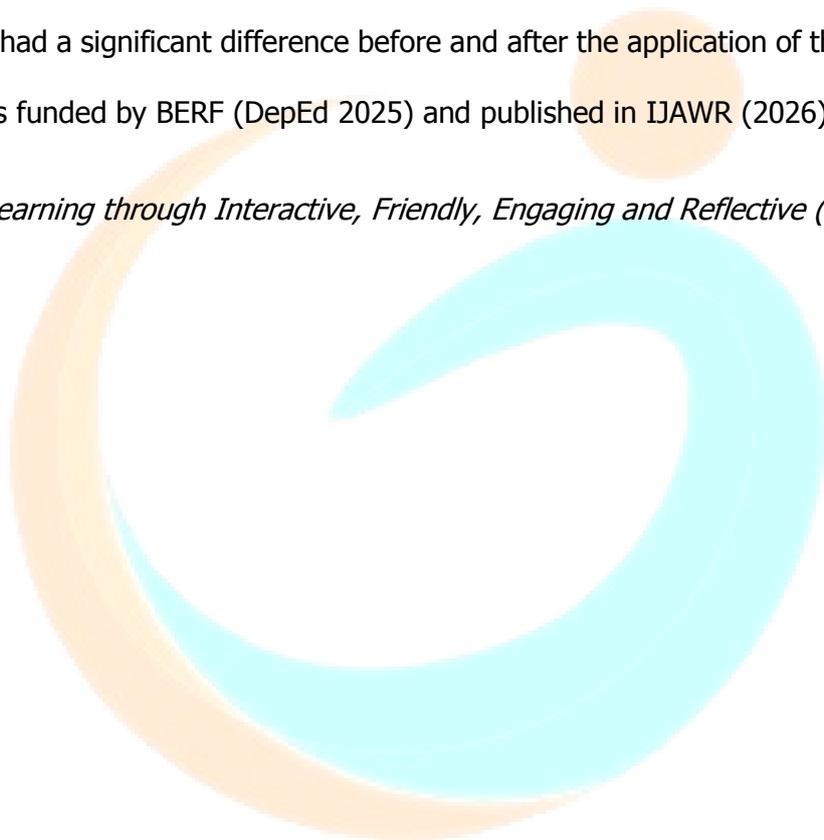
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before the delivery of the lesson and post-test after the entire lesson were delivered. The academic performance was based on all topics in the fourth quarter following the Most Essential Learning Competencies provided by the Department of Education and were evaluated by the schools' experts. The result of the study indicated that the academic performance as well the engagement level of the senior high school grade 11 students increases and had a significant difference before and after the application of the intervention. This study was funded by BERF (DepEd 2025) and published in IJAWR (2026).

**Keywords:** *Learning through Interactive, Friendly, Engaging and Reflective (LIFER)*



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