

Innovative Approaches of Teachers in the Management of Student Learning and Engagement

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Abstract—This study aims to examine how teachers' innovative approaches influence the management of student learning and engagement in junior high schools. Specifically, it determined the level of teachers' innovative approaches, students' management of learning, and students' engagement, as well as the significant relationship between these variables. The study utilized a quantitative correlational research design, with a questionnaire as the primary data-gathering instrument. The respondents were 147 teaching personnel from the Santa Cruz Sub-Office during the academic year 2025–2026, selected through total enumeration sampling. Data were analyzed using descriptive statistics such as frequency, percentage, mean, and standard deviation, and inferential statistics, particularly the Pearson Product-Moment Correlation Coefficient, to determine the relationships among variables. The study revealed that teachers' innovative approaches in terms of interactive methods, technology integration, creative instruction, and experiential learning were all rated as very high. Similarly, students demonstrated very high levels of management of learning in terms of time management, goal setting, self-motivation, and use of feedback, as well as very high levels of engagement in terms of active participation, motivation strategies, collaborative learning, and responsiveness to feedback. Results showed a significant positive relationship between teachers' innovative approaches and both students' management of learning and engagement. This study provides empirical evidence of the significant importance of innovative teaching strategies in enhancing students' self-regulated learning and classroom engagement. Thus, the null hypotheses stated were rejected. This highlights that interactive, technology-based, creative, and experiential instructional practices promote learner-centered education and improve student learning behaviors and participation. The study suggests strengthening teacher development programs and supporting innovative instructional practices that promote student self-regulation and engagement.

Keywords— Teachers' innovative approaches, Management of student learning, Student engagement.

I. INTRODUCTION

Education worldwide has undergone a rapid transformation in recent years, driven by technological advancements, evolving pedagogical approaches, and the increasing demand for 21st-century skills. In the Philippines, K–12 classrooms increasingly integrate digital tools, interactive platforms, and learner-centered strategies to enhance student engagement and knowledge acquisition. Technology-enhanced instruction has been shown to positively influence students' cognitive development and participation, reflecting a shift from traditional teacher-centered methods toward innovative approaches that promote collaboration, motivation, and active learning.

Teachers' innovative approaches, such as interactive methods, technology integration, creative instruction, and experiential learning, play an important role in enhancing classroom instruction. These approaches improve the management of student learning by helping learners organize their learning processes more effectively. Through structured and learner-centered activities, students develop essential skills such as time management, goal setting, self-motivation, and effective use of feedback. As a result, they become more independent and responsible in managing their own learning.

In addition, innovative teaching approaches significantly support the management of student engagement. Interactive, technology-based, collaborative, and experiential strategies encourage students to participate in classroom activities and discussions actively. These approaches also strengthen students' motivation, improve collaboration with peers, and enhance responsiveness to feedback. Consequently, students become more engaged both behaviorally and socially, leading to more meaningful learning experiences.

This study aims to determine teachers' innovative approaches to managing student learning and engagement in junior high schools.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study specifically seeks to answer the following questions:

1. What is the level of innovative approaches of teachers in terms of:
 - 1.1 Interactive Methods;
 - 1.2 Technology Integration;
 - 1.3 Creative Instruction; and
 - 1.4 Experiential Learning?
2. What is the level of management of student learning in terms of:
 - 2.1 Time Management;
 - 2.2 Goal Setting;
 - 2.3 Self-Motivation; and
 - 2.4 Student Feedback?
3. What is the level of management of student engagement in terms of:
 - 3.1 Active Participation;
 - 3.2 Motivation Strategies;
 - 3.3 Collaborative Learning; and
 - 3.4 Feedback Process?
4. Do the innovative approaches of teachers significantly correlate with the management of student learning?

5. Do the innovative approaches of teachers significantly correlate with the management of student engagement?

II. METHODOLOGY

The study utilized a quantitative correlational research design, with a questionnaire as the primary data-gathering instrument. The respondents were 147 teaching personnel from the Santa Cruz Sub-Office during the academic year 2025–2026, selected through total enumeration sampling. Data were analyzed using descriptive statistics such as frequency, percentage, mean, and standard deviation, and inferential statistics, particularly the Pearson Product-Moment Correlation Coefficient, to determine the relationships among variables.

III. RESULTS AND DISCUSSION

This part presents the different results and discusses the results from treating the data gathered in this study. All specific questions in Chapter 1 under the statement of the problem were answered in this chapter, supported by tables.

It presents the data gathered about the innovative approaches of teachers, which significantly correlate with the management of student learning and engagement. In particular, the study sought to address the following:

Level of Innovative Approaches of Teachers

In this study, the level of innovative approaches of teachers refers to Interactive Methods, Technology Integration, Creative Instruction, and Experiential Learning.

The following tables show the statements, mean, and standard deviation. Remarks and verbal interpretation from the perspectives of respondents.

Table 1 shows the level of innovative approaches of teachers. Also displays the statements, mean, standard deviation, and remarks.

The teachers adapt their teaching strategies based on students' responses and engagement levels. The ($M = 4.84$) suggests a very high level of innovative approaches of teachers in terms of Interactive Methods, and is supported by ($SD = 0.41$). Also, encourage students to ask questions and actively participate during lessons. While the mean is slightly lower ($M = 4.66$) with ($SD = 0.55$), it still indicates that the teachers incorporate role-playing or simulations to make learning more engaging.

Table 1. Level of innovative approaches of teachers in terms of Interactive Methods

Statements	Mean	SD	Remarks
I frequently use class discussions and interactive activities to engage students.	4.79	0.41	Strongly Agree
I encourage students to ask questions and actively participate during lessons.	4.81	0.39	Strongly Agree
I use interactive group exercises to enhance understanding of concepts.	4.71	0.49	Strongly Agree
I incorporate role-playing or simulations to make learning more engaging.	4.66	0.55	Strongly Agree
I adapt my teaching strategies based on students' responses and engagement levels.	4.84	0.41	Strongly Agree
Weighted Mean	4.76		
SD	0.33		
Verbal Interpretation	Very High		

The level of teachers' innovative approaches in terms of Interactive Methods attained a weighted mean score of 4.76 and a standard deviation of 0.33, and was verbally interpreted by respondents as very high.

In summary, the findings indicate that teachers consistently employ interactive methods to enhance student engagement, with high scores across all indicators.

Table 2. Level of innovative approaches of teachers in terms of Technology Integration

Statements	Mean	SD	Remarks
I use digital tools (e.g., presentations, videos, apps) to support and enhance my lessons.	4.85	0.35	Strongly Agree
I integrate online platforms or educational software to assist students in learning tasks.	4.53	0.57	Strongly Agree
I provide opportunities for students to use technology in completing class activities.	4.53	0.56	Strongly Agree
I use technology to present interactive and visually engaging instructional materials.	4.72	0.50	Strongly Agree
I encourage students to responsibly use technology for research and learning purposes.	4.79	0.41	Strongly Agree
Weighted Mean	4.68		
SD	0.35		
Verbal Interpretation	Very High		

Table 2 shows the level of innovative approaches of teachers. Also displays the statements, mean, standard deviation, and remarks.

The teachers adapt their teaching strategies based on the use of digital tools (e.g., presentations, videos, apps) to support and enhance their lessons. The ($M = 4.85$) suggests a very high level of innovative approaches of teachers in terms of Technology Integration, and is supported by ($SD = 0.35$). Also, teachers encourage students to responsibly use technology for research and learning purposes. While the mean is slightly lower ($M = 4.53$) with ($SD = 0.56$), it still indicates that the teachers provide opportunities for students to use technology in completing class activities.

The level of teachers' innovative approaches to Technology Integration attained a weighted mean score of 4.68 and a standard deviation of 0.35, and was verbally interpreted by respondents as very high.

In summary, the findings indicate that teachers consistently employ technology integration to enhance student engagement.

Table 3 shows the level of innovative approaches of teachers. Also displays the statements, mean, standard deviation, and remarks.

The teachers adapt their teaching strategies based on creative teaching methods to address the diverse needs of learners. The ($M = 4.82$) suggests a very high level of innovative approaches of teachers in terms of Creative Instruction, and is supported by ($SD = 0.40$). While the mean is slightly lower ($M = 4.74$) with ($SD = 0.44$), it still indicates that the teachers design lessons that use creative strategies to make learning more engaging.

The level of teachers' innovative approaches in terms of Creative Instruction attained a weighted mean score of 4.78 and a standard deviation of 0.30, and was verbally interpreted by respondents as very high.

Table 3. Level of innovative approaches of teachers in terms of Creative Instruction

Statements	Mean	SD	Remarks
I design lessons that use creative strategies to make learning more engaging.	4.74	0.44	Strongly Agree
I incorporate arts, visuals, or creative activities to help students better understand the lesson.	4.79	0.43	Strongly Agree
I modify instructional materials to make them more appealing and easier for students to learn.	4.78	0.42	Strongly Agree
I encourage students to express their ideas through creative outputs such as drawings, models, or presentations.	4.79	0.41	Strongly Agree
I adapt my teaching methods creatively to address the diverse needs of learners.	4.82	0.40	Strongly Agree
Weighted Mean	4.78		
SD	0.30		
Verbal Interpretation	Very High		

Table 4. Level of innovative approaches of teachers in terms of Experiential Learning

Statements	Mean	SD	Remarks
I provide hands-on learning activities that allow students to experience concepts firsthand.	4.71	0.47	Strongly Agree
I use real-life situations or simulations to help students apply what they have learned.	4.75	0.44	Strongly Agree
I encourage students to learn by doing rather than relying solely on lectures.	4.72	0.45	Strongly Agree
I integrate fieldwork, experiments, or practical tasks into my lessons when appropriate.	4.56	0.51	Strongly Agree
I guide students in reflecting on their learning experiences to deepen understanding.	4.81	0.39	Strongly Agree
Weighted Mean	4.71		
SD	0.34		
Verbal Interpretation	Very High		

Table 4 shows the level of innovative approaches of teachers. Also displays the statements, mean, standard deviation, and remarks.

The teachers adapt their teaching strategies to guide students in reflecting on their learning experiences to deepen understanding. The ($M = 4.81$) suggests a very high level of innovative approaches of teachers in terms of Experiential Learning, and is supported by ($SD = 0.39$). While the mean is slightly lower ($M = 4.56$) with ($SD = 0.51$), it still indicates that the teachers integrate fieldwork, experiments, or practical tasks into their lessons when appropriate.

The level of teachers' innovative approaches in terms of Experiential Learning attained a weighted mean score of 4.71 and a standard deviation of 0.34, and was verbally interpreted by respondents as very high.

In summary, the findings indicate that teachers consistently employ experiential learning to enhance student engagement, with high scores across all indicators.

Table 5. Composite of innovative approaches of teachers

Indicators	Weighted Mean	SD	Verbal Interpretation
Interactive Methods	4.76	0.33	Very High
Technology Integration	4.68	0.35	Very High
Creative Instruction	4.78	0.30	Very High
Experiential Learning	4.71	0.34	Very High
Grand Mean	4.73		
SD	0.33		
Verbal Interpretation	Very High		

The level of innovative approaches of teachers in terms of Interactive Methods, Technology Integration, Creative

Instruction, and Experiential Learning arrived at a grand mean score of 4.73 and a standard deviation of 0.33, and was verbally interpreted as very high among the respondents. This means that the innovative approaches of teachers are consistently implemented across multiple dimensions, combining interactive strategies, technology use, creative tasks, and experiential learning to actively engage students.

Level of Management of Student Learning

In this study, the level of management of student learning refers to Time Management, Goal Setting, Self-Motivation, and Student Feedback.

The following tables show the statement, mean, and standard deviation. Remarks and verbal interpretation from the perspectives of respondents.

Table 6. Level of management of student learning in terms of Time Management

Statements	Mean	SD	Remarks
I plan my daily and weekly lessons to ensure efficient use of class time.	4.80	0.42	Strongly Agree
I allocate sufficient time for each learning activity to achieve lesson objectives.	4.79	0.43	Strongly Agree
I prioritize tasks and activities to maximize students' learning within the given time.	4.82	0.38	Strongly Agree
I monitor and adjust the pace of my lessons to match students' learning needs.	4.84	0.37	Strongly Agree
I encourage students to manage their own time effectively during learning tasks.	4.90	0.30	Strongly Agree
Weighted Mean	4.83		
SD	0.28		
Verbal Interpretation	Very High		

Table 6 shows the level of management of student learning. Also displays the statements, mean, standard deviation, and remarks.

The teachers adapt their teaching strategies to encourage students to manage their own time effectively during learning tasks. The ($M = 4.90$) suggests a very high level of management of student learning in terms of Time

Management, and is supported by ($SD = 0.30$). While the mean is slightly lower ($M = 4.79$) with ($SD = 0.43$), it still indicates that the teachers allocate sufficient time for each learning activity to achieve lesson objectives. The level of teachers' management of student learning in terms of Time Management attained a weighted mean score of 4.83 and a standard deviation of 0.28, and was verbally interpreted by respondents as very high.

In summary, the findings indicate that teachers consistently employ experiential learning to enhance student engagement, with high scores across all indicators.

Table 7 shows the level of management of student learning. Also displays the statements, mean, standard deviation, and remarks.

The teachers adapt their teaching strategies to encourage students to manage their own time effectively during learning tasks. The ($M = 4.86$) suggests a very high level of management of student learning in terms of Goal Setting, and is supported by ($SD = 0.35$). While the mean is slightly lower ($M = 4.78$) with ($SD = 0.42$), it still indicates that the teachers help students set clear and achievable learning goals.

Table 7. Level of management of student learning in terms of Goal Setting

Statements	Mean	SD	Remarks
I help students set clear and achievable learning goals.	4.78	0.42	Strongly Agree
I guide students in breaking down long-term goals into manageable tasks.	4.81	0.39	Strongly Agree
I encourage students to monitor their progress towards their learning goals.	4.80	0.42	Strongly Agree
I provide strategies to help students prioritize and focus on important tasks.	4.80	0.42	Strongly Agree
I support students in reflecting on their goals and adjusting them when necessary.	4.86	0.35	Strongly Agree
Weighted Mean	4.81		
SD	0.30		
Verbal Interpretation	Very High		

The level of teachers' management of student learning in terms of Goal Setting attained a weighted mean score of 4.81 and a standard deviation of 0.30, and was verbally interpreted by respondents as very high.

In summary, the findings indicate that teachers consistently employ experiential learning to enhance student engagement, with high scores across all indicators. This aligns with the reviewed literature by Baars et al. (2025), who emphasized that goal-setting interventions are most effective when they include structure, implementation planning, and reflective components.

Table 8 shows the level of management of student learning. Also displays the statements, mean, standard deviation, and remarks.

The teachers adapt their teaching strategies to encourage students to manage their own time effectively during learning tasks. The ($M = 4.82$) suggests a very high level of management of student learning in terms of Self - Motivation, and is supported by ($SD = 0.39$). While the mean is slightly lower ($M = 4.78$) with ($SD = 0.42$), it still indicates that the teachers help students encourage students to take responsibility for their own learning.

Table 8. Level of management of student learning in terms of Self-Motivation

Statements	Mean	SD	Remarks
I encourage students to take responsibility for their own learning.	4.78	0.42	Strongly Agree
I motivate students to persist and stay focused even when tasks are challenging.	4.80	0.40	Strongly Agree
I provide positive reinforcement to boost students' confidence in learning.	4.79	0.41	Strongly Agree
I encourage students to set personal standards and strive to achieve them.	4.79	0.41	Strongly Agree
I model enthusiasm and a positive attitude to inspire students' self-motivation.	4.82	0.39	Strongly Agree
Weighted Mean	4.80		
SD	0.31		
Verbal Interpretation	Very High		

The level of teachers' management of student learning in terms of Self-Motivation attained a weighted mean score of 4.80 and a standard deviation of 0.31, and was verbally interpreted by respondents as very high.

In summary, the findings indicate that teachers consistently employ experiential learning to enhance student engagement, with high scores across all indicators

Table 9. Level of management of student learning in terms of Student Feedback

Statements	Mean	SD	Remarks
I provide timely and constructive feedback to students on their performance.	4.69	0.47	Strongly Agree
I encourage students to reflect on feedback and use it to improve their learning.	4.76	0.44	Strongly Agree
I use feedback to identify students' strengths and areas for improvement.	4.75	0.44	Strongly Agree
I involve students in self-assessment and peer-assessment activities.	4.67	0.49	Strongly Agree
I adjust my teaching strategies based on students' feedback and learning needs.	4.88	0.35	Strongly Agree
Weighted Mean	4.75		
SD	0.33		
Verbal Interpretation	Very High		

Table 9 shows the level of management of student learning. Also displays the statements, mean, standard deviation, and remarks.

The teachers adapt their teaching strategies to encourage students to manage their own time effectively during learning tasks. The ($M = 4.88$) suggests a very high level of management of student learning in terms of Student Feedback, and is supported by ($SD = 0.35$). While the mean is slightly lower ($M = 4.67$) with ($SD = 0.49$), it still indicates that the teachers involve students in self-assessment and peer-assessment activities.

The level of teachers' management of student learning in terms of Student Feedback attained a weighted mean score of 4.75 and a standard deviation of 0.33, and was verbally interpreted by respondents as very high.

In summary, the findings indicate that teachers consistently employ experiential learning to enhance student engagement, with high scores across all indicators.

Table 10. Composite of management of student learning

Indicators	Weighted Mean	SD	Verbal Interpretation
Time Management	4.83	0.28	Very High
Goal Setting	4.81	0.30	Very High
Self-Motivation	4.80	0.31	Very High
Student Feedback	4.75	0.33	Very High
Grand Mean	4.80		
SD	0.30		
Verbal Interpretation	Very High		

The level of management of student learning in terms of Time Management, Goal Setting, Self-Motivation, and Student Feedback arrived at a grand mean score of 4.80 and a standard deviation of 0.30, and was verbally interpreted as very high among the respondents.

This means that the management of student learning is consistently implemented across multiple dimensions, managing time effectively, reflecting on student goals, modelling enthusiasm, and adjusting teaching strategies to actively manage students.

Level of Management of Student Engagement

In this study, the level of management of student engagement refers to Active Participation, Motivation Strategies, Collaborative Learning, and Feedback Process.

The following tables show the statement, mean, and standard deviation. Remarks and verbal interpretation from the perspectives of respondents.

Table 11. Level of management of student engagement in terms of Active Participation

Statements	Mean	SD	Remarks
I encourage students to actively participate in classroom discussions.	4.75	0.45	Strongly Agree
I provide opportunities for students to ask questions and share ideas during lessons.	4.66	0.54	Strongly Agree
I engage students in activities that require them to actively demonstrate their learning.	4.70	0.55	Strongly Agree
I motivate students to take part in group or class-wide problem-solving tasks.	4.76	0.47	Strongly Agree
I recognize and appreciate students' contributions to class participation.	4.69	0.52	Strongly Agree
Weighted Mean	4.71		
SD	0.43		
Verbal Interpretation	Very High		

Table 11 shows the level of management of student engagement. Also displays the statements, mean, standard deviation, and remarks. The teachers adapt their teaching strategies to encourage students to manage their own time effectively during learning tasks.

The ($M = 4.76$) suggests a very high level of management of student learning in terms of Active Participation, and is supported by ($SD = 0.47$). While the mean is slightly lower ($M = 4.66$) with ($SD = 0.54$), it still indicates that the teachers provide opportunities for students to ask questions and share ideas during lessons.

The level of teachers' management of student learning in terms of Active Participation attained a weighted mean score of 4.71 and a standard deviation of 0.43, and was verbally interpreted by respondents as very high.

Overall, the findings indicate that teachers consistently foster active participation through structured classroom interaction, collaborative tasks, and recognition of student contributions.

Table 12. Level of management of student engagement in terms of Motivation Strategies

Statements	Mean	SD	Remarks
I use verbal encouragement to motivate students during lessons.	4.76	0.48	Strongly Agree
I recognize and reward students' effort and achievement to maintain motivation.	4.60	0.58	Strongly Agree
I create a positive and supportive classroom environment that fosters motivation.	4.74	0.52	Strongly Agree
I encourage students to set personal goals to enhance their engagement in learning.	4.65	0.58	Strongly Agree
I use varied instructional strategies to sustain students' interest and motivation.	4.65	0.55	Strongly Agree
Weighted Mean	4.68		
SD	0.46		
Verbal Interpretation	Very High		

Table 12 shows the level of management of student engagement. Also displays the statements, mean, standard deviation, and remarks. The teachers adapt their teaching strategies to encourage students to manage their own time effectively during learning tasks. The ($M = 4.76$) suggests a very high level of management of student learning in terms of

Motivation Strategies, and is supported by ($SD = 0.48$). While the mean is slightly lower ($M = 4.60$) with ($SD = 0.58$), it still indicates that the teachers recognize and reward students' effort and achievement to maintain motivation.

The level of teachers' management of student learning in terms of Motivation Strategies attained a weighted mean score of 4.68 and a standard deviation of 0.46, and was verbally interpreted by respondents as very high.

In summary, the findings indicate that teachers consistently employ experiential learning to enhance student engagement, with high scores across all indicators.

Table 13. Level of management of student engagement in terms of Collaborative Learning

Statements	Mean	SD	Remarks
I organize students into groups to work collaboratively on learning tasks.	4.71	0.49	Strongly Agree
I assign roles and responsibilities within groups to promote effective teamwork.	4.69	0.52	Strongly Agree
I encourage students to share ideas and resources with their peers during activities.	4.66	0.52	Strongly Agree
I facilitate group discussions and problem-solving tasks to enhance collaboration.	4.61	0.55	Strongly Agree
I provide guidance and support to ensure all group members actively participate.	4.64	0.57	Strongly Agree
Weighted Mean	4.66		
SD	0.43		
Verbal Interpretation	Very High		

Table 13 shows the level of management of student engagement. Also displays the statements, mean, standard deviation, and remarks.

The teachers adapt their teaching strategies to encourage students to manage their own time effectively during learning tasks. The ($M = 4.71$) suggests a very high level of management of student learning in terms of Collaborative Learning, and is supported by ($SD = 0.49$). While the mean is slightly lower ($M = 4.61$) with ($SD = 0.55$), it still indicates that the teachers facilitate group discussions and problem-solving tasks to enhance collaboration.

The level of teachers' management of student learning in terms of Collaborative Learning attained a weighted mean score of 4.66 and a standard deviation of 0.43, and was verbally interpreted by respondents as very high.

In summary, the findings indicate that teachers consistently employ experiential learning to enhance student engagement, with high scores across all indicators.

Table 14 shows the level of management of student engagement. Also displays the statements, mean, standard deviation, and remarks.

The teachers adapt their teaching strategies to encourage students to manage their own time effectively during learning tasks. The ($M = 4.74$) suggests a very high level of management of student learning in terms of the Feedback Process, and is supported by ($SD = 0.51$). While the mean is slightly lower ($M = 4.60$) with ($SD = 0.56$), it still indicates that the teachers use feedback to identify areas where students need additional support.

The level of teachers' management of student learning in terms of the Feedback Process attained a weighted mean score

of 4.65 and a standard deviation of 0.38, and was verbally interpreted by respondents as very high.

Table 14. Level of management of student engagement in terms of Feedback Process

Statements	Mean	SD	Remarks
I provide timely feedback to students on their class performance.	4.65	0.48	Strongly Agree
I encourage students to reflect on feedback to improve their learning.	4.62	0.52	Strongly Agree
I use feedback to identify areas where students need additional support.	4.60	0.56	Strongly Agree
I involve students in giving feedback to peers to enhance learning engagement.	4.63	0.52	Strongly Agree
I adjust my teaching strategies based on students' responses and feedback.	4.74	0.51	Strongly Agree
Weighted Mean	4.65		
SD	0.38		
Verbal Interpretation	Very High		

In summary, the findings indicate that teachers consistently employ experiential learning to enhance student engagement, with high scores across all indicators.

Table 15. Composite of management of student engagement

Indicators	Weighted Mean	SD	Verbal Interpretation
Active Participation	4.71	0.43	Very High
Motivation Strategies	4.68	0.46	Very High
Collaborative Learning	4.66	0.43	Very High
Feedback Process	4.65	0.38	Very High
Grand Mean	4.68		
SD	0.42		
Verbal Interpretation	Very High		

The overall grand mean of 4.68 (SD = 0.42) further indicates a very high level of management of student engagement among respondents. This suggests that teachers are consistently effective in promoting active student involvement, sustaining motivation, encouraging collaboration, and utilizing feedback to improve learning processes.

Test of Association between the Innovative Approaches of Teachers with the Management of Student Learning

To test the innovative approaches of teachers, which significantly correlate with the management of student learning in terms of Time Management, Goal Setting, Self-Motivation, and Student Feedback, they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product-Moment Correlation Coefficient.

A significant positive correlation was observed between innovative approaches of teachers and management of student learning, indicating that more innovative teachers tended to achieve management of student learning ($r(130) p < .001$).

This means that as teachers increase the use of interactive, technological, creative, and experiential strategies, there is a corresponding improvement in how students manage their learning in terms of time, goals, motivation, and feedback utilization. This suggests that increased innovative approaches of teachers are associated with better management of student learning.

The relationship between innovative teaching approaches and students' learning management is supported by recent

studies emphasizing the role of instructional strategies in promoting self-regulated learning.

Table 16. Innovative approaches of teachers significantly correlate with the management of student learning

Innovative approaches of teachers		Time Management	Goal Setting	Self-Motivation	Student Feedback
Interactive Methods	Pearson Correlation	0.467**	0.601**	0.569**	0.739**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	130	130	130	130
Technology Integration	Pearson Correlation	0.282**	0.360**	0.321**	0.493**
	Sig. (2-tailed)	0.001	0.000	0.000	0.000
	N	130	130	130	130
Creative Instruction	Pearson Correlation	0.568**	0.691**	0.689**	0.708**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	130	130	130	130
Experiential Learning	Pearson Correlation	0.546**	0.620**	0.657**	0.598**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	130	130	130	130

Li and Xue (2023) found that interactive teaching strategies significantly enhance students' engagement and self-regulation, particularly in managing participation and learning tasks. Similarly, Akram et al. (2022) reported that technology integration improves student learning autonomy when properly aligned with instructional practices.

In addition, Mahoney and Clark (2025) emphasized that experiential learning improves learners' ability to reflect, manage time, and apply knowledge effectively.

Weidlich et al. (2025) further highlighted that feedback-based learning enhances students' self-regulation when learners actively use feedback for improvement.

These studies support the present findings that innovative teaching approaches are positively associated with students' management of learning, particularly in terms of time management, goal setting, motivation, and feedback utilization.

Test of association between the innovative approaches of teachers with the management of student engagement

To test the innovative approaches of teachers, which significantly correlate with the management of student engagement in terms of Active Participation, Motivation Strategies, Collaborative Learning, and Feedback Process, they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product-Moment Correlation Coefficient.

A significant positive correlation was observed between innovative approaches of teachers and management of student engagement, indicating that more innovative teachers tended to achieve management of student engagement ($r(130) p < .001$). This suggests that as teachers increasingly employ interactive, creative, and experiential strategies, student engagement in terms of participation, motivation,

collaboration, and feedback responsiveness also improves. This suggests that increased innovative approaches of teachers are associated with better management of student engagement.

Table 17. Innovative approaches of teachers significantly correlate with the management of student engagement

Innovative teachers	approaches of	Active Participation	Motivation Strategies	Collaborative Learning	Feedback Process
Interactive Methods	Pearson Correlation	0.275**	0.285**	0.342**	0.314**
	Sig. (2-tailed)	0.002	0.001	0.000	0.000
	N	130	130	130	130
Technology Integration	Pearson Correlation	0.114	0.125	0.216**	0.194*
	Sig. (2-tailed)	0.197	0.156	0.014	0.027
	N	130	130	130	130
Creative Instruction	Pearson Correlation	0.330**	0.298**	0.372**	0.330**
	Sig. (2-tailed)	0.000	0.001	0.000	0.000
	N	130	130	130	130
Experiential Learning	Pearson Correlation	0.422**	0.372**	0.448**	0.438**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	130	130	130	130

The significant relationship between innovative teaching approaches and student engagement is supported by recent studies emphasizing interactive and learner-centered instruction.

Li and Xue (2023) found that interactive teaching strategies significantly improve students' behavioral engagement, particularly in participation and classroom interaction. Similarly, King and McNerney (2022) reported that autonomy-supportive teaching enhances students' motivation and active involvement in learning activities.

In addition, Gillies (2023) emphasized that structured collaborative learning increases student participation and engagement through guided group interaction. Likewise, Weidlich et al. (2025) found that feedback-oriented learning environments improve student responsiveness and engagement when feedback is timely and actionable.

Furthermore, Kwon and Seo (2022) confirmed that experiential learning significantly enhances engagement by promoting active participation, cooperation, and deeper learning.

IV. CONCLUSION AND RECOMMENDATIONS

The study concludes that teachers' innovative approaches are significantly positively related to both students' management of learning and student engagement in junior high school classrooms. Specifically, the use of interactive methods, technology integration, creative instruction, and experiential learning enhances students' time management, goal setting, self-motivation, and use of feedback, indicating stronger self-regulated learning.

Likewise, these innovative teaching strategies significantly improve student engagement by increasing active participation, motivation, collaboration, and responsiveness in

classroom activities. This reflects the important role of innovative pedagogy in strengthening students' behavioral, cognitive, and social engagement.

Overall, the findings confirm that teachers' innovative approaches are essential in fostering effective learning management and sustaining meaningful student engagement. When consistently applied, these strategies contribute to more active, motivated, and self-directed learners.

In light of the findings and conclusions, the following recommendations are proposed to enhance the learning environment further and maximize student engagement in junior high school classrooms:

School heads may continue to strengthen support programs that enhance teachers' innovative teaching approaches through relevant training, workshops, and effective technology integration while also promoting initiatives that develop students' self-regulation skills, particularly in time management, goal setting, motivation, and responsiveness to feedback, to further improve learner-centered instruction and student learning management.

Teachers may continuously adopt and enhance innovative teaching approaches, such as interactive strategies, technology integration, and experiential learning activities, to further improve students' engagement, self-regulation, and active participation in the learning process.

Students may actively participate in classroom activities and continuously develop self-regulation skills, such as time management, goal setting, self-motivation, and responsiveness to feedback, to improve their learning engagement and academic performance.

Future researchers may further explore the long-term effects of innovative teaching practices on students' learning outcomes and engagement.

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