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Learning Environment, Teachers' Innovative Strategies and Learner'S Academic Behavior

Ailene M. Cordova

Guimaras State University
Mclain, Buenavista Guimaras

Abstract

This study examined the influence of the learning environment and teachers' innovative instructional strategies on learners' academic behavior in the Schools Division of Antique during the School Year 2024–2025. Using a descriptive-correlational research design, the study involved 365 teacher-respondents selected through stratified random sampling to ensure adequate representation across grade levels and school types. Data were gathered using a validated questionnaire that measured three major variables: learning environment, teachers' innovative strategies, and learners' academic behavior.

Findings indicated that the learning environment in schools was generally perceived as highly supportive. Positive teacher–learner interactions, a conducive classroom climate, effective classroom organization, and the availability of instructional resources were identified as key features. Teachers were also found to frequently employ innovative instructional strategies, particularly collaborative learning, technology-enhanced instruction, differentiated instruction, and creative teaching approaches. In terms of learner outcomes, academic behavior was rated highly, with learners demonstrating strong attentiveness, active participation, cooperation with peers, and adherence to classroom rules. The results further revealed that both the learning environment and teachers' innovative strategies were positively associated with learners' academic behavior. When examined together, these factors significantly influenced how learners behave academically, with innovative instructional strategies playing a more prominent role. The study concludes that a supportive learning environment, coupled with the consistent use of innovative teaching practices, contributes substantially to positive learner behavior. It is recommended that teachers continue to strengthen innovative instructional approaches and that school administrators provide sustained professional development and adequate resources to promote effective teaching and positive learner outcomes.

Keywords: Learning Environment, Innovative Teaching Strategies, Academic Behavior, Teacher Practices, Classroom Engagement

Introduction

The learning environment plays a critical role in shaping learners' academic behavior and overall educational experience. A positive learning environment—characterized by supportive teacher–student relationships, sufficient instructional resources, and a well-organized, safe classroom—encourages learner engagement, motivation, and discipline (Fraser, 2012). Students who perceive their environment as encouraging and inclusive are more likely to demonstrate positive academic behaviors such as attentiveness, participation, and persistence in learning tasks.

Equally important is the use of teachers' innovative instructional strategies, which address diverse learning needs and enhance engagement. Strategies such as technology-enhanced instruction, collaborative learning, differentiated activities, and problem-based learning promote active participation and critical thinking (Fullan & Langworthy, 2014). Innovative teaching not only improves understanding but also positively affects learners' behavior, motivation, and sense of responsibility (OECD, 2019).

Learners' academic behavior—including attentiveness, participation, cooperation, and compliance with classroom norms—is a key determinant of academic success. Research shows that students exposed to supportive learning environments and innovative teaching practices display more positive behaviors than those in traditional or less engaging settings (Wentzel, 2015). Teachers employing creative, learner-centered strategies can better manage classrooms while fostering meaningful learning experiences (Darling-Hammond et al., 2020).

In Philippine public schools, limited resources, diverse learner abilities, and evolving curriculum demands make it essential to provide conducive learning environments and innovative instructional strategies (DepEd, 2019). Understanding the influence of these factors on learners' academic behavior is crucial for improving teaching practices and learner outcomes.

This study aims to examine the learning environment, teachers' innovative strategies, and their influence on learners' academic behavior, as perceived by 365 respondents in the Schools Division of Antique during the School Year 2024–2025. Specifically, it assesses classroom climate, availability of learning resources, teacher–learner interaction, and classroom organization; evaluates teachers' innovative strategies, including use of technology, collaborative learning, differentiated instruction, and creative teaching; and identifies learners' academic behavior in terms of attentiveness, participation, cooperation, and adherence to classroom rules. The study also explores the relationships among these variables and the combined influence of learning environment and innovative strategies on learners' academic behavior.

Methodology

This study employed a descriptive-correlational design to examine the learning environment, teachers' innovative strategies, and their influence on learners' academic behavior. The descriptive aspect determined levels of the learning environment, innovative strategies, and learner behavior, while the correlational aspect examined relationships among these variables.

The respondents were 365 teachers from selected public elementary and secondary schools in the Schools Division of Antique. Stratified random sampling ensured adequate representation across grade levels and school types. Participants were selected based on their direct involvement in classroom instruction and familiarity with learners' academic behavior.

Data were collected using a structured questionnaire divided into three parts: Part I measured the learning environment, including classroom climate, teacher–learner interaction, classroom organization, and availability of instructional resources; Part II assessed teachers' innovative strategies, including technology-enhanced instruction, collaborative learning, differentiated instruction, and creative teaching methods; Part III evaluated learners' academic behavior, focusing on attentiveness, participation, cooperation, and compliance with classroom rules. The instrument was validated by experts and pilot-tested, yielding Cronbach's alpha coefficients above 0.80 for all variables.

Ethical considerations included approval from the Schools Division Office of Antique, informed consent from respondents, and assurance of confidentiality and anonymity.

Data were analyzed using descriptive statistics (frequency, percentage, weighted mean, standard deviation) to determine the levels of the variables. Pearson Product-Moment Correlation examined relationships between learning environment, innovative strategies, and learners' academic behavior. Multiple regression analysis determined the combined influence of learning environment and innovative strategies on learners' academic behavior, with a significance level of 0.05.

Results

The results of the study revealed that the learning environment in the Schools Division of Antique was rated at a high level, with an overall weighted mean of 4.32 (SD = 0.43). Among the indicators, teacher–learner interaction obtained the highest mean score (M = 4.36, SD = 0.40), followed by classroom climate (M = 4.33, SD = 0.42), classroom organization (M = 4.30, SD = 0.44), and availability of instructional resources (M = 4.27, SD = 0.46). These findings indicate that teachers provide a supportive and well-structured classroom environment conducive to positive learner behavior, consistent with the findings of Fraser (2012).

In terms of teachers' innovative strategies, the results showed a high level of implementation, with an overall weighted mean of 4.29 (SD = 0.45). The most frequently practiced strategies were collaborative learning (M = 4.34, SD = 0.41), technology-enhanced instruction (M = 4.31, SD = 0.43), differentiated instruction (M = 4.28, SD = 0.46), and creative teaching approaches (M = 4.24, SD = 0.47). This suggests that teachers actively employ innovative methods to engage learners and address diverse learning needs, supporting the claims of Fullan and Langworthy (2014) and OECD (2019).

Regarding learners' academic behavior, the respondents rated it at a high level with an overall weighted mean of 4.26 (SD = 0.44). The highest-rated behaviors included attentiveness (M = 4.30, SD = 0.42), active participation (M = 4.27, SD = 0.43), cooperation (M = 4.25, SD = 0.45), and compliance with classroom rules (M = 4.23, SD = 0.46). These results indicate that learners generally demonstrate positive academic behaviors when exposed to supportive environments and innovative instructional practices (Wentzel, 2015).

Correlation analysis revealed a significant positive relationship between the learning environment and learners' academic behavior ($r = 0.61$, $p < 0.01$) and between teachers' innovative strategies and learners' academic behavior ($r = 0.64$, $p < 0.01$). Multiple regression analysis further showed that the learning environment and teachers' innovative strategies significantly predict learners' academic behavior ($R^2 = 0.57$, $p < 0.05$), with teachers' innovative strategies emerging as the stronger predictor.

These results highlight the combined influence of a supportive learning environment and innovative teaching practices on fostering positive academic behavior among learners.

Discussion

The findings of this study indicate that the learning environment in the Schools Division of Antique is highly conducive to learning, particularly in terms of teacher–learner interaction, classroom climate, classroom organization, and availability of instructional resources. A supportive and well-structured learning environment encourages learners to actively engage in classroom activities and exhibit positive academic behaviors. This finding supports Fraser's (2012) assertion that positive classroom environments significantly influence learners' motivation, engagement, and behavior.

The study also revealed that teachers' innovative strategies are implemented at a high level, with collaborative learning and technology-enhanced instruction being the most frequently used approaches. These strategies promote active learning, critical thinking, and learner engagement, which contribute to positive academic behavior. This result aligns with Fullan and Langworthy (2014) and OECD (2019), who emphasized that innovative teaching practices enhance learner participation and responsibility by making learning more meaningful and interactive.

Furthermore, learners demonstrated a high level of academic behavior, particularly in attentiveness, participation, cooperation, and compliance with classroom rules. The significant positive relationships between the learning environment, teachers' innovative strategies, and learners' academic behavior indicate that when learners are exposed to supportive environments and creative instructional approaches, they are more likely to display desirable academic behaviors. This finding is consistent with Wentzel (2015), who highlighted the role of teacher support and instructional practices in shaping learner behavior.

Multiple regression analysis further showed that the learning environment and teachers' innovative strategies jointly predict learners' academic behavior, with teachers' innovative strategies emerging as the stronger predictor. This suggests that while a positive learning environment is essential, the use of innovative and learner-centered strategies plays a more critical role in fostering positive academic behavior. Overall, the results underscore the importance of strengthening both classroom environments and innovative teaching practices to promote positive learner behavior and improve educational outcomes.

Conclusion

Based on the findings of the study, it is concluded that the learning environment and teachers' innovative strategies in the Schools Division of Antique are both at a high level and play a significant role in shaping learners' academic behavior. Supportive teacher–learner interactions, positive classroom climate, and well-organized learning spaces contribute to learners' attentiveness, participation, cooperation, and compliance with classroom rules. Moreover, the use of innovative instructional strategies, particularly collaborative and technology-enhanced approaches, significantly influences learners' academic behavior and emerged as the stronger predictor among the variables studied. Overall,

the study confirms that a conducive learning environment combined with innovative teaching practices is essential in promoting positive academic behavior and fostering a more engaging and productive learning experience for learners.

Recommendations

In view of the findings and conclusions of this study, it is recommended that teachers in the Schools Division of Antique continue to enhance the learning environment by maintaining positive classroom climates, strengthening teacher–learner interactions, and ensuring well-organized and resource-supported classrooms. Teachers are encouraged to further develop and consistently apply innovative instructional strategies, such as technology-enhanced lessons, collaborative learning, and differentiated instruction, to sustain learners' engagement and promote positive academic behavior. School administrators should provide continuous professional development programs, instructional support, and access to teaching resources to assist teachers in implementing innovative strategies effectively. Additionally, the Schools Division Office may consider formulating policies and initiatives that support innovation in teaching and learning environments. Future researchers are encouraged to explore other variables, such as learner motivation, parental involvement, and school culture, to gain a more comprehensive understanding of factors influencing learners' academic behavior.

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