



INNOVATIVE TEACHING METHODS AND CLASSROOM MANAGEMENT PRACTICES IN SELECTED PRIVATE HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

This study examined the innovative teaching methods and classroom management practices employed in selected private higher education institutions in Pagadian City. Specifically, it assessed the extent of implementation of innovative teaching methods, including mind mapping, teaching with a sense of humor, the Z-to-A approach, mnemonics words-words-words, and role-playing with scenario analysis, as well as classroom management practices in terms of structure and preparedness, rule-based behavior, academic achievement, and effective or differentiated instruction. A descriptive-survey research design was employed involving 41 school administrators and 184 teachers from selected private higher education institutions. Data were gathered using a validated researcher-developed questionnaire and analyzed using weighted mean, ranking, t-test, z-test, and the statistical procedures reported in the original dissertation. The findings revealed that both innovative teaching methods and classroom management practices were consistently rated as always applied. Mind mapping obtained the highest rating among the innovative teaching methods, while structure and preparedness ranked highest among the classroom management practices. A significant difference existed between the perceptions of school administrators and teachers regarding innovative teaching methods, whereas no significant difference was found in classroom management practices. The original dissertation further reported no statistically significant relationship between innovative teaching methods and classroom management practices. These findings highlight the importance of sustaining innovative instructional approaches and effective classroom management practices to promote an organized, engaging, and conducive learning environment in higher education institutions.

KEYWORDS: Innovative Teaching Methods, Classroom Management, Higher Education, Instructional Practices, Teaching Strategies, Learning Environment.

1. INTRODUCTION

Higher education institutions are continuously transforming their instructional practices to address the diverse learning needs of students and prepare graduates with the competencies required in the twenty-first century. Consequently, educators are increasingly encouraged to employ innovative teaching methods that promote active participation, critical thinking, collaboration, and authentic learning experiences instead of relying solely on traditional lecture-based instruction. Recent evidence suggests that active and inquiry-based learning approaches enhance student engagement, problem-solving skills, and lifelong learning by creating meaningful and learner-centered educational experiences (Thomas et al., 2025). Likewise, active learning curricula have been associated with improved student success, academic achievement, and retention in higher education (Wilson et al., 2025). Furthermore, differentiated instruction has become an essential pedagogical approach for addressing learner diversity, allowing educators to tailor instructional strategies according to students' varying needs, abilities, and learning preferences (Subban et al., 2025; Preston et al., 2025). These developments underscore the importance of adopting innovative teaching practices that foster quality instruction and improved educational outcomes in higher education.

Effective classroom management complements innovative teaching by providing an organized, inclusive, and supportive learning environment where students can actively participate and achieve meaningful learning outcomes. Contemporary literature emphasizes that classroom management extends beyond maintaining discipline to include establishing structured routines, promoting positive classroom interactions, implementing differentiated instructional support, and creating psychologically safe learning environments that encourage student engagement and academic success (Subban et al., 2025). Similarly, technology-enhanced differentiated instruction has been shown to strengthen inclusive teaching by enabling faculty members to personalize learning experiences, diversify instructional processes, and accommodate increasingly heterogeneous student populations in higher education (Heng, 2025). Despite the growing body of international literature on innovative pedagogy and classroom management, empirical evidence describing their implementation in private higher education institutions in the Philippine context remains limited. Hence, this study investigates innovative teaching methods and classroom management practices in selected private higher education institutions to provide empirical evidence that may guide instructional improvement, faculty development, and institutional quality enhancement.



2. OBJECTIVES OF THE STUDY

2.1. To determine the level of innovative teaching methods among selected private higher education institutions in terms of mind mapping, teaching with a sense of humor, the Z-to-A approach, mnemonic words-words-words, and role-playing and scenario analysis.

2.2. To assess the level of classroom management practices among selected private higher education institutions in terms of structure and preparedness, rule-based behavior, academic achievement, and effective or differentiated instruction.

2.3. To determine whether significant differences exist between the perceptions of school administrators and teachers regarding innovative teaching methods and classroom management practices.

2.4. To examine the relationship between innovative teaching methods and classroom management practices.

3. METHODOLOGY

This study employed a descriptive-survey research design to determine the level of innovative teaching methods and classroom management practices among selected private higher education institutions in Pagadian City. The descriptive approach was considered appropriate because it systematically described the prevailing instructional and classroom

management practices as perceived by the respondents without manipulating the study variables. The study was conducted in four selected private higher education institutions, namely Southern Mindanao Colleges (SMC), Pagadian Capitol College (PCC), Eastern Mindanao College of Technology (EMCOTECH), and Yllana Bay View College. The respondents comprised 41 school administrators and 184 teachers, selected through purposive sampling based on the inclusion criteria established by the researcher. Data were collected using a researcher-developed questionnaire that underwent expert validation and pilot testing before its administration. The instrument measured innovative teaching methods in terms of mind mapping, teaching with a sense of humor, the Z-to-A approach, mnemonic words-words-words, and role-playing with scenario analysis, and classroom management practices in terms of structure and preparedness, rule-based behavior, academic achievement, and effective or differentiated instruction. The responses were analyzed using frequency counts, weighted mean, and ranking to determine the level of implementation, while independent-samples t-test and z-test were employed to assess significant differences in the perceptions of school administrators and teachers. The relationship between innovative teaching methods and classroom management practices was examined using the statistical procedure reported in the original dissertation at the 0.05 level of significance.

4. RESULTS AND DISCUSSION

Table 1. Level of Innovative Teaching Methods among Selected Private Higher Education Institutions

Innovative Teaching Methods	School Administrators	Teachers	Composite Mean	Interpretation
Mind Mapping	5.67	5.44	5.56	Always Applied
Z-to-A Approach	5.72	5.36	5.54	Always Applied
Teaching with a Sense of Humor	5.67	5.38	5.53	Always Applied
Mnemonics Words–Words–Words	5.56	5.46	5.51	Always Applied
Role Playing and Scenario Analysis	5.44	5.43	5.44	Always Applied

Legend: 5.17–6.00 = Always Applied; 4.34–5.16 = Almost Always Applied; 3.51–4.33 = Often Applied; 2.68–3.50 = Sometimes Applied; 1.84–2.67 = Rarely Applied; 1.00–1.83 = Not Applied at All.

Table 1 shows the overall level of innovative teaching methods employed by teachers in selected private higher education institutions. All five instructional approaches were rated "Always Applied," indicating a consistently high level of implementation. Among the teaching methods, Mind Mapping obtained the highest composite mean ($M = 5.56$), followed by the Z-to-A Approach ($M = 5.54$), Teaching with a Sense of Humor ($M = 5.53$), Mnemonics Words–Words–Words ($M = 5.51$), and Role Playing and Scenario Analysis ($M = 5.44$). These findings indicate that faculty members regularly integrate a variety of innovative instructional strategies into classroom practice, with visual learning and application-oriented approaches being the most frequently utilized. The consistently high ratings from both school administrators and teachers further suggest a shared perception that innovative teaching methods are widely implemented to enhance instructional effectiveness and student learning.

The consistently high implementation of innovative teaching methods implies that faculty members in the participating institutions are increasingly adopting instructional practices that move beyond conventional teacher-centered delivery toward more engaging and learner-responsive

approaches. The strong ratings for mind mapping, the Z-to-A approach, humor, mnemonics, and role-playing suggest that teachers value strategies that organize knowledge visually, connect concepts with applications, and encourage greater student participation. This finding is consistent with evidence that faculty development in active learning can improve instructors' implementation of student-centered practices and contribute to improved student persistence and academic outcomes (Park & Xu, 2024). Similarly, technology-supported instructional environments have been found to strengthen cognitive, affective, and behavioral engagement when interactive functions are intentionally incorporated into classroom teaching (Hutain & Michinov, 2022). However, successful pedagogical innovation also depends on institutional support, professional development, appropriate learning design, and infrastructure that enable teachers to translate innovative ideas into sustained classroom practice (Børte et al., 2023). Thus, higher education institutions should continuously strengthen faculty capacity for innovative teaching through structured training, instructional coaching, and opportunities to design, evaluate, and share effective learner-centered practices.

**Table 2. Level of Classroom Management Practices among Selected Private Higher Education Institutions**

Classroom Management Practices	School Administrators	Teachers	Composite Mean	Interpretation
Structure and Preparedness	5.84	5.82	5.83	Always Applied
Academic Achievement	5.82	5.80	5.81	Always Applied
Effective or Differentiated Instruction	5.81	5.79	5.80	Always Applied
Rule-Based Behavior	5.74	5.72	5.73	Always Applied

Table 2 presents the overall level of classroom management practices among selected private higher education institutions. The findings reveal that all four dimensions of classroom management were rated "Always Applied," indicating that effective classroom management practices were consistently implemented by faculty members. Among the dimensions, Structure and Preparedness obtained the highest composite mean ($M = 5.83$), followed by Academic Achievement ($M = 5.81$), Effective or Differentiated Instruction ($M = 5.80$), and Rule-Based Behavior ($M = 5.73$). The consistently high ratings suggest that teachers prioritize well-organized classroom routines, clear instructional planning, learner-centered teaching strategies, and academic excellence while maintaining appropriate classroom discipline and behavioral expectations. The close agreement between the perceptions of school administrators and teachers further indicates a shared recognition of the consistent implementation of classroom management practices that support an organized, engaging, and conducive teaching-learning environment.

The high ratings across the four classroom management practices imply that effective teaching in higher education is supported not only by disciplinary control but also by purposeful organization, instructional preparedness,

differentiated support, and the creation of conditions conducive to learning. The prominence of structure and preparedness suggests that predictable routines, well-planned lessons, and clearly communicated expectations provide an important foundation for meaningful student participation. Research in higher education has shown that effective classroom management, activating teaching, and differentiation significantly contribute to students' academic engagement (Fernández-García et al., 2021). Differentiated instruction is likewise increasingly recognized as an important response to the growing diversity of university learners because it allows instructors to adapt learning experiences to students' differing readiness, needs, and circumstances (Subban et al., 2025). Moreover, systematic evidence on higher education learning environments emphasizes the importance of goal direction, supportive relationships, and institutional services in establishing conditions that facilitate successful learning (Xu et al., 2022). These findings imply that institutions should regard classroom management as an integrated instructional competency and strengthen faculty preparation in planning, learner differentiation, communication, and supportive classroom practices.

Table 3. Difference in the Perceptions of School Administrators and Teachers on Innovative Teaching Methods

Respondents		Mean	Standard Deviation	
School Administrators		5.62	0.1190	
Teachers		5.41	0.0444	
Computed t -value	Critical t -value	Decision	Interpretation	
3.697	2.306	Reject H_0	Significant difference	

The computed t -value of 3.697 exceeded the critical t -value of 2.306, leading to the rejection of the null hypothesis. This finding indicates a significant difference between the perceptions of school administrators and teachers regarding the implementation of innovative teaching methods. School administrators provided slightly higher ratings than teachers, suggesting differences in their assessment of the extent to which innovative instructional strategies are implemented in the participating institutions.

The significant difference between school administrators and teachers in their perceptions of innovative teaching methods implies that instructional innovation may be understood differently depending on an individual's institutional role and proximity to actual classroom implementation. Administrators may assess teaching innovation from the standpoint of institutional expectations, supervision, and program implementation, whereas teachers may base their judgments on daily instructional realities, workload, learner characteristics, and available resources.

Research on instructional leadership has similarly shown that leadership competencies are strengthened through research-informed teaching, professional learning communities, stakeholder interaction, and access to professional resources (Liu & Liao, 2024). Perception studies also demonstrate that different educational actors may interpret the quality and characteristics of instruction differently, emphasizing the importance of examining multiple viewpoints when evaluating teaching practices (Holzer et al., 2022). Moreover, leadership research indicates that organizational and contextual conditions can either facilitate or constrain the enactment of instructional leadership and educational improvement (Shaked, 2025). The observed difference therefore suggests a need for common instructional standards, collaborative classroom observation, reflective dialogue, and evidence-based feedback mechanisms so that administrators and teachers develop a more consistent understanding of what constitutes meaningful instructional innovation.



Table 4. Difference in the Perceptions of School Administrators and Teachers on Classroom Management Practices

Respondents		Mean	Standard Deviation
School Administrators		5.80	0.0990
Teachers		5.79	0.0245
Computed z-value	Critical z-value	Decision	Interpretation
0.081	1.96	Fail to Reject H_0	No significant difference

The computed z-value of 0.081 was lower than the critical value of 1.96; therefore, the null hypothesis was not rejected. The result indicates no significant difference between the perceptions of school administrators and teachers regarding classroom management practices. This suggests that both groups share a common view that effective classroom management practices are consistently implemented in the selected private higher education institutions.

The absence of a significant difference between administrators and teachers regarding classroom management practices implies a relatively strong alignment in their understanding of how classrooms should be organized and managed. Such agreement may reflect shared institutional norms, consistent expectations, common professional experiences, and established practices related to instructional planning, learner behavior, and classroom interaction. Evidence from professional learning communities indicates that

sustained collaboration centered on curriculum and pedagogy can produce enduring changes in instructional practice and contribute to a more coherent professional culture (McKie, 2025). Similarly, collaborative school cultures characterized by trust, participatory leadership, peer mentoring, and collective planning can strengthen teacher motivation, professional learning, and instructional consistency (Arar et al., 2026). Action-research-based professional learning communities also demonstrate that teachers develop professional knowledge more effectively when they collaboratively examine and improve their own practices (Johannesson, 2022). The agreement observed in the present study therefore supports the continued use of collaborative professional development, peer mentoring, and shared reflection to preserve consistency in classroom management while allowing teachers to respond flexibly to changing student and instructional needs.

Table 5. Relationship between Innovative Teaching Methods and Classroom Management Practices

Variables	Test Statistic	Critical Value	Decision	Interpretation
Innovative Teaching Methods and Classroom Management Practices	$z = -0.89$	± 1.96	Fail to Reject H_0	No significant relationship

The reported test statistic ($z = -0.89$) did not exceed the critical value of ± 1.96 at the 0.05 level of significance. Hence, the null hypothesis was not rejected, indicating no statistically significant relationship between innovative teaching methods and classroom management practices based on the statistical procedure used in the original dissertation. This suggests that although both variables were consistently rated at high levels of implementation, the analysis did not demonstrate a significant statistical association between them.

The absence of a statistically significant relationship between innovative teaching methods and classroom management practices implies that the two constructs, although both highly implemented, may operate as related but distinct dimensions of effective instruction. High levels of innovative pedagogy do not automatically guarantee equally strong classroom management, and effective management alone does not necessarily indicate extensive use of innovative teaching strategies. Student engagement research suggests that learning outcomes are influenced by the dynamic interaction of numerous personal and environmental factors rather than by a single instructional dimension (Li & Xue, 2023). Likewise, recent higher education research found that course design can independently predict student engagement and perceived instructional quality, emphasizing that different components of teaching contribute in distinct ways to the overall learning experience (Levinsson et al., 2024). Studies of online higher education similarly emphasize that student learning develops within broader learning ecologies involving interactions among

learners, resources, technologies, and institutional contexts (Peters et al., 2022). Therefore, institutions should strengthen innovative pedagogy and classroom management as complementary but separately developed competencies, while future research should use appropriate correlational or multivariate analyses to determine how these practices interact with student engagement, achievement, and other contextual variables.

5. IMPLICATIONS FOR PRACTICE

The findings suggest that private higher education institutions should continue strengthening faculty competence in both innovative teaching and classroom management. Since innovative teaching methods were consistently applied, institutions may sustain these practices through faculty development, peer mentoring, instructional coaching, and classroom-based demonstrations that help teachers use strategies such as mind mapping, application-oriented teaching, mnemonics, appropriate humor, and role-playing more purposefully. Likewise, the strong implementation of classroom management practices highlights the importance of maintaining clear routines, instructional preparedness, differentiated teaching, academic expectations, and positive behavioral standards to support an organized and conducive learning environment.

The significant difference between administrators and teachers in their perceptions of innovative teaching methods further implies the need for shared standards and stronger



communication regarding instructional innovation. Institutions may establish common indicators for effective teaching, conduct collaborative classroom observations, and provide structured feedback sessions so that administrators and faculty members develop a more consistent understanding of classroom practices. Because the study reported no significant relationship between innovative teaching methods and classroom management practices, these areas should be strengthened as complementary but distinct dimensions of teaching effectiveness, with separate but coordinated programs for professional development, quality assurance, and instructional improvement.

6. CONCLUSION

The study concludes that innovative teaching methods and classroom management practices were consistently implemented in the selected private higher education institutions, as evidenced by their overall ratings of "Always Applied." Among the innovative teaching methods, mind mapping emerged as the most frequently practiced strategy, while structure and preparedness ranked highest among the classroom management dimensions. A significant difference was found between the perceptions of school administrators and teachers regarding innovative teaching methods, whereas no significant difference was observed in their perceptions of classroom management practices. Furthermore, the study did not establish a statistically significant relationship between innovative teaching methods and classroom management practices. These findings underscore the importance of sustaining innovative instructional approaches and effective classroom management as complementary yet distinct components of teaching effectiveness. Accordingly, higher education institutions should continue investing in faculty development, instructional innovation, and quality assurance initiatives that foster engaging, well-managed, and learner-centered educational environments.

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