Effective Classroom Strategies and Self-Regulated Learning Behavior among Learners in Davao Del Norte

MARICEL G. PEREZ
The Rizal Memorial Colleges, Inc.

Abstract:- Fundamentally, effective classroom strategies are a measure expected to improve self-regulated learning behavior among learners in Braulio E. Dujali District, Davao del Norte. In this study, the researcher selected 185 elementary school teachers as the respondents of the study. Stratified random sampling technique was utilized in the selection of the respondents. Non-experimental quantitative research design using descriptive-correlational method was employed. The data collected were subjected to the following statistical tools: Mean, Pearson Moment Product Correlation and multiple linear regression analysis. Findings revealed that effective classroom strategies and self-regulated learning behavior among learners in Braulio E. Dujali District, Davao del Norte were described as extensive. Further, correlation analysis demonstrated that there is a significant relationship between effective classroom strategies and self-regulated learning behavior among learners in Braulio E. Dujali District, Davao del Norte. Evidently, regression analysis proved that effective classroom strategies in terms of behavioral strategies were a significant predictor of self-regulated learning behavior among learners in Braulio E. Dujali District, Davao del Norte. In other words, effective classroom strategies have an influence on the process in self-regulated learning behavior among learners in Braulio E. Dujali District, Davao del Norte. The study, therefore, was conducted for further utilization of findings through publication in reputable research journal.

Keywords:- *Effective Classroom Strategies, Self-Regulated Learning Behavior, Educational Management, Davao Del Norte, Philippines.*

I. INTRODUCTION

A. The Problem and Its Scope

The ability to regulate one's cognition and conduct is a critical component of learning, significantly impacting pupils' academic achievement. Self-regulated learning (SRL) refers to the collection of skills required for successful learning in academic environments. The abilities encompassed in this list are goal planning, strategy selection, time management, material organization, adaptability in approach, performance monitoring through feedback, and making improvements for future learning activities. This study seeks to investigate the impact of teachers' effective classroom practices on learners' self-regulated learning (SRL) when they transition back to full face-to-face classrooms. It emphasizes the critical importance and urgency of conducting this research.

Recent research emphasizes the substantial difficulties learners have in their self-regulated learning capacities as a result of sudden changes in the education system. Otoo et al. (2018) highlights a global concern over the increasing reliance of primary level learners on their teachers. This reliance impedes their capacity to acquire knowledge autonomously. According to White (2015), a significant number of students worldwide exhibit a lack of enthusiasm and desire, causing them to disregard modular activities and subjects. This ultimately leads to poor academic performance in several areas of learning. Moreover, according to McGlynn and Kozlowski (2016), when learners are not self-directed in classrooms, they develop misconceptions about fundamental concepts. This, in turn, leads to challenges in learning and a reduced motivation to engage in hard and enduring activities. According to Prudente (2011), the declining performance of Filipino students on the National Achievement Test (NAT) in the Philippines indicates that there are substantial issues with learners' self-regulated learning (SRL). This highlights the urgent requirement for effective educational interventions.

On the other hand, research suggests that students who possess excellent self-regulated learning (SRL) skills tend to attain higher academic achievements. Francis et al. (2018) discovered that students who govern their own learning achieve greater academic achievement. Attard (2013) observed that these learners actively participate in lessons, collaborate with teachers and classmates, and engage in individual reflection in a meaningful way. Ayub et al. (2016) determined that self-directed learners proactively pursue learning opportunities within and beyond the confines of the classroom, hence increasing their likelihood of achieving success. In addition, Kim et al. (2015) discovered that those who are able to learn independently are more inclined to efficiently retain and store knowledge, as opposed to those who lack independence in their learning.

Implementing effective teaching practices is essential for promoting self-regulated learning (SRL). Raba (2017) observed that these tactics facilitate self-directed learning, analytical reasoning, teamwork, and self-regulation

abilities. According to Le et al. (2017), pedagogical practices improve the utilization of valuable knowledge, resulting in successful learning outcomes. Millis (2014) emphasized that successful classroom tactics entail adopting a student-centered approach, wherein teachers possess a deep understanding of their students, exchange ideas with them, and cultivate a classroom atmosphere that promotes both teacher-student and peer interactions. Teachers in this context convey elevated expectations for students' academic achievement by providing demanding assignments and organizing the classroom in a manner that fosters student independence.

Prior research emphasizes the connection between teachers' successful classroom tactics and learners' self-regulated learning. According to Wegner et al. (2014), the utilization of various teaching tactics by teachers leads to increased student activity and engagement in the learning process. In their study, Abdulwahab et al. (2016) found that students who were taught utilizing cooperative instructional tactics outperformed their classmates in traditional settings. Furthermore, it was seen that low-scoring students derived the greatest advantage from these approaches. According to Albeshtawi (2017), there is a strong connection between effective classroom strategies, learner engagement, and their learning preferences. This implies that customized teaching methods can greatly improve self-regulated learning (SRL).

This study seeks to investigate and comprehend the connections between efficient classroom tactics and learners' self-regulated learning (SRL) during the transition back to fully in-person classrooms. Since SRL behaviors are influenced by the context, the relationships between these variables can differ among learners. Gaining a comprehensive understanding of how to effectively assist primary school students in achieving academic success in the face of changing learning settings is of utmost importance. This study utilizes quantitative methodology, namely a descriptive correlational design, to examine these associations. The results are anticipated to enhance the existing information on the influence of teachers' effective classroom practices on learners' self-regulated learning (SRL), specifically among learners in Davao del Norte. The importance and requirement of this research are underscored by the imperative to tackle the decline in academic performance and cultivate autonomous, self-regulated learners who can excel in diverse educational environments.

B. Theoretical/Conceptual Framework

The study is based on three propositions: the impact of instructional practices on the growth of independent learning, as explored by Wegner et al. (2014), and the influence of professional development, as investigated by Zakaria and Iksan (2012). According to Wegner et al. (2014), students are more likely to be actively engaged and learn effectively when teachers employ a variety of teaching styles, which encourages active engagement and the building of meaningful knowledge. Zakaria and Iksan (2012) suggested that these tactics promote advanced cognitive skills, the sharing of resources, and the effective communication of scientific concepts, leading to deeper and more significant learning connections.

The study encompasses two main variables. The independent variable is the set of effective classroom tactics, which includes behavioral, cognitive, and affective methods as defined by Hamzeh (2014). The dependent variable in this study is the self-regulated learning behavior of learners, which is measured by factors such as attitude towards learning, learning responsibility, motivation, and the ability to plan. These factors were provided by Ayyildiz and Tarhan (2015). In addition, parental support acts as a mediating factor, emphasizing the significance of both emotional and physical presence in students' academic experiences.
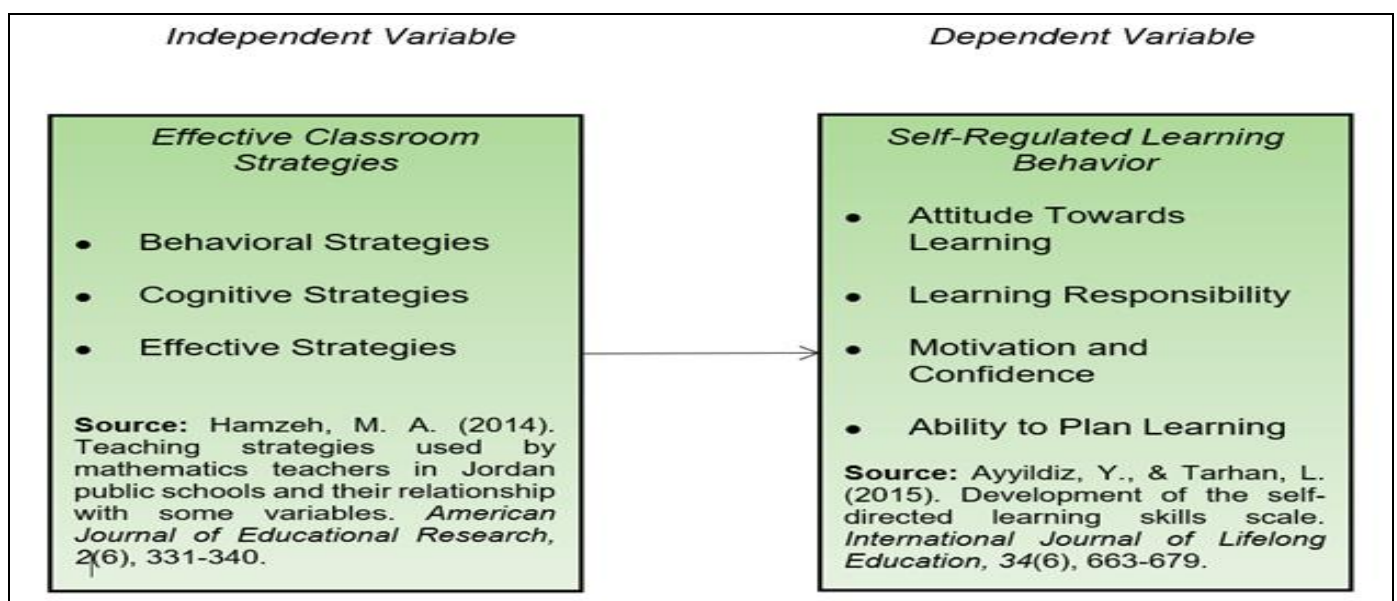

Fig 1: The Conceptual Framework of the Study

C. Statement of the Problem

The primary aim of this study was to determine which domains of teachers' effective classroom strategies significantly influence self-regulated learning behavior of the learners in Braulio E. Dujali District, Davao del Norte. Specifically, this study sought to answer the following questions:

➤ *What is the Extent of Teacher's Effective Classroom Strategies in Braulio E. Dujali District, Davao del Norte in Terms of:*

- Behavioral Strategies;
- Cognitive Strategies; and
- Effective Strategies?

➤ *What is the Extent of Self-Regulated Learning Behavior of the Learners in Braulio E. Dujali District, Davao del Norte in Terms of:*

- Attitude Towards Learning;
- Learning Responsibility;
- Motivation and Confidence; and
- Ability to Plan Learning?

➤ *Is there a Significant Relationship between Teacher's Effective Classroom Strategies and Self-Regulated Learning Behavior of the Learners in Braulio E. Dujali District, Davao del Norte?*

➤ *Which domains of teacher's effective classroom Strategies Significantly Influence Self-Regulated Learning Behavior of the Learners in Braulio E. Dujali District, Davao del Norte?*

D. Hypotheses

➤ *The Following Hypotheses were Tested at 0.05 Level of Significance:*

- H_{01}: There is no significant relationship between teacher's effective classroom strategies and self-regulated learning behavior of the learners in Braulio E. Dujali District, Davao del Norte.
- H_{02}: None of the domains of teacher's effective classroom strategies significantly influence self-regulated learning behavior of the learners in Braulio E. Dujali District, Davao del Norte.

II. METHOD

A. Research Design

The descriptive correlation method was used to collect research data, ideas, facts, and information in a non-experimental approach. Quantitative research uses unchanging facts and comprehensive reasoning to produce ideas about a study subject (Babbie et al., 2010). Myers and Well (2013) state that a correlational design establishes a cause-and-effect link between the independent and dependent variables and their components.

The study also examined teachers' management efficacy, commitment, and school leaders' leadership styles. The major goal was to determine which successful teaching practices significantly affect self-regulated learning in Braulio E. Dujali District, Davao del Norte. The research sought to discover crucial characteristics in these methods that affect learners' self-regulation.

B. Research Respondents

The study's respondents were 185 elementary school teachers from Braulio E. Dujali District, Davao del Norte, selected through stratified random sampling, which involves dividing a population into sub-groups or strata (Salkind, 2020). The stratification was based on five schools. Inclusion criteria required respondents to be permanent-regular elementary school teachers who voluntarily signed the ICF. The study focused solely on information relevant to the research purpose and did not consider the teachers' gender or socio-economic status.

C. Research Instrument

The study utilized adapted and modified survey questionnaires to investigate effective classroom strategies and self-regulated learning behaviors. The first part of the questionnaire, based on Hamzeh (2014), assessed effective classroom strategies using three indicators: behavioral, cognitive, and effective strategies. The questionnaire achieved high reliability with Cronbach's alpha values of 0.893 for cognitive strategy, 0.730 for behavioral strategy, and 0.731 for effective strategy, with an overall value of 0.934. Responses were measured on a 5-point Likert scale, ranging from "Very Extensive" (4.20-5.00) to "Not Extensive" (1.00-1.79), indicating how frequently the strategies were observed.

The second part of the instrument, adapted from Ayyildiz and Tarhan (2015), focused on self-regulated learning behaviors, including attitude towards learning, learning responsibility, motivation and self-confidence, and ability to plan learning. The scale demonstrated strong reliability with a Cronbach's alpha value of 0.892. Responses were also measured on a 5-point Likert scale, with descriptive levels ranging from "Very Extensive" (4.20-5.00) to "Not Extensive" (1.00-1.79), indicating how often self-regulated learning behaviors were manifested.

D. Data Analysis

The researcher used several statistical tools to process the data: the mean characterized effective classroom strategies and self-regulated learning, addressing objectives 1 and 2; Pearson Product Moment Correlation assessed the significant relationship between these strategies and learners' self-regulated learning, addressing objective 3; and Multiple Linear Analysis evaluated which domains of effective classroom strategies significantly influenced self-regulated learning, addressing objective 4.

III. RESULTS AND DISCUSSIONS

A. Effective Classroom Strategies in Davao del Norte

- *Indicator 1: Behavioral Strategies.* According to Table 1, teachers in Davao del Norte frequently employ behavioral tactics, as indicated by a mean rating of 3.61, suggesting that these strategies are commonly seen. The scores for individual items vary between 3.33 and 3.96. The item *"Using specific questions that have specific answers"* received a rating of 3.33, indicating a moderate level of extent. On the other hand, the item *"Helping learners imitate desired model"* received a rating of 3.96, indicating a high level of extent. This

indicates that teachers often employ tactics that guide actions, which can be quantified and seen.

The results of this study support the claim made by More and Miller (2015) that guiding behavior has a favorable impact on teaching, training, and remediation by promoting collective activity and organizational effectiveness. Moreover, Blazar (2016) endorses the perspective that behavioral techniques effectively impart self-control by emphasizing the potential for student learning. Efficient classroom behavior management improves the quality of instruction, learning, and performance.

Table 1: Extent of Effective Instructional Strategies in terms of Behavioral Strategies

Statement	Mean	Descriptive Rating
1. Providing the learners with information regarding the accuracy of the answers.	3.38	Moderately Extensive
2. Training the learners on distinguishing between the different characteristics of the same concept.	3.61	Extensive
3. Using specific questions that have specific answers.	3.33	Moderately Extensive
4. Helping learners imitate desired model.	3.96	Extensive
5. Awarding learners for the right answers.	3.67	Extensive
6. Using direct presentation to provide learners with information.	3.69	Extensive
Mean	3.61	Extensive

- *Indicator 2: Cognitive Strategies*. According to Table 2, instructors in Davao del Norte rated cognitive methods as extensive, with a mean of 3.62. This suggests that these tactics are frequently noticed. The item ratings span from 3.24 to 3.99. The item *"Ending teaching-learning situations by connecting lesson parts"* received a rating of 3.24, indicating a fairly extensive level. On the other hand, the item *"Encouraging learners to verify information before judging"* received a rating of 3.99, indicating an extensive level.

These findings indicate that teachers often employ strategies to facilitate students' acquisition, processing, retention, and retrieval of information. The findings corroborate Suyitno's (2017) perspective that cognitive strategies entail employing mental processes to resolve problems or accomplish tasks. According to Francois (2016), cognitive strategies are plans that learners use to improve their performance by bridging the gap between their current knowledge and their learning goals.

Table 2: Extent of Effective Classroom Strategies in terms of Congnitive Strategies

Statement	Mean	Descriptive Rating
1. Presenting main ideas of the topic in the beginning of the class.	3.67	Extensive
2. Ending reaching- learning situation with connecting the lesson parts together.	3.24	Moderately Extensive
3. Encouraging learners to verify information and facts before giving judgement.	3.99	Extensive
4. Moving from abstract to the examples.	3.69	Extensive
5. Asking learners to do written or verbal summary of the information they get.	3.39	Moderately Extensive
6. Training learners to plan, observe, and evaluate their teaching activities.	3.73	Extensive
Mean	3.62	Extensive

- *Indicator 2: Effective Strategies.* Table 3 shows that the average rating for effective tactics is 3.63, suggesting that teachers in Davao del Norte frequently use these teaching strategies. The item ratings vary from 3.19 to 3.79. The item *"Helping learners have confidence in themselves"* had a rating of 3.19, which is

considered fairly extensive. On the other hand, the item *"Distributing different teaching-learning tasks on students"* received a rating of 3.79, which is considered comprehensive. Teachers often employ tactics to enhance student confidence and vary teaching tasks.

Table 3: Extent of Effective Classroom Strategies in terms of Effective Strategies

Statement	Mean	Descriptive Rating
1. Allowing learners to have more clarifications and explanations on the certain stimulus.	3.71	Extensive
2. Supporting learners' sympathy toward others.	3.63	Extensive
3. Helping learners have confidence in themselves.	3.19	Moderately Extensive
4. Encouraging learners to interact positively amongst themselves.	3.72	Extensive
5. Taking part in improving students' ability to control their reactions.	3.72	Extensive
6. Distributing different teaching-learning tasks on students.	3.79	Extensive
Mean	3.63	Extensive

The findings suggest that teachers in Davao del Norte commonly employ strategies that acknowledge and value the capabilities of learners, while also humanizing the learning experience. This aligns with the viewpoints of Lerner et al. (2014) and Le et al. (2017), who emphasize the significance of psychological well-being and the enhancement of learner abilities. Table 4 presents a summary indicating that the average rating for effective classroom methods is 3.62, which is considered extensive. Among the different types of strategies, behavioral

strategies have the greatest average rating of 3.63, while effective strategies have the lowest average rating of 3.61. This implies that teachers constantly employ techniques that encompass lesson organization, goals, and deliberate tactics. The results corroborate the assertions made by Raba (2017) and Temli-Dumus (2016), who underline that successful teaching methods promote self-directed learning, cooperation, and active participation, while also underscoring the importance of varied and dynamic instructional approaches.

Table 4: Summary on the Extent of Effective Classroom Strategies of Teachers in Davao del Norte

Indicators	Mean	Descriptive Equivalent
Behavioral Strategies	3.63	Extensive
Cognitive Strategies	3.62	Extensive
Effective Strategies	3.61	Extensive
Overall	3.62	Extensive

B. *Self-Regulated Learning Behavior among Learners in Davao del Norte*

- *Indicator 1: Attitude Towards Learning.* Table 5 indicates that the domain of attitude towards learning has a substantial category mean of 3.30, suggesting that it is occasionally observed among learners. The item ratings vary from 2.87 to 3.61. The item "*Learners prioritize time for learning while planning a new day"* has a rating of 2.87, indicating a moderately extensive

level. On the other hand, the item *"Learners believe that what they learn is more important than getting a passing grade"* has a rating of 3.61, indicating an extensive level. This implies that students typically place importance on learning, which aligns with Bray and McClaskey's (2015) assertion that when students personalize their learning, they actively participate and evaluate their progress, leading to the integration of new material with existing knowledge and improved learning results.

This discovery emphasizes that although students in Davao del Norte may have favorable attitudes towards studying, they place great weight on comprehending the subject matter rather than simply obtaining satisfactory grades. This conduct is consistent with the viewpoint of Bray and McClaskey (2015) that individualized learning methods, in which students have control over the speed of their learning and use a variety of strategies, result in greater meaningful engagement and better retention of knowledge. Therefore, cultivating such mindsets might amplify students' drive and efficiency in their academic endeavors.

Table 5: Extent of Self-Regulated Learning Behavior among Learners in Davao del Norte in terms Attitude towards Learning

Statement	Mean	Descriptive Rating
1. Learners are reviewing notes during my leisure time to be didactic.	3.20	Extensive
2. Learners prioritize time for learning while planning a new day.	2.87	Moderately Extensive
3. Learners believe in the importance of playing an active role in learning.	3.52	Extensive
4. Learners believe that what they learn in is more important than getting a passing grade.	3.61	Extensive
Mean	3.30	Extensive

- *Indicator 2: Learning Responsibility*. According to Table 6, learners in Davao del Norte exhibit self-regulated learning practices frequently, as indicated by their category mean of 3.58. *"Learners can be held responsible for their own learning"* is rated 3.33 (moderately extensive), while *"Learners use the internet for learning purposes instead of for leisure"* is rated 3.73 (extensive). The scores for individual items range from 3.33 to 3.73. This implies that pupils often assume accountability for their own education.

These results corroborate the claim made by Manavipour and Saeedian (2016) that students who have confidence in their capacity to complete assignments perform better and participate in more demanding activities. Both Soyogul (2015) and Ng (2012) concur that students are more motivated to apply successful learning strategies and produce positive results when they feel that they have control over their academic achievement.

Table 6: Extent of Self-Regulated Learning Behavior among Learners in Davao del Norte in terms of Learning Responsibility

Statement	Mean	Descriptive Rating
1. Learners use the internet for learning purposes, instead of having a good time.	3.73	Extensive
2. Learners can be held responsible for their own learning.	3.33	Moderately Extensive
3. Learners take time to learn related previous subjects well in order to learn a new subject without difficulty.	3.67	Extensive
Mean	3.58	Extensive

- *Indicator 3: Motivation and Confidence*. Table 7 displays a mean value of 3.64 for the motivation and self-confidence component, suggesting that self-regulated learning behaviors are frequently observed in this domain. "Believing that a job well done is a reward in itself" is rated at 3.36 (moderately extensive), while "Welcoming jobs that involve greater responsibility and challenge" is rated at 3.79 (extensive). The ratings for the other items range from 3.36 to 3.79. This implies

that educators often view pupils as driven and ready to learn.

This supports Curtis's (2017) assertion that students can set objectives, evaluate their own development, and extend their learning outside of traditional settings in driven learning situations. Furthermore, Horn and Staker (2013) discovered that these kinds of settings give students the freedom to regulate different facets of their learning process and the ability to learn at any time via online platforms.

Table 7: Extent of Self-Regulated Learning Behavior among Learners in Davao del Norte in terms of
Motivation and Self -Confidence

Statement	Mean	Descriptive Rating
1. Learners learn a lesson, no matter how it is complicated.	3.69	Extensive
2. Learners are motivated in learning even in the presence of distracting factors.	3.36	Moderately Extensive
3. Learners don't get bothered even if they could not solve the problems that they encountered.	3.70	Extensive
4. Learners are planning what should do instead of feeling despair when they encounter a difficult subject.	3.79	Extensive
Mean	3.64	Extensive

- Indicator 4: Ability to Plan Learning. According to Table 8, learners in Davao del Norte have an extensive level of "ability to plan learning," with a category mean of 3.49. Consequently, the act of planning is frequently witnessed. The ratings for individual goods in this category vary from 3.38 and 3.57. The item *"Learners organize study hours by making plans"* had an average grade of 3.38, indicating a modest level of extent and suggesting that it is sometimes observed. On the other hand, the item *"Learners finish homework at the last moment"* was given an average rating of 3.57, which indicates that this behavior is widespread and frequently observed. This implies that although learners often engage in a certain degree of planning and organization, they have a strong tendency to delay in finishing activities.

This behavior pattern is consistent with the findings of Brown (2014), who discovered that individuals with high self-efficacy, or the belief in their ability to undertake activities, are more inclined to participate in and effectively accomplish these tasks. On the other hand, individuals who have a lack of confidence in their talents or possess lower self-efficacy tend to avoid or have difficulties when it comes to performing certain duties. The data indicates that students in Davao del Norte have a considerable level of proactivity in their planning and goal setting. However, there is a noticeable inclination towards procrastination, which negatively affects their total learning efficiency.

Table 8: Extent of Self-Regulated Learning Behavior among Learners in Davao del Norte in Terms of Ability to Plan Learning

Statement	Mean	Descriptive Rating
1. Learners can solve the problems during learning based on cause-and-effect relationship.	3.51	Extensive
2. Learners organize study hours by making plans.	3.38	Moderately Extensive
3. Learners know clearly and implicitly the objectives of the new subject to be learned.	3.50	Extensive
4. Learners finish homework at the last moment.	3.57	Extensive
Mean	3.49	Extensive

Table 9 presents a summary of the level of self-regulated learning behavior exhibited by learners in Davao del Norte, as assessed by teachers. The overall mean rating of 3.50 indicates that the conduct is classed as substantial. These students frequently exhibit self-regulated learning activities. The area of motivation and self-confidence obtained the greatest mean score of 3.64, indicating that it is regularly demonstrated. On the other hand, the domain of attitude towards learning received the lowest mean score of 3.30, suggesting that it is moderately extensive and seldom demonstrated. This indicates that pupils constantly display characteristics associated with motivation and self-assurance, but they have a less frequent expression of a favorable disposition towards learning.

The findings indicate that students typically exhibit behaviors that enable them to recognize their learning requirements, express their accomplishments, select and implement appropriate learning methods, and assess their results. This statement is consistent with Hall's (2011) claim that self-directed learners possess an understanding of their learning obligations, demonstrate autonomy, and exhibit motivation and organization. In addition, Tang and Tseng (2013) highlight the significance of students' capacity to effectively exploit learning opportunities within academic environments and their self-perception in relation to particular educational situations.

Table 9: Summary on the Extent of Self-Regulated Learning Behavior among Learners in Davao del Norte

Indicators	Mean	Descriptive Equivalent
Attitude Towards Learning	3.30	Moderately Extensive
Learning Responsibility	3.58	Extensive
Motivation and Self-Confidence	3.64	Extensive
Ability to Plan Learning	3.49	Extensive
Overall	3.50	Extensive

C. Relationship Between Effective Classroom Strategies and Self-Regulated Learning Behavior among Learners in Davao del Norte

The examination of the correlation between efficient instructional techniques and self-directed learning behavior among students in Davao del Norte uncovers noteworthy discoveries. Table 10 demonstrates a strong positive correlation between effective classroom strategies and self-regulated learning behavior, as determined by the Pearson Product Moment Correlation. The correlation coefficient is $(r = 0.461)$, indicating a significant relationship. The p-value of .000 is below the 0.05 significance level (two-tailed), further supporting the significance of the correlation. This suggests that when the effectiveness of

classroom tactics increases, there is a notable improvement in learners' self-regulated learning behavior.

Moreover, the study reveals that each category of efficacious classroom techniques, namely behavioral strategies, cognitive strategies, and effective strategies, has a substantial and favorable correlation with self-regulated learning behavior. More precisely, behavioral strategies exhibit a correlation coefficient of $(r = 0.557)$ $(p < 0.05)$, cognitive strategies display a correlation coefficient of $(r = 0.308)$ $(p < 0.05)$, and effective strategies demonstrate a correlation coefficient of $(r = 0.660)$ $(p < 0.05)$. These findings emphasize the need to employ a variety of classroom tactics to improve students' ability to regulate their own learning.

Table 10: Relationship between Effective Classroom Strategies and Self-Regulated Learning Behavior among Learners in Davao del Norte

Variables	Self-Regulated Learning Behavior			
	r-value	p-value	Interpretation	Decision
Behavioral Strategies	0.557*	0.000	Significant	Reject H_0
Cognitive Strategies	0.308*	0.000	Significant	Reject H_0
Effective Strategies	0.660*	0.000	Significant	Reject H_0
Overall Effective Classroom Strategies	0.461*	0.000	Significant	Reject H_0
*Significant @ p<0.05				

This corroborates the perspective put forth by Wegner et al. (2014) that learners exhibit increased levels of activity and engagement in the learning process, leading to enhanced learning outcomes, when their teachers employ diverse teaching styles inside the classroom. Furthermore, this aligns with the perspective of Khalid et al. (2013) that

instructional techniques employed by teachers in the classroom enhance students' involvement and pupils tend to retain experiential learning rather than just memorization. Ridwan, Sutresna, and Haryeti (2019) emphasized the importance of employing instructional tactics to foster an active classroom environment. They said that when the

class is active, students are more likely to be engaged and participatory.

D. Influence of Effective Classroom Strategies on the Self-Regulated Learning Behavior among Learners in Davao del Norte

The impact of successful classroom tactics on the self-regulated learning behavior of learners in Davao del Norte was evaluated using multiple linear regression analysis. Table 11 shows that the model, which includes behavioral, cognitive, and successful techniques as predictors, is statistically significant with an F-value of 18.301 and a p-value below 0.05. This suggests that the use of effective teaching methods in the classroom has a strong correlation with the development of self-regulated learning behavior. In addition, the revised R^2 value of 0.258 indicates that these techniques explain 25.80% of the variation in self-regulated learning behavior, whereas the remaining 74.20% is influenced by additional factors that were not investigated in this study.

Table 11: Influence of Effective Classroom Strategies on the Self-Regulated Learning Behavior among Learners in Davao del Norte

Effective Classroom Strategies	Self-Regulated Learning Behavior				
	B	Beta	S.E	p-value	Decisions
Behavioral Strategies	.406**	.449	.067	.000	Reject H_0
Cognitive Strategies	.146	.146	.077	.059	Accept H_0
Effective Strategies	.050	.049	.078	.520	Accept H_0
R^2	= 0.258				
F-value	= 18.301*				
p-value	= 0.000				
*Significant @ p<0.05					

Furthermore, the data demonstrates that only behavioral methods have a substantial impact among the predictors. More precisely, there is a positive correlation between successful classroom methods related to behavioral strategies and the self-regulated learning behavior of learners in Davao del Norte. For every unit increase in these tactics, the self-regulated learning behavior increases by 0.406. This discovery results in the rejection of the null hypothesis, which proposed that none of the areas of effective classroom tactics have a substantial impact on self-regulated learning behavior. This finding is consistent with the argument made by Zakaria and Iksan (2012) that effective classroom strategies facilitate the exchange of resources among students, encourage them to question each other's conclusions, and enable them to defend their ideas. These strategies promote higher-order thinking and improve the communication of scientific ideas, ultimately resulting in more meaningful learning connections.

IV. CONCLUSIONS AND RECOMMENDATIONS

A. Findings of the Study

The study sought to determine the specific domain of effective classroom tactics that has a major impact on self-regulated learning behavior in learners. This was done using a non-experimental quantitative design and a correlation technique. The researcher employed stratified random sampling to pick 185 primary school teachers from Braulio E. Dujali District, Davao del Norte. Survey questions that had been modified and improved were utilized. These questionnaires were evaluated in a local school to guarantee that they were highly reliable and internally consistent.

The results revealed that the average score for effective classroom tactics was 3.62, which was characterized as extensive. Specifically, the mean scores for behavioral strategies, cognitive strategies, and effective strategies were 3.63, 3.62, and 3.61, respectively. The average score for self-regulated learning behavior was 3.50, indicating an extensive level. Specifically, the mean scores were 3.30 for attitude towards learning, 3.58 for learning responsibility, 3.64 for motivation and self-confidence, and 3.49 for ability to organize learning. The findings demonstrated a statistically significant and positive correlation between the use of successful classroom tactics and the adoption of self-regulated learning behavior (p-value of .000, r = .461, p < 0.05). Behavioral methods had a considerable impact on self-regulated learning behavior, accounting for 25.80% of its variability. This was determined by an F-value of 18.301 and a r² value of 0.258.

B. Conclusions

The study's findings led to the formulation of many conclusions. The educational tactics employed by instructors in Davao del Norte were determined to be comprehensive and effective. Both behavioral and cognitive techniques, as well as effective tactics, were judged as extensive in a descriptive manner. This suggests that teachers often utilize organized lesson plans, instructional goals, and strategic outlines that are essential for effective teaching.

Furthermore, the level of self-regulated learning behavior exhibited by learners in Davao del Norte was assessed to be extensive. The dimensions of acquiring responsibility, desire and self-assurance, and the capacity to strategize learning were evaluated as substantial, but the disposition towards learning obtained a somewhat substantial assessment. This suggests that learners frequently have the capacity to independently control their own learning, effectively communicate their accomplishments, choose appropriate learning methods, and evaluate their results. Additionally, the study discovered a substantial and favorable correlation between proficient classroom techniques and self-regulated learning behavior. This suggests that when teachers enhance their strategies, learners' ability to manage their own learning also increases. Behavioral techniques were found to be a strong predictor of learners' self-regulated behavior, indicating that effective classroom strategies have a direct impact on learners' ability to independently manage their own learning in Davao del Norte.

C. Recommendations

The study's findings lead to the proposal of various recommendations. The Department of Education and policymakers should devise strategies to improve teaching methods, with the goal of decreasing inadequate self-regulated learning behaviors in students and identifying those who would benefit from specific assistance. Teachers are advised to utilize efficient classroom practices as interventions and preventive measures to tackle inadequate self-regulated learning habits, particularly with the resumption of in-person classes. Furthermore, it is advisable to do additional study in order to investigate additional elements that influence self-regulated learning behavior. This is necessary because the effective classroom tactics employed by teachers in Davao del Norte only explain 25.80% of the variability.

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