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EXPLORING SELF-REGULATION IN TEACHING APPROACHES OF TEACHERS IN GOVERNOR GENEROSO NORTH DISTRICT

Hanah S. Burbano
Master of Arts in Educational Management, Rizal Memorial Colleges, Inc.

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ABSTRACT
This study aimed to determine the significance of the relationship between teacher self-regulation and teaching approaches among selected teachers in the Division of Davao del Norte. Utilizing a descriptive-correlational research design, the study involved 149 teacher-respondents and employed validated and pilottested research instruments. Data were gathered and analyzed using weighted mean, Pearson product-moment correlation, and multiple regression analysis to test the hypotheses at a 0.05 level of significance. The findings revealed that both teacher self-regulation and teaching approaches were rated at an extensive level, indicating that these practices are oftentimes evident among the participants. Results further showed a significant relationship between teacher self-regulation and teaching approaches. Specifically, all domains of teacher selfregulation, goal setting, intrinsic interest, performance goal orientation, mastery goal orientation, and self-instruction, significantly influence the application of teaching approaches. The regression analysis confirmed that goal setting had the greatest influence on teaching approaches, and overall, teacher selfregulation accounted for 63.5% of the variance in teaching approaches. These findings underscore the critical role of self-regulated teaching practices in enhancing instructional strategies. The study recommends targeted professional development and supportive school environments to further strengthen teachers' self-regulation and teaching methods.
KEYWORDS: *Teacher Self-Regulation; Teaching Approaches; Goal Setting; Instructional Strategies; Descriptive-Correlational Study*

INTRODUCTION

In the evolving landscape of education, the interplay between teacher self- regulation and instructional strategies has garnered significant attention. Self- regulation, encompassing goal setting, intrinsic interest, and self-instruction, is pivotal in shaping effective teaching methodologies. Concurrently, the adoption of diverse instructional strategies, such as problem-solving and brainstorming, plays a crucial role in enhancing student learning outcomes. Understanding the relationship between these facets is essential for advancing educational practices.

Globally, educators face challenges in aligning self-regulatory practices with effective instructional strategies. A study by Poulou et al. (2019) highlighted that, prior to the pandemic, teachers exhibited high levels of self-efficacy in instructional domains. However, the sudden shift to remote learning disrupted traditional teaching methods, necessitating rapid adaptation and self-regulation among educators. This transition underscored the need for teachers to effectively manage their instructional approaches to maintain student engagement and learning outcomes.

Nationally, the Philippines has implemented measures to enhance teacher competencies through continuous professional development. The Continuing Professional Development (CPD) Act of 2019 mandates that educators engage in ongoing learning to align with international standards. This legislation emphasizes the importance of self-regulation among teachers, encouraging them to set professional goals and pursue mastery in their instructional strategies. Such initiatives aim to foster a culture of lifelong learning and adaptability within the teaching profession.

In the local context of Governor Generoso North District, Davao Oriental, educators encounter specific challenges in harmonizing self-regulation with instructional methodologies. A study focusing on public senior high schools in Davao Oriental revealed that effective school leadership plays a crucial role in addressing challenges, inspiring teachers, and creating an environment conducive to teachers. This finding underscores the need for targeted interventions to enhance teacher motivation and self-regulatory practices within the local educational framework.

Despite these efforts, a significant gap persists in understanding how specific domains of teacher self-regulation, such as goal setting and intrinsic interest, influence the adoption of instructional strategies at the local level. Addressing this gap is crucial for developing tailored professional development programs that cater to the unique needs of educators in Governor

Generoso North District. By exploring this relationship, stakeholders can implement strategies that enhance teaching effectiveness and, consequently, student learning outcomes.

This study aims to bridge this gap by examining the extent of teacher self- regulation in various domains and its relationship with instructional strategies. By focusing on the local context, the research seeks to provide insights that can inform policy and practice, ultimately contributing to the improvement of educational quality in Governor Generoso North District.

The significance of this study lies in its potential to inform targeted interventions that enhance teacher effectiveness. Understanding the interplay between self-regulation and instructional strategies can lead to the development of professional development programs that empower educators to adopt effective teaching methodologies. Such initiatives are essential for fostering an educational environment that supports student success and overall academic excellence.

Exploring the relationship between teacher self-regulation and instructional strategies is vital for advancing educational practices. By addressing the specific challenges faced by educators in Governor Generoso North District, this study seeks to contribute to the broader discourse on teacher development and instructional effectiveness. The findings are anticipated to have practical implications for policy makers, educational leaders, and teachers striving to enhance the quality of education within the local context.

REVIEW OF SIGNIFICANT LITERATURE

The related literature of this study provided inputs about teacher self- regulation and teaching approaches. Also, it presented varied studies showcasing the association of the involved variables in this study. The independent variable focused on in this study is teacher self-regulation. It has five indicators namely; goal setting, intrinsic interest, performance goal orientation, mastery goal orientation, and self-instruction (Delgado, et al., 2023). Meanwhile, the dependent variable is teaching approaches. it has five indicators namely; constructivist, collaborative, integrative, reflective, and inquiry-based. (Eristi & Akdeniz, 2022).

Teacher Self-Regulation

Teacher self-regulation is a multifaceted construct that plays a critical role in shaping the effectiveness of Teaching Approaches and, consequently, student learning outcomes. At its core, teacher self-regulation refers to educators' capacity to actively manage their teaching processes through goal setting, monitoring, evaluating, and modifying their approaches as needed. This skill is essential not only for the teachers' professional growth but also for fostering a learning environment where students are encouraged to become self-regulated learners themselves (Zimmerman, 2022; Panadero & Alonso-Tapia, 2019). Research indicates that teachers who embody self-regulated learning (SRL) principles are more adept at designing lessons that challenge students, provide autonomy, and encourage reflective learning practices (Dignath & Büttner, 2018; Cengiz-Istanbullu & Sakiz, 2022).

Effective teacher self-regulation begins with goal setting, an integral process through which educators identify clear, actionable objectives that guide their teaching strategies. Teachers who engage in strategic goal setting tend to maintain a stronger focus and better organization within their instructional methods, leading to improved student engagement and achievement (Karlen et al., 2020). This practice empowers teachers to assess their progress and make necessary adjustments, ensuring their lessons align with educational standards and learner needs. The importance of goal setting is underscored by its relationship with improved teaching efficacy and adaptive instructional behaviors (Hertel & Karlen, 2021).

Intrinsic interest also plays a vital role in teacher self-regulation. When teachers are genuinely passionate about their subjects and the teaching process, they are more likely to engage in continuous learning and apply innovative teaching practices (Bembenutty et al., 2019). Such intrinsic motivation fosters a positive classroom atmosphere, where students are more willing to participate and develop their SRL skills. Research has shown that teachers who display a high level of intrinsic interest are better at modeling engagement and curiosity, which can inspire students to adopt similar attitudes toward their own learning (Perry et al., 2020).

Performance goal orientation, another critical aspect of teacher self- regulation, involves striving to achieve a specific standard or outperform peers. While this can drive teachers to maintain high-quality teaching practices, it must be balanced to avoid undue stress or competition. Performance goal orientation should ideally coexist with mastery goal orientation, which emphasizes understanding and skill development. Mastery-oriented teachers are focused on long-term learning objectives and are more likely to use Teaching Approaches that encourage deep comprehension, such as problem-solving and reflective discussions (Dignath & Veenman, 2021; Thomas et al., 2022).

Self-instruction is a component that underscores a teacher's ability to guide themselves through complex tasks, often by verbalizing or mentally rehearsing steps before executing them. This strategy enhances teachers' cognitive engagement and ensures that they remain aware of their instructional choices throughout the teaching process. Teachers who practice self-

instruction are more capable of adapting their methods when faced with unexpected classroom challenges, supporting a dynamic learning environment that accommodates different student needs (Spruce & Bol, 2019; Karlen et al., 2020).

Despite its importance, not all teachers are proficient in self-regulation. Many face challenges such as inadequate training, limited self-efficacy, and a lack of resources to implement self-regulatory practices effectively (Dignath & Büttner, 2018; Zohar & Lustov, 2018). Studies highlight the need for targeted professional development programs that equip teachers with SRL skills and strategies they can integrate into their teaching (Cengiz-Istanbullu & Sakiz, 2022). Such programs emphasize the dual role of teachers as both self-regulated learners and facilitators of student SRL, enabling them to model and teach these essential skills in a classroom setting (Pintrich, 2022; Perry et al., 2020).

Teachers' ability to promote metacognitive strategies is closely tied to their own self-regulation capabilities. When teachers use planning, monitoring, and reflection techniques, they set an example for students, demonstrating how to approach learning tasks strategically (Veenman et al., 2019; Karlen et al., 2020). This metacognitive involvement is linked to higher student achievement and a greater capacity for independent learning. Nonetheless, research shows that some teachers struggle with fostering metacognitive growth due to insufficient knowledge and support structures in schools (Donker et al., 2019; Zohar & Ben-Ari, 2022).

Teacher self-regulation is an essential competency that influences Teaching Approaches and, by extension, student learning outcomes. The integration of goal setting, intrinsic interest, performance and mastery orientation, and self-instruction into teaching practices enhances educators' ability to create a supportive and adaptive learning environment. While research underscores the importance of these skills, gaps remain in how teachers are trained to develop and apply them effectively. Addressing these gaps through professional development can significantly enhance teaching practices, ultimately benefiting students' academic and metacognitive development (Dignath & Veenman, 2021; Zimmerman, 2022).

Goal setting. Goal setting is a crucial indicator of teacher self-regulation that reflects how educators strategically plan their instructional methods to achieve desired learning outcomes. This involves deliberate efforts to identify and establish clear objectives for their classes, ensuring that their teaching aligns with broader educational goals. According to Delgado, Norambuena, Angulo, Ron, and Saavedra (2023), teachers who are effective in goal setting are better equipped to structure their lessons in a way that meets the specific needs of their students. The process of setting instructional goals allows teachers to make informed decisions on selecting appropriate teaching strategies and assessment methods that align with their intended learning outcomes.

Research shows that goal setting in teaching is directly linked to improved instructional practices and student achievement. Teachers who actively engage in goal setting demonstrate an ability to design classes that cater to the diverse needs of their learners, which is fundamental for fostering an inclusive learning environment (Zimmerman & Schunk, 2021). By considering student characteristics, teachers can tailor their approach to ensure that lessons resonate with various learning styles and abilities (Dignath & Büttner, 2018). This reflective practice helps teachers remain adaptable and responsive to classroom dynamics, reinforcing the connection between teacher self-regulation and instructional success (Karlen, Hertel, & Hirt, 2020).

The ability to align teaching strategies with learning objectives exemplifies the core function of goal setting in instructional planning. When teachers set clear, achievable goals, they can better decide which teaching methods will most effectively facilitate student learning (Panadero, 2019). Survey items such as deciding on appropriate teaching strategies, considering student characteristics, determining assessment methods, and addressing student needs encapsulate this comprehensive planning process. Such reflective and proactive behavior enhances the quality of teaching and fosters a learning environment where students can thrive (Delgado et al., 2023).

Considering student needs and characteristics when setting instructional goals underscores the importance of differentiation in teaching practices. Differentiated instruction, which stems from thorough goal setting, enables teachers to create adaptive learning experiences that meet the varied academic and social- emotional requirements of their students (Tomlinson & Moon, 2023). This approach not only optimizes student engagement but also promotes equity in learning opportunities. Research indicates that goal-setting practices that include student input and consider their needs result in greater motivation and academic performance (Wolters & Brady, 2021).

Effective goal setting also involves deciding on how to assess students, a critical aspect of teacher self-regulation. Teachers who integrate assessment planning into their goal-setting process can track student progress, identify areas for improvement, and adjust their teaching methods accordingly (Brookhart, 2019). This cyclical process of planning, monitoring, and evaluation helps teachers refine their instructional approaches and ensures that students are progressing toward the learning objectives. The alignment between assessment and instructional goals plays a pivotal role in maintaining consistency in teaching practices and achieving educational outcomes (Zimmerman, 2022).

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STATEMENT OF THE PROBLEM

This study determined the relationship between the teacher self-regulation and Teaching Approaches. More specifically, it sought to answer the following questions:

1. What is the extent of teacher self-regulation in terms of:
    - 1.1. goal setting;
    - 1.2. intrinsic interest;
    - 1.3. performance goal orientation;
    - 1.4. mastery goal orientation; and
    - 1.5. self-instruction?
2. What is the extent of Teaching Approaches in terms of:
    - 2.1. Constructivist;
    - 2.2. Collaborative;
    - 2.3 Integrative;
    - 2.4 Reflective; and
    - 2.5 Inquiry-based?
3. Is there a significant relationship between the teacher self-regulation and Teaching Approaches?
4. Which of the domains of the teacher self-regulation significantly influence Teaching Approaches?

METHODOLOGY

This chapter introduces the methodological aspect of the study. This covers the research design, research respondents, research instruments, data gathering procedure, and data analysis employed in this investigation.

Research Design

In this study, a quantitative research approach was adopted, employing a descriptive correlational design. Quantitative research involves gathering and analyzing numerical data to draw objective conclusions, using statistical techniques (Apuke, 2019). This method helps in understanding relationships between variables without manipulation, making it ideal for exploring naturally occurring patterns (Creswell & Creswell, 2019).

The descriptive correlational design is particularly useful for determining if a relationship exists between teacher self-regulation and Teaching Approaches. Such research aims to identify the degree and nature of these relationships while observing variables in their natural context (Davis, 2021). This design ensures that interactions are studied comprehensively, focusing on identifying trends or connections within the population of interest without experimental influence (Kabir, 2019).

This approach is suitable for examining complex educational phenomena, like how teachers' self-regulation impacts their Teaching Approaches, providingvaluable insights for policymakers and educators. By using this design, the study maintains reliability and validity through systematic data collection and statistical analysis (Korrapati, 2019). The descriptive nature allows for a deeper understanding of the observed variables' characteristics and relationships, guiding practical applications in educational settings.

Research Respondents

In this study, the research respondents comprise 149 elementary teachers from Governor Generoso North District, Davao Oriental. This sample size was determined from a total population of 237 elementary teachers using Slovin's formula, which is commonly employed to calculate sample sizes in survey research when the population size is known, and a specific margin of error is desired. The formula is expressed as: n=1+Ne2N Where: n represents the sample size, N denotes the total population size, and e signifies the margin of error.

The inclusion criteria for selecting participants focus on teachers with more than three years of teaching experience. This criterion is set to ensure that respondents have substantial classroom exposure and are likely to have developed and implemented various self-regulation and instructional strategies. Experienced teachers are better positioned to provide insightful data pertinent to the study's objectives. By carefully selecting a representative sample of experienced teachers, this study aims to gather comprehensive data on the interplay between teacher self- regulation and instructional strategies, thereby contributing valuable insights to the field of educational research.

Research Instruments

The primary instrument for data collection was a structured questionnaire designed to measure both, teacher self-regulation and Teaching Approaches. The questionnaire consisted of closed-ended questions with Likert-scale items to quantify perceptions and experiences.

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For data collection, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set focused on the extent of teacher self-regulation. The second set focused on the extent of Teaching Approaches

Data Analysis

For a more comprehensive interpretation and analysis of the data, the following statistical tools were utilized:

Weighted Mean: To measure the extent of teacher self-regulation and teaching approaches, mean was utilized. This will provide an understanding of the central tendency and variability of the responses within each domain and indicator.

Pearson Correlation Coefficient: To test the hypothesis regarding the relationship between teacher self-regulation and teaching approaches, the Pearson correlation coefficient was used. This statistical tool is appropriate for measuring the strength and direction of the relationship between the two continuous variables.

Multiple Regression Analysis: To determine which domains of teacher self- regulation significantly influence teaching approaches, multiple regression analysis was conducted.

RESULTS AND DISCUSSIONS

This chapter presents the results of the study. These are the findings of the problems in the previous chapter. These are presented both in textual and tabular form.

The Extent of Teacher Self-Regulation in terms of Goal Setting

Table 1 reflects the extent of teacher self-regulation in terms of goal setting. It shows that the overall mean is 4.05, at an extensive level. This means that the teacher self-regulation in terms of goal setting is oftentimes evident. It can be gleaned from the data that all statements reveal an extensive result. Of these, the three (3) items that have the highest mean score are as follows: the extent to which the teacher considers the needs of students when preparing a class (4.08), considers the characteristics of students (4.06), and decides the appropriate teaching strategy according to the learning objectives (4.05). These items prove that the teacher self-regulation in terms of goal setting is oftentimes evident.

The findings of this study imply that teachers are deliberate and thoughtful in their planning, particularly in aligning their instructional strategies with the unique needs and characteristics of their students. This level of awareness and preparation reflects a strong sense of professional responsibility and adaptive teaching. By clearly setting goals that are student-centered and aligned with learning outcomes, teachers are better positioned to foster meaningful and effective learning experiences in the classroom.

The findings of this study align with the research of Delgado, Norambuena, Angulo, Ron, and Saavedra (2023), who emphasized that goal setting is a critical aspect of teacher self-regulation that guides instructional planning. Teachers in this study consistently demonstrated the ability to set instructional goals by considering student needs, characteristics, and learning objectives. This aligns with the notion that effective goal setting allows educators to deliberately choose instructional methods that are not only suitable for the subject matter but also responsive to the specific profiles of their learners. Such a strategic approach reflects a deeper commitment to student-centered teaching and thoughtful lesson planning that supports desired learning outcomes.

The findings also support the research of Zimmerman and Schunk (2021), who posited that goal setting is directly linked to improved instructional practices and student achievement. Teachers' consistent consideration of student characteristics and needs demonstrates their dedication to creating differentiated instruction. This practice fosters inclusivity and ensures that learning experiences are adapted to accommodate diverse learners. Dignath and Büttner (2018) highlighted that by tailoring their instruction based on learner differences, teachers contribute to a more equitable and effective educational environment. The self- regulated goal-setting process, therefore, not only supports instructional clarity but also enhances responsiveness to classroom dynamics.

Also, the study's findings resonate with the assertions of Panadero (2019), who underscored that setting clear and achievable goals enables teachers to choose the most appropriate teaching methods. Teachers in this study exhibited this behavior by aligning their teaching strategies with predefined learning objectives. This reflective and deliberate practice demonstrates how goal setting serves as a foundation for selecting instructional strategies, determining assessments, and planning lessons that are coherent and effective. As emphasized by Delgado et al. (2023), such behavior enhances teaching quality and creates conditions in which students are more likely to succeed.

The study also aligns with Tomlinson and Moon's (2023) view that differentiated instruction, stemming from strong goal-setting practices, is essential for fostering motivation and academic performance. By setting goals that are informed by students' needs and input, teachers contribute to greater student engagement and learning equity. Also, Brookhart (2019) and Zimmerman (2022) emphasized the role of assessment planning in the goal-setting process. Teachers in this study

integrated assessment into their instructional planning, reinforcing the importance of monitoring student progress and adjusting instruction as needed. This cyclical process of setting goals, implementing strategies, and assessing outcomes reflects a high level of teacher self-regulation that ultimately enhances instructional effectiveness.

CONCLUSION AND RECOMMENDATIONS

Presented in this chapter are the findings based on the results of the data, the conclusions drawn from the findings, and the recommendations for consideration.

The main focus of the study was to determine the significance of the relationship between teacher self-regulation and teaching approaches. The study was conducted with the selected teachers from the Division of Davao Oriental. There were one hundred forty-nine (149) teachers who participated in this study. A descriptive correlational method of research was used in utilizing adopted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Weighted mean, Pearson Product moment correlation, and regression analysis were statistical tools used in analyzing the data. The hypotheses in this study were tested at a 0.05 level of significance.

The major findings of the study were the following: the extent of the teacher self-regulation of the teachers is extensive. Meanwhile, the extent of the teaching approaches of the teachers is also extensive. It was found that there is a significant relationship between teacher self-regulation and the teaching approaches of teachers. The hypotheses of no significant relationship between teacher self- regulation and teaching approaches of teachers and none of the domains of teacher self-regulation significantly influence the teaching approaches of teachers were rejected.

Conclusions

Based on the findings of this study, the following conclusions were offered:
The extent of teacher self-regulation is extensive, which implies that it is oftentimes evident. All dimensions of teacher self-regulation which include goal setting, intrinsic interest, performance goal orientation, mastery goal orientation, and self-instruction, are at an extensive level, which means it is oftentimes evident. Meanwhile, the extent of teaching approaches is also extensive, which means that it is oftentimes evident. All dimensions of teaching approaches are oftentimes evident. Both variables call for all school members to work hand in hand to strengthen the existing status of the teacher self-regulation and teaching approaches of teachers.

Based on the findings, teacher self-regulation, and teaching approaches are correlated. Also, teacher self-regulation significantly influences teaching approaches. All domains of teacher self-regulation, namely, goal setting, intrinsic interest, performance goal orientation, mastery goal orientation, and self-instruction significantly influence teaching approaches by registering a p-value of .000 which is less than .05 in the level of significance. This leads to the rejection of the null hypotheses. Further, the result indicates that for every unit increase in the five domains of teacher self-regulation, teaching approaches also increases.

Recommendations

The following suggestions were offered based on the conclusions of the study: For higher officials in the Department of Education, it is recommended to institutionalize programs and policies that foster teacher self-regulation as a critical component of professional development. Since the study has shown that self- regulation significantly influences teaching approaches, integrating this into national training modules can enhance teaching effectiveness. The Department may consider embedding self-regulatory strategies such as goal setting, intrinsic motivation, and reflective practices in in-service training programs. Also, national assessments of teacher performance should include indicators of self-regulation to ensure a holistic evaluation of teaching competencies.

For school principals, the results underscore the importance of creating a school culture that encourages reflective teaching practices. School leaders should support regular professional learning communities (PLCs) where teachers can set personal instructional goals, reflect on their classroom experiences, and collaborate on developing innovative teaching strategies. Principals must also recognize and reward self-regulated teaching behaviors, provide mentorship opportunities, and allocate time during planning periods for teachers to engage in goal setting and self- evaluation activities. Such administrative support will ensure that self-regulation becomes a sustainable part of teaching practice.

For teachers, this study reveals that their ability to self-regulate has a substantial influence on the teaching approaches they adopt. Therefore, teachers are encouraged to deliberately cultivate self-regulation skills, particularly goal setting, self-instruction, and mastery orientation, within their daily routines. By being proactive in setting teaching objectives, maintaining intrinsic interest in content delivery, and adjusting instructional methods based on reflection, teachers can Improve student engagement and learning outcomes. Teachers should also take initiative in participating in continuous learning and professional development programs that enhance self-awareness and instructional adaptability.

For future researchers, this study offers a foundation upon which more nuanced investigations can be built. Researchers are encouraged to explore longitudinal studies that assess how sustained self-regulation practices affect long- term student performance and teacher effectiveness. Additionally, comparative studies across different regions or educational levels may uncover contextual differences in how teacher self-regulation influences teaching approaches. Future research may also integrate qualitative methods such as interviews or classroom observations to deepen the understanding of how self-regulation manifests in daily instructional practices.

The study affirms the critical role of teacher self-regulation in shaping effective teaching approaches. A collective effort from educational leaders, school heads, teachers, and researchers is essential to further reinforce and sustain this positive relationship for improved teaching and learning experiences.

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