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Innovative Teaching Strategies and Learners' Outcome

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ABSTRACT: Innovative teaching strategies support participation and learning. This study employed correlational and causal research designs with content analysis that determined the significant relationship between innovative teaching strategies and learners' outcomes. This also identified which of the dimensions such as collaborative learning, inquiry-based learning, and experiential learning in the independent variable singly or in combination influence the learners' outcomes. This study was conducted to 155 Grade 5 learners who were selected through simple random sampling using and adapted survey questionnaire. The data employed were collected through an adapted survey questionnaire. To analyze the gathered data statistically, Mean, Standard Deviation, Pearson Product Moment Correlation, and Multiple Linear Regression were utilized. Results showed that the teachers' innovative teaching strategies are high. Learners' outcome for the Third Quarter is at Satisfactory level. Experiential learning is significantly correlated to learners' outcomes and the best predictor of learner's outcome. Learners learn better if hands-on activities that can relate to real life situation are employed by teachers in their class discussions. Continued experiential teaching may be applied but other innovative teaching strategies may be added for a better learners' outcome.

KEYWORDS: collaborative, experiential, innovative teaching strategies, inquiry based, learners' outcome

I. INTRODUCTION

In the rapidly evolving landscape of education, the effectiveness of traditional teaching methods is increasingly being challenged by the diverse learning needs of the 21st-century learners. As classrooms become more dynamic and learner-centered, educators are turning to innovative teaching strategies to enhance learners' engagement, foster critical thinking, and improve learning outcome. These strategies ranging from collaborative learning, inquiry-based learning and experiential learning aim to create more interactive and personalized learning experiences.

In this study, learners assessed the extent of their teachers' use of these innovative strategies, and the study examined the relationship between these strategies and learners' outcomes. When implemented effectively, innovative teaching methods can significantly influence learners' outcomes, including improved retention of knowledge, higher-order thinking skills, and greater motivation. However, the success of these approaches depends on various factors such as teacher preparedness, institutional support, learners' demographics, and the specific context in which they are applied. Despite growing interest, empirical evidence on the direct correlation between innovative teaching practices and measurable learner outcomes remains varied and sometimes inconclusive.

The integration of innovative teaching strategies, such as collaborative learning, inquiry-based learning and experiential learning, offers a more stimulating and engaging experience of learning. Ramasimu (2022) asserted that the implementation of these teaching strategies emphasizes learner-centered education, which can greatly enhance teaching efficacy and learning outcome.

Furthermore, within the framework of education, collaborative learning promotes a more stimulating and engaging experience where learners can work together, communicate, and complete tasks (Perets, 2022). This indicates that by personalizing learning experiences, leveraging technology, and assessing learning outcomes, educators can cater to diverse learning strategies and promote active engagement and collaboration among learners.

In addition, there has been an increasing interest in developing strategies that align with the ever-changing world of the 21st century. One of these strategies is experiential learning, which is defined as learning by doing and emphasizes the use of real-world experiences to enhance pupils' learning outcomes (Lan-Anh et al. 2023). This approach prioritizes active engagement, promotes deeper learning, critical thinking skills, and creates a constructive attitude towards learning.

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As stated in DepEd Memorandum No. 8, it includes the Classroom Observation Tool (COT-RPMS) for Proficient Teachers and the 2023 Multi-Year Guidelines on the Results-Based Performance Management System Philippine Professional Standards for Teachers (RPMS-PPST). The memo stated that teachers who utilize of these valuable tools must implement a variety of teaching and learning strategies that are in line with the demands of both individual and group learning as specified in KRA 1 on Content Knowledge and Pedagogy. To enhance learners' outcomes, it also motivates them to engage, cooperate, and work together. This is supported by Sugot et al. (2024), who found that the COT and RPMS positively impact teacher performance by aligning assessments with professional standards, thereby enhancing teaching effectiveness. Their study highlights the importance of systematic classroom observation and performance management in promoting teaching quality and learners' outcome.

Innovative teaching strategies are essential in promoting educational equity and enhancing learners' outcome. Collaborative learning, in particular, is a powerful approach that encourages learners to work together, significantly boosting learners' engagement and learning outcome. Research by Johnson et al. (2020) highlighted that cooperative learning strategies can lead to improved learning outcome, with studies indicating an increase in learners' outcome when collaborative methods are employed.

Innovating teaching strategies creates a sense of belongingness among learners, which is especially important for engaging learners from diverse backgrounds. By integrating such innovative strategies, educators can create inclusive and effective learning environments that support the diverse needs of all learners, ultimately leading to better educational outcomes.

The conduct of the study aimed to know the level of these innovative strategies to learners' outcome. The level of learners' outcome among diverse learners and the best among the innovative teaching strategies like collaborative, inquiry-based and experiential learning. The study also seeks to strengthen the classroom practices to assist learners overall school performance.

The research was grounded in theories of learning that served as the fundamental framework of the study.

Collaborative learning, as demonstrated by Quirap and Cagatin (2024), significantly enhances learner outcomes by promoting cooperation and shared responsibility. This approach is grounded in Lev Vygotsky's Social Constructivism, which holds that knowledge is built through social interaction and collaboration. By prioritizing teamwork and peer engagement, collaborative learning equips learners with essential communication and interpersonal skills.

Inquiry-based learning, as shown by Rahmi et al. (2019), empowers learners to ask questions, investigate, and solve problems, resulting in stronger critical thinking and deeper understanding. This method is rooted in John Dewey's Progressivism, which advocates for active, learner-centered education driven by curiosity and real-world relevance. Anchoring the study in inquiry-based learning ensures that learners become independent thinkers and lifelong learners, directly meeting the needs of modern education.

Experiential learning, highlighted by Boggu et al. (2019), bridged theory and practice by engaging learners in real-world tasks that foster autonomy and practical skills. This approach is founded on David Kolb's Experientialism, which asserts that meaningful learning occurs through direct experience and reflection. Focusing on hands-on activities, experiential learning prepares learners for real-life challenges, making it essential for equipping them with skills needed for future success.

II. METHODOLOGY

This study used correlational and causal research designs with content analysis to assess the influence of innovative teaching strategies on learners' educational outcomes. The research involved data collection, analyzing, and interpreting. Correlational design is a type of research which examines whether two or more variables are related and how strong that relationship is. However, it does *not* establish causation just association. Causal Design a design, often used in experimental research, aims to determine *cause-and-effect* relationships. Researchers manipulate one variable the independent variable and observe changes in another variable the dependent variable, controlling for other factors.

A correlational and casual research approaches were used to analyze the level of innovative teaching which were the collaborative, inquiry-based, and experiential learning on learners' outcome among the public elementary learners from the Grade 5 learners from the selected schools in Talakag I District. The study's goals and objectives were believed to be fulfilled most effectively by the research design.

The analysis utilized correlation and causal research design with content analysis. Problem 1, Calculated the Mean and Standard Deviation for collaborative learning, inquiry-based learning, and experiential learning. Similarly, Problem 2: Calculated the Mean and Standard Deviation for learners' outcome for the Third Quarter general average. Problem 3: Utilized the Pearson Correlation Coefficient to analyze the relationship between innovative teaching strategies and learners' outcome and Problem 4 utilized Multiple Linear Regression to examine which of the dimensions in the independent variable predict singly or in combination the learners' outcome.

III. RESULTS AND DISCUSSION

Problem 1. How do Grade 5 learners assess the innovative teaching strategies of their teachers in terms of:

1.1. collaborative learning;

1.2. inquiry-based learning; and

1.3. experiential learning?

Table 1 on the next page presents the summary result of innovative teaching strategies. It reveals that the indicators under innovative teaching namely collaborative learning, inquiry-based learning, and experiential learning has an overall Mean of 3.85 with SD = 1.11, which is qualitatively described as High. This means that respondents do agree that incorporating innovative teaching allows learners to work, collaborate, construct knowledge and engage themselves into hands-on activities then apply knowledge to practical scenarios. However, challenges may happen due to limited resources and teachers training needed for effective implementation. To address the challenges effectively learners must also learn to engage themselves in new learning experiences. This enables them to improve their participation and boost learners' confidence.

Table 1. Summary Result of Innovative Teaching Strategies

Variables	Mean	SD	Description	Interpretation
Collaborative Learning	3.82	1.14	Most of the Time	High
Inquiry-based Learning	3.93	1.12	Most of the Time	High
Experiential Learning	3.81	1.09	Most of the Time	High
Overall	**3.85**	**1.11**	**Most of the Time**	**High**

Note: 4.21-5.00 Very High; 3.41-4.20 High; 2.61-3.40 Average; 1.81-2.60 Low; 1.00-1.80 Very Low

As shown above, inquiry-based teaching has the highest variable with a Mean of 3.93 with SD = 1.12, which is qualitatively described as Most of the time and interpreted as High. This shows that it is of the utmost importance for learners to be heard in a way that they can express their ideas, encourage to ask questions, stand firmly to support their ideas and enhanced critical thinking skills. According to Leekhot et al. (2024), inquiry-based learning is a useful method for improving learners' outcomes. As a result, this method fosters deeper understanding and engagement by encouraging learners to investigate and resolve issues on their own. Consequently, teachers can encourage more active and effective learning processes by incorporating inquiry-based learning into the curriculum.

Among the three indicators under innovative teaching, the lowest variable is experiential learning. It has an overall Mean of 3.81 with SD = 1.09, which is qualitatively described as High. When practical exercises are often used in the classroom, experiential learning is improved by exposing learners to real-world problems, letting them apply concepts, and encouraging reflection, all of which improve understanding and retention. Increasing the scope of exploratory and problem-solving activities can also help overcome issues with curriculum development, time, and resources.

The study of Azeez et al. (2024) emphasized the growing significance of experiential learning in education, but acknowledged real-world challenges that may hinder its widespread adoption. Resource limitations, faculty training, and results evaluation difficulties may hinder its full development and integration. Despite its high value and extensive application, experiential learning still has room for improvement within the creative teaching techniques framework.

Therefore, Collaborative learning, inquiry-based learning, and experiential learning together form a powerful educational approach that deeply enriches the elementary classroom. When learners engage in collaborative learning**,** they develop social and communication skills by working together, sharing ideas, and learning from one another. This teamwork naturally supports inquiry-based learning**,** where curiosity drives learners to ask questions, investigate problems, and seek out answers. As learners collaborate to explore real-world questions, they engage in experiential learning, gaining hands-on experience that brings abstract concepts to life. Through this dynamic interplay, children not only build academic knowledge but also grow as confident, independent, and reflective learners. These approaches, when combined, create a vibrant and learner-centered learning environment that prepares young minds for lifelong learning and success.

Problem 2. What is the level of the learners' outcome in the third quarter?

Table 2. Learners' Outcome

Score	Frequency	Percentage	Mean	Standard Deviation	Interpretation
90-100	28	18.06			
85-89	41	26.45			

80-84	65	41.94	84.33	4.89	Satisfactory
75-79	18	11.61			
74 below	3	1.94			
Total	155	100.00			

Note: .90-100 Outstanding; 85-90 Very Satisfactory; 80-84 Satisfactory; 75-79 Fairly Satisfactory; 74 and below Needs Improvement

Table 2 shows the learners' overall learning outcomes. As shown in the table, among the one hundred fifty-five (155) respondent learners, twenty-eight (28) of them with a percentage of 18.06 got Outstanding, forty-one (41) of the learners got a percentage of 26.45, got Very Satisfactory, sixty-five (65) learners with a percentage of 41.94 got the Satisfactory, eighteen (18) of the got a percentage of 11.61, got fairly satisfactory and lastly, three (3) learners with a percentage of 1.94 got the needs improvement.

Based on the presented data, it clearly implies that the learners' general averages for School Year 2024-2025 have a Satisfactory learning outcome despite not being exceptionally high or outstanding as it has 80-84 general averages are not bad. This satisfactory level of learning outcomes contributes to success, personal and professional development, which opens doors to a various of future possibilities for each learner. The learners will gain the skills essential to succeed in and out of the classroom by making commitments in their learning outcome. Additionally, it enables learners to make valuable contributions to human society, build strong connections with their peers and other individuals, and boost confidence in their own skills.

Problem 3. Is there a significant relationship between teachers' innovative teaching strategies and learners' outcome?

Table 3. Test of Correlation Between Teachers' Innovative Teaching Strategies and Learners' Outcome

Independent Variables	r-value	p-value	Description	Decision on Ho	Interpretation
Collaborative Learning	0.097	0.231	Negligible	Accept	Not Significant
Inquiry-based Learning	0.071	0.383	Negligible	Accept	Not Significant
Experiential Learning	0.233	0.005	Low Positive	Reject	Significant

Table 3 illustrates the test correlation among the innovative teaching and learners' outcome. This provides an analysis that out of the three dimensions of the independent variable mentioned only experiential learning variable turns out to be significant. The variable inquiry-based learning got the highest p- value of 0.383, interpreted as not significant followed by the variable collaborative learning with the p-value of 0.231, interpreted as not significant and then the variable experiential learning with the p-value of 0.005, interpreted as significant. This clearly means that experiential learning variable under innovative teaching strategies has a significant impact on the outcome of learners.

This signifies that there is a significant relationship among the two types of variables specifically in experiential learning because when learners deal with hands-on activities, there is active engagement, which clearly means that learners are eager to explore and involved in the learning process, leading to a more interesting and meaningful understanding of the lesson that affects the learners' outcome.

Experiential learning has a measurable impact, as evidenced by a modest positive correlation that is statistically significant. This implies that inquiry-based learning and collaborative learning approaches would not be as effective in this scenario as practical, hands-on learning approaches. However, more research is needed to measure utilization quality and outcomes across all three approaches in order to achieve a moderate level of the significant correspond for experiential learning. Significant improvements in abilities and autonomy are shown by Boggu et al. (2019), which was in line with a moderately positive connection and supports the measurable benefits of experiential learning.

Accordingly, Experiential learning is vital in teaching elementary learners because it allows them to actively engage with concepts through hands-on activities, real-life experiences, and reflection. This approach not only makes learning more valuable but also fosters eagerness, reasoning, and better understanding of the world around them. By doing rather than just listening, young learners build confidence and develop essential life skills that lay the foundation for lifelong learning.

Problem 4. Which of dimensions of the independent variable predicts singly or in combination the learners' outcome?

Table 4. Multiple Linear Regression

Independent Variables	Unstandardized Coefficients		Standard Coefficient Beta		
	B	**Std. Error**		**T**	**Sig.**
(Constant)	77.626	3.341		23.950	0.000
Collaborative Learning	0.227	0.849	0.025	0.267	0.989
Inquiry-based Learning	0.879	0.864	0.107	1.018	0.310
Experiential Learning	2.435	0.843	0.275	2.726	0.005
		R=0.237	R^2=0.050	F=3.007	Sig=0.032

a. Dependent Variable: Pupil Outcome

b. Predictors: (Constant), Collaborative, Inquiry-based, Experiential Learning

Table 4 illustrates the combined effect of inquiry-based, experiential, and collaborative learning on a single dependent variable were examined using multiple linear regression analysis. The results are statistically significant (F=3.007, p=0.032) according to the overall structure, showing that these three predictors contribute a little but significant portion of the result. However, the R^2 value is just 0.05, revealing weak explanatory influence as the structure explains only 5% of the variation in the dependent variable. Only experiential learning has a statistically significant impact among all the predictors (B=2.435, p=0.005). This means that an increase in experiential learning will result in a significant increase in the outcome when all other factors are held constant. In other words, inquiry-based learning (B=0.879, p=0.310) and collaborative learning (B=0.227, p=0.989) both have an effect, but they are not statistically significant. Their p values are significantly higher than 0.05, indicating that their effects are not statistically credible in this structure.

Therefore, Experiential learning holds a unique significance in learners learning because it immerses learners in direct, hands-on experiences that actively connect theory to practice, making learning deeply personal and memorable. While collaborative learning emphasizes teamwork and inquiry-based learning fosters critical questioning, experiential learning stands out by engaging the whole child emotionally, physically, and cognitively. This approach not only strengthens knowledge retention but also develops real-world skills and self-awareness, providing a more holistic and impactful educational experience than methods that rely primarily on discussion or investigation alone.

IV. CONCLUSIONS

Based on the gathered and revealed results, the study's conclusions are as follows:

1. The teachers effectively employ the innovative teaching strategies.
2. Grade 5 learners are not yet on their full potential. They still lack the ability to perform better.
3. Learners learn better if there are more hands-on activities when they can relate to real life situations.
4. Experiential learning is more effective teaching strategy than other innovative teaching strategies.

V. RECOMMENDATIONS

Given the study's results and conclusions, the following recommendations are presented:

1. Teachers may maintain and employ these innovative teaching strategies in their classrooms.
2. To improve learning outcomes, teachers may exert more effort to use a variety of innovative teaching strategies.
3. Teachers may continue to apply experiential innovative teaching strategy but may also enhance the use of other innovative teaching strategies for it may possibly improve learners' outcome.
4. Teachers handling elementary learners may integrate teaching strategy such as collaborative learning, inquiry-based learning and experiential learning in their everyday lesson discussions to make learners' engagement in class meaningful and fun.

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