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Teachers' Classroom and Instructional Management, and Students' Learning Engagement

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ABSTRACT

This study examined the classroom and instructional management practices of new and experienced teachers and their relationship with students' learning engagement in selected public secondary schools in Cortes District, Division of Bohol, during School Year 2026–2027. Anchored in the Classroom Management Scripts Model, Instructional Clarity Framework, Multidimensional Student Engagement Framework, and Huberman's Teacher Career Cycle, the study employed a quantitative comparative-correlational research design. Respondents comprised 15 new teachers, 46 experienced teachers, and 278 students, totaling 339 participants. Data were gathered using a researcher-modified, validated, and pilot-tested questionnaire and analyzed through descriptive statistics, Pearson product–moment correlation, and independent-samples t-tests. Results revealed consistently high classroom and instructional management practices among both teacher groups, with no statistically significant differences. Classroom management and instructional management exhibited a strong positive relationship ($r = 0.724$, $p < 0.001$), whereas neither classroom management ($r = 0.040$, $p = 0.760$) nor instructional management ($r = -0.062$, $p = 0.635$) was significantly associated with students' overall learning engagement. Students taught by new teachers demonstrated significantly higher overall and emotional engagement ($p = 0.017$), while behavioral and cognitive engagement showed no significant differences. The study concluded that teaching experience alone does not determine management effectiveness and that favorable management practices do not necessarily correspond to higher student engagement. A school-based professional development program emphasizing mentoring, collaborative lesson planning, peer observation, and instructional improvement was proposed. The study supports Sustainable Development Goal 4 (Quality Education) by promoting effective teaching, inclusive learning environments, and continuous professional growth. Its educational and institutional sustainability contribution lies in providing localized evidence to guide sustained professional development and improvements in students' learning experiences.

Keywords: *Behavioral Engagement, Classroom Management, Cognitive Engagement, Emotional Engagement, Experienced Teachers, Instructional Management, New Teachers, Professional Development, Students' Learning Engagement, Teacher–Student Interaction*

1. INTRODUCTION

Classroom and instructional management are essential components of effective teaching because they establish an organized, supportive, and productive learning environment. Classroom management encompasses behavioral, relational, instructional, and organizational practices (Duan et al., 2024), while students' learning engagement involves behavioral, emotional, and cognitive dimensions (Wong & Liem, 2022). Effective management therefore extends beyond maintaining discipline to fostering positive teacher–student relationships, meaningful participation, and organized learning experiences (Duan et al., 2024; Patall et al., 2024). Classroom management includes behavior management strategies and teacher–student interaction, whereas instructional management focuses on lesson planning, instructional delivery, and appropriate feedback. Research emphasizes the importance of responsive classroom practices (Karasova & Nehyba, 2023), supportive teacher–student relationships (Emslander et al., 2025; Wilkins et al., 2023), instructional clarity (Patall et al., 2024; Titsworth et al., 2015), and effective feedback (Brummer et al., 2024) in promoting positive learning experiences. Artola Bonanno et al. (2024) further emphasized the multidimensional nature of teacher–student relationships, identifying positive teaching qualities, classroom management, instructional methods, and classroom climate as important components across different cultural contexts. These findings reinforce the importance of considering both relational and instructional practices in establishing supportive classroom environments and promoting meaningful student engagement. Student engagement consequently requires consideration of observable participation, emotional involvement, and cognitive investment rather than classroom compliance alone (Wong & Liem, 2022). Teaching experience may influence teachers' ability to recognize classroom situations, manage student behavior, and organize instruction. However, professional experience does not necessarily guarantee teaching effectiveness, as professional preparation, mentoring, reflection, and instructional competence also contribute to teaching quality (OECD, 2025). In the Philippine context, Mananay and Sumalinog (2024) highlighted the challenges encountered by novice teachers and the importance of mentoring and continuous professional development. Despite extensive literature on teaching practices and student engagement, limited localized evidence simultaneously examines these variables among new and experienced teachers. Accordingly, this study investigated classroom management, instructional management, and students' learning engagement in public secondary schools in Cortes District, Division of Bohol, during School Year 2026–2027. The findings served as the basis for proposing a professional development action plan responsive to teachers' instructional needs and students' learning engagement.

Research Problem

Effective teaching requires both classroom organization and instructional competence. Classroom management involves establishing behavioral expectations, maintaining supportive relationships, and creating conditions conducive to learning (Duan et al., 2024). Positive teacher–student interaction encourages student participation and school connectedness, while clear instruction and constructive feedback support meaningful learning (Emslander et al., 2025; Wilkins et al., 2023; Patall et al., 2024). However, differences in teaching experience may affect how teachers implement these practices. New teachers may experience difficulties in managing classroom behavior, preparing lessons, and responding to learners' needs, whereas experienced teachers may possess more developed classroom routines and professional judgment. The Organisation for Economic Co-operation and Development (OECD, 2023), through the PISA 2022 Results, highlighted the importance of supportive learning

environments, students' sense of belonging, and motivation in sustaining meaningful educational experiences. These findings underscore the need to examine students' engagement alongside teachers' classroom and instructional management practices, particularly in educational settings where learners may experience varying levels of academic and emotional support. Nevertheless, years of teaching experience alone do not necessarily determine instructional competence (Cai et al., 2023; OECD, 2025). Although previous studies have examined classroom management, instructional effectiveness, teacher–student relationships, and student engagement, these variables have frequently been investigated separately. Limited research has simultaneously examined behavior management strategies, teacher–student interaction, lesson planning, instructional delivery, and students' behavioral, emotional, and cognitive engagement while comparing new and experienced teachers. Furthermore, evidence from international, national, and urban educational settings may not adequately represent the teaching conditions, learner characteristics, and professional development needs of public secondary schools in Cortes District. This research gap necessitated an investigation of the levels, relationships, and differences among teachers' classroom management, instructional management, and students' learning engagement to provide an empirical basis for a localized professional development program.

Assumptions of the Study

The study was guided by the assumption that classroom management and instructional management are complementary dimensions of teaching that may be associated with students' learning engagement. Classroom management establishes behavioral and relational conditions for learning, while instructional management organizes lesson objectives, teaching strategies, and learning activities (Duan et al., 2024). It was further assumed that positive teacher–student relationships, instructional clarity, and appropriate feedback may support students' participation, emotional involvement, and cognitive investment (Emslander et al., 2025; Patall et al., 2024; Brummer et al., 2024). Students' learning engagement was therefore considered a multidimensional construct encompassing behavioral, emotional, and cognitive aspects (Wong & Liem, 2022). Teaching experience was also considered a possible factor in the development of classroom management skills and instructional competence. However, the study did not assume that experienced teachers were necessarily more effective than new teachers, recognizing that teaching quality may also depend on professional knowledge, mentoring, preparation, and reflective practice (OECD, 2025). These assumptions provided the basis for examining the relationships and differences among the study variables without presuming that favorable management practices or longer teaching experience automatically produce higher student engagement.

Objectives of the Study

The general objective of this study was to determine the relationship between teachers' classroom and instructional management practices and students' learning engagement among new and experienced teachers in public secondary schools in Cortes District, Division of Bohol, during School Year 2026–2027. Specifically, the study aimed to assess the level of classroom management practices in terms of behavior management strategies and teacher–student interaction, as well as instructional management practices in terms of lesson planning and instructional delivery. It also sought to determine students' learning engagement in classes handled by new and experienced teachers in terms of behavioral, emotional, and cognitive engagement. Furthermore, the study examined the significant relationships among classroom management, instructional management, and students' learning engagement and determined whether significant differences existed between new and experienced teachers in these variables. The study tested the null hypotheses that no significant relationships existed among

the identified variables and that no significant differences existed between the two teacher groups. Based on the findings, the study aimed to propose a professional development program to strengthen teachers' classroom and instructional management practices and enhance students' learning engagement.

Conceptual and Theoretical Framework

The study was anchored in the Classroom Management Scripts Model, the Instructional Clarity Framework, the Multidimensional Student Engagement Framework, and perspectives on teacher professional development and expertise. The Classroom Management Scripts Model explains how teachers develop organized knowledge structures through classroom experiences, enabling them to recognize, interpret, anticipate, and respond to classroom situations (Wolff et al., 2021). The conceptual framework also identifies teaching experience as influencing teachers' recognition and management of classroom events (Wolff et al., 2021). This perspective supports comparing the behavior management strategies and teacher–student interactions of new and experienced teachers. The Instructional Clarity Framework emphasizes organized lessons, understandable explanations, clear learning expectations, and timely feedback as important elements of effective instruction (OECD, 2025). Related research established associations between instructional clarity and positive student outcomes (Patall et al., 2024), while Titsworth et al. (2015) identified positive relationships between teacher clarity and cognitive and emotional learning. Brummer et al. (2024) further emphasized the contribution of appropriate feedback to learning. These perspectives support the examination of lesson planning and instructional delivery as components of instructional management. The Multidimensional Student Engagement Framework conceptualizes engagement through behavioral, emotional, and cognitive dimensions (Wong & Liem, 2022). Behavioral engagement includes attention, participation, effort, and task completion; emotional engagement involves interest, motivation, enjoyment, and belonging; and cognitive engagement concerns persistence, critical thinking, self-regulation, and investment in learning. Wong and Liem (2022) also distinguish engagement in learning activities from engagement with the wider school community, emphasizing the importance of examining classroom participation beyond observable compliance. The study also drew on Huberman's Teacher Career Cycle, as discussed by OECD (2025), which describes the novice teaching phase through survival, discovery, and exploration. These experiences involve classroom management, lesson preparation, and the gradual development of professional confidence. Complementing this perspective, Cai, Li, and Tang (2023) conceptualized teacher expertise as encompassing professional knowledge, pedagogical skills, agency, beliefs, and ethics, indicating that competence cannot be determined solely by years of experience. Conceptually, the study examined classroom management through behavior management strategies and teacher–student interaction, instructional management through lesson planning and instructional delivery, and students' learning engagement through behavioral, emotional, and cognitive dimensions. Teaching experience served as the basis for comparing new and experienced teachers, while the relationships among the variables informed the proposed professional development action plan. The study was also supported by Philippine educational policies. Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, emphasizes learner-centered and relevant instruction. DepEd Order No. 42, s. 2017 establishes the Philippine Professional Standards for Teachers, which guide professional competence and development. Republic Act No. 11650 supports inclusive learning environments responsive to learner diversity, while DepEd Order No. 010, s. 2024 provides guidelines for implementing the MATATAG Curriculum, including instructional planning, assessment, and learner-responsive teaching. Together, these policies reinforce the importance of effective classroom management, instructional competence, inclusion, and continuous professional growth.

Sustainable Development Goal and Multidisciplinary Sustainability Relevance

The study primarily aligns with Sustainable Development Goal 4 (Quality Education), which promotes inclusive, equitable, and quality education and lifelong learning opportunities for all. By examining teachers' classroom and instructional management practices and students' learning engagement, the research addresses important conditions for improving teaching effectiveness and meaningful participation in learning. UNESCO (2023) emphasized that improving educational quality requires appropriate pedagogical approaches, teacher preparation, and responsiveness to learners' diverse needs. This perspective reinforces the importance of strengthening teachers' instructional competence and promoting inclusive and meaningful learning experiences in support of Sustainable Development Goal 4. Its emphasis on behavior management, supportive teacher–student relationships, organized instruction, and appropriate feedback contributes to educational sustainability by identifying practices that may strengthen learning environments. The investigation of behavioral, emotional, and cognitive engagement also supports a broader understanding of educational quality beyond classroom attendance and compliance (Wong & Liem, 2022). The study further supports SDG 4 through its proposed professional development program for new and experienced teachers. The program emphasizes mentoring, collaborative professional learning, instructional improvement, and responsiveness to learners' needs. These priorities are consistent with the Philippine Professional Standards for Teachers under DepEd Order No. 42, s. 2017 and the learner-centered instructional principles of DepEd Order No. 010, s. 2024. The research also has implications for institutional and educational sustainability, particularly through the continuous improvement of teaching practices, school-based mentoring, and professional development. Its attention to supportive and inclusive classroom environments is consistent with Republic Act No. 11650, which emphasizes equitable participation and responsiveness to learner diversity. By providing localized evidence from Cortes District, the study offers a basis for strengthening school-level professional development and instructional support systems. Its contribution to sustainability therefore lies primarily in promoting quality education, inclusive learning environments, teacher professional growth, and sustained improvements in students' learning experiences.

2. METHODOLOGY

Research Design

The study utilized a quantitative comparative-correlational research design to determine the levels of classroom management, instructional management, and students' learning engagement among new and experienced teachers. The comparative component examined differences between the two teacher groups, while the correlational component investigated relationships among the identified variables. Classroom management was assessed through behavior management strategies and teacher–student interaction, instructional management through lesson planning and instructional delivery, and students' learning engagement through behavioral, emotional, and cognitive dimensions. This design enabled the researchers to examine group differences and statistical relationships without manipulating the study variables.

Research Locale or Study Setting

The study was conducted in selected public secondary schools in Cortes District, Division of Bohol, Philippines, during School Year 2026–2027. The participating schools were De La Paz High School, Lourdes High School, Fatima High School, and Loreto High School. These schools provided the setting for examining the classroom and instructional management practices of new and experienced teachers and their relationship with students' learning engagement. Cortes District was selected because it provided an appropriate educational setting for investigating teaching practices and student engagement among teachers with different levels of professional experience.

Participants or Data Sources

The study involved 339 respondents, comprising 15 new teachers, 46 experienced teachers, and 278 students from the participating public secondary schools. New teachers were classified as those with zero to three years of teaching experience, while experienced teachers had more than three years of teaching experience. Teacher participants were actively teaching Grades 7 to 10 during School Year 2026–2027. Student respondents were selected through stratified random sampling from classes handled by the participating teachers. Students assessed their teachers' classroom and instructional management practices and their own learning engagement, while teachers provided self-assessments of their management practices. Individuals outside the participating schools or classes, those who did not meet the inclusion criteria or declined participation, and questionnaires with incomplete responses that prevented valid scoring were excluded from the study.

Research Instruments or Materials

Data were gathered using a researcher-modified questionnaire designed to measure teachers' classroom management, instructional management, and students' learning engagement. The instrument was developed and modified based on relevant literature concerning classroom management and teacher–student relationships (Duan et al., 2024; Emslander et al., 2025; Wilkins et al., 2023), instructional clarity and classroom management (Patall et al., 2024; Duan et al., 2024), and multidimensional student engagement (Wong & Liem, 2022). The questionnaire covered classroom management in terms of behavior management strategies and teacher–student interaction, instructional management in terms of lesson planning and instructional delivery, and students' learning engagement in terms of behavioral, emotional, and cognitive dimensions. The questionnaire items were rated using a four-point Likert scale ranging from 4 (Always Demonstrated) to 1 (Never Demonstrated). Separate versions appropriate to students and teachers were administered to obtain their respective assessments. Before data collection, the instrument underwent content validation by a Master Teacher and a Principal, who evaluated its relevance, clarity, appropriateness, and alignment with the study variables, consistent with content validation recommendations (Yusoff, 2019). The questionnaire was subsequently pilot-tested to establish reliability, and necessary revisions were incorporated before its final administration.

Data Gathering Procedure

The researchers secured authorization from Bohol Island State University, Department of Education authorities, and the administrators of the participating secondary schools before conducting the study. Following approval, coordination was undertaken with class advisers regarding questionnaire distribution and administration schedules. Printed questionnaires were distributed to selected teachers and students during their available time to avoid disrupting regular classroom instruction. Respondents received clear instructions and were allotted approximately one hour to complete the questionnaires. After administration, the accomplished instruments were retrieved, checked, organized, and tabulated for statistical analysis. The collected responses served as the basis for determining teachers' classroom and instructional management practices, students' learning engagement, and the relationships and differences among the study variables.

Data Analysis

The collected data were analyzed using descriptive and inferential statistical methods. The mean was used to determine the levels of classroom management practices, instructional management practices, and students' learning engagement, while the standard deviation measured the variability of responses. Mean scores were interpreted using a four-point scale, with 3.26–4.00 indicating Always Demonstrated, 2.51–3.25 indicating Often Demonstrated,

1.76–2.50 indicating Sometimes Demonstrated, and 1.00–1.75 indicating Never Demonstrated. Pearson product–moment correlation was employed to determine the significant relationships among classroom management, instructional management, and students' learning engagement. The correlation analysis involved 61 teachers, with each teacher's management scores paired with the average learning-engagement score of students assigned to that teacher. An independent-samples t-test was used to determine significant differences between the 15 new teachers and 46 experienced teachers in classroom management, instructional management, and students' learning engagement. Levene's test was applied to assess the assumption of equal variances before interpreting the t-test results. All inferential analyses were evaluated at the 0.05 level of significance.

Ethical Consideration

The study observed ethical safeguards in conducting research involving teachers and students. Authorization was obtained from Bohol Island State University, Department of Education authorities, and the administrators of the participating public secondary schools before data collection. Participation was voluntary, and respondents who declined participation were excluded from the study. The researchers provided clear instructions regarding questionnaire completion and administered the instruments during participants' available time to minimize disruption of regular classroom activities. Respondents' answers were treated with strict confidentiality throughout data collection and analysis. These procedures supported voluntary participation, confidentiality, and appropriate coordination with the participating educational institutions.

3. RESULTS AND DISCUSSION

3.1 Teachers' Classroom Management Practices

3.1.1 Behavior Management Strategies

Both new and experienced teachers consistently demonstrated behavior management strategies, with composite means of 3.817 and 3.734, respectively, interpreted as Always Demonstrated. Among new teachers, positive reinforcement obtained the highest mean of 3.933, while the consistent application of classroom rules ranked highest among experienced teachers, with a mean of 3.826. Preventive strategies and adjustments to students' needs received the lowest means among experienced teachers, both at 3.652, although these remained within the same descriptive category. The findings indicate that both teacher groups consistently applied classroom rules, positive reinforcement, and strategies for maintaining appropriate student behavior. The slightly higher descriptive mean among new teachers suggests differences in reported practices but does not establish a statistically significant group difference. Wilkins et al. (2023) emphasized the importance of teacher expectations and behavior management in promoting school connectedness. These findings highlight the importance of maintaining consistent classroom expectations and responsive behavior management strategies.

3.1.2 Teacher–Student Interaction

Teacher–student interaction was consistently demonstrated by both groups, with composite means of 3.925 for new teachers and 3.837 for experienced teachers. Encouraging students to ask questions and maintaining positive relationships obtained the highest means among new teachers, both at 4.000. Among experienced teachers, providing constructive feedback received the highest mean of 3.891. Overall classroom management was rated Always Demonstrated, with a mean of 3.871 (SD = 0.227) for new teachers and 3.787 (SD = 0.262) for experienced teachers. These findings reflect the consistent use of respectful communication, encouragement, positive relationships, and constructive feedback among both teacher groups.

Wilkins et al. (2023) highlighted teacher support and caring as important contributors to school connectedness. The findings reinforce the importance of positive teacher–student relationships in establishing a supportive classroom environment, although the higher descriptive ratings of new teachers do not necessarily indicate significantly better classroom management.

3.2 Teachers' Instructional Management Practices

3.2.1 Lesson Planning

Both new and experienced teachers consistently demonstrated lesson-planning practices, obtaining composite means of 3.750 and 3.747, respectively. Among new teachers, selecting appropriate instructional strategies and using assessment information received the highest means of 3.867. Among experienced teachers, establishing clear learning objectives ranked highest, with a mean of 3.891. Differentiated learning activities obtained the lowest mean among new teachers at 3.600, although this remained within the Always Demonstrated category. The findings indicate that both teacher groups consistently organized learning objectives, instructional strategies, and assessment activities. The nearly identical composite means suggest comparable lesson-planning practices regardless of teaching experience. According to Patall et al. (2024), structured instruction can support student engagement and learning. These findings emphasize the importance of clear learning objectives, well-organized instructional plans, and collaborative lesson improvement.

3.2.2 Instructional Delivery

Instructional delivery was consistently demonstrated by new and experienced teachers, with composite means of 3.742 and 3.764, respectively. Among new teachers, the use of higher-order questions received the highest mean of 3.867, while the use of specific learning goals ranked highest among experienced teachers, with a mean of 3.870. Both groups obtained high descriptive ratings in instructional management, with overall means of approximately 3.74 for new teachers and 3.75 for experienced teachers. The findings indicate that both teacher groups consistently implemented instructional practices involving clear explanations, learning expectations, questioning, and monitoring students' understanding. The small difference in composite means suggests similar instructional delivery practices between the groups. Patall et al. (2024) further emphasized clear structure as a potentially important support for engagement. These findings support the continued use of organized instruction, clear learning goals, and appropriate teaching strategies.

3.3 Students' Learning Engagement

3.3.1 Behavioral Engagement

Students in classes handled by both new and experienced teachers consistently demonstrated behavioral engagement, with composite means of 3.534 and 3.419, respectively. Among students taught by new teachers, classroom participation obtained the highest mean of 3.669, while task completion received the highest mean of 3.537 among students taught by experienced teachers. Both groups demonstrated consistent participation and involvement in classroom learning activities. The findings indicate that students in both groups generally participated in classroom activities, completed learning tasks, and demonstrated appropriate learning behaviors. Although students taught by new teachers obtained a slightly higher descriptive mean, behavioral engagement was consistently demonstrated in both groups. The authors Wong and Liem (2022) claim that student engagement should be approached from a multidimensional

perspective. Accordingly, observable participation represents only one aspect of students' overall involvement in learning.

3.3.2 Emotional Engagement

Emotional engagement was consistently demonstrated by students taught by new and experienced teachers, with composite means of 3.581 and 3.431, respectively. Among students in new teachers' classes, sense of belonging obtained the highest mean of 3.671, while pride in completing learning tasks received the highest mean of 3.556 among students taught by experienced teachers. Students in both groups reported positive emotional involvement, although those taught by new teachers obtained higher descriptive ratings. The findings indicate that students generally experienced interest, satisfaction, and a sense of belonging in their learning environments. The research team led by Emslander et al. (2025) claims that supportive teacher–student relationships are associated with multiple student outcomes. Positive classroom relationships and supportive learning experiences may therefore be relevant to students' emotional involvement, although the descriptive findings alone do not establish a causal relationship.

3.3.3 Cognitive Engagement

Students taught by new and experienced teachers consistently demonstrated cognitive engagement, with composite means of 3.540 and 3.416, respectively. Among students taught by new teachers, using teacher feedback obtained a mean of 3.664, while understanding lessons rather than merely memorizing information received the highest mean of 3.536 among students taught by experienced teachers. Explaining answers and considering alternative solutions obtained relatively lower means of 3.391 and 3.299, respectively. The findings indicate that students generally demonstrated cognitive involvement through understanding lessons, applying feedback, and engaging in learning activities. However, the relatively lower ratings for explaining answers and considering alternative solutions suggest areas for strengthening reasoning and critical thinking. Wong and Liem (2022) emphasized the distinction between engagement in learning activities and broader school engagement. These findings highlight the importance of promoting deeper understanding, independent reasoning, and meaningful application of learning rather than focusing solely on task completion.

3.4 Relationships Among Classroom Management, Instructional Management, and Students' Learning Engagement

3.4.1 Relationship Between Classroom and Instructional Management

Pearson correlation analysis revealed a strong, statistically significant positive relationship between classroom management and instructional management ($r = 0.724$, $p < 0.001$). This indicates that teachers with higher classroom management scores generally obtained higher instructional management scores. Consequently, the null hypothesis of no significant relationship between these two variables was rejected. The findings suggest that classroom management and instructional management are closely related aspects of teaching practice. Teachers who effectively organize classroom behavior and maintain supportive learning environments also tend to demonstrate effective instructional planning and delivery. Patall et al. (2024) provide supporting evidence, discussing classroom management and instructional clarity as related components of teaching quality and providing broader evidence that structured teaching practices relate to student outcomes. However, the observed correlation does not establish a causal relationship.

3.4.2 Relationship Between Classroom Management and Students' Learning Engagement

The analysis revealed a weak, statistically nonsignificant positive relationship between classroom management and students' learning engagement ($r = 0.040$, $p = 0.760$). Since the p-value exceeded the 0.05 significance level, the null hypothesis was not rejected. This indicates that classroom management scores were not significantly associated with students' overall learning engagement. The findings suggest that consistently demonstrated classroom management practices do not necessarily correspond to higher student engagement. Although effective classroom organization and positive teacher–student interactions are important components of teaching, the results did not establish a statistically significant relationship with students' behavioral, emotional, and cognitive engagement. Thus, favorable classroom management ratings alone were insufficient to explain variations in students' overall learning engagement.

3.4.3 Relationship Between Instructional Management and Students' Learning Engagement

The correlation analysis showed a weak, statistically nonsignificant negative relationship between instructional management and students' learning engagement ($r = -0.062$, $p = 0.635$). Since the p-value was greater than 0.05, the null hypothesis was not rejected. This indicates that instructional management practices were not significantly related to students' overall learning engagement. The findings indicate that consistently demonstrated lesson planning and instructional delivery practices did not necessarily correspond to higher student engagement. Although instructional management is an important component of teaching quality, its relationship with students' engagement was not statistically significant in this study. Overall, classroom management and instructional management were significantly associated with each other, but neither variable demonstrated a significant relationship with students' learning engagement.

3.5 Differences Between New and Experienced Teachers

3.5.1 Differences in Classroom Management Practices

The independent-samples t-test revealed no statistically significant difference in overall classroom management practices between new and experienced teachers ($t = 1.11$, $p = 0.27$). Similarly, no significant differences were observed in behavior management strategies ($t = 0.95$, $p = 0.34$) and teacher–student interaction ($t = 1.13$, $p = 0.26$). Since all p-values exceeded the 0.05 significance level, the null hypothesis was not rejected. The findings indicate that new and experienced teachers demonstrated comparable classroom management practices despite differences in teaching experience. Although new teachers obtained slightly higher descriptive ratings, these differences were not statistically significant. The results suggest that longer teaching experience does not necessarily correspond to stronger classroom management practices, emphasizing the relevance of professional competence and effective teaching strategies across career stages.

3.5.2 Differences in Instructional Management Practices

No statistically significant difference was found between new and experienced teachers in overall instructional management ($t = -0.17$, $p = 0.86$). Similarly, lesson planning ($t = 0.03$, $p = 0.97$) and instructional delivery ($t = -0.22$, $p = 0.82$) showed no significant differences. All p-values

exceeded the 0.05 significance level, indicating that the null hypothesis was not rejected. These findings demonstrate that new and experienced teachers exhibited comparable instructional management practices. The absence of significant differences suggests that teaching experience alone does not determine the effectiveness of lesson planning and instructional delivery. Both groups consistently demonstrated instructional management practices, indicating the importance of sustaining professional competence regardless of years of teaching experience.

3.5.3 Differences in Students' Learning Engagement

The independent-samples t-test revealed a statistically significant difference in students' overall learning engagement between classes handled by new and experienced teachers ($t = 2.447$, $p = 0.017$), with students taught by new teachers obtaining higher mean scores. Emotional engagement also showed a significant difference ($t = 2.453$, $p = 0.017$), favoring students taught by new teachers. However, behavioral engagement ($t = 1.86$, $p = 0.06$) and cognitive engagement ($t = 1.78$, $p = 0.08$) showed no statistically significant differences. Therefore, the null hypothesis was rejected for overall and emotional engagement but not for behavioral and cognitive engagement. The findings indicate that students taught by new teachers demonstrated significantly higher overall and emotional engagement, particularly in aspects associated with interest, enjoyment, motivation, and belonging. These results may be explained with the help of Huberman's Teacher Career Cycle posited by OECD (2025), which documents differences in the professional learning needs of novice and experienced teachers. Emslander et al. (2025) highlighted the importance of supportive teacher–student relationships in promoting positive student outcomes, while Wong and Liem (2022) emphasized emotional engagement as involving interest, enjoyment, and attachment to learning. OECD (2025) further underlined that new teachers should not automatically be considered less effective than experienced teachers because teaching quality is not determined solely by years of experience. Nevertheless, these studies do not establish that new teachers' limited experience caused the higher emotional engagement observed in this study.

3.6 Implications for Professional Development

The findings revealed consistently high classroom and instructional management practices among new and experienced teachers, with no statistically significant differences between the groups. However, students taught by new teachers demonstrated significantly higher overall and emotional engagement. Furthermore, classroom management and instructional management were strongly correlated, although neither showed a significant relationship with students' overall learning engagement. These findings provided the basis for proposing a school-based professional development action plan emphasizing mentoring, collaborative lesson planning, peer observation, instructional improvement, and student engagement. UNESCO and the International Task Force on Teachers for Education 2030 (2024) emphasized the importance of strengthening teacher preparation, professional development, and support systems to improve teaching quality and address challenges affecting the teaching profession. This perspective supports the proposed school-based professional development program, which promotes mentoring, collaborative lesson planning, peer observation, and continuous instructional improvement among new and experienced teachers. The proposed professional development approach emphasizes sustaining effective management practices while addressing areas requiring further improvement, particularly students' emotional engagement and active learning participation. Collaborative professional learning between new and experienced teachers may

facilitate the exchange of effective instructional strategies and classroom experiences. The findings also underscore the importance of professional development that responds to identified teaching and learning needs rather than relying solely on teachers' length of service.

4. CONCLUSIONS AND RECOMMENDATIONS

The study concluded that both new and experienced teachers demonstrated very high levels of classroom and instructional management practices, indicating that teaching experience alone does not determine effectiveness in these areas. A strong positive and statistically significant relationship was established between classroom management and instructional management; however, neither variable showed a significant relationship with students' overall learning engagement. Although no significant differences were found between the two teacher groups in their management practices, students taught by new teachers demonstrated significantly higher overall and emotional engagement, while behavioral and cognitive engagement showed no significant differences. These findings emphasize the importance of sustaining effective teaching practices while strengthening supportive and inclusive learning environments that promote students' emotional engagement and meaningful participation.

It is recommended that new teachers continue strengthening their classroom management and teacher–student interaction through reflective practice, mentoring, and peer observation, while experienced teachers engage in collaborative professional learning and updated learner-centered instructional strategies. School administrators should implement differentiated yet collaborative professional development activities, including coaching, lesson study, peer sharing, and structured reflection, to sustain effective management practices and enhance students' behavioral, emotional, and cognitive engagement. Teacher education institutions should strengthen practical preparation in classroom management, instructional planning, instructional clarity, and student engagement. Furthermore, the proposed school-based professional development program may be implemented and evaluated to determine its effectiveness in sustaining teaching practices and improving student engagement. Future researchers are encouraged to replicate the study in other districts or divisions, involve larger and more balanced teacher groups, and examine additional factors associated with students' learning engagement.

The study was limited to selected public secondary schools in Cortes District, Division of Bohol, during School Year 2026–2027, involving 15 new teachers, 46 experienced teachers, and 278 students. The unequal numbers of new and experienced teachers and the localized research setting provide context for interpreting the findings. Further research involving larger, more balanced samples across other educational settings and additional variables related to student engagement was recommended.

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