

# The Relationship of Teaching Strategies and Self-Concept on Students' Engagement in Learning: A Quantitative Investigation

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## ABSTRACT

This study dealt with the influence of Teaching Strategies and Teacher's Self-Concept to Students' Engagement in learning among High School Teachers in Mawab, Davao de Oro. The primary goal of this study was to determine the level of teaching strategies and teachers' self-concept to students' engagement in learning in terms of their respected indicators, the significant difference between teaching strategies and teachers' self-concept to students' engagement in learning, and what domains of teaching strategies and teachers' self-concept substantially influence students' engagement in learning. Also this study utilized a quantitative-correlational design with 113 respondents among teachers in three chosen High schools' in Mawab, Davao de Oro. The average weighted mean, Pearson-R, and multiple regression analysis were the statistical tool used in this study. Along with this, the result of the study revealed that the first independent variable which is the teaching strategies got an overall level of moderate, within its indicator; critical thinking, creativity, social skills and ICT skills, got a very high level. On the other hand, the second independent variable which is teachers' self-concept got an overall level of very high, within its indicators; values, beliefs, student-centered approach and teacher-centered approach all got a high level. On the other hand, the dependent variable, affective engagement, behavioral engagement and cognitive engagement also got a very high level. Additionally, teaching strategies had moderate correlation towards students' engagement in learning, while teacher's self-concept got a high correlation towards students' engagement in learning. Hence, this led to the rejection of null hypothesis in terms of teaching strategies and teachers' self-concept. Also, in terms of Regression of teaching strategies, critical thinking, social skills, and ICT skills were domains that significantly influencing students' engagement in learning, whilst, the regression of teacher's self-concept revealed that, values, beliefs, and student-centered approach were domains that significantly influencing students' engagement in learning. Thus, the teacher may continue to use the teaching strategies by providing students engagement in their learning and students may also engage by the teachers' self-concept to make better progress and improve their learning for students and teaching for teachers.

**Keywords:** GAS, Teaching Strategies, Teachers' Self-Concept, Students Engagement in Learning, Philippines

## INTRODUCTION

Based on Alberta Teachers Association (2021) survey, it was found that 75 percent teachers are in Canada that there are students were struggling with their learning. The extreme levels of struggling in learning have been devastating for many kids and disheartening for teachers (Hargreaves, 2021). Students' engagement learned imposed a large-scale testing and prescribed content and standardized teaching methods to raised standards and narrowed achievement gaps, that causing widely condemned as ineffective, expensive, and destructive to students' motivation (Koretz, 2017).

In Philippines, particularly in Leyte, the evaluation of the teaching strategies, results found that there were some teaching strategies used by the 11 academic teachers also by showcasing their self-concept they had effective in the students' engagement in learned, in these strategies the studied lent insight to the belief that teaching strategies were vital in the learned process (Casinillo and Guerte, 2018). Good teaching requires the teacher's active involvement in designing, redesigning and evaluation of the learned experiences of the students (Mordeno, 2022). Teachers are responsible for the growth and advancement of the student's career, if possible, the teachers should have more extensive training to share in the actual setting (Butron, 2021).

In addition, teachers played a significant role in the institutions as they communicate knowledge in a specific subject, helped students grew to the fullest, develop a proper-attitude and unfold their personality (Go et al, 2017).

Filipino teachers had high level of self-concept and positive high regard with themselves regardless of meager salaries, the teachers also still manage to value themselves very highly (Rivera, 2020). The Philippine constitution emphasizes the importance of providing quality education and the quality of education was mainly dependent in the quality of the teacher's self-concept (Jamian et al., 2019).

In Davao City, particularly in Matina, students undeniably face several struggles on the course of their academic career, in the case of senior high school students, some of these struggles are beyond what the school could offer to solve the problem such as not enough teaching methods that can having negative impact on the students learning ,also the teachers self-concept are low so that the connectedness of the teaching strategies and their self-concept shows the struggles of how the students learn, in resources it's no enough internet access and lack of availability of learning materials in learning a subject and the interplay of these factors have a significant effect on their learning and this serves as a dilemma on how a teacher can improve the quality of learning of the students while considering their perspective in relation to these existing problems (Berame, 2022). Teachers use various methods to meet the needs of all students, including those who struggles (Osewalt, 2021). Teaching strategies are the various method educators use in their teaching practice and cover a wide range of techniques (New South Wales Government (NSWG), 2023). Teaching strategies play an important role in classroom instruction and without the use of a strategy, teachers would be aimlessly projecting information that does not connect with learners or engage them (Bouslog, 2022).

Furthermore, in Mawab, Davao de Oro, particularly in Lorenzo S. Sarmiento Sr. National High School, have observed a concerning trend of declining some of the students' engagement in the learning process. Despite efforts to implement various teaching strategies, there appears to be a disconnection between these methods and the students' overall engagement levels. However, this knowledge gap poses a significant challenge for educators and policymakers seeking effective strategies to enhance student involvement and academic performance. Consecutively, the researchers have not crossed any study that was conducted on the relationship of teaching strategies and self-concept on students' engagement in learning among teachers in Mawab, Davao de Oro. The previous study made a distinctive contribution and developed new information on teaching strategies and self-concept in relation to students' engagement in learning.

The described scenario motivated the researchers to explore indicators that might lead to teaching strategies and their self-concept as their ways to engage the learning of the students. The researchers are interested in determining if teaching strategies or teachers' self-concept are influencing the students' engagement in learning. Furthermore, students also grasp a realization to their behavior and performance as they saw the hard work of their teachers and that there is a need to undertake this study.

## Research Objectives

1. To determine the level of teaching strategies in terms of:
  - 1.1 critical thinking;
  - 1.2 creativity;
  - 1.3 social skills; and
  - 1.4 ICT skills.
2. To determine the level of teacher's self- concept in terms of:
  - 2.1 values;
  - 2.2 beliefs;
  - 2.3 student-centered approach; and
  - 2.4 teacher-student approach.
3. To determine the level of student engagement in learning in terms of:
  - 3.1 affective engagement;
  - 3.2 behavioral engagement; and
  - 3.3 cognitive engagement.
4. To determine the significant relationship between teaching strategies and students' engagement among teachers in Mawab, Davao De Oro.
5. To determine the significant relationship between teachers' self-concept and students' engagement among teachers in Mawab, Davao De Oro.
6. To determine which of the domains in teaching strategies influences Students' Engagement.
7. To determine which of the domains in Teachers Self-Concept Influences Students' Engagement.

## METHODOLOGY

This study employed quantitative non-experimental design that used descriptive correlational technique to

describe the hypothetical existence of a relationship between two defined variables and to determine the direction and degree of that relationship if one existed. When the purpose was to describe the condition of the situation as it existed at the time of the study to investigate the cause of a particular phenomenon, the descriptive correlation method was considered appropriate. Correlational research design investigated relationship between variables without the researcher controlling or manipulating any of them.

A correlation reflected the strength and direction of the relationship between two or more variables (Bhandari, 2021). Correlational research was concerned the best quantitative method of research in which you have two or more quantitative variables from the same group of subjects (Gay et al., 2006).

This survey dealt with quantitative data about the said phenomenon. The quantitative aspect was an appropriate schedule for gathering the data designed for the target respondents to answer the questions. The process of gathering the data used questionnaires. The focus of the study was to determine the relationship between the teaching strategies and self-concept on students' engagement in learning among secondary schools in Mawab district, Davao de Oro particularly in Lorenzo S. Sarmiento Sr. National High School, Nuevo Iloco National High School and Andili National High School.

### Population and Sample

Simple random sampling was used in selecting of respondents. The subjects of the study were the 158 different High School Teachers in Mawab, Davao de Oro. Moreover, the study employed stratified random sampling, which enabled the researchers to obtain a sample population that best represented the entire population being studied, making sure that each subgroup of interest is represented. The teachers were randomly selected among the three High School in Mawab, Davao de Oro.

According to Mohapatra and Chamola (2020), a sample size of 100-200 respondents is considered medium. In the case of Teachers in Mawab, out of total population of 158 individuals, a random sample of 113 of respondents was selected. The sample size was computed using Raosoft sample size calculator (Raosoft, 2004).

### Statistical Tool

The following statistical tools were utilized for the data analysis and interpretation.

**Mean.** This statistical tool was used to determine the level of teaching strategies, and their self-concept to the student's engagement in learning in Mawab, Davao de Oro.

**Pearson (r).** This statistical tool was used determine the significance on the relationship between the teaching strategies, and their self-concept to the student's engagement in learning in Mawab, Davao de Oro.

**Multiple Regression Analysis.** This statistical tool was used to determine the influence of teaching strategies, and their self-concept to the student's engagement in learning in Mawab, Davao de Oro.

## RESULTS

### Level of Teaching Strategies

Shown in Table 2 are the mean scores for the indicators of teaching strategies among teachers with an overall mean of 4.63 and described as very high standard deviation of 0.42. The very high level could have attributed to the very high rating given by the respondents in all indicators. This entails that the respondents' responses to the level of teaching strategies are always manifested in terms of critical thinking, creativity, social skills, and ICT skills.

The cited overall mean score was the result obtained from the following computed mean scores: 4.66 or very high for critical thinking with standard deviation of 0.39; 4.62 or very high for creativity with standard deviation of 0.41, followed by social skills with a same mean of 4.69 with the standard deviation of 0.39 and 4.56 or very high for ICT skills with standard deviation of 0.47.

Table 2. Level of Teaching Strategies

| Indicators        | Mean | SD   | Descriptive Equivalent |
|-------------------|------|------|------------------------|
| Critical Thinking | 4.66 | 0.39 | Very High              |
| Creativity        | 4.62 | 0.41 | Very High              |

|               |      |      |           |
|---------------|------|------|-----------|
| Social Skills | 4.69 | 0.39 | Very High |
| ICT Skills    | 4.56 | 0.47 | Very High |
| Overall       | 4.63 | 0.42 | Very High |

### Level of Teachers' Self-Concept

Table 3 presents the level of teachers' self-concept as perceived by the students in terms of values, beliefs, student-centered approach, and teacher-student approach. The overall mean is 4.74 with a verbal equivalent of very high with the overall standard deviation of 0.42, which indicates that teacher's self-concept is always manifested among teachers.

The indicators values got 4.73 or very high with a standard deviation of 0.39; 4.76 or very high for beliefs with a standard deviation of 0.36, followed by the indicator of student-centered approach with a mean of 4.73 and a standard deviation of 0.38 and finally, teacher-student approach with a mean of 4.75 or very high with a standard deviation of 0.53.

Table 3. Level of Teachers' Self-Concept

| Indicators                | Mean | SD   | Descriptive Equivalent |
|---------------------------|------|------|------------------------|
| Values                    | 4.73 | 0.39 | Very High              |
| Beliefs                   | 4.76 | 0.36 | Very High              |
| Student-Centered Approach | 4.73 | 0.38 | Very High              |
| Teacher-Student Approach  | 4.75 | 0.53 | Very High              |
| Overall                   | 4.74 | 0.42 | Very High              |

### Level of Students' Engagement in Learning

Presented in Table 4 is the level of Students Engagement as experienced by the Teachers in terms of affective engagement, behavioral engagement and cognitive engagement. The overall mean is 4.72 with the overall standard deviation of 0.35 describe as very high. This indicates that student's engagement in learning are always manifested among the teachers.

The indicator affective engagement got a high mean of 4.74 with standard deviation of 0.38 and verbal description of very high, followed by behavioral engagement with a mean of 4.71 with the standard deviation of 0.38 and lastly, cognitive engagement with a mean of 4.71 and with a standard deviation of 0.39.

Table 4. Level of Students' Engagement in Learning

| Indicators            | Mean | SD   | Descriptive Equivalent |
|-----------------------|------|------|------------------------|
| Affective Engagement  | 4.74 | 0.38 | Very High              |
| Behavioral Engagement | 4.71 | 0.38 | Very High              |
| Cognitive Engagement  | 4.71 | 0.38 | Very High              |
| Overall               | 4.72 | 0.39 | Very High              |

### Significance on the Relationship Between Teaching Strategies and Students' Engagement in Learning

One crucial purpose of this study is to determine whether or not teaching strategies has a significant relationship with students' engagement in learning. Pearson r was used to determine the correlation between the two variables. The results of the computation as shown in Table 5.

Likewise, the results revealed that teaching strategies and students' engagement in learning have a significant relationship. This result is due to a p-value of <0.01, which is less than the 0.05 p-value. Hence, this leads to the decision that the null hypothesis which stated that there is no significant relationship between teaching strategies and students' engagement in learning has been rejected. Moreover, Pearson's R value which is 0.695 further

means that there is a moderate correlation between teaching strategies and students' engagement in learning.

Table 5. Significance on the Relationships Between Teaching Strategies to Student's Engagement in Learning

|                                  |             | Teaching Strategies | Students' Engagement in Learning |
|----------------------------------|-------------|---------------------|----------------------------------|
| Teaching Strategies              | Pearson's R | —                   | —                                |
|                                  | p-value     | —                   | —                                |
| Students' Engagement in Learning | Pearson's R | 0.695               | —                                |
|                                  | p-value     | <.001               | —                                |

### Significance on the Relationships Between Teachers' Self-Concept and Students' Engagement in Learning

One crucial purpose of this study is to determine whether or not teachers' self-concept has a significant relationship with students' engagement in learning. Pearson r was used to determine the correlation between the two variables. The results of the computation are shown in Table 6.

Furthermore, the results revealed that teachers' self-concept and students' engagement in learning have a significant relationship. This result is due to a p-value of <0.001, which is less than the 0.05 p-value. Hence, this leads to the decision that the null hypothesis which stated that there is no significant relationship between teachers' self-concept and students' engagement in learning. Moreover, Pearson's R value is 0.783 further means that there is high correlation between teachers' self-concept and students' engagement in learning.

Table 6. Significance on the Relationships Between Teachers' Self-Concept to Student's Engagement in Learning

|                                  |             | Teachers' Self-Concept | Students' Engagement in Learning |
|----------------------------------|-------------|------------------------|----------------------------------|
| Teachers' Self-Concept           | Pearson's R | —                      | —                                |
|                                  | p-value     | —                      | —                                |
| Students' Engagement in Learning | Pearson's R | 0.783                  | —                                |
|                                  | p-value     | <.001                  | —                                |

### Multiple Regression Analysis on the Influence of Teaching Strategies on Students' Engagement in Learning

The result reveals the F-value of 39.52 and a p-value of <.001 which is far less than the 0.5 level of significance. This enables the researcher to reject the null hypothesis which states there is no domain of teaching strategies that significantly predicts students' engagement in learning among teachers.

The coefficient of determination (R<sup>2</sup>) which is 0.593 connotes that 59.30% of the variation in the level of teaching strategies experienced by the teachers could be attributed to the level of students' engagement in learning experienced by the teachers. The remaining 40.70% is a chance of variation which suggests that other factors beyond the scope of this study may also be attributed to students' engagement in learning.

Table 7. Multiple Regression Analysis of the Influence of Teaching Strategies on Students' Engagement in Learning

| Independent Variable                                 | Coefficients | t-value | p-value | Decision a=0.05                |
|--|--------------|---------|---------|--------------------------------|
| Intercept  | 1.007*       |         |         |                                |
| Critical Thinking                                    | 0.217*       | 3.029   | 0.003   | H <sub>0</sub> is rejected     |
| Creativity   | 0.093*       | 1.226   | 0.223   | H <sub>0</sub> is not rejected |
| Social Skills  | 0.506*       | 6.941   | <.001   | H <sub>0</sub> is rejected     |
| ICT Skills   | -0.039*      | 0.568   | 0.571   | H <sub>0</sub> is not rejected |
| Dependent Variable: Students' Engagement in Learning |              |         |         |                                |

\*p<0.05 R=0.770 R<sup>2</sup>=0.593 F-value=39.52 p-value = <.001

## Multiple Regression Analysis on the Influence of Teachers’ Self-Concept on Students’ Engagement in Learning

It shows the F-value of 55.53 and a p-value <0.001 which is evidently less than the 0.05 level of significance. This enables the researcher to reject the null hypothesis which states there is no domain of teachers’ self-concept that significantly predicts students’ engagement in learning among teachers.

The coefficient of determination (R<sup>2</sup>) which is 0.673 connotes that 67.30% of the variation in the level of teachers’ self-concept experienced by the teachers could be attributed to the level of students’ engagement in learning among teachers. The remaining 32.70% is a chance variation which suggests that other factors beyond the scope of this study may also attributed to students’ engagement in learning among the teachers.

Table 8. Multiple Regression Analysis of the Influence of Teachers’ Self-Concept on Students’ Engagement in Learning

| Independent Variable                                 | Coefficients | t-value | p-value | Decision a=0.05    |
|--|--------------|---------|---------|--------------------|
| Intercept  | 0.501*       |         |         |                    |
| Values   | 0.170*       | 2.477   | 0.015   | H0 is rejected     |
| Beliefs  | 0.474*       | 5.715   | <.001   | H0 is rejected     |
| Student-Centered Approach                            | 0.187*       | 2.468   | 0.015   | H0 is rejected     |
| Teacher-Student Approach                             | 0.055*       | 1.343   | 0.182   | H0 is not rejected |
| Dependent Variable: Students’ Engagement in Learning |              |         |         |                    |

\*p<0.05 R=0.820 R<sup>2</sup>=0.673 F-value=55.53 p-value = <.001

## DISCUSSIONS

### Level of Teaching Strategies

The respondents’ level of teaching strategies in the three schools in Mawab, Davao de Oro; Andili National High School, Nuevo Iloco National High School and Lorenzo S. Sarmiento Sr. National High School was very high. This means that the teaching strategy among teachers was very much positive. This further means that their class always manifested the different styles of teaching which the teachers are required to play an active role in the classroom as a focal figure in education in critical thinking, which means that this essential skills are implemented to develop their students during their learning process; creativity which means teachers can adopt their methods to meet the unique needs and interest of their students; social skills which means teachers build positive relationship with students that can create a supportive classroom environment and ICT skills which means teachers are becoming skillful in terms of enhancing classroom engagement, personalize learning and preparing students for the digital age.

The result is in relation to the proposition of Barberos and Gozalo (2019), in which, teachers are the focal figure in education in terms of engaging students in learning, and teachers must be competent and knowledgeable in order to impart the knowledge to their students. This conforms to the statement of Padayogdog (2023) that teachers have different styles and expressions of teaching that can interactive and spontaneous to the students; such as the teacher and students can work together in the teaching-learning process and students also learn through interactive learning and result as being active participation of the students during discussions. Furthermore, the viewpoint of Orlich et al., (2017), is also congruent with this study in which good teaching strategies may not only engage students in learning but also promote teachers’ self-concept about teaching. The findings further support Haruehansawasin and Kiattikomol (2018) claim that with the help of the teacher’s strategies, the students will master the knowledge and skills and become independent and self-regulated students.

### Level of Teachers’ Self-Concept

The respondents’ level of teachers’ self-concept of the three schools in Mawab, Davao de Oro; Andili National High School, Nuevo Iloco National High School and Lorenzo S. Sarmiento Sr. National High School was also very high. This means that the teachers’ self-concept among teachers was very much positive. This further means that their class always manifested the teachers’ self-concept which the teachers are essential aspect of their role in the classroom as the educators that can influence their students by their self-concept in order to values, which

means that this role shaping the teachers' self-concept with their personal behaviors, they feel more authentic and confident in their role; beliefs which means that this aspect is one of the components of a teachers' self-concept as they shape their understanding of the world, their role in it, and their relationship with their students; student-centered approach which means it emphasizes the respect and support for students and teacher-student approach which means that the teachers used different methods to deliver the knowledge to the students.

This result is in relation to the proposition of Dani (2018), in which teachers' self-concept has a direct effect on their willingness to include their students, as well as the teachers' self-concept was the better predictor in terms of the teachers' empathy. This confirms to the statement of Ke and Huang (2023) that teachers' self-concept plays a crucial role in terms of interactions with their students with the overall effectiveness as educators, it influences the goals, behaviors, and beliefs about the teachers' ability to handle the challenges of teaching. Furthermore, the viewpoint of Louws et al., (2018) is also congruent to this study in that the teachers' self-concept influences their self-efficacy, which means that the belief in their ability can handle the task and challenges related to their profession.

### **Level of Students' Engagement in Learning**

The respondents' level of students' engagement in learning is very high. This means that different kinds of students' engagement in learning were very positive among teachers. This also elicits the fact that students are engaging in their learning with the help of their teachers. This study is cognate with the conjecture of Wong and Liem (2021) that students play a crucial role in facilitating desired outcomes of schooling, it is a multidimensional construct that encompasses factors such as interest, motivation, and curiosity demonstrated by students in their learning. Correspondingly with this statement by Lowe and Hakim (2022) that it is not only about the time and energy of the student invest in educational process but also the effort to the teachers who put the effective educational practices. Also, in this study is affiliated with Felten (2020) concept that student's engagement are focuses on the transformational purpose of higher education and to prepare students for their future careers.

The very high level of students' engagement in learning in terms of affective engagement was very positive and well-observed. This indicates that the effective role in terms of characteristics of students are the affective engagement were students play the crucial role in learning when designing and delivering the knowledge. This is compatible with Gao (2021) observations that is included to this study stating that students learning in affective engagement can motivate and encourage them to fully engage with learning activities. In line with this, Collago (2018) stated that it is essential to explore how affective engagement can uptake of learning by the teacher's strategies and their self-concept. It is consistent with the presumption of Alias et al., (2018) that the affective engagement learning has been found to enhance students' behavioral that resulted increasing task completion and decreased negative behavioral engagement.

### **Significant Relationship Between Teaching Strategies and Students' Engagement in Learning**

The result of study revealed that there was a significant relationship between teaching strategies and students' engagement in learning. The computed R-value indicated a moderate correlation between the two variables. These findings reaffirmed to the anchored theory of Vygotsky's Social Constructivist Theory which posits the important learning theory that teachers use to help their students in learning in the context of students' in teaching. He stated that this theory approach to students' development in form of social construction based on the idea that cognitive functions are the products of social interactions between students and teachers. As a result, it generates the teachers' strategies with their self-concept that promoting the students' engagement in learning.

This also good to be true to the statement of Ayu (2020) that teaching strategies are the techniques or the creative methods used by the teachers, a teacher's unique way he/she teaches to promote the teaching in ways that keep students engaged and learn different skills set. Also Bal-Tastan (2018) a teacher may choose a different teaching strategy according to the topic, class level, class size, students' ability and classroom resources. As teaching strategies improve based on increased knowledge of how students learn, teachers are progressively advancing their teaching strategies in line with evidence base practices and their students' learning needs (Isa et al., 2020).

### **Significant Relationship between Teaching Strategies and Students' Engagement in Learning**

The result of the study revealed that there was a significant relationship between teachers' self-concept to students' engagement in learning among teachers. The computed R-value indicated a strong positive correlation between these two variables. The positive correlation implies that as teachers' self-concept goes high then

students' engagement in learning also become high.

With this findings, it negates to the anchored theory of Deci and Ryan Self-determination theory that teachers' self-concept has strong relationship when it comes to teacher's values, beliefs, and attitudes towards in learning. It also emphasizes the importance of competence which student-centered approach can create supportive learning environment that helps students develop their skills and capabilities. In addition, with the positive teacher-student approach it can be have an open communication to them. This also true to the statement of Barni et al., (2019) that teachers personal values such as conversation and openness to change, can also influence their self-efficacy. Also, Dani (2018) stated that teachers' self-concept also influences their belief in their ability to effectively handle the tasks and challenges related to their profession that can be students learn.

### **Multiple Regression Analysis on the Influence of the Teaching Strategies on Students' Engagement in Learning**

The regression coefficient is to test the significant influence of overall teaching strategies and students' engagement in learning. Using the multiple Regression in Microsoft Excel, the data reveal that the influence of teaching strategies towards students' engagement in learning has a significant influence. Only 59.30% of students' engagement in learning is influenced by the teaching strategies. The overall results of teaching strategies predict students' engagement in learning. Therefore, the significance level of the hypothesis of teaching strategies and students' engagement in learning is rejected.

This result supports the analysis of Barberos and Gozalo (2019) that teachers are being the focal figure especially teaching, it must be competent and knowledgeable that they could give to their students, as well as it is very personal manner that teaching strategies is concerned with the student as a person who engaging and developing knowledge. Moreover, the perspectives of Padayogdog (2023) was accurate in declaring that the teachers employ teaching strategies as their abilities to promotes in developing student's engagement in their learning as well as their supportive and collaborative interaction during learning process. To boot, the attestation of Orlich et al., (2018) further teacher factors and adopt the most central students' learning processes and outcomes.

### **Multiple Regression Analysis on the Influence of the Teachers' Self-Concept on Students' Engagement in Learning**

The regression coefficient is to test the significant influence of overall teachers' self-concept and students' engagement in learning. Using the multiple Regression in Microsoft Excel, the data reveal that the influence of teachers' self-concept towards students' engagement in learning has a significant influence. Only 67.30% of students' engagement in learning is influenced by the teachers' self-concept. The overall results of teachers' self-concept predict students' engagement in learning. Therefore, the significance level of the hypothesis of teachers' self-concept and students' engagement in learning is rejected.

This results supports the analysis of Dani (2018) that the inclination of teachers to include students with specific needs is directly influenced by their self-concept, notably, self-concept of teachers proves essential for their personal growth and effective functioning within the social and professional milieu. Moreover, the perspective of Ke and Huang (2023) was accurate in declaring that the self-concept of teachers significantly shapes their interactions with students and overall efficacy in the realm of education. To boot, the attestation of Makovec (2018) further endows the findings of this study that teachers' self-concept enhances the learning engagement of students.

## **CONCLUSION**

In conclusion, the result of the study revealed that the first independent variable which is the teaching strategies got an overall level of moderate, within its indicators; critical thinking, creativity, social skills, and ICT skills, which got a very high level, Moreover, the second independent variable which is teachers' self-concept got an overall level of very high, within its indicators; values, beliefs, student-centered approach and teacher-student approach all got a high level. On the other hand, the dependent variable; affective engagement, behavioral engagement and cognitive engagement also got very high level. In addition, there is relationship between teaching strategies and students' engagement in learning, while teachers' self-concept and students' engagement in learning also have significant relationship. The regression analysis also showed in terms of teaching strategies, only critical thinking and social skills were significantly influence to students' engagement in learning. In terms of teachers' self-concept, only values, beliefs, and student-centered approach are significantly influencing students' engagement in learning.

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