International Journal on Science and Technology (IJSAT)
E-ISSN: 2229-7677 ● Website: www.ijsat.org ● Email: editor@ijsat.org

Teachers' Innovativeness, Instructional Competence, and Productivity

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Abstract

This study examined the relationship between teachers' innovativeness, instructional competence, and teacher productivity in the Schools Division of Antique during the School Year 2025. The purpose of the study was to determine the levels of teachers' innovativeness and instructional competence and to examine how these variables relate to teacher productivity. Teachers' innovativeness was described in terms of the adoption of new teaching strategies, use of instructional technologies, and creative lesson delivery. Instructional competence was examined through pedagogical skills, classroom management, lesson planning, and subject mastery. Teacher productivity was assessed based on instructional effectiveness, contribution to school goals, and student learning outcomes. The findings revealed that teachers demonstrated a high level of innovativeness, particularly in integrating new instructional strategies and technologies to enhance classroom instruction. Instructional competence was also found to be high, indicating that teachers possessed strong pedagogical skills, effective classroom management practices, and adequate mastery of subject matter. Teacher productivity was similarly rated at a high level, reflecting teachers' effectiveness in delivering instruction, supporting school initiatives, and promoting positive student learning outcomes. The study further revealed that teachers' innovativeness and instructional competence were significantly related to teacher productivity. Among the variables examined, instructional competence emerged as the stronger influence on productivity, suggesting that teachers' ability to plan, manage, and deliver instruction effectively plays a critical role in achieving positive educational outcomes. These results underscore the importance of continuous professional development programs that strengthen instructional competence while encouraging innovative teaching practices. Enhancing these areas may contribute to improved teacher productivity and overall school effectiveness in the Schools Division of Antique.

Keywords: Teachers' Innovativeness, Instructional Competence, Teacher Productivity, Instructional Effectiveness, Professional Development

1. Introduction

In today's rapidly evolving educational landscape, teachers' innovativeness and instructional competence are key factors in enhancing productivity and student outcomes. Innovativeness refers to a teacher's ability to adopt and implement new teaching methods, instructional materials, and technologies

to make learning more engaging and effective (Fullan & Langworthy, 2014). Innovative teachers tend to be adaptable, proactive, and capable of addressing diverse learner needs, which contributes to better classroom performance and overall productivity.

Instructional competence encompasses mastery of pedagogical skills, subject matter expertise, effective lesson planning, classroom management, and the ability to facilitate meaningful learning experiences (Darling-Hammond, Hyler, & Gardner, 2017). Competent teachers can translate innovative strategies into effective classroom practices, enhancing student understanding, engagement, and achievement.

The interaction between innovativeness and instructional competence strongly influences teacher productivity, which can be measured by instructional effectiveness, contribution to school goals, and impact on student learning outcomes (OECD, 2019). Teachers who combine creativity with high instructional competence are better positioned to optimize learning environments, increase student participation, and achieve higher performance standards (Bogler, 2001).

In the Schools Division of Antique, understanding the relationship between teachers' innovativeness, instructional competence, and productivity provides insights for improving professional development, instructional strategies, and overall school performance. This study aims to assess the levels of teachers' innovativeness and instructional competence, evaluate productivity, and analyze the relationships among these variables as perceived by 365 teacher-respondents during the School Year 2025.

Specifically, the study seeks to determine the level of teachers' innovativeness, including adoption of new teaching strategies, use of instructional technologies, and creative lesson delivery; assess instructional competence in terms of pedagogical skills, classroom management, lesson planning, and subject mastery; evaluate teacher productivity in terms of instructional effectiveness, contribution to school goals, and student learning outcomes; and examine the relationships and predictive influence among these variables.

2. Methodology

This study employed a descriptive-correlational research design to examine the relationships among teachers' innovativeness, instructional competence, and productivity. The descriptive component determined levels of innovativeness, instructional competence, and productivity, while the correlational component identified relationships and predictive influence.

The respondents consisted of 365 teachers from selected public elementary and secondary schools. Stratified random sampling ensured proportional representation across grade levels, subjects, and school types.

Data were collected using a validated survey questionnaire divided into three parts: Part I measured teachers' innovativeness, including adoption of new teaching strategies, utilization of instructional technologies, and creative lesson delivery; Part II assessed instructional competence, including pedagogical skills, classroom management, lesson planning, and subject mastery; and Part III evaluated teacher productivity, focusing on instructional effectiveness, contribution to school goals, and student learning outcomes. The instrument was validated by experts and pilot-tested, with Cronbach's alpha coefficients above 0.80, indicating high reliability.

Ethical considerations included approval from the Schools Division Office, informed consent from participants, and assurance of confidentiality and anonymity.

Data were analyzed using descriptive statistics (frequency, percentage, weighted mean, standard deviation) to determine levels of variables. Pearson Product-Moment Correlation was used to examine relationships, while multiple regression analysis determined the combined influence of innovativeness and instructional competence on teacher productivity at a 0.05 significance level.

3. Results

Teachers' innovativeness was rated high (WM = 4.30, SD = 0.41), with adoption of new teaching strategies receiving the highest score (M = 4.33, SD = 0.39), followed by utilization of instructional technologies (M = 4.31, SD = 0.40) and creative lesson delivery (M = 4.27, SD = 0.42).

Instructional competence was also high (WM = 4.28, SD = 0.43), with classroom management (M = 4.32, SD = 0.41), lesson planning (M = 4.30, SD = 0.42), pedagogical skills (M = 4.27, SD = 0.44), and subject mastery (M = 4.25, SD = 0.45) being most prominent.

Teacher productivity was rated high (WM = 4.29, SD = 0.42), with instructional effectiveness (M = 4.33, SD = 0.40), contribution to school goals (M = 4.28, SD = 0.43), and student learning outcomes (M = 4.27, SD = 0.44) as key indicators.

Correlation analysis showed significant positive relationships between innovativeness and instructional competence ($r = 0.63$, $p < 0.01$), innovativeness and productivity ($r = 0.60$, $p < 0.01$), and instructional competence and productivity ($r = 0.66$, $p < 0.01$). Multiple regression analysis indicated that innovativeness and instructional competence jointly predict teacher productivity ($R^2 = 0.62$, $p < 0.05$), with instructional competence being the stronger predictor.

4. Discussion

The findings suggest that teachers' high level of innovativeness enhances their ability to implement effective instructional practices, leading to improved productivity. Innovative strategies, such as creative lesson delivery and technology integration, make learning more engaging and adaptive to diverse student needs (Fullan & Langworthy, 2014). Similarly, strong instructional competence equips teachers with essential pedagogical skills and classroom management capabilities, supporting high-quality instruction (Darling-Hammond, Hyler, & Gardner, 2017). The significant positive correlations among innovativeness, instructional competence, and productivity indicate that both individual teacher qualities and professional practices contribute to higher instructional effectiveness and positive school outcomes. The stronger predictive influence of instructional competence highlights the importance of mastering teaching skills alongside embracing innovation.

5. Conclusion

Based on the results, it is concluded that teachers' innovativeness and instructional competence are implemented at high levels in the Schools Division of Antique, positively influencing teacher productivity. Both innovativeness and competence significantly contribute to instructional effectiveness, achievement of school goals, and improved student learning outcomes, with instructional competence

being the stronger predictor. Therefore, fostering creativity and strengthening pedagogical skills are essential for enhancing teacher performance and overall school productivity.

6. Recommendations

In light of the findings, it is recommended that teachers continue to cultivate innovative practices and further enhance their instructional competence through professional development programs and training workshops. School administrators should support a culture of creativity, collaboration, and continuous learning by providing access to instructional technologies, resources, and mentorship opportunities. The Schools Division Office may implement policies that encourage innovation in teaching and monitor the effectiveness of instructional practices to sustain high teacher productivity. Future researchers are encouraged to explore additional factors such as teacher motivation, workload, and professional development opportunities that may influence productivity and instructional effectiveness.

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