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TEACHERS' PEDAGOGICAL COMPETENCE THROUGH THE USE OF INNOVATIVE TEACHING METHODS

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Abstract : This study examined the pedagogical competence of teachers through the use of innovative teaching methods. It was conducted at Sual District, Schools Division Office I Pangasinan during the school year 2024–2025. It specifically focused on the Grade 6 teachers, as this level represents a critical stage in junior high school where learners are expected to demonstrate higher-order thinking skills and readiness for senior high school. The research centered on the teachers' pedagogical competence as reflected in their use of innovative teaching methods such as project-based learning, cooperative learning, inquiry-based instruction, and technology integration. It examined the pedagogical competence of teachers through the use of innovative teaching methods. Employing the descriptive-survey method, the research utilized a structured questionnaire to assess the extent of teachers' competence in adopting strategies such as socialized, multimedia, and experiential approaches. The respondents were selected teachers from Sual District, Schools Division Office I Pangasinan, and the data gathered were treated using appropriate statistical tools.

Findings were: 1. Majority of the teacher respondents are between 26–45 years old, predominantly female, and almost all already earned a Master's Degree, with many still pursuing graduate studies, while having less than 25 years and above 46 years in the teaching service.2. The extent of pedagogical competence of teachers through the use of innovative teaching methods has an overall weighted mean of 3.19, which is described as "Moderately Utilized." 3. The null hypothesis of no significant relationship between the respondents' profile and their level of competence in using innovative teaching methods is accepted.

4. The null hypothesis of no significant difference in the competence of teacher respondents in applying innovative teaching methods across the profile variables is accepted at .05 level of significance.

In light of the above findings, the following conclusions were drawn: 1. The teachers in the Sual District, Schools Division Office I, Pangasinan are neither too young nor too old, which becomes a contributing factor to their active commitment in the profession; majority are in their middle age, allowing them more time to further enhance their competence as 21st century educators. 2. The results imply that teachers must be encouraged to continuously develop their knowledge and skills in utilizing innovative teaching methods to strengthen their pedagogical competence. 3. There is no significant relationship between the respondents' profile and their competence in employing innovative teaching methods. 4. There is no significant difference in the pedagogical competence of teachers in using innovative teaching methods across their profile variables.

On the basis of the findings of the study and the conclusions drawn, the following are hereby recommended: First, educational authorities should provide strong professional support to the respondents to enable them to become more active and effective in employing innovative teaching methods in their classrooms.

Second, there should be consistent monitoring on the part of the school heads and/or principals to closely supervise the teaching strategies and methods applied by the teachers. Third, there is a pressing need for continuous trainings and seminars focused on innovative teaching approaches so that teachers may further enhance their knowledge and competence in the effective utilization of such. Fourth, teachers should be encouraged to pursue graduate studies, either at the master's or doctoral level, to foster professional growth and contribute more meaningfully to student learning. Lastly, the researcher strongly recommends a replication of this study in order to further examine the underlying factors that may affect the utilization of innovative teaching methods.

INTRODUCTION

Education in the 21st century is undergoing rapid transformation as globalization, digital innovation, and the rise of new knowledge economies redefine the role of schools and teachers. No longer confined to the passive transmission of facts, education is now expected to prepare learners to become critical thinkers, problem solvers, communicators, and collaborators who can thrive in a complex and interconnected world. In this context, teachers are called to exercise pedagogical competence that extends beyond mastery of subject matter. They are expected to act as facilitators of learning, capable of designing and implementing strategies that engage learners actively, encourage inquiry, and connect knowledge to real-life situations.

Pedagogical competence entails the ability to select and apply appropriate instructional strategies, adapt lessons to meet the needs of diverse learners, and create inclusive learning environments where all students can succeed. It requires teachers to go beyond content delivery and to foster higher-order thinking skills such as analysis, synthesis, creativity, and innovation. The limitations of the traditional teacher-centered approach, where lectures and rote memorization dominate, have become increasingly evident. While this method provides structure, it often limits student engagement and fails to cultivate the skills required for lifelong learning. In contrast, learner-centered instruction emphasizes active participation, collaboration, and independent problem-solving. This paradigm shift places innovation at the heart of effective teaching.

Innovative teaching strategies include project-based learning, cooperative learning, inquiry-based instruction, flipped classrooms, and technology-enhanced lessons. These methods provide learners with opportunities to explore, apply, and reflect on knowledge in meaningful ways. Studies consistently demonstrate that students taught through such approaches achieve deeper understanding, retain knowledge longer, and develop stronger motivation to learn. Importantly, these strategies nurture 21st-century competencies such as creativity, digital literacy, communication, and teamwork—skills demanded by both higher education and the labor market.

In the Philippine setting, these global imperatives are reflected in the implementation of the K to 12 Curriculum. This major reform emphasizes student-centered learning, performance-based assessment, and the integration of competencies that prepare learners for global competitiveness. Filipino teachers are expected to be flexible, adaptive, and resourceful as they navigate this curriculum, tailoring their approaches to the cultural, social, and developmental contexts of their students. The success of the reform rests significantly on teachers' ability to apply innovative pedagogies. However, the reality in many schools reveals gaps between policy expectations and classroom practices.

Numerous challenges hinder consistent innovation in Philippine classrooms. Teachers often contend with large class sizes that make it difficult to implement interactive methods. Limited access to digital tools, lack of structured professional development, and insufficient resources also constrain instructional creativity. Furthermore, a deeply ingrained culture of traditional teaching sometimes discourages teachers from experimenting with unfamiliar strategies. While many educators recognize the value of innovation, their ability to apply it meaningfully often depends on institutional support, leadership, and access to training.

Sual District, Schools Division Office I Pangasinan serves as a microcosm of these challenges and opportunities. As a public secondary school, it reflects both the promise of education reform and the realities of limited resources. Within this context, Grade 9 represents a particularly critical stage. At this level, students begin the transition from foundational knowledge toward more advanced, analytical, and applied forms of learning. Teachers' competence in employing innovative strategies at this stage significantly influences learners' preparedness for senior high school and, ultimately, their future studies or careers.

The role of Grade 9 teachers in shaping this transition cannot be overstated. Their ability to design engaging lessons, facilitate inquiry, and adapt to varied learner needs is essential in cultivating readiness for more complex learning experiences. Yet, these teachers also face the pressures of managing large groups, addressing diverse student abilities, and ensuring alignment with curriculum standards. When innovative strategies are applied effectively, they not only improve academic outcomes but also promote inclusivity, allowing learners of different strengths and learning styles to succeed. For instance, cooperative learning enables students to support one another, while technology-enhanced lessons provide flexibility and additional resources for those who need more reinforcement.

This study is anchored on the recognition that pedagogical competence and innovation are intertwined. Teachers who reflect on their practice, adapt to changing needs, and integrate creative methods are more likely to foster active learning environments. At Sual District, Schools Division Office I Pangasinan, understanding the extent to which Grade 9 teachers apply innovative strategies is vital for identifying strengths, gaps, and areas for improvement. By examining this question, the research provides insights into the actual state of classroom innovation, the challenges teachers face, and the support they need to improve.

The significance of this inquiry extends to multiple stakeholders. For teachers, it offers opportunities for professional reflection and growth. For administrators, it provides evidence that can guide the design of professional development programs responsive to teachers' needs. For policymakers, it generates empirical data that can inform broader strategies for teacher support, training, and resource allocation. By situating the study within a specific school context, the research ensures that its findings are realistic, context-sensitive, and grounded in classroom realities rather than abstract theory.

Ultimately, innovation in teaching is not an optional enhancement but a necessity in preparing learners for the demands of the future. It requires sustained commitment from teachers, administrators, and the wider community. Continuous training, mentoring, and leadership support are essential to enable teachers to experiment with new approaches and sustain them over time. This research emphasizes the crucial role of teachers as agents of educational transformation. Without competent and innovative teachers, even the most progressive curriculum will fall short of its goals.

Therefore, this study seeks to explore how competent Grade 9 teachers of Sual District, Schools Division Office I Pangasinan are in applying innovative teaching methods, the challenges they encounter, and the factors that influence their practice. By doing so, it contributes not only to the improvement of classroom instruction but also to the broader effort of making Philippine education more meaningful, inclusive, and future-ready.

Theoretical Framework

This study is anchored on a wide array of educational theories and paradigms that highlight the crucial role of innovative teaching methods in strengthening teachers' pedagogical competence. These theories collectively provide the foundation for understanding how teachers at Sual District, Schools Division Office I Pangasinan can effectively meet the demands of 21st-century learners through purposeful and creative classroom practices.

The Constructivist Learning Theory, developed by Jean Piaget (1973) and Lev Vygotsky (1978), is central to this study. Constructivism emphasizes that learners actively construct knowledge by engaging with their environment and through meaningful social interaction. Piaget explained that students move through distinct cognitive stages, and instruction should match their readiness to understand increasingly abstract concepts. In the context of Grade 9 learners, this means that teaching must gradually shift from concrete experiences to higher-order problem-solving and critical analysis. Vygotsky's contribution, particularly the Zone of Proximal Development (ZPD), underscores that students learn best when provided with appropriate scaffolding—support that gradually decreases as learners gain independence. Innovative teaching methods, such as project-based learning, inquiry-driven lessons, cooperative group tasks, and technology integration, mirror these principles by encouraging discovery, peer collaboration, and contextualized learning. For instance, in Sual District, Schools Division Office I Pangasinan, science teachers may guide learners in designing experiments that address real-life community issues, while social studies teachers might facilitate debates on current social problems to strengthen critical reasoning and communication. These practices not only promote deeper learning but also showcase how pedagogical competence manifests through constructivist approaches.

The Theory of Pedagogical Content Knowledge (PCK) proposed by Lee Shulman (1986; 2015) also serves as a key pillar. Shulman argued that quality teaching does not rest on subject expertise alone but on the integration of content knowledge, pedagogical strategies, and awareness of learners' needs. Pedagogical competence therefore involves the skill of transforming complex subject matter into teachable units that are accessible and engaging for students. Innovative teaching methods are at the heart of this transformation. For example, a mathematics teacher at Sual District, Schools Division Office I Pangasinan might integrate dynamic geometry software to visualize abstract concepts, while a Filipino teacher could use multimedia storytelling to deepen students' appreciation of literature. In both cases, the teachers' ability to bridge content, pedagogy, and learner context demonstrates PCK in action. Moreover, as Shulman emphasized, pedagogical competence evolves with continuous reflection and adaptation, which explains why innovative approaches must be consistently updated to align with student needs and educational goals.

Albert Bandura's Social Learning Theory (1977; 2017) further strengthens this framework by highlighting the importance of observation, imitation, and modeling in the learning process. Bandura explained that much of human learning occurs socially, as individuals observe others and internalize behaviors. Within the classroom, teachers serve as powerful role models; their actions, strategies, and attitudes shape how students engage with knowledge and with each other. When teachers employ innovative methods—such as role-plays, group problem-solving, peer teaching, or the use of interactive online platforms—they not only deliver content but also model collaboration, adaptability, and creativity. Additionally, Bandura's concept of self-efficacy is significant in this study. Teachers who believe in their capacity to adopt and sustain innovative strategies are more likely to succeed in integrating them effectively. For Sual District, Schools Division Office I Pangasinan, cultivating teacher self-efficacy is essential, as confident teachers can better guide learners toward meaningful outcomes and inspire them to pursue independent and collaborative learning.

Beyond these classical theories, the study also aligns with 21st-Century Skills Frameworks (Partnership for 21st Century Learning, 2015; UNESCO, 2020), which emphasize the development of the "4Cs"—critical thinking, creativity, collaboration, and communication—as indispensable skills for modern learners. Traditional methods of rote memorization and teacher-centered lectures are increasingly insufficient in preparing students for the complex demands of higher education, employment, and citizenship in a digital world. Innovative teaching methods such as blended learning, gamification, problem-based instruction, and cross-disciplinary projects equip learners with transferable competencies. For Grade 9 learners in Sual District, Schools Division Office I Pangasinan, this translates into being prepared not only to pass academic requirements but also to develop resilience, adaptability, and digital literacy that will serve them in future endeavors.

The Philippine educational landscape also supports this direction. Studies in local contexts (e.g., Bernardo, 2015; Corpuz & Lucido, 2016; Department of Education Reports, 2020) emphasize that Filipino teachers must continually adapt their pedagogical practices to align with the K to 12 Curriculum's learner-centered approach. Research conducted in Pangasinan and other provinces highlights the importance of teachers integrating modern strategies—such as ICT-based lessons, differentiated instruction, and community-linked projects—to make learning more relevant and impactful. Within Sual District, Schools Division Office I Pangasinan, these localized insights resonate strongly, as teachers are tasked with balancing national curriculum standards with the unique needs of their learners.

Taken together, these theoretical foundations highlight a unified message: teaching is no longer a unidirectional transfer of information but a dynamic, interactive process where teachers act as facilitators, guides, and models. Constructivism emphasizes active learner engagement; PCK underlines the synergy of content, pedagogy, and learner needs; Social Learning Theory reinforces the power of modeling and self-efficacy; and 21st-Century Frameworks integrate these classical ideas into a globalized, digital, and competency-based learning environment. For Sual District, Schools Division Office I Pangasinan, the pedagogical competence of Grade 9 teachers is best measured by their ability to adopt innovative teaching methods that inspire curiosity, cultivate critical thinking, and prepare learners for lifelong success.

Conceptual Framework

The present study is guided by the notion that teachers' pedagogical competence is a multidimensional construct that involves mastery of subject matter, effective use of teaching strategies, and adaptability to learner needs. Within the context of Sual District, Schools Division Office I Pangasinan, Grade 9 teachers are expected to implement innovative teaching methods that enhance engagement, improve achievement, and foster meaningful learning.

Teachers' competence encompasses not only knowledge but also skills and attitudes essential for effective instruction. Innovative teaching methods such as project-based learning, cooperative learning, inquiry-based lessons, technology-enhanced instruction, and problem-solving strategies are considered vital tools that transform abstract curriculum content into authentic learning experiences. The framework assumes that the degree to which teachers employ such approaches reflects their pedagogical competence.

Teacher profiles (age, gender, educational attainment, years of experience, and professional development exposure) and contextual conditions (school resources, curriculum demands, and learner diversity) may also influence the extent to which innovative methods are used. However, innovation itself is positioned as both an indicator and enhancer of competence. The more

teachers adopt innovative strategies, the greater their capacity to adapt instruction, sustain learner motivation, and achieve desirable learning outcomes.

Thus, the conceptual framework positions teachers' pedagogical competence as the dependent vriable, innovative teaching methods as the independent variable, and teacher profiles/contextual factors as moderating variables. This cycle is dynamic: as teachers innovate, their competence grows; as competence improves, their willingness and ability to innovate is further reinforced.

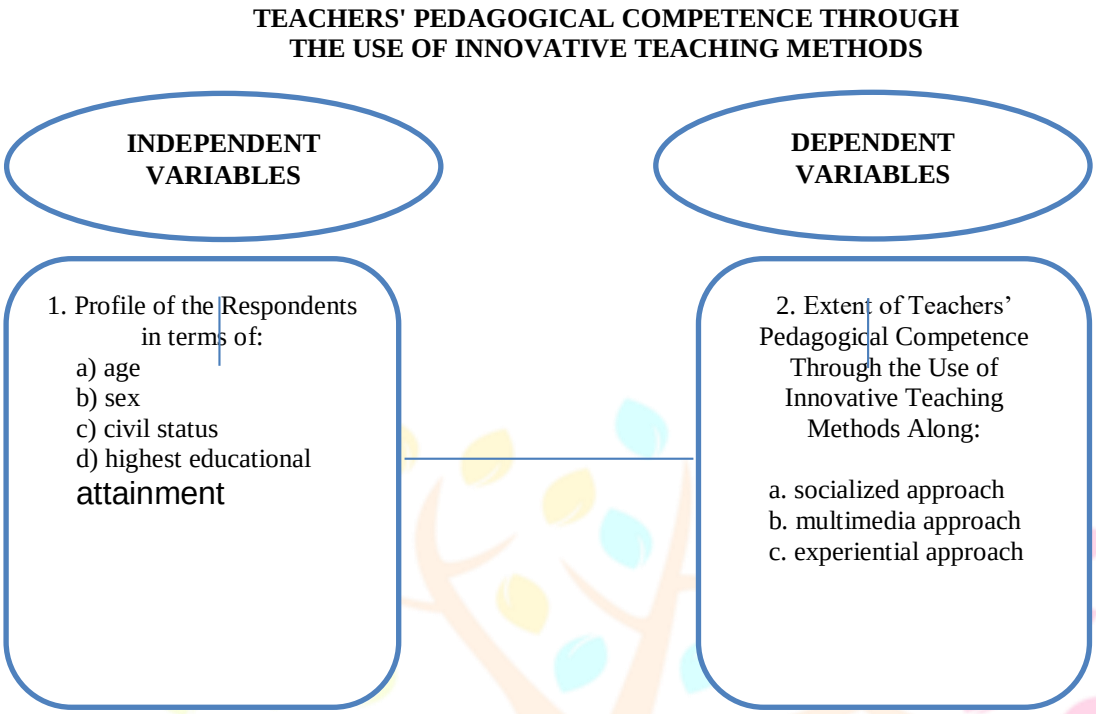

Figure 1

The Paradigm of the Conceptual Framework of the Study

Figure 1 shows the paradigm of the conceptual framework, illustrating how teacher profile variables and innovative teaching methods influence teachers' pedagogical competence, which in turn leads to improved student learning.

Statement of the Problem

This study aims to investigate the pedagogical competence of Grade 9 teachers at Sual District, Schools Division Office I Pangasinan as reflected in their use of innovative teaching methods. Specifically, it seeks to answer the following questions:

1. What is the demographic and professional profile of the teacher-respondents in terms of:

a. age;

b. sex;

c. highest educational attainment;

d. years of teaching experience; and

e. participation in professional development activities?

2. To what extent do Grade 9 teachers employ innovative teaching methods in their classrooms, particularly in the areas of:

a. project-based learning;

b. cooperative and collaborative learning;

c. inquiry-based teaching;

d. technology integration; and

e. differentiated instruction?

3. What is the level of teachers' pedagogical competence as demonstrated in their classroom practices when applying these innovative strategies?

4. Is there a significant relationship between the teachers' profile variables and their level of pedagogical competence through the use of innovative teaching methods?

5. What challenges do teachers encounter in implementing innovative strategies, and what possible interventions can be proposed to address these gaps?

Scope and Delimitation

This study was conducted at Sual District, Schools Division Office I Pangasinan in Pangasinan during the school year 2024–2025. It specifically focused on the Grade 9 teachers, as this level represents a critical stage in junior high school where learners are expected to demonstrate higher-order thinking skills and readiness for senior high school. The research centered on the teachers' pedagogical competence as reflected in their use of innovative teaching methods such as project-based learning, cooperative learning, inquiry-based instruction, and technology integration.

The study measured pedagogical competence across key domains including lesson planning, instructional delivery, classroom management, and assessment strategies. It sought to determine how frequently and effectively Grade 9 teachers utilized innovative approaches, and whether their competence varied when grouped according to profile variables such as age, sex, highest educational attainment, years of teaching experience, and participation in professional development activities.

The scope of the study was limited to the perspectives of the Grade 9 teachers themselves, as gathered through survey questionnaires and validated by classroom observations where applicable. The study did not include other grade levels, students' direct perceptions, or longitudinal tracking of learner outcomes, which may be addressed in future research.

By narrowing the focus to Grade 9 teachers of Sual District, Schools Division Office I Pangasinan, the study provides a clear and manageable analysis of pedagogical competence in relation to innovative teaching methods. However, the findings may not be generalized to all teachers in other grade levels or schools with different contexts, resources, and administrative support. Despite these limitations, the results are expected to provide meaningful insights into strengthening teacher professional development and promoting effective instructional innovation within the school.

Research Hypothesis

1. **There is no significant relationship** between the profile variables of the Grade 9 teachers of Sual District, Schools Division Office I Pangasinan such as age, sex, highest educational attainment, years of teaching experience, and participation in professional development activities and their pedagogical competence as reflected in their use of innovative teaching methods.
2. **There is no significant difference** in the level of pedagogical competence among the Grade 9 teachers when grouped according to their profile variables.

Significance of the Study

The results gathered from this study is hoped to be significant to the following entities:

Teachers. This study will provide Grade 9 teachers of Sual District, Schools Division Office I Pangasinan with insights into their current level of pedagogical competence and the extent to which they utilize innovative strategies. It will encourage them to reflect on their practices, identify areas for growth, and enhance their ability to create engaging, learner-centered classrooms.

School Administrators. The results will guide school heads and instructional leaders in designing targeted professional development programs, workshops, and monitoring systems that support teachers in adopting innovative methods. By understanding the gaps and strengths in teaching practices, administrators can implement policies and provide resources that improve instructional quality.

Students. Learners will indirectly benefit from the study as improved pedagogical competence and the use of innovative approaches lead to more interactive, motivating, and meaningful classroom experiences. This can foster deeper learning, critical thinking, collaboration, and preparation for the demands of higher education and future careers.

Curriculum Developers and Policymakers. The study will inform curriculum developers and educational authorities on the practical challenges and successes of implementing innovative strategies at the classroom level. The insights may serve as a basis for refining curriculum frameworks, teacher training modules, and policies that promote innovation in instruction.

Future Researchers. This study will serve as a useful reference for future research on pedagogical competence and instructional innovation. It provides a contextualized analysis of Grade 9 teachers at Sual District, Schools Division Office I Pangasinan, which may be replicated or expanded in other grade levels, subject areas, or educational settings to enrich the body of knowledge on teaching effectiveness.

In sum, the study is significant because it emphasizes the crucial role of teacher competence and innovation in ensuring quality education. By examining how Grade 9 teachers utilize innovative teaching methods, it contributes to the broader goal of raising educational standards and preparing learners for the challenges of the 21st century.

Definition of Terms

To provide a clearer understanding of this study, the following terms are defined conceptually and operationally:

Assessment and Evaluation. Refers to the processes teachers use to measure students' learning progress and performance. In this study, it pertains to how Grade 9 teachers at Sual District, Schools Division Office I Pangasinan design tests, projects, rubrics, and other assessment tools aligned with innovative teaching methods.

Classroom Management. The set of strategies employed by teachers to create an orderly, supportive, and engaging learning environment. For this research, it involves how teachers manage student behavior, foster collaboration, and maintain productivity while applying innovative approaches.

Innovative Teaching Methods. Instructional approaches that depart from traditional lecture-based delivery to promote active learning, critical thinking, and collaboration. Examples in this study include project-based learning, cooperative learning, inquiry-based tasks, role-playing, and technology integration.

Lesson Planning and Preparation. The process of organizing learning objectives, instructional strategies, and resources before delivering a lesson. In this study, it measures how teachers plan activities that incorporate innovative strategies suited to learners' needs.

Pedagogical Competence. The ability of teachers to effectively design, deliver, and evaluate instruction that fosters student learning. Here, it refers to the skills of Grade 9 teachers in Sual District, Schools Division Office I Pangasinan in applying innovative teaching methods across lesson planning, instructional delivery, classroom management, and assessment.

Profile Variables. The demographic and professional characteristics of teachers considered in this study, including age, sex, highest educational attainment, years of teaching experience, and participation in professional development activities.

Professional Development. Refers to training, workshops, seminars, or continuing education programs that enhance teachers' knowledge and skills. In this study, it highlights the role of professional growth opportunities in strengthening pedagogical competence.

Technology Integration. The use of digital tools and resources, such as computers, multimedia, and online platforms, in teaching and learning. For this study, it is one of the innovative methods used by teachers to support student engagement and achievement.

RESEARCH METHODOLOGY

This study employed the descriptive survey research design, which is appropriate for investigating the current status, practices, and challenges experienced by teachers in relation to their pedagogical competence and use of innovative teaching methods. The descriptive approach was chosen because it enables the researcher to systematically collect, organize, and analyze data that depict the prevailing conditions without manipulating variables.

The study focused on identifying the level of pedagogical competence of Grade 9 teachers at Sual District, Schools Division Office I Pangasinan, particularly in lesson planning and preparation, instructional delivery, classroom management, and assessment and evaluation. It also determined the extent to which innovative teaching methods such as project-based learning, cooperative learning, inquiry-based instruction, role-playing, and technology integration are being utilized in the classroom.

A structured questionnaire served as the primary data-gathering tool, complemented by classroom observation and document review where applicable. The design allowed for the measurement of relationships between teachers' profile variables and their pedagogical competence, as well as comparisons across different groups of respondents.

By using this design, the study was able to present an accurate picture of how teachers demonstrate competence through innovation, thereby generating findings useful for school administrators, policymakers, and future researchers in strengthening teacher development and instructional practices.

Sources of Data

The primary sources of data for this study were the Grade 9 teachers of Sual District, Schools Division Office I Pangasinan in Pangasinan during the school year 2024–2025. These respondents were chosen because they directly implement instructional practices that reflect pedagogical competence and the use of innovative teaching methods at the junior high school level. Their insights provided the main basis for analyzing the extent of innovation in teaching and its relationship to teacher competence.

To enrich the findings, secondary sources of data were also consulted. These included school records, class schedules, and official reports from the school administration, which provided background information about the teaching staff and institutional support mechanisms. Classroom observations and reflective notes served as supplementary data sources to validate self-reported responses from the teachers.

Together, these data sources ensured a comprehensive perspective on the teachers' pedagogical competence, the strategies they employ, and the contextual factors influencing their use of innovative teaching methods.

Table 1
Distribution of Teacher- Respondents

Sual District	Sample f
1. Cluster I	42
2. Cluster II	38
3. Cluster III	42
4. Cluster IV	40
5. Cluster V	43
Total	**205**

Data Gathering Instrument

The researcher utilized a structured questionnaire as the primary tool for data collection. The instrument was composed of two (2) parts. Part I dealt with the demographic profile of the respondents, which included the following variables: (a) age, (b) civil status, (c) highest educational attainment, (d) sex, (e) length of teaching experience, and (f) relevant trainings attended. Part II contained items designed to determine the extent of teachers' utilization of innovative teaching approaches, as well as the relationship and significant differences between the extent of utilization and the demographic characteristics of the respondents.

To ensure its validity and reliability, the questionnaire underwent expert validation. Initially, it was evaluated by five (5) experts in the field of education. For finalization, the researcher also sought feedback from the research adviser and other authorities whose expertise provided valuable insights in refining the instrument. Their comments and suggestions were incorporated to improve the clarity, accuracy, and appropriateness of the items, ensuring that the tool could effectively measure the intended variables.

Instrumentation and Data Collection

The researcher conducted extensive library research and reviewed relevant past studies to establish a solid foundation for the present investigation and to crystallize the conceptual framework of the study. A structured questionnaire was then developed, evaluated, and validated by a panel of experts prior to the preparation of its final draft.

Before administering the questionnaire, the researcher sought and obtained formal approval from the Schools Division Superintendent of Pangasinan I to conduct the study. With this approval, the researcher proceeded to request, in writing, the cooperation and assistance of school heads within the Schools Division I of Pangasinan. Their support was instrumental in facilitating the smooth administration of the questionnaire to the identified respondents.

Tools for Data Analysis

The researcher employed appropriate statistical tools to ensure the accurate analysis and interpretation of the data gathered. To answer Sub-problem 1, which pertains to the demographic profile of the respondents, frequency counts and percentages were utilized.

For Sub-problem 2, which focused on the extent of utilization of innovative teaching approaches, the Average Point Value (APV) was computed for each item and category. The formula used was:

APV=∑fxNAPV = \frac{\sum fx}{N}APV=N∑fx

Where:

- **f** = number of responses in the column
- **x** = the assigned point value
- **N** = total number of respondents

The study made use of a five-point Likert scale to interpret the results. The scale limits and their corresponding descriptive ratings are shown in Table 2.

Table 2 Interpretation of the Likert Scale

Scale	Limits	Descriptive Rating
5	4.44 – 5.00	Always
4	3.43– 4.43	Often
3	2.62 – 3.42	Sometimes
2	1.81 – 2.61	Rarely
1	1.00 – 1.80	Never

Sub-problem 3 was answered using **Pearson product-moment of correlation coefficient** while sub-problem 4 utilized One-way Annova.

Table 3 - ACTION PLAN

OBJECTIVES /TARGETS	STRATEGIES/ ACTIVITIES	TIME FRAME	PERSON/S INVOLVED	EXPECTED OUTPUT	REMARKS
1. Identify least-mastered competencies	- Apply appropriate innovative strategies - Conduct peer tutoring for learners needing additional support	First Quarter	Teachers	Increased level of learner performance	Identify targeted competencie-s for improvement
2. Collect data on competencies needing reinforcement	- Administer diagnostic tests - Conduct periodic examinations	Second Quarter	Teachers	Clear identification of strengths and weaknesses in each learning area	Test items and results are well-constructed and systematically analyzed
3. Float questionnaires among teachers	- Participate in trainings, seminar-workshops, and SLAC sessions	Year End	Teachers	Enhanced teaching performance through the adoption of new	Professional knowledge and

				concepts and innovative methods	skills further developed
4 Develop new instructional devices to support innovation	- Prepare tools such as flashcards, drill cards, projects, improvised instructional materials, and multimedia presentations	Year Round	Teachers, Learners	Devices readily available to facilitate effective classroom instruction	Teaching-learning process enriched and sustained

RESULTS AND DISCUSSIONS

Table 4
Distribution of the Respondents' Profile

Variable	Categories	Frequency	Percentage
Age	25 years old and below	60	29.30
	26 - 45 years' old	86	42.00
	46 years old and above	59	28.80
	N	205	100.00
Sex	Male	94	45.90
	Female	111	54.10
	N	205	100.00
Highest Educational Attainment	Bachelor's Degree	34	16.6
	with Masteral Units	76	37.1
	Master's Degree	52	25.4
	with Ed.D/Ph.D/DA Units	32	15.6
	Ed.D/Ph.D/DA Units	11	5.4
	N	205	100.00
Length of Teaching Experience	10 years and below	90	43.90
	11 - 20 years	76	37.10
	21 years and above	39	19.00
	N	**205**	**100**

Profile of the Respondents

Table 4 presents the distribution of the respondents with respect to their profile variables namely: age, sex, highest educational attainment, length of teaching experience, and highest training attended.

Age. It can be seen from Table 4 that majority of the respondents are in their prime years as teachers, reflecting their active involvement in the profession. Specifically, 86 respondents or 42% belonged to the age group of 26–45 years old. Meanwhile, 60 respondents or 29.30% were 25 years old and below, signifying a considerable number of younger teachers entering the profession. Lastly, 59 respondents or 28.80% were 46 years old and above, showing that a substantial group of seasoned teachers is still contributing their expertise in the field.

Sex. With respect to sex, 94 of the respondents or 45.90% were males while 111 or 54.10% were females. This distribution shows that female teachers still dominate the profession, though male teachers likewise comprise a significant portion of the teaching force. The results suggest that both genders are actively engaged in enhancing their pedagogical competence through innovative teaching methods.

Highest Educational Attainment. The table shows that 34 respondents or 16.60% had not yet pursued graduate studies, while 76 or 37.10% were already taking master's units, forming the largest group. In addition, 52 respondents or 25.40% had already completed a master's degree. Moreover, 32 respondents or 15.60% were pursuing doctoral units, while 11 or 5.40% had completed a doctorate degree. This distribution reveals that a large proportion of teachers are committed to professional advancement, which contributes to their ability to apply innovative approaches in teaching.

Length of Teaching Experience. As reflected in Table 4, 90 respondents or 43.90% had 10 years or below in teaching, indicating a strong group of relatively young educators still building their pedagogical skills. On the other hand, 76 respondents or 37.10% had been in the profession for 11–20 years, while 39 or 19% had served for 21 years and above. This combination of young and experienced teachers suggests a dynamic exchange of traditional and innovative practices in classroom instruction.

Highest Training Attended. In terms of training, Table 4 shows that 112 respondents had attended regional-level seminars, the most common form of professional development. Meanwhile, 28 respondents or 13.66% attended national-level seminars, the least in frequency. The findings indicate that training opportunities at the regional level remain the most accessible, providing teachers with avenues to enhance their pedagogical competence and integrate innovative teaching methods in their practice.

Table 5
Extent of Teachers' Pedagogical Competence Through the Use of Innovative Teaching Methods Along the Socialized Approach

	Weighted	Transmuted Rating
1. encourage independence and creativity among my students.	2.63	MU
2. facilitate and monitor appropriate interaction among my students.	3.21	MU
3. support student-centered learning.	2.75	MU
4. am flexible in dealing with students' needs (due dates, absences, make-up quizzes, activities, exams).	3.15	MU
5. develop from my students the skills of critical thinking and problem-solving.	3.40	MU
6. use various strategies to encourage active learning interaction, participation, and collaboration among my students.	3.33	MU
7. provide timely, constructive feedback in accordance with the various talents and skills of my students.	2.98	MU
8. provide student-centered lessons and activities based on concepts of active learning and connected to real-world applications.	2.76	MU
9. view myself as a facilitator of learning.	3.35	MU
10. consult immediately with my students to correct problems and keep them on track.	3.30	MU
Average Weighted Mean	3.09	MU

Legend:

Rating	Statistical Limits	Descriptive Rating
5	4.44 – 5.00	Highly Utilized (HU)
4	3.43 – 4.43	Very Much Utilized (VMU)
3	2.62 – 3.42	Moderately Utilized (MU)
2	1.81 – 2.61	Slightly Utilized (S)
1	1.00 – 1.80	Never Utilized (NU)

Table 5 shows the extent of teachers' pedagogical competence through the use of innovative teaching methods along the socialized approach. It can be observed that all the indicators identified under this approach were given a transmuted rating of "Moderately Utilized" (MU). The indicator "I develop from my students the skills of critical thinking and problem solving" obtained the highest weighted mean of 3.40, reflecting its stronger emphasis among teachers. On the other hand, the lowest weighted mean was recorded in the indicator "I encourage independence and creativity among my students" with 2.63. Overall, the computed average weighted mean of 3.09 indicates that the socialized approach, as an innovative teaching method, is moderately utilized by teachers in demonstrating their pedagogical competence.

Table 6
Extent of Teachers' Pedagogical Competence Through the Use of Innovative Teaching Methods Along the Multimedia Approach

	Weighted	Transmuted Rating
1. use multimedia in accordance with the prescribed curriculum.	3.25	MU
2. consider multimedia as something important.	3.15	MU
3. usually use software in my multimedia presentation like PowerPoint, Prezi, Movie Maker, etc.	3.00	MU
4. think multimedia gives a positive effect in the teaching-learning process.	2.95	MU
5. think multimedia is easy to learn.	3.45	VMU
6. develop creativity in the delivery of instruction through multimedia.	4.40	VMU
7. improve my knowledge of the subject matter through multimedia.	3.21	MU
8. apply the acquired knowledge in the instruction through multimedia.	3.33	MU
9. am able to offer clear explanations of concepts and ideas through multimedia.	3.67	VMU
10. use a range of various instructional materials in multimedia.	3.25	MU
Average Weighted Mean	3.37	MU

Legend:

Rating	Statistical Limits	Descriptive Rating
5	4.44 – 5.00	Highly Utilized (HU)
4	3.43 – 4.43	Very Much Utilized (VMU)
3	2.62 – 3.42	Moderately Utilized (MU)
2	1.81 – 2.61	Slightly Utilized (S)
1	1.00 – 1.80	Never Utilized (NU)

In the area of multimedia, Mayer (1997) and colleagues (Mautone & Mayer, 2001; Mayer & Moreno, 1998; Mayer & Moreno, 2002) have provided substantial research that has shaped educational applications of multimedia learning. This body of work forms the basis of the Cognitive Theory of Multimedia Learning (CTML), which proposes specific principles for designing instructional content so learners can process multimedia effectively. According to CTML, multimedia refers to presentations that combine words with visual material, such as pictures, movies, diagrams, graphs, or animations (Mayer, 2005). Words may be spoken or written, and the combination of verbal and visual input helps learners achieve deeper understanding. One key advantage of multimedia instruction is that learners benefit more from presentations that integrate both visual and auditory elements rather than relying on one channel alone.

Table 6 shows the extent of teachers' pedagogical competence through the use of innovative teaching methods along the multimedia approach. Out of the ten indicators, two were rated "Very Much Utilized" (VMU): "I develop creativity in the delivery of instruction through multimedia" with the highest mean of 4.40, and "I think multimedia is easy to learn" with 3.45. The indicator "I am able to offer clear explanations of concepts and ideas through multimedia" also approached this level with 3.67. All other indicators were described as "Moderately Utilized" (MU), including "I use multimedia in accordance with the prescribed curriculum" (3.25) and "I consider multimedia as something important" (3.15). The overall average weighted mean of 3.37 indicates that, on the whole, the multimedia approach is moderately utilized by teachers in enhancing their pedagogical competence through innovative teaching methods.

Table 7
Extent of Teachers' Pedagogical Competence Through the Use of Innovative Teaching Methods Along the Experiential Approach

	Weighted	Transmuted Rating
1. provide a precise course description and a detailed introduction to both the potentials and challenges of the class.	2.88	MU
2. establish a clear vision of the class by presenting the course goals and what the students might expect from the endeavor.	3.89	VMU
3.set basic operating principles for classroom activities.	2.91	MU
4. create a safe environment that encourages students to take risks.	2.85	MU
5. introduce students to brainstorming and prioritizing strategies.	3.81	VMU
6. explain consensus decision-making and allow students to practice it.	2.91	MU
7. point out potential leadership roles for students such as "timekeeper, feelings articulator, group conscience, minority opinion advocate, question framer, summarizer, and gatekeeper."	3.01	MU
8. provide students opportunities to refine the skills they need to solve complex problems in the future.	2.92	MU
9. make sure that feedback and debriefing occur.	2.95	MU
10. allow students to take control of their learning.	3.00	MU
Average Weighted Mean	3.11	MU

Legend:

Rating	Statistical Limits	Descriptive Rating
5	4.44 – 5.00	Highly Utilized (HU)
4	3.43 – 4.43	Very Much Utilized (VMU)
3	2.62 – 3.42	Moderately Utilized (MU)
2	1.81 – 2.61	Slightly Utilized (S)
1	1.00 – 1.80	Never Utilized (NU)

Table 7 presents the extent of teachers' pedagogical competence through the use of innovative teaching methods along the experiential approach. As shown, the overall average weighted mean was 3.11, which falls under the description "Moderately Utilized." Out of the ten indicators, two were rated "Very Much Utilized": "I establish a clear vision of the class by presenting the course goals and what the students might expect from the endeavor" (3.89) and "I introduce students to brainstorming and prioritizing strategies" (3.81). The remaining eight indicators, including "I provide a precise course description and a detailed introduction to the class" (2.88) and "I allow students to take control of their learning" (3.00), were all rated as "Moderately Utilized." This shows that while experiential strategies are practiced, their integration into classroom pedagogy remains at a moderate level.

Table 8
Relationship Between Teachers' Pedagogical Competence in Utilizing Innovative Approaches and Their Profile Variables

Innovative Approaches / Profile Variables	Age		Sex		Educational Attainment		Teaching Experience		Highest Training Attended	
	Ind.	Dep.	Ind.	Dep.	Ind.	Dep.	Ind.	Dep.	Ind.	Dep.
Socialized Approach	.150	.032	5.203	.157	.077	.273	.183	.009	.284	.000
Multimedia Approach	.023	.743	5.053	.168	.057	.413	.074	.289	.120	.087
Experiential Approach	.036	.613	6.440	.092	.020	.777	.020	.774	.174	.013

* Significant at .05 level

Relationship Between Teachers' Pedagogical Competence in Utilizing Innovative Approaches and Their Profile Variables

Table 8 presents the relationship between teachers' pedagogical competence in utilizing innovative approaches and their profile variables, tested at the 0.05 level of significance. As shown, the socialized approach was found insignificant in relation to age, teaching experience, and highest training attended, but registered significance in the variables sex and educational attainment.

Furthermore, the multimedia approach showed significant results across almost all the profile variables except for highest training attended, where no significant relationship was established. Finally, the experiential approach was found insignificant in relation to both age and highest training attended. Overall, the results indicate that there is generally no consistent significant relationship between teachers' profile variables and their pedagogical competence in utilizing innovative approaches in teaching.

Table 9
ANOVA Test on Teachers' Pedagogical Competence in Utilizing Innovative Approaches Across Age

Teaching Approaches		Sum of Squares	Df	Mean Square	F	Sig.
Socialized Approach	Between Groups	1.735	2	.868	2.379	.095
	Within Groups	73.684	202	.365		
	Total	75.419	204			
Multimedia Approach	Between Groups	.038	2	.019	.054	.948
	Within Groups	70.718	202	.350		
	Total	70.756	204			
Experiential Approach	Between Groups	.092	2	.046	.129	.879
	Within Groups	71.905	202	.356		
	Total	71.996	204			

Extent of Teachers' Pedagogical Competence Through the Use of Innovative Teaching Methods Across Age

Table 9 illustrates the ANOVA test on teachers' pedagogical competence through the use of innovative teaching methods across age. Based on the computed F-value of 2.379 compared to the F-tabular value of .095 at the 0.05 level of significance with 2 and 202 degrees of freedom, the null hypothesis was not supported. This indicates that the socialized approach demonstrated a significant difference among teachers when grouped according to age.

On the other hand, in the case of the multimedia approach, the null hypothesis was confirmed since the computed F-value (.054) was lower than the F-tabular value (.948). The same result was also obtained for the experiential approach, showing no significant variation across the different age groups.

From these findings, it can be concluded that age influenced the teachers' competence in applying the socialized approach; however, no significant differences were observed in their competence when utilizing multimedia and experiential approaches in innovative teaching methods.

Table 10
T-Test on Teachers' Pedagogical Competence Through the Use of Innovative Teaching Methods Across Sex

Teaching Approaches	Sex	Mean	Mean Differences	T	df	Sig.
Socialized Approach	Male	1.6213	-.14179	-1.671	203	.096
	Female	1.7631				
Multimedia Approach	Male	1.8585	-.10365	-1.257	203	.210
	Female	1.9622				
Experiential Approach	Male	1.8394	-.13181	-1.589	203	.114
	Female	1.9712				

Extent of Teachers' Pedagogical Competence Through the Use of Innovative Teaching Methods Across Sex

Table 10 presents the T-test results on teachers' pedagogical competence through the use of innovative teaching methods across sex. The data show that, when grouped according to sex, there is no significant difference in the extent of teachers' competence in applying the socialized, multimedia, and experiential approaches. The computed t-values of -1.671 for the socialized approach, -1.257 for the multimedia approach, and -1.589 for the experiential approach are all above the 0.05 level of significance. With these results, the null hypothesis is therefore accepted.

Table 11
ANOVA Test on Teachers' Pedagogical Competence Through the Use of Innovative Teaching Methods Across Highest Educational Attainment

Teaching Approaches		Sum of Squares	Df	Mean Square	F	Sig.
Socialized Approach	Between Groups	8.926	4	2.232	6.712	.000
	Within Groups	66.493	200	.332		
	Total	75.419	204			
Multimedia Approach	Between Groups	2.109	4	.527	1.536	.193
	Within Groups	68.647	200	.343		
	Total	70.756	204			
Experiential Approach	Between Groups	1.940	4	.485	1.385	.241
	Within Groups	70.056	200	.350		
	Total	71.996	204			

Extent of Utilization of Innovative Teaching Methods Across Highest Educational Attainment

Table 11 illustrates the ANOVA test on the extent of utilization of innovative teaching methods across the highest educational attainment of the respondents. The results reveal that the computed F-values did not reach the 0.05 level of significance, indicating that there is no notable difference in the use of socialized, multimedia, and experiential methods when teachers are grouped according to their academic qualifications. This suggests that pedagogical competence in applying innovative teaching strategies is consistently demonstrated by teachers regardless of their level of education. Hence, the null hypothesis is accepted, confirming that the respondents' highest educational attainment does not significantly influence their extent of utilization of innovative teaching methods.

Table 12
ANOVA Test on Teachers' Pedagogical Competence Through Innovative Teaching Methods Across Highest Training Attended

Teaching Approaches		Sum of Squares	Df	Mean Square	F	Sig.
Socialized Approach	Between Groups	7.272	4	1.818	5.336	.000
	Within Groups	68.147	200	.341		
	Total	75.419	204			
Multimedia Approach	Between Groups	2.577	4	.644	1.890	.114
	Within Groups	68.179	200	.341		
	Total	70.756	204			
Experiential Approach	Between Groups	2.412	4	.603	1.733	.144
	Within Groups	69.584	200	.348		
	Total	71.996	204			

Teachers' Pedagogical Competence Through Innovative Teaching Methods Across Highest Training Attended

Table 12 presents the ANOVA test on teachers' pedagogical competence through the use of innovative teaching methods across highest training attended. The results indicate that all the approaches, namely the socialized approach (F-value 5.336), multimedia approach (F-value 1.890), and experiential approach (F-value 1.733), showed significance in the extent of teachers' pedagogical competence when innovative teaching methods are utilized.

Table 13
Multiple Comparison (LSD) Test on Teachers' Pedagogical Competence Through the Use of Innovative Teaching Methods Along the Socialized Approach Across Highest Educational Attainment

(I) Highest Educational Attainment	(J) Highest Educational Attainment	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Bachelor's Degree	with Masteral Units	.22136	.11897	.064	-.0132	.4560
	Master's Degree	.30294*	.12717	.018	.0522	.5537
	with Ed.D/Ph.D/DA Units	.18732	.14201	.189	-.0927	.4674
	Ed.D/Ph.D/DA Units	-.61979*	.20001	.002	-1.0142	-.2254
with Masteral Units	Bachelor's Degree	-.22136	.11897	.064	-.4560	.0132
	Master's Degree	.08158	.10377	.433	-.1230	.2862
	with Ed.D/Ph.D/DA Units	-.03405	.12151	.780	-.2736	.2056
	Ed.D/Ph.D/DA Units	-.84115*	.18601	.000	-1.2079	-.4744
Master's Degree	Bachelor's Degree	-.30294*	.12717	.018	-.5537	-.0522
	with Masteral Units	-.08158	.10377	.433	-.2862	.1230
	with Ed.D/Ph.D/DA Units	-.11562	.12955	.373	-.3711	.1398
	Ed.D/Ph.D/DA Units	-.92273*	.19136	.000	-1.3001	-.5454
with Ed.D/Ph.D/DA Units	Bachelor's Degree	-.18732	.14201	.189	-.4674	.0927
	with Masteral Units	.03405	.12151	.780	-.2056	.2736
	Master's Degree	.11562	.12955	.373	-.1398	.3711
	Ed.D/Ph.D/DA Units	-.80710*	.20153	.000	-1.2045	-.4097
Ed.D/Ph.D/DA Units	Bachelor's Degree	.61979*	.20001	.002	.2254	1.0142
	with Masteral Units	.84115*	.18601	.000	.4744	1.2079
	Master's Degree	.92273*	.19136	.000	.5454	1.3001
	with Ed.D/Ph.D/DA Units	.80710*	.20153	.000	.4097	1.2045

*. The mean difference is significant at the 0.05 level.

Multiple Comparison (LSD) Test on Teachers' Pedagogical Competence Through the Use of Innovative Teaching Methods Along the Socialized Approach Across Highest Educational Attainment

Table 13 presents the multiple comparison (LSD) test on the extent of teachers' pedagogical competence through the use of innovative teaching methods along the socialized approach across highest educational attainment. As indicated in the table, bachelor's degree holders showed no significant difference when compared to those with master's and doctorate degrees as the P-value was greater than .05. Similarly, respondents with master's degrees revealed no significant difference when compared with both bachelor's and doctorate degree holders. On the other hand, those with EdD/PhD degrees displayed significance only when compared with certain categories, as the P-value was less than .05. Lastly, doctorate degree holders showed no significant difference with all other educational levels, with their P-values greater than .05.

Table 14

Multiple Comparison (LSD) Test on Teachers' Pedagogical Competence Through the Use of Innovative Teaching Methods Along the Socialized Approach Across Length of Teaching Experience

(I) Teaching Experience	(J) Teaching Experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
10 years and below	11 - 20 years	.03982	.09312	.669	-.1438	.2234
	21 years and above	.33564*	.11459	.004	.1097	.5616
11 - 20 years	10 years and below	-.03982	.09312	.669	-.2234	.1438
	21 years and above	.29582*	.11774	.013	.0637	.5280
21 years and above	10 years and below	-.33564*	.11459	.004	-.5616	-.1097
	11 - 20 years	-.29582*	.11774	.013	-.5280	-.0637

*. The mean difference is significant at the 0.05 level.

Multiple Comparison (LSD) Test on Teachers' Pedagogical Competence Through the Use of Innovative Teaching Methods Along the Socialized Approach Across Length of Teaching Experience

Table 14 presents the multiple comparison (LSD) test on the use of the socialized approach across length of teaching experience. It can be observed from the above table that teachers with 10 years and below experience showed significance when compared with those having 11–20 years of experience, with a p-value of .669, while those with 21 years and above experience revealed insignificance at a p-value of .004. In the same manner, teachers with 11–20 years of experience were found significant compared to those with 10 years and below, also at a p-value of .669. However, in comparison to the 21 years and above category, no significant difference was noted as the p-value registered .013. Lastly, the 21 years and above experience group posted no significant relationship to those with 10 years and below (p-value .004) as well as to those with 11–20 years of experience (p-value .013).

Table 15

Multiple Comparison (LSD) Test on Teachers' Pedagogical Competence Through the Use of Innovative Teaching Methods Along the Multimedia Approach Across Length of Teaching Experience

(I) Teaching Experience	(J) Teaching Experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
10 years and below	11 - 20 years	-.22626*	.09076	.013	-.4052	-.0473
	21 years and above	-.05068	.11169	.650	-.2709	.1695
11 - 20 years	10 years and below	.22626*	.09076	.013	.0473	.4052
	21 years and above	.17557	.11475	.128	-.0507	.4018
21 years and above	10 years and below	.05068	.11169	.650	-.1695	.2709
	11 - 20 years	-.17557	.11475	.128	-.4018	.0507

*. The mean difference is significant at the 0.05 level.

Multiple Comparison (LSD) Test on Teachers' Pedagogical Competence Through the Use of Innovative Teaching Methods Along the Multimedia Approach Across Length of Teaching Experience

Table 15 presents the multiple comparison (LSD) test on the utilization of the multimedia approach in relation to the respondents' length of teaching experience. The group with 10 years and below teaching experience was found significant when compared with those having 21 years and above experience (p-value .650), while it showed no significance when compared to the 11–20 years group (p-value .013). In terms of the 11–20 years' experience, it was found insignificant when compared with both the 10 years and below group (p-value .013) and the 21 years and above group (p-value .128). Finally, the group with 21 years and above teaching experience was significant when compared with the 10 years and below group (p-value .650) but showed insignificance when compared with the 11–20 years group (p-value .128).

Multiple Comparison (LSD) Test on Teachers' Pedagogical Competence Through the Use of Innovative Teaching Methods Along the Socialized Approach Across Highest Training Attended

Table 15 presents the multiple comparison (LSD) test on the utilization of the socialized approach in relation to the highest training attended. School-based training was found significant when compared with the district level (p-value .906), division level (p-value .659), and regional level (p-value .084). However, when compared with the national level training, the result was insignificant (p-value .001).

In the case of district-level training, it was significant when compared with the school-based (p-value .906), division level (p-value .797), and regional level (p-value .164), but yielded an insignificant result in comparison with the national level training (p-value .004).

Likewise, the division-level training showed significant outcomes with the school-based (p-value .659), district-based (p-value .797), and regional level (p-value .093), but was insignificant with the national level training (p-value .000).

For regional level training, the findings indicate significance with the school-based (p-value .084), district-based (p-value .164), and division level (p-value .093), but insignificance in comparison with the national level training (p-value .018).

Finally, national level training was revealed to be insignificant when compared with the school-based (p-value .001), district-based (p-value .004), and division level (p-value .000).

Table 16

Test on Teachers' Pedagogical Competence Through the Use of Innovative Teaching Methods Along the Socialized Approach Across Highest Training Attended

(I) Highest Training Attended	(J) Highest Training Attended	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
School Based	District Level	.02273	.19179	.906	-.3555	.4009
	Division Level	.06586	.14889	.659	-.2277	.3595
	Regional Level	.25042	.14398	.084	-.0335	.5343
	National Level	.51096*	.14889	.001	.2174	.8046
District Level	School Based	-.02273	.19179	.906	-.4009	.3555
	Division Level	.04314	.16726	.797	-.2867	.3730
	Regional Level	.22769	.16290	.164	-.0935	.5489
	National Level	.48824*	.16726	.004	.1584	.8181
Division Level	School Based	-.06586	.14889	.659	-.3595	.2277
	District Level	-.04314	.16726	.797	-.3730	.2867
	Regional Level	.18456	.10919	.093	-.0308	.3999
	National Level	.44510*	.11559	.000	.2172	.6730
Regional Level	School Based	-.25042	.14398	.084	-.5343	.0335
	District Level	-.22769	.16290	.164	-.5489	.0935
	Division Level	-.18456	.10919	.093	-.3999	.0308
	National Level	.26054*	.10919	.018	.0452	.4759
National Level	School Based	-.51096*	.14889	.001	-.8046	-.2174
	District Level	-.48824*	.16726	.004	-.8181	-.1584
	Division Level	-.44510*	.11559	.000	-.6730	-.2172
	Regional Level	-.26054*	.10919	.018	-.4759	-.0452

*. The mean difference is significant at the 0.05 level.

TEACHERS' PEDAGOGICAL COMPETENCE THROUGH THE USE OF INNOVATIVE TEACHING METHODS

The use of innovative teaching methods is not a recent trend in education. It has been present wherever meaningful instruction has been practiced because the principle underlying it is fundamental to quality education. Furthermore, innovative teaching seeks to redirect instruction toward approaches that genuinely respond to learners' needs and promote active participation.

In earlier years, some practices unfortunately focused more on the subject matter rather than on the learner. Education was then reduced to fitting the child into rigid lessons instead of planning the content to naturally support growth and development. This resulted in a limited view of learning and overshadowed the learner's central role in the process.

In general, innovative teaching methods can be defined as approaches in which learners take an active role. In this process, they become members of a dynamic learning community. Reduced to its simplest form, innovative teaching embodies the principle of "learning by doing," where students construct knowledge through participation and engagement.

Through this method, teachers connect new lessons with prior knowledge, guiding learners to become actively involved. Learning becomes a continuous process that fosters discovery, exploration, and reflection. In this way, teaching shifts from being teacher-centered to learner-centered, highlighting interaction and creativity.

One of the most valuable advantages of innovative teaching is the development of responsibility among learners. They learn to be accountable for classroom tasks, the order and appearance of their environment, and the lessons themselves. In turn, they recognize that the classroom is not solely the teacher's domain but a shared space for growth.

The concept of pedagogical competence is closely tied to professionalism, as it emphasizes teachers' knowledge, skills, and capacity to employ strategies that foster student performance. Competence goes beyond listing tasks; it is about skillfully adapting teaching methods to the needs of learners and situations.

With this understanding, the researcher formulated this study to encourage teachers to champion innovative strategies that engage students more actively in learning. As Levine (2006) emphasizes, classroom engagement fosters deeper levels of thinking and facilitates meaningful learning, which strengthens both teacher competence and student achievement.

A. Assessment

The concept of "assessment" has evolved into a variety of meanings within the educational setting (Musial, Nieminen, Thomas & Burke, 2009). It may refer to the process teachers use in evaluating student outputs, to standardized tests mandated in schools, or to any activity that collects data to provide feedback for improving teaching practices and student outcomes. Unfortunately, these multiple interpretations have often shifted assessment away from its central role in education the systematic gathering of information aimed at enhancing instructional methods and strengthening learner performance.

Generally, the primary reason why teachers implement classroom assessment is to generate reliable information about students' performance in school (Harlen, 2007). However, it must be noted that teachers are not the sole beneficiaries of assessment results. Students also seek to understand their performance through meaningful feedback and guidance. While feedback addresses what has already been achieved, feed-forward focuses on future improvement by providing learners with constructive suggestions to help them make positive changes (Goldsmith, 2012). The process of assessment, therefore, should not only measure achievement but also guide learners toward growth.

The results of assessment must empower students to identify ways to enhance their performance. Likewise, parents are also interested in monitoring how their children progress in school. School administrators and fellow teachers often rely on assessment outcomes to make sound educational decisions such as grading, promotion, and certification (Sheppard, 2000). Within the framework of innovative teaching methods, assessment becomes an essential component of pedagogical competence, as it allows

teachers to refine strategies, sustain learner engagement, and ensure that classroom practices contribute meaningfully to student achievement.

B. Instructional Materials

Instructional materials play a vital role in enhancing teachers' pedagogical competence by making lessons more interactive, meaningful, and learner-centered. These materials allow teachers to engage students through the use of innovative strategies such as multimedia presentations, sound clips, videos, images, hands-on activities, and interactive tools. By using such resources, teachers are able to reinforce concepts, sustain students' interest, and promote active participation in the learning process. Learners are given the opportunity to apply what they have learned and produce outputs that reflect their level of understanding, which in turn serves as a basis for evaluating their progress. Moreover, instructional materials enable teachers to address learners' diverse abilities and backgrounds by offering differentiated forms of support that enhance both comprehension and performance.

C.Technology in Teaching

In today's educational landscape, the role of technology has become increasingly significant in strengthening teachers' pedagogical competence through innovative teaching methods. The integration of information and communication technologies allows teachers to design interactive lessons that promote deeper engagement and collaboration. With the aid of digital tools, online platforms, and applications, educators can extend learning opportunities beyond the classroom and provide students with flexible, accessible, and enriched learning experiences. However, the key challenge lies in determining whether teachers and schools are adequately prepared to integrate technology effectively and if they fully understand its potential benefits for improving instruction and student achievement.

D. Teaching Strategies

Teaching strategies serve as vital tools that highlight teachers' pedagogical competence through the use of innovative teaching methods. These strategies provide a framework for organizing instruction, facilitating active learning, and addressing the diverse needs of learners. By employing approaches such as collaborative learning, problem-based learning, and differentiated instruction, teachers are able to promote critical thinking, creativity, and meaningful participation. Innovative strategies also ensure that learners are actively engaged in constructing knowledge rather than passively receiving information. Ultimately, the use of effective teaching strategies reflects the teacher's ability to adapt methods that foster holistic development and improve student performance.

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

In this study, descriptive survey research with the aid of a questionnaire was employed to determine the level of pedagogical competence of teachers through the use of innovative teaching methods in public elementary schools in Sual District, Schools Division Office I Pangasinan for the school year 2024–2025.

This study is descriptive in form as it assessed and analyzed the gathered data to describe the situations, events, and the existing phenomenon.

Further, it also identified the challenges encountered by teachers and provided recommendations to address these concerns.

The respondents of the study were Grade 9 teachers in Sual District, Schools Division Office I Pangasinan. All the data gathered were analyzed through the use of the Statistical Package for the Social Sciences (SPSS) software.

FINDINGS

1. Majority of the teacher respondents are between 26–45 years old, predominantly female, and almost all already earned a Master's Degree, with many still pursuing graduate studies, while having less than 25 years and above 46 years in the teaching service.
2. The extent of pedagogical competence of teachers through the use of innovative teaching methods has an overall weighted mean of 3.19, which is described as "Moderately Utilized."
3. The null hypothesis of no significant relationship between the respondents' profile and their level of competence in using innovative teaching methods is accepted.
4. The null hypothesis of no significant difference in the competence of teacher respondents in applying innovative teaching methods across the profile variables is accepted at .05 level of significance.

CONCLUSIONS

In light of the above findings, the following conclusions were drawn:

1. The teachers in the Sual District, Schools Division Office I Pangasinan, Schools Division Office I, Pangasinan are neither too young nor too old, which becomes a contributing factor to their active commitment in the profession; majority are in their middle age, allowing them more time to further enhance their competence as 21st century educators.
2. The results imply that teachers must be encouraged to continuously develop their knowledge and skills in utilizing innovative teaching methods to strengthen their pedagogical competence.

3. There is no significant relationship between the respondents' profile and their competence in employing innovative teaching methods.
4. There is no significant difference in the pedagogical competence of teachers in using innovative teaching methods across their profile variables.

RECOMMENDATIONS

On the basis of the findings of the study and the conclusions drawn, the following are hereby recommended:

First, educational authorities should provide strong professional support to the respondents to enable them to become more active and effective in employing innovative teaching methods in their classrooms.

Second, there should be consistent monitoring on the part of the school heads and/or principals to closely supervise the teaching strategies and methods applied by the teachers.

Third, there is a pressing need for continuous trainings and seminars focused on innovative teaching approaches so that teachers may further enhance their knowledge and competence in the effective utilization of such.

Fourth, teachers should be encouraged to pursue graduate studies, either at the master's or doctoral level, to foster professional growth and contribute more meaningfully to student learning.

Lastly, the researcher strongly recommends a replication of this study in order to further examine the underlying factors that may affect the utilization of innovative teaching methods.

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