INNOVATIVE Teaching Strategies, 21st Century Teaching Skills and Teaching Competency of English TEACHERS

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ABSTRACT

This study determined the significant influence of innovative teaching strategies, 21st century teaching skills on the teaching competency of English teachers using a quantitative research approach, specifically the descriptive-correlational design. A cluster sampling technique was used in selecting the 200 public secondary English teachers from both junior and senior high schools as respondents for this study. Three adapted questionnaires, validated by experts and reliability tested, were used to gather the needed data for this study. Mean, Standard Deviation, Pearson Product Moment Correlation Coefficient, and Multiple Linear Regression Analysis were the statistical tools used. Results showed that their level of innovative teaching strategies was very high. The 21st century teaching skills was very high. The teaching competency of English teachers was very high. Also, teaching competency, innovative teaching strategies, and 21st-century teaching skills had positive and significant relationships. Moreover, Multiple Regression Analysis confirmed that both innovative teaching strategies and 21st-century teaching skills significantly predicted teaching competency, accounting for 65.4% of its variance. The stronger correlation between 21st century teaching skills and teaching competency further emphasized the crucial role of these skills in enhancing teaching effectiveness and student learning experiences. This means that teachers who actively implement innovative teaching strategies and demonstrate strong 21st-century teaching skills are more competent in their teaching competency as English teachers.

KEYWORDS: *Public secondary, innovative teaching strategies, 21st century teaching skills, teaching competency, English teachers.*

INTRODUCTION

In the vast landscape of global education, the skill level of teaching is an ever-present hurdle. It affects how well students do in their studies and their success in the academic world. Studies have shown the way a teacher performs holds a pivotal role in the quality of education. Teaching competency, as defined by Escribano (2023), is a human-centered aspect that plays a crucial role in aligning professional practice with societal needs and contemporary demands. Bal-Taştan et al. (2018) also defined it as a set of knowledge, skills, and attitudes that enable educators to effectively facilitate student learning and development. It encompasses an educator's ability to deliver content efficiently, manage the classroom environment, and cater to students' diverse learning needs (Richards & Farrell, 2021).

Further, the groundwork laid during a teacher's preparation and the continuous training he or she receives are key factors in molding the practices he or she brings into the classroom. Despite the advancements, a significant number of teachers find it challenging to embrace new ways of teaching, to weave technology into their curriculum, and to meet the varied and intricate requirements of their students. The difficulties underscore the pressing necessity for programs focused on professional growth, aim at providing educators with the essential tools and understanding to effectively tackle the challenges posed by modern-day education.

Globally, several studies emphasize the critical role of teaching competency in improving student outcomes and meeting educational goals. Sudario (2024) revealed that highlighted professional characteristics influences significantly affect performance in teaching, suggesting professional programs for development and providing initiatives in mentoring to enhance professional teaching competency. Meanwhile, Zhang and Xie (2023) showed how different pedagogies influence involvement of students, then revealed that when educators are masters in getting involved, the learners in the teaching and learning process more likely wants to involve and has the bigger chances of remembering the lesson they learned. This suggests that for the teachers to give quality learning they must be given opportunities to enhance strategies and way of teaching through professional development. Moreover, Werang et al. (2022) explored the impact of teacher commitment on student performance in Indonesian junior high schools and found that 72.7% of student academic success was attributed to

teacher dedication, underscoring the significance of teacher performance in shaping educational outcomes.

In the United States, the research of Darling-Hammond et al. (2021) indicated that if teachers were given constant training, it improves their quality of teaching, resulting to way better students' participation in classes leading to betterment of academic achievement. In Chile, the same findings were reflected in the study of Avalos (2022) which stressed out that sustainability in professional learning enables educators to implement teaching strategies innovation that will engage highly diverse learners. In the same context, Kraft and Papy (2023) revealed that teachers in the United Kingdom, who engages in continuous professional development performs high quality of and high level of teaching and satisfaction in the teaching profession. The results of these studies suggest and imply the need for organized training initiatives that would equip teachers with the skills necessary to improve outcomes in performance, skills, and academic.

In Davao Oriental, challenges such as overcrowded classrooms, limited student engagement, and inadequate training opportunities highlight the need for continuous professional development to enhance teaching competency. Anong and Gayta (2024) discovered that the level of skill of Technology and Livelihood Education teachers had a big effect on how well they taught, which shows how important it is to provide ongoing training and support. In the same way, Reyes and Cruz (2023) stated that to improve student outcomes, it is important to keep teacher training current with the changing needs of education. To make sure that Filipino students get a good education, everyone needs to work on certain problems and set up programs to help teachers get better.

All over the regions of the globe, studies have been made in initiatives to investigate the essential of acquisition of skills among classroom teachers to significantly enhance the way of teaching and make sure that learners learn as well. Innovative teaching strategies are crucial for effective learning and student engagement. These approaches emphasize student-centered learning, cognitive development, and the use of technology (Zarei & Fabregas et al., 2024). These studies further highlight the importance of building among educators a never-ending learning and acquisition of new styles in teaching. In this manner, teachers can provide a meaningful learning experience for students.

In the Philippines, various research has constantly pointed out the severe challenges and problems faced by teachers in acquiring necessary innovative teaching strategies. The limited access to developmental for professional programs on teaching performance with no to limited trainings provided humps in the effectiveness in instruction. As added by Dela Cruz et al. (2021), teachers have difficulty in the classroom in terms of effectiveness if they do not combine technology in their way of teaching. The study further stressed that programs must be specific and based in the need of teachers for quality of teaching; to provide workshops that align to the problem as viewed by classroom teachers to be important and improves their job satisfaction. Recent studies in the Philippines highlight the importance of innovative teaching strategies in enhancing student learning outcomes. For one, Tianio and De Castro (2024) found that incorporating service learning and technology in physical education significantly improved students' academic achievement and critical thinking skills.

Challenges in implementing 21st-century skills include limited research insights for teacher education program design, the need for targeted interventions, and pedagogical tools (Almazroa & Alotaibi, 2023). Despite these challenges, incorporating these skills into curricula, teaching methodologies, and Information and Communication Technology use are recurring themes, though further research is needed for assessment and personalization of the teaching-learning process (González-Salamanca et al., 2020).

This study filled these gaps by using a quantitative design to look at how English teachers' knowledge of innovative teaching strategies, 21st-century teaching skills, and teaching competence are related. This study gave useful information that can be used to improve teacher training programs and policy decisions by focusing on a specific group of people and following a structured method. Moreover, this study would be presented in research meetings and conferences that are all about education. Specifically, the study's findings would be shared in the area at meetings of the Learning Action Cell (LAC) in public schools. It is hoped that teachers could think about their methods together at these talks and learn from each other. Likewise, they could also use tried-and-true methods to get better results. The study would also be shared to school administrators and supervisors, so they could use it to help make programs that help professionals grow. Last but not least, the study would be ready to be sent to educational magazines and peer-reviewed papers. By making

the data more public, this study hopes to change policy and practice; to train teachers better and teach better in the classroom.

Statement of the Problem

1. What is the level of innovative teaching strategies of English teachers in terms of critical thinking; creativity; social skills; and, information communication and technology skills?
2. What is the level of 21st century teaching skills of English teachers in terms of effective communication skill; learning and innovation skills; life and career skills and information, media and technology skills?
3. What is the level of teaching competency of English teachers in terms of instructional planning skills; instructional skills; knowledge of the subject matter; rapport with the students and classroom management?
4. Is there a significant relationship between innovative teaching strategies and teaching competency and 21st century teaching skills and the teaching competency?
5. Do innovative teaching strategies and 21st century teaching skills significantly influence the teaching competency of English teachers?

METHODOLOGY

Research Design. This study employed a quantitative research approach, specifically a descriptive-correlational research design, to determine the significant influence of innovative teaching strategies and 21st-century teaching skills on the teaching competency of English teachers.

Respondents of the Study. The respondents were 200 public secondary English teachers from both junior and senior high schools in the Division of Davao Oriental, selected through cluster sampling.

Research Instruments. Data were gathered using three adapted and validated questionnaires that measured innovative teaching strategies, 21st-century teaching skills, and teaching competency. The instruments underwent expert validation and reliability testing to ensure their appropriateness and consistency.

Data Analysis. Data collected were analyzed using Mean and Standard Deviation to determine the levels of the variables, Pearson Product-Moment Correlation Coefficient to examine relationships among variables, and Multiple Linear Regression Analysis to determine the extent to which innovative teaching

strategies and 21st-century teaching skills significantly influenced teaching competency.

Ethical Considerations. The researchers strictly observed ethical standards throughout the conduct of the study. Prior to data collection, permission was secured from the appropriate educational authorities and school administrators, and informed consent was obtained from all participants. Respondents were informed about the purpose of the study, the voluntary nature of their participation, and their right to withdraw at any time without penalty. Confidentiality and anonymity were ensured by excluding personally identifiable information from the data analysis and reporting processes. All collected data were used solely for academic purposes, securely stored, and protected from unauthorized access. Furthermore, the researchers adhered to the principles of beneficence, non-maleficence, and research integrity to ensure that no harm was inflicted on the participants and that all findings were reported honestly and accurately.

RESULTS AND DISCUSSION

Table 1 shows that the level of innovative teaching strategies employed by English teachers. The overall mean for innovative teaching strategies of English teachers is 4.56 with a description of very high. It also has a standard deviation of 0.44, indicates that the respondents' answers are closely clustered around the mean, and which is less than one, indicating the respondents' and exhibit a high level of consistency in their responses. This means that English teachers' use of innovative teaching strategies is consistently implemented. It implies that English teachers actively integrate innovative pedagogical approaches to enhance student engagement and learning outcomes.

Among the indicators for innovative teaching strategies of English teachers' social skills has the highest category mean of 4.59 with a standard deviation of 0.50. This means that this indicator followed by critical thinking and creativity with overall mean ranging from 4.55-4.58 with a description of very high also. Indicator information communication and technology skills got the lowest category mean of 4.53 among all indicators yet indicating a description of very high. This means that English teachers' use of innovative teaching strategies is consistently implemented. It implies that English teachers actively integrate innovative pedagogical approaches to enhance student engagement and learning outcomes.

This finding aligns with recent analyses demonstrating that continuous innovation in English teaching strategies not only benefits students but also provides substantial advantages for teachers themselves. By systematically implementing innovative teaching strategies, teachers can create more engaging and dynamic classroom environments, which in turn leads to greater professional satisfaction and motivation (Buranova, 2024). Innovative strategies encourage teachers to adapt, experiment, and grow in their instructional practice, fostering professional development and enhancing their ability to meet diverse learner needs (Liu, 2024).

Moreover, utilizing creative and flexible teaching methods allows teachers to develop critical skills such as adaptability, technological proficiency, and effective classroom management (Fullan & Langworthy, 2018). These skills are increasingly essential in the evolving educational landscape, positioning teachers as leaders of change and innovation within their institutions. Teachers who employ innovative strategies often report improved relationships with students, increased classroom engagement, and a stronger sense of accomplishment as they witness more meaningful learning outcomes (Buranova, 2024; Liu, 2024).

Table 2 shows that the level of 21st-century teaching skills of English teachers has an overall mean of 4.59, which is described as very high. It also has a standard deviation of 0.47, indicating that the respondents' answers are closely clustered around the mean and exhibit a high level of consistency. This means that English teachers' use of 21st-century teaching skills is always demonstrated. It implies that English teachers actively integrate pedagogical approaches that foster 21st-century competencies to enhance student engagement and learning outcomes.

Among the indicators for 21st-century teaching skills of English teachers, Effective Communication Skills has the highest category mean of 4.61 with a standard deviation of 0.47. This is followed by Life and Career Skills and Learning and Innovation Skills, with overall means ranging from 4.57 to 4.60, also described as very high. In contrast, Information, Media, and Technology Skills received the lowest category mean of 4.55 among all indicators, yet still indicating a description of very high. This pattern suggests that while English teachers are generally adept at incorporating 21st-century skills into their teaching, certain dimensions like communication, life/career preparation, and fostering innovation are particularly emphasized, while others, such as

integrating technology, may represent areas for potential growth and enhanced focus.

Similarly, these findings are corroborated by recent research indicating a strong awareness among English teachers regarding the critical role of 21st-century teaching skills in effective pedagogy and in preparing students for a dynamic, rapidly evolving world (Bolat & Deneme-Gençoğlu, 2024). Furthermore, teachers have observed that engaging with 21st-century teaching practices enhances ability to integrate new developments into their classrooms, actively use digital technologies, and effectively guide students in navigating modern educational challenges (Söylemez, 2023). Moreover, adopting 21st-century teaching skills enables English teachers to continuously update their instructional methods, fosters lifelong learning, and supports their ongoing professional growth, ultimately leading to improved teaching performance and job satisfaction (Tütüniş, 2023).

Table 3 shows that the level of teaching competency of English teachers has an overall mean of 4.61, which is described as very high. It also has a standard deviation of 0.50, indicating that the respondents' answers are closely clustered around the mean and demonstrate a high level of consistency. This suggests that English teachers consistently exhibit strong teaching competencies across various domains. It implies that they effectively apply pedagogical knowledge and skills to create engaging, well-managed, and student-centered learning environments.

Among the different indicators of teaching competency, Classroom Management and Rapport with Students have the highest category means of 4.66 and 4.66 respectively, with standard deviations of 0.53 and 0.59, both described as very high. These results highlight the teachers' proficiency in maintaining a positive classroom atmosphere and fostering respectful, supportive relationships with students. Instructional Skills and Knowledge of the Subject Matter follow closely, with category means ranging from 4.57 to 4.59, also described as very high. Instructional Planning Skills received the lowest category mean of 4.55 among all indicators, yet it still falls within the very high description. This pattern indicates that while English teachers demonstrate strong competencies across all areas, particular strengths lie in classroom management and interpersonal rapport, whereas instructional planning although highly rated, may offer opportunities for further refinement and development.

English teachers demonstrate a consistently high level of teaching competency, as reflected in the very high overall mean and closely clustered ratings. Strong competencies in instructional planning, classroom management, subject knowledge, and interpersonal skills directly enhance English teachers' professional effectiveness, confidence, and satisfaction with their teaching roles (Lumbanraja & Reynoso, 2019). Targeted professional development and competency enhancement programs significantly improve English teachers' pedagogical knowledge, socio-affective skills, and self-efficacy, leading to greater job satisfaction and sustained growth in their teaching careers (Ghaffarian Asl & Osam, 2021). Furthermore, effective English teacher competency is closely linked to the ability to adapt teaching strategy, foster intercultural awareness, and create student-centered learning environments (Dolprasit et al., 2023).

Table 4 shows that both innovative teaching strategies ($r = 0.762$, $p = 0.000$) and 21st-century teaching skills ($r = 0.800$, $p = 0.000$) are significantly related to the teaching competency of English teachers. This indicates that there is a strong positive relationship between implementation of innovative teaching strategies as well as 21st-century teaching skills. It implies that the more English teachers incorporate innovative strategies and 21st-century teaching skills into their teaching practices, the more competent they are. These results suggest that both the use of innovative teaching strategy and the 21st century teaching skills are key factors in enhancing the overall teaching competency of teachers in the classroom. The findings highlight the importance of fostering innovative teaching strategies and 21st century teaching skills of teachers to ensure they remain effective and adaptable to the needs of contemporary education.

Table 5 presents the results of a regression analysis investigating the influence of innovative teaching strategies and 21st-century teaching skills on the teaching competency of English teachers. Both predictors were found to have a significant impact on teaching competency. Specifically, the standardized coefficient beta for innovative teaching strategies was 0.287 *($t = 2.82$, $p = 0.005$*), while the standardized coefficient beta for 21st-century teaching skills was 0.609 *($t = 6.44$, $p = 0.000$).* These findings suggest that both innovative teaching strategies and 21st-century teaching skills are positively related to teaching competency. Notably, 21st-century teaching skills emerged as the stronger predictor, as evidenced by its higher beta value and t-value compared to innovative teaching strategies.

CONCLUSION

The study concluded that English teachers demonstrate a very high level of innovative teaching strategies, indicating their strong ability to integrate critical thinking, creativity, social skills, and ICT skills into their instructional practices, which enhances student engagement and learning outcomes.

Likewise, the very high level of 21st-century teaching skills among teachers reflects their proficiency in communication, learning and innovation, life and career skills, and information, media, and technology, showing their capacity to meet evolving educational demands. Their very high level of teaching competency further signifies their strength in instructional planning, subject knowledge, instructional delivery, classroom management, and rapport-building—key elements in fostering effective learning environments. Significant positive relationships were found between teaching competency, innovative teaching strategies, and 21st-century teaching skills, with the latter showing a stronger correlation, underscoring its vital role in improving teaching effectiveness and student experiences.

Moreover, regression analysis confirmed that both innovative strategies and 21st-century skills significantly influence teaching competency, highlighting the critical need for continuous professional development to ensure teachers are well-equipped to deliver quality education in today's dynamic academic landscape.

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