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Perceived Knowledge and Skills of Teachers in Innovative Instructional Activities

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Abstract *– The purpose of this study is to determine the perceived knowledge and skills of teachers in innovative instructional activities. Teachers from the professional education department in selected higher education institutions served as the respondents of the study. The teacher-respondents were determined through purposive sampling technique. Quantitative descriptive design of research was utilized in the study. The questionnaire is the main tool in gathering the data and was subjected to content validation by five experts from the professional education sector. To elicit significant results and findings, appropriate statistical tools were employed in the analysis of the data such as mean, percentage, and analysis of variance (ANOVA). The study's findings disclosed that there is a high level of perceived knowledge and skills of the teachers of the innovative instructional activities.*

Keywords *– Innovative activities, instructional activities, professional teachers*

INTRODUCTION

Innovative Instructional Activities

Activities disclosed by the Scholarship of Teaching and Learning (SoTL) exemplify the ways in which teaching can be innovative. The following list in a non-comprehensive collection of examples of innovative activities that instructional strategy should undergo: Use of Self-assessment; Use of Portfolio assessment; Use of Collaborative learning; Use of multi-media/video; Use of mind-mapping; Use of Thinking experiments; Use of Enhancing writing/speaking skills; Developing ethical awareness; Use of Innovative ways of combating plagiarism and Use of Motivating strategies (Fanghanel, 2013).

It implies that all strategies in teaching can be innovatively provided that they use some of these activities mentioned above that serve as indicators. These activities can be integrated or supplemented to all professional education subjects to further enhance the teacher education students' knowledge and skills regarding the instructional activities and its advantage when supplemented to instructional strategies for the reason that they will be teachers in the future and they will be able to utilize it in their teaching-learning process.

On the other perspective, innovative instructional strategies are also known as student-centered learning strategies as previously mentioned.

From an online resource (Cerdec.army.mil, n.d.), it was defined as an approach that focuses on the necessity of the students, other than those of others involved in the educational process, such as teachers and administrators. It is putting students needs first, is in contrast to traditional education, by proponents of "student-centered learning" also dubbed "teacher-centered learning." Student-centered learning is focused on each student's needs, abilities, interests, and learning styles, placing the teacher as a facilitator of learning.

Also, this classroom teaching method identifies student voice as central to the learning experience in every learner and differs from many other learning pedagogies. In a learner-centered classroom, students choose what they will learn, how they will learn, and how they will assess their learning. Teacher-centered learning (traditional) has the teacher at its center in an active role and students in a passive, receptive role. In a learner-centered classroom, teachers choose what the learners will learn, how the students will learn, and how the learners will be assessed on their learning. Student-centered learning requires learners to be active, responsible participants in their learning (Learning Theories, n.d.).

From the premise that innovative instructional activities are learner-centered by nature, it is worthy of digging dipper on the possibilities and potentials in exploring the instructional activities being utilized by

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teachers to come up with better policies and programs n instructional delivery.

OBJECTIVES OF THE STUDY

This study sought to know the perceived knowledge and skills of teachers on innovative instructional activities in selected higher education institutions in Pangasinan. In Particular, it tried to answer the following questions: (1) what is the profile of teachers handling professional education subjects in terms of highest educational attainment; designation; the number of years in handling professional education subjects; the number of years in teaching; and seminars attended related to instructional strategies? (2) what is the level of perceived knowledge and skills of teachers on innovative instructional activities along; self-assessment; portfolio assessment; collaborative learning; multi-media/video; mind-mapping; thinking experiments; enhancing writing/speaking skills; developing ethical awareness; innovative ways of preventing plagiarism; and motivating activities?

MATERIALS AND METHODS

The quantitative-descriptive design was utilized in the study. The descriptive research reports the existing conditions to be investigated.

The respondents of the study were the teachers handling Professional Education subjects of selected higher institutions in Pangasinan, both private and public. The schools are as follows: several campuses of Pangasinan State University; the University of Luzon in Dagupan City Saint Columban's College in Lingayen, Pangasinan; Virgin Milagrosa University Foundation in San Carlos City; and Urdaneta City University in Urdaneta City.

The main instrument in gathering the data is questionnaire which was content validated by five experts from the professional education sector like Education Supervisors, Experienced Professors and Deans.

RESULTS AND DISCUSSION

PROFILE OF TEACHERS

From the teacher-respondents, there are thirty-one or 44.9% are master's degree holder, twenty-four or 34.8% are with a doctorate degree, and fourteen or 20.3% are bachelors' degree holder.

More than half of the total no. of teachers comprising forty-four or 63.8% has very short experience in teaching professional education subjects which is 1-10 years. Moreover, two or 2.9% are experienced teachers with 21-25 years of handling professional education subjects respectively.

There are twenty-nine professional education teachers, or 42% are in the teaching service for 1-10 years while twenty-three or 33.3% of them have 11-20 years, and above and the remaining seventeen or 17.6% have 21 years and above.

Majority of the teachers, fifty-four or 78.3% have a minimal number of seminars attended related to instructional strategies with 1-10 seminars and the least of them with nine or 13% attended twenty-one seminars and above.

KNOWLEDGE AND SKILLS IN INNOVATIVE INSTRUCTIONAL ACTIVITIES

The data on the level of perceived knowledge and skills of the faculty members of the innovative instructional activities, namely: self-assessment; portfolio assessment; collaborative learning; multi-media/video; mind-mapping; thinking experiments; enhancing writing/speaking skills; developing ethical awareness; innovative ways of preventing plagiarism; and motivating activities are presented in the succeeding tables.

The descriptive-corre

KNOWLEDGE AND SKILLS IN SELF-ASSESSMENT

Generally, the level of perceived knowledge and skills of the faculty members handling professional subjects on self-assessment is high as revealed in the overall mean of 4.17 as shown in Table 1.

Specifically, the highest mean rating of 4.28 with very high description was given by the faculty members on their knowledge about self-assessment as a tool that provides student's progress. On the other hand, the lowest mean rating of 4.09 was given on the skill on systematizing self-assessment using diaries and journals.

This implies that the faculty members are erudite and experienced in complementing self-assessment in the instructional activities.

TABLE 1. Level of Knowledge and Skills of Teachers in Self-Assessment

Indicators	Mean (N=69)	Description
1. Know that self-assessment is a tool that can provide a student's progress in school.	4.28	Very High
2. Can teach independence through self-assessment.	4.20	High
3. Know several techniques of self-assessment such as the use of rating scales, check lists and questionnaires.	4.16	High
4. Can better acknowledge and pinpoint	4.10	High

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students' areas of strength as well as their deficiencies.		
5. Can systematize self-assessment by using learner diaries and dialog journals.	4.09	High
Overall Mean	**4.17**	**High**

KNOWLEDGE AND SKILLS IN PORTFOLIO ASSESSMENT

At large, the level of perceived knowledge and skills of the faculty members handling professional subjects in portfolio-assessment is very high as revealed in the overall mean of 4.26 as shown in Table 2.

TABLE 2. Level of Perceived Knowledge and Skills of Teachers on Portfolio Assessment

Indicators	Mean (N=69)	Description
1. Know the possible contents of portfolio assessment such as writing samples that may vary in genre, content, and style, laboratory reports, journals, taped performances, recordings, art, research papers, projects, photos, interviews, conferences, tests, quizzes, observations, and reflections.	4.32	Very High
2. Can provide a way for students to value themselves as learners though portfolio assessment.	4.28	Very High
3. Can encourage students' self-directed learning through portfolio assessment.	4.26	Very High
4. Know that portfolio assessment is an evaluation tool used to document student learning.	4.22	Very High
5. Know the types of portfolios namely: showcase; process; evaluation and online.	4.22	Very High
Overall Mean	**4.26**	**Very High**

Particularly, the highest mean rating of 4.32 with very high description was given by the faculty members on knowing the possible content of portfolio assessment. Oppositely, the lowest mean rating of 4.22 was given on knowing that portfolio assessment is a tool to document learning and knowing the types of portfolios.

This suggests that the faculty members are well informed and competent in applying portfolio-assessment in the instructional activities.

KNOWLEDGE AND SKILLS IN COLLABORATIVE LEARNING

On the whole, the level of perceived knowledge and skills of the faculty members handling professional subjects on collaborative learning is very high as revealed in the overall mean of 4.44 as shown in Table 3.

TABLE 3. Level of Perceived Knowledge and Skills of Teachers in Collaborative Learning

Indicators	Mean (N=69)	Description
1. Can develop students' critical thinking through discussion, clarification of ideas, and evaluation of others' ideas using collaborative learning.	4.46	Very High
2. Can teach the students to work face-to-face and learn to work as a team through collaborative learning.	4.45	Very High
3. Know that through collaborative learning, it will develop students' interpersonal skills.	4.45	Very High
4. Know that collaborative learning is the grouping and pairing of students for the purpose of achieving an academic goal.	4.42	Very High
5. Can engage the students in numerous collaborative learning activities that improve their understanding of subjects explored.	4.42	Very High
Overall Mean	**4.44**	**Very High**

Specifically, the highest mean rating of 4.46 with very high description was given by the faculty members on the skill in developing student's critical thinking whereas, lowest mean rating of 4.22 was given on knowing that collaborative learning the grouping and pairing of students and the skill on engaging them to numerous learning activities to improve understanding.

This insinuates that the faculty members are abreast and capable in complementing collaborative learning in the instructional activities.

KNOWLEDGE AND SKILLS IN MULTI-MEDIA/VIDEO

Generally, the level of perceived knowledge and skills of the faculty members handling professional subjects on the use of multi-media/video is high as made known in the overall mean of 4.26 as shown in Table 4.

TABLE 4. Level of Perceived Knowledge and Skills of Teachers in Multi-Media/Video

Indicators	Mean (N=69)	Description
1. Know that engaging students in the use of multi-media/video can construct and convey knowledge.	4.36	Very High
2. Know that students learn collaboration and feedback.	4.32	Very High
3. Can enable the student's visualization of concepts and their connections.	4.26	Very High
4. Can let students visualize difficult concepts or procedures more easily in the use of multi-media/video.	4.20	High
5. Can enhance accessibility through the use of powerful multimedia software tools.	4.17	High
Overall Mean	**4.26**	**Very High**

Definitely, the highest mean rating of 4.36 with very high description was given by the faculty members on knowing that engagement of multi-media/video to students constructs or conveys knowledge while a lowest mean rating of 4.17 was given on the skill in enhancing accessibility through multimedia tools.

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This alludes that the faculty members are up-to-date and proficient in assimilating the use of multi-media/video in the instructional activities.

KNOWLEDGE AND SKILLS IN MIND-MAPPING

By and large, the level of perceived knowledge and skills of the faculty members handling professional subjects on the use of mind-mapping is high as given away in the overall mean of 4.15 as shown in Table 5.

In detail, the highest mean rating of 4.20 with high description was given by the faculty members on knowing that mind-mapping shows thinking through problems and the skill of training students present information in a format that shows the structure of the subject. On the other hand, the lowest mean rating of 4.09 was given on the skill in letting students consolidate information.

TABLE 5. Level of Perceived Knowledge and Skills of Teachers in Mind-Mapping

Indicators	Mean (N=69)	Description
1. Know that mind mapping shows thinking through complex problems.	4.20	High
2. Can train students to present information in a format that shows the overall structure of a subject.	4.20	High
3. Can teach students to learn to brainstorm individually or in a group through mind-mapping.	4.13	High
4. Can teach students to summarize information and take note in the use of mind-mapping.	4.12	High
5. Can let students consolidate information from different research sources.	4.09	High
Overall Mean	4.15	High

This brings up that the faculty members are in the know and capable of incorporating mind-mapping in the instructional activities.

KNOWLEDGE AND SKILLS IN THINKING EXPERIMENTS

As a whole, the level of perceived knowledge and skills of the faculty members handling professional subjects on thinking experiments is very high as shown in the overall mean of 4.23 as shown in Table 6.

Distinctively, the highest mean rating of 4.29 with very high description was given by the faculty members on knowing that through thought experiments, students learn decision making, choice, and strategy selection but in spite of this, the lowest mean rating of 4.16 was given on the skill in letting students find out the avoidance of failures.

This raises the idea that the faculty members are mindful and efficient in joining together thinking experiments in the instructional activities.

TABLE 6. Level of Perceived Knowledge and Skills of Teachers in Thinking Experiments

Indicators	Mean (N=69)	Description
1. Know that students learn decision making, choice, and strategy selection in thinking experiments.	4.29	Very High
2. Know that students learn to predict and forecast the indefinite and unknowable future through thinking experiments.	4.22	Very High
3. Know that thinking experiments are devices of the imagination used to investigate the nature of things.	4.22	Very High
4. Can let the students realize to examine the extent to which past events might have occurred differently.	4.22	Very High
5. Can let students find out to ensure the avoidance of past failures.	4.16	High
Overall Mean	**4.23**	**Very High**

KNOWLEDGE AND SKILLS IN ENHANCING WRITING/SPEAKING SKILLS

Overall, the level of perceived knowledge and skills of the faculty members handling professional subjects on enhancing writing/speaking writing skills is very high as disclosed in the overall mean of 4.31 as shown in Table 7.

TABLE 7. Level of Perceived Knowledge and Skills of Teachers in Enhancing Writing/Speaking Skill

Indicators	Mean (N=69)	Description
1. Can inspire students to display appropriate behavior through ethical awareness.	4.57	Very High
2. Know that students develop emotional intelligence by talking about their feeling.	4.49	Very High
3. Can let students develop their skill of active listening in developing their ethical awareness.	4.48	Very High
4. Know that students develop positive dispositions and acquire ideal attitudes in ethical awareness.	4.45	Very High
5. Know students learn quality holistic education and high personal moral and the academic standard by developing ethical awareness.	4.42	Very High
Overall Mean	**4.48**	**Very High**

Overall, the level of perceived knowledge and skills of the faculty members handling professional subjects in enhancing writing/speaking writing skills is very high as disclosed in the overall mean of 4.31.

Particularly, the highest mean rating of 4.54 with very high description was given by the faculty members on knowing that the success of communication of students is greatly affected by through enhancing writing/speaking skills. But then

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again the lowest mean rating of 4.22 was given on the skill in letting students express themselves well though writing/speaking.

This elicits the idea that the faculty members are sensible and adept in supplementing enhancing writing/speaking skills in the instructional activities.

KNOWLEDGE AND SKILLS IN DEVELOPING ETHICAL AWARENESS

Taken as a whole, the level of perceived knowledge and skills of the faculty members handling professional subjects on developing ethical awareness is very high as seen in the overall mean of 4.48 as shown in Table 8.

TABLE 8. Level of Perceived Knowledge and Skills of Teachers in Developing Ethical Awareness

Indicators	Mean (N=69)	Description
1. Can inspire students to display appropriate behavior through ethical awareness.	4.57	Very High
2. Know that students develop emotional intelligence by talking about their feeling.	4.49	Very High
3. Can let students develop their skill of active listening in developing their ethical awareness.	4.48	Very High
4. Know that students develop positive dispositions and acquire ideal attitudes in ethical awareness.	4.45	Very High
5. Know students learn quality holistic education and high personal moral and the academic standard by developing ethical awareness.	4.42	Very High
Overall Mean	**4.48**	**Very High**

In particular, the highest mean rating of 4.57 with very high description was given by the faculty members on the skill that because of developing ethical awareness students are inspired to display appropriate behavior while the lowest mean rating of 4.42 was given on knowing by way of ethical awareness students learn quality holistic education and academic standard.

This stimulates the impression wherein faculty members are very conscious and adroit in integrating developing ethical awareness in the instructional activities.

KNOWLEDGE AND SKILLS IN INNOVATIVE WAYS OF PREVENTING PLAGIARISM

In general, the level of perceived knowledge and skills of the faculty members handling professional subjects in innovative ways of preventing plagiarism is high as seen in the overall mean of 4.10 as shown in Table 9.

In specific, highest mean rating of 4.25 with very high description was given by the faculty members on the skill of teaching students to know proper citation by way innovative ways on preventing plagiarism while the lowest mean rating of 3.94 was given on the skill of letting students evaluate a Wikipedia article from a blog or tweet by way of on innovative ways on preventing plagiarism.

TABLE 9. Level of Perceived Knowledge and Skills of Teachers in Innovative Ways on Preventing Plagiarism

Indicators	Mean (N=69)	Description
1. Can teach students to know proper citation should look like by way of innovative ways of preventing plagiarism.	4.25	Very High
2. Can teach students to do assignments where they must read, summarize, and properly cite material using innovative ways of preventing plagiarism.	4.22	Very High
3. Know that students are aware of how to distinguished properly summarized and cited, improperly cited and plagiarized through innovative ways of combating plagiarism.	4.10	High
4. Can let students evaluate online content of all media types (written, encyclopedic, podcasts, video, etc.) via innovative ways of preventing plagiarism.	4.00	High
5. Can let students evaluate a Wikipedia article vs. a blog vs. a tweet out of innovative ways of preventing plagiarism.	3.94	High
Overall Mean	**4.10**	**High**

This instigates the thought in which faculty members are so much aware and consummate in utilizing innovative ways of preventing plagiarism in the instructional activities.

KNOWLEDGE AND SKILLS IN MOTIVATING ACTIVITIES

On the whole, the level of perceived knowledge and skills of the faculty members handling professional subjects motivating activities is very high as observed in the overall mean of 4.496 as shown in Table 10.

Particularly, the highest mean rating of 4.58 with very high description was given by the faculty members on knowing because of motivating activities, student's mind and bodies are involved however the lowest mean rating of 4.43 was given on knowing that by way of motivating activities, student's concentration is deep.

This prompts the inspiration where faculty members are much acquainted and competent in motivating activities in the instructional activities.

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TABLE 10. Level of Perceived Knowledge and Skills of Teachers in Motivating Activities

Indicators	Mean (N=69)	Description
1. Know that student's minds and bodies are completely involved because of motivating activities.	4.58	Very High
2. Know that student's performance is enhanced through motivating activities.	4.51	Very High
3. Know that students become interested and participate in the learning process because of motivating activities.	4.49	Very High
4. Know that students know what they are doing using motivating activities.	4.46	Very High
5. Know that the student's concentration is very deep by way of motivating activities.	4.43	Very High
Overall Mean	**4.50**	**Very High**

CONCLUSION

1. The teachers handling professional education subjects are very highly knowledgeable and skilled as perceived by themselves on the following innovative instructional activities such as motivating activities; developing ethical awareness; collaborative learning; enhancing writing/speaking skills; multi-media/video; portfolio assessment; and thinking experiments.

2. The teachers handling professional education subjects are also knowledgeable and skilled as perceived by themselves on the following innovative instructional activities such as self-assessment; mind-mapping; and innovative ways of preventing plagiarism.

RECOMMENDATION

1. Teachers should sustain their high level of knowledge and skills on innovative instructional activities by constant participation in seminars, training, and workshop related to teaching strategies.

2. The schools or teachers may consider in developing an instructional manual containing the utilization of innovative instructional activities to be used by teachers and future teachers.

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