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THE INFLUENCE OF TEACHER ENTHUSIASM ON INNOVATIVE TEACHING STRATEGIES IN DAVAO DEL NORTE DIVISION

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ABSTRACT

This study examined the influence of teacher enthusiasm on innovative teaching strategies among 138 elementary teachers in the Division of Davao del Norte. Using a quantitative descriptive-correlational research design, the study employed adapted and validated survey instruments to measure teacher enthusiasm, categorized into teaching enthusiasm and subject enthusiasm, and innovative teaching practices, which included critical thinking, creativity, social skills, and ICT skills. Data were analyzed using Weighted Mean, Pearson Product Moment Correlation, and Multiple Regression Analysis at a 0.01 level of significance. Findings revealed that both teacher enthusiasm and innovative teaching strategies were at an extensive level, indicating that these constructs were oftentimes evident among the respondents. A strong and significant positive relationship was found between teacher enthusiasm and innovative teaching strategies. Regression analysis further demonstrated that both teaching enthusiasm and subject enthusiasm significantly predicted innovative teaching strategies, collectively explaining a substantial proportion of the variance. The results suggest that teachers' passion for teaching and excitement about their subject matter play a critical role in fostering creativity, reflective thinking, collaboration, and effective technology integration in the classroom. The study highlights the importance of sustaining teacher enthusiasm to strengthen instructional innovation and improve educational quality.

KEYWORDS: *Teacher Enthusiasm, Innovative Teaching Strategies, Davao Del Norte Division*

CHAPTER 1
INTRODUCTION
The Problem and Its Setting

The rapidly evolving landscape of education in the 21st century has placed increasing emphasis on the development of learners' higher-order thinking skills, creativity, collaboration, and technological competence. In response to these demands, educators are expected to adopt teaching approaches that are not only effective but also innovative and learner-centered. Within this context, teacher enthusiasm has emerged as a critical factor influencing instructional practices and student learning outcomes. Teacher enthusiasm, characterized by passion, energy, and a strong commitment to teaching and subject mastery, plays a significant role in shaping classroom dynamics. Simultaneously, innovative teaching strategies—including the integration of digital technologies, promotion of critical thinking, and the use of creative and collaborative instructional methods—serve as essential tools in enhancing student engagement and achievement.

The interplay between teacher enthusiasm and innovative teaching strategies is increasingly recognized as a cornerstone of effective instruction. Enthusiastic teachers tend to demonstrate greater willingness to implement new pedagogical approaches, explore creative instructional techniques, and adapt to diverse learner needs. Their energy and positive disposition create a supportive and engaging learning environment where students feel motivated to participate and excel. Thus, understanding how teacher enthusiasm influences the adoption of innovative teaching strategies is crucial in improving both teaching quality and student outcomes.

At the global level, sustaining teacher enthusiasm has become a growing concern. Many educators face challenges such as heavy workloads, administrative pressures, limited professional autonomy, and insufficient institutional support. These factors contribute to teacher burnout, reduced motivation, and diminished capacity to innovate in the classroom. Furthermore, although many educational systems advocate for the integration of technology and the development of higher-order thinking skills, teachers often encounter barriers such as lack of training, inadequate resources, and rigid curricula that prioritize standardized testing over creativity and innovation. These constraints create a disconnect between educational policies and actual classroom practices, limiting the effective implementation of innovative teaching strategies.

In the Philippine context, these challenges are similarly evident. The Department of Education has implemented various reforms and professional development programs aimed at enhancing teaching practices; however, these initiatives are often generalized and compliance-driven. As a result, they may not sufficiently address the specific needs of teachers in promoting creativity, critical thinking, and effective technology integration. Many public-school teachers, particularly in rural areas, continue to experience difficulties in accessing reliable internet connectivity, digital tools, and specialized training in innovative instructional methods. These limitations hinder their ability to fully implement modern teaching approaches that are essential for developing 21st-century skills among learners. Within the Division of Davao del Norte, these issues become even more pronounced at the local level. Teachers demonstrate varying degrees of enthusiasm and engagement in innovative teaching practices. While some educators actively incorporate critical thinking,

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creative instruction, and digital tools into their lessons, others struggle due to limited resources, insufficient institutional support, or contextual challenges. Rural schools, in particular, often face constraints that affect teachers' capacity to innovate and adapt their instructional methods. These realities highlight the need to examine factors that influence teachers' motivation and instructional practices within the local setting.

Despite the recognized importance of teacher enthusiasm and innovative teaching strategies in enhancing educational outcomes, there is a lack of localized empirical studies that explore the relationship between these variables. Existing research often focuses on broader educational contexts, leaving a gap in understanding how teacher enthusiasm specifically affects the implementation of innovative teaching strategies in localized settings such as the Carmen District in Davao del Norte. This gap limits the ability of school leaders, policymakers, and educators to design targeted interventions that effectively promote both teacher motivation and instructional innovation.

In response to this gap, the present study seeks to investigate the relationship between teacher enthusiasm and innovative teaching strategies among teachers in the specified locale. By providing empirical evidence, this research aims to contribute to the improvement of teaching practices and the development of effective strategies that enhance both teacher engagement and student learning outcomes.

Statement of the Problem

This study examined the relationship between teachers' enthusiasm and the use of innovative teaching strategies. Specifically, it sought to answer the following questions:

1. What is the level of teachers' enthusiasm in terms of:
   1.1 Teaching-related enthusiasm; and
   1.2 Subject-matter enthusiasm?
2. What is the extent of innovative teaching strategies employed by teachers in terms of:
   2.1 Critical thinking skills;
   2.2 Instructional creativity; and
   2.3 Interpersonal skills?
3. Is there a statistically significant relationship between teachers' enthusiasm and their innovative teaching strategies?
4. Which domain of teachers' enthusiasm significantly predicts the use of innovative teaching strategies?

Hypotheses

H_{o1}: There is no statistically significant relationship between teachers' enthusiasm and innovative teaching strategies.
H_{o2}: None of the domains of teachers' enthusiasm significantly influence the implementation of innovative teaching strategies.

Objectives of the Study

This study aimed to examine the relationship between teachers' enthusiasm and innovative teaching strategies. Specifically, it intended to:

1. Determine the level of teachers' enthusiasm;
2. Determine the extent to which teachers employ innovative teaching strategies;
3. Identify whether a statistically significant relationship exists between teachers' enthusiasm and innovative teaching strategies; and
4. Determine which domain of teachers' enthusiasm significantly predicts innovative teaching strategies.

Significance of the Study

This study is expected to provide valuable insights for various stakeholders by strengthening the understanding of the relationship between teacher enthusiasm (independent variable) and innovative teaching strategies (dependent variable). The findings are anticipated to support the development of relevant educational policies, programs, and interventions that promote both motivation and innovation in teaching.

Teachers. The study will help teachers recognize the importance of enthusiasm in enhancing instructional effectiveness. By understanding how their passion and engagement influence students' learning experiences, teachers can reflect on and improve their pedagogical practices. This may encourage the adoption of more dynamic, creative, and learner-centered approaches to teaching.

Learners. Students are expected to benefit from improved learning experiences resulting from enthusiastic and innovative teaching practices. Enhanced critical thinking skills, creativity, collaboration, and technological competence can better prepare learners for academic and real-world challenges.

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School Principals. School administrators may use the findings to design targeted professional development programs and support systems that encourage teacher motivation and innovation. Strengthening instructional leadership can foster a positive school culture that values creativity, collaboration, and continuous improvement.

Future Researchers. This study can serve as a reference for future research exploring related variables such as school climate, technological access, or teacher self-efficacy. It may also inspire further investigations into the long-term impact of teacher enthusiasm on educational outcomes.

Scope and Limitations of the Study

This study focused on examining the relationship between teacher enthusiasm and innovative teaching strategies among Key Stage 1 teachers in Carmen District, Division of Davao del Norte, during the School Year 2025–2026.

The respondents were limited to Bachelor of Elementary Education (BEED) graduates with at least three years of continuous teaching experience. This criterion ensured that participants had sufficient exposure to classroom instruction and teaching practices.

Data were collected using a survey questionnaire and were based on self-reported responses, which may be subject to personal interpretation and response bias. Statistical tools were used solely to analyze the relationship between the variables included in the study. The findings are limited to Grade 2 teachers in the Carmen District and may not be generalized to other grade levels, districts, private schools, or divisions. Additionally, the study did not consider other factors that may influence teacher enthusiasm, such as administrative support, workload, and personal motivation.

Despite these limitations, the study provides meaningful insights into the relationship between teacher enthusiasm and innovative teaching strategies within the specified context.

Definition of Terms

Teacher Enthusiasm. Refers to the emotional and behavioral expression of passion, energy, and interest that teachers bring into the classroom. It includes teaching enthusiasm and subject-matter enthusiasm, reflected through observable behaviors such as expressive communication and active engagement.

Innovative Teaching Strategies. Refers to the use of creative, progressive, and learner-centered approaches designed to enhance learning outcomes. These include critical thinking, instructional creativity, interpersonal skills, and ICT integration.

Critical Thinking. The ability to analyze, evaluate, and synthesize information to solve problems and make informed decisions.
Instructional Creativity. The use of imaginative and adaptive teaching methods that address diverse learning needs and promote engagement.

Interpersonal Skills. The ability to communicate effectively, collaborate, and build positive relationships with students and colleagues.
ICT Skills. The ability to use digital tools and technologies to support and enhance teaching and learning processes.

Carmen District, Davao del Norte. The geographical and administrative area where the study was conducted, representing the local educational context of the participating teachers.

Conceptual Framework

This study is anchored on Constructivist Learning Theory, Social Cognitive Theory, and Self-Determination Theory. These theories collectively explain how teacher enthusiasm influences the adoption of innovative teaching strategies.

Constructivist theory emphasizes active learning, where students construct knowledge through experience and interaction. Enthusiastic teachers create engaging and dynamic environments that support exploration and creativity, essential for innovative teaching.

Social Cognitive Theory highlights the role of modeling and self-efficacy. Teachers who demonstrate enthusiasm serve as role models, influencing students' motivation and engagement. High self-efficacy encourages teachers to adopt new strategies and improve instructional practices.

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Self-Determination Theory focuses on intrinsic motivation. Teachers who are passionate about their work are more likely to implement creative and learner-centered strategies that meet students' needs.

The conceptual framework posits that teacher enthusiasm (independent variable), consisting of teaching enthusiasm and subject enthusiasm, influences innovative teaching strategies (dependent variable), which include critical thinking, instructional creativity, interpersonal skills, and ICT skills.

Conceptual Model

Independent Variable:

- Teacher Enthusiasm
  - Teaching Enthusiasm
  - Subject Enthusiasm

Dependent Variable:

- Innovative Teaching Strategies
  - Critical Thinking
  - Instructional Creativity
  - Interpersonal Skills
  - ICT Skills

CHAPTER 2
METHODOLOGY

This chapter presents the methodological framework used in the study. It describes the research design, respondents, research instruments, data gathering procedures, statistical treatments, and ethical considerations employed to examine the relationship between teacher enthusiasm and innovative teaching strategies among Key Stage 1 teachers in the Carmen District, Division of Davao del Norte.

Research Design

This study utilized a **quantitative descriptive–correlational research design**. Quantitative research focuses on the systematic collection and analysis of numerical data to examine relationships among variables. The descriptive component aimed to determine the levels of teacher enthusiasm and the extent of innovative teaching strategies, while the correlational aspect examined the relationship between these two variables without establishing causality.

This design is appropriate because it allows for objective measurement and statistical analysis of variables using structured survey instruments. It also enables the researcher to identify patterns and associations between teacher enthusiasm—characterized by passion, energy, and positive disposition—and innovative teaching strategies such as critical thinking, creativity, social interaction, and ICT integration. Data were collected in a natural school setting without manipulation, ensuring realistic and reliable findings.

Respondents and Sampling Technique

The respondents consisted of **Grade 2 public school teachers** in the Carmen District, Division of Davao del Norte. The total population of 211 teachers was reduced to a sample of **138 respondents** using Slovin's formula with a 0.05 margin of error.

A **stratified random sampling technique** was employed to ensure proportional representation from both urban and rural schools. Inclusion criteria required participants to be Bachelor of Elementary Education (BEED) graduates with at least three (3) years of teaching experience. Teachers on leave, temporary assignment, or with insufficient experience were excluded. These criteria ensured that respondents possessed adequate teaching exposure and instructional competence, strengthening the validity and reliability of the data.

Research Instruments

A **structured questionnaire** served as the primary data-gathering instrument. It consisted of two parts:

- **Part I:** Teacher Enthusiasm
- **Part II:** Innovative Teaching Strategies

All items were close-ended and used a **5-point Likert scale** to measure responses.

The **teacher enthusiasm scale** was adapted from Kasalak and Dağyar (2020), comprising 10 items divided into teaching enthusiasm and subject enthusiasm. It obtained a **Cronbach's alpha of 0.89**, indicating high reliability.

The **innovative teaching strategies scale**, adapted from Jerusalem (2020), included 40 items covering critical thinking, creativity, social skills, and ICT skills. It yielded a **Cronbach's alpha of 0.92**, indicating excellent internal consistency.

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Both instruments underwent expert validation and pilot testing to ensure clarity, relevance, and reliability before final administration.

Data Gathering Procedure

The data collection followed a systematic and ethical process:

1. **Ethics Clearance.** An Ethics Compliance Certificate was secured to ensure adherence to ethical standards, including informed consent, voluntary participation, and confidentiality.
2. **Institutional Approval.** An endorsement letter was obtained from the Graduate School, followed by a permit from the Schools Division Superintendent (SDS).
3. **Coordination with Schools.** Letters were sent to school principals to request permission and schedule data collection.
4. **Instrument Validation.** Experts reviewed the questionnaire, and necessary revisions were incorporated.
5. **Data Collection.** Questionnaires were distributed and retrieved from the selected respondents without disrupting school activities.

All procedures complied with the Data Privacy Act of 2012, ensuring the protection of respondents' rights and information.

Statistical Treatment

Data were analyzed using both descriptive and inferential statistics:

- **Mean and Standard Deviation** were used to describe the level of teacher enthusiasm and extent of innovative teaching strategies.
- **Pearson Product–Moment Correlation** determined the relationship between the two variables.
- **Multiple Linear Regression Analysis** identified which domains of teacher enthusiasm significantly predicted innovative teaching strategies.

All analyses were conducted using statistical software, and results were interpreted based on standard significance levels.

Ethical Considerations

Ethical principles were strictly observed throughout the study. **Informed consent** was obtained from all participants, who were fully informed of the study's purpose, procedures, and voluntary nature. Respondents had the right to withdraw at any time without consequences.

Confidentiality and anonymity were ensured by coding responses and securely storing data. No identifying information was disclosed. The study posed minimal risk, limited to time and reflection, while offering benefits such as increased awareness of teaching practices.

Fairness and **justice** were maintained by selecting respondents without discrimination, ensuring equal representation. The researcher maintained **transparency, professionalism, and objectivity**, avoiding any conflict of interest.

This methodological approach ensured that the study was conducted systematically, ethically, and rigorously, allowing for valid and reliable conclusions regarding the relationship between teacher enthusiasm and innovative teaching strategies.

Summary

This chapter outlined the methodological framework of the study, including the research design, respondents, sampling techniques, instruments, procedures, data analysis methods, and ethical considerations. The use of a quantitative descriptive–correlational design, combined with reliable instruments and rigorous procedures, ensured that the study was conducted systematically and ethically. Consequently, the methodology provided a strong foundation for generating valid and reliable findings regarding the relationship between teacher enthusiasm and innovative teaching strategies.

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