
THE MEDIATING EFFECT OF INNOVATION CAPABILITY ON THE RELATIONSHIP BETWEEN SELF-BELIEFS AND INSTRUCTIONAL STYLES OF ENGLISH TEACHERS

Badayos, Jeanny Lou T.*1

*1Senior High School Teacher, San Pedro College – Basic Education Department, Ulas, Davao City, Philippines.

DOI : <https://www.doi.org/10.56726/IRJMETS67234>

ABSTRACT

Poor instructional style is a problem in education. This study aimed to determine the mediating effect of innovation capability on the relationship between self-beliefs and instructional styles. Using mediator analysis technique, involving 100 English teachers selected through simple random sampling, it is concluded that innovation capability does not significantly mediate the correlation between self-beliefs and instructional styles. Thus, the social cognitive theory is questioned. Future research should explore alternative factors mediating the relationship between self-beliefs and instructional styles, while refining instructional training programs to address the needs of educators and learners.

Keywords: Instructional Styles, Self-Beliefs, Innovation Capability, Mediating Effect, English Teachers, Secondary Schools.

I. INTRODUCTION

The low quality of teachers' instructional styles presents a problem in our education system today. This issue reflects the desires of academics and policymakers to bridge gaps in achieving desired educational outcomes, with a focus on improving teaching methods. However, instructional effectiveness has long been a concern within educational institutions, particularly within the Department of Education. For example, schools frequently encounter issues related to the quality of instruction, which is closely tied to teachers' competence. This competence encompasses various factors, including classroom management, teacher quality, effective teaching techniques, fostering positive social and learning environments, and nurturing strong home-school relations. Together, these elements constitute the entirety of teachers' instructional styles."

It was tackled during the International Education Forum attended by Education for All (EFA) member countries in Thailand about the inefficiency of teacher's delivery of instruction. The issue of making teaching more effective has become a significant problem for most of these countries, which are looking for essential characteristics that will boost their instructional style (Koundyannan, Abdul Kadir, Basri & Ayub, 2020). Similarly, the report of Cross Outreach (2022) shows that teachers performing tedious and non-teaching-related tasks is one of the primary reasons why the quality of learners' performance is low in some schools in Ghana, Africa. With this, the teachers' instructional styles are compromised, and there is doubt that they will be able to impart the appropriate knowledge and skills to their students.

The Department of Education (DepEd) of the Philippines, aware of the situation, launched Department Order No. 42, Series 2017, a mandate that is in line with the ASEAN integration reforms that change the character of the 21st-century learners necessitated the improvement and called for the rethinking of the National Competency-Based Teacher Standards. DepEd issued another DepEd Order No. 42 s. 2017, otherwise known as Professional Development Priorities for Teachers and School Leaders. This supports the department's goal of continuous upskilling and reskilling of teachers. Accordingly, effective teaching concerns their general development. Competent teachers are vital to raising student performance; hence, enhancing teacher quality is of utmost importance in the learning outcomes of young individuals (Dispo, 2017). However, a recent survey by the Philippine Star Global indicates that 66 percent of teachers observed in the Philippines had a "medium-low" use of effective teaching practices. No share of teachers was observed to have a "high" use of effective pedagogy (Chi,2023).

Strategies in teaching English were proven to affect readers' performance. To improve reading, it is urgent to explore strategies for teaching English (Gurning & Siregar, 2017). Amidst this urgency, very little research has been published on this concern, especially in the Philippines. Thus, this research was conducted.

This study is anchored on Bandura's Social Cognitive Theory of Self-Regulation (1991). This theory strongly emphasizes the idea that "In social cognitive theory, human behavior is extensively motivated and regulated by the ongoing exercise of self-influence. The major self-regulative mechanism operates through three principal subfunctions. These include self-monitoring of one's behavior, its determinants, and its effects; judgment of one's behavior in relation to personal standards and environmental circumstances; and affective self-reaction."

In this study, the self-belief variable is used to stand for self-influence, specifically self-monitoring and affective self-reaction, which are elements of the theory. The innovation capability variable is used to stand for self-belief, particularly in the judgment of behavior in relation to personal standards. Lastly, the instructional styles variable stands for the human behavior element explained in the theory.

Based on the theory, instructional style is the result of self-influence, which is represented by self-beliefs and innovation capability. Ultimately, in this research, innovation capability is tested as a mediator variable in the correlation between self-belief and instructional style.

The indicators for self-beliefs include learners and learning, teaching, subject matter, learning to teach, and self and the teaching role (Gilakjani & Sabouri, 2017). The indicators for instruction styles are expert, formal authority, personal model, facilitator, and delegator (Sim & Matore, 2022), and lastly, the indicators for innovation capability of the teachers include adaptability, resiliency, and participatory (Purwanto, 2021)

II. METHODOLOGY

This section is the method and analysis performed to determine the mediating effect of innovation capability on the relationship between self-beliefs and instructional styles of English teachers.

Research Design

This study used the non-experimental quantitative design using the descriptive-correlational approach with mediation analysis. Baker (2017) articulated that the use of the quantitative method of research enables the researcher to quantify the data gathered and to generalize results from a sample to the population of interest. The goal of quantitative design is to explain the result of this study further. The connection between variables was examined, the variables were calculated using instruments, and the data was subsequently assessed using statistical methods (Kandel, 2020). This design was the most appropriate to use in this study because it aims to determine the extent of self-beliefs, instructional styles, and innovation capability of English teachers and determine the relationships between and among the variables.

The degree of self-belief, instructional styles, and innovation capability of high school English teachers in the Davao City Division were examined in this study using a descriptive design. Furthermore, the association between self-beliefs and innovation capability, self-beliefs and instructional styles, and innovation capability and instructional styles was evaluated using a correlational methodology. Moreover, the relationship between self-beliefs and instructional approaches was examined in order to see if innovational capability could influence it using mediation analysis.

This study was carried out in one of the clusters of public high schools in the Division of Davao City. The selected secondary schools are located at the heart of the city, wherein their English teachers have been attending training and seminars to be capacitated to deliver English instruction efficiently. The schools in this cluster have the largest number of teachers since they also have a large number of enrollees. This indicates that these schools may have a large number of English teachers. Moreover, Davao City is a first-class, highly urbanized city in the Davao Region and the largest city in the Philippines in terms of land area. Being the largest city economy in Mindanao, the city also serves as the largest local economy in the southern Philippines.

Respondents

This study included one hundred (100) English teachers from five (5) secondary schools in one of the clusters in the Division of Davao City. The data was collected from the identified respondents, in which there were no restrictions in their demographic profile such as age, sex, highest educational attainment, marital status, length of service, and ethnicity, as long as they were licensed secondary school teachers teaching English subject. The

respondents were selected as they were all expected to be exposed to self-beliefs, innovation capability, and instructional style issues.

Moreover, this study used a simple random sampling technique, as the data were collected by picking a certain number of respondents out of the total population in the sampling frame.

On the other hand, the researcher employed the Raosoft Sample Size Calculator to calculate the sample from the total population. This approach gave priority to the respondents who met the researcher's requirements. They would be disqualified from the analysis if this condition was not met. Furthermore, the researcher valued the respondents' willingness to participate. Thus, they were free to withdraw if they experienced any psychological or emotional distress or if they were unable to complete the survey that the researcher provided. Their withdrawal would be taken into consideration.

Research Instruments

The three constructs of this study were assessed using three instruments: the self-beliefs questionnaire was adapted from Gilakjani and Sabouri (2017), the instructional styles questionnaire was adapted from Sim and Matore (2022), and the innovation capability questionnaire was adapted from Purwanto (2021). Restructuring was done to make the instruments more applicable to the local educational context.

Self-beliefs Questionnaire. Gilakjani and Sabouri (2017) came up with this questionnaire. It is a self-report questionnaire with a Likert scale that focuses on a detailed evaluation of the construct of self-beliefs regarding learners and learning, teaching, subject matter, learning to teach, and self and teaching roles. The rating scale for this attribute is as follows:

Level	Mean Interval	Descriptive Level	Descriptive Interpretation
5	4.20 - 5.00	Very High	This means that the self-belief of the secondary school English teachers is manifested all the time.
4	3.40 - 4.19	High	This means that the self-belief of the secondary school English teachers is manifested in most times.
3	2.60 - 3.39	Moderate	This means that the self-belief of the secondary school English teachers is sometimes manifested.
2	1.81 - 2.59	Low	This means that the self-belief of the secondary school English teachers is rarely manifested.
1	1.00 - 1.79	Very Low	This means that the self-belief of the secondary school English teachers is never manifested.

Instructional Styles Questionnaire. Sim and Matore (2022) developed the Instructional Styles Questionnaire to assess teachers' instructional styles in terms of expert, formal authority, personal model, facilitator, and delegator. On a 5-point Likert scale, the respondents would express their agreement with each statement. Below are the rating scales for the instructional styles.

Level	Mean Interval	Descriptive Level	Descriptive Interpretation
5	4.20 - 5.00	Very High	This means that the instructional style of the secondary school English teachers is manifested all the time.
4	3.40 - 4.19	High	This means that the instructional style of the secondary school English teachers is manifested in most times.
3	2.60 - 3.39	Moderate	This means that the instructional style of the secondary school English teachers is sometimes manifested.

2	1.81 - 2.59	Low	This means that the instructional style of the secondary school English is rarely manifested.
1	1.00 - 1.79	Very Low	This means that the instructional style of the secondary school English teachers is never manifested.

Innovation Capability Questionnaire. Purwanto (2021) developed the Innovation Capability Questionnaire to evaluate the following domains: adaptability, resiliency, and participatory. The following is the rating scale that was used with this variable:

Level	Mean Interval	Descriptive Level	Descriptive Interpretation
5	4.20 - 5.00	Very High	This means that the innovation capability of the secondary school English teachers is manifested all the time.
4	3.40 - 4.19	High	This means that the innovation capability of the secondary school English teachers is manifested in most times.
3	2.60 - 3.39	Moderate	This means that the innovation capability of the secondary school English teachers is sometimes manifested.
2	1.81 - 2.59	Low	This means that the innovation capability of the secondary school English teachers is rarely manifested.
1	1.00 - 1.79	Very Low	This means that the innovation capability of the secondary school English teachers is never manifested.

The survey questionnaire was forwarded to three (3) experts for validation. The three (3) experts used a Validation Sheet to rate the Survey Questionnaire. All the opinions and recommendations from the experts were followed. Following the validity test, the survey questionnaire was piloted to twenty (20) secondary school English teachers from different clusters in the Division of Davao City. Cronbach alpha was used to assess its reliability. Items with Cronbach alpha values more than 0.70 were considered reliable, whereas items with values less than 0.70 were revised (Mohamad, Sern & Salleh, 2015).

III. MODELING AND ANALYSIS

The respondents' responses were collated, tallied, tabulated, computed, presented, interpreted, and analyzed using relevant statistical tools. In analyzing the result of the study, the researcher used the following statistical tools:

Mean. This was used to measure the extent of self-beliefs of secondary school English teachers in terms of learners and learning, teaching, subject matter, learning to teach, and self and teaching role. This was also used to determine the extent of instructional styles of secondary school English teachers in terms of expert, formal authority, personal model, facilitator, and delegator. This was further used to measure the extent of the innovation capability of secondary school English teachers in terms of adaptability, resiliency, and participation.

Pearson Product Moment Correlation. This was employed to determine if a relationship exists between self-beliefs and instructional styles, self-beliefs and innovation capability, and innovation capability and instructional styles of secondary school English teachers.

Mediation Analysis. This was utilized to determine if innovation capability would affect the relationship between self-beliefs and instructional styles of secondary school English teachers in one of the clusters in the Division of Davao City.

IV. RESULTS AND DISCUSSION

This chapter presents the findings and discussion based on the data gathered. The presentation is organized based on the sequence of the statement of the problem in the first chapter.

Summary on the Level of Self-beliefs of English Teachers in Secondary Schools

Presented in Table 1 is the summary of the level of self-beliefs of English teachers in secondary schools in terms of belief in learners and learning, belief in teaching, belief in subject matter, belief in learning to teach, and belief in self and the teaching role.

Table 1. Summary on the Level of Self-beliefs of English Teachers in Secondary Schools

Domains of Self-Beliefs	Mean	Descriptive Equivalent
Belief in Learners and Learning	4.42	Very High
Belief in Teaching	4.58	Very High
Belief in Subject Matter	4.60	Very High
Belief in Learning to Teach	4.56	Very High
Belief in Self and the Teaching Role	4.66	Very High
Overall Mean	4.56	Very High

The table reveals that the overall mean value on the level of self-beliefs of English teachers in secondary schools is 4.56, which is described as "very high." This simply means that English teachers always believe in themselves and their capacity as teachers. This indicates that the respondents' beliefs in learners and learning, belief in teaching, belief in subject matter, belief in learning to teach, and belief in self and the teaching role are manifested all the time. This implies that the self-beliefs of English teachers in secondary schools are always manifest.

Moreover, the domain "belief in self and the teaching role" obtained the highest mean value among the five domains (4.66), which is described as very high" specifically in the part where English teachers are facilitators, coordinators, and dispensers of knowledge and skills which is 4.77 as appended in Table 1.5, followed by the domain "belief in subject matter" (4.60), which is described as "very high," particularly in the item where English teachers enhance the learners' intellectual well-being by teaching them basic English skills which are 4.73 as appended in Table 1.3. However, the domain "belief in learners and learning" obtained the lowest mean value among the five domains (4.42), which is described as "very high."

This demonstrates that teachers are consistently confident in their ability to effectively teach the English language to secondary learners. They may believe they have the vital pedagogical skills, strategies, and expertise to engage students, enhance language acquisition, and promote language proficiency.

This finding is similar to the study of Wright et al. (2019), who found that the way teachers view themselves, particularly how effective they feel as English teachers, has a significant influence on how they teach and how well their students do. High self-efficacy teachers exhibit more assurance in their capacity to instruct English, which leads to more interesting and fruitful learning environments. In particular, they work better to support students' acquisition of English language proficiency and academic performance. Additionally, it is emphasized that teachers' self-beliefs include their willingness and capacity to tailor their teaching approaches to their learners' different needs. Teachers who trust in their ability to be flexible in instructional approaches in English, apply differentiated instruction, and accommodate diverse learning styles show confidence in their teaching abilities (Pedrero & Manzi, 2020).

Summary on the Level of Instructional Styles of English Teachers in Secondary Schools

Presented in Table 2 is the summary on the level of instructional styles of English teachers in secondary schools in terms expert, formal authority, personal model, facilitator; and delegator.

Table 2. Summary on the Level of Instructional Styles of English Teachers in Secondary Schools

Domains of Instructional Styles	Mean	Descriptive Equivalent
Expert	4.62	Very High
Formal Authority	4.53	Very High
Personal Model	4.58	Ver High
Facilitator	4.52	Very High
Delegator	4.58	Very High
Overall Mean	4.57	Very High

The table further reveals that the overall mean value on the level of instructional styles of English teachers in secondary schools is 4.57, which is described as "very high." It shows that the domain "expert" obtained the highest mean value among the five domains (4.62), which is described as "very high," particularly in the items where English teachers explain the concepts of learning activities comprehensively and supply thorough instruction on what to do in every task which is both 4.67 as appended in Table 2.1, followed by domains "personal model" and "delegator" (4.58, respectively), which are described as "very high." However, the domain "facilitator" obtained the lowest mean value among the five domains (4.52), which is described as "very high." It further reveals that the overall mean value on the level of instructional styles of English teachers in secondary schools is 4.57, which is described as "very high."

This indicates that being experts, formal authorities, personal models, facilitators, and delegators are manifested all the time by the respondents. This implies that English teachers in secondary schools always manifest their instructional styles.

This demonstrates that English teachers in secondary schools skillfully incorporated language skills such as speaking, writing, listening, and reading into their teaching methods. They create lessons that encourage the growth of these skills simultaneously, providing learners with a thorough understanding of the English language in a variety of communicative contexts.

English instruction benefits significantly from good instructional styles that encourage critical thinking and inquiry-based learning. This is akin to the National Council of Teachers of English (2013), as cited in Gonzales (2022), which emphasizes that engaging students in literary text analysis, argument evaluation, and evidence-based argument construction improves their critical thinking abilities and ability to interact with complicated concepts. Effective instructional techniques enable students to read and write with questions, challenge assumptions, and investigate diverse perspectives. Teachers who practice timely instructional styles in English lessons are critical in helping students develop their communication abilities, such as reading, writing, speaking, and listening (Lockette, 2019).

Moreover, Warschauer (2004), as cited in Marban and Mulenga (2019), affirmed that instructional approaches that allow for meaningful interaction, feedback, and language practice help students build their communication skills. Effective instructional styles help students express themselves effectively, read texts critically, and engage in discourse with others. Hence, effective instructional styles foster students' innate desire, intellectual curiosity, and lifelong involvement with literature and language.

Summary on the Level of Innovation Capability of English Teachers in Secondary Schools

Presented in Table 3 is the summary of the level of innovation capability of English teachers in secondary schools in terms of adaptability, resiliency, and participatory.

Table 3. Summary on the Level of Innovation Capability of English Teachers in Secondary Schools

Domains of Innovation Capability	Mean	Descriptive Equivalent
Adaptability	4.36	Very High
Resiliency	4.37	Very High
Participatory	4.41	Very High
Overall	4.38	Very High

Table 3 reveals that the overall mean value on the level of innovation capability of English teachers in secondary schools is 4.38, which is described as "very high." It unveils that the domain "participatory" obtained the highest mean value among the three domains (4.41), which is described as "very high" concretely in item number 5, in which English Teachers collaborate with co-teachers to examine the root cause of the problem and suggests effective solutions which are 4.47 as appended in Table 3.3, followed by the domain "resiliency" (4.37), which is described as "very high" specifically in the part where English teachers take it as a part of the job when they encounter issues at work which is 4.45 as appended in Table 3.2. However, the domain "adaptability" obtained the lowest mean value among the three domains (4.36), which is described as "very high."

This indicates that the respondents manifest their adaptability, resiliency, and participatory all the time. This implies that English teachers in secondary schools always manifest their innovation capability.

This demonstrates that English teachers in secondary schools are creative, adaptable, and willing to explore new ideas and approaches in their English lessons. These teachers always find ways to find and seek new approaches that will make their lessons engaging. They always look for possible ways to make their teaching-learning process effective.

Lang et al. (2020) also observe and testify that innovative teaching methods in English classes develop critical thinking skills in addition to literacy development, which supports this finding. According to Morgan (2020), teachers who promote innovative approaches to teaching language development, reading, and writing skills help students increase Lang et al. (2020), who observe that innovative teaching methods in English classes develop critical thinking skills in addition to literacy development, support this finding. According to Morgan (2020), teachers who use innovative approaches to teach language development, reading, and writing skills help pupils improve their fluency, competency, and reading comprehension. By applying these teaching strategies, students can engage and involve themselves with a wide range of texts, explore a multitude of genres, and improve their communication abilities. In addition, innovative teaching strategies support children's growth in resilience, adaptability, and ability to flourish in a rapidly changing society and contribute to the community. They also foster and show a love of learning, intellectual curiosity, and a desire to learn about the world through language and literature.

Relationship between Self-beliefs and Instructional Styles of English Teachers in Secondary Schools

Table 4 presents the relationship between self-beliefs and instructional styles of English teachers in secondary schools.

The table reveals that the relationship between self-beliefs and instructional styles of English teachers in secondary schools is very high ($R=0.81$), and it is significant ($p\text{-value}=0.000<0.05$) at a .05 level of significance. It shows that the self-beliefs of English teachers in secondary schools significantly influenced their instructional styles. This implies that when the self-beliefs of English teachers in secondary schools are high, they would also have high instructional styles.

Table 4. Relationship between Self-Beliefs and Instructional Styles of English Teachers in Secondary Schools

Variables	Mean	R	R ²	Degree of Relationship	p-value	Decision @ 0.05 level
Self-Beliefs	4.56					
Instructional Styles	4.57	0.81	0.66	Very High	0.000	Reject H ₀

It further reveals that 66 percent (R²=0.66) of the variance in instructional styles can be attributed to the self-beliefs of English teachers, while other factors cause the other 33 percent. This shows that self-beliefs may contribute to the improvement of the instructional styles of high school English teachers.

This shows and proves that high school English teachers are more likely to be confident in their teaching approaches and to explore and investigate different instructional styles. A more tailored approach catered to the requirements and preferences of their students may arise from this study.

The finding is consistent and connected with Tschannen-Moran and Hoy (2001), as cited in Wright et al. (2019), which emphasizes that teachers' self-beliefs and/or confidence in their own abilities can influence their students' learning, which is very much related to their instructional styles. Teachers who have firm beliefs in themselves tend to explore different strategies and instructions that will certainly promote students' knowledge and learning, specifically in English instruction. (Pedrero & Manzi, 2020).

In addition to the abovementioned facts, Daing and Mustapha (2023) revealed that teachers' self-beliefs and self-confidence can be a reflection of how they chose their instructional style in the teaching-learning process. Their research suggests and reveals that teachers who see themselves as leaders and facilitators tend to use strategies that focus on the students themselves rather than teacher-centered strategies that are somehow less effective compared to student-centered activities or strategies.

Relationship between Self-beliefs and Innovation Capability of English Teachers in Secondary Schools

Table 5 presents the relationship between self-beliefs and innovation capability of English teachers in secondary schools.

Table 5. Relationship between Self-beliefs and Innovation Capability of English Teachers in Secondary Schools

Variables	Mean	R	R ²	Degree of Relationship	p-value	Decision @ 0.05 level
Self-Beliefs	4.56					
Innovation Capability	4.38	0.71	0.50	High	0.000	Reject H ₀

Table 5 reveals that the relationship between self-beliefs and the innovation capability of English teachers in secondary schools is high (R=0.71), and it is significant (p-value=0.000<0.05) at a .05 level of significance. It shows that the self-beliefs of English teachers in secondary schools significantly influenced their innovation capability. This implies that when the self-beliefs of English teachers in secondary schools are high, they would also have high innovation capability.

It further reveals that 50 percent (R²=0.50) of the variance in innovation capability of English teachers can be attributed to their self-beliefs, while other factors cause the other 50 percent. This implies that self-beliefs may be helpful in increasing the innovation capability of English teachers in secondary schools.

This shows that high school teachers are creative and innovative. They find solutions to make their teaching effective and engaging to ensure that learning does exist in their classroom.

Additionally, Chi (2023) shows and proves that self-beliefs and innovation capability are connected to each other. When teachers have these qualities, they are more confident in their effectiveness as teachers and, thus, promote quality instruction in their teaching.

On the other hand, self-beliefs can influence oneself, which makes the teacher innovative and creative. People who can regulate and control themselves, manage their time well, achieve their goals, and choose better

resources to make their work efficient. These people have self-discipline and focus, which are essential for achieving their goals innovatively (Koundyannan et al., 2020). With these, Yapo et al. (2021) concluded that educators' self-beliefs and their potential for innovation are interrelated and connected, showing that these two are very important in achieving their goals to be more effective and efficient in their teaching profession.

Relationship between Innovation Capability and Instructional Styles of English Teachers in Secondary Schools

Table 6 presents the relationship between innovation capability and instructional styles of English teachers in secondary schools.

Table 6. Relationship between Innovation Capability and Instructional Styles of English Teachers in Secondary Schools

Variables	Mean	R	R ²	Degree of Relationship	p-value	Decision @ 0.05 level
Innovation Capability	4.38	0.65	0.43	High	0.000	Reject H ₀
Instructional Styles	4.57					

Table 6 shows that the relationship between innovation capability and instructional styles of high school English teachers is high (R=0.65), and it is significant (p-value=0.000<0.05) at a .05 level of significance. This means that the innovation capability of high school English Teachers really affects their instructional styles. This simply means that since their innovation capability is high, they would probably also execute high instructional styles inside their classroom.

Moreover, 43 percent (R²=0.43) of the variance in instructional styles of high school English teachers is reflected in their innovation capability, while the other 57 percent is from other factors around them. This simply means that the innovation capability of high school English teachers might be helpful in improving their teaching strategies and instructional styles in the teaching-learning process. Furthermore, high school English teachers may use numerous different teaching styles and strategies.

In addition, Novitasari et al. (2020) showed that educators and teachers with effective and good innovation capabilities tend to have more creative and flexible instructional styles that address the needs of their different learners. For example, the study of Muijs and Reynolds (2011), as cited in Kaden (2020), emphasized that teachers and educators who are innovative are more flexible, creative, and resourceful in terms of looking for new strategies that will surely hold not only their students but also their colleagues.

Hence, Reyes et al. (2019) concluded that teachers with a growth mindset, thinking that their abilities and intelligence can be increased by hard work and learning, are more likely to accept innovation as a means of professional development and progress. They see problems as opportunities for learning and innovation, which promotes a culture of continual development in English instruction.

Mediating Effect of Innovation Capability on the Relationship between Self-beliefs and Instructional Styles of English Teachers in Secondary Schools

Figure 2 illustrates the PLS path model. The beta coefficients (β) are the path coefficients of the mediation model.

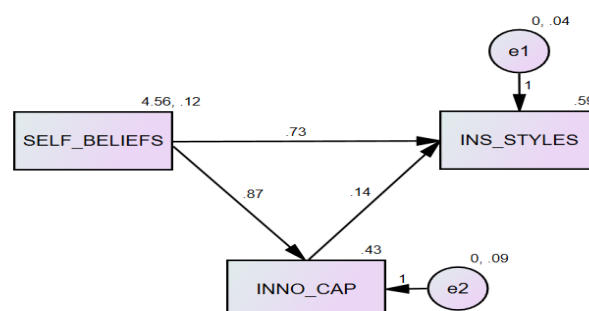


Figure 2. The Instructional Styles Model of English Teachers in Secondary Schools

It shows that the beta coefficient between self-beliefs and innovation capability is significant and positive ($\beta=0.87$, $p\text{-value}=0.009<0.05$). The same applies to self-beliefs and instructional styles ($\beta=0.73$, $p\text{-value}=0.004<0.05$). However, the beta coefficient between innovation capability and instructional styles is not significant ($\beta=0.14$, $p\text{-value}=0.165>0.05$). This study confirms that self-beliefs significantly and positively affect the innovation capability of English teachers. This indicates that as self-belief is present, their level of innovation capability also increases. Moreover, the study also reveals that high self-beliefs of English teachers positively affect their instructional styles.

This indicates that as the level of self-belief rises, their instructional styles also increase. However, with the presence of self-beliefs, innovation capability does not show a significant effect on instructional styles.

Mediating Effect of Innovation Capability on the Relationship between Self-beliefs and Instructional Styles of English Teachers in Secondary Schools

Presented in Table 7 is the mediating effect of innovation capability on the relationship between self-beliefs and instructional styles of English teachers in secondary schools.

Table 7. Mediating Effect of Innovation Capability on the Relationship between Self-beliefs and Instructional Styles of English Teachers in Secondary Schools

	β	S.E.	p-value	Interpretation
Direct Effects				
Self-beliefs→Innovation Capability	0.87	0.09	0.009	Significant
Innovation Capability→Instructional Styles	0.14	0.07	0.165	Not Significant
Self-beliefs→Instructional Styles	0.74	0.09	0.004	Significant
Indirect Effect				
Self-beliefs→Innovation Capability→ Instructional Styles	0.12		0.173	Not Significant

Table 7 shows that the indirect effect of innovation capability on self-beliefs and instructional styles is not significant ($\beta=0.12$, $p\text{-value}=0.173>0.05$). Thus, this study failed to reject the null hypothesis. This indicates that innovation capability does not mediate the relationship between self-beliefs and instructional styles. This means that the presence or absence of innovation capability makes no difference in how self-beliefs influence instructional styles. In other words, regardless of whether English teachers are innovative, their self-beliefs have a consistent impact on their instructional styles. This implies that English teachers in secondary schools' views about their own skills continue to influence how they respond to and engage with various instructional styles, regardless of their level of innovative capability.

Similar findings have been reported by Daphne et al. (2020) regarding the possibility that innovation capability influences how self-beliefs affect instructional approaches, although this particular mediation effect has not been demonstrated and exactly shown by the study. Without the need for creative competence and being innovative in any way, teacher self-efficacy, motivation, and organizational support can all have a direct impact on instructional practices, according to research on teacher innovation and professional development. Furthermore, depending on contextual elements like curriculum requirements, teacher autonomy, and school culture, the relationships between self-beliefs, innovative capacities, and instructional approaches may vary. Additionally, as stated by Aslan and Silvia (2020), English teachers may choose to base their lesson plans and other resources on the language proficiency of their students, the resources at their disposal, and the institutional support for innovation.

V. SUMMARY OF FINDINGS

The study found different findings regarding high school English teachers. In this research, it was discovered that the self-beliefs of English teachers, their instructional styles, and their innovation capability are manifested

all the time. Important connections between other aspects were also found and realized, including those between innovation capability and instructional approaches, self-beliefs and innovation, and self-beliefs and innovation. On the other hand, the study found no mediating effect of innovation capability on the relationship between self-beliefs and instructional styles of English teachers in secondary schools.

VI. CONCLUSION

Based on the data, it is concluded that the relationship between self-beliefs and instructional approaches is not significantly mediated by innovation capability. This calls into question the social cognitive theory, and it is now in question whether it holds that continuous self-influence exercises serve as a major source of motivation and regulation for human conduct.

ACKNOWLEDGEMENTS

This academic endeavor would not be possible without guidance and help from individuals who, in one way or another, contributed and extended their sincere help in the preparation and completion of this study.

To the panel of examiners for sharing their knowledge, wit, and expertise during the thesis defense headed by Dr. Edroslyn J. Fernandez, Dr. Estela O. Yray, Mrs. Ma. Theresa C. Rada, their comments and suggestions greatly aided me in finishing my studies;

With great pleasure, I would like to acknowledge the support and help of my adviser, Mr. SV Philip S. Merlas, for patiently guiding and encouraging me throughout this journey;

My sincere thanks as well as to the respondents, validators, and evaluators. All of you contributed a lot to this study. Moreover, I also owe my deepest gratitude to San Pedro College Basic Education Department, specifically to Sr. Josefa E. Dumapias, OP., Ms. Vanessa Manos, Mrs. Menerva R. Dinopol, and the faculty and staff of SPC Ulas for their words of encouragement, for their assistance and consideration in my every request;

To all my family and friends for their unwavering emotional, financial, and spiritual support, especially to my greatest inspiration, my husband, Dennis Badayos, and my kids, Denise and Dean, for cheering me up whenever I want to give up;

All those whose names were not mentioned but had helped me fulfill this paper in any way, thank you, and may the Almighty Father bless you all;

Above all, I thank Almighty God for giving me the wisdom that I need and the strength to complete this study. Indeed, with Him, nothing is impossible!

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