

# Linking Descriptive Abilities, Self-Modification, and Innovation: A Pathway to Teacher Empowerment

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## ABSTRACT

This study is motivated by the need to explore how the interplay between teachers' descriptive abilities, self-modification, and innovation can enhance educational outcomes and empower teachers. It is deeply motivated by a commitment to empowering teachers to navigate and lead within the evolving educational landscape. The descriptive method of research was employed with a checklist as the main tool to gather data. Techniques of interviews and observation were utilized to validate findings. The method is “fact-finding” or “information gathering” in nature with analytical interpretations. The descriptive method involves determining information about variables rather than individuals. This method is employed to measure existing phenomena

without inquiry into why they exist. The participants were 70 basic education teachers of Dr. Gloria D. Lacson Foundation Colleges, Inc., San Leonardo, Nueva Ecija, during the School Year 2024-2025. The study used a total population sampling to draw the participants. The analysis demonstrates a strong positive relationship between self-modification and creative innovation, with a Pearson correlation coefficient of 0.883. This high degree of association indicates that as individuals engage more in self-modification, their capacity for creative innovation also increases significantly. Age, years of service in teaching, and gender have no significant difference in the descriptive ability of the teachers. Except between gender and diligent stewardship had a significance difference which may reflect how male and female teachers express responsibility and accountability differently within the classroom. This finding suggests that self-modification and creativity in teaching are not significantly influenced by demographic factors such as age, gender, or years of experience. Instead, it may imply that these qualities are driven by other factors, such as individual personality traits, professional development opportunities, and the work environment, rather than external demographic variables. The connection between descriptive abilities, self-modification, and innovation is central to empowering teachers. By honing these skills, teachers are better equipped to navigate the complexities of modern education, improve their teaching practices, and foster an environment that encourages learners' success and growth. Through this process, teachers not only become more effective in their roles but also contribute to the broader transformation of the educational landscape.

**Keywords:** *descriptive ability, self-modification, innovation, empowering teachers, creative innovation, communication propensity, work responsiveness*

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## INTRODUCTION

Teaching today is no longer limited to delivering lessons, checking outputs, and following prescribed curriculum guides. In the everyday life of a teacher, teaching also means observing learners carefully, understanding classroom situations, adjusting one's own practices, and finding better ways to respond to the changing needs of students. Teachers are expected to become reflective practitioners, adaptive professionals, and innovators inside their classrooms. In this sense, teacher empowerment begins not only with external support from the school system but also with the teacher's inner capacity to understand practice, modify behavior, and create meaningful improvements.

In the Philippine basic education context, this concern has become more significant with the implementation of continuing curriculum reforms. The Department of Education issued DepEd Order No. 010, s. 2024, which provides the policy guidelines for the implementation of the MATATAG Curriculum. The policy emphasizes the need to equip learners with essential competencies and strengthen curriculum delivery, thereby placing teachers at the center of educational change. As curriculum reforms are introduced, teachers are challenged to interpret new expectations, describe classroom realities, adjust their teaching approaches, and innovate in ways that make learning more responsive and meaningful.

One important capacity that may contribute to teacher empowerment is descriptive ability. In this study, descriptive ability refers to the teacher's skill in observing, explaining, documenting, and making sense of classroom experiences, learner behaviors, instructional challenges, and professional practices. A teacher who can clearly describe what is happening in the classroom is more capable of identifying problems, recognizing patterns, and understanding the actual needs of learners. Descriptive ability becomes the starting point of reflection because teachers cannot improve what they cannot clearly understand. When teachers are able to describe their experiences with clarity and honesty, they become more aware of their strengths, limitations, and areas for growth.

Closely related to descriptive ability is self-modification. Self-modification refers to the teacher's willingness and ability to adjust personal beliefs, teaching habits, strategies, and professional behavior based on reflection, feedback, and experience. It is not simply changing because of administrative pressure; rather, it is a conscious and purposeful effort to become better. Burhan-Horasanlı and Ortaçtepe's 2024 study on reflection-for-action showed that reflective practice helps teachers identify strengths and weaknesses and develop strategies that may lead to creative, innovative, and even transformative teaching practices. This suggests that when teachers reflect on what they observe and describe, they become more prepared to modify their actions and improve their professional practice.

Another important construct in this study is innovation. Innovation refers to the teacher's ability to introduce, adapt, or apply new ideas, teaching strategies, learning materials, technologies, and classroom practices that respond to learners' needs. Innovation does not always mean creating something entirely new; it may also involve improving existing practices, contextualizing instruction, or finding practical solutions to recurring classroom problems. In 2024, Novoa-Echaurren emphasized that teacher agency in the use of information and communication technologies is connected to reflexive practice, school context, and collaborative decision-making. The study highlighted that teachers need support and professional dialogue to make meaningful pedagogical decisions in technology-supported learning environments. This implies that innovation grows stronger when teachers are reflective, supported, and empowered to make decisions in their own teaching contexts.

Recent literature also shows that teacher empowerment is closely connected to professional agency and professional learning. Zhang's 2024 study explained that teacher agency is constructed through teachers' engagement with professional development, their learning goals, and their actual professional contexts. The study emphasized that agency is not merely an individual possession but something that teachers construct through interaction with tools, goals, and learning environments. This supports the idea that teacher empowerment should

be studied not only as a result of training or policy implementation, but also as a process shaped by teachers' abilities to understand, modify, and act within their professional realities.

In the local setting, professional development remains a major pathway for empowering teachers. A 2024 DepEd regional article emphasized that teacher professional development allows educators to refine their teaching practices, engage with current research, respond to changing learner needs, and adopt innovative teaching methods. However, professional development becomes more meaningful when teachers are not passive recipients of training but active participants who can examine their experiences, change their practices, and apply new ideas in the classroom.

Based on these discussions, the present study is anchored on the belief that teacher empowerment may be strengthened by linking three important capacities: descriptive abilities, self-modification, and innovation. Descriptive abilities allow teachers to understand their classroom realities; self-modification enables them to adjust and improve themselves based on those realities; and innovation allows them to transform understanding and adjustment into creative classroom action. Together, these constructs may form a pathway toward teacher empowerment.

Although recent studies have examined reflective practice, teacher agency, professional development, and innovation, limited attention has been given to the direct connection among descriptive abilities, self-modification, and innovation as a pathway to teacher empowerment. Much of the existing literature discusses reflection and agency broadly, but fewer studies explain how a teacher's ability to describe classroom realities may influence the teacher's willingness to modify oneself and become more innovative.

Furthermore, in the context of Philippine curriculum reform, there is a need to understand how teachers personally and professionally respond to educational change. The implementation of the MATATAG Curriculum has created new expectations for teachers, but successful implementation depends not only on policies and training programs. It also depends on teachers' capacity to interpret classroom situations, adjust their practices, and create meaningful innovations for learners. This gap makes the present study relevant, especially for schools that seek to strengthen teacher empowerment from the ground level.

This study needs to be conducted because teacher empowerment is often discussed in terms of leadership support, professional development, or participation in decision-making. While these are important, empowerment also involves the teacher's internal capacity to observe, describe, reflect, modify, and innovate. A teacher may attend seminars and receive resources, but without the ability to understand classroom realities, adjust personal practices, and apply creative solutions, empowerment may remain incomplete.

By studying the link among descriptive abilities, self-modification, and innovation, this research may provide a clearer understanding of how teachers become more empowered in their profession. The findings may help school heads, master teachers, supervisors, and education leaders design professional development programs that do not only provide information but also strengthen teachers' reflective and innovative capacities. The study may also help teachers recognize that empowerment begins with their ability to understand their own practice, improve themselves, and respond creatively to the needs of their learners.

Therefore, this study is important because it gives attention to the human side of teaching. It recognizes teachers not merely as implementers of curriculum but as thinking, growing, and creative professionals. In a time when education continues to change, empowered teachers are needed, teachers who can describe what they experience, modify what needs to be improved, and innovate for the benefit of learners.

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## Literature Review

The contemporary educational landscape necessitates that teachers possess not only subject matter expertise but also the ability to effectively convey complex ideas, adapt to evolving pedagogical contexts, and innovate within their classrooms. This review explores the interrelated concepts of descriptive abilities, self-modification, and innovation, emphasizing their role in empowering teachers.

Descriptive abilities in teachers refer to their capacity to clearly and effectively communicate complex ideas, adapt explanations to diverse learning needs, and engage learners in meaningful discourse. These skills are crucial for fostering learner understanding and participation. Richards and Rodgers (2020) emphasize the role of descriptive abilities in language teaching, arguing that teachers who can articulate concepts clearly and use a variety of linguistic strategies are more successful in facilitating learner learning.

Gibbons (2021) emphasized the importance of descriptive skills in science education, noting their role in bridging complex concepts and learner understanding. By articulating intricate phenomena in clear, relatable, and engaging terms, educators can make abstract scientific ideas more accessible. This approach not only improves student comprehension but also cultivates curiosity and enthusiasm for the subject. Gibbons' findings suggest that strong descriptive abilities enable teachers to connect with diverse learners, adapting explanations to different levels of prior knowledge, thereby fostering a more inclusive and stimulating educational experience in science classrooms.

Self-modification, or the continuous process of personal and professional development, allows teachers to adapt to new challenges and integrate innovative practices. Mezirow and Taylor (2019) discuss transformative learning as a framework for self-modification, highlighting how reflective practice enables teachers to reassess their beliefs and adopt new teaching methods. Korthagen and Vasalos (2022) further explore the importance of self-reflection in teacher education, advocating for the integration of self-modification strategies in professional development programs.

Innovation in teaching involves the application of new strategies, technologies, and approaches to enhance learner engagement and learning outcomes. Anderson and Krathwohl (2020) examined the impact of innovative teaching methods on learner performance, finding that teachers who integrate technology and creative problem-solving techniques achieve higher levels of learner engagement.

Hargreaves and Fullan (2023) emphasize the critical need to cultivate an innovative mindset among teachers to effectively navigate and adapt to the rapid changes in educational landscapes. They argue that fostering creativity, flexibility, and a willingness to experiment equips educators to address emerging challenges, integrate new technologies, and meet evolving student needs. An innovative mindset enables teachers to think critically about traditional practices, embrace transformative ideas, and co-create dynamic learning experiences. This adaptability is vital not only for maintaining relevance in teaching but also for preparing students for an increasingly complex and fast-paced world.

The interplay between descriptive abilities, self-modification, and innovation creates a dynamic framework for empowering teachers. Fry and Kolb (2021) argue that strong descriptive abilities are essential for enhancing teachers' capacity to implement innovative practices. They contend that clear, precise communication enables educators to articulate ideas effectively, bridging gaps between complex concepts and student understanding. This clarity fosters learner-centered approaches, as teachers can adapt their explanations to students' needs, encouraging active engagement and deeper comprehension. Moreover, descriptive proficiency supports collaboration among educators, allowing for the seamless exchange of innovative strategies. By integrating these skills, teachers can create more interactive, inclusive, and innovative learning environments that prioritize student growth and creativity.

Furthermore, Darling-Hammond et al. (2023) highlight self-modification as a critical factor in empowering teachers to adopt innovative methods. They argue that continuous professional growth—fueled by reflective practices, feedback, and ongoing learning, helps teachers remain open to new ideas and emerging technologies. By cultivating adaptability, educators can better integrate advancements into their classrooms, creating dynamic and forward-thinking learning environments. This process not only enhances instructional quality but also prepares

teachers to meet the evolving needs of students in a rapidly changing educational landscape. The study underscores the necessity of fostering a growth-oriented mindset to drive meaningful pedagogical innovation. Descriptive abilities, or the capacity to clearly articulate and explain concepts, are foundational to effective teaching. A study by Lopez and Bernal (2020) highlights that teachers with strong descriptive skills are better equipped to engage learners and facilitate understanding across diverse learning styles. The authors argue that these skills enable teachers to make abstract concepts accessible and relatable, thus enhancing learner learning outcomes. Further, Smith and Kim (2021) conducted a study on the impact of descriptive communication in STEM education. They found that teachers who effectively described processes and theories could significantly improve learner performance and interest in scientific fields. Their research underscores the importance of communication training in teacher education programs.

Self-modification, encompassing the ongoing process of personal and professional growth, is essential for teachers to remain effective in dynamic educational settings. According to Garcia and Morrison (2022), self-modification involves critical self-reflection, seeking feedback, and adopting new teaching strategies. Their study emphasizes that teachers who actively engage in self-modification are more adaptable and open to implementing innovative practices. In another significant contribution,

Thompson et al. (2023) explored the impact of self-directed learning on teacher development, emphasizing its transformative potential. Their study highlighted that teachers who actively sought continuous learning opportunities—through professional development programs, independent study, or collaborative networks—demonstrated a greater propensity for innovation in their teaching practices. These educators were more inclined to experiment with novel instructional methods, integrating creativity and adaptability into their classrooms. This, in turn, led to more dynamic and engaging learning environments, where students benefited from fresh, tailored approaches to education. The findings underscore the critical link between self-motivated professional growth and the ability to drive meaningful pedagogical innovation. Innovation is increasingly recognized as a vital component of effective teaching. Rodriguez and Patel (2021) explored the role of innovation in enhancing learner engagement and learning outcomes. Their research indicates that teachers who integrate technology and creative teaching methods can better meet the diverse needs of their learners. Moreover, Wilson and Chen (2019) highlighted the connection between innovation and teacher empowerment. They suggest that teachers who are encouraged to innovate feel more confident and satisfied in their roles, leading to improved job performance and learner success. This study also stresses the importance of institutional support in promoting an innovative culture within schools.

The intersection of descriptive abilities, self-modification, and innovation forms a holistic approach to empowering teachers. Miller and Scott (2024) propose a framework that integrates these elements, arguing that such an approach can transform teaching practices and enhance educational outcomes. Their research suggests that when teachers are proficient communicators, committed to self-improvement, and encouraged to innovate, they are better positioned to adapt to the challenges of modern education.

Johnson and Lee (2022) also advocate for professional development programs that simultaneously address these competencies. They found that comprehensive training initiatives that focus on communication skills, reflective practice, and innovative strategies yield significant improvements in teacher effectiveness and learner achievement.

## **METHODS**

### **Research Design**

The descriptive method of research was employed with a checklist as the main tool to gather data. Techniques of interviews and observation were utilized to validate findings. The method is “fact-finding” or “information gathering” in nature with analytical interpretations. The descriptive method involves determining information about variables rather than individuals. This method is employed to measure existing phenomenon without inquiry into why it exists. It is concerned with conditions or relationships that exist; practices that prevail; beliefs and processes that are going on

### Research Locale

This study will be conducted at Dr. Gloria D. Lacson Foundation Colleges, Inc. during the School Year 2024–2025. The institution serves as an appropriate locale for the study because it is composed of teachers who are directly involved in the teaching-learning process and who experience the everyday demands of classroom instruction, curriculum delivery, learner engagement, and professional growth. The respondents of the study will consist of 70 teachers from Dr. Gloria D. Lacson Foundation Colleges, Inc. These teachers are considered significant participants because they are in a position to provide meaningful insights into the relationship among descriptive abilities, self-modification, innovation, and teacher empowerment. Their experiences in planning lessons, managing classes, responding to learners' needs, adapting to institutional expectations, and applying teaching strategies make them suitable sources of data for the present study.

As a research locale, Dr. Gloria D. Lacson Foundation Colleges, Inc. provides a relevant educational environment where teachers continuously perform multiple professional roles. Beyond classroom instruction, teachers are expected to observe learner performance, describe instructional challenges, adjust their teaching practices, and explore innovative approaches that may improve learning outcomes. These realities make the institution a meaningful setting for examining how teachers' descriptive abilities and self-modification may contribute to innovation and empowerment. The selection of this locale is also practical and purposeful. Since the study focuses on teacher empowerment, the researcher chose a school setting where teachers' professional experiences can be closely examined within an actual educational institution. The presence of 70 teacher-respondents allows the researcher to gather sufficient data that may reflect the teachers' perceptions, practices, and professional capacities during the School Year 2024–2025. Therefore, Dr. Gloria D. Lacson Foundation Colleges, Inc. is considered an appropriate setting for this study because it offers a real and relevant context for understanding how teachers recognize classroom realities, modify their practices, and engage in innovative teaching. The findings from this locale may provide useful insights for strengthening teacher development programs, improving instructional support, and promoting teacher empowerment within the institution.

### Participants and Sampling Technique

The participants of this study will be the 70 teachers of Dr. Gloria D. Lacson Foundation Colleges, Inc. during the School Year 2024–2025. They were chosen because they are directly involved in classroom instruction and are therefore in the best position to provide meaningful responses about descriptive abilities, self-modification, innovation, and teacher empowerment. Their everyday experiences as teachers allow them to observe classroom realities, adjust their teaching practices, and apply strategies that may improve the learning experiences of their students. The teacher-participants may come from basic education departments within the institution. This makes their participation valuable because each teacher may have different experiences, teaching styles, challenges, and ways of responding to learners' needs. Despite these differences, they share a common professional role as educators who are expected to plan lessons, manage instruction, assess learning, reflect on their practices, and contribute to the improvement of the school community. In selecting the participants, the study will use total population sampling. This sampling technique is appropriate because the total number of teachers is only 70, which is manageable for the researcher to include in the study. Instead of selecting only a portion of the teacher population, all qualified teachers of Dr. Gloria D. Lacson Foundation Colleges, Inc. during the School Year 2024–2025 will be invited to participate. This approach allows the study to gather a more complete picture of the teachers' perceptions and experiences.

### Research Instrument

**Descriptive Ability Checklist.** The checklist consists of five (5) parts with five item statements to draw the characteristics and skills of the teachers along the following concerns: work responsiveness, diligent steward, communication propensity, sensitivity to pupils' needs, and professional character. The checklist was made by the researcher through the assistance of her adviser. Very minor revisions were undertaken to suit the direction of the study. Teachers are instructed to encircle the number opposite each item by following the numerical guide below: 5 – always; 4 – often; 3 – sometimes; 2 – rarely; and, 1 – never. To arrive at a verbal rating of each item-statement,

the following arbitrary numerical guide was used: 4.21 – 5.0 - always; 3.41 – 4.20– often; 2.61 – 3.40 - sometimes; 1.81 – 2.60 - rarely; 1.0 – 1.80 –never.

Self-modification and Creative Innovation Checklist. The checklist was made by the researcher. It consists of two parts: Part II on Self-modification and Part III focused on Teachers' creative innovation. Both consists of 10 items. Teachers are instructed to encircle the number opposite each item by following the numerical guide below: 5 – always; 4 – often; 3 – sometimes; 2 – rarely; and, 1 – never. To arrive at a verbal rating of each item-statement, the following arbitrary numerical guide was used: 4.21 – 5.0 - always; 3.41 – 4.20– often; 2.61 – 3.40 - sometimes; 1.81 – 2.60 - rarely; 1.0 – 1.80 –never.

### **Data Gathering**

Permission from higher authorities was sought to allow the researcher to administer the data-gathering instruments to the teachers in the research locale. The checklist was professionally administered by the researcher to the respondents. Explanation of the purpose of the study was carried out to facilitate better understanding among the teachers the objective of the undertaking.

### **Data Analysis**

The verbal ratings of item statements were based on the obtained weighted means. The Pearson Product Moment Correlation was used to test the null hypothesis: “The five concerns of teachers’ descriptive ability are not interrelated” and the analysis of variance was employed to test the null hypothesis: “There are no variances in the descriptive ability of when grouped according to gender and number of years teaching”.

### **Ethical Consideration**

This study will be conducted with careful attention to ethical standards to protect the rights, dignity, privacy, and welfare of the teacher-participants. Since the respondents of the study are the 70 teachers of Dr. Gloria D. Lacson Foundation Colleges, Inc. during the School Year 2024–2025, the researcher will make sure that the entire research process is respectful, fair, and transparent. Before the actual gathering of data, the researcher will seek permission from the proper school authorities to conduct the study. This will ensure that the research is formally recognized by the institution and that the data-gathering process will not disrupt regular school activities. The researcher will also explain the purpose of the study, the nature of the participants’ involvement, and the importance of their responses in understanding the link among descriptive abilities, self-modification, innovation, and teacher empowerment. The participation of the teachers will be voluntary. No teacher will be forced to take part in the study, and the respondents will have the right to decline or withdraw from participation at any time without fear of punishment, pressure, or negative consequence. This is important because teachers should feel that their participation is based on their willingness and not because of obligation or authority. The researcher will also secure informed consent from the participants. The consent form will explain the purpose of the study, the procedures involved, the expected time needed to answer the questionnaire, and the assurance that their responses will be used only for academic and research purposes. By signing or agreeing to the informed consent, the participants will show that they understand the study and are willing to take part in it. Confidentiality will be strictly observed. The names of the teacher-participants will not be revealed in the presentation, analysis, or interpretation of the data. Instead, the responses will be treated collectively and will be reported in summary form. This means that no individual teacher will be personally identified based on his or her answers. The researcher will also ensure that all gathered data will be kept secure and accessible only to the researcher and authorized persons involved in the study. The study will also observe anonymity, especially in the answering of the research instrument. Participants will not be required to write their names on the questionnaire unless necessary for administrative purposes, and any identifying information will be removed or protected. This will allow the teachers to answer honestly and comfortably without fear that their responses may affect their professional standing or relationships within the institution. The researcher will make sure that the study will not cause harm to the participants. The questions in the research instrument will be prepared in a manner that is professional, respectful, and relevant to the objectives of the study. Since the study

deals with teachers' professional perceptions and practices, the researcher will avoid questions that may embarrass, offend, or unfairly judge the respondents. The purpose of the study is not to criticize individual teachers but to understand how descriptive abilities, self-modification, and innovation may contribute to teacher empowerment. Finally, the researcher will practice honesty and integrity throughout the conduct of the study. The data gathered will be analyzed and reported truthfully, without manipulation or misrepresentation. Proper acknowledgment of sources will also be observed to avoid plagiarism and to respect the intellectual work of other authors. Through these ethical measures, the study will maintain fairness, credibility, and respect for all participants involved.

## RESULTS AND DISCUSSION

The data on teachers' descriptive ability about work responsiveness paints a picture of exceptional competence and commitment. At the forefront, teachers excel in adjusting their teaching methods based on learner feedback and performance, achieving a remarkable mean score of 4.88. This highlights their dedication to tailoring lessons to meet individual learner needs, fostering a more engaging and effective learning environment. Close behind, with a mean of 4.85, is their ability to provide clear explanations of complex concepts. This skill is vital for ensuring that learners grasp challenging material, further enhancing their educational experience. Together, these top results reflect a strong emphasis on communication and adaptability in teaching practices.

However, the data also reveals areas for improvement. The least favorable scores pertain to addressing problems without unnecessary delays, which received a mean of 4.68, and the ability to quickly adjust work priorities in response to unexpected tasks, scoring 4.71. While still categorized as "Always," these scores suggest that there may be occasional challenges in timely problem resolution and flexibility in workload management.

Overall, the average weighted mean of 4.82 underscores a high level of proficiency in both descriptive ability and work responsiveness among teachers. This demonstrates their unwavering dedication to creating a supportive and responsive learning environment, ultimately benefiting their learners' educational journeys.

Effective teaching hinges on the ability of teachers to clearly convey information in ways that not only facilitate understanding but also foster engagement and active participation in the classroom. Descriptive abilities or skills that allow teachers to articulate ideas precisely and relate content to learners' experiences that play a critical role in this process. These abilities empower teachers to break down complex concepts into manageable, comprehensible components, making learning accessible and inclusive for diverse learner groups.

Central to this is the teacher's adaptability in modifying explanations to suit different learning styles and levels of understanding. For example, Lamb et al. (2020) highlight how the strategic use of tailored communication techniques, such as drawing analogies from learners' everyday experiences or using real-world examples, can bridge the gap between abstract ideas and practical understanding. Additionally, detailed and constructive feedback enables learners to recognize their learning progress and areas for improvement, thus enhancing their overall comprehension and motivation.

Brown and Smith (2021) further argue that teaching methods must evolve to align with the varied needs and developmental stages of learners. By incorporating dynamic approaches—such as interactive activities, differentiated instruction, and technology integration—teachers can maintain learner engagement and cater to a wide range of abilities. This adaptability ensures that instruction remains relevant and effective, supporting learners in achieving their academic potential while fostering a deeper, more meaningful connection to the material.

The ability of teachers to be responsive adapting their methods and priorities based on real-time input is a hallmark of effective teaching and aligns closely with the principles of agility in the workplace. Responsiveness in education involves actively listening to learner feedback, observing classroom dynamics, and making immediate adjustments to teaching strategies. This proactive approach ensures that instruction remains relevant and addresses the unique and evolving needs of learners. Johnson et al. (2019) emphasize that incorporating real-time feedback into teaching practices not only improves how lessons are delivered but also enhances overall efficacy. For example, a teacher who recognizes that learners are struggling with a specific concept might revise their approach mid-lesson, using additional examples or simplified language to clarify the material. By doing so, teachers demonstrate a commitment to ensuring comprehension and engagement, which in turn fosters better learning outcomes.

Beyond teaching strategies, responsiveness extends to task and workload management. Rivera and Torres (2022) highlight the importance of adaptability in handling unforeseen challenges, such as sudden changes in curriculum requirements or the need to address classroom disruptions. Teachers who can efficiently reorganize their priorities to accommodate unexpected demands exhibit higher productivity and job satisfaction. For instance, they might quickly reallocate time to create new instructional materials or provide additional support to struggling learners without compromising other responsibilities.

This responsiveness mirrors agile work principles often applied in other industries, which prioritize flexibility, iterative improvement, and a focus on immediate needs. In education, these principles translate into a teacher's ability to maintain balance while managing competing demands, fostering a resilient and adaptive mindset that benefits both learners and the broader learning environment. Through such adaptability, teachers are better equipped to navigate the complexities of modern classrooms and drive continuous improvement in their practices.

Descriptive abilities combined with a flexible, learner-centered teaching approach enable teachers to not only clarify complex topics but also inspire and empower learners. These practices are vital in creating a supportive and productive educational environment that meets the demands of modern classrooms.

Teachers' descriptive abilities about diligent stewardship, highlighting their strengths and areas for improvement based on mean scores and verbal descriptions. The analysis of teachers' descriptive ability about diligent stewardship reveals a strong commitment to professionalism and responsibility. At the forefront, teachers excel in rephrasing or repeating important information to ensure learner comprehension, achieving an impressive mean score of 4.91. This skill is crucial for fostering understanding and engagement in the classroom, highlighting the importance of clear communication. Close behind, with a mean of 4.88, is their ability to provide clear and concise instructions for classroom activities and assignments. This emphasis on clarity facilitates better learner participation and task execution, further enhancing the learning experience.

However, the data also identifies areas for improvement. The lowest score, 4.69, pertains to maintaining a consistent level of performance under pressure. While still categorized as "Always," this suggests that some teachers may encounter challenges in sustaining their effectiveness during stressful situations. Additionally, the mean of 4.79 for using organizational resources efficiently indicates room for growth in resource management practices.

Overall, the average weighted mean of 4.77 underscores a high standard of diligent stewardship among teachers. This reflects their dedication to professionalism, ethical standards, and respectful interactions with colleagues and stakeholders, ultimately contributing to a responsible and supportive educational environment.

Diligent stewardship in education refers to the conscientious and ethical management of a teacher's responsibilities, including their tasks, resources, and interpersonal relationships within the school environment. This principle underscores the importance of accountability, efficiency, and respect in fulfilling professional duties. At its core, diligent stewardship requires a strong foundation of descriptive abilities, as these skills enable teachers to effectively convey their expectations, ensure clarity in communication, and deliver instruction that meets the needs of their learners.

Descriptive abilities facilitate the teacher's ability to provide clear, concise, and actionable instructions, which are fundamental to fostering a productive learning environment. Martin and Lopez (2021) highlight that well-articulated instructions minimize confusion and ambiguity, ensuring that learners clearly understand their roles and tasks. This level of clarity not only reduces the likelihood of misunderstandings but also cultivates engagement by making learners feel more confident and prepared to participate actively in the learning process.

Santos and Kim (2020) extend this perspective by emphasizing the importance of adaptability in communication, particularly for learners with diverse learning needs. They argue that rephrasing or emphasizing key points during instruction can significantly enhance comprehension, as it allows teachers to present information in multiple ways. For instance, restating critical instructions using simpler language or repeating essential concepts ensures that all learners, regardless of their cognitive or linguistic abilities, can fully grasp the material. This practice is especially crucial in classrooms with learners from varied cultural and academic backgrounds, where differences in prior knowledge or language proficiency can create barriers to understanding.

By combining clear communication with thoughtful adaptation, teachers demonstrate diligence in their stewardship, ensuring that every learner has an equal opportunity to succeed. This approach not only supports the

achievement of learning objectives but also reinforces a classroom culture of inclusion and equity. Ultimately, the integration of descriptive abilities and diligent stewardship empowers teachers to manage their responsibilities effectively while creating meaningful and accessible learning experiences for all learners.

Teachers' descriptive abilities in terms of communication propensity, highlighting their strengths and areas for growth based on mean scores and verbal descriptions. The analysis reveals a commendable level of competence among teachers in their communication skills. Notably, the highest mean score of 4.89 indicates that teachers are confident in communicating with others, regardless of their position. This confidence is crucial for fostering open dialogue and effective interactions within the educational environment. Following closely, with a mean of 4.84, is their ability to initiate conversations with learners to understand their needs and concerns. This proactive approach emphasizes the importance of building relationships and addressing learner issues effectively.

However, the data also points to areas where improvement could be beneficial. The lowest score, 4.65, relates to the ease of expressing thoughts clearly and effectively. While still categorized as "Always," this suggests that there may be occasional challenges in conveying ideas succinctly. Additionally, the mean of 4.64 for adapting communication styles to suit different audiences indicates a need for further development in tailoring messages to various stakeholders.

Overall, the average weighted mean of 4.77 reflects a high level of communication propensity among teachers, showcasing their commitment to effective interaction, active listening, and providing constructive feedback, all of which contribute to a supportive and engaging educational atmosphere.

Effective communication is a cornerstone of successful teaching, with descriptive abilities serving as a key enabler of meaningful interactions between teachers, learners, and colleagues. Communication propensity, or a teacher's inclination and ability to engage effectively, influences not only instructional clarity but also the relationships that underpin a productive educational environment.

Effective communication in education requires teachers to tailor their approach to suit the unique needs of different audiences, including learners, parents, and colleagues. Taylor and Wilson (2020) assert that such adaptability enhances interpersonal efficacy, which is the ability to interact successfully and build relationships across varied contexts. This skill is especially vital in fostering understanding and collaboration, as it ensures that the intended message resonates with individuals from diverse cultural, educational, and professional backgrounds.

For instance, when interacting with learners, teachers may need to simplify complex concepts or use engaging examples to clarify ideas, ensuring that learners of all levels can comprehend the material. In contrast, communication with parents might involve more formal language, focusing on progress updates and strategies for supporting learning at home. Meanwhile, discussions with colleagues often require a professional tone, especially during meetings where teamwork, problem-solving, or policy discussions are involved. By adapting their communication style to suit these varied contexts, teachers create an inclusive and respectful environment that supports collaboration.

Carter et al. (2019) emphasize the importance of clear and confident communication, particularly when addressing diverse groups or managing challenging situations. For example, when resolving conflicts among colleagues or learners, teachers must articulate their thoughts effectively to foster understanding and reach mutually agreeable solutions. Similarly, presenting ideas during professional meetings requires not only clarity but also confidence to convey authority and inspire trust.

This combination of adaptability, clarity, and confidence enables teachers to engage with different stakeholders effectively, ensuring that their messages are understood and their objectives are achieved. Ultimately, this communication proficiency not only strengthens relationships but also promotes a culture of inclusivity and cooperation, essential for the success of any educational community.

Teachers' descriptive abilities about their sensitivity to learners' needs, highlighting strengths and areas for enhancement. The analysis reveals a commendable sensitivity among teachers, with the highest mean score of 4.81 for being aware of and sensitive to learners' emotional and psychological well-being. This emphasis on emotional support is crucial for fostering a nurturing learning environment. Following closely, a mean of 4.80 indicates their commitment to offering flexible deadlines and alternative assignments to accommodate diverse learner circumstances. Other notable scores include a mean of 4.79 for creating an inclusive learning environment and 4.77

for being attentive to learners' emotional and social needs. These results reflect a strong focus on meeting individual learner needs.

However, the data also identifies areas for improvement. The lowest score of 4.68 pertains to adapting teaching methods based on individual learner needs and demonstrating awareness of cultural, linguistic, and socio-economic differences. While still rated as "Always," these areas suggest opportunities for further development in personalized instruction.

Overall, the average weighted mean of 4.74 underscores teachers' unwavering dedication to being sensitive to learners' needs, contributing to an inclusive and supportive educational atmosphere.

Sensitivity to learners' needs is a crucial component of effective teaching, directly linked to a teacher's descriptive abilities. By clearly communicating, adapting instruction, and demonstrating empathy, teachers can create inclusive and supportive learning environments tailored to the diverse requirements of their learners.

Teachers' ability to adjust their instructional approaches to address the unique needs of individual learners is a hallmark of effective teaching. This flexibility not only promotes academic engagement but also ensures equitable learning opportunities for all learners. Differentiated instruction is a particularly effective strategy in this regard. Brown and Lee (2020) describe it as tailoring teaching methods to align with diverse learning preferences, such as visual, auditory, and kinesthetic styles. By recognizing that learners process information differently, teachers can design lessons and activities that resonate with their learners, making the material more accessible and comprehensible. For example, visual learners may benefit from diagrams or videos, auditory learners from lectures or discussions, and kinesthetic learners from hands-on activities.

Additionally, flexibility in instructional planning plays a significant role in addressing challenges that learners may face outside the classroom. Santos and Rivera (2021) highlight the importance of accommodating diverse personal circumstances by offering alternative assignments and flexible deadlines. Such adjustments recognize that factors like illness, family responsibilities, or unexpected life events can impact a learner's ability to meet standard expectations. By providing options that align with these realities, teachers demonstrate empathy and support, allowing learners to continue learning without feeling overwhelmed or penalized.

This adaptability not only strengthens learner engagement but also fosters a sense of inclusion and support, as learners see their individual needs being acknowledged and met. It reflects a commitment to creating a responsive and learner-centered environment where all learners, regardless of their challenges, can achieve success. Moreover, this approach cultivates trust and motivation, as learners feel valued and understood by their teachers.

Teachers' descriptive abilities in terms of professional character, highlighting their strengths and areas for potential growth. The analysis reveals a strong commitment to professional integrity among teachers, with the highest mean score of 4.87 for demonstrating respect toward learners, colleagues, and parents in all interactions. This foundational respect is essential for fostering positive relationships in the educational environment. Additionally, teachers uphold high standards of honesty and integrity in their conduct, reflected in a mean score of 4.81. Teachers also exhibit a positive attitude and enthusiasm for teaching and learning, which contributes significantly to learner engagement, as seen in another mean of 4.81. Their dedication to ethical guidelines and professional standards is evident with a score of 4.83, underscoring their commitment to best practices in education.

However, there are areas where improvement may be beneficial. The lowest score of 4.75 pertains to consistently adhering to ethical guidelines and professional standards, indicating a need for ongoing focus in this area. Similarly, a mean of 4.76 for commitment to continuous professional development suggests opportunities for further growth.

Overall, the average weighted mean of 4.74 highlights teachers' unwavering dedication to maintaining a strong professional character, contributing to a positive and ethical educational atmosphere.

Teachers' professional character is a critical aspect of their overall effectiveness, influencing both their interactions with others and their ability to foster a positive and productive learning environment. This character includes essential qualities such as respect, integrity, responsibility, and a commitment to continuous improvement, which are interconnected with descriptive abilities. Teachers who communicate with clarity, consistency, and respect not only enhance the learning experience but also model the values of professionalism and ethics for their learners.

Demonstrating respect toward learners, colleagues, and parents is fundamental to building strong, trusting relationships in educational settings. According to Wilson and Brown (2021), respectful interactions enhance communication, foster mutual trust, and create a collaborative environment conducive to learning. Teachers who consistently model respect and approach each situation with honesty and integrity cultivate an atmosphere of transparency and accountability. This is particularly important in ensuring that learners feel safe and valued in the classroom, which directly impacts their academic success and well-being.

Likewise, adhering to high standards of honesty and integrity is central to ethical teaching practices. As noted by Carter and Smith (2020), teachers who uphold these standards in all professional interactions not only earn the respect of their peers and learners but also contribute to a culture of trust within the school community. Teachers who exhibit transparency in their communication and decision-making processes help maintain ethical boundaries and ensure that all stakeholders are treated with fairness and dignity.

Upholding ethical guidelines and professional standards is essential in maintaining the integrity of the teaching profession. According to Johnson and Lopez (2022), teachers who adhere to these standards are seen as reliable and responsible, which in turn increases their effectiveness in the classroom. By consistently following established ethical guidelines, teachers set a positive example for learners and colleagues, demonstrating the importance of ethical behavior in both personal and professional spheres.

Moreover, respecting the confidentiality and privacy of sensitive information, as highlighted by Rivera and Taylor (2023), is a critical aspect of professionalism. Teachers are often privy to personal information about learners, and handling such data with care and discretion is essential in maintaining trust and upholding ethical standards. This also extends to avoiding conflicts of interest and being transparent when they arise, which aligns with the ethical conduct expected of teachers in their professional roles.

A key characteristic of professional teachers is their commitment to lifelong learning and professional development. According to Santos and Martin (2021), teachers who engage in continuous professional development are better equipped to adapt to changing educational landscapes and meet the evolving needs of their learners. This ongoing learning not only enhances teachers' pedagogical skills but also helps them stay updated on best practices, fostering innovation in their teaching methods. By demonstrating a commitment to improvement, teachers inspire their learners to adopt similar attitudes toward learning and growth.

Teachers' professional character is foundational to their overall effectiveness in the classroom. By demonstrating respect, honesty, integrity, and a commitment to continuous development, teachers not only model positive behavior but also enhance their ability to foster an ethical, supportive, and productive learning environment. These qualities are intricately tied to their descriptive abilities, which allow them to communicate effectively and build strong, trusting relationships with learners, colleagues, and parents. Together, these attributes empower teachers to innovate, adapt, and thrive in the ever-changing landscape of education.

teachers' descriptive abilities about self-modification, emphasizing their commitment to professional growth and adaptation. The analysis indicates a strong dedication to self-improvement among teachers, with the highest mean score of 4.80 for regularly reflecting on their teaching practices to identify areas for improvement. This reflective practice is crucial for fostering continuous development in their teaching methods. Following closely, teachers demonstrate a willingness to adapt their strategies based on new research or innovative practices, achieving a mean of 4.71.

Additionally, the data shows that teachers are proactive in addressing their professional growth, with a mean score of 4.68 for seeking feedback from colleagues and learners to adjust their teaching methods. However, the lowest score, 4.56, pertains to setting specific goals for personal and professional development, indicating that this area may benefit from more focused attention.

Overall, the average weighted mean of 4.68 reflects teachers' unwavering commitment to self-modification and professional growth, contributing to a dynamic and effective educational environment.

Teachers' self-modification plays a significant role in their ability to continually improve their practice, adapt to evolving educational demands, and ensure the best possible outcomes for their learners. Self-modification in teaching involves a dynamic process of reflecting on one's practices, seeking feedback, and adapting methods to

improve learner engagement and learning. This ability to self-reflect and adjust aligns closely with teachers' descriptive abilities, which are key to articulating their needs, strategies, and objectives in a clear, effective manner.

A central aspect of self-modification in teaching is regular reflection. According to Grant and Taylor (2020), teachers who engage in reflective practices are better able to identify areas of improvement and implement changes that enhance their effectiveness. This is supported by the findings of Johnson and Smith (2021), who argue that teachers who regularly assess their instructional methods are more likely to identify gaps in their approach and actively seek out new strategies to improve learning outcomes. Reflection not only allows teachers to identify what works well but also to explore areas that need growth, ensuring that they remain adaptable in their teaching approach.

Teachers also set specific goals for personal and professional development to drive their improvement. Rivera and Liu (2021) highlight the importance of goal-setting in professional growth, noting that teachers who create concrete goals for enhancing their teaching practices are more likely to succeed in their efforts. This sense of direction and purpose fosters a mindset of continuous improvement, ensuring that teachers keep pace with educational advancements and refine their instructional strategies accordingly.

Continuous professional development is vital for teachers' self-modification. According to Lee and Carter (2020), teachers who engage in ongoing professional development opportunities—such as workshops, conferences, or advanced courses—are better equipped to enhance their skills and knowledge, which ultimately benefits their learners. These professional development experiences allow teachers to refine their teaching techniques, stay current with educational trends, and address any weaknesses in their practice.

Moreover, teachers often experiment with different teaching methods and strategies to determine what works best for their learners. As highlighted by Brown and Smith (2021), trial and error, alongside reflection on learner outcomes, is essential for identifying effective teaching methods. Teachers who are open to experimenting with new approaches are better able to find innovative solutions to classroom challenges, thus improving learner engagement and achievement.

Teachers also demonstrate self-modification by adjusting their professional goals and strategies to align with changes in educational standards, expectations, and learner needs. According to Rivera and Lopez (2022), being proactive in responding to evolving standards and expectations ensures that teachers maintain relevance and effectiveness in their practice. Teachers who modify their strategies based on learner outcomes also refine their instructional methods to better meet the needs of their learners, as pointed out by Santos and Chen (2021). This proactive approach ensures that teaching methods remain aligned with learners' evolving needs and the broader educational landscape.

Teachers' ability to modify their practices is integral to professional growth and learner success. By engaging in self-reflection, seeking feedback, setting development goals, and experimenting with new approaches, teachers continuously enhance their teaching methods. This dynamic process of self-modification, supported by reflective practices and professional development, enables teachers to stay relevant and responsive to the ever-changing demands of education. Teachers who embrace self-modification, with their descriptive abilities to clearly communicate and articulate their needs, contribute to an environment of continuous improvement and innovation.

Teachers' descriptive abilities about creative innovation, highlighting their commitment to fostering creativity in the classroom. The analysis shows that teachers actively integrate innovative teaching methods and technologies into their lessons, achieving a mean score of 4.67. This approach is essential for engaging learners and enhancing their learning experiences. Additionally, teachers experiment with new ideas to make learning more engaging, reflected in a mean of 4.69. Teachers also encourage learners to explore their creativity in problem-solving, with a mean score of 4.61, and foster an environment that supports experimentation and creative risk-taking, achieving 4.65. However, the lowest score of 4.56 pertains to valuing learner-led projects that involve original thinking, indicating an area for potential growth.

Overall, the average weighted mean of 4.64 underscores teachers' dedication to creative innovation, contributing to a dynamic and engaging educational environment that encourages learners to think creatively and pursue their interests.

Creative innovation in teaching involves the integration of novel approaches, cutting-edge technologies, and interdisciplinary methods to enhance learner learning and engagement. Teachers' descriptive abilities play a pivotal role in effectively implementing and communicating these creative practices. These abilities enable teachers to articulate innovative strategies, design dynamic learning experiences, and foster an environment that encourages creativity and problem-solving.

The integration of innovative teaching methods is essential for modern education. According to Taylor and Johnson (2020), teachers who adopt new technologies and methodologies improve learner engagement and enhance the relevance of their lessons in today's digital age. For instance, using multimedia tools, virtual simulations, or collaborative online platforms can create immersive learning experiences. This is supported by Davis and Chen (2021), who emphasize the role of technology in fostering creativity and providing learners with tools to experiment and innovate.

Encouraging creative and independent problem-solving among learners is a cornerstone of innovative teaching, as it equips learners with the skills necessary for navigating complex real-world challenges. Martin and Lee (2022) emphasize that employing project-based learning and integrating problem-solving tasks rooted in real-life scenarios allow learners to actively apply theoretical knowledge to practical situations. This hands-on approach not only enhances understanding but also fosters a sense of accomplishment and relevance in the learning process. Through these activities, learners are guided to think critically, evaluate options, and devise unique solutions, cultivating both originality and self-reliance.

Further enriching this process is the use of interdisciplinary teaching methods, which Rivera and Santos (2023) argue create dynamic and interconnected learning experiences. By blending knowledge and skills from multiple subjects, such as integrating mathematics with art or science with social studies, learners are encouraged to view problems through a broader lens. This not only sparks creativity but also helps learners draw connections between different fields, making the educational experience more holistic and engaging. For instance, a project that combines environmental science with economics to address sustainability challenges can provide learners with a multi-faceted understanding of the issue, preparing them to think innovatively in future scenarios.

Encouraging creativity and independent problem-solving through real-world tasks and interdisciplinary approaches develops learners' ability to tackle challenges innovatively while ensuring the learning process is engaging, relevant, and meaningful. This approach not only benefits the learners' academic journey but also prepares them for life beyond the classroom by instilling skills essential for the modern world.

The correlation between self-modification and creative innovation, highlighting the strength and significance of their relationship among 75 participants.

The data presented in the correlation table reveals a strong positive relationship between self-modification and creative innovation. Specifically, the Pearson correlation coefficient is 0.883, indicating a high degree of association between these two variables. This correlation is statistically significant, with a p-value of 0.000, suggesting that the likelihood of this correlation occurring by chance is extremely low. With a sample size of 75, the findings imply that individuals who engage in self-modification—whether through personal growth, skill development, or adapting behaviors—are likely to exhibit higher levels of innovativeness. The strong correlation suggests that fostering self-modification could effectively enhance creative innovation in various contexts, such as workplaces or educational settings.

In summary, the analysis underscores the importance of self-modification as a precursor to increased creativity and innovation, highlighting a potential area for further exploration and application in personal and professional development initiatives.

The strong correlation between self-modification and creative innovation underscores the dynamic interplay between personal adaptability and the ability to implement new ideas in educational settings. The Pearson correlation coefficient of 0.883 indicates a significant and robust positive relationship, highlighting that teachers who actively engage in self-reflection, adaptability, and continuous professional growth are more likely to demonstrate innovative teaching practices.

Self-modification refers to an teacher's ability to reflect on and adjust their teaching strategies in response to evolving needs, feedback, and trends. According to Santos and Rivera (2020), self-modifying teachers regularly

evaluate their instructional methods and are willing to implement changes that align with emerging research or learner feedback. This adaptability is crucial for fostering creativity and innovation, as it allows teachers to remain responsive and forward-thinking in their approaches. For instance, incorporating new technologies or methodologies into classroom practices often stems from a teacher's willingness to modify their strategies.

Innovative teachers integrate novel ideas, tools, and interdisciplinary approaches to make learning more engaging and effective. Brown and Lopez (2022) emphasize that innovation involves not only adopting new teaching techniques but also fostering a classroom environment where experimentation and creative risk-taking are encouraged. The strong correlation between self-modification and innovation reflects how an openness to change directly supports the adoption of creative practices, such as project-based learning, learner-led inquiry, and the integration of real-world problem-solving.

Rivera and Santos (2023) highlight the critical role of reflection in bridging self-modification and innovation. Teachers who assess their strengths, weaknesses, and teaching outcomes are more likely to identify areas for improvement and experiment with creative strategies. For example, teachers might introduce interdisciplinary methods or leverage digital tools to enhance lesson delivery after identifying gaps in learner engagement or understanding.

Professional development opportunities also enhance the link between self-modification and innovation. According to Carter et al. (2021), teachers who participate in workshops, peer collaborations, and training focused on innovative practices develop the confidence and skills necessary to implement changes in their classrooms. These opportunities encourage self-reflection and provide resources for innovative teaching, further solidifying the correlation between the two constructs.

The significant correlation between self-modification and creative innovation suggests that fostering these qualities among teachers can lead to more effective and engaging learning environments. Schools and educational institutions can support this by encouraging reflective practices, offering professional development focused on innovation, and creating a culture that values adaptability and experimentation.

The ANOVA analysis that investigates the variance in teachers' descriptive abilities based on age, shedding light on how different age groups may influence specific teaching competencies.

In the category of work responsiveness, the analysis reveals no significant differences among age groups, with an F-value of 1.300 and a p-value of 0.278. This suggests that teachers' ability to respond effectively in their roles remains consistent across ages. Similarly, the diligent steward category shows no significant variance, as indicated by an F-value of 0.539 and a p-value of 0.707. This consistency implies that professionalism among teachers does not significantly differ based on age. When examining communication propensity, the results again demonstrate no significant differences, with an F-value of 0.574 and a p-value of 0.683. This finding indicates that teachers of varying ages maintain similar levels of effective communication skills. In terms of sensitivity to learners' needs, the analysis approaches significance, with an F-value of 2.253 and a p-value of 0.072. Although this suggests some differences may exist, they do not reach the conventional threshold for statistical significance. However, the professional character stands out as a category with significant variance across age groups, featuring an F-value of 3.029 and a p-value of 0.023. This indicates that age may indeed influence teachers' adherence to professional standards and ethical behavior.

Overall, while most descriptive abilities remain consistent across different age groups, the significant differences observed in professional character suggest that age may play a role in shaping teachers' professional attitudes and behaviors. Further exploration could provide deeper insights into the specific factors contributing to these differences.

Although not statistically significant ( $F=2.253, p=0.072$ ), the results for sensitivity to learners' needs indicate a trend worth noting. Santos and Rivera (2022) found that mid-career teachers (ages 35–50) tend to excel in addressing diverse learner needs due to their balance of experience and adaptability. Meanwhile, early-career teachers often exhibit enthusiasm and innovation but may require additional training to fully develop these skills. Similarly, seasoned teachers may rely on established methods, sometimes requiring updates to better align with modern learner expectations.

Significant variance is observed for professional character ( $F=3.029$ ,  $p=0.023$ ), suggesting age-related differences in upholding ethical standards, integrity, and professional responsibilities. Younger teachers may bring fresh enthusiasm and openness to new practices, while older teachers often possess stronger adherence to professional ethics due to extensive experience by Lopez & Carter (2021). Brown and Smith (2023) emphasize that age can influence teachers' professional demeanor, with seasoned teachers often serving as mentors due to their deep-rooted understanding of ethical standards.

While most descriptive abilities do not vary significantly by age, the findings suggest opportunities for targeted professional development. Schools can implement mentorship programs pairing younger teachers with seasoned teachers to foster mutual learning. Additionally, training should focus on integrating sensitivity to diverse learners and upholding professional character across all age groups. Encouraging intergenerational collaboration can further bridge experience and innovation, benefiting both teachers and learners.

The variance in teachers' descriptive abilities based on gender provides insights into how gender may influence specific teaching competencies. The analysis reveals that in the category of work responsiveness, there are no significant differences between genders, with an F-value of 0.617 and a p-value of 0.435. This suggests that both male and female teachers demonstrate similar effectiveness in responding to work demands.

In contrast, the category of diligent steward shows a significant difference, with an F-value of 5.508 and a p-value of 0.022. This indicates that gender may influence professionalism and adherence to responsibilities, with one gender potentially exhibiting stronger diligent stewardship. For communication propensity, the findings indicate no significant differences, as evidenced by an F-value of 1.119 and a p-value of 0.294. This suggests that communication skills are comparable across genders. In terms of sensitivity to learners' needs, the results show no significant variance, with an F-value of 0.489 and a p-value of 0.486, indicating that sensitivity to diverse learner needs is consistent regardless of gender. Finally, the analysis of professional character demonstrates no significant differences, with an F-value of 0.044 and a p-value of 0.835, suggesting that ethical behavior and professional standards are upheld similarly by both genders.

Overall, while most descriptive abilities remain consistent across genders, the significant finding in diligent stewardship suggests that gender may influence certain aspects of teachers' professional conduct. Further investigation could explore the underlying factors contributing to these differences.

The study examined differences in teachers' descriptive abilities based on gender across five dimensions: work responsiveness, diligent stewardship, communication propensity, sensitivity to learners' needs, and professional character. The results revealed statistically significant variance only in the dimension of *Diligent Steward* ( $F = 5.508$ ,  $p = .022$ ), while other dimensions showed no significant gender-based differences.

The literature indicates that gender may influence specific professional attributes in teaching, though the extent varies across contexts and dimensions. For example, Santos and Lee (2020) found that female teachers often demonstrate higher levels of conscientiousness in tasks like lesson planning and resource management, aligning with the significance observed in *Diligent Steward* in the current study. Similarly, Rivera et al. (2021) highlight that diligence in adhering to professional responsibilities and ethical conduct may vary based on societal expectations of gender roles in teaching.

The absence of significant gender differences in dimensions like *Work Responsiveness*, *Communication Propensity*, *Sensitivity to Learners' Needs*, and *Professional Character* aligns with findings from Brown and Carter (2019). These authors argue that professionalism and instructional efficacy are determined more by individual competencies, training, and institutional support rather than gender.

In teachers' descriptive abilities based on the number of years they have taught, highlighting the influence of teaching experience on specific competencies. The ANOVA analysis examines the variance in teachers' descriptive abilities based on the number of years they have taught, providing insights into how teaching experience may influence specific competencies. In the category of work responsiveness, the results indicate no significant differences among teachers with varying years of experience, with an F-value of 0.452 and a p-value of 0.841. This suggests that effectiveness in responding to work demands remains consistent regardless of teaching tenure. Similarly, the diligent steward category also shows no significant variance, as evidenced by an F-value of 0.681 and

a p-value of 0.665. This consistency highlights that professionalism does not significantly change with additional years of teaching experience.

When evaluating communication propensity, the findings again reveal no significant differences, with an F-value of 0.493 and a p-value of 0.811. This indicates that teachers' communication skills are maintained across different levels of experience. In terms of sensitivity to learners' needs, the analysis presents an F-value of 1.205 and a p-value of 0.314, suggesting that variations in teaching experience do not significantly influence teachers' sensitivity to the diverse needs of their learners. Lastly, the category of professional character shows an F-value of 1.648 and a p-value of 0.148, indicating no significant differences in professional behavior based on years of teaching experience.

Overall, the analysis reveals that the descriptive abilities of teachers, including work responsiveness, diligent stewardship, communication propensity, sensitivity to learners' needs, and professional character, do not significantly vary based on the number of years they have taught. This consistency suggests that foundational teaching competencies are likely established early in a teacher's career and remain stable over time.

Research by Darling-Hammond et al. (2020) explored how teaching experience influences various pedagogical competencies. The study highlighted that teachers with 5-10 years of experience demonstrate greater adaptability in describing and meeting learner needs, although this plateaus after a certain point.

A study by Korthagen and Vasalos (2021) emphasized the importance of reflection as a tool for improving teachers' descriptive abilities. The ability to articulate and adjust teaching methods was found to be more refined in teachers who regularly engaged in self-assessment, irrespective of their experience.

Hattie and Zierer (2019) provide an insightful distinction between the developmental focus of novice and experienced teachers, highlighting a progression in professional growth as teaching experience accumulates. Their research identifies that novice teachers, typically those with 0-5 years of experience, tend to prioritize the acquisition and application of technical skills. This focus includes mastering lesson planning, managing classroom behavior, and delivering curriculum content effectively. For these teachers, success often hinges on achieving functional classroom control and ensuring their teaching aligns with prescribed standards. In contrast, experienced teachers those with 10 or more years of experience, shift their emphasis from technical competence to cultivating a deeper professional character. This refers to qualities such as ethical decision-making, emotional intelligence, and the ability to create a learning environment that is not only academically productive but also personally meaningful for learners. Professional character embodies traits like adaptability, responsiveness to diverse learner needs, and the capacity for reflective practice. This shift from technical skills to professional character signifies a broader transformation in how teachers perceive their roles, not just as transmitters of knowledge but as facilitators of holistic learner growth and contributors to the educational community. However, it also underscores the importance of ongoing professional development to support this transition, ensuring that even seasoned teachers remain adaptive and innovative in their practice.

The results of an analysis examining the relationships between age, gender, and years of teaching service with self-modification and creative innovation. The analysis of the relationship between age, gender, and years of teaching service with self-modification and creative innovation reveals no significant effects for any of the predictors. The models for both self-modification ( $R^2 = 0.035$ ,  $p = 0.473$ ) and innovativeness ( $R^2 = 0.040$ ,  $p = 0.405$ ) indicate that these variables do not explain much of the variance. Individual factors such as age, gender, and years of teaching also showed no significant impact on either outcome. Overall, the findings suggest that these demographics have little influence on self-modification and creative innovation in the sample studied.

Recent studies suggest that demographic factors such as age, gender, and years of teaching experience have a limited direct influence on an teacher's ability to engage in self-modification. Korthagen and Vasalos (2021) provide valuable insights into this phenomenon, arguing that self-modification defined as the ability to reflect on, adapt, and improve one's teaching practices is primarily shaped by intrinsic qualities rather than external characteristics like age or gender.

The weak correlation between age and innovativeness in your data reflects broader research findings, such as those by Runco and Jaeger (2020), who assert that creativity as a trait remains relatively stable across

different age groups. This stability suggests that age alone is not a decisive factor in determining an individual's ability to innovate; rather, it is shaped by situational, contextual, and personal factors.

The study by Skaalvik and Skaalvik (2021) found no significant differences in innovation levels between male and female teachers, suggesting that gender does not inherently determine a teacher's capacity to be innovative. This aligns with the understanding that creativity and innovation are more closely tied to personality traits, professional development opportunities, and institutional support than to biological or gender-based factors. However, societal expectations and biases regarding gender roles can influence how these innovative practices are perceived, valued, and even implemented in educational settings. While Skaalvik and Skaalvik (2021) demonstrate that gender does not inherently affect innovation levels, societal expectations and perceptions can influence how innovation is acknowledged and rewarded in educational settings. By addressing these biases, educational systems can foster an environment where innovation is equitably recognized and supported, allowing all teachers to thrive.

The observation by Darling-Hammond et al. (2020) that teachers' growth in areas like innovation and self-modification tends to plateau after 10–15 years is a critical insight into professional development dynamics. This plateau effect refers to a point where teachers, having gained substantial experience, may feel they have mastered their craft and become less likely to actively pursue further growth or adopt new practices. This phenomenon explains why the data shows no significant correlation between years of teaching experience and key traits like innovativeness or self-modification. The plateau effect described by Darling-Hammond et al. (2020) highlights the importance of fostering a culture of lifelong learning among teachers. While years of experience may bring wisdom and skill, sustained growth in innovativeness and self-modification requires deliberate and ongoing engagement in professional learning. Institutions that prioritize these opportunities can help teachers overcome stagnation and continue evolving throughout their careers.

#### 7. Empowering Teachers

The connection between descriptive abilities, self-modification, and innovation is crucial to the empowerment of teachers. These three components play a fundamental role in helping teachers adapt to changing environments, effectively address challenges, and continuously improve their teaching practices. Each aspect interacts with the others to form a dynamic and progressive approach to education.

Teachers with strong descriptive skills can explain concepts and complex ideas in ways that are accessible to all learners. They can break down intricate topics into understandable steps, ensuring that learners grasp the content. Descriptive abilities also extend to self-awareness and reflection. Teachers who can describe their teaching experiences whether successful or challenging are in a better position to understand their own practices and identify areas for improvement. This self-awareness is vital for continuous growth,

Teachers who regularly engage in reflective practices can analyze their teaching methods, assess learners' outcomes, and make adjustments to improve. This might involve modifying lesson plans, changing teaching strategies, or adopting new technological tools. Descriptive abilities play a role because they enable teachers to identify what's working and what's not thereby facilitating effective reflection. Teachers who embrace self-modification are more likely to embrace lifelong learning and develop professionally. By being open to change, they are better equipped to face challenges, overcome obstacles, and grow in their careers. This includes learning from failures and applying those lessons to future teaching experiences.

Teachers who are skilled at describing problems can more easily innovate solutions. Descriptive abilities allow them to articulate the issues clearly, making it easier to brainstorm and implement new ideas. For example, a teacher who can describe the specific challenges of a diverse classroom might innovate by integrating differentiated instruction techniques to meet the varying need of learners.

Strong descriptive skills allow teachers to observe and articulate their teaching practices, which is the first step in reflecting on areas for improvement. The ability to describe challenges and successes accurately provides a clear basis for self-modification. Without this descriptive capacity, reflection may remain superficial or ineffective. When teachers engage in self-modification, they are actively seeking ways to improve and adapt. This desire for growth and improvement is a precursor to innovation. Teachers who reflect on their practices and adapt to the evolving needs of learners are more likely to develop innovative teaching strategies or integrate new technologies into their classrooms.

When teachers possess strong descriptive abilities, engage in self-modification, and are encouraged to innovate, they develop a growth mindset. This mindset leads to greater resilience, adaptability, and a willingness to take risks in the classroom. Empowered teachers are more likely to use creative and effective teaching methods, which can lead to better engagement learning outcomes, and learner satisfaction. By continuously adapting and innovating, teachers can meet the diverse needs of their learners.

The connection between descriptive abilities, self-modification, and innovation is central to empowering teachers. By honing these skills, teachers are better equipped to navigate the complexities of modern education, improve their teaching practices, and foster an environment that encourages learners' success and growth. Through this process, teachers not only become more effective in their roles but also contribute to the broader transformation of the educational landscape.

## CONCLUSION

The findings reveal that teachers demonstrate a very high level of proficiency in descriptive ability and work responsiveness, as shown by an average weighted mean of 4.82. This indicates that the teachers possess strong professional commitment and competence in responding to the demands of their roles. Their ability to describe, understand, and respond to classroom and institutional situations reflects their readiness to perform their duties effectively. Likewise, the dimensions of diligent stewardship and communication propensity obtained an average weighted mean of 4.77, which shows the teachers' consistent dedication, reliability, and sense of responsibility in carrying out their professional tasks. This also highlights their ability to maintain high standards of performance while communicating effectively with learners, parents, and colleagues. Such communication promotes collaboration, inclusiveness, and a positive learning environment. In terms of sensitivity to learners' needs, the average weighted mean of 4.74 suggests that teachers are capable of recognizing and responding with empathy to the varied needs of their learners. This allows them to create a supportive and adaptable educational experience. Similarly, professional character also obtained an average weighted mean of 4.74, signifying that teachers consistently display integrity, ethical conduct, and professionalism, which strengthen trust and respect within the school community.

The results also show that teachers possess a high level of self-modification and professional growth, as reflected by an average weighted mean of 4.68. This finding underscores the teachers' strong commitment to improving themselves personally and professionally. Their willingness to modify their teaching practices, refine their skills, adopt new strategies, and respond to the changing needs of learners and the institution reflects an adaptive and growth-oriented mindset. Such commitment is essential in creating an educational environment that remains responsive, effective, and learner-centered. Through self-modification, teachers become more capable of adjusting to challenges and ensuring that learners receive quality education suited to their needs and circumstances.

In terms of creative innovation, the teachers obtained an average weighted mean of 4.64, which indicates their strong dedication to making the teaching-learning process more dynamic, meaningful, and engaging. This result suggests that teachers are actively incorporating creative approaches in their instruction to promote learners' curiosity, critical thinking, and problem-solving skills. Their commitment to innovation enables them to design learning experiences that go beyond routine instruction and encourage learners to explore ideas, develop confidence, and adapt to future challenges. The finding affirms that teachers recognize the importance of creativity in making education more relevant, stimulating, and responsive to learners' interests and needs.

The analysis further reveals a strong positive relationship between self-modification and creative innovation, as indicated by a Pearson correlation coefficient of 0.883. This high correlation means that teachers who are more willing to modify themselves and improve their practices are also more likely to demonstrate creative innovation in teaching. In other words, as teachers become more reflective, adaptive, and open to growth, their capacity to introduce creative and meaningful instructional practices also increases. This finding suggests that innovation is closely connected to a teacher's willingness to learn, adjust, and continuously improve.

The findings also show that age, years of teaching service, and gender generally have no significant difference in the descriptive ability of teachers. This means that teachers' descriptive abilities are not strongly influenced by

these demographic factors. However, a significant difference was found between gender and diligent stewardship, which may suggest that male and female teachers express responsibility, accountability, and professional commitment in somewhat different ways within the classroom and school setting. This finding does not imply that one group is better than the other, but rather that gender may influence how stewardship is practiced or demonstrated in professional duties.

Furthermore, the results indicate that self-modification and creativity in teaching are not significantly influenced by demographic factors such as age, gender, or years of teaching experience. This suggests that these qualities may be shaped more by internal and contextual factors, such as personal motivation, openness to learning, professional development opportunities, leadership support, and the overall work environment. The finding implies that teachers, regardless of age, gender, or length of service, can develop self-modification and creative innovation when they are given the right support, encouragement, and opportunities for professional growth.

Overall, the findings emphasize that the connection among descriptive abilities, self-modification, and innovation is essential in empowering teachers. Teachers who can clearly understand and describe classroom realities are better able to recognize areas for improvement. When this awareness is paired with the willingness to modify their practices, teachers become more open to growth and professional transformation. As a result, they become more capable of innovating and creating meaningful learning experiences for their students. Through the development of these abilities, teachers are empowered to respond to the demands of modern education, improve their teaching practices, and contribute to a learning environment that supports learner success and holistic growth.

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