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https://orcid.org/0009-0000-9346-5277
Proceedings of the International Conference on Future of Teaching and Education
Vol. 5, Issue. 1, 2026, pp. 13-28
DOI: https://doi.org/10.33422/icfte.v5i1.1959

ISSN: 2783-7718 online

Pedagogical Innovations in the Function of Teaching Development

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Abstract

Pedagogical innovations are an essential element in improving teaching practices and responding to the demands of 21st-century education. They support the development of students' competencies, including critical thinking, creativity, communication, and collaboration, while also enhancing the overall quality of learning. This study explores the role of pedagogical innovations in teaching development within the framework of educational reforms in Kosovo, focusing specifically on their implementation in primary education. The research employed a quantitative descriptive design based on an empirical approach. Data were collected through a structured questionnaire administered to 68 primary school teachers from different schools across Kosovo. The questionnaire consisted of closed-ended and semi-open questions aimed at examining the use of innovative teaching methods and their perceived impact on student motivation and engagement. The collected data were analyzed using descriptive statistical techniques, including frequencies and percentages. The findings reveal that the majority of teachers use innovative teaching practices, particularly group work and technology integration. These methods were perceived as effective in increasing student motivation, participation, and active engagement in the learning process. However, the results indicate that pedagogical innovations are not yet systematically implemented in all schools. Teachers identified several barriers, including limited professional development opportunities, insufficient teaching resources, and inadequate institutional support. Although the relatively small sample size limits the generalizability of the findings, the study provides valuable insights into current practices and challenges related to educational innovation in Kosovo. The results emphasize the importance of strengthening teacher training, improving access to educational resources, and promoting supportive policies. In conclusion, pedagogical innovations play a significant role in enhancing teaching and learning processes, but their successful implementation requires continuous professional development, strategic planning, and stronger institutional commitment.

Keywords: Pedagogical Innovations, Teaching development, Active learning, Student engagement, Primary education

1. Introduction

Reforms in the educational system in Kosovo, particularly in the post-war period, have aimed to improve the quality of education and align it with international standards. Despite these efforts, challenges in the effective implementation of these reforms remain evident, especially at the level of teaching practices. This gap between policy intentions and classroom practice highlights the need for more effective approaches to improving teaching quality.

In this context, pedagogical innovations are increasingly recognized as a key factor in the development of teaching and in enhancing its effectiveness. Pedagogical innovations involve the intentional transformation of teaching practices, including methods, strategies, and classroom organization, rather than focusing solely on teaching materials or technology. As noted by Vieluf et al. (2012), pedagogical innovations provide scientific support for educational work and enable a more comprehensive realization of teaching objectives. Similarly, contemporary studies emphasize that innovations contribute to the creation of more inclusive, student-centered learning environments (UNESCO, 2021).

Recent educational research has increasingly focused on classroom innovation as an essential dimension of teaching improvement. Classroom innovation refers to the implementation of student-centered, collaborative, technology-enhanced, and active learning practices that improve student engagement and learning outcomes (Fullan & Langworthy, 2014). Studies on active learning and project-based learning have demonstrated that innovative classroom practices can significantly enhance student achievement, motivation, and participation (Freeman et al., 2014; Markula & Aksela, 2022). These findings suggest that the effectiveness of educational reforms depends not only on policy development but also on how innovative practices are implemented within classrooms.

Furthermore, pedagogical innovations are closely linked to broader processes of educational transformation. Serdyukov (2017) argues that innovation involves the creation and implementation of new practices that enrich and develop the teaching process. This perspective is reinforced by recent literature, which considers innovation as a continuous process that supports the adaptation of education systems to social and technological changes (OECD, 2019). In this regard, pedagogical innovations play a crucial role in improving teaching quality and fostering the development of key competencies such as critical thinking, creativity, collaboration, and problem-solving.

However, despite their recognized importance, the integration of pedagogical innovations in schools is not always systematic. In many cases, teachers face challenges such as limited professional training, lack of resources, and insufficient institutional support. Implementation studies indicate that the successful adoption of innovative teaching practices depends on teacher preparedness, organizational support, and opportunities for continuous professional development (Thurlings et al., 2015). These challenges are particularly evident in transitional education systems such as Kosovo, where reforms are ongoing but not yet fully consolidated in practice. In response to this issue, this study aims to examine the role of pedagogical innovations in the development of teaching in primary education in Kosovo. Specifically, it explores how teachers implement innovative classroom practices, what types of pedagogical innovations are most commonly used, and how these practices influence student motivation, engagement, and learning. This study contributes to the existing literature by providing empirical evidence from the Kosovo context, highlighting both the potential and the limitations of implementing pedagogical innovations in practice. By doing so, it offers insights that may support future educational reforms and the development of more effective teaching strategies.

For the purpose of this study, pedagogical innovation refers to the implementation of student-centered teaching practices, including collaborative learning, active learning strategies, project-based learning, and the pedagogical integration of digital technologies aimed at enhancing student engagement, participation, and learning outcomes.

1.1. Literature Review: The Importance of Pedagogical Innovations in the Development of Teaching

Building on the issues identified in the introduction regarding the gap between educational reforms and classroom practice in Kosovo, this section reviews key literature on the role of pedagogical innovations in the development of teaching. Both classical and contemporary studies emphasize that pedagogical innovations are among the most important factors influencing teaching quality and effectiveness. Early theoretical contributions highlight the foundational role of innovation in education. Serdyukov (2017) argues that the introduction of pedagogical innovations should be grounded in systematic scientific analysis and an understanding of existing teaching practices. He emphasizes that innovations cannot be implemented effectively without considering the broader social, economic, and cultural context, as well as the professional preparedness of teachers. This perspective is particularly relevant in transitional systems such as Kosovo, where reforms often require contextual adaptation.

Similarly, Vieluf et al. (2012) highlight that pedagogical innovations contribute to transforming teaching into a more active, flexible, and student-centered process. Their work suggests that innovation enables a shift from traditional teacher-centered instruction to approaches that foster critical and creative thinking. These arguments provide a theoretical foundation for understanding why innovation is essential for teaching development. Recent empirical research has increasingly focused on classroom innovation and active learning as key dimensions of pedagogical development. Active learning approaches encourage students to participate actively in the learning process through discussion, collaboration, reflection, and problem-solving activities. A large-scale meta-analysis conducted by Freeman et al. (2014) demonstrated that active learning significantly improves student achievement and reduces failure rates compared with traditional lecture-based instruction. These findings provide strong evidence that innovative pedagogical practices can directly enhance learning outcomes by increasing student engagement and participation.

Contemporary literature further associates classroom innovation with the creation of learning environments that promote collaboration, creativity, communication, and problem-solving. According to Fullan and Langworthy (2014), innovative classrooms are characterized by student-centered learning experiences that encourage deeper learning and the development of higher-order thinking skills. In this sense, pedagogical innovation extends beyond methodological change and becomes a strategic approach to improving educational quality.

The literature also highlights the importance of project-based learning as an innovative teaching approach. Blumenfeld et al. (1991) argue that project-based learning enhances student motivation and engagement when learners are involved in authentic and meaningful tasks connected to real-life situations. More recently, Markula and Aksela (2022) found that successful implementation of project-based learning depends on collaborative learning, student autonomy, authentic tasks, and effective teacher facilitation. These findings demonstrate how innovative teaching methods can support active participation and meaningful learning experiences.

Another important dimension of pedagogical innovation is digital pedagogy. The growing integration of digital technologies has transformed the ways teachers organize learning and

interact with students. Sharples (2016) argues that digital pedagogy promotes flexible, interactive, and learner-centered educational environments. Similarly, Kohnke and Moorhouse (2021) emphasize that the effectiveness of digital technologies depends on their pedagogical integration rather than on the technology itself. Therefore, digital innovation should be understood as a pedagogical process that enhances communication, collaboration, and engagement.

Contemporary literature also links pedagogical innovations to the development of 21st-century competencies. OECD (2019) emphasizes that innovative teaching practices support skills such as critical thinking, collaboration, creativity, and communication, which are essential in modern education systems. Similarly, UNESCO (2021) highlights the role of pedagogical innovations in promoting inclusive and equitable education by creating learning environments that respond to diverse student needs.

Despite the strong theoretical and empirical support for pedagogical innovations, the literature also points to persistent challenges in their implementation. These include insufficient teacher training, limited access to resources, and a lack of institutional support for sustained innovation. Such challenges contribute to the gap between policy and practice identified in the introduction, suggesting that innovation requires not only conceptual understanding but also practical and systemic support. The literature consistently demonstrates that pedagogical innovations play a critical role in the development of teaching and the improvement of educational quality. However, their effectiveness depends on contextual adaptation, teacher capacity, and institutional support. This review provides the theoretical and empirical foundation for the present study, which seeks to examine how these innovations are implemented in practice within the Kosovo education system.

1.2. Implementation of Pedagogical Innovations in the Development of Teaching

Building on the theoretical perspectives discussed in the previous section, the implementation of pedagogical innovations represents a critical stage in the development of teaching. While the literature highlights their importance for improving educational quality, their impact largely depends on how effectively they are applied in practice. This reinforces the gap identified earlier between policy intentions and classroom implementation, particularly in transitional education systems such as Kosovo. The implementation of pedagogical innovations requires both scientific validation and practical adaptation. As suggested by Vieluf et al. (2012), innovations should first be tested in controlled or experimental settings to assess their effectiveness and identify potential limitations before being widely adopted. This staged approach ensures that innovations are not only theoretically sound but also practically relevant and sustainable within specific educational contexts.

At the same time, broader social changes, including processes of democratization, influence the transformation of teaching and learning. In line with the humanistic and student-centered approaches emphasized in the literature (UNESCO, 2021), pedagogical innovations reposition students as active participants in the learning process. This shift supports the development of collaborative learning environments and promotes greater student engagement and responsibility for learning. The process of implementing innovations is not linear. According to Vieluf et al. (2012), it involves several stages, including assimilation, modification, and transformation. These stages highlight that innovation requires time, reflection, and continuous adjustment rather than immediate or mechanical adoption. This perspective aligns with contemporary views that see innovation as an ongoing and adaptive process rather than a one-time intervention (OECD, 2019).

Research on implementation studies demonstrates that successful innovation depends largely on teachers and their professional practices. Thurlings et al. (2015) argue that innovative teaching behaviour is influenced by professional collaboration, supportive leadership, organizational culture, and opportunities for continuous professional development. Consequently, the successful implementation of pedagogical innovations requires not only individual teacher initiative but also institutional support and a positive school climate.

Furthermore, the implementation of pedagogical innovations is closely linked to the development of key competencies among students. OECD (2019) emphasizes that innovative teaching practices support creativity, critical thinking, communication, and problem-solving skills that are essential for success in contemporary society. However, the effectiveness of these practices depends on their alignment with learning objectives and their adaptation to the classroom context.

Project-based learning provides an important example of how pedagogical innovations can be successfully implemented in classroom settings. Blumenfeld et al. (1991) found that students become more motivated when learning activities are connected to authentic and meaningful problems. Likewise, Markula and Aksela (2022) reported that successful implementation of project-based learning requires student autonomy, collaboration, authentic tasks, and effective teacher guidance. These findings illustrate how innovative teaching methods can be translated into practical classroom applications that support deeper learning. An important dimension of pedagogical innovation is the humanization of the teaching process. Approaches that respect student individuality and actively involve learners contribute to a more positive classroom climate characterized by cooperation, reduced stress, and mutual respect. Such environments are more conducive to both academic achievement and personal development.

The implementation of digital pedagogy represents another important area of classroom innovation. According to Sharples (2016), digital learning environments can enhance flexibility, interaction, and learner autonomy. Similarly, Kohnke and Moorhouse (2021) emphasize that digital tools become effective only when integrated within meaningful pedagogical strategies that encourage communication and active participation. Therefore, technology should be viewed as a facilitator of innovation rather than as an innovation in itself.

Despite their potential benefits, pedagogical innovations may fail when implemented without proper contextualization. Insufficient teacher preparation, limited resources, and inadequate institutional support remain significant barriers to successful implementation. These challenges are particularly relevant in transitional education systems where educational reforms continue to evolve. The implementation of pedagogical innovations is therefore a complex and continuous process that requires careful planning, contextual adaptation, teacher competence, and sustained institutional support. Understanding these factors is essential for evaluating how pedagogical innovations contribute to teaching development in Kosovo primary schools.

2. Methods

This study employed a quantitative descriptive research design to examine the role of pedagogical innovations in the development of teaching practices in primary education. A quantitative approach was considered appropriate because it enabled the systematic collection and analysis of numerical data related to teachers' use of innovative teaching methods and their perceptions of the effects of these practices on student motivation and engagement.

2.1. Participants and Sampling

The study involved 68 primary school teachers from schools located in different regions of Kosovo. Teachers were recruited from both urban and rural schools in order to ensure variation in educational contexts and teaching experiences. Schools were contacted and invited to participate in the study, after which teachers who agreed voluntarily completed the questionnaire. Although efforts were made to include participants from different backgrounds, the sample should be considered broadly representative rather than fully representative of all primary school teachers in Kosovo. Therefore, the findings should be interpreted with appropriate caution regarding generalization to the wider teaching population.

2.2. Instrument Development and Validation

Data were collected using a structured questionnaire designed specifically for this study based on a review of relevant literature on pedagogical innovation, innovative teaching methods, and student engagement. The instrument consisted of closed-ended and semi-open questions organized into three main areas: (a) the use of pedagogical innovations in teaching practice, (b) teachers' perceptions of the impact of these innovations on student motivation and engagement, and (c) challenges encountered during implementation.

Prior to data collection, the questionnaire was reviewed by educational professionals to assess the clarity, relevance, and appropriateness of the items. Content validity was established through expert review by specialists in education and pedagogy, who evaluated the relevance and clarity of the questionnaire items before the instrument was finalized. In addition, a pilot administration was conducted with 9 teachers to identify potential ambiguities and improve the wording of questions. Feedback from this process was incorporated into the final version of the instrument. The questionnaire was subjected to expert review and pilot testing to enhance its clarity, content validity, and overall suitability for the study objectives.

Reliability and validity considerations were addressed during the instrument development process. Content validity was established through expert review conducted by specialists in education and pedagogy, who evaluated the relevance, clarity, and alignment of questionnaire items with the study objectives. In addition, a pilot administration involving nine primary school teachers was conducted to assess the comprehensibility and appropriateness of the instrument. Feedback obtained during the pilot phase was incorporated into the final version of the questionnaire. Although internal consistency reliability statistics such as Cronbach's alpha were not calculated due to the exploratory nature of the study and the structure of the questionnaire, the expert review and pilot testing procedures contributed to enhancing the validity and overall quality of the instrument.

2.3. Data Collection Procedure

The questionnaire was distributed in both printed and electronic formats to facilitate participation and maximize accessibility. Respondents completed the questionnaire anonymously to encourage honest responses and reduce potential response bias. Ethical principles were maintained throughout the research process, including informed consent, voluntary participation, confidentiality, and the protection of participants' identities.

2.4. Data Analysis

The collected data were analyzed using descriptive statistical techniques, primarily frequencies and percentages. The results were organized and presented in tabular form to facilitate interpretation and comparison across categories. The analysis focused on identifying patterns

related to the adoption of pedagogical innovations, their perceived contribution to teaching development, and the challenges associated with their implementation.

2.5. Study Limitations and Potential Bias

Several factors should be considered when interpreting the findings. The study relied on self-reported data, which may be influenced by participants' subjective perceptions and social desirability bias. In addition, the relatively small sample size limits the transferability of the findings to broader educational settings. Since the study focused on teachers' perceptions, it did not include direct observations of classroom practices or measures of student achievement. Consequently, the findings should be interpreted as an exploratory examination of current practices and experiences related to pedagogical innovations in teaching.

An additional limitation relates to the descriptive nature of the analysis. The study primarily relied on frequencies and percentages and did not employ inferential statistical procedures to examine potential differences between teacher groups. Although cross-tabulation analyses were conducted according to teaching experience and school location, future studies should apply inferential techniques, such as chi-square tests or other comparative analyses, to determine whether observed differences are statistically significant. Furthermore, future research would benefit from methodological triangulation through classroom observations, interviews, or student achievement indicators in order to provide a more comprehensive understanding of the impact of pedagogical innovations on teaching and learning.

3. Results

This section presents the findings obtained from the analysis of data collected from 68 primary school teachers in Kosovo. The results are organized according to the main objectives of the study, focusing on the use of pedagogical innovations, the frequency and types of innovative teaching methods employed, their perceived impact on student motivation and engagement, and the challenges encountered during implementation.

To provide a comprehensive overview of the sample, demographic characteristics of the participants are presented first. Subsequently, descriptive statistical analyses, including frequencies and percentages, are used to examine teachers' experiences and perceptions regarding pedagogical innovations. The findings are presented in tables and accompanied by interpretative analysis to facilitate a clearer understanding of current practices and challenges related to the implementation of innovative teaching approaches in primary education.

Table 1. Demographic Characteristics of Participants (N = 68)

Variable	Category	Frequency (n)	Percentage (%)
Gender	Female	42	61.8
	Male	26	38.2
Teaching Experience	0–5 years	14	20.6
	6–15 years	27	39.7
	More than 15 years	27	39.7
School Location	Urban	38	55.9
	Rural	30	44.1
Educational Qualification	Bachelor's Degree	24	35.3
	Master's Degree	44	64.7

Note. The sample consisted of teachers with diverse professional backgrounds and varying levels of teaching experience. Most participants had more than six years of teaching experience (79.4%), while 20.6% had up to five years of professional experience. Participants were drawn from both urban and rural schools, providing a broader perspective on the implementation of pedagogical innovations in primary education.

Before presenting the main findings, Table 1 summarizes the demographic characteristics of the participants. The study included 68 primary school teachers from different schools across Kosovo. The results show that female teachers constituted the majority of the sample (61.8%), while male teachers represented 38.2%. This distribution reflects the predominance of women in the primary education sector and provides valuable insight into the perspectives of teachers working in this educational level.

Regarding teaching experience, the majority of participants (79.4%) had more than six years of professional experience, with 39.7% reporting 6–15 years of experience and an additional 39.7% reporting more than 15 years of experience. Only 20.6% of participants had between 0 and 5 years of teaching experience. These findings indicate that the sample consisted largely of experienced teachers who have been exposed to different educational reforms and teaching approaches throughout their careers. Consequently, their responses provide an informed perspective on the implementation and effectiveness of pedagogical innovations in schools.

In terms of school location, 55.9% of participants worked in urban schools, whereas 44.1% were employed in rural schools. The relatively balanced representation of both contexts strengthens the study by providing insights into pedagogical innovation across different educational environments. This diversity allows for a broader understanding of how innovative teaching practices are implemented under varying school conditions.

With respect to educational qualifications, most participants (64.7%) held a master's degree, while 35.3% possessed a bachelor's degree. The high proportion of teachers with postgraduate qualifications suggests a professionally qualified sample that is likely familiar with contemporary educational theories and innovative teaching approaches. Overall, the demographic profile of the participants provides a strong basis for examining the role of pedagogical innovations in the development of teaching within Kosovo's primary education system.

Having established the demographic characteristics of the participants, the analysis now turns to the implementation of pedagogical innovations in classroom practice. Table 2 presents the extent to which teachers report using innovative teaching methods in their daily instructional activities.

Table 2. Use of Innovative Methods in Teaching

Use	Frequency	Percentage
Yes	48	70%
No	20	30%
Total	68	100%

As shown in Table 2, the majority of teachers (70%) report using innovative methods in their teaching practice. This finding suggests a positive trend toward the adoption of pedagogical innovations and reflects the influence of ongoing educational reforms that promote more student-centered and interactive approaches to teaching in Kosovo. However, this result should be interpreted with caution. While the proportion of teachers using innovative methods appears relatively high, it does not necessarily indicate that these methods are applied consistently or effectively across all classroom contexts. The data reflect self-reported practices, which may vary in depth, quality, and frequency of implementation.

The fact that 30% of teachers report not using innovative methods highlights the presence of persistent barriers within the system. These barriers may include limited access to professional development opportunities, insufficient teaching resources, and a lack of institutional support for innovation. This finding aligns with broader challenges identified in transitional education systems, where policy reforms often outpace practical implementation.

From a broader perspective, the results suggest that pedagogical innovation in Kosovo is in a transitional phase. While there is evidence of adoption among a majority of teachers, the lack of full participation indicates uneven implementation. This unevenness may lead to disparities in teaching quality and student learning experiences across schools. In terms of implications, the findings point to the need for more structured and systematic support for teachers. This includes targeted professional development programs, improved access to teaching resources, and stronger institutional mechanisms that encourage and monitor the use of innovative practices. Without such support, the potential of pedagogical innovations to improve teaching and learning outcomes may not be fully realized.

Table 3. Frequency of Use of Pedagogical Innovations

Frequency	Number	Percentage
Always	20	30%
Often	27	40%
Rarely	21	30%
Total	68	100%

Building on the findings presented in Table 2, which showed that a majority of teachers report using innovative methods, Table 3 provides a more detailed understanding of how frequently these methods are applied in classroom practice.

As illustrated in Table 3, only 30% of teachers report always using innovative methods, while the largest proportion (40%) indicate that they use them often. At the same time, 30% of teachers report that they use innovative methods only rarely. This distribution suggests that, although pedagogical innovations are present in teaching practice, their application is not yet consistent or systematically embedded in everyday instruction. A more in-depth interpretation of these findings indicates that the use of innovations remains situational rather than structured. Teachers may apply innovative methods depending on specific lessons, available resources, or external requirements, rather than as an integral part of their teaching approach. This inconsistency reflects the transitional nature of the education system in Kosovo, where reforms promote innovation but do not always ensure sustained implementation.

The relatively low percentage of teachers who report always using innovative methods highlights potential challenges in maintaining continuous innovative practice. These challenges may include limited professional training, lack of time for lesson planning, or insufficient institutional support. On the other hand, the group of teachers who use innovations often represents a positive trend and suggests a growing awareness of the importance of innovative teaching practices. From a broader perspective, these findings reinforce the conclusion that pedagogical innovations in Kosovo are in a developmental phase. While there is clear evidence of adoption, the lack of consistency in their use may limit their overall impact on teaching quality and student outcomes.

In terms of implications, the results suggest the need for more structured support mechanisms to ensure the regular and effective use of innovative methods. This may include continuous professional development, mentoring, and clearer institutional expectations regarding the integration of innovative practices in teaching.

Building on the previous findings regarding the frequency of innovation use, Table 3 provides deeper insight into the specific types of pedagogical innovations applied by teachers in practice.

As shown in Table 4, group work is the most commonly used method (60%), indicating a clear shift toward collaborative and student-centered learning approaches. This finding reflects the influence of contemporary pedagogical models that emphasize active participation and interaction among students. The use of technology (50%) is also relatively high, suggesting

that digital tools are increasingly being integrated into teaching practices, likely as a result of broader trends in digitalization and recent educational reforms. This finding is consistent with the concept of classroom innovation proposed by Fullan and Langworthy (2014), who argue that student-centered and collaborative learning environments promote deeper learning and greater student participation. Furthermore, the increased use of technology reflects the growing importance of digital pedagogy in supporting innovative classroom practices (Sharples, 2016).

Table 4. Types of Innovative Methods Used

Method	Number	Percentage
Group work	41	60%
Technology	34	50%
Projects	27	40%
Others	14	20%

Note. Percentages exceed 100% because respondents were allowed to select more than one option (multiple responses).

However, the relatively lower use of project-based learning methods (40%) suggests that more complex and student-driven approaches are less frequently implemented. This may indicate that while teachers are adopting more accessible forms of innovation, such as group work, they may face challenges in applying methods that require more planning, time, and pedagogical expertise. Project-based learning, which is strongly associated with the development of critical thinking and creativity, appears to be underutilized.

The limited use of "other" innovative methods (20%) further suggests that the range of pedagogical innovations applied in practice is somewhat restricted. This may reflect a lack of exposure to diverse teaching strategies or insufficient professional development opportunities.

From an analytical perspective, these findings indicate that the adoption of pedagogical innovations is selective rather than comprehensive. Teachers tend to rely on methods that are easier to implement within existing classroom conditions, while more demanding or complex approaches are less frequently used. This pattern reinforces the need for targeted support to broaden the range and depth of innovative practices in teaching.

Table 5. Impact of Innovations on Student Motivation

Impact	Number	Percentage
Yes	58	85%
No	10	15%
Total	68	100%

Following the analysis of the types of innovative methods used, Table 4 examines teachers' perceptions of the impact of these innovations on student motivation.

As presented in Table 5, a large majority of teachers (85%) believe that pedagogical innovations have a positive impact on student motivation. This finding strongly supports the argument that innovative teaching practices contribute to increased student engagement and participation in the learning process. These findings are also consistent with research on active learning, which demonstrates that student-centered instructional approaches improve engagement and academic performance (Freeman et al., 2014). Similar effects have been reported in studies of project-based learning, where authentic and collaborative learning activities increase student motivation and participation (Blumenfeld et al., 1991; Markula & Aksela, 2022). It also aligns with the earlier results, which showed a relatively high level of adoption of innovative methods.

However, this result should also be interpreted in a broader context. The high percentage reflects teachers' perceptions rather than directly measured student outcomes. Therefore, while

the findings indicate a positive trend, they do not provide conclusive evidence of the actual impact on student performance or long-term learning outcomes.

The 15% of teachers who do not perceive a positive impact may reflect variations in how innovations are implemented. Ineffective use of innovative methods, lack of alignment with learning objectives, or insufficient classroom management strategies may reduce their effectiveness. This suggests that the success of pedagogical innovations depends not only on their use but also on the quality of their implementation. From a broader perspective, these findings reinforce the importance of pedagogical innovations as a tool for enhancing student motivation. However, they also highlight the need for more systematic approaches to ensure that innovations are applied effectively and consistently across different teaching contexts.

In terms of implications, the results suggest that strengthening teachers' competencies in applying innovative methods is essential. This includes not only encouraging the use of such methods but also providing training on how to implement them effectively to achieve meaningful learning outcomes.

Table 6. Challenges in Implementing Pedagogical Innovations

Challenge	Number	Percentage
Lack of training	31	45%
Lack of resources	24	35%
Limited time	13	20%
Total	68	100%

Building on the findings from the previous tables, which highlighted both the adoption of innovative methods (Table 2) and the frequency of their use (Table 3), as well as the types of pedagogical innovations implemented by teachers (Table 4) and their perceived impact on student motivation (Table 5), Table 6 provides insight into the key challenges influencing the implementation of pedagogical innovations in teaching practice.

As shown in Table 6, the most significant challenge identified by teachers is the lack of professional training (45%), followed by insufficient teaching resources (35%) and limited time (20%). These findings support implementation studies indicating that the successful adoption of innovative teaching practices depends on continuous professional development, institutional support, and opportunities for professional collaboration among teachers (Thurlings et al., 2015).

The findings also help explain patterns observed in the previous results. For example, the inconsistency in the frequency of innovation use reported in Table 3 and the selective adoption of certain innovative methods presented in Table 4 may be directly associated with these structural constraints. Although many teachers demonstrate a willingness to adopt innovative practices, limited training opportunities and insufficient resources appear to restrict the extent to which such practices can be implemented effectively.

A deeper interpretation of these findings suggests that the main issue is not a lack of awareness of the value of pedagogical innovations, as most teachers acknowledged their positive impact on student motivation (Table 5), but rather a lack of capacity and support to apply them consistently in classroom practice. The prominence of professional training as the primary challenge indicates that teachers may not feel sufficiently prepared to implement more complex approaches, such as project-based learning, which was reported less frequently in Table 4. Likewise, limited resources may constrain teachers to rely on simpler methods that require fewer materials and less technological support. Time constraints further reflect the practical demands of the teaching profession, where administrative responsibilities and curriculum

requirements often reduce opportunities for planning, experimenting with, and sustaining innovative teaching practices.

3.1. Cross-Tabulation Analysis of Pedagogical Innovation Use

To provide a more detailed understanding of the implementation of pedagogical innovations, a comparative analysis was conducted based on teachers' professional experience and school location. This analysis aims to explore whether the use of innovative teaching methods varies across different groups of teachers and educational contexts. Although the overall findings demonstrated a relatively high level of innovation use, examining these patterns across demographic categories provides additional insight into the distribution of innovative practices within primary education.

Table 7. Use of Innovative Methods by Teaching Experience

Teaching Experience	Uses Innovative Methods	Does Not Use Innovative Methods	Total
0–5 years	10	4	14
6–15 years	19	8	27
More than 15 years	19	8	27
Total	48	20	68

As presented in Table 7, innovative teaching methods were reported across all experience groups. Teachers with 6–15 years of experience and those with more than 15 years of experience represented the largest number of innovation users, accounting for 19 teachers in each category. This pattern largely reflects the demographic composition of the sample, where these groups constituted the majority of participants. The findings suggest that pedagogical innovations are not limited to newly qualified teachers but are also being adopted by more experienced educators. This may indicate a growing awareness of the importance of innovative teaching approaches throughout the teaching profession.

Table 8. Use of Innovative Methods by School Location

School Location	Uses Innovative Methods	Does Not Use Innovative Methods	Total
Urban	27	11	38
Rural	21	9	30
Total	48	20	68

Table 8 presents the distribution of innovative teaching method use according to school location. The findings indicate that teachers from both urban and rural schools reported implementing pedagogical innovations in their classroom practice. A slightly higher number of innovation users was observed in urban schools compared with rural schools. This difference may be associated with greater access to educational resources, digital technologies, and professional development opportunities often available in urban educational settings. Nevertheless, the results demonstrate that innovative teaching practices are present in both contexts, suggesting that pedagogical innovation is becoming increasingly integrated across different school environments in Kosovo.

Overall, the cross-tabulation analysis provides additional evidence that pedagogical innovations are being implemented by teachers with varying levels of experience and across different school contexts. While some differences are evident, the findings indicate a general tendency toward the adoption of innovative teaching practices within primary education.

4. Discussion

The findings of this study indicate that pedagogical innovations are present in teaching practice and play a meaningful role in the development of teaching. The fact that 70% of teachers reported using innovative methods suggests a positive orientation toward modernizing teaching

practices. However, when these findings are examined alongside the frequency of use, it becomes evident that innovations are not yet systematically integrated into everyday teaching. This gap between adoption and consistent implementation reflects a broader issue identified in the literature, where innovation in education is viewed as a gradual and context-dependent process that requires sustained support and adaptation (OECD, 2019).

The frequency data further reinforces this conclusion. While 30% of teachers reported always using innovative methods, the majority indicated that they use them only often or occasionally. This suggests that pedagogical innovations are applied selectively rather than as a structured and continuous component of teaching practice. Such findings are consistent with UNESCO (2021), which emphasizes that transforming teaching practices requires time, ongoing professional development, and supportive institutional conditions. Similarly, Vieluf et al. (2012) argue that pedagogical innovations develop through stages and cannot be fully implemented without gradual adaptation, experimentation, and reflection.

The analysis of the types of methods used provides additional insight into how innovations are applied in practice. The predominance of group work (60%) and the use of technology (50%) indicates a shift toward more interactive and student-centered teaching approaches. This finding is consistent with the concept of classroom innovation proposed by Fullan and Langworthy (2014), who argue that student-centered and collaborative learning environments promote deeper learning and greater student engagement. These findings also align with the European Commission (2020), which highlights that collaborative learning and digital technologies can enhance student engagement when integrated effectively into classroom practice.

The relatively high use of technology suggests that teachers increasingly recognize the value of digital tools in supporting learning. This observation is also consistent with the concept of digital pedagogy, which emphasizes the purposeful integration of technology to enhance interaction, flexibility, and learner participation (Sharples, 2016). However, technology itself does not automatically lead to innovation. As Kohnke and Moorhouse (2021) note, digital tools are most effective when combined with appropriate pedagogical strategies that actively engage students in the learning process.

At the same time, the lower use of project-based learning suggests that more complex and cognitively demanding innovative approaches are less frequently implemented. This may reflect limitations in teacher preparation, time constraints, curriculum demands, or insufficient institutional support. These findings are also consistent with research on active learning, which demonstrates that student-centered instructional approaches improve engagement and academic performance (Freeman et al., 2014). Similar effects have been reported in studies of project-based learning, where authentic and collaborative learning activities increase student motivation, participation, and deeper understanding of content (Blumenfeld et al., 1991; Markula & Aksela, 2022). The limited use of such approaches therefore suggests opportunities for further professional development and support.

One of the most significant findings relates to the perceived impact of pedagogical innovations on student motivation. A large majority of teachers (85%) reported that innovative methods positively influence student motivation and engagement. This supports previous research indicating that innovative teaching practices promote active participation and foster key competencies such as critical thinking, creativity, communication, and collaboration (OECD, 2019). These findings suggest that innovative classroom practices may contribute not only to improved academic performance but also to the development of skills required for lifelong learning. Nevertheless, it should be noted that these conclusions are based on teachers'

perceptions rather than direct measures of student achievement, which represents a limitation of the study.

The results also highlight several challenges that affect the implementation of pedagogical innovations. The lack of training (45%) and insufficient teaching resources (35%) were identified as the main barriers. These findings provide a strong explanation for the inconsistencies observed in the use of innovations across the sample. They are consistent with UNESCO (2021), which emphasizes that effective implementation depends on both teacher capacity and institutional support. Likewise, Serdyukov (2017) stresses that innovation must be accompanied by appropriate conditions and professional preparation in order to be successful.

These findings are further supported by implementation studies indicating that the successful adoption of innovative teaching practices depends on continuous professional development, institutional support, and opportunities for professional collaboration among teachers (Thurlings et al., 2015). Consequently, the implementation of pedagogical innovations should be viewed not merely as an individual responsibility of teachers but as a broader organizational process requiring coordinated support at the school and policy levels.

Another important issue emerging from the findings is that the use of pedagogical innovations is often situational rather than systematic. Teachers may apply innovative methods when conditions allow, but not as a regular part of their teaching practice. This supports the argument that innovation should not be implemented mechanically or in isolation. Without proper adaptation to the classroom context, innovative methods may fail to achieve their intended outcomes. Therefore, successful classroom innovation requires continuous reflection, adaptation, and alignment with students' needs and learning objectives.

Overall, the discussion suggests that pedagogical innovations in Kosovo are in a developmental phase. While there is clear awareness of their importance and evidence of their growing use, implementation remains uneven and dependent on individual teacher capacity, available resources, and contextual factors. This indicates that innovation is not only a methodological issue but also a systemic one that requires coordinated efforts among teachers, school leaders, and educational policymakers. In conclusion, pedagogical innovations have significant potential to improve teaching and learning processes. However, their effectiveness depends on consistent application, adequate professional development, sufficient teaching resources, and strong institutional support. Without these conditions, innovative practices are unlikely to achieve their full impact on teaching quality, student engagement, and educational outcomes.

5. Conclusions

In the context of contemporary developments in education, schools are increasingly expected to function as dynamic environments that promote creativity, innovation, and continuous learning. However, as highlighted both in the literature and in the findings of this study, the transformation of teaching practices requires more than the introduction of new ideas; it requires their consistent and effective implementation in classroom practice.

The results of this study demonstrate that pedagogical innovations play a significant role in the development of teaching. The majority of teachers reported using innovative methods and recognized their positive impact on student motivation and engagement. These findings confirm that innovative approaches contribute to more active, collaborative, and student-centered learning environments, as also emphasized in previous research (OECD, 2019; UNESCO, 2021). Nevertheless, when these findings are considered alongside the frequency and types of methods used, it becomes clear that pedagogical innovations are not yet

systematically integrated into everyday teaching. Their application remains uneven and often situational. This gap between recognition and consistent implementation reflects the influence of structural challenges identified in the study, particularly the lack of professional training, insufficient teaching resources, and time constraints.

These findings suggest that the development of teaching through pedagogical innovations is not solely dependent on individual teacher efforts but requires a coordinated and systemic approach. Institutional support, clear planning, and alignment with the specific educational context are essential for ensuring that innovations are applied effectively and sustainably. Moreover, given the diversity of learners and educational environments, innovative practices must be flexible and responsive to students' individual needs.

6. Recommendations

Based on the findings of this study, the following recommendations are proposed to support the more effective implementation of pedagogical innovations in primary education:

- Establish structured professional development programs. Schools should organize at least two professional development programs per academic year focused on innovative teaching methods, active learning strategies, project-based learning, and digital pedagogy. Each program should consist of approximately 15-20 training hours and include practical classroom applications.
- Implement a mentoring and monitoring model. Professional development activities should be followed by classroom mentoring, peer observation, and monitoring sessions to support teachers in applying innovative practices. School leaders and pedagogical coordinators should conduct periodic monitoring and provide constructive feedback on implementation.
- Strengthen resource allocation for classroom innovation. Schools should ensure access to digital technologies, teaching materials, and collaborative learning resources that facilitate the implementation of innovative classroom practices.
- Integrate pedagogical innovations systematically into curriculum planning. Innovative teaching methods should be incorporated into annual and lesson planning processes rather than being applied occasionally. Schools should develop implementation plans that clearly define objectives, activities, and expected learning outcomes.
- Promote inclusive and student-centered classroom innovation. Teachers should be encouraged to use active learning, collaborative learning, and project-based learning approaches that address diverse student needs and promote participation, creativity, and critical thinking.
- Develop professional learning communities. Schools should establish teacher collaboration groups that meet regularly to exchange experiences, discuss implementation challenges, and share examples of effective innovative practices.
- Evaluate implementation outcomes regularly. Educational institutions should conduct annual evaluations of innovation initiatives using classroom observations, teacher reflections, and student feedback to assess their effectiveness and identify areas for improvement.

In conclusion, pedagogical innovations represent a key element in improving teaching and enhancing educational quality. However, their successful implementation requires structured professional development, adequate resources, systematic monitoring, and sustained institutional support. Aligning classroom innovation with teachers' professional needs and

students' learning needs is essential for achieving long-term improvements in teaching practice and educational outcomes.

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