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**INSTRUCTIONAL INNOVATIONS: TEACHERS' INVALUABLE TOOLS
FOR STUDENTS' ACADEMIC SUCCESS**

Abstract:

This study aims to explore and compare pre-service teachers' use of instructional innovations. A sample of 250 pre-service teachers from different major fields was selected using stratified random sampling. Primary data were collected through a questionnaire consisting of two sections: 1) background information; and 2) the use of instructional innovations. The data were analyzed using the one-way ANOVA test and the post-hoc Scheffé's test. The findings reveal that instructional innovations were mostly used in the 'implementation' stage ($M = 4.04, SD = 0.42$). In addition, user-friendliness towards technology was the most influential factor when determining the use of instructional innovations, followed by convenience of the innovations' application, conformity to learning management, the expense, and training, respectively. The use of instructional innovations between pre-service teachers from different major fields was significantly different, with a significance level of 0.05.

Keywords:

Instructional innovations, pre-service teachers, teaching approaches, teaching practicum

JEL Classification: I29