**CC The Journal** *is a multidisciplinary peer-reviewed, scientific, online, indexed, and cross-referenced journal aimed to publish research findings of students, faculty, financial/economic, technical, and institutional studies.*

**Columban College The Journal** *(CC The Journal)*
Volume13 (June 2024) ISSN 1655-3713
https://doi.org/10.69502/lkwp3617
*A Multidisciplinary Research Review produced by*
**CCI-RIKDO**-*Research Innovation and Knowledge Development Office*

# ELEMENTARY TEACHERS' TEACHING COMPETENCE AND PUBLIC SCHOOLS CULTURE OF INNOVATION: BASIS FOR A MONITORING PLAN

**MELITA C. HERNANDEZ**
http://orcid.org/0009-0001-4790-7780
melita.hernandez@deped.gov.ph
Teacher I, Sta. Elena Elementary School
Municipality of Orion, Bataan Philippines

**Abstract:** *The primary purpose of this study was to measure the culture of innovation and its perceived relationship with elementary teachers' teaching competence in the Orion District Division of Bataan. Specifically, this study included teaching competence and public school culture of innovation. Frequency, percentage, and mean were used to describe the data. Pearson Product Moment Correlation was employed to determine the relationship between variables. Furthermore, an explanatory sequential research design was conducted to analyze the data collected thoroughly. The elementary teachers were highly competent in pedagogical skills, student performance assessment skills, classroom management skills, and instructional delivery skills. Moreover, regarding the culture of innovation, the respondents generally strongly agreed with all the variables. Generally, a teacher's teaching competency is significantly related to a school's culture of innovation. In line with the findings, teachers should use creative instructional strategies, measure students' progress systematically, complete non-related tasks with minimal instruction time loss, and provide clear and well-structured instructions. Further, the schools should secure an internal communication system, provide avenues for innovative knowledge, share its vision of innovativeness with the teachers, harness the teacher's potential, and create a network of people who will bring new perspectives and insights.*

***Keywords:*** *Teaching competence, school's culture of innovation, Elementary Teachers, Mixed Methods, Orion District, Bataan Province*

## INTRODUCTION

The global influence of COVID-19 on education has raised questions about educator competency. The urgency for teachers to adapt to online learning platforms introduced unexpected stressors, which have been widely documented. According to Tomkunas et al. (2023), the pandemic exacerbated existing issues of educator stress, as many teachers reported feeling overwhelmed by the technological demands alongside their traditional responsibilities. The subsequent examination examined several teacher competency groups (Turk, 2016). Interpersonal competency includes leading by example and prioritizing individual and collective responsibility. Leading by example, encouraging equitable participation and positive interdependence in the workplace, developing trust and empathy with colleagues and others, and having the knowledge, skills, and abilities to manage processes and interpersonal relationships in the teaching profession are examples (Englefield et al., 2019). Tapani and Salonen (2019) and Dubovicki and Juki (2017) emphasize competency through educational and psychological ideas. This category includes understanding specific and general student achievement standards, knowing the psychological foundations of working with children, using various motivational techniques, knowing various learning styles and strategies, and supporting students who struggle with learning. In particular, Call (2018), Nikitchenko (2017), and Sigrid-Blömeke (2017) emphasize the subject-professional group of competencies, which include knowledge of the educational system, standards, strategies, and legislation; self-evaluation and personal orientation in professional development planning; and excellent management of the subject's scientific discipline. Many authors have underlined the need for examination skills, studies of educational reality and one's practice, and participation in other academic studies. Tapani and Salonen (2019) emphasize the capability for pedagogical leadership, including school management. Turk (2016) says organizational competency is vital to human resources management and should be the top trait of any school head.

**Columban College The Journal** *(CC The Journal)*
Volume13 (June 2024) ISSN 1655-3713
https://doi.org/10.69502/lkwp3617
*A Multidisciplinary Research Review produced by*
**CCI-RIKDO**-*Research Innovation and Knowledge Development Office*

The competencies above include fostering a cooperative and collaborative environment, promoting knowledge exchange through organizational culture and initiative, and leading by inspiring colleagues to participate, exchange, and use readily available, valuable information for critical decision-making. With the world changing so fast, generations have altered expectations and require hard and clever work. Tzachrista et al. (2023) explore the neurocognitive aspects of creativity and its relationship to academic performance, noting that creativity can enhance learning outcomes, regardless of a student's inherent ability. Modern education emphasizes innovation to modernize the paradigm. Innovation has become fundamental to the educational ecosystem due to the need to improve curriculum quality and teach 21st-century skills. Creating and promoting creative school cultures is crucial. Instructional practices should foster creativity among students. Every school and educational institution should promote learning attitudes above test-taking. Integrating information and communication technologies (ICTs), student-centred learning, and collaborative learning are current higher education trends. Many colleges offer hybrid and online courses (Paulson, 2012; Zhu, 2012). Research has linked organizational culture to creativity (Zhu, 2013). School innovation is associated with teamwork, integrative systems, and variation (Towndrow et al., 2019). Past studies are needed to understand how organizational culture affects public schools' instructional innovation uptake. This study examines how creative school culture affects teacher competency. More recently, governmental attention to commercial providers of public services has intensified this "innovation imperative." Recent national innovation programs (Australia, Finland, the Netherlands, Norway, and the UK) encourage public sector innovation. Due to demographic issues, demand for government services, public expectations, and tighter budgets, the public sector needs innovative solutions to boost output, cut costs, and improve public satisfaction. Government innovation, especially in education, improves well-being. Government services account for a large amount of OECD revenue. Government spending as a percentage of GDP averages 48% in OECD countries, but it sometimes exceeds 50%. Public education spending averaged 5.3% of GDP across OECD nations in 2012, demonstrating its importance as a government function (OECD, 2015). Improving the efficacy and efficiency of such a wide range of government spending could be beneficial.

Education is needed in Asia to increase teacher quality. Indonesia needs aid. Only 51% of 1.455.507 primary school teachers exceeded the national average in 1999 (Ramdhani et al., 2014). Wahyuni (2014) administered a second competency exam to 285,884 Indonesian teachers, 98.3%. Overall, 42 out of 100 marks indicates low teacher skill. First and foremost, the notion that teacher quality directly impacts student performance is widely supported in academic discourse. (Siagian & Artha, 2023) conducted a study that demonstrated a significant positive effect of teachers' quality, characteristics, and teaching experience on school quality, which in turn enhanced student performance (Siagian & Artha, 2023). The only way to guarantee higher education in Indonesia is to reform its education system. After learning about the situation, the administration tried to change the system. Indonesia's Primary and Secondary Education Minister is focusing on this issue. Parents, infrastructure, teacher quality, and training should be prioritized to change education (Suara Pembaruan, 2015). According to UNESCO, the above aims are crucial to educational change. The quality of the instructor should be given top importance because it directly affects how well students learn the material (Ugbe & Agim, 2014). The Indonesian government has responded by offering several teacher-improvement programs (UNESCO, 2014). A teacher's skill may indicate their character. Markova (2010) defines teacher competency as balancing psychological qualities, abilities, and knowledge. Akhmetova, the traits of a good teacher: Productivity competencies include task performance, education-related knowledge, abilities, and personal qualities, productivity-determining experience and skills, assessment category or benchmark for teacher evaluation, and an underlying

**Columban College The Journal** *(CC The Journal)*
Volume13 (June 2024) ISSN 1655-3713
https://doi.org/10.69502/lkwp3617
*A Multidisciplinary Research Review produced by*
**CCI-RIKDO**-*Research Innovation and Knowledge Development Office*

personal trait. Myrberg and Rosén (2014) say a teacher's competency comes from their training and experience. Additionally, (Goldman et al., 2017) explore the development of strategic thinking competencies and emphasize the necessity of a structured approach to competency assessment in leadership contexts. Competence yields results (Campbell, 2013). The integration of innovation into educational paradigms is further emphasized by (Zhu & Engels, 2013), who delineate how organizational culture influences instructional innovations in higher education. Ideas, deeds, information, skills, products, services, protocols, manufacturing methods, and organizational structures are examples of "something." Non-technical innovation is more ethereal, less tangible, and more complex to describe than technological innovation, which includes new gear, equipment, and tools. This includes marketing, managerial, and organizational innovation. Higher education institutions have done less innovation culture research than management. Furthermore, Carvalho et al. (2020) emphasize the importance of active learning methodologies in higher education as a pathway for pedagogical innovation. Corporate cultures and management philosophies include innovation culture. Meanwhile, the epidemic has had a profound impact on Philippine schooling. The Department of Education believes that teacher dedication, the pandemic's effects, and—most importantly—teacher competency affect teaching and learning (CNN, 2020). This study investigates whether teaching competence improves the culture of school innovation. A study on creative and specialized teaching methods is needed to prepare for education's revival following the COVID-19 pandemic. The study's sources emphasize creative school cultures and teacher proficiency in primary public schools. Improving teacher competence raises classroom standards. To help pupils reach their most significant potential, educators must modernize their approaches for the 21st century. This helps their future initiatives (Guillermina & Mazariegos et al., 2020). The Philippine Department of Education is developing many measures to resume in-person instruction in light of the pandemic. Teachers must be qualified to contribute to their stations for learning to resume or thrive under the new standard (Department of Education, 2022). According to Sulaiman and Noor (2020), teacher competency must be increased to enable pupils to gain 21st-century abilities and become future-ready. According to Liu's 2022 study, teachers' distant learning use is linked to their teaching proficiency and requires intervention to improve it.

Teachers tried to share their knowledge to maintain high-quality education despite the health situation. They must use modern technology and ICT resources to create instructional materials and run virtual classrooms (Ty & Sanico, 2021). The school must also encourage innovation to promote the implementation of novel solutions to institutional issues. Fostering an innovative culture in schools may help leaders achieve their goals (Morgan, 2015). A creative culture and disciplined research environment help the school overcome its challenges faster (Hepburn, 2013). Simonovic (2021) found a link between teachers' creativity and lesson planning. In light of the studies mentioned, the literature presents a gap in showing a concrete link between elementary teachers' teaching competence and public schools' culture of innovation toward developing a monitoring plan. Hence, this study was conducted.

This study is worth conducting because of its significance in determining the relationship of teachers' competence to schools' culture of innovation that could lead to developing a culture of excellence in teaching and learning that is responsive to new education standards. This study includes teaching competence in pedagogical skills, student performance assessment, classroom management, and instructional delivery skills. In addition to the input is the culture of innovation in terms of effective communication, innovative climate, self-efficacy, and innovative behavior of elementary teachers in Orion District, Division of Bataan.

**Columban College The Journal** *(CC The Journal)*
Volume13 (June 2024) ISSN 1655-3713
https://doi.org/10.69502/lkwp3617
*A Multidisciplinary Research Review produced by*
**CCI-RIKDO**-*Research Innovation and Knowledge Development Office*

## FRAMEWORK

The Roffei, Yusop, and Kamarulzaman (2018) paradigm frames this study on innovation culture. According to the framework, innovation culture includes inventiveness, effective communication, and self-efficacy. This research uses the SEAMEO-INNOTECH (2018) innovative culture model and the Southeast Asia Teachers Competency Framework (SEA-TCF). This paradigm was developed using Southeast Asian instructors' perspectives. Based on this approach, four critical competencies—Pedagogical Skills, Student Performance Assessment Skills, Classroom Management Skills, and Professional Development Skills—focus on the teacher's role in making students happy and successful. This study is worth conducting because of its significance in determining the relationship of teachers' competence to schools' culture of innovation that could lead to developing a culture of excellence in teaching and learning that is responsive to new education standards. This study includes teaching competence in pedagogical skills, student performance assessment, classroom management, and instructional delivery skills. In addition to the input is the culture of innovation in terms of effective communication, innovative climate, self-efficacy, and innovative behavior of elementary teachers in Orion District, Division of Bataan. Lastly, the output is a monitoring plan.

## OBJECTIVES OF THE STUDY

This study was conducted to: (1) assess the level of elementary teachers' teaching competence; (2) determine the level of public schools' culture of innovation; (3) investigate the relationship between teachers' teaching competence and public schools' culture of innovation; and (4) develop a monitoring plan to improve the teachers' teaching competence and schools' culture of innovation.

## METHODOLOGY

### Research Design

A mixed-method research design was employed in this study. Specifically, an explanatory sequential design was utilized, where quantitative data was collected and analyzed first, followed by qualitative data based on the quantitative results. The qualitative data was used to explain the quantitative data (Creswell & Creswell, 2018). A descriptive correlational design was employed in this study to collect quantitative data. This is the most suitable research design because it tested a significant relationship between teachers' teaching competence and the school's culture of innovation. According to Best & Kahn (2016), descriptive research uses quantitative techniques to describe what is and describe, document, analyze, and evaluate the present circumstances. It incorporates comparisons or contrasts and aims to find relationships between existing, unmodified variables. It regularly considers previous actions and their implications in light of the current situation but primarily focuses on the here and now. This descriptive study investigates potential variables that could affect students' achievement. Moreover, according to Bueno (2019), descriptive-correlational design entails gathering information to respond to inquiries about the subject's current status. It is typically gathered using a questionnaire, documentary analysis of the information already accessible, and data supported by an interview or an observation at a particular time.

### Research Site

This study was conducted in the Municipality of Orion. It is a 2nd class municipality in the province of Bataan.

**Columban College The Journal** *(CC The Journal)*
Volume13 (June 2024) ISSN 1655-3713
https://doi.org/10.69502/lkwp3617
*A Multidisciplinary Research Review produced by*
**CCI-RIKDO**-*Research Innovation and Knowledge Development Office*

## Participants

The participants of the study were two hundred fifty (250) elementary teachers from Orion District, Division of Bataan Province. The respondents were chosen using the universal sampling method. According to Glen (2018), universal sampling is employed when the target population is small and defined by a single, distinctive attribute.

## Instrumentation

In the construction and development of the questionnaire, the researcher adopted the instruments used in the study of Veluz (2023) entitled "Elementary educators' teaching competence and public schools' culture of innovation: Basis for developing a learning restoration plan" and Singh (2020) entitled "Culture of Innovation in our school." The following procedures were done to establish the instruments' validity: The thesis adviser reviewed the paper and provided feedback, suggestions, expert comments, and direction. In addition, the researcher consulted experts in educational teaching, innovation, and research like Master teachers, Supervisors, and School Heads. The instrument underwent a face validity test and a Kendall's W test of concordance. Based on the result, there is a significant strong agreement among the four professionals who validated the instrument. This is based on the result of Kendall's W value of 0.732, which is less than the alpha value 0.01. The instrument also underwent a test-retest reliability coefficient. Pearson Correlation Coefficient describes the reliability coefficient. Likewise, items in the Public School's Culture of Innovation with Cronbach's Alpha value of 0.986 show excellent internal consistency reliability. Moreover, Tukey's Test for Nonadditivity of 1.064 at a significant value of 0.393 implies that the Elementary Teachers' Teaching Competence construct questionnaire items are enough to determine the reliability of the responses. Moreover, the constructs of elementary public schools' culture of innovation are sufficient to decide on the reliability of the responses, as implied by an F value with Tukey's Test for Nonadditivity of 1.059 with a significant value greater than 0.01.

## Ethical Considerations

Respondents were asked for their informed consent before the research was conducted, saying they agreed to participate in the project and that all information gathered was handled in the strictest confidence. The first explanation of the research's objectives, methodologies, potential findings, and intended use of the data collected was in-depth. According to the Data Privacy Act of 2012, the researcher reassured the respondents that the data was kept secret and that they were free to refuse to participate at any moment if doing so made them uncomfortable.

## Data Collection

Participants were asked for their informed consent before the research was conducted. According to the Data Privacy Act of 2012, the researcher reassured the participants that the data was kept secret and that they were free to refuse to participate at any moment if doing so made them uncomfortable. The researcher administered the questionnaire through Google Forms after the necessary permit was released from the Office of the Schools Division Superintendent. The endorsement and revised instruments were sent to the respondents through the Google Form link, wherein the data was automatically retrieved and tabulated. The researcher explained the directions for answering the tools through messenger and face-to-face discussion. Moreover, the researcher conducted face-to-face interviews with the participants to thoroughly analyze the quantitative data

**Columban College The Journal** *(CC The Journal)*
Volume13 (June 2024) ISSN 1655-3713
https://doi.org/10.69502/lkwp3617
*A Multidisciplinary Research Review produced by*
**CCI-RIKDO**-*Research Innovation and Knowledge Development Office*

collected. The participants were asked questions about the results of the quantitative data gathered. Afterward, the researcher analyzed both data.

**Statistical Techniques**

The following statistical tools were utilized to analyze data: Percentage describes the distribution of respondents when grouped by hundreds. Weighted Mean was used to determine the teachers' teaching competence and the school's culture of innovation. Pearson r Product Moment Correlation Coefficient (r) was used to determine the significant relationship between teaching competence and the school's culture of innovation. Explanatory Sequential Analysis. Interviews were conducted to analyze the quantitative data and provide a deeper analysis through stimulating qualitative data. Two-phase design, where quantitative data is collected and analyzed first, and qualitative data is collected and analyzed based on the quantitative results (Creswell & Creswell, 2018).

## RESULTS AND DISCUSSION

*Elementary Teachers' Teaching Competence*

The findings indicate that elementary teachers are very highly competent in pedagogical skills (WX=3.31), student performance assessment skills (WX=3.25), classroom management skills (3.39), and instructional delivery skills (3.26). The findings are consistent with Susanto et al.'s (2019) research, which found that a pedagogical competency model could be created using pedagogical knowledge, reflective ability, emotional intelligence, and instructional communication patterns. Research, however, confirmed the inadequacies in instructors' assessment abilities. The NCTQ's preliminary report from March 2012 on what teacher preparation programs teach about assessment in K–12 revealed that teachers were ill-prepared to use assessment effectively and make evidence-based decisions (Doherty & Jacobs, 2015). It is essential to the whole education process because it offers students an ideal learning environment, helps prevent teacher burnout, and makes students and teachers feel safer and happier (Gabe, 2017). According to Cajiao and Burke (2016), students who were part of an educational condition that encouraged higher levels of these activities also demonstrated much more student-student and instructor-student discourse and reflection. It gives teachers methods and approaches for meeting work-related expectations of students in the cognitive, emotional, and psychomotor areas (Mallillin, 2020). The study's quantitative and qualitative results emphasize how important it is to design supportive school environments that enable teachers to take charge of their teaching and actively participate in school activities. Overall, the results show how excellent elementary teachers are in teaching, demonstrating their commitment to creating engaging learning environments and fostering student achievement.

*Elementary Teacher's Level of Public Schools' Culture of Innovation*

The results show that teachers generally strongly agreed on the school's culture of innovation in terms of effective communication (3.41), innovative climate (3.39), self-efficacy (3.29), and innovative behavior (3.32). It has been observed that teachers may constantly investigate cutting-edge teaching ideas and modify their methods to fit the changing demands of their students because of their proactive and creative approach. They promote a culture of lifelong learning and professional development among teachers by actively searching out novel concepts and participating in group projects. Overall, the quantitative and qualitative analysis shows that elementary teachers are proactive and creative in searching for fresh concepts, viewpoints, and experiences to guide their professional

**Columban College The Journal** *(CC The Journal)*
Volume13 (June 2024) ISSN 1655-3713
https://doi.org/10.69502/lkwp3617
*A Multidisciplinary Research Review produced by*
**CCI-RIKDO**-*Research Innovation and Knowledge Development Office*

practice. Their emphasis on networking and collaboration, openness to different points of view, and readiness to try new things all help to create a dynamic and stimulating learning atmosphere that benefits both teachers and students. Nonetheless, there is room for more research and development of these strategies to foster ongoing development and creativity within the teaching community. The result is parallel to the study of Bani-Melhem et al. (2018), which reveals that workplace satisfaction is the most critical predictor of employees' creative behavior, with colleague support playing a substantial mediation effect. Moreover, Chang et al. (2016) highlighted that healthy perfectionism is associated with innovative behavior, whereas unhealthy perfectionism is associated with job burnout. Likewise, Li and Hsu pointed out that interpersonal and personal communication is essential in innovation and is believed to be an attribute of innovative behavior. In order to continue sustainable development in a rapidly changing world, education today faces several challenges, including acquiring knowledge, abilities, and skills typically absent from traditional educational curricula (Gkontelos et al., 2023).

*Relationship Between Teacher Competence and Public Schools' Culture of Innovation*

Elementary teachers' pedagogical skills have a significant moderate relationship with the culture of innovation regarding effective communication (r = 0.516) and innovative behavior (r=0.452), as implied by a p-computed value less than 0.05. Likewise, their student's performance assessment skills have a significantly low relation with the culture of innovation regarding effective communication (r =0.411) and moderate relation in innovative behavior (r = 0.515), as denoted by a computed p-value less than 0.05. Moreover, their classroom management skills have significant moderate relation with innovative culture in terms of self-efficacy (r = 0.585), innovative climate (p = 0.529), and innovative behavior (p = 0.514). Also, classroom management skills are significantly less related to innovative culture regarding effective communication (p = 0.449). Furthermore, elementary teachers teaching competence in terms of instructional delivery shows a significantly low relation with the variables of innovative culture in terms of effective communication (p = 0.429) and innovation (p = 0.421). In general, a computed p-value of 0.005 indicates that the study's null hypothesis must be rejected in favor of the study's claim that a teacher's teaching competency is significantly related to a school's level of culture of innovation. The result of Pearson's r-test of 0.534 indicates that there is a moderate positive relationship between a teacher's teaching competence and a school's level of culture of innovation. Moreover, the result may indicate that as a school's culture of innovation increases, teachers' teaching competency can also be observed to increase, and vice versa.

*Relationship Between Teacher Competence and Culture of Innovation*

| | | Culture of Innovation in Terms of Effective Communication | Culture of Innovation in Terms of Innovative Climate. | Culture of Innovation in Terms of Self-Efficacy. | Culture of Innovation in Terms of Innovative Behavior. | Level of Public School's Culture of Innovation |
|---|---|---|---|---|---|---|
| Elementary Teacher's Pedagogical Skills | r | .516** | .351 | .197 | .452* | .444* |
| | p | .007 | .079 | .336 | .020 | .023 |
| | Decision | Reject Ho | Do Not Reject Ho | Do Not Reject Ho | Reject Ho | Reject Ho |
| | | Moderate | Low | Negligible | Low | Low |

**Columban College The Journal** *(CC The Journal)*
Volume13 (June 2024) ISSN 1655-3713
https://doi.org/10.69502/lkwp3617
*A Multidisciplinary Research Review produced by*
**CCI-RIKDO**-*Research Innovation and Knowledge Development Office*

| | | | | | | |
|---|---|---|---|---|---|---|
| Elementary Teacher's Students' Performance Assessment Skills | r | .411* | .340 | .280 | .515** | .452* |
| | p | .037 | .089 | .166 | .007 | .021 |
| | Decision | Reject Ho | Do Not Reject Ho | Do Not Reject Ho | Reject Ho | Reject Ho |
| | | Low | Low | Negligible | Moderate | Low |
| Elementary Teacher's Classroom Management Skills | r | .449* | .529** | .585** | .514** | .614** |
| | p | .021 | .006 | .002 | .007 | .001 |
| | Decision | Reject Ho | Reject Ho | Reject Ho | Reject Ho | Reject Ho |
| | | Low | Moderate | Moderate | Moderate | Moderate |
| Elementary Teacher's Instructional Delivery Skills | r | .429* | .325 | .269 | .421* | .423* |
| | p | .029 | .105 | .184 | .032 | .031 |
| | Decision | Reject Ho | Do Not Reject Ho | Do Not Reject Ho | Reject Ho | Reject Ho |
| | | Low | Low | Negligible | Low | Low |
| Elementary Teacher's Teaching Competence | r | .504** | .426* | .362 | .529** | .534** |
| | p | .009 | .030 | .069 | .005 | .005 |
| | Decision | Reject Ho | Reject Ho | Do Not Reject Ho | Reject Ho | Reject Ho |
| | | Moderate | Low | Low | Moderate | Moderate |

The study results resonate with the statement of Mynbayeva et al. (2018), highlighting that teaching competencies in the 21st century are more likely dependent on teaching techniques innovation, which may entail the ability of the teacher to modify, recreate, and improvise teaching methods that are aligned with the learners' environment and needs. Likewise, Blau and Shamir-Inbal (2017) pointed out the rapid change and technology in education, and the ability of the teacher to utilize such technologies is associated with innovative skills. According to the study, teachers' digital competence, which entails digitizing teaching delivery methods, is integral to innovation. Uerz et al. (2018) also characterize the study result and emphasize the need to train teachers to use educational technologies to manifest a culture of innovation. Likewise, González-Pérez and Ramírez-Montoya (2022) highlighted that innovative skills are a determinant of teaching competence of education 4.0. It may be interpreted that educational institutions that foster a culture of innovation are likely to nourish teachers with the competence and skills of educators of the 21st century, as denoted by Education 4.0.

*Monitoring Plan*

The monitoring plan is written to delineate the necessary actions one must undertake to attain teaching competence as an educator and the school's more innovative culture. This tool facilitates the identification of aptitudes and deficiencies as an educator, enables the formulation of a strategy for enhancing abilities, and assists in devising a method for assessing the progress of these enhancements. This plan aims to achieve the following goals: A. To improve the teaching competence of the elementary school teachers; B. To develop an innovative culture in schools; and C. To monitor the

**Columban College The Journal** *(CC The Journal)*
Volume13 (June 2024) ISSN 1655-3713
https://doi.org/10.69502/lkwp3617
*A Multidisciplinary Research Review produced by*
**CCI-RIKDO**-*Research Innovation and Knowledge Development Office*

achievement of objectives towards improved teaching competence and develop a culture of innovation in schools.

## CONCLUSION

The elementary teachers were highly competent in stating the lessons' objectives to the learners. Hence, they know what to achieve at the end of the lesson, checking students' understanding by asking comprehension questions and requiring practical application of skills, maintaining a physical environment conducive to learning, and explaining the concepts embedded in the lessons more elaboratively and relevant. Moreover, regarding the culture of innovation, the respondents strongly agreed that information dissemination is correctly implemented in their school and that the school is open to ideas that ignite innovation and collaboration. Further, the respondents strongly agreed that they follow the code of ethics and the school's rules and regulations and reach out to people outside the school to gain new ideas and think outside the box. In general, the study's null hypothesis must be rejected in favor of the study's claim that a teacher's teaching competency is significantly related to a school's culture of innovation. The result indicates a moderate positive relationship between a teacher's teaching competence and a school's culture of innovation. This study comprehends the importance of sustainable innovation in schools for more competent teachers, leading to developing and producing more competent and globally competitive citizens. Meanwhile, additional variables may have produced broader findings, such as the instructional leadership of school heads, the teachers' academic profile, school performance regarding school-based management, and students' promotion.

## RECOMMENDATIONS

Teachers should develop their teaching competence in terms of using creative instructional strategies suited to the lesson and with students on par with their cultural or learning diversity and individual differences; measuring students' progress systematically using various appropriate assessment methods and tools; beginning with instruction and complete non-related tasks with minimal instruction time loss; and providing clear and well-structured instructions to the learners during assessments and performances. Further, the schools should improve their culture of innovation by securing an internal communication system and managing to attend to all the feedback; providing avenues for innovative knowledge to the teachers such as seminars, workshops, and LAC sessions; sharing its vision of innovativeness to the teachers; harnessing teacher's potential for the benefit of the school; and creating a network composed of people who will bring new perspectives and insights. Hence, while innovating, the development of teachers' competence should also be a priority in schools, so there will be a continuous development towards a more competent school system.

## TRANSLATIONAL RESEARCH

The findings of this research are summarized in a monitoring plan which was written to delineates the necessary actions one must undertake in order to attain teaching competence as an educator and the school to have more innovative culture. This tool facilitates the identification of aptitudes and deficiencies as an educator, enables the formulation of a strategy for enhancing abilities, and assists in devising a method for assessing the progress of these enhancements. This plan aims to monitor the use

of more creative instructional strategies suited to the lesson and with students on par with their cultural or learning diversity and individual differences, the measurement of students' progresses systematically using various appropriate assessment methods and tools, the completion of non-related tasks with minimal instruction time loss, the provision of clear and well-structured instructions to the learners during assessments and performances, the management and security of internal communication system among the teachers, other employees, and stakeholders, the provision of avenues for innovative knowledge to the teachers such as seminars, workshops and LAC sessions, the development of potential and self- confidence of teachers, and the creation of a network composed of people who bring new perspectives and insights.

## LITERATURE CITED

Akhmetova, N. S., et al., (2013). Professional competence teacher: Theoretical aspects. Education and Science Without Borders, 7(4), 76-79. https://www.proquest.com/docview/1445181898?sourcetype=Scholarly%20Journals

Bani-Melhem, S., et al., (2018). Determinants of employees' innovative behavior. International Journal of Contemporary Hospitality Management, 30(3), 1601-1620. https://psycnet.apa.org/record/2018-19961-020

Call, K. (2018). Professional teaching standards: A comparative analysis of their history, implementation and efficacy. Australian Journal of Teacher Education, 43(3). https://psycnet.apa.org/record/2016-59791-004

Campbell, R. A. et al. (2013). A theory of performance. In N. Schmitt & W. C. Borman (2013), Personnel selection in organizations, pp. 35–70. San Francisco: Jossey-Bass, 2013.https://www.scirp.org/reference/ReferencesPapers?ReferenceID=1222840

Chang, H. T., et al. (2016). The effects of perfectionism on innovative behavior and job burnout: Team workplace friendship as a moderator. Personality and Individual Differences, 96, 260-265. DOI:10.1016/j.paid.2016.02.088

CNN Philippines Staff (2020). Teacher competence and commitment, medium of instruction impact learning ability—DepEd. CNN. https://ijrp.org

Department of Education (2022). Deped Order No. 034, s. 2022 (School Calendar and Activities for SY 2022-2023). https://www.deped.gov.ph/2022/07/12/deped-releases-guidelines-for-school-year-2022-2023/#:~:text=Duterte%20on%20Monday%2C%20DepEd%20Order,calendar%20due%20to%20unforeseen%20circumstances.

Dubovicki, S., & Jukić, R. (2017). The importance of acquiring pedagogical and didactic competencies of future teachers – the Croatian context. Journal Early Child Development and Care, 187(10), 1557-1568. https://eric.ed.gov/?id=EJ1150674

Englefield, E., et al. (2019). Interpersonal competencies define effective conservation leadership. Biological Conservation, 235, 18-26. https://www.sciencedirect.com/science/article/abs/pii/S0006320718304397

Goldman, E. F., Schlumpf, K. S., & Scott, A. R. (2017). Combining practice and theory to assess strategic thinking. Journal of Strategy and Management, 10(4), 488-504. https://doi.org/10.1108/jsma-02-2017-0012

Guillermina, L., & Mazariegos, R. (2020). The professionalization of teachers: Competencies for the 21st- century. Institute for the Future of Education. https://observatory.tec.mx/edu-bits-2/competencies-for-the-21st-century-teacher/

Hepburn, N. (2013). What is a culture of innovation? MaRS Discovery Direct. https://www.marsdd.com/news/what-is-a-culture-of-innovation/

Jucevicius G. (2015). Culture vs. cultures of innovation. https://philjournalsci.dost.gov.ph/images/pdf/pjs_pdf/vol150no6A/innovation_culture_of_selected_agricultural_SUCs_in_Regions_3_and_4_.pdf

Liu, Y., et al. (2022).The impact of teacher competence in online teaching on perceived online learning outcomes during the COVID-19 Outbreak: A moderated-mediation model of teacher resilience and age. International Journal of Environmental Resources and Public Health 2022, 19, 6282. https://www.tandfonline.com/doi/abs/10.1080/09588221.2017.1347572

Markova, A. K. (2010). Psychological analysis of teacher's professional competence. Soviet Pedagogy, 8, 82-88. DOI:10.1037/a0032583

Morgan, G. (2015). Does your school have a culture of innovation? https://www.gettingsmart.com/2015/06/03/does-your-school-have-a-culture-of-innovation/

Myrberg, E. & Rosén, M. (2014). The impact of teacher competence in public and independent schools in Sweden. Paper presented at the International Research Conference, Nicosia, Cyprus. https://www.semanticscholar.org/paper/THE-IMPACT-OF-TEACHER-COMPETENCE-IN-PUBLIC-AND-IN/3322cab4db1ca13345bf2cf01750d7e048d31106

Nikitchenko, L. (2017). Forming professional competence in the process of teaching biology students. Наука і освіта, 8, 78-82. DOI:10.24195/2414-4665-2017-8-11

OECD (2015). The innovation imperative: contributing to productivity, growth and well-being, OECD Publishing, Paris, https://www.oecd.org/innovation/the-innovation-imperative-9789264239814-en.htm

Paulson, K (2012). Reconfiguring faculty roles for virtual settings. The Journal of Higher Education 73(1): 123–140. DOI:10.1353/jhe.2002.0010

Ramdhani, N., et al. (2014). Teacher quality improvement program: Empowering teachers to increase the quality of Indonesian education. Procedia-Social and Behavioral Sciences, 69, 1836-1841. DOI:10.1016/j.sbspro.2012.12.134

Siagian, R. and Artha, B. (2023). The influence of teacher quality, teacher characteristics, and teaching experience on school quality that impacts student performance in bandung: evidence from high school. Jurnal Pendidikan West Science, 1(03), 184-192. https://doi.org/10.58812/jpdws.v1i03.255

Sigrid-Blömeke, S. (2017). Modelling teachers' professional competence as a multi-dimensional construct. Educational Research and Innovation, 119-135. https://doi.org/10.1787/9789264270695-7-en

Simonović, N. (2021). Teachers' key competencies for innovative teaching, International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 9(3), 331-345. DOI: https://doi.org/10.23947/2334-8496-2021-9-3-331-345

Sulaiman, J. & Noor, S. (2020). Teacher competence and 21st century skills in transformation schools 2025 (TS25). Universal Journal of Educational Research. 8. 3536-3544. 10.13189/ujer.2020.080829. DOI:10.13189/ujer.2020.080829

Suara Pembaruan. (2015). Kualitas guru rendah, pendidikan tertinggal. https://jurnal.sman1purworejo.sch.id/index.php/tiwikrama/article/view/33/16

Susanto, R., Rozali, Y. A., & Agustina, N. (2019). Development of pedagogical competency models for elementary school teachers: Pedagogical knowledge, reflective ability, emotional intelligence and instructional communication pattern. Universal Journal of Educational Research, 7(10), 2124-2132. DOI: 10.13189/ujer.2019.071010

Tapani, A., & Salonen, A. O. (2019). Identifying teachers' competencies in Finnish vocational education. International Journal for Research in Vocational Education and Training (IJRVET), 6(3), 243-260. DOI:https://doi.org/10.13152/IJRVET.6.3.3.

Tomkunas, A. J., Welliver, M., Wink, M. N., & LaRusso, M. D. (2023). Should schools "return to normal"? mixed outcomes resulting from covid-19 in schools. Psychology in the Schools, 60(11), 4618-4636. https://doi.org/10.1002/pits.23003

Towndrow P., Silver R. & Albright J. (2009). Setting expectations for educational innovations. Journal of Educational Change 11(4): 425–455. DOI:10.1007/s10833-009-9119-9

Turk, M. (2016). kompetencije akademske profesije u Europi competencies of the academic profession in Europe]. Napredak, 157(1-2), 145-164. https://hrcak.srce.hr/file/261244

Ty, A. L. & Sanico, F. L. (2021). Competencies of public elementary school teachers in the second District of Northern Samar, Philippines. Ilkogretim Online - Elementary Education Online. 20 (4) 1277- 1284 doi: 10.17051/ilkonline.2021.04.145. DOI:10.47119/IJRP1001241520234943

Tzachrista, M., Gkintoni, E., & Halkiopoulos, C. (2023). Neurocognitive profile of creativity in improving academic performance. a scoping review.. https://doi.org/10.20944/preprints202307.1906.v1

Ugbe, A. U. & Agim, J. I. (2014). Influence of teachers' competence on students academic performance in senior secondary school chemistry. Global Journal of Educational Research, 8(1-2), 61-66. DOI:10.4314/gjedr.v8i1-2.53770

United Nations Education, Scientific and Cultural Organization. (2014). Indonesia country programming document: 2014-2017. https://unesdoc.unesco.org/ark:/48223/pf0000230310

Veluz (2023). Elementary educators' teaching competence and public schools culture of innovation: Basis for developing a learning restoration plan, and Singh (2020), entitled "Culture of Innovation in our school," published in the International Journal of Research Publication. ISSN: 2708-3578. https://www.researchgate.net/publication/370674977_

Wahyuni, N. C. (2014). Indonesian teachers score low on competence test: Big surprise? Berita Satu News Online. https://smartlib.umri.ac.id/assets/uploads/files/e9f43-5134-10502-1-sm.pdf

Zhu, C. (2012). Flemish and Chinese students' satisfaction, performance and knowledge construction in online collaborative learning. Educational Technology & Society 15(1): 127–136. https://www.researchgate.net/publication/264974552_Student_satisfaction_performance_and_knowledge_construction_in_online_collaborative_learning

**Columban College The Journal** *(CC The Journal)*
Volume13 (June 2024) ISSN 1655-3713
https://doi.org/10.69502/lkwp3617
*A Multidisciplinary Research Review produced by*
**CCI-RIKDO**-*Research Innovation and Knowledge Development Office*

Zhu, C. (2013). The effect of cultural and school factors on the implementation of CSCL. British Journal of Educational Technology 44(3): 484–501. doi:10.1111/j.1467-8535.2012.01333.x DOI:10.1111/j.1467-8535.2012.01333.x

Zhu, C. and Engels, N. (2013). Organizational culture and instructional innovations in higher education. Educational Management Administration & Leadership, 42(1), 136-158. https://doi.org/10.1177/1741143213499253