

ELEMENTARY EDUCATORS' TEACHING COMPETENCE AND PUBLIC SCHOOLS CULTURE OF INNOVATION: BASIS FOR DEVELOPING A LEARNING RESTORATION PLAN

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ABSTRACT

The purpose of this study is to examine the public school elementary teachers' perception towards their teaching competence and the culture of innovation within their schools. A learning recovery plan was created based on the findings of this study. This descriptive-correlational research utilized a survey questionnaire that aims to gather data pertaining to the teachers' perception of their competence and the propagation of culture of innovation in their schools. One hundred-twenty (120) public school elementary teachers at Lucban District, Division of Quezon were purposively selected to partake in this study.

The study first determined the profile of the respondents, which showed that most of them were included in the age group of 41-50 years old, females, married, have the position of Elementary School Teacher III, have been in the school for 11-20 years, and are Master's Degree unit earners. Then, most of the factors that constitute teachers' competence (pedagogical skills, student performance assessment skills, classroom management skills, and instructional delivery skills) garnered means equivalent to "Strongly Agree", therefore making the overall mean of the variable "Very High". The teachers' perception of culture of innovation together with its components (effective communication, innovative climate, self-efficacy, and innovative behavior) attained overall means equivalent to "Strongly Agree" thus this variable also gained a "Very High" score.

Then, it was also found out that there are no significant relationship between the culture of innovation and the profile of the teachers. Moreover, there is a significant relationship between the teachers' competence and culture of innovation. Based on the findings of the study, a Learning Restoration Plan geared towards the improvement of teachers' competence and development of their culture of innovation was crafted. This study may be significant to the educational sector since it is currently undergoing learning recovery from the impact of COVID-19 pandemic.

Keywords:

Teacher Competence, Culture of Innovation, Learning Restoration Plan, COVID-19 Pandemic

INTRODUCTION

Culture of innovation is one of the sought-after advocacies of academic communities particularly in public schools because they aim to create various strategies to cope with the education's targeted reversion to face-to-face classes due to the pandemic. This is known as the Learning Restoration and Continuity Plan (LRCP), a scheme stipulated in the Deped Order No. 034, s. 2022 (School Calendar and Activities for SY 2022-2023). The said plan stated that the regional offices of public schools "are highly encouraged to implement a contextualized set of strategies and interventions". LRCP engages the schools to target remediation and intervention in learning, upliftment of psychosocial welfare of students, and facilitation of teachers' professional growth. To accomplish the set of strategies in line with the LRCP, schools require to be innovative in producing solution. But culture of innovation does not only entail the

capacity of school administrators. Teachers also holds the key in providing their solutions to solve problems in relation to their instructional experiences. Thus, their competence as educators may be assessed.

Globally, problems relative to the teachers' competence emerged because of the COVID-19 pandemic's impact in education. Although the health crisis allowed the teachers to improve in the technological side, the stress level that they experienced overall increased. Aside from the fear of contracting COVID-19, teachers are required to evaluate more outputs and prepare more for their online classes. This results to the occurrence of burnouts among teachers and they likely to leave the said profession (Steiner & Woo, 2021). In the Philippines, learning is significantly affected due to the impact of the pandemic. On the report written by CNN (2020), the Department of Education sees the following problems that have great effect on the quality of the teaching and learning process: effects of the pandemic, teachers' commitment and most importantly, their competence.

Now, the research gap that this study aims to fill is if teaching competence is needed to strengthen the culture of innovation of a school. Currently, there are no studies indicating the need for teaching competence and innovativeness to prepare for the restoration of education now that the COVID-19 pandemic's impact is fading. Therefore, The purpose of this study is to determine the teaching competence of elementary teachers amidst the transition from distance learning to face-to-face learning and observe their ability to cope with the educational shift by measuring their perception of their ability to embrace the culture of innovation. The findings of this research will help to conceptualize and develop a plan bolstering the innovativeness and competence of the teachers as the academe sails towards learning recovery.

The primary purpose of this study is to measure the culture of innovation within the primary schools and if it has a perceived relationship with elementary teachers' competence. The results of this result will serve as a basis for developing a plan that will also cater academe's aspiration towards learning restoration. Specifically, this study sought to answer the following research questions:

1. What is the profile of the respondents with regards to:
 - a. Age;
 - b. Sex;
 - c. Civil Status
 - d. Position;
 - e. Years in Service; and
 - f. Highest Educational Attainment?
2. What is the level of elementary teachers' teaching competence relative to:
 - a. Pedagogical Skills;
 - b. Student Performance Assessment Skills;
 - c. Classroom Management Skills; and
 - d. Instructional Delivery Skills?
3. What is the level of public schools' culture of innovation in terms of:
 - a. Effective Communication;
 - b. Innovative Climate;
 - c. Self-Efficacy; and
 - d. Innovative Behavior?
4. Is there a significant relationship between the profile of the respondents and public schools' culture of innovation?

5. Is there a significant relationship between the teacher competence and public schools' culture of innovation?
6. What learning restoration plan could be developed for Elementary Educators' Teaching Competence and Public Schools' Culture of Innovation?

REVIEW OF RELATED LITERATURE

The sources presented in this review pertain to the importance of teacher competence and culture of innovation in elementary public schools. It could be speculated that enhancing the competencies of teachers to promote quality in education. Teachers are required to hone their own teaching competencies that are relevant to the 21st century so that in their practice of imparting knowledge, the learners will develop their own potentials. This, for them, is beneficial for their future endeavors (Guillermina & Mazariegos et al., 2020). Teacher competence in the Philippines must be improved because the Department of Education aims to create various strategies to cope with the education's targeted reversion to face-to-face classes due to the pandemic. Teachers must be competent enough to contribute their stations so that learning could go back to normal, or at least, to thrive in the new normal (Department of Education, 2022). Based on the study of Sulaiman and Noor (2020), polishing the teacher competence is crucial in developing the 21st century skills of the learners in preparation for the future of the students. The study of Liu and his associates (2022) implies that there is a need for intervention to further develop the teachers' practice of distance learning as it is linked with their teaching competence. In the context of the current health crisis, the teachers tried their best to showcase their competence as a means of being resilient in providing quality education. What they need to improve is their inclination towards modern technology to practice ICT tools necessary for producing learning materials and conducting online classes (Ty and Sanico, 2021).

Moreover, propagating the culture of innovation across the school is important to advocate the use of novel strategies to solve the problems within the institutions. Advocating culture of innovation in schools could help the educational leaders to reach the objectives that they want to achieve (Morgan, 2015). In cultivating a culture of innovation, solutions can be made easily to solve the problems faced by the school and could also promote a structured research environment (Hepburn, 2013). A study by Simonovic (2021) implied that there is a link between the competencies of the teachers and their innovativeness in producing teaching strategies. In terms of culture of innovation, one of the models that serves as a framework for this study is the paradigm constructed by Roffei, Yusop, and Kamarulzaman (2018). Based on the innovative culture framework, the culture of innovation comprises of effective communications, climate for innovation, and self-efficacy. Aside from the innovative culture model, another model that is being utilized by this study is the Southeast Asia Teachers Competency Framework (SEA-TCF) that was conceptualized by SEAMEO-INNOTECH (2018). This framework was synthesized based on the perception of teachers across the Southeast Asian countries. Based on this framework, there are four essential competencies that revolve around the teacher in creating a joyful and achieving learner: Pedagogical Skills, Student Performance Assessment Skills, Classroom Management Skills, and Professional Development Skills.

METHODOLOGY

This study utilized a descriptive-correlational design to describe the respondents' perception of their teaching competence as well as their schools' culture of innovation and determine if the two variables are correlated with each other. The study was conducted within the District of Lucban under the

Division of Quezon. The district houses 11 elementary public schools which implemented distance learning from the last two school years. The public schools situated in the said district are still transitioning from distance learning (which comprises of mostly modular learning) to face-to-face learning, and this study may be beneficial for providing insights on how prepared the teachers are in terms of their competence and perception towards innovation. Elementary school teachers from the District of Lucban were the respondents of this study. The reason behind this is that teachers from the public schools system experience insufficiencies when it comes to learning resources and facilities.

The following were the steps the researcher used to accomplish the study. First, the research instruments were evaluated by experts in the content and technicality to check their validity and reliability. Afterwards, permissions were sought from the educational authorities such as the public schools district supervisor as well as the school heads of the elementary schools for the proper conduct of the survey. Then, the assessed research instrument were administered among elementary teachers who are selected to become the respondent for this study. The collected data from the teachers' responses were analyzed statistically and findings will be finalized. Lastly, a learning recovery plan were crafted based on the analyzed and interpreted data. To maintain the ethical integrity of the study, all the information were disclosed.

A survey questionnaire were developed and administered among the respondents to gather the said information. The first part of the questionnaire will try to solicit information from the respondents such as their age, sex, position, years in service, and highest educational attainment. Next, the second part of the instrument will measure the elementary educators' teaching competence relative the following factors: pedagogical skills, student performance assessment skills, classroom management skills, and professional development skills. These skills will be gauged by using a Likert Scale. The mentioned scale will also be used to measure the perception of the students in the level of public school's culture of innovation particularly its attributes: effective communication, innovative climate, self-efficacy, and innovative behavior.

The following are the statistical tools that are sought to be utilized in realizing the findings of the study. To answer the first research question pertaining to the respondents' profile, the frequency of their responses as well as their percentages will be utilized. Then, in answering the second and the third research problem, arithmetic mean will be used to determine both the elementary teachers' teaching competence and their perception regarding their schools' culture of innovation. Lastly, Pearson Product Moment Correlation will be used to determine if there is a significant relationship between the perceived teaching competence and culture of innovation.

RESULT AND DISCUSSION

Profile of the Respondents

In terms of age, the profile of the respondents were majority adults with the age of 41-50 years old during the time of the study. This implies that most of the teachers in the elementary school are veterans to their chosen profession. Then, the profile of respondents with regards to sex shows that majority of the respondents during the time of the students were female. This shows that up until now, more females choose education as their profession. It means that some males do not prefer teaching because the work is more feminine, which in the current context on gender equality is obsolete and wrong. In terms of civil status, the respondents were majority married at the time of the study. It shows that contrary to the beliefs that teachers are prone to being single all throughout their lives, they are still

viable of establishing romantic relationships, and ultimately, a family. Moreover, albeit the responsibilities of married teachers outside the school, it does not affect their overall competencies. Next, in terms of designation, the respondents are considered as Stage Level 2 known as Proficient during the time of the study. It is the indication that most of them excel in their craft as teachers, and that may be the reason why they are promoted in such position. Then, in terms of years in service, the profile of the respondents were majority adults or seasonal teachers during the time of the study. This indicates that teachers in the elementary schools have a vast knowledge, wisdom, and experience when it comes to teaching. Lastly, with regards to Highest Educational Attainment, the profile of the respondents with regards to were majority Masteral Unit Earner or Graduate during the time of the study. The reasons for the increasing amount of teachers who took up graduate studies can be linked to two: professional growth and career progression.

Elementary Teachers' Teaching Competence

Table 1. Level of Elementary Teachers' Teaching Competence relative to Pedagogical Skills

<i>The Teacher...</i>	MEAN	SD	REMARKS
<i>...establishes objectives parallel to the curriculum</i>	3.77	0.42	Strongly Agree
<i>...uses creative instructional strategies that are suited to the lesson as well as with students on par with their cultural or learning diversity</i>	3.73	0.45	Strongly Agree
<i>...selects and uses appropriate learning resources that is tailored to the learners' capabilities and their diversity</i>	3.77	0.42	Strongly Agree
<i>...states the objectives of the lessons to the learners</i>	3.78	0.41	Strongly Agree
<i>provides clear instructions to the learners regardless of their individual differences</i>	3.78	0.42	Strongly Agree
<i>...explains concepts, terms, vocabularies, and principles related to the lessons</i>	3.73	0.45	Strongly Agree
Weighted Mean	3.76		
SD	0.32		
Verbal Interpretation	Very High		

The level of Elementary Teachers' Teaching Competence relative to Pedagogical Skills attained a weighted mean score of 3.76 and a standard deviation of 0.32 and was Very High among the respondents. All the indicators under this dimension of teachers' competence is almost similar. Therefore, it implies based on their perception, teachers are aware of their role as facilitator of teaching-and-learning process by practicing various mechanisms for teaching strategies. This is the result of the pandemic, wherein teachers adapted more pedagogical practices due to the need for practicing alternative teaching modalities especially during the time where distance learning is implemented because of the pandemic.

Table 2. Level of Elementary Teachers' Teaching Competence relative to Student Performance Assessment Skills

<i>The Teacher...</i>	MEAN	SD	REMARKS
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<i>...checks students' understanding by asking comprehension questions and requiring practical application of skills</i>	3.71	0.46	Strongly Agree
<i>...measures students' progress systematically using a variety of appropriate assessment methods and tools</i>	3.69	0.46	Strongly Agree
<i>...provides feedback of learners' performance and makes specific points for improvement</i>	3.60	0.49	Strongly Agree
<i>uses assessment results to ...determine if the learning competencies were mastered and addresses least learned competencies</i>	3.73	0.47	Strongly Agree
Weighted Mean	3.68		
SD	0.37		
Verbal Interpretation	Very High		

Table 2 illustrates the level of Elementary Teachers' Teaching Competence relative to Student Performance Assessment Skills. The level of Elementary Teachers' Teaching Competence relative to Student Performance Assessment Skills attained a weighted mean score of 3.68 and a standard deviation of 0.37 and was Very High among the respondents. Based on the data about the teachers' perception on their assessment skills towards students' performance, it is clear that they have the capacity to pinpoint the least mastered competencies. Teachers could locate what learning competencies of the learners are needed to be remediated.

Table 3. Level of Elementary Teachers' Teaching Competence relative to Classroom Management Skills

<i>The Teacher...</i>	MEAN	SD	REMARKS
<i>...begins with instruction and completes non-related tasks with minimal loss of instruction time</i>	3.49	0.55	Strongly Agree
<i>efficiently manages student ...behavior by ensuring learners' obedience towards rules and regulations</i>	3.63	0.48	Strongly Agree
<i>...encourages active and equitable student participation</i>	3.78	0.42	Strongly Agree
<i>...manages time properly for tasks completion</i>	3.60	0.49	Strongly Agree
<i>...demonstrated respect and consideration for all students</i>	3.78	0.41	Strongly Agree
<i>...maintains a physical environment conducive to learning</i>	3.75	0.43	Strongly Agree
<i>...communicates clearly, correctly, and coherently...?</i>	3.68	0.47	Strongly Agree
Weighted Mean	3.67		
SD	0.34		
Verbal Interpretation	Very High		

Table 3 illustrates the level of Elementary Teachers' Teaching Competence relative to Classroom Management Skills. The level of Elementary Teachers' Teaching Competence relative to Classroom Management Skills attained a weighted mean score of 3.67 and a standard deviation of 0.34 and was Very High among the respondents. Teachers perceived that in terms of managing classrooms, they have the highest degree of practice in terms of providing opportunities for all the learners to participate in the class.

Another key findings of this study is that teachers practice consideration among learners especially in this current post-pandemic period where learners still experience the impact of the COVID-19 pandemic.

Table 4. Level of Elementary Teachers' Teaching Competence relative to Instructional Delivery Skills

<i>The Teacher...</i>	MEAN	SD	REMARKS
<i>...utilizes the proper way of questioning by asking queries that will allow the students to use their higher order thinking skills.</i>	3.82	0.39	Strongly Agree
<i>...provides an in-depth discussion of the lessons as per the prescription of the curriculum guide by touching both content and performance standards.</i>	3.52	0.50	Strongly Agree
<i>...provides a clear and well-structured instructions to the learners during assessments and performances.</i>	3.63	0.49	Strongly Agree
<i>...fully explains the concepts embedded to the lessons in a more elaborative and relevant manner.</i>	3.61	0.51	Strongly Agree
<i>...demonstrates step-by-step procedures during activities or lessons which require a certain methodology (i.e. problem solving, scientific investigation, etc.)</i>	3.85	0.36	Strongly Agree
Weighted Mean	3.68		
SD	0.34		
Verbal Interpretation	Very High		

Table 4 illustrates the level of Elementary Teachers' Teaching Competence relative to Pedagogical Skills. The level of Elementary Teachers' Teaching Competence relative to Pedagogical Skills attained a weighted mean score of 3.68 and a standard deviation of 0.34 and was Very High among the respondents. Two reasons can be found that may cause the commendable practice of the teachers. First, to achieve a very satisfactory rating in their performance rating, teachers are encouraged to conduct teaching strategies that could harness the learners higher order thinking skills. Secondly, due to the influx of learning experiences of the teachers during the pandemic, they improved their teaching pedagogy.

Public School's Culture of Innovation

Table 5. Level of Public School's Culture of Innovation in terms of Effective Communication

STATEMENTS	MEAN	SD	REMARKS
<i>The communication channels in the school allow the teachers to get notified with the latest announcements and updates.</i>	3.69	0.46	Strongly Agree
<i>If one communication channel fails, a back-up plan is ready for communicating with other members of the school community.</i>	3.73	0.46	Strongly Agree
<i>Information dissemination is properly implemented in the school.</i>	3.53	0.50	Strongly Agree
<i>Communicating feedback in the school from the students, stakeholders and teachers is effective</i>	3.59	0.51	Strongly Agree

<i>There are no communication barriers between the teachers and the school administrators regardless of what media or facilities are used</i>	3.59	0.51	Strongly Agree
<i>The school administration has a secure internal communication system among the teachers and other employees.</i>	3.62	0.48	Strongly Agree
<i>The school is open in improving its communication channels within its community.</i>	3.46	0.53	Strongly Agree
<i>The school leader's communication channels are always open</i>	3.46	0.56	Strongly Agree
<i>The school manages to attend to all the feedback from the clienteles.</i>	3.75	0.44	Strongly Agree
<i>The school utilizes the most convenient and advanced channels of communication.</i>	3.69	0.46	Strongly Agree
Weighted Mean	3.61		
SD	0.35		
Verbal Interpretation	Very High		

Table 5 illustrates the level of Public School's Culture of Innovation in terms of Effective Communication. The level of Public School's Culture of Innovation in terms of Effective Communication attained a weighted mean score of 3.61 and a standard deviation of 0.35 and was Very High among the respondents. It indicates that the communication plays a crucial role in propagating a culture of innovation within the classroom. A properly established communication system has the potential of displaying an organized information dissemination flow. Therefore, information regarding innovative strategies and plans can be propagated across the schools without any hindrances.

Table 6. Level of Public School's Culture of Innovation in terms of Innovative Climate

STATEMENTS	MEAN	SD	REMARKS
<i>Innovation is one of the important values within the school.</i>	3.53	0.55	Strongly Agree
<i>The school initiates collaboration among teachers.</i>	3.80	0.40	Strongly Agree
<i>The school provides necessary support for innovation</i>	3.73	0.45	Strongly Agree
<i>The school shares its vision of innovativeness to the teachers</i>	3.70	0.46	Strongly Agree
<i>The teachers are provided with autonomy and are trusted to work on their own.</i>	3.71	0.46	Strongly Agree
<i>Information about innovations is shared within the school.</i>	3.63	0.48	Strongly Agree
<i>Rewards are awarded to innovative ideas.</i>	3.68	0.47	Strongly Agree
<i>Resources are provided to the employees.</i>	3.61	0.49	Strongly Agree
<i>The school provides avenues for innovative knowledge to the teachers such as seminars, workshops and LAC sessions.</i>	3.63	0.48	Strongly Agree
<i>The school is open for ideas that ignite innovations.</i>	3.62	0.49	Strongly Agree
Weighted Mean	3.66		
SD	0.37		

Verbal Interpretation	Very High
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Table 6 illustrates the level of Public School's Culture of Innovation in terms of Innovative Climate. The level of Public School's Culture of Innovation in terms of Innovative Climate attained a weighted mean score of 3.66 and a standard deviation of 0.37 and was Very High among the respondents. Collaboration among teachers could yield an environment conducive for innovation because they could share ideas which could be the origin for new teaching strategies.

Table 7. Level of Public School's Culture of Innovation in terms of Self-Efficacy

STATEMENTS	MEAN	SD	REMARKS
<i>I am confident that I could contain the problems encountered in school.</i>	3.53	0.55	Strongly Agree
<i>I follow the code of ethics and the rules and regulations of the school.</i>	3.80	0.40	Strongly Agree
<i>I am motivated in doing their duties and responsibilities.</i>	3.73	0.45	Strongly Agree
<i>I am aware of the expectations of the school.</i>	3.70	0.46	Strongly Agree
<i>I solve the problems to the fullest of my ability.</i>	3.71	0.46	Strongly Agree
<i>I harness my potential for the benefit of the school.</i>	3.63	0.48	Strongly Agree
<i>I raise my performance standards and monitor my progress</i>	3.68	0.47	Strongly Agree
<i>I provide assistance to other teachers that need intervention.</i>	3.61	0.49	Strongly Agree
<i>I propagate an environment that caters learning experiences with other teachers.</i>	3.63	0.48	Strongly Agree
<i>I set as a good example to the people around me by performing with excellence.</i>	3.62	0.49	Strongly Agree
Weighted Mean	3.66		
SD	0.37		
Verbal Interpretation	Very High		

Table 5 illustrates the level of Public School's Culture of Innovation in terms of Self-Efficacy. The level of Public School's Culture of Innovation in terms of Self-Efficacy attained a weighted mean score of 3.66 and a standard deviation of 0.37 and was Very High among the respondents. It could be elucidated from these results that as teachers, they uphold their self-efficacy by following the orders of the higher-ups and more importantly, the tenets of the schools' mission, vision, and goals. With a high degree of self-efficacy, teachers could produce solutions that may help in alleviating the identified problems of their respective schools.

Table 8. Level of Public School's Culture of Innovation in terms of Innovative Behavior

STATEMENTS	MEAN	SD	REMARKS
<i>I ask the correct questions that could lead to the root cause of a certain problem to my students</i>	3.62	0.49	Strongly Agree
<i>I ask other people about new ideas that could help me to create a solution out of a problem.</i>	3.67	0.47	Strongly Agree

<i>I could create ideas based on what I observed from how the people around me deal with school procedures and issues.</i>	3.55	0.52	Strongly Agree
<i>I consider what I observed from the situations that happens around me.</i>	3.63	0.48	Strongly Agree
<i>I pay attention to my day-to-day experiences as a teacher.</i>	3.76	0.43	Strongly Agree
<i>I experiment in creating new ways of making or doing things.</i>	3.66	0.48	Strongly Agree
<i>I tend to be more adventurous in seeking new experiences.</i>	3.54	0.50	Strongly Agree
<i>I seek the suggestions of the people around me to gain new ideas.</i>	3.71	0.46	Strongly Agree
<i>I create a network composed of people who I believe will bring new perspectives and insights.</i>	3.59	0.51	Strongly Agree
<i>I reach out to people outside the school to gain new ideas and to think outside the box.</i>	3.60	0.49	Strongly Agree
Weighted Mean	3.63		
SD	0.37		
Verbal Interpretation	Very High		

Table 8 illustrates the level of Public School's Culture of Innovation in terms of Innovative Behavior. The level of Public School's Culture of Innovation in terms of Effective Communication attained a weighted mean score of 3.63 and a standard deviation of 0.37 and was Very High among the respondents. The results imply the teachers' innovative behavior as linked to their role as lifelong learners. Ultimately, flourishing the teachers' innovative behavior may also engage them to produce novel interventions for the sake of the school.

Significant Relationship between the Teacher's Profile and Culture of Innovation

Table 9 presents the significant relationship between the Teacher's Profile and Cultural Innovation of the Public Elementary Schools. The *Effective Communication, Innovative Climate, Self-Efficacy, and Innovative Behavior* of the respondents was observed to have a significant relationship to the Teacher's Profile. This is based on the computed *r* values obtained were greater than the significance alpha 0.05, hence there is a no significance. From the findings above, we can infer that 0.05 level of significance, the null hypothesis "There is no significant relationship between the teachers' profile and public schools' culture of innovation" is accepted. Thus, the incites that there is no significant relationship between the teacher profile and public schools' culture of innovation between them. The aforesaid findings imply that neither the elementary teachers' age, sex, civil status, position, years in service nor their highest educational attainment do not affect their internalization of the value of innovativeness. Rather, the result indicates that in becoming innovative, it is not about the background of the teachers but rather their honed skills and mastery that empower such culture.

Table 9. Significant Relationship Teacher's Profile to the Public-School Culture of Innovation

<i>Public School Innovation</i>	<i>Profile</i>	<i>r value</i>	<i>Degree of Correlation</i>	<i>P Value</i>	<i>Analysis</i>
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<i>Effective Communication</i>	<i>Age</i>	0.088	Very Weak relationship	0.340	<i>Not Significant</i>
	<i>Sex</i>	-0.027	Very Weak relationship	0.766	<i>Not Significant</i>
	<i>Civil Status</i>	-0.059	Very Weak relationship	0.523	<i>Not Significant</i>
	<i>Designation</i>	0.028	Very Weak relationship	0.762	<i>Not Significant</i>
	<i>Years in Service</i>	-0.068	Very Weak relationship	0.459	<i>Not Significant</i>
<i>Innovative Climate</i>	<i>Education</i>	-0.206	Weak relationship	0.024	<i>Not Significant</i>
	<i>Age</i>	0.045	Very Weak relationship	0.629	<i>Not Significant</i>
	<i>Sex</i>	-0.062	Very Weak relationship	0.499	<i>Not Significant</i>
	<i>Civil Status</i>	-0.076	Very Weak relationship	0.407	<i>Not Significant</i>
	<i>Designation</i>	0.127	Very Weak relationship	0.168	<i>Not Significant</i>
<i>Self-Efficacy</i>	<i>Years in Service</i>	-0.167	Very Weak relationship	0.068	<i>Not Significant</i>
	<i>Education</i>	-0.260	Weak relationship	0.004	<i>Not Significant</i>
	<i>Age</i>	0.052	Very Weak relationship	0.575	<i>Not Significant</i>
	<i>Sex</i>	-0.036	Very Weak relationship	0.698	<i>Not Significant</i>
	<i>Civil Status</i>	-0.085	Very Weak relationship	0.358	<i>Not Significant</i>
<i>Innovative Behavior</i>	<i>Designation</i>	0.142	Very Weak relationship	0.122	<i>Not Significant</i>
	<i>Years in Service</i>	-0.163	Very Weak relationship	0.075	<i>Not Significant</i>
	<i>Education</i>	-0.114	Very Weak relationship	0.216	<i>Not Significant</i>
	<i>Age</i>	0.001	Very Weak relationship	0.992	<i>Not Significant</i>
	<i>Sex</i>	-0.017	Very Weak relationship	0.850	<i>Not Significant</i>
<i>Innovative Behavior</i>	<i>Civil Status</i>	-0.081	Very Weak relationship	0.380	<i>Not Significant</i>
	<i>Designation</i>	0.146	Very Weak relationship	0.112	<i>Not Significant</i>
	<i>Years in Service</i>	-0.107	Very Weak relationship	0.245	<i>Not Significant</i>
	<i>Education</i>	0.032	Very Weak relationship	0.726	<i>Not Significant</i>

Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak

0.00 – 0.19

Very Weak

Significant Relationship between the Teacher's Competence and Culture of Innovation

Table 10 presents the significant relationship between the Teacher's Competence and Cultural Innovation of the Public Elementary Schools. The *Effective Communication*, *Innovative Climate*, *Self-Efficacy* and *Innovative Behavior* of the respondents was observed to have a significant relationship to the Teacher's Competence. This is based on the computed r values obtained were less than the significance alpha 0.05, hence there is a significance. From the findings above, we can infer that 0.05 level of significance, the null hypothesis "There is no significant relationship between the teacher competence and public schools' culture of innovation" is rejected. Thus, the alternative should be accepted which incites that there is significant relationship between the teacher competence and public schools' culture of innovation between them.

Table 10. Significant Relationship between the Teacher's Competence and Public-School Culture of Innovation

<i>Public School Innovation</i>	<i>Teacher's Competence</i>	<i>r value</i>	<i>Degree of Correlation</i>	<i>P Value</i>	<i>Analysis</i>
<i>Effective Communication</i>	<i>Pedagogical Skills</i>	0.445	Moderate relationship	0.000	Significant
	<i>Student Assessment</i>	0.436	Moderate relationship	0.000	Significant
	<i>Classroom Management</i>	0.511	Moderate relationship	0.000	Significant
	<i>Instructional Delivery Skills</i>	0.569	Moderate Relationship	0.000	Significant
<i>Innovative Climate</i>	<i>Pedagogical Skills</i>	0.467	Moderate relationship	0.000	Significant
	<i>Student Assessment</i>	0.453	Moderate relationship	0.000	Significant
	<i>Classroom Management</i>	0.510	Moderate relationship	0.000	Significant
	<i>Instructional Delivery Skills</i>	0.557	Moderate relationship	0.000	Significant
<i>Self-Efficacy</i>	<i>Pedagogical Skills</i>	0.486	Moderate relationship	0.000	Significant
	<i>Student Assessment</i>	0.588	Moderate relationship	0.000	Significant
	<i>Classroom Management</i>	0.659	Strong relationship	0.000	Significant
	<i>Instructional Delivery Skills</i>	0.666	Strong relationship	0.000	Significant
<i>Innovative Behavior</i>	<i>Pedagogical Skills</i>	0.507	Moderate relationship	0.000	Significant
	<i>Student Assessment</i>	0.521	Moderate relationship	0.000	Significant
	<i>Classroom Management</i>	0.595	Strong relationship	0.000	Significant
	<i>Instructional Delivery Skills</i>	-.568	Moderate relationship	0.000	Significant

Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

Proposed Learning Restoration Plan

To empower the culture of innovation within elementary schools, it is necessary to elevate the teachers' competence. This is what the findings of the study imply, and based on this notion, a learning recovery plan was formulated. The learning recovery plan focuses on inculcating the culture of innovation within the schools to excel its overall performance. It is meant to be accomplished by strengthening the teachers' competence as per the RPMS-PPST's standards. The following is the proposed learning recovery plan based on the study. First, the recapitulation of RPMS-PPST key result areas among teachers and refreshing commitment for improving competence will be conducted as the first activity. Then, a session for Problem Identification inside the classroom will be held. Then, a workshop for ideation, conceptualization and development of innovative classroom practices will be implemented. Afterwards, the conduct and monitoring of innovations in teaching will be conducted. Lastly, as a culminating activity a "Search for Best Innovative Intervention and Exhibit of Innovative Practices" will be held to honor the best practices in teaching.

CONCLUSION

Based on the salient findings of this research, the following conclusions are formulated based on the hypotheses established beforehand:

1. There is no significant relationship between the teachers' demographic profile and their notion about culture of innovation. Therefore, it shows that the culture of innovation within schools is not affected by the teachers' age, sex, civil status, position, years in service, and educational attainment.
2. There is a significant relationship between the teachers' competence and their perception about the culture of innovation. The null hypothesis was rejected. Therefore, it implies that teachers' competence has an impact on the promotion of culture of innovation in schools.

RECOMMENDATIONS

Based on the conclusions created, the following recommendations are formulated:

1. Educational leaders may consider implementing the proposed Learning Restoration Plan to intensify the culture of innovation in public elementary schools. The proposed learning restoration plan of this study may help in enhancing the teachers' competence, and because as it affects the culture of innovation, their capability in formulating novel interventions may increase.
2. School heads may insert topics involving the upliftment of teachers' competence to further promote the culture of innovation within their schools in their learning sessions. Activities such as Learning Action Cells (LAC) sessions and In-Service Trainings (INSET) may serve as avenues for adding knowledge about how to use the teachers' competence in their innovativeness.

3. Teachers may increase their degree of their competence by reviewing and improving their teaching capabilities as per their duties and responsibilities established by RPMS-PPST. This appraisal system that is used by Department of Education to evaluate the performance of the teachers can serve as a guide for improving their competence. Therefore, improving each of the key results areas of RPMS-PPST may elevate teachers' competence, and this in return will promote the culture of innovation.
4. Future researchers may focus on researching about the level of competence among the elementary teachers in later years to speculate the impact of the conduct of new normal face-to-face learning among students as part of the conduct of the learning restoration plan. The findings may serve as reference in uplifting innovativeness of the teachers as they face the future of learning.

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