NEXUS
International Journal of Science and Education

ISSN 3028-1261
10.5281/zenodo.12556991/NIJSE.2024

# School Organizational Innovation and Productivity of Public Elementary Teachers in Digos South District

Nilrose T. Casiano

**Abstract.** This study aimed to determine the extent of school organizational innovation as a determinant of the productivity of public elementary teachers of Digos South District. The findings revealed that school organizational innovation in curriculum and instruction, school counseling and activities, teacher expertise development, resource application, and classroom construction innovation are always manifested. However, school counseling and activities and resource application were occasionally manifested. Schools may design more comprehensive counseling programs to increase learning outcomes. Maximize the utilization of resources to implement innovative programs for the welfare of learners. Moreover, the productivity of teachers in terms of physical facilities, grants, staff management, and learning environment was occasionally manifested. However, staff management and learning environment were rarely manifested. Teachers needed more staff development training to enhance productivity. Professional and personal development is necessary to be an effective facilitator of learning. A positive learning environment should be provided to the learners for maximum learning. There was a significant relationship between school organizational innovation and the productivity of teachers. The greater the availability of innovative teaching facilities, the higher the teachers' performance appraisal and job performance. School organizational innovation in teacher expertise development and resource application significantly influences the productivity of public elementary teachers.

KEY WORDS

1. elementary teachers 2. productivity 3. school organizational innovation

Date Received: May 21, 2024 — Date Reviewed: May 23, 2024 — Date Published: June 5, 2024

## 1. Introduction

The concept of school organizational innovation has garnered increasing attention in an educational environment that is constantly changing, as educators, policymakers, and stakeholders work to improve learning outcomes, adjust to societal changes, and prepare students for the challenges of the twenty-first century. School organizational innovation is the planned and strategic introduction of new practices, structures, and procedures into educational institutions to enhance teaching and learning experiences. This strategy recognizes that conventional educational approaches might not be sufficient to meet the needs of a world that is changing quickly. As a result, educational institutions are looking at cutting-edge tactics to develop learning environments that are more flexible, effective, and responsive to increase the productivity of teachers. As agents of change, schools have a responsibility to lead the way in shap-

ing the future of education through innovative practices. School organizational innovation catalyzes systemic transformation, challenging outdated paradigms and embracing new possibilities for educational advancement. Schools can pioneer innovative solutions to address pressing educational challenges and drive positive societal impact by harnessing emerging technologies, leveraging data-driven insights, and fostering partnerships with stakeholders. In an era defined by rapid change, school organizational innovation has emerged as a transformative approach to education. By harnessing innovative strategies, educational institutions can position themselves to effectively address the dynamic demands of the modern world, equipping students with the skills, knowledge, and mindset needed for success. This exploration underscores the importance of ongoing research and collaboration to refine and implement innovative practices that enhance the educational experience. Galloway et al. (2020) stated that an institution such as academia requires teachers. A teacher's contribution to school success and students' high performance is significant, and stakeholders are essential to all the processes that help instructors refine their classroom management skills. Teachers play an essential leadership role in the general management of schools. In this region of the world, they serve in various capacities, including those of an accounting officer, human resource officer for the community, and general school leader. Students choose to learn, and they do not choose to put in effort when they are not engaged in their studies. In the United States, schools face many challenges related to organizational innovation and productivity, impacting their ability to effectively meet the diverse needs of students. One significant issue in American schools is allocating resources, including funding, personnel, and instructional materials. Disparities in resource distribution among schools, often driven by socioeconomic status and geographic location factors, can hinder efforts to innovate and improve productivity. According to the Education Trust (2019), low-income schools and districts tend to receive fewer resources, limiting their capacity to implement innovative programs and initiatives. Resistance to change among stakeholders, including administrators, teachers, parents, and community members, presents a significant barrier to school organizational innovation. According to a report by the National Education Association (2018), entrenched practices, bureaucratic structures, and fear of failure can impede efforts to implement innovative reforms. Overcoming resistance to change requires fostering a culture of collaboration, trust, and continuous improvement within schools. School organizational innovation cannot be overstated. By fostering adaptability, improving educational quality, and shaping the future of education, organizational innovation holds the key to unlocking the full potential of educational institutions. As educators, policymakers, and researchers, we must prioritize and invest in initiatives that promote organizational innovation within schools. By doing so, we can ensure that schools remain dynamic, responsive, and resilient institutions that empower learners to thrive in an ever-changing world (Waruru et al., 2020). In the Philippines, Ancho et al. (2022) reported that many teachers have also manifested little preparation in exercising interpersonal relations with stakeholders which is very evident in the whole system of running their own school. The impact is negative because relations among parents, teachers, and students have been distorted in some country schools. Interaction between teachers and administrations is particularly interesting, as it involves teachers' participation. In the school personnel, it should be the basis for a peaceful society. Whether they are involved in a family or neighborhood dispute or a lawsuit involving thousands of dollars, these processes should be considered. Human resources (HR)



ISSN 3028-1261
10.5281/zenodo.12556991/NIJSE.2024

are among the most critical and valuable resources for achieving organizational objectives. They can be defined as the most important resource for affecting production performance in organizations. The industrial relationship concerns the relationship between an employee and management. Hence, industrial progress is impossible without the cooperation of laborers and harmonious relationships. Therefore, it is in the interest of all to create and maintain good relations between employees and employers (Saks, 2022). The Department of Education for a significant implementation of Republic Act No. 9155 on Governance of Basic Education Act of 2001, that stresses before the teacher is appointed into the position of a school head or a principal, he or she shall possess corresponding criteria plus a passer of a principal qualifying examination (Estacio et al. 2022). Section 3 of the Republic Act states the purposes and objectives of the Act are the following: to provide the framework for the governance of basic education which shall set the general directions for educational policies and standards and establish authority, accountability, and responsibility for achieving higher learning outcomes; to define the roles and responsibilities of, and provide resources to, the field offices which shall implement educational programs, projects, and services in communities they serve; to make schools and learning centers the most important vehicle for the teaching and learning of national values and for developing the Filipino learner's love of country and pride in its rich heritage; to ensure that schools and learning centers receive the kind of focused attention they deserve and that educational programs, projects and services take into account the interests of all members of the community; to enable the schools and learning centers to reflect the values of the community by allowing teachers/learning facilitators and other staff to have the flexibility to serve the needs of all learners; Encourage local initiatives for the improvement of schools and learning centers and to provide how these improvements may be achieved and sustained, and to establish schools and learning centers as facilities where school children can learn a range of core competencies prescribed for elementary and high school education programs or where the out-of-school youth and adult learners are provided alternative learning programs and receive accreditation for at least the equivalent of a high school education (Shaturaev, 2021). The very purpose of this study was to examine the teachers for their qualities to maintain their productivity in terms of public relations on their given tasks. In Digos City Division, South District, many teachers have difficulty dealing with interpersonal relations with the stakeholders. Many have poor skills in establishing a strong partnership due to little knowledge, preparation, and experience in the field. Furthermore, regarding the multiple tasks given to the teachers in which public relations was less of a priority, this study seeks to find how the public relations of the teachers related to the productivity and to determine the level of public relations of teachers and productivity of the public elementary schools.

## 2. Methodology

This chapter presented the methods used in the study, which consisted of the research design, research respondents, research instrument, data gathering procedure, and data analysis. The purpose of this study was to determine the effect of school organizational innovation on the productivity of teachers in Digos South District.



ISSN 3028-1261
10.5281/zenodo.12556991/NIJSE.2024

*2.1. Research Design*—The researcher employed the non-experimental quantitative design utilizing the descriptive method of research. The main tool was the adapted and modified standardized survey questionnaire to determine the significant relationship between school organizational innovation and the productivity of teachers. According to Aggarwal, R., Ranganathan, P. (2019), Descriptive research is crucial in improving our lives. Surveys help create better policies, and cross-sectional studies help understand problems affecting different populations, including diseases. Used in the right context, descriptive research can advance knowledge and inform decision-making. In this study, the researcher employed the quantitative descriptive type using the correlation analysis. Quantitative research, characterized by its emphasis on numerical data and statistical analysis, was deemed appropriate for this study, given its objective of quantifying and examining the correlation between the identified variables. This research design has limited control over extraneous variables, no independent variable manipulation, and was susceptible threats and internal validity. Quantitative research was a formal, objective, systematic process using numerical data to obtain information about the world.

*2.2. Research Respondents*—The study's respondents were the (100) teachers of Digos South District who had been in the service for three (3) years and were deemed permanent employees, who were randomly selected. The sample size was obtained using the fishbowl technique. In this technique, the researcher randomly picked out from the fishbowl of all teachers in their respective schools. These employees were considered the respondents of the study.

*2.3. Research Instrument*—The researcher used adapted questionnaires from the studies of Utami Vioreza (2021), which were modified to suit the concept, place, situation, and ideas of the present study. The draft of the research instrument was submitted to the research adviser for comments, suggestions, and recommendations. The final copy of the research survey questionnaire was validated by the panel of experts for approval. The final revision was made by incorporating all the corrections, comments, and suggestions the experts gave before distribution and administration. The draft of the questionnaire was presented and evaluated by some expert validators. A standard evaluation tool was provided to them to rate, comment, and suggest improvement and development of the questionnaire. The results of the validation, together with the draft of the research instrument, were submitted to the research adviser for comments and suggestions. The ambiguous items were deleted; the weak items were strengthened and improved. After correction and refinement, the research instrument was returned to the researcher for finalization. The pilot testing was conducted in Digos South District and the respondents were not included in the research survey. The pilot testing was purposely conducted to establish the reliability and validity of the test instrument. The accuracy of the tool was verified using Cronbach's Alpha correlation statistics, which showed strong reliability with coefficients of 0.58 and above. This gives trust in future data collection and analysis by guaranteeing that the test instrument measures the constructs of interest consistently. Through this process, the questionnaire was able to accurately capture the data needed for the study while also taking the viewpoints and experiences of the respondents into consideration. The questionnaire was designed and modified to suit the needs of the respondents. This study used adapted and modified questionnaires. The first set was designed to draw out information concerning the extent of the school organizational innovation in terms of curriculum and instruction, school counseling and activity, teacher expertise development, resource application, and campus construction innovation. The second set is designed to draw out data on the productivity of teach-



ISSN 3028-1261
10.5281/zenodo.12556991/NIJSE.2024

ers in terms of physical facilities, grants/aids, staffed management, and learning environment in Digos South District, Digos City Division. For the necessity of validation and comprehensive content of the instrument, the researchers sought a knowledgeable person in the field of comments and suggestions.

The questionnaire used a 5-point Likert scale to determine the extent of school organizational innovation and to describe the extent of teacher productivity. The following interpretations of the data are found below.

**Scale Rating and Interpretation of School Organizational Innovation**

| Scale Rating | Descriptive Rating | Interpretation |
|---|---|---|
| 4.21 – 5.00 | Very Extensive | The school organizational innovation is always manifested. |
| 3.41 – 4.20 | Extensive | The school organizational innovation is oftentimes manifested. |
| 2.61 – 3.40 | Moderately Extensive | A school organizational innovation is sometimes manifested. |
| 1.80 – 2.60 | Less Extensive | The school organizational innovation approach is rarely manifested. |
| 1.00 – 1.79 | Not Extensive | The school organizational innovation approach is not manifested. |

**Scale Rating and Interpretation of Teacher Productivity**

| Scale Rating | Descriptive Rating | Interpretation |
|---|---|---|
| 4.21 – 5.00 | Very Extensive | The productivity of teachers is always manifested. |
| 3.41 – 4.20 | Extensive | The productivity of teachers is oftentimes manifested. |
| 2.61 – 3.40 | Moderately Extensive | The productivity of teachers is sometimes manifested. |
| 1.80 – 2.60 | Less Extensive | The productivity of teachers is rarely manifested. |
| 1.00 – 1.79 | Not Extensive | The productivity of teachers is not manifested. |

*2.4. Data Gathering Procedure*—The researcher followed the following procedures in this study. Permission to conduct the study.The necessary data were gathered through the following procedure as follows: The researcher asked permission from the office of the Schools Division Superintendent of Digos City Division to conduct an online survey of the teachers of Digos South District. Likewise, the granted letter of permission from the Schools Division Superintendent on December 5, 2023, was brought to the principals and supervisors of public schools, in Digos South District for the arrangement of the conduct of the research study. An endorsement letter from the Dean of the Graduate School was given to the graduate student for the



ISSN 3028-1261
10.5281/zenodo.12556991/NIJSE.2024

approval of the division superintendent, and a letter of permission for the Schools Division Superintendent, the School Principal, and the concerned gender and development coordinators was prepared for easy collection of data on December 5, 2023. Upon approval, the researcher personally administered the research, conducted the survey, and retrieved the data through an online platform on December 14-15, 2023. The survey questionnaire was sent through the email of the respondents and once answered, it was sent to the email of the researcher. A received copy of the letter presented was secured from the principals to vouch that the researcher honestly conducted and collected the data from the study participants online. Collation and statistical treatment of data. The data gathered was tallied, tabulated, analyzed, and interpreted confidentially accordingly. The study's results were analyzed and interpreted based on the purpose of the study.

*2.5. Data Analysis*—The following statistical tools were used, and the null hypothesis was tested at a 0.05 level of significance. The data were gathered, tallied, and treated using the Statistical Package for Social Sciences. Mean. The weighted arithmetic mean applies to options of different weights (Calmorin, 1998). In this study, this statistical tool was used to measure the extent of school organizational innovation and the productivity of teachers. Pearson's r. The person product-moment of the correlation coefficient is a linear correlation to find the degree of the association of two sets of variables (Calmorin, 1998). This study used this statistical tool to determine the significant relationship between school organizational innovation and the productivity of public elementary teachers in Digos, South District. Regression Analysis. The regression analysis was used to determine the domains of school organizational innovation that significantly influenced the productivity of teachers.

## 3. Results and Discussion

This chapter discusses the problems in this study. They are thoroughly discussed, analyzed, and interpreted under the following headings and sequence: School Organizational Innovation and Productivity of Teachers in Digos, South District.

Summary on Extent of School Organizational Innovation Table 1 presents the summary of the extent of school organizational innovation in terms of curriculum and instruction, school counseling and activities, teacher expertise development, and resource application among schools in Digos, South District. The result is focused on the highest and lowest mean ratings of indicators, which are as follows: Teacher expertise development (4.26) and resource application (4.11) exhibit extensively in its implementation of school organizational innovation. The overall mean rating of 4.20 suggests that school organizational innovation implementation is always manifested and thus very extensive among Schools in Digos, South District.

Innovation by teachers is an important factor in creating high-quality education. Therefore, it is important for teachers to innovate, especially in learning (Díez et al., 2020; Tan et al., 2022). This type of educational innovation is an innovation that is needed in responding to changes in



ISSN 3028-1261
10.5281/zenodo.12556991/NIJSE.2024

**Table 1. Summary on the Extent of School Organizational Innovation**

| No. | Indicators | Mean | Descriptive Equivalent |
|---|---|---|---|
| 1 | Curriculum and instruction | 4.25 | Very Extensive |
| 2 | School counseling and activities | 4.16 | Extensive |
| 3 | Teacher expertise development | 4.26 | Very Extensive |
| 4 | Resource application | 4.11 | Extensive |
| 5 | Classroom construction innovation | 4.26 | Very Extensive |
| | Overall Mean | 4.20 | Very Extensive |

global competition in the world of work. Learning innovation through developing creativity by utilizing educational technology using the latest communication and information technology in the teaching and learning process, and realizing that each student has their own uniqueness so that something new is needed in order to achieve the needs of these students in getting their learning (Rahmatullah et al., 2022; Tuwoso et al., 2021). School is an institution that provides quality human resources to work effectively and efficiently as one of the criteria for school productivity. For this reason, schools need someone who can lead in a good way so that they can bring change to the school for the better. As an organization, schools must manage human resources properly so that the effectiveness and efficiency of creating productivity can occur (Eğriboyun, 2022; Fitriyani, 2019). Presently, the organizational innovation theories adopted by schools are mostly derived from corporate organizational innovation theories. However, it is important to realize that school organizations and corporate organizations have different goals and needs; their organizational structure and organizational reform capacities are different; they have different organizational member relationships, different decision-making models, different internal/external factors, and so forth. In addition, the current assessment of domestic technical universities and institutes is primarily focused on school administration and teaching performance without offering a comprehensive review of school organizational innovation. The creation of a set of organizational innovation indicators for technical universities and institutes would no doubt assist these educational institutions in boosting their innovation and competitiveness. Simply put, the goal of this research is to identify the innovation indicators for domestic technical universities and institutes as a reference for relevant organizations.

Summary of Productivity of Teachers Table 2 shows a summary of the teachers' productivity, which reveals that the overall mean is 3.31. The three indicators are presented with their corresponding mean ratings: Physical facilities, 4.00; Grant and aids, 4.00. Two of these indicators have the descriptive equivalent of extensive; however, most of the indicators have the descriptive equivalent of less extensive. The overall mean was 3.11 or moderately extensive which means communication, listening, teamwork, flexibility, empathy, and patience are also important attributes in a teacher.

The finding conforms to the idea of Dirsa et al. (2022) that teachers play an essential and strategic role in education. This is because the teacher is a component of education and is at the forefront of carrying out educational goals. This educational component impacts improving the quality of teaching and students' character in schools. The teacher works directly



ISSN 3028-1261
10.5281/zenodo.12556991/NIJSE.2024

**Table 2. Summary of Productivity of Teachers**

| Indicators | Mean | Descriptive Equivalent |
|---|---|---|
| Physical Facilities | 4.00 | Extensive |
| Grants | 4.00 | Extensive |
| Staff Management | 2.22 | Less Extensive |
| Learning Environment | 2.69 | Less Extensive |
| Overall mean | 3.23 | Moderately Extensive |

with students to instill science and technology and instill positive values by leading and setting good examples. Teachers have a respectable position in society. Starting from his position as a teacher, he must show the correct behavior as a teacher and make it the norm in all situations inside and outside the school according to society's expectations. Gregory et al. (2018) posited that the primary purpose of educational supervision is to improve the quality of education through teachers' efficiency and effectiveness in the discharge of classroom duties and responsibilities with the assistance of the concerned administrator. Efficient and effective school leadership and teachers who could demonstrate excellent performance in the delivery of classroom instruction add up to the success of an educational agency. Ngo et al. (2022) remarked in their study that a series of brilliant papers dealing with the human side of administration believed that the fundamental problem in all organizations was in developing and maintaining dynamic and harmonious relationships. The study further stated that the problem is especially important for educational institutions because teacher productivity is highly impacted by the nature of their interpersonal relationships and the culture of the entire institution. According to Mary Follet, a prominent pioneer of the new line in the National Society for the Study of Education (1964); "it is not just a production and distribution of manufactured articles, it is also to give opportunity for individual development and self-actualization through better organization of human relationships. The process of production is as important as that of the welfare of the society as a product of production". In the formal work group, the social environment employees have a great influence on productivity. To Mayo and others, the concept of social man (motivated by social needs, wanting on-the-job relationships, and more responsive to work group pressure than to management control) must replace the old concept of rational man motivated by personal economic needs. This theory marked the beginning of the recognition of human factors in the effectiveness of an organization.

Significant Relationship between school Organizational innovation and productivity of teachers

Shown in Table 3 are data about the significant relationship between school organizational innovation and the productivity of teachers. Analyzing the data by Pearson Product – Moment Correlation Coefficient or Pearson r, the results are: the computed R-value for school organizational innovation versus productivity of teachers is 0.62 which denotes an almost substantial relationship or definite relationship. While computing the significant difference of r –r-values, it is found as 4.41 with a probability value of 0.013, which is less than the 0.05 level of significance. Hence, there is a significant relationship between school organizational innovation and teachers' productivity. The greater the school's organizational innovation, the greater the teachers' productivity; hence, a positive correlation occurs when an increase in two variables decreases at the same time. This mere example of



ISSN 3028-1261
10.5281/zenodo.12556991/NIJSE.2024

linear correlation or straight-line relationships between two variables. A Pearson's r scale can range between -1 (perfect negative relationship) and +1 (perfect positive relationship), with 0 indicating no linear relationship.

**Table 3. The Significant Relationship between School Organizational Innovation and Productivity of Teachers**

| Variables | r-values | Computed t-value | P value | Remarks/ Decision |
|---|---|---|---|---|
| School Organizational Innovation (x) | 0.62 | 4.41 | 0.013 | Reject |
| Productivity of Teachers (y) | | | | |

Note: Significance when P < 0.05

Innovation makes a salient difference in an individual's performance and helps achieve success and survival. Innovations are paramount and beneficial for any organization so as to obtain and keep a competitive advantage (Ghardashi et al., 2019). As explained by Sumarsono et al. (2022) in determining the level of ability of school administration and the differences in the ability of school administration staff in the results of this study are the level of school administration staff ability in managing archives based on digital technology is in the sufficient category, and there is a significant difference in school administration staff ability in management archives based on digital technology. Since as more time spent in teaching is negatively related to supervision effectiveness, the teaching service management in the Ministry of Education in Botswana should consider reducing the teaching time required of heads of the agriculture department, so that heads of agriculture department can concentrate on supervision, and thus, improve their effectiveness. The teachers should also collaborate with the teaching service management in providing an in-service training program on supervision. The in-service training program should target both newly recruited heads of agriculture department and those already in the service. Osuji et al. (2022) investigated academic staff and job performance in public senior secondary schools in Rivers State. The findings revealed that there is a relationship between the availability of teaching facilities, performance appraisal, and job performance of teachers. Based on the findings of the study, it was recommended that adequate teaching facilities should be provided by the Rivers State Ministry of Education to aid effective teaching and learning, to achieve educational goals and objectives, and principals should ensure that teachers' activities and performance in the school are incongruent to educational goals, in order to upgrade teachers' performance in line with contemporary aids. Sephania et al. (2017) investigated teachers' perceptions of the availability of instructional materials and physical facilities in secondary schools in Arusha district, Tanzania. The study concludes that there is an inadequate number of textbooks, reference books, maps, and globes in schools under investigation due to the increase of students in Community Schools. Further, schools have inadequate physical facilities such as classrooms, desks, chairs, and the available classrooms are poorly constructed with inadequate spacing. Researchers recommend that Curriculum developers at Tanzania Institute of Education together with policymakers should



ISSN 3028-1261
10.5281/zenodo.12556991/NIJSE.2024

come up with a policy guideline that will enhance the provision of instructional materials and physical facilities.

Significant Influence of school organizational innovation and productivity of teachers

Table 4 depicts the regression coefficient analysis on the significant influence of school organizational innovation on teacher productivity.

**Table 4. Regression Coefficient Analysis on the Influence of School Organizational Innovation and Productivity of Teachers**

| Coefficients | Model | Unstandardized | Standard Error | Standardized | t | p Decision |
|---|---|---|---|---|---|---|
| H (Intercept) | | 3.356 | 0.056 | 60.083 | < .001 | |
| H (Intercept) | | 0.167 | 0.157 | 1.069 | 0.287 | |
| | Curriculum and instruction | 0.095 | 0.090 | 0.100 | 0.949 | Accept |
| | School counseling and activities | 0.131 | 0.092 | 0.157 | 1.444 | Accept |
| | Teacher expertise development | 0.213 | 0.092 | 0.256 | 2.461 | 0.014 |
| *Reject | | | | | | |
| | Resource application | 0.347 | 0.083 | 0.424 | 4.627 | 0.013 |
| *Reject | | | | | | |
| | Classroom management | 0.334 | 0.074 | 0.342 | 3.742 | 0.000 |
| *Reject | | | | | | |
| $R^2 = 0.896$ | F value = 113.370 | p-value < .001 | | | | |

This gives empirical evidence to show that the indicators of school organizational innovation directly influence the productivity of teachers. Meanwhile, the R2 value of 0.896 suggests that the school's organizational innovation accounts for 89.6 of the variance in teachers' productivity. This provides empirical evidence that the indicators enumerated under the extent of school organizational innovation can account for and explain variability in the extent of confidence. Schools can be affected by organizational learning in a number of ways. To begin with, it boosts teachers' performance (Rashid Mansor, 2018). It affects teachers' well-being, work satisfaction, job efficacy, and their perspective toward their workplace as a high-quality educational center.Services that must be provided for students are the provision of adequate learning facilities to support all student learning activities and the regularity in school administration. (Indriyani, 2019) stated that learning facilities are everything that is able to help the students and educators in the learning process. In addition, services that are also important are the fulfillment of adequate or complete facilities and infrastructure. The assessment or measurement



ISSN 3028-1261
10.5281/zenodo.12556991/NIJSE.2024

of service quality can be used in several ways, for example, the assessment or measurement introduced by, (Chandra et al., 2018; Zeithaml et al., 2018). Presently, the organizational innovation theories adopted by schools are mostly derived from corporate organizational innovation theories. However, it is important to realize that school organizations and corporate organizations have different goals and needs; their organizational structure and organizational reform capacities are different; they have different organizational member relationships, different decision-making models, different internal/external factors, and so forth. One motivation for this research was the development of a set of innovation indicators suited for technical universities and institutes that would assist them in coping with the pressures of competition. In addition, the current assessment of domestic technical universities and institutes primarily focuses on school administration and teaching performance without offering a comprehensive review of school organizational innovation. Creating a set of organizational innovation indicators for schools would no doubt assist these educational institutions in boosting their innovation and competitiveness. Simply put, this research aims to identify the innovation indicators for domestic technical universities and institutes as a reference for relevant organizations. Based on the types of innovation involved, Daft (2018) separated organizational innovation into administrative innovation, such as innovation of strategy and components of organizational structure, and technical innovation, such as innovation of product technology/process and product creativity). Daft's division of innovation became an important basis for innovation classification for scholars after his time. A significant number of scholars favored the definition of "organizational innovation" through diversified perspectives due to their belief that researchers in the past dwelled too heavily on the aspect of technical innovation for corporations and, as a result, overlooked administrative innovation. Technical innovation refers to the improvement of products/services/procedures or the creation of new products, while administrative innovation involves the innovation of organizational structure and management procedures. Technical innovation also encompasses the implementation of organizational affairs through tools, such as new equipment, methods, and concepts. To sum up, school organizational innovation contributes to the productivity of teachers.

## 4. Conclusions and Recommendations

The primordial intention in conducting this study was to establish the relationship between school organizational innovation and the productivity of teachers. The subjects of the study were the productivity teachers of public elementary teachers' schools in Digos, South District. Descriptive correlational were utilized. The instruments used were the survey questionnaires formulated by the researchers and evaluated by the panel committees.

*4.1. Findings*—Based on the analyses and interpretations of the data gathered, the following findings were drawn according to the sequence of the study's objectives. The extent of school organizational innovation in terms of curriculum and instruction, school counseling and activities, teacher expertise development, resource application, and classroom construction innovation has obtained an overall mean of 4.20, or very extensive, always manifested. The extent of productivity of teachers in terms of physical facilities, grants and aids, staff management, and learning environment was 3.23, or moderately extensive, thus sometimes mani-



ISSN 3028-1261
10.5281/zenodo.12556991/NIJSE.2024

fested. A significant positive linear relationship was found between the school's organizational innovation and the productivity of teachers; an R2 value of 0.896 suggests that the school's organizational innovation accounts for 89.6 of the variance of the productivity of teachers. The F-value (113.370) and F-Statistics were significant p<0.001, indicating that the model was a better predictor of school organizational innovation. Results indicated that there was sufficient evidence to reject the null hypothesis. Thus, there was a significant relationship between the two variables. The curriculum and instruction (p<3.43) and school counseling and activities 9p<151), mean that the probability value was less than the acceptance region with these two indicators. Therefore, the null hypothesis is accepted, and thus, these two domains of school organization innovation do not significantly influence the productivity of teachers. School organizational innovation in terms of The teacher expertise (p<0.014), resource application (p<0.013), and classroom management 9p<0.000) mean that the probability shows values greater than the acceptance region, so the null hypothesis is rejected. These three domains significantly influence the productivity of teachers.

*4.2. Conclusions*—Based on the results presented, the following conclusions were drawn: The extent of school organizational innovation in terms of curriculum and instruction, school counseling and activities, teacher expertise development, resource application, and classroom construction innovation were very extensive and thus always manifested. The extent of productivity of teachers in terms of physical facilities, grants and aids, staff management, and learning management was moderately extensive, thus sometimes manifested. There was a positive relationship between school organizational innovation and teacher productivity. The results indicated sufficient evidence to reject the null hypothesis. Thus, there was a significant relationship between the two variables. Three domains of school organizational innovation, namely teacher expertise, resource application, and classroom management innovation, significantly influence teachers' productivity.

*4.3. Recommendations*—Based on the results of this study, the following recommendations were hereby suggested: DepEd Officials may strengthen the implementation of Brigada Eskwela by forming partnerships with external stakeholders, LGUs, and NGOs to create more planned campus public spaces that would inspire teachers and students to be creative. Also, District supervisors may implement training and programs for teachers. They should provide more avenues for teachers to intensify their commitment to their profession. School heads may facilitate professional expertise sessions to create life counseling measures for learners. Learning Action Cell (LAC) to enhance teaching-learning processes. Teachers may innovate lessons by integrating creativity for the learners. this would enhance their creativity and offer learning that promotes the innovativeness of the students within and across learning areas. Learners may maximize their potential through the potential innovation implemented by their teachers. Along with their teachers, they may utilize the implemented innovations to enhance their proficiency level and maximize learning outcomes. Future researchers may conduct parallel studies on another environment and use the results of this study as a baseline.

## 5. References

Achmad, A., & Hendry, R. (2019). The relationship between university innovation ability and national economic growth based on multinational empirical analysis. *Asia-Pacific Journal*



ISSN 3028-1261
10.5281/zenodo.12556991/NIJSE.2024

*of Educational Management Research*, *4*(3), 43–54. https://doi.org/10.21742/AJEMR.2019.4.3.05

Altun, M. (2017). The effects of teacher commitment on student achievement. *International Journal of Social Sciences and Educational Studies*, *3*, 51–54. https://doi.org/10.23918/ijsses.v3i3p51

American School Counselor Association. (2019). ASCA National Model: A framework for school counseling programs.

Angrist, J. D., & Lavy, V. (2001). Does teacher training affect pupil learning? evidence from matched parings in jerusalem public schools. *Journal of Labour Economics*, *19*(2), 343–369.

Aslan, H., Kesik, F., & Elma, C. (2018). The opinions of teachers about the innovation level of their schools. *Journal of Education and Training Studies*, *6*(6), 134–146.

Asvio, N. (2022). The influence of learning motivation and learning environment on undergraduate students' learning achievement of management of islamic education, study program of iain batusangkar in 2016. *Advances in Physical Education*, *10*(02), 121. http://creativecommons.org/licenses/by/4.0/

Ayllón, S., Alsina, Á., & Colomer, J. (2019). Teachers' involvement and students' self-efficacy: Keys to achievement in higher education. *PLOS ONE*. https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0216865

Baafi, R. K. A. (2020). *School physical environment and student academic performance* (tech. rep.). National Bureau of Economic Research. Cambridge, MA. https://www.nber.org/system/files/working_papers/w28581/w28581.pdf

Berlinski, S., Busso, M., Dinkelman, T., & Martinez A., C. (2021). *Reducing parent-school information gaps and improving education outcomes: Evidence from high-frequency text messages* (tech. rep.). NBER Working Paper 28581.

Bibiso, A., Olango, M., & Bibiso, M. (2017). The relationship between teachers commitment and female students academic achievements in some selected secondary school in wolaita zone, southern ethiopia. *IISTE*. https://files.eric.ed.gov/fulltext/EJ1132934.pdf

Billingsley, B. S., & Cross, L. H. (1992). Predictors of commitment, job satisfaction, and intent to stay in teaching: A comparison of general and special educators. *The Journal of Special Education*, *25*(4), 453–471.

Bridgeland, J., & Bruce, M. (2011). 2011 national survey of school counselors: Counseling at a crossroads. http://www.civicenterprises.net/MediaLibrary/Docs/counseling_at_a_crossroads.pdf

Brinia, V., Selimi, P., Dimos, A., & Kondea, A. (2022). The impact of communication on the effectiveness of educational organization.

Brown, D., & Trusty, J. (2005). School counselors, comprehensive school counseling programs, and academic achievement: Are school counselors promising more than they can deliver? *Professional School Counseling*, *9*, 1–8. http://dx.doi.org/10.5330/prsc.9.1.

Buddin, R., & Zamarro, G. (2009). Teacher qualifications and student achievement in urban elementary schools. *Journal of Urban Economics*, *66*(2), 103–115.

Burnham, J. J., & Jackson, C. M. (2000). School counselor roles: Discrepancies between actual practice and existing models. *Professional School Counseling*, *4*, 41–49.



ISSN 3028-1261
10.5281/zenodo.12556991/NIJSE.2024

Carnevale, C. R., Woldetsadik, M. A., Shiver, A., Gutierrez, M., Chhea, C., & Ilori. (n.d.). Benefits and challenges of consolidating public health functions into a national public health institute: A policy analysis. *Health Policy and Planning*.

Chan, C. (2019). Broadening the scope of affirmative practices for lgbtq+ communities in career services: Applications from a systems theory framework. *Career Development Network Journal*, *35*, 6–20.

Chang, J. C., & Lin, H. M. (2004). The innovation content and comparison strategy of vocational high school. *Technological and Vocational Education Forum*, 9–20.

Chang, J. C., & Wu, M. S. (2005). A strategy and effectiveness of school organization innovation: A case of yu da high school of commerce and home economics, 79–86.

Chen, C. H., & Yang, Y. C. (2019). Revisiting the effects of project-based learning on students' academic achievement: A meta-analysis investigating moderators. *Educational Research Review*. https://www.sciencedirect.com/science/article/abs/pii/S1747938X19300211

Cherng, H.-Y. S., & Halpin, P. F. (2016). The importance of minority teachers: Student perceptions of minority versus white teachers. *Educational Researcher*, *45*(7), 407–420.

Chuang, L. M. (2005). An empirical study of the construction of measuring model for organizational innovation in taiwanese high-tech enterprises. *Journal of American Academy of Business*, *6*(1), 299–304.

Daft, R. L. (1978). A dual-core model of organizational innovation. *Academy of Management Journal*, 193–210.

Daft, R. L., & Becker, S. W. (1978). *The innovative organization*. Elsevier.

Dahir, C. A., & Stone, C. B. (2012). *The transformed school counselor*. Belmont, CA.

Dana, N. F., & Yendol-Hoppey, D. (2019). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*. Corwin.

Dannetta, V. (2002). What factors influence a teacher's commitment to student learning? *Leadership and Policy in School*, *1*(2), 144–171.

Dirsa, A., BP, S. A., Diananseri, C., & Setiawan, I. (2022). Teacher role as e.

Efe, A. J. (2022). Administrative motivation, participative decision-making, and professional educator in school environment. *International Journal of Science Education and Cultural Studies*, *1*(1), 32–41.

Fisher, K. (2001). Building better outcomes: The impact of school infrastructure on student outcomes and behavior. *Schooling Issues Digest*.

Fitch, T. J., & Marshall, J. L. (2004). What counselors do in high achieving schools: A study on the role of the school counselor. *Professional School Counseling*, *7*, 172–177.

Galloway, E. P., McBrown, J. B., & Uccelli, P. (2020). Broadening the lens on the science of reading: Multifaceted perspective on the role of academic language in text understanding. https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/rrq.359

García, E., & Weiss, E. (2019). *The teacher shortage is real, large and growing, and worse than we thought* (tech. rep.). Economic Policy Institute. https://www.epi.org/publication/the-teacher-shortage-is-real-large-and-growing-and-worse-than-we-thought-the-first-report-in-the-perfect-storm-in-the-teacher-labor-market-series/

Gilbert, A., McCutcheon, S. T., & Knewstubb, B. (2020). Innovative teaching in higher education: Teachers' perceptions of support and constraint. *Innovations in Education and Teaching International*, *58*(2), 1–12. https://doi.org/10.1080/14703297.2020.1715816



ISSN 3028-1261
10.5281/zenodo.12556991/NIJSE.2024

Golden, R. (2012). *Commitment of teachers: The way forward*. College Board.

Goodman-Scott, E., Brown, E., Berger, C., & Blalock, S. (2022). Experiences with elementary school counseling advocacy. *Professional School Counseling*, *26*(1), 2156759X211067958.

Group, H. M. (2003). *Windows and classrooms: A study of student performance and the indoor environment* (tech. rep.). California Energy Commission.

Gurr, D., Drysdale, L., & Goode, H. (2022). An open systems model of successful school leadership. *Journal of Educational Administration*, *60*(1), 21–40.

Harris, O., & Sass, T. R. (2006). *Value – added models and the measurement of teacher quality* [Unpublished manuscript].

Hodge, B. J., Anthony, W. P., & Gales, L. M. (1996). *Organization theory: A strategic approach*. Upper Saddle River.

Hsiao, H. C., Chen, S. C., Chang, J. C., Chou, C. M., & Shen, C. H. (2009). Factors that influence school organizational innovation in technical institutes and universities. *World Transactions on Engineering and Technology Education*, *7*(1), 71–76.

Islam, M. P., & Idris, S. A. M. (2022). Intercultural communication: Strategy to improve school competitiveness based on public demand.

Kirk, S., Newstead, C., & Gann, R. e. a. (2018). Empowerment and ownership in effective internationalization of the higher education curriculum. *Higher Education*, *76*, 989–1005.

Lee, I., & Yuan, R. E. (2021). Understanding l2 writing teacher expertise. *J. Second Lang. Writ.*, *52*, 100755. https://doi.org/10.1016/j.jslw.2020.100755

Lee, J. E. (2005). The relationship between organizational innovation and school efficiency. *J. of Mei Ho Institute of Technology*, *24*(1), 223–241.

Lyons, J. B. (2001). Do school facilities really impact a child's education? *Scottsdale, AZ: Council of Educational Facility Planners International*.

Magwood, O., Riddle, A., Petkovic, J., Lytvyn, L., Khabsa, J., Atwere, P., & Tugwell, P. (2022). Protocol: Barriers and facilitators to stakeholder engagement in health guideline development: A qualitative evidence synthesis. *Campbell Systematic Reviews*, *18*(2), e1237.

Milton, E., Daly, C., Langdon, F., Palmer, M., Jones, K., & Davies, A. J. (2022). Complexities and implications for professional learning in wales. *Professional development in education*, *48*(5), 878–891.

Nayman, H., & Bavlı, B. (2022). Online teaching of productive language skills (pls) during emergency remote teaching (ert) in efl classrooms: A phenomenological inquiry. *International Journal of Education and Literacy Studies*, *10*(1), 179–187. http://dx.doi.org/10.7575/aiac.ijels.v.10n.1p.179

Nwosu, C. C. (2012). Attitude and work commitment of teachers. *Journal of Behavioural Science and Education*, *6*(1), 62–74.

Ogunode, J. N., Yahaya, D. M., & Musa, A. (2022). School-based management committee of basic schools in fct: Implementation problems and way forward. *European Multidisciplinary Journal of Modern Science*, *6*, 44–51.

Onyemauche, N. S., Hope, B. T., & Edemirukaye, O. D. (2022). Influence of physical infrastructural facilities on students' academic performance in junior secondary schools in port harcourt metropolis. *International Journal of Modern Innovation and Knowledge*, *3*(1), 86–100.



ISSN 3028-1261
10.5281/zenodo.12556991/NIJSE.2024

Osuji, C. U., Wey-Amaewhule, B., & Cordelia, D. I. K. E. (2022). Academic staff and job performance in public senior secondary schools in rivers state. *International Journal of Social Science and Management Studies*, *1*(1).

Park, I. (2005). Teacher commitment and its effects on student achievement in american high schools. *Educational Research and Evaluation*, *11*(5), 461–.

Ponnusamy, L. D. (2019). Teacher learning in curriculum innovation, the unique case for embedded learning. In M. Peters & R. Heraud (Eds.), *Encyclopedia of educational innovation*. Springer.

Pu, S. W. (2003). *A study on relationships between principal's transformational leadership and school cultural preference and school innovative management in elementary schools* [Doctoral dissertation, National Cheng Chi University].

Sephania, N., Too, J. K., & Kipng'etich, K. J. (2017). Perception of teachers on availability of instructional materials and physical facilities in secondary schools of arusha district, tanzania. *Journal of Teachers*, *4*(28), 68–102.

Shakeel, S., Khan, M. M., Khan, R. A. A., & Mujtaba, B. G. (2022). Linking personality traits, self-efficacy and burnout of teachers in public schools: Does school climate play a moderating role? *Public Organization Review*, 1–21.

Sumarsono, R. B., Prestiadi, D., Kusumaningrum, D. E., Zulkarnain, W., Taylor, D. G., & Frechette, M. (2022). The impact of workload, productivity, and social support on burnout among marketing faculty during the covid-19 pandemic. *Journal of Marketing Education*, *44*(2), 134–148.

Tan, S. (2019). Öğretimin materyallerle desteklenmesi. In Ş. Tan (Ed.), *Öğretim ilke ve yöntemleri* (pp. 220–253). Pegem.

Ubaidilah, E., Bhayangkara, A. N., & Indrawanto, D. W. (2022). Analysis of capability level school administration staff in management archives based on digital technology. *2022 2nd International Conference on Information Technology and Education (ICIT&E)*, 311–315.

UNICEF. (2022). Strengthening education systems and innovation. https://www.unicef.org/education/strengthening-education-systems-innovation

Vartabedian, R. A. (2002). *Funding smart classrooms: Administrating technological advances*.

Vincent, L., & Chiwandire, D. (2019). Funding and inclusion in higher education institutions for students with disabilities. *African journal of disability*, *8*(1), 1–12.

Wambua, M. M., Murungi, C. G., & Mutwiri, C. (2018). Physical facilities and strategies used by teachers to improve pupils' performance in social studies in makueni county, kenya. *Int J Pregn & Chi Birth*, *4*(6), 241–245.

Waruwu, H., Asbari, M., Purwanto, A., Nugroho, Y. A., Fikri, M. A. A., Fauji, A., Shobihi, A. W. I., Hulu, P., Sudiyono, R. N., Agistiawati, E., & Dewi, W. R. (2020). The role of transformational leadership, organizational learning and structure on innovation capacity: Evidence from indonesia private schools. *EduPsyCouns: Journal of Education, Psychology and Counseling*. https://ummaspul.e-journal.id/Edupsycouns/article/view/499

Wenglinsky, H. (2000). *How teaching matters: Bringing the classroom back into discussion of teacher quality policy*. Educational Testing Services.

Whiston, S. C. (2007). Outcomes research on school counseling interventions and programs. In B. T. Erford (Ed.), *Transforming the school counseling profession*. Pearson Merrill Prentice Hall.



ISSN 3028-1261
10.5281/zenodo.12556991/NIJSE.2024

Wu, G. S. (2004). Ideology and strategy of school innovation operation. *Teacher's World*, (128), 30–44.

Yan, S. R., & Chang, M. H. (2005). The school innovation meaning and implement of management plan. *Middle School Education*, *56*(3), 28–52.



ISSN 3028-1261
10.5281/zenodo.12556991/NIJSE.2024