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INNOVATION SKILLS OF SCHOOL HEADS AND CREATIVE WORK BEHAVIOR OF PUBLIC-SCHOOL ELEMENTARY TEACHERS OF DAVAO DE ORO DIVISION

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ABSTRACT

This quantitative descriptive-correlational study determined the relationship between the innovation skills of school heads and the creative work behavior of public elementary teachers in Davao de Oro Division. Specifically, it examined the level of innovation skills of school heads in terms of work simplification, community linkages, and authentic assessment; the level of creative work behavior of teachers in terms of idea generation, idea promotion, and idea realization; the significant relationship between the two variables; and the domains of innovation skills of school heads that significantly influenced teachers' creative work behavior. The study involved public elementary teachers from New Bataan District, Davao de Oro Division. Adapted survey questionnaires were used to gather the data, and the responses were analyzed using mean, standard deviation, Pearson product-moment correlation coefficient, and regression analysis. Findings revealed that the level of innovation skills of school heads was high. Among its indicators, authentic assessment obtained the highest rating and was described as very high, while community linkages obtained the lowest rating and was described as moderately high. The level of creative work behavior of teachers was also high. Specifically, idea promotion and idea realization obtained the highest ratings, while idea generation obtained the lowest rating. The results further revealed a significant moderate positive relationship between the innovation skills of school heads and the creative work behavior of teachers. Regression analysis showed that all domains of innovation skills significantly influenced teachers' creative work behavior, with authentic assessment having the strongest influence. The study concluded that school heads' innovation skills play an important role in encouraging teachers to generate, promote, and realize creative ideas. It is recommended that school heads strengthen community linkages, sustain authentic assessment practices, and provide a supportive school climate that promotes teacher creativity, collaboration, and continuous improvement.

KEYWORDS: *Authentic Assessment; Community Linkages; Creative Work Behavior; Innovation Skills; Work Simplification.*

INTRODUCTION

Creative work behavior among teachers involves generating, promoting, and implementing new ideas that improve teaching practices and address classroom challenges. Such behavior enables schools to remain responsive to curriculum changes, technological advancements, and the diverse learning needs of pupils. However, sustaining creative work behavior remains a continuing challenge in many educational settings due to resistance to change, lack of administrative support, limited professional development opportunities, and the pressure of non-teaching tasks. These barriers hinder teachers from fully engaging in creative and innovative practices. Therefore, strong and innovation-driven leadership is necessary to cultivate a school culture where creativity, collaboration, and continuous improvement can thrive.

In the global context, teachers continue to experience difficulties in sustaining creative work behavior because of time constraints and overwhelming administrative responsibilities. Reports show that many teachers spend considerable time on administrative tasks, which limits the time available for lesson preparation, student assessment, and the exploration of new and creative teaching approaches. As a result, teachers may find it difficult to generate, promote, and implement innovative ideas in their classrooms. This situation highlights the need for school leaders who possess innovation skills that can help reduce barriers, simplify work processes, and encourage teachers to engage in creative practices.

In addition, creative work behavior is influenced by the support teachers receive from their school leaders. Teachers are more likely to develop and apply new ideas when they work in an environment that values experimentation, collaboration, and problem-solving. However, when school leaders lack innovation skills, teachers may have fewer opportunities to explore new instructional strategies or promote creative solutions to school-related concerns. Thus, the innovation skills of school heads play an important role in shaping the conditions that allow teachers to become more creative and proactive in their work.

In the Philippine context, teachers are often given multiple responsibilities beyond classroom instruction, including administrative work, student supervision, school event coordination, and documentation tasks. Although some teachers may find meaning in these responsibilities, excessive ancillary duties may reduce their time and energy for instructional

planning, creativity, and innovation. Consequently, teachers may struggle to design new learning activities, apply creative approaches, and introduce improvements in the teaching-learning process. This concern suggests that school heads must demonstrate innovation skills in simplifying work, providing support, and creating a school climate that encourages teachers' creative work behavior.

Moreover, school heads are expected to provide leadership that supports teachers in addressing challenges brought by changing educational demands. Innovation skills such as work simplification, community linkages, and authentic assessment may help school heads respond effectively to school concerns while encouraging teachers to participate in creative and innovative practices. Through these skills, school heads can distribute tasks efficiently, establish supportive partnerships, and monitor programs and instructional practices in ways that promote improvement and teacher creativity.

In the local context, teachers in Davao de Oro may also experience challenges that limit their creative work behavior, such as heavy workloads, limited resources, and insufficient opportunities for professional collaboration. These conditions may affect their ability to generate new ideas, promote innovative practices, and realize creative solutions in the classroom. Furthermore, schools in small and rural communities may face additional challenges related to resource limitations and multiple school responsibilities. Hence, the innovation skills of school heads become essential in helping teachers overcome these barriers and in developing a supportive environment for creativity and innovation.

Although previous studies have established the importance of leadership in improving teacher performance, there remains limited empirical evidence on how the innovation skills of school heads relate to and influence the creative work behavior of public elementary teachers, particularly in Davao de Oro Division. Existing studies often discuss innovation in education in broad terms, while fewer studies focus specifically on the role of school heads in encouraging teachers to generate, promote, and implement creative ideas. This gap is significant because teachers' creative work behavior may be strengthened when school heads demonstrate effective innovation skills in managing school operations, building community linkages, and evaluating school programs.

Therefore, this study was conducted to determine the relationship between the innovation skills of school heads and the creative work behavior of public elementary teachers in Davao de Oro Division. Understanding this relationship is important because it provides evidence-based insights that may guide leadership development programs, school improvement initiatives, and teacher support mechanisms. The findings of the study may help school heads, teachers, and education officials identify ways to strengthen innovation in leadership and promote creative work behavior among teachers.

The urgency of this study lies in the need to strengthen innovation in schools amid changing educational demands, technological advancements, and the evolving needs of learners. By examining the relationship between school heads' innovation skills and teachers' creative work behavior, this study may contribute to the development of more responsive leadership practices that support teacher creativity. Furthermore, the findings may serve as a basis for programs and policies that encourage collaboration, problem-solving, and continuous improvement in public elementary schools.

The results of this study may be disseminated through presentations in district or division research conferences, sharing of executive summaries with participating schools and education officials, and possible publication in educational research forums. These dissemination strategies may help ensure that school heads, teachers, and policymakers gain access to the study's findings and use them as a basis for improving leadership practices and enhancing teachers' creative work behavior.

THE STUDY'S OBJECTIVES

This study determined the relationship between the innovation skills of school heads and the creative work behavior of public elementary school teachers in the Davao de Oro Division. Specifically, it sought to:

1. Determine the level of innovation skills of school heads in terms of:
   1.1. Work Simplification;
1.2. Community Linkages; and
1.3. Authentic Assessment.
2. Determine the level of creative work behavior of public elementary school teachers in terms of:
2.1. Idea Generation;
2.2. Idea Promotion; and
2.3. Idea Realization.
3. Establish whether there is a significant relationship between the innovation skills of school heads and the creative work behavior of public elementary school teachers.
4. Identify which of the domains of innovation skills of school heads best predict the creative work behavior of public elementary school teachers.

METHODOLOGY

This chapter presents the methodology used in the study, including the research design, ethical considerations, research respondents, research instruments, data gathering procedure, and data analysis employed in the investigation.

Method Used

This research employed a quantitative approach using the descriptive-correlational method. Quantitative research involves the systematic collection and analysis of numerical data to describe, explain, and understand a particular research problem. This method allowed the researcher to gather measurable information from the respondents and analyze the data through appropriate statistical tools. It was considered appropriate for the study because it provided reliable and objective data needed to examine the innovation skills of school heads and the creative work behavior of teachers.

The descriptive-correlational research design was used to describe the level of innovation skills of school heads and the level of creative work behavior of public elementary teachers. It was also used to determine the significant relationship between the two variables without manipulating any condition or variable. This design was appropriate because the study aimed to examine whether the innovation skills of school heads were significantly related to and influenced the creative work behavior of teachers.

A quantitative descriptive-correlational design was well-suited for examining the innovation skills of school heads and the creative work behavior of public elementary teachers in Davao de Oro Division, as it facilitated the systematic measurement and analysis of these variables within an organized framework. This methodology allowed the researcher to describe the current status of innovation skills and creative work behavior among the target respondents while investigating the relationship between the variables without experimental manipulation. Through numerical data and statistical analysis, the study yielded objective insights into the association between the innovation skills of school heads and the creative work behavior of teachers. This approach was appropriate for identifying patterns and correlations within an authentic educational context, thereby producing findings that were relevant and useful for future leadership development and teaching improvement initiatives in the division.

Sources of Data

This study involved one hundred sixty-six (166) public elementary teachers from New Bataan District, Davao de Oro Division. Using Slovin's Formula with a margin of error set at 0.05, the initial population of 285 teachers teaching Grades 1 to 6 and having at least five years of teaching experience was reduced to 166 respondents. This sample size was considered sufficient for the objectives of the study and appropriate for correlation analysis.

The researcher employed a probability sampling technique known as cluster random sampling in selecting the respondents. This method involved dividing the larger population into smaller subgroups or clusters and randomly selecting respondents from the identified clusters. Cluster random sampling was appropriate for the study because the respondents came from different schools within the district. This method helped ensure that the selected schools and teachers were adequately represented in the sample.

The study included public elementary teachers from Davao de Oro Division who were teaching Grades 1 to 6 and had at least five years of teaching experience. These criteria ensured that the respondents had sufficient professional experience relevant to the objectives of the study. Teachers who did not meet these criteria, such as those teaching outside the specified grade levels, those with fewer than five years of teaching experience, and those who were on leave or not actively teaching during the data collection period, were excluded from participation. The respondents had the right to withdraw from the study at any time without penalty or consequence.

Data Gathering Instrument

This study used adapted survey questionnaires to gather the necessary data. The questionnaire was structured into two parts to address the objectives of the study. The first part measured the innovation skills of school heads, while the second part measured the creative work behavior of teachers.

Innovation Skills

The innovation skills of school heads questionnaire were adapted from Resoor, Servinas, Retes, and Eltanal (2024). The instrument consisted of 15 items and was composed of three indicators, namely work simplification, community linkages, and authentic assessment. Each indicator contained five items. The questionnaire was subjected to expert validation and pilot testing before it was administered to the actual respondents.

The following scale was used to interpret the level of innovation skills of school heads:

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20-5.00	Very High	The innovation skills of school heads are always evident.
3.40-4.19	High	The innovation skills of school heads are oftentimes evident.
2.60-3.39	Moderately High	The innovation skills of school heads are occasionally evident.
1.80-2.59	Low	The innovation skills of school heads are seldom evident.
1.00-1.79	Very Low	The innovation skills of school heads are never evident.

Creative Work Behavior of Teachers

The creative work behavior questionnaire was adapted from Hsiao, Chang, Tu, and Chen (2011). The instrument consisted of 9 items and was composed of three indicators, namely idea generation, idea promotion, and idea realization. Each indicator contained three items. The questionnaire was subjected to expert validation and pilot testing before it was administered to the actual respondents.

The following scale was used to interpret the level of creative work behavior of teachers:

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20-5.00	Very High	The creative work behavior of teachers is always evident.
3.40-4.19	High	The creative work behavior of teachers is oftentimes evident.
2.60-3.39	Moderately High	The creative work behavior of teachers is occasionally evident.
1.80-2.59	Low	The creative work behavior of teachers is seldom evident.
1.00-1.79	Very Low	The creative work behavior of teachers is never evident.

The research instruments were revised to ensure alignment with the objectives of the study. The questionnaires underwent expert validation to determine their content validity. Three expert validators reviewed the instruments in terms of clarity, relevance, appropriateness, and alignment with the research objectives. Their comments and suggestions were incorporated to improve the wording, organization, and suitability of the questionnaire items. This validation procedure ensured that the instruments measured the intended variables, namely the innovation skills of school heads and the creative work behavior of teachers.

The reliability of the instruments was determined through Cronbach's Alpha. Pilot testing was conducted among thirty (30) teachers who were not part of the actual respondents of the study. The Cronbach's Alpha result was used to determine the internal consistency of the questionnaire items. The innovation skills of school heads questionnaire obtained a Cronbach's Alpha value of 0.91, while the creative work behavior of teachers questionnaire obtained a Cronbach's Alpha value of 0.89. These values indicated that the research instruments were reliable and had good to excellent internal consistency. The Cronbach's Alpha results were included in the appendix as evidence of the reliability of the research instruments.

Sampling Technique

The study employed a probability sampling technique, specifically cluster random sampling, to select the respondents. Cluster random sampling is a method in which the population is divided into naturally occurring groups or clusters, and selected clusters are included in the study through a random selection process (Simkus, 2023). This technique is appropriate when the population is geographically dispersed and organized into identifiable groups, such as schools within a district.

The respondents of the study consisted of one hundred sixty-six (166) public elementary school teachers from the New Bataan District, Davao de Oro Division. These respondents were drawn from the total population of 285 teachers using Slovin's Formula with a margin of error of 0.05. The selected schools served as clusters from which qualified teachers were included in the study. Through cluster random sampling, the researcher ensured that teachers from different schools within the district were adequately represented, thereby enhancing the representativeness of the sample.

This approach was deemed suitable for the study because it allowed the researcher to efficiently collect data from a geographically dispersed population while maintaining objectivity in the selection process. It also minimized sampling bias by providing qualified teachers within the selected clusters an equal opportunity to participate in the study. Furthermore, the technique enabled the researcher to obtain data that accurately reflected the innovation skills of school heads and the creative work behavior of public elementary school teachers.

Clearly defined inclusion and exclusion criteria further supported the sampling procedure. Respondents were required to be public elementary school teachers assigned to Grades 1 to 6 in the New Bataan District, Davao de Oro Division and possess at least five years of continuous teaching experience. Teachers with less than five years of teaching experience, those assigned to grade levels outside Grades 1 to 6, and those on extended leave or not actively teaching during the data collection period were excluded from the study. Participation was voluntary, and respondents were free to withdraw from the study at any time without penalty.

To highlight, the use of cluster random sampling ensured that the study obtained reliable, representative, and contextually relevant information from qualified respondents. This strengthened the validity of the findings in examining the relationship between the innovation skills of school heads and the creative work behavior of public elementary school teachers in the New Bataan District, Davao de Oro Division.

Procedure of the Study

The researcher followed a systematic procedure in gathering the data. The well-being, rights, privacy, and confidentiality of the respondents were protected throughout the research process. All ethical considerations were observed before, during, and after the administration of the survey questionnaire.

After the researcher obtained approval from the Ethics Committee Certificate last November 11, 2025 and the endorsement letter from the Dean of Graduate Studies last November 22, 2025, the researcher formally requested permission from the Schools Division Superintendent of Davao de Oro last January 27, 2026. After approval was granted, endorsement letters were sent to the school heads of the participating schools. The researcher then coordinated with the school heads to determine the schedule for the distribution and retrieval of the survey questionnaires.

After permission was secured, the researcher distributed the survey questionnaires which started from February 9, 2025 to February 23, 2025 to the respondents based on the agreed schedule. The respondents were briefed on the purpose of the study, the procedures to be followed, and their rights as participants. They were given sufficient time to answer the questionnaire. The distribution and retrieval of the questionnaires were conducted during school days, considering the availability of the respondents and the schedule approved by the school heads.

The researcher is a candidate for the Master of Arts in Educational Management program at Rizal Memorial Colleges, Inc. Her academic preparation has been strengthened through continuous revisions guided by her thesis adviser and expert panelists, ensuring the rigor and quality of the study. Professionally, she serves as a public school teacher at Pongpong Integrated School, P-5, Pongpong, Cagan, Andap, New Bataan, Davao de Oro, under the New Bataan District, Division of Davao de Oro. She is assigned to teach Grades 4, 5, and 6 across all subject areas, providing her with direct immersion in classroom instruction and school operations. This experience offers valuable insights relevant to the study on leadership behavior and teacher work engagement.

In addition, the researcher holds multiple coordinatorships, including HR, EBEIS, ESP, SELG, GAD, READING, and CRLA. These roles reflect her active involvement in instructional support, learner welfare, and school management functions, further reinforcing the relevance and credibility of her research undertaking.

After the questionnaires were retrieved, the data were checked, tallied, tabulated, analyzed, and interpreted. The responses were treated with confidentiality and were used only for the purpose of the study. The statistical treatment of data was conducted using the appropriate statistical tools of the study.

Statistical Treatment

For comprehensive interpretation and analysis of the data, the following statistical tools were used. These tools were used to answer the statement of the problem and test the hypotheses of the study.

Mean. Mean was used to determine the level of innovation skills of school heads and the level of creative work behavior of teachers. It was used to answer Statements of the Problem 1 and 2.

Standard Deviation. Standard deviation was used to determine the extent to which the responses of the respondents varied from the mean. It helped describe whether the responses were closely clustered or widely dispersed. A lower standard deviation indicated that the responses were more consistent, while a higher standard deviation indicated that the responses were more varied. This was used together with the mean in interpreting the level of innovation skills of school heads and the creative work behavior of teachers.

Pearson Product-Moment Correlation Coefficient. Pearson product-moment correlation coefficient was used to determine the significant relationship between the innovation skills of school heads and the creative work behavior of teachers. It was used to answer Statement of the Problem 3 and test the first null hypothesis.

Regression Analysis. Regression analysis was used to determine which domains of innovation skills of school heads significantly influenced the creative work behavior of teachers. It was used to answer Statement of the Problem 4 and test the second null hypothesis.

Ethical Consideration

The ethical considerations of this study emphasized the importance of conducting research with responsibility, confidentiality, and respect for the rights of the respondents. The researcher ensured that the confidentiality and anonymity of the respondents were maintained at all times. All relevant ethical standards and research guidelines were followed throughout the conduct of the study. The research adhered to the ethical protocols established by the Rizal Memorial Colleges Ethics Review Committee.

Social Value. The study on innovation skills of school heads and creative work behavior of public elementary teachers in Davao de Oro Division provided important contributions to the educational community. It offered insights into how effective and innovative leadership could foster a culture of creativity and continuous improvement among teachers. The

findings of the study served as a basis for developing strategies that may strengthen school leadership, support teacher creativity, and improve teaching and learning practices.

Informed Consent Form. The researcher ensured the proper handling of informed consent through a clear and transparent process. The respondents were informed about the purpose of the study, procedures, potential risks, benefits, and their role as participants before they answered the questionnaire. The researcher emphasized that their participation was voluntary and that they had the right to decline or withdraw from the study at any time without penalty or negative consequences. Consent forms were presented in clear and understandable language to ensure that the respondents fully understood the nature of their participation.

Vulnerability of the Research Respondents. The researcher addressed the vulnerability of the respondents through careful ethical safeguards and sensitivity to their circumstances. Measures were taken to protect the respondents from any form of coercion, undue influence, or harm throughout the research process. Their participation was voluntary, and they were given the freedom to decline or withdraw from the study at any point. The researcher also ensured confidentiality and created a respectful environment where respondents felt safe to provide honest and accurate responses.

Risks, Benefits, and Safety. The researcher carefully considered the possible risks and benefits of the study to ensure the safety and welfare of the respondents. Potential risks were minimized by designing data collection procedures that respected the respondents' time, privacy, and professional responsibilities. The respondents were informed that the study involved no physical, psychological, or social harm. The benefits of the study included contributing to improved educational leadership practices and supporting the development of teacher creativity and innovation in schools.

Privacy and Confidentiality of Information. The researcher ensured the privacy and confidentiality of the information gathered from the respondents. Personal information was handled with discretion and stored securely to prevent unauthorized access. Identifiable details were removed or coded to maintain anonymity during data analysis and reporting. Access to the data was limited only to authorized individuals involved in the study. These practices protected the respondents' information and encouraged honest participation.

Justice. The researcher ensured justice by applying fair and equitable treatment to all respondents. The selection criteria were applied consistently to avoid discrimination and ensure that all eligible teachers had an equal opportunity to participate. The researcher also ensured that the benefits and responsibilities of the study were fairly distributed among the respondents. Transparent communication regarding the purpose and procedures of the study upheld fairness throughout the research process.

Transparency. The researcher ensured transparency by maintaining open and clear communication with the respondents and concerned authorities. Information about the purpose, methodology, data collection procedure, and intended use of the findings was clearly explained. The researcher addressed questions and concerns from the respondents to promote trust and cooperation. Documentation of the research process was properly maintained to ensure accountability and credibility.

Recruitment. The researcher followed a fair and ethical recruitment process in selecting the respondents of the study. The purpose, requirements, and expectations of the study were clearly communicated to the potential respondents. Recruitment followed the established inclusion criteria to ensure that only eligible teachers participated. Invitations were extended respectfully and without coercion, allowing the respondents to make informed and voluntary decisions regarding their participation.

Conflict of Interest. The researcher avoided conflicts of interest by maintaining transparency and objectivity throughout the research process. Any personal relationships, financial interests, or affiliations that could influence the conduct or findings of the study were properly managed. The researcher ensured that data collection, analysis, and reporting were guided by academic integrity. Consultation with the adviser and the Ethics Review Committee further supported impartiality in the conduct of the study.

Adequacy of Facilities. The researcher ensured the adequacy of facilities needed for the conduct of the study through proper planning and coordination with the concerned institutions. Appropriate venues and materials for data collection were prepared to provide a conducive environment for the respondents. The researcher also ensured the availability of necessary resources for data storage, organization, and analysis. These arrangements contributed to the smooth implementation of the study.

Permission from Organization/Location. The researcher followed the required procedures in securing permission to conduct the study. After approval was obtained from the panelists, adviser, and the Ethics Review Committee, the researcher sought formal consent from the Schools Division Superintendent by submitting an official letter to conduct the research. After approval was granted, endorsement letters were sent to the school heads of the participating schools. The researcher then coordinated with the concerned school heads regarding the schedule and proper administration of the survey questionnaire.

Authorship. The researcher who conducted this study was enrolled in the Master of Arts in Educational Management program at Rizal Memorial Colleges, Inc. During the thesis development process, revisions were made based on the comments and suggestions of the adviser, panel members, and expert validators. The adviser provided guidance in

improving the quality of the research. The researcher followed the ethical guidelines set by the Ethics Review Committee and ensured proper acknowledgment of all sources used in the study.

Results

The study found that the overall level of **innovation skills among school heads** was **High** (M = 3.93, SD = 0.65), indicating that innovative leadership practices were oftentimes evident. Among the dimensions, **Authentic Assessment** obtained the highest rating (M = 4.24, SD = 0.56, Very High), followed by **Work Simplification** (M = 4.16, SD = 0.59, High), while **Community Linkages** received a **Moderately High** rating (M = 3.38, SD = 0.81). These findings suggest that school heads effectively employ monitoring, evaluation, and process-improvement strategies to enhance school operations, although stronger community partnerships remain an area for further development.

The overall level of **creative work behavior among teachers** was likewise **High** (M = 4.16, SD = 0.59). Among its dimensions, **Idea Promotion** and **Idea Realization** obtained the highest mean scores (M = 4.18, SD = 0.58), followed by **Idea Generation** (M = 4.13, SD = 0.62). The results indicate that teachers not only generate innovative ideas but also actively advocate for and implement them in their professional practice, contributing to instructional improvement and school effectiveness.

Correlation analysis revealed a **significant positive relationship** between the innovation skills of school heads and teachers' creative work behavior ($r = 0.404$, $p < 0.001$). All innovation domains were significantly associated with creative work behavior, with **Authentic Assessment** showing the strongest relationship ($r = 0.420$, $p < 0.001$). This finding suggests that school heads who consistently monitor, evaluate, and improve school programs are more likely to foster creativity and innovation among teachers.

Regression analysis further confirmed that innovation skills significantly influence teachers' creative work behavior ($R = 0.404$, $R^2 = 0.163$, $F = 10.53$, $p < 0.001$), explaining **16.3%** of its variance. Among the predictors, **Authentic Assessment** emerged as the strongest influence ($\beta = 0.420$), followed by **Work Simplification** ($\beta = 0.398$) and **Community Linkages** ($\beta = 0.395$). The findings underscore the importance of innovative leadership practices in cultivating teachers' creativity, innovation, and capacity to implement meaningful improvements in teaching and learning.

Findings

1. The level of innovation skills of school heads was high, with an overall mean of 3.93. This means that the innovation skills of school heads were oftentimes evident. Among the indicators, authentic assessment obtained the highest mean of 4.24, described as very high; work simplification obtained a mean of 4.16, described as high; while community linkages obtained the lowest mean of 3.38, described as moderately high.
2. The level of creative work behavior of public elementary teachers was high, with an overall mean of 4.16. This means that the creative work behavior of teachers was oftentimes evident. Specifically, idea promotion and idea realization both obtained the highest mean of 4.18, described as high, while idea generation obtained a mean of 4.13, also described as high.
3. There was a significant relationship between the innovation skills of school heads and the creative work behavior of teachers. The overall r-value was 0.404 with a p-value of 0.000, which was less than the 0.05 level of significance. Therefore, the null hypothesis stating that there is no significant relationship between innovation skills of school heads and creative work behavior of teachers was rejected. This means that as the innovation skills of school heads increase, the creative work behavior of teachers also tends to increase.
4. All domains of innovation skills of school heads significantly influenced the creative work behavior of teachers. Among the domains, authentic assessment showed the highest influence compared to work simplification and community linkages. The r-squared value of 0.163 indicates that 16.3% of the variation in teachers' creative work behavior was explained by the innovation skills of school heads. Therefore, the null hypothesis stating that none of the domains of innovation skills of school heads significantly influence the creative work behavior of teachers was rejected.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The innovation skills of school heads were oftentimes evident. This indicates that school heads generally demonstrated innovative leadership practices in managing school operations, simplifying work processes, establishing linkages, and applying assessment practices. However, community linkages obtained the lowest mean, which suggests that school heads may still need to strengthen their partnerships with parents, local government units, and other community stakeholders.
2. The creative work behavior of public elementary teachers was oftentimes evident. This implies that teachers generally demonstrated the ability to generate, promote, and realize innovative ideas in their teaching and professional responsibilities. The findings suggest that teachers were willing to explore new strategies, seek support for their ideas, and apply creative solutions to improve instruction and school performance.
3. The innovation skills of school heads and the creative work behavior of teachers were significantly related. This means that school heads who demonstrate stronger innovation skills are more likely to encourage teachers to engage in creative work behavior. Innovative leadership therefore plays an important role in creating a school environment that supports teacher creativity, collaboration, and continuous improvement.
4. The domains of innovation skills of school heads significantly influenced the creative work behavior of teachers. Among the domains, authentic assessment showed the strongest influence, indicating that school heads' ability to monitor, evaluate,

and improve school programs and practices contributes meaningfully to teachers' creativity. This implies that when school heads provide systematic assessment, guidance, and support, teachers become more encouraged to generate, promote, and implement innovative ideas.

Recommendations

Based on the conclusions of the study, the following recommendations are offered:

1. Since the level of innovation skills of school heads was high but community linkages obtained the lowest mean, DepEd officials may provide leadership development programs and training workshops that strengthen school heads' skills in stakeholder engagement, partnership building, and resource mobilization. School heads may also be encouraged to establish stronger collaboration with parents, local government units, community organizations, and other stakeholders to support school programs and initiatives.
2. Since the level of creative work behavior of teachers was high, teachers may be encouraged to continuously sustain and enhance their creativity through professional learning communities, innovation-related training, peer mentoring, and collaborative lesson planning. These activities may help teachers generate new ideas, promote innovative practices, and implement creative solutions that improve classroom instruction and learner outcomes.
3. Since there was a significant relationship between innovation skills of school heads and creative work behavior of teachers, school heads may continue to provide a supportive and innovative school climate. They may encourage open communication, shared decision-making, recognition of teacher initiatives, and opportunities for teachers to experiment with new teaching strategies. These practices may help strengthen teachers' confidence and willingness to engage in creative work behavior.
4. Since all domains of innovation skills of school heads significantly influenced teachers' creative work behavior, school heads may give particular attention to authentic assessment because it showed the strongest influence. They may consistently conduct monitoring and evaluation, provide constructive feedback, and use assessment results to improve school programs and instructional practices. Future researchers may conduct similar studies using other variables such as leadership style, organizational climate, teacher motivation, job satisfaction, or professional development to gain deeper insights into the factors that influence teachers' creative work behavior.

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