

School Heads' Organizational Dynamics and Accountability Mechanisms in Fostering Innovation Practices of High Performing Elementary Schools in Laguna

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Abstract—This study examines the organizational dynamics and accountability mechanisms in fostering innovation practices among selected high-performing elementary schools in the Division of Laguna. Specifically, it determined the extent of school heads' organizational dynamics, the perceived level of accountability mechanisms, and the level of innovation practices in schools. Lastly, it measured the significant relationship between the extent of school heads' organizational dynamics and accountability mechanisms on innovation practices of high-performing elementary schools. The study employed a quantitative descriptive-correlational research design. Data were gathered from school heads of selected high-performing elementary schools using a structured survey questionnaire. Descriptive statistics were used to determine the level of organizational dynamics, accountability mechanisms, and innovation practices, while inferential statistics were applied to examine the relationships among the variables. The findings revealed that school heads demonstrated a high extent of organizational dynamics and a high perceived level of accountability mechanisms. High-performing elementary schools also exhibited a high level of innovative practices in instructional, administrative management, community and stakeholder engagement, and professional development initiatives. However, statistical results indicated no significant relationship between school heads' organizational dynamics and innovation practices. Similarly, accountability mechanisms generally showed no significant relationship with innovation practices, although some dimensions showed isolated correlations. Since there are no significant findings in this study, it is concluded that while organizational dynamics and accountability mechanisms support effective school management, they do not necessarily predict the level of innovation practices in high-performing elementary schools. Thus, both hypotheses stated are accepted. It is recommended that school leaders continue strengthening collaboration, communication, and accountability systems while encouraging teacher initiative, resource support, and professional development to further promote innovation in schools. Future studies may explore other factors influencing innovation practices in educational institutions.

Keywords—Organizational Dynamics, Accountability Mechanisms, Innovation Practices, School Leadership, Educational Innovation, Elementary Schools.

I. INTRODUCTION

The patterns of interaction, communication, and cooperation among employees, including teachers, school administrators, and other stakeholders, are referred to as organizational

dynamics in schools, as mentioned by Burns (2018). The school's culture and innovative potential are greatly influenced by these dynamics. Open communication, shared decision-making, and a cooperative approach to problem-solving are characteristics of positive organizational dynamics in Laguna's high-achieving schools. An atmosphere like this promotes the sharing of ideas and the application of creative methods that can enhance student performance.

Moreover, leadership plays a pivotal role in fostering innovation within schools. School heads who demonstrate transformational leadership qualities such as inspiring a shared vision, encouraging professional development, and supporting risk-taking create an environment conducive to innovation. In the Division of Laguna, leaders who actively engage with their staff and recognize innovative efforts contribute significantly to the development of new teaching strategies and learning approaches.

Furthermore, community engagement and stakeholder involvement are vital for sustaining innovation. Schools that involve parents, local government units, and non-governmental organizations in decision-making processes create a supportive network capable of providing resources, sharing expertise, and advocating for necessary changes. This collaborative approach strengthens school initiatives and ensures that innovations align with the needs and expectations of the community.

Equally important is the effective management and utilization of resources. High-performing schools demonstrate strategic allocation of financial, human, and technological assets to support innovative practices. By doing so, these schools can sustain and scale initiatives that enhance educational outcomes.

In addition, monitoring and evaluation processes are crucial for assessing the effectiveness of innovative practices and making necessary adjustments. Schools in Laguna employ data-driven approaches to evaluate student performance, teacher effectiveness, and the impact of new initiatives. Consequently, school leaders can identify successful strategies, address areas for improvement, and make informed decisions that boost overall performance.

Ultimately, the study leads to the development of an educational management framework tailored to the needs of

schools in the Division of Laguna. This framework integrates organizational dynamics, accountability mechanisms, leadership practices, professional development, community engagement, resource management, and monitoring processes. Hence, it serves as a practical guide for school leaders and policymakers to foster innovation and improve school performance.

The study aims to explore how internal school dynamics and accountability structures contribute to fostering innovative practices in high-performing elementary schools.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The study determined the organizational dynamics and accountability mechanisms in fostering innovation practices among selected high-performing elementary schools in the Division of Laguna.

Specifically, it sought answers to the following questions:

1. What is the extent of School Heads' Organizational Dynamics in terms of:
 - 1.1 Leadership;
 - 1.2 School Culture;
 - 1.3 Communication; and
 - 1.4 Collaboration?
2. What is the perceived level of School Heads' accountability mechanisms in terms of:
 - 2.1 performance management;
 - 2.2 Transparency;
 - 2.3 Compliance with Policies and Standards; and
 - 2.4 Feedback Mechanism?
3. What is the level of Innovation Practices of High-performing Elementary Schools in terms of:
 - 3.1 Instructional Innovations;
 - 3.2 Administrative Management Innovations;
 - 3.3 community and stakeholders' engagement innovations; and
 - 3.4 professional development?
4. Is there a significant relationship between the extent of school heads' organizational dynamics and the level of innovation practices in high-performing elementary schools?
5. Is there a significant relationship between the perceived level of school heads' accountability mechanisms and the level of innovation practices in high-performing elementary schools?

II. METHODOLOGY

The study employed a quantitative descriptive-correlational research design. Data were gathered from school heads of selected high-performing elementary schools using a structured survey questionnaire. Descriptive statistics were used to determine the level of organizational dynamics, accountability mechanisms, and innovation practices, while inferential statistics were applied to examine the relationships among the variables.

III. RESULTS AND DISCUSSION

This part presented the different results and discussed the results from treating the data gathered in this study. All specific questions in Chapter 1 under the statement of the problem were answered in this chapter, supported by tables. It presents the data gathered about the significant relationship between school heads' organizational dynamics, accountability mechanisms, and the level of innovation practices in high-performing elementary schools. In particular, the study sought to address the following:

Extent of School Heads' Organizational Dynamics

In this study, the extent of School Heads' Organizational Dynamics refers to Leadership, School Culture, Communication, and Collaboration.

The following tables show the statement, mean, standard deviation, remarks, and verbal interpretation from the perspectives of respondents.

Table 1 shows the extent of school heads' organizational dynamics in terms of leadership. Respondents indicated that school heads provide a clear vision and mission that serve as a guide for teachers and staff in carrying out their responsibilities effectively. They also demonstrate fairness and transparency in governance, which helps establish trust and accountability within the school community. Moreover, school heads foster innovation and continuous improvement by encouraging the adoption of new ideas and practices that contribute to school development. In addition, they promote participatory decision-making among stakeholders by valuing collaboration and shared responsibilities, while also providing direction, guidance, and support to ensure the achievement of school goals and objectives.

Table 1. Extent of School Heads' Organizational Dynamics in terms of Leadership

Statements	Mean	SD	Remarks
The school head leads the school by...			
...providing a clear vision and mission that guide teachers and staff.	3.07	0.95	Moderately Agree
...encouraging participatory decision-making among stakeholders.	3.64	0.94	Agree
...demonstrating fairness and transparency in governance.	3.10	0.93	Moderately Agree
...providing direction and support in achieving school goals.	3.63	0.95	Agree
...fostering innovation and continuous improvement in the school.	3.62	1.02	Agree
Weighted Mean	3.41		
SD	0.83		
Verbal Interpretation	High Extent		

The extent of school heads' organizational dynamics in terms of leadership obtained an overall weighted mean of 3.41 with a standard deviation of 0.83, verbally interpreted as High. This indicates that school heads generally exhibit strong leadership practices in managing their schools. The results further imply that school leaders may improve in fostering collaboration, supporting school goals, and promoting innovation, while clarity in vision and governance fairness are perceived to be moderate but still positively acknowledged.

In summary, the findings confirmed that leadership is a highly practiced component of school heads' organizational dynamics. By providing guidance, encouraging participation, and supporting continuous improvement, school heads contribute to a productive and well-managed school environment, which may enhance both teacher performance and student outcomes.

Table 2. Extent of School Heads' Organizational Dynamics in terms of School Culture

Statements	Mean	SD	Remarks
The school head promotes school culture through			
...a positive and inclusive environment for teachers and learners.	3.56	0.91	Agree
...fostering respect and trust in relationships among stakeholders.	3.36	0.90	Moderately Agree
...encouraging collaboration and teamwork in achieving goals.	3.32	0.86	Moderately Agree
...recognizing and rewarding good performance and contributions.	3.40	1.01	Moderately Agree
...building a culture that supports innovation and openness to new ideas.	3.41	1.10	Agree
Weighted Mean	3.41		
SD	0.82		
Verbal Interpretation		High Extent	

Table 2 shows the extent of school heads' organizational dynamics in terms of school culture. Respondents indicated that school heads promote a positive and inclusive environment that encourages respect, trust, collaboration, and teamwork among stakeholders. They also recognize good performance and contributions, motivating teachers and staff to perform effectively. Furthermore, school heads foster a culture of innovation and openness to new ideas that supports continuous improvement within the school.

The extent of school heads' organizational dynamics in terms of school culture obtained an overall weighted mean of 3.41 with a standard deviation of 0.82, verbally interpreted as High. This indicates that school heads generally cultivate a strong school culture that values collaboration, respect, and innovation. The results further imply that while efforts to foster teamwork and trust are perceived as moderate, school leaders are consistently effective in promoting inclusivity and openness to new ideas.

In summary, the findings confirmed that school culture is a highly practiced component of organizational dynamics. By fostering respect, recognition, and collaborative practices, school heads create a conducive environment that supports both teacher performance and student learning.

Table 3 shows the extent of school heads' organizational dynamics in terms of communication. Respondents indicated that school heads maintain clear and accessible communication channels and ensure the timely dissemination of important information to teachers and stakeholders. They also encourage open and two-way communication by listening to feedback, addressing concerns constructively, and promoting respectful and professional interactions. Furthermore, school heads foster trust, mutual understanding, and stronger relationships within the school community through effective and transparent communication practices.

Table 3. Extent of School Heads' Organizational Dynamics in terms of Communication

Statements	Mean	SD	Remarks
The school head communicates by...			
...maintaining clear and accessible communication channels.	3.64	0.95	Agree
...ensuring timely sharing of important information with teachers.	3.58	0.96	Agree
...encouraging two-way communication by listening to feedback and addressing concerns constructively.	3.56	0.88	Agree
...modeling respectful and professional communication in all interactions within the school community.	3.59	0.93	Agree
...promoting open communication that fosters trust and mutual understanding.	3.62	0.98	Agree
Weighted Mean	3.60		
SD	0.76		
Verbal Interpretation		High Extent	

The extent of school heads' organizational dynamics in terms of communication obtained an overall weighted mean of 3.60 with a standard deviation of 0.76, verbally interpreted as High. This indicates that school heads consistently exhibit effective communication practices in managing the school. The results further imply that open and professional communication is a key component of leadership, fostering transparency, trust, and responsiveness within the school community.

In summary, the findings confirmed that communication is a highly practiced component of organizational dynamics. By modeling professional interactions, promoting feedback, and maintaining open channels, school heads enhance collaboration, trust, and the smooth flow of information within the school.

Table 4. Extent of School Heads' Organizational Dynamics in terms of Collaboration

Statements	Mean	SD	Remarks
The school head promotes collaboration by...			
...fostering a culture of collaboration by encouraging open communication and shared decision-making among teachers and staff.	3.52	0.93	Agree
...working collaboratively with stakeholders to align school goals with the needs of learners and the community	3.56	0.99	Agree
...promoting teamwork by supporting professional learning communities and collaborative planning sessions.	3.75	0.89	Agree
...implementing innovative strategies that enhance teaching and learning.	3.86	0.84	Agree
...strengthening partnerships by actively engaging parents, LGUs, and other organizations in school initiatives.	3.55	0.90	Agree
Weighted Mean	3.65		
SD	0.76		
Verbal Interpretation		High Extent	

Table 4 shows the extent of school heads' organizational dynamics in terms of collaboration. Respondents indicated that school heads foster a collaborative culture by promoting open communication, teamwork, and shared decision-making among stakeholders. They work closely with teachers, parents, LGUs, and other organizations to align school goals with the needs of the community and learners. In addition, school heads encourage professional learning communities and

collaborative planning to strengthen cooperation and improve teaching and learning practices. They also implement innovative strategies and establish strong partnerships that support school programs, initiatives, and continuous development.

The extent of school heads' organizational dynamics in terms of collaboration obtained an overall weighted mean of 3.65 with a standard deviation of 0.76, verbally interpreted as High. This indicates that school heads effectively encourage cooperative efforts among teachers, staff, and the wider school community. The results further imply that collaboration is an integral part of leadership, supporting shared responsibility and innovation in achieving school objectives.

In summary, the findings confirmed that collaboration is a highly practiced component of organizational dynamics. By promoting teamwork, engaging stakeholders, and implementing collective strategies, school heads foster a supportive environment that enhances both teaching effectiveness and student learning outcomes.

Level of School Heads' Accountability Mechanisms

In this study, the level of School Heads' accountability mechanisms refers to Performance management, Transparency, Compliance with Policies and Standards, and Feedback Mechanism.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 5. Level of School Heads' Accountability Mechanisms in Terms of Performance Management

Statements	Mean	SD	Remarks
The school head performs proper performance management by...			
...ensuring that teacher performance is evaluated using fair and objective criteria.	3.55	0.87	Agree
...communicating performance appraisal results clearly to teachers.	3.38	0.97	Moderately Agree
...using evaluations to identify strengths and areas for improvement.	3.55	0.91	Agree
...providing feedback that contributes to professional growth and development.	3.51	1.03	Agree
...motivating teachers through performance reviews and recognition.	3.34	0.96	Moderately Agree
Weighted Mean	3.47		
SD	0.81		
Verbal Interpretation	High		

Table 5 shows the level of school heads' accountability mechanisms in terms of performance management. Respondents indicated that school heads ensure teacher performance is evaluated using fair, objective, and transparent criteria. They clearly communicate the results of performance appraisals and use evaluations to identify teachers' strengths and areas that need improvement. Moreover, school heads provide constructive feedback that supports professional growth and development, while also motivating teachers through recognition and performance-based encouragement. These practices contribute to improved teaching effectiveness and accountability within the school.

The level of school heads' accountability mechanisms in terms of performance management obtained an overall

weighted mean of 3.47 with a standard deviation of 0.81, verbally interpreted as High. This indicates that school heads generally perform effective performance management practices. The results further imply that while communication of appraisal results and motivation through recognition are perceived as moderate, teachers generally experience fair evaluation, constructive feedback, and support for professional growth.

In summary, the findings confirmed that performance management is a highly practiced component of accountability mechanisms. By providing evaluations, feedback, and recognition, school heads promote teacher development and maintain high standards of instructional quality.

Table 6. Level of School Heads' Accountability Mechanisms in Terms of Transparency

Statements	Mean	SD	Remarks
The school head promotes transparency by...			
...communicating financial and operational reports clearly to stakeholders.	3.52	0.97	Agree
...practicing transparency in decision-making processes.	3.29	1.16	Moderately Agree
...ensuring that resource allocation is reported openly and fairly.	3.27	1.08	Moderately Agree
...making reporting mechanisms accessible to teachers, parents, and stakeholders.	3.16	1.13	Moderately Agree
...building trust through transparent school operations and reporting.	3.26	1.03	Moderately Agree
Weighted Mean	3.30		
SD	0.97		
Verbal Interpretation	Moderately High		

Table 6 shows the level of school heads' accountability mechanisms in terms of transparency. Respondents indicated that school heads clearly communicate financial and operational reports to teachers, parents, and other stakeholders. They practice transparency in decision-making processes and ensure that the allocation of resources is reported openly, fairly, and responsibly. In addition, school heads make reporting mechanisms accessible and understandable, promoting accountability and stakeholder participation. Through transparent school operations, they help build trust, confidence, and stronger relationships within the school community.

The level of school heads' accountability mechanisms in terms of transparency obtained an overall weighted mean of 3.30 with a standard deviation of 0.97, verbally interpreted as Moderately High. This indicates that school heads generally promote transparency in school operations. The results further imply that while transparency practices are present, there is room for improvement, particularly in making reporting mechanisms more accessible and consistently practicing openness in all decision-making processes.

In summary, the findings confirmed that transparency is moderately high as a component of accountability mechanisms. By sharing information and reporting operations clearly, school heads build trust and promote accountability within the school community.

Table 7. School Heads' Accountability Mechanisms in Terms of Compliance with Policies and Standards

Statements	Mean	SD	Remarks
The school head ensures compliance with policies and standards through...			
...strict compliance with DepEd guidelines and policies.	3.48	0.91	Agree
...monitoring adherence to instructional and operational standards.	3.38	1.06	Moderately Agree
...regularly updating stakeholders on compliance with policies.	3.53	1.08	Agree
...enforcing accountability in following legal and ethical standards.	3.41	1.10	Agree
...promoting compliance to achieve smooth and effective school operations.	3.40	1.04	Moderately Agree
Weighted Mean	3.44		
SD	0.90		
Verbal Interpretation	High		

Table 7 shows the level of school heads' accountability mechanisms in terms of compliance with policies and standards. Respondents indicated that school heads ensure strict compliance with DepEd guidelines and policies while closely monitoring adherence to instructional and operational standards. They regularly inform stakeholders about compliance status and uphold accountability in following legal, ethical, and institutional requirements. In addition, school heads promote consistent observance of policies to ensure orderly, efficient, and effective school operations, while also strengthening a culture of responsibility and professionalism within the school community.

The level of school heads' accountability mechanisms in terms of compliance obtained an overall weighted mean of 3.44 with a standard deviation of 0.90, verbally interpreted as High. This indicates that school heads generally enforce compliance with school policies and standards. The results further imply that while some aspects of monitoring and promoting compliance are moderately perceived, overall, school heads maintain operational and legal standards effectively.

In summary, the findings confirmed that compliance with policies and standards is a highly practiced component of accountability mechanisms. By monitoring, enforcing, and updating stakeholders, school heads ensure smooth, lawful, and effective school operations.

Descriptive statistics were used to measure the level of instructional leadership, while a t-test determined differences in perceptions between administrators and teachers. Results showed that administrators' instructional leadership practices were rated high, particularly in defining school goals, managing instructional programs, and promoting a positive school climate. However, findings also revealed significant differences between administrators' and teachers' perceptions of instructional leadership practices.

Table 8 shows the level of school heads' accountability mechanisms in terms of feedback mechanisms. Respondents indicated that school heads establish effective mechanisms for gathering feedback from teachers and other stakeholders and utilize this feedback to enhance both teaching and administrative practices. They respond promptly and appropriately to concerns raised by the school community,

ensuring that issues are addressed in a timely manner. In addition, school heads support teachers and staff in adapting to policy and system changes through proper guidance and communication. They also use feedback systems as a basis for continuous improvement, strengthening the school's capacity to respond to challenges and sustain readiness for future developments.

Table 8. Level of School Heads' Accountability Mechanisms in Terms of Feedback Mechanism

Statements	Mean	SD	Remarks
The school head ensures a proper feedback mechanism by...			
...establishing mechanisms for gathering feedback from teachers.	3.38	0.89	Moderately Agree
...using feedback to improve teaching and administrative practices.	3.42	0.90	Agree
...responding promptly to concerns raised by stakeholders.	3.45	0.93	Agree
...preparing teachers and staff to adapt to changes in policies and systems.	3.47	0.87	Agree
...using feedback systems to strengthen the school's readiness for future challenges.	3.59	1.07	Agree
Weighted Mean	3.46		
SD	0.75		
Verbal Interpretation	High		

The level of school heads' accountability mechanisms in terms of feedback mechanisms obtained an overall weighted mean of 3.46 with a standard deviation of 0.75, verbally interpreted as High. This indicates that school heads generally implement effective feedback practices. The results further imply that feedback is consistently used to enhance teaching, administrative practices, and school readiness for change.

In summary, the findings confirmed that feedback mechanisms are a highly practiced component of accountability. By establishing channels for feedback and responding constructively, school heads promote continuous improvement and ensure that the school adapts effectively to emerging challenges.

Level of Innovation Practices of High-Performing Elementary Schools

In this study, the level of Innovation Practices of High-performing Elementary Schools refers to instructional innovations, administrative management innovations, community and stakeholders' engagement innovations, and professional development.

The following tables show the statement, mean, and standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 9 shows the level of innovation practices of high-performing elementary schools in terms of instructional innovations. Respondents indicated that school heads effectively integrate technology into instruction and encourage innovative, learner-centered teaching strategies. They support creative approaches to improve student learning and ensure instruction is responsive to diverse learner needs. In addition, they promote the sharing of instructional innovations during professional meetings, fostering collaboration and continuous improvement among teachers.

Table 9. Level of Innovation Practices of High-Performing Elementary Schools in terms of Instructional Innovations

Statements	Mean	SD	Remarks
The school head promotes instructional innovations by...			
...integrating technology effectively into classroom instruction.	3.37	0.86	Moderately Agree
...encouraging the teachers to adopt innovative teaching strategies.	3.34	0.79	Moderately Agree
...developing creative approaches to enhance student learning.	3.53	0.99	Agree
...adapting instruction to meet diverse learners' needs.	3.44	0.96	Agree
...sharing instructional innovations during professional meetings.	3.36	1.08	Moderately Agree
Weighted Mean	3.41		
SD	0.76		
Verbal Interpretation	High		

The level of instructional innovations obtained an overall weighted mean of 3.41 with a standard deviation of 0.76, verbally interpreted as High. This indicates that school heads generally promote instructional innovation, with particular strength in developing creative approaches and adapting instruction for diverse learners. The results further imply that while technology integration and sharing innovations are moderately perceived, teachers experience consistent encouragement to apply innovative teaching practices.

In summary, the findings confirmed that instructional innovation is a highly practiced component of school leadership. By fostering creativity, supporting diverse learning strategies, and promoting innovative teaching approaches, school heads enhance student learning outcomes.

Table 10. Level of Innovation Practices of High-Performing Elementary Schools in terms of Administrative Management Innovations

Statements	Mean	SD	Remarks
The school head provides administrative management innovations by...			
...adopting innovative practices in administrative management.	3.48	0.94	Agree
...implementing new systems and tools to improve efficiency.	3.44	1.00	Agree
...applying innovative solutions to address administrative challenges.	3.62	1.05	Agree
...supporting continuous improvement of management processes.	3.49	1.02	Agree
...enhancing service delivery through administrative innovations.	3.48	0.99	Agree
Weighted Mean	3.50		
SD	0.86		
Verbal Interpretation	High		

Table 10 shows the level of innovation practices in terms of administrative management innovations. Respondents indicated that school heads adopt innovative practices in administrative management and implement new systems and tools to enhance efficiency and effectiveness. They apply creative solutions to address administrative challenges and support the continuous improvement of management processes. In addition, school heads strengthen service delivery through administrative innovations, ensuring smoother operations and more responsive support to school needs.

The level of administrative management innovations obtained an overall weighted mean of 3.50 with a standard deviation of 0.86, verbally interpreted as High. This indicates that school heads consistently implement administrative innovations to improve school operations. The results further imply that school leaders actively seek and apply creative solutions to enhance management efficiency and overall school performance.

In summary, the findings confirmed that administrative management innovation is a highly practiced component of leadership. By implementing innovative systems and solutions, school heads strengthen operational processes and support effective school management.

Table 11. Level of Innovation Practices of High-Performing Elementary Schools in terms of Community and Stakeholders' Engagement Innovations

Statements	Mean	SD	Remarks
The school head promotes community engagement innovations by...			
...partnering with the community to strengthen student learning.	3.64	1.01	Agree
...introducing innovative programs to increase parent involvement.	3.42	1.09	Agree
...designing community engagement activities that address local needs.	3.52	1.04	Agree
...involving stakeholders in decision-making processes.	3.34	1.04	Moderately Agree
...enhancing programs through partnerships with external organizations.	3.51	1.06	Agree
Weighted Mean	3.49		
SD	0.92		
Verbal Interpretation	High		

Table 11 shows the level of innovation practices in terms of community and stakeholder engagement. Respondents indicated that school heads work closely with the community to support student learning and improve school outcomes. They introduce programs that increase parent involvement and design engagement activities that respond to local needs. In addition, they involve stakeholders in decision-making and strengthen partnerships with external organizations to enhance school programs and services.

The level of community and stakeholder engagement innovations obtained an overall weighted mean of 3.49 with a standard deviation of 0.92, verbally interpreted as High. This indicates that school heads effectively promote community involvement and stakeholder participation in school initiatives. The results further imply that while some aspects, such as involving stakeholders in decision-making, are moderately perceived, school leaders actively strengthen ties with the community to support student learning and school programs.

In summary, the findings confirmed that engagement innovation is a highly practiced component of leadership. By fostering partnerships, developing community-focused programs, and encouraging active stakeholder participation, school heads create a supportive environment that enhances learning outcomes and school-community collaboration.

Table 12 shows the level of innovation practices in terms of professional development. Respondents indicated that school heads provide continuous training opportunities for teachers and align professional development programs with

innovative and relevant practices. They encourage participation in seminars, workshops, and conferences to enhance professional competence and instructional skills. In addition, school heads implement capacity-building initiatives that support school improvement goals and strengthen teacher effectiveness. They also promote professional growth programs that foster innovation, collaboration, and continuous learning among educators.

Table 12. Level of Innovation Practices of High-Performing Elementary Schools in terms of Professional Development

Statements	Mean	SD	Remarks
The school head promotes professional development by...			
...providing continuous training opportunities for teachers.	3.51	0.80	Agree
...aligning professional development activities with innovative practices.	3.32	0.97	Moderately Agree
...encouraging teachers to attend seminars, workshops, and conferences.	3.67	0.93	Agree
...implementing capacity-building programs to meet school improvement goals.	3.44	1.01	Agree
...supporting professional growth initiatives that foster innovation.	3.44	1.05	Agree
Weighted Mean	3.47		
SD	0.79		
Verbal Interpretation	High		

The level of professional development innovations obtained an overall weighted mean of 3.47 with a standard deviation of 0.79, verbally interpreted as High. This indicates that school heads consistently support professional development that encourages innovation. The results further imply that while alignment with innovative practices is moderately perceived, teachers are provided with ample opportunities to improve their skills and implement new strategies in teaching.

In summary, the findings confirmed that professional development innovation is a highly practiced component of school leadership. By providing training, promoting skill-building, and encouraging participation in professional growth activities, school heads strengthen the capacity of teachers to adopt innovative teaching and learning strategies.

Test of Association Between the School Heads' Organizational Dynamics and Innovation Practices in High-Performing Elementary Schools

To test the significant relationship between the school heads' organizational dynamics and innovation practices in high-performing elementary schools in terms of instructional Innovations, administrative management innovations, community and stakeholders' engagement innovations, and professional development, they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product-Moment Correlation Coefficient.

Table 13 presents the significant relationship between the school heads' organizational dynamics and innovation practices in high-performing elementary schools. The table shows Pearson correlation coefficients and significance values between dimensions of organizational dynamics (leadership, school culture, communication, and collaboration) and

innovation practices (instructional innovations, administrative management innovations, community and stakeholder engagement innovations, and professional development). The results indicate that no statistically significant correlation was found between any dimension of school heads' organizational dynamics and the innovation practices of high-performing elementary schools ($p > 0.05$). Specifically, correlations ranged from -0.155 to 0.197, with all corresponding significance values above the 0.05 threshold.

Table 13. Significant Relationship Between the School Heads' Organizational Dynamics and Innovation Practices in High-Performing Elementary Schools

School heads' organizational dynamics		Innovation Practices			
		II	AMI	community and stakeholders' engagement innovations	PD
Leadership	Pearson Correlation	-0.015	0.169	-0.003	0.197
	Sig. (2-tailed)	0.900	0.156	0.980	0.097
	N	72	72	72	72
School Culture	Pearson Correlation	-0.155	0.051	0.076	0.121
	Sig. (2-tailed)	0.194	0.671	0.526	0.311
	N	72	72	72	72
Communication	Pearson Correlation	-0.133	0.095	0.058	0.073
	Sig. (2-tailed)	0.265	0.417	0.628	0.542
	N	72	72	72	72
Collaboration	Pearson Correlation	-0.080	0.051	0.048	0.156
	Sig. (2-tailed)	0.504	0.671	0.689	0.191
	N	72	72	72	72

This finding confirmed that, within this group of schools, the extent to which school heads exhibit strong leadership, promote a positive school culture, maintain effective communication, or foster collaboration does not significantly predict the level of innovation practices implemented in instructional strategies, administrative management, community engagement, or professional development. These results imply that while organizational dynamics may contribute to general school functioning, other factors—such as individual teacher initiative, external support systems, or school-specific resources—may play a more direct role in driving innovation practices in high-performing schools.

In summary, the study reveals that school heads' organizational dynamics alone do not significantly determine innovation practices in high-performing elementary schools, highlighting the complex and multifaceted nature of school innovation.

Test of Association Between the School Heads' Accountability Mechanisms and Innovation Practices in High Performing Elementary Schools

To test the significant relationship between the school heads' accountability mechanisms and innovation practices in high performing elementary schools in terms of instructional Innovations, administrative management innovations, community and stakeholders' engagement innovations, and professional development they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

Table 14. Significant Relationship Between the School Heads' Accountability Mechanisms and Innovation Practices in High-Performing Elementary Schools

School heads' organizational dynamics		Innovation Practices			
		II	AMI	community and stakeholders' engagement innovations	professional development
Performance management	Pearson Correlation	-0.117	-0.172	0.1217	-0.056
	Sig. (2-tailed)	0.328	0.149	0.307	0.640
	N	72	72	72	72
Transparency	Pearson Correlation	0.047	-0.007	-0.157	0.232*
	Sig. (2-tailed)	0.695	0.953	0.188	0.049
	N	72	72	72	72
Compliance with Policies and Standards	Pearson Correlation	0.133	0.274*	0.080	0.174
	Sig. (2-tailed)	0.265	0.019	0.504	0.144
	N	72	72	72	72
Feedback Mechanism	Pearson Correlation	0.342**	0.017	-0.117	-0.139
	Sig. (2-tailed)	0.003	0.887	0.328	0.244
	N	72	72	72	72

Table 14 shows the significant relationship between the school heads' accountability mechanisms and innovation practices in high-performing elementary schools. Respondents' perceptions were analyzed across performance management, transparency, compliance with policies and standards, and feedback mechanisms, in relation to instructional innovations, administrative management innovations, community and stakeholders' engagement innovations, and professional development.

The analysis revealed that no statistically significant correlation was found between the overall school heads' accountability mechanisms and innovation practices ($p > 0.05$). Specific dimensions such as feedback mechanisms showed a significant positive relationship with instructional innovations ($r = 0.342$, $p = 0.003$), compliance with policies and standards was positively correlated with administrative management innovations ($r = 0.274$, $p = 0.019$), and transparency was positively correlated with professional development ($r = 0.232$, $p = 0.049$).

This indicates that, within this group, school heads' accountability mechanisms generally did not significantly predict innovation practices in high-performing elementary schools, contrary to some anecdotal expectations. The results imply that while overall accountability may not drive innovation directly, certain practices like providing feedback,

ensuring compliance, and promoting transparency can influence specific areas of innovation in schools.

In summary, the findings confirmed that targeted accountability practices contribute to particular innovation outcomes, highlighting the nuanced role of accountability mechanisms in supporting school innovation.

IV. CONCLUSION AND RECOMMENDATIONS

There is no significant relationship between school heads' organizational dynamics and innovation practices. Thus, the hypothesis is accepted. This concludes that although school heads demonstrate effective organizational dynamics, these practices do not significantly influence the level of innovation practices implemented in high-performing elementary schools.

School heads' accountability mechanisms did not significantly relate to innovation practices in schools. This leads to the acceptance of the hypothesis. This concludes that certain accountability practices may contribute to specific innovation activities in schools.

Based on the drawn conclusions, the following recommendations resulted:

School heads may continue strengthening organizational dynamics by enhancing leadership practices, improving communication channels, and fostering a collaborative school culture that encourages teachers to explore and implement innovative instructional and administrative practices.

School heads may continue to encourage teachers to actively participate in professional development activities and collaborative initiatives that promote innovative teaching strategies. They may also take initiative in integrating creative instructional approaches that address diverse learner needs and support continuous improvement in teaching and learning processes.

School heads may consider providing additional support systems such as training programs, innovation workshops, and resource allocations that empower schools to implement innovative practices more effectively. Policies that promote a culture of innovation and collaborative leadership may also be strengthened.

Future researchers may explore other factors that may influence innovation practices in schools. Researchers may also consider using a larger sample size or different research designs to further examine the relationship among organizational dynamics, accountability mechanisms, and innovation practices.

REFERENCE

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