
Relationship between Creative Quotient of Elementary Teachers and Their Teaching Performance: Inputs for Creativity Enhancement Plan

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Abstract — The main objective of this research was to determine the relationship of creative quotient of public elementary school teachers and their teaching performance during the School Year 2024-2025 in Porac West District of Division of Pampanga. The materialization of this research was completed through the utilization of quantitative research. Specifically, descriptive-correlational research design was employed by the researcher. There were 189 respondents who were requested to answer the survey. Questionnaire and documentary analysis were employed for interpretation. Frequency and percentage and Pearson R were used for interpretation. Results tell that 46.03% of the elementary school teachers are on “Starting to be Creative” Quotient, while there are 23.28% who have low creative quotient. In addition, 100.00% of the respondents have outstanding rating in their classroom observation that demonstrates their teaching performance. Also, the relationship between creative quotient and teaching performance garnered an r value of 0.6871 and p value of 0.0328. Lastly, a creativity training plan is proposed for elementary school teachers based on the findings of the study. The study is expected to have implications on the improvement of teachers which will also increase the academic performance of students. In addition, the schools may also come up with intervention that will be of great help to creative quotient of teachers

Keywords: creative quotient, teaching performance, descriptive-correlational, training plan

I. INTRODUCTION

There is a benefit for schools that they have the most qualified teachers in their educational institution. The overall performance of teachers in the classroom is a crucial factor in determining how effectively the curriculum will be implemented. This is because the classroom serves as the cradle of children's growth.

By doing so, the government is attempting to discover methods that will guarantee that teachers who are qualified are present in the classrooms. In spite of the efforts that have been made to bring about improvements, the regular evaluations that have been conducted by the government, and the ongoing requests for change, progress in resolving the most diverse difficulties is frequently slow, and the system continues to be unable to find solutions. Despite the desire to know what influences the teaching performance, it is indeed beneficial to try new construct including creativity quotient.

A measure of creativity, expressiveness, and applied innovation, the Creativity Quotient (CQ) is a measurement of creativity. One of the most important factors that differentiates two people who have the same cognitive and gifted talents is their CQ (Marwaha & Seth, 2016).

Creativity is a notion that is based on individual differences, and its purpose is to explain why some people have a greater potential to find new answers to old issues than others do. It is regarded of as the driving force that propels civilization ahead, and it causes us to modify the way that we think about things (Hennessey & Amabile, 2010). Creativity is usually examined at different conceptual levels.

According to Carson et al. (2005), creative achievement is defined as the actual manifestation of this potential in terms of actualities that have been accomplished in the real world. The capacity to create something new or to bring something new into life is what we mean when we talk about creativity. This could be a new solution to a problem, a new method or device, or a new artistic object or shape.

According to Benedek Franz et al. (2012), without the ability to be creative, a person is unable to access the complete range of information and resources that are available to them.

Instead, they are unable to break free from their old routines, structures, patterns, ideas, and views. For this reason, any education for sustainable development must to be built on the foundation of creativity, generative vision, constructive and design thinking, as well as innovation. Intellectual activity, knowledge, motivation, different ways of thinking, personality, and surroundings all come together to form the foundation of your creative process.

It is important that intellectual activity and knowledge be connected to creative endeavors. When it comes to making growth in any society or group, creativity is an essential instrument. Any region of growth must be sure not to lose sight of it because it is of such great significance. The conditions of current day living, which are defined by interconnectedness and complexity, as well as developments in technology and communication, as well as rising expectations, demand for a rise in creative output (Cho, et al., 2010).

This idea has evolved over the years; nowadays, it is believed that there are individual differences in creative talents, and that creativity can be nurtured and developed when suitable education is provided. This belief has changed over the years. When I was younger, I was under the impression that the creative qualities of individuals were passed down through their genes. Nevertheless, this notion has evolved over the course of time. According to Mann (2006), it is a widely held belief that students will acquire the ability to learn "creativity" and develop their potential in this regard if they are given the opportunity to acquire appropriate learning chances, if they are provided with appropriate settings and teaching techniques during the educational process, and if they are given the opportunity to acquire these things. The qualification of education regarding the development of creative thinking is of the utmost significance, as indicated by the conclusions of research that were carried out on the issue of the development of creativity (Ayas & Sak, 2016).

A person's capacity to discover and produce new things, ideas, methods, and models that are beneficial to both themselves and society is what we mean when we talk about creativity. People will discover new combinations, relationships, and structures, the qualities of which are different (Widodo, 2021). There is no requirement for this kind of uniqueness, and it will never be something that has never been seen before. It is possible that it existed in the past, but individuals will continue to discover new structural combinations, relationships, and combinations. It is

possible for teachers to adjust to a wide range of educational development circumstances and obstacles, which might have an impact on their capacity to prepare for speedy and correct adaptation to expectations. In this scenario, it is essential for the teacher to always be able to think imaginatively in order to support and maintain the learning motivation of the students; if certain factors conflict with it, it will frequently evaporate. According to Rusilowati and Wahyudi (2020), the creative ways in which teachers organize the teaching and learning process, how teachers carry out the teaching and learning process, and how teachers conduct learning evaluations are all examples of how teachers demonstrate their creativity in the learning process (Viray, 2016).

Similarly, Hardiansyah and AR (2022) noted that creativity in education lies in the development of potential that extends beyond the boundaries of intellect and the discovery of novel and improved approaches to the resolution of educational issues. As a result, the educational capacity to express new and distinctive things by combining things that already exist with things that appear to be new is becoming increasingly appealing, and it is possible to characterize a teacher who possesses creativity (Hardiansyah & Mas'odi, 2022). Because competent teachers are able to enhance learning in the classroom in a way that is both swift and seamless, creativity is directly tied to professionalism in the teaching profession. In addition, professional teachers possess a comprehensive understanding of the subject matter, as well as the ability to adjust learning methods and technology to the specific features of their students. This is accomplished with the assistance of current facilities and infrastructure that may be utilized as educational instruments (Çetin, 2021).

Kartini, Kristiawan and Fitria (2020) did research on the aforementioned statement, which demonstrates that the level of originality of teachers in managing learning and learning materials is still low and needs to be improved; teachers have not yet innovated in the learning process. This research was conducted in response to the statement that was presented before.

One indication of a lack of creativity among teachers is the low number of teachers who take part in competitions that focus on creativity. The Literary Criticism Competition and the Short Story Writing Competition are both sponsored annually by the Primary and Secondary Education Council. For instance, according to the information that is available regarding the participation of Indonesian language teachers, only about 200 teachers take part in these competitions. On the other

hand, the number of Indonesian language teachers working in Indonesian schools, both public and private, has reached thousands.

According to Bafadal, Nurabadi, Sobri and Gunawan (2019), the modern educational system requires the presence of a teacher who is equally innovative. There are a variety of items or circumstances that contribute to the formation or creation of creative teachers (Orishev & Burkhonov, 2021). One of these activities is frequently attending training sessions, which facilitates the development of the ability to be creative as a teacher by providing them with knowledge of different types of teaching (Rusilowati & Wahyudi, 2020).

Another variable is the teaching performance. As mentioned by Latt (2008), job performance is measured to know who the skilled and competent employees are. In any organization, it is a paramount necessity to know who are contributing to attain the goals of the organization. A skilled and competent teacher also helps in the attainment of the targets of the schools.

Mustafa and Othman (2010) cited that motivation improves the skills and knowledge of teachers. Once a person is ea

ger to work, the chances of exerting additional effort to do a task is inevitable. With proper and enough boost, workers can perform better compared with no motivation at all. The number of tasks being accomplished increases as a person continues to receive fuels from the people around him including the family and even the organization where he/she belongs.

Despite everyone's aim to have an objective type measuring performance of teachers, it is still not easy to measure it objectively. That is why performance evaluations have been widely used in this attempt to increase employees' productivity (Branchy 2014). Teachers are being assessed on how they function based on a specific standard and instrument.

However, appraisal too has its challenges because of human errors (Samuel, 2013). In an assessment, one serves as the judge for the performance of an employer based on whatever measures the organization has. Still, this measure even though how objective it is may still be

affected by the person who assesses and who is being assessed. Also, the willingness of the person to be assessed also contributes on the result of the assessment.

The performance of the school is known to be the consolidation of the performance of the teaching professionals in the educational institution. This is a well-known fact. Because of this, the accomplishment of the objectives and the success of an organization are mainly dependent on the organization's capacity to accurately measure the performance of its members and to use that information in an objective manner in order to maximize their potential as an essential resource (Pattanayak, 2009).

For a person, to be able to have the competencies to assess a teacher, trainings and in depth knowledge of the function of teachers is a necessity. That is why most of the assessors of the teachers are the school heads or the head teacher of each learning area (Abdulkadir, Isiaka & Adedoyin, 2012).

The assessment of performance of teachers in the schools aims to determine the knowledge and skills of teachers and improve the teaching prowess through technical assistance. On the other hand, there is not a comparable level of consensus regarding the methods that can be utilized to systematically drive changes in the quality of the teaching workforce. This is where the rating comes in as it serves as basis for professional trainings to be given to teachers. Sadly, despite the great number of trainings available for teachers, almost none of this professional development is motivated by rigorous evaluations of the strengths and shortcomings of individual instructors in terms of their teaching (Weisberg et al, 2009). Teachers play a significant role in building the nation.

The lead agencies in the country is the Department of Education (DepEd), and just like any other government agency, its mission is to have the most productive employees, as a measure to ensure that the organization will achieve its targets as an educational institution.

DepEd continues its aim of helping teachers to improve the latter's performances while believing that there are a lot of problems every day to do well in one's chosen field, especially as professional teachers handling public school children. As one united archipelago, the nation

commits itself to continuously promote teachers' development. The nation, which fails to realize the importance of education, does so at its own peril (Fadeyi, Sofoluwe, & Gbadeyan, 2015).

This is in consonance with the Department of Education vision of producing "Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation". (DepEd Order No.36, s.2013). The evidence demonstrates beyond a reasonable doubt that good teachers are essential to increasing student accomplishment; in other words, quality learning is dependent upon quality teaching of the subject matter. In light of this, improving the quality of teachers becomes of the utmost importance for the long-term and sustainable development of the nation.

Education has a significant impact on the growth of the nation as a whole, and teachers play a pivotal part in this process when it comes to gaining the knowledge and skills of students and ensuring the future of the nation. The importance of teachers cannot be overstated because they are the foundation upon which both educational and societal progress are built. Teachers are responsible for more than just passing on information; they also play a significant part in molding the personalities, values, attitudes, and actions of their students. According to Jan (2017), Keiler (2018), and Siddiqui and Ahamed (2020), the general public acknowledges not only the obligations that teachers have, but also the functions that they play in society. Their effect extends beyond the confines of the classroom, helping to shape members of society who are responsible, well-informed, and morally grounded within themselves.

It is necessary for a teacher to play a role in supporting the transmission of information and technical abilities between generations. This helps to contribute to the maintenance and advancement of the nation's perspective. As well as serving as a source of information and principles for younger people, they are the builders of the nation. Teachers are responsible for upholding cultural norms and giving them to succeeding generations to pass on. As a result of the fact that their performance is essential in determining the direction that the academic world takes (Abdallah & Alkaabi, 2023), they are commonly considered to be the most important stakeholders inside the educational system. According to Rajagopalan (2019), they communicate to kids changes that are beneficial. Consequently, there is a substantial impact that greater education plays in the achievement of success for pupils.

The fundamental criterion that is used to evaluate the duties and qualities of teachers is the performance of the teachers themselves. According to Martin (2018), the term "teacher performance" can be described as an observable set of attitudes and behaviors that serve to assist the understanding and acquisition of knowledge and skills by students. The judgment of the teachers' performance has become more favorable as a result of the increasing amount of knowledge that the students have gained on their own. It has been found that teachers who participate in ongoing professional development experiences gains in their effectiveness, quality, and overall performance as teachers. One of the characteristics that can be used to identify teachers who have superior teaching performance is the ability to execute pedagogical techniques that are appropriate for the developmental stages of students and are based on a profound grasp of the subject matter. This is one of the characteristics that can be included in the list of characteristics. It is feasible for them to establish learning environments that are conducive to learning by ensuring safety, security, equity, and support, as well as by supporting student accountability and achievement. Also, they can build learning environments that are conducive to learning. In addition, they are able to create instructional environments that are considerate of the many different backgrounds that the kids come from. There are several aspects of teaching performance, one of which is the capacity of a teacher to employ a wide range of assessment strategies and approaches in order to keep track of, document, and communicate the needs, progress, and achievements of their students. These individuals are well aware of the obligations that they have to protect professional integrity and openness, and they carry out these obligations with great care. According to the Department of Education (2017) and Martin (2018), as a consequence of this, they create connections that are professional and harmonious with students, parents, stakeholders, and representatives of the community.

Teaching is a difficult undertaking that requires a sequence of actions to be laid out in order to assist the learning goals that have been anticipated for the pupils. In the context of this educator's attempt, skills comprise a wide variety of abilities that go beyond their expertise in the subject matter. The term "teaching competency" refers to the information, skills, beliefs, attitudes, and behaviors that a teacher possesses in order to increase their performance or credentials. When it comes to achieving excellence in teaching, competence is absolutely necessary (Nessipbayeva, 2012).

Pedagogical knowledge, academic credentials, motivation, experiences, interests, continued professional growth, and aptitude are all examples of what might be included in this category. Despite the fact that it is connected to teacher performance, teaching competency pertains to the fundamental knowledge, skills, and capabilities that a teacher possesses (Department of Education, 2017; Martin, 2018; Nessipbayeva, 2012).

Teacher performance is directly observed in the actual teaching process, while teaching competency refers to the qualifications as they pertain to teaching. Teachers are able to formulate different performance skills by integrating their expertise, competency, and capabilities. These skills are the driving force behind students' information acquisition and accomplishments. The evaluation of instructors' capabilities can be done using a variety of different criteria due to the fact that competency is measurable. Assessment capabilities, the development of classroom and educational plans, classroom maintenance and safety, student behavior management, relationships with students, collaboration with colleagues and superiors, the implementation and adherence to policies, and curriculum management are some of the things that can fall under this category (Nessipbayeva, 2012). Many other things can fall under this category as well. Due to the fact that the fundamental goal of education is to assist the holistic development of children, these variables have a direct influence on the achievement of students (Javed et al., 2020).

The most recent DepEd Order 42, s. 2017 which is the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST) emphasizes the Department's commitment to adhering to the ever changing trends in education to ensure that teachers are well-equipped in handling 21st century learners. The standards are anchored on the changes in different national and global educational frameworks (Department of Education, 2017). The PPST, which is based on NCBTS, is inclined with reform initiatives on the quality of teachers from the training stage up to the days they are employed on public or private schools. It provides a concrete basis on what are the expectations from a K to 12 teachers such as strong foundation on content, well-organized classroom setting and others.

The PPST is a description of the responsibilities that are expected of teachers as their level of knowledge, practice, and professional engagement increases. On the other hand, the standards make it possible for teachers to acquire a deeper comprehension of the subject matter, which can

then be applied with a higher level of complexity across a wider and more intricate range of teaching and learning scenarios. It explains that in order to foster learner responsibility and achievement, teachers need to acknowledge the significance of mastery of content and knowledge, as well as its interconnectedness within and across curriculum areas. A learning environment that is focused on learning is created by them, and they regulate student behavior in both physical and virtual spaces in an effective manner. Additionally, they develop learning environments that are responsive to the diversity of learners. They acknowledge the many traits and experiences of learners as inputs to the planning and design of learning opportunities, and they respect those inputs.

The review of related literature and studies notes that teaching performance is a concept that is always under the eyes of the teachers and researchers. When teachers' performance is always being given importance, the quality of the education benefits from it. Still, there is a need to determine the factors that influence their teaching performance. One salient construct that is least explored is the creative quotient. Having few studies about it, the researcher was convinced to determine the relationship of creative quotient of public elementary school teachers and their teaching performance during the School Year 2024-2025 in Porac West District of Division of Pampanga.

Conceptual Framework

The study was anchored on the theory of Todd Lubart about creative theory. In this theory, the artist learns different techniques to compose their creative artistic skills. The Creativity Quotient (CQ) is a novel measure that is based on ideational fluency. It takes into account not only the number of novel ideas, but also the number of distinct categories that these ideas fit into.

The mentioned theory serves as basis for formulating the Figure using IPO model.

The input capsule will gather information about the profile of the respondents based on the following parameters: years in service, highest educational attainment, and number of innovation produced. In addition, the creative quotient of the public elementary school teachers was tackled.

The process capsule had securing permit, distribution of questionnaire, retrieval of questionnaire, documentary analysis, applying statistical treatment and interpretation.

The output was the creativity enhancement plan.

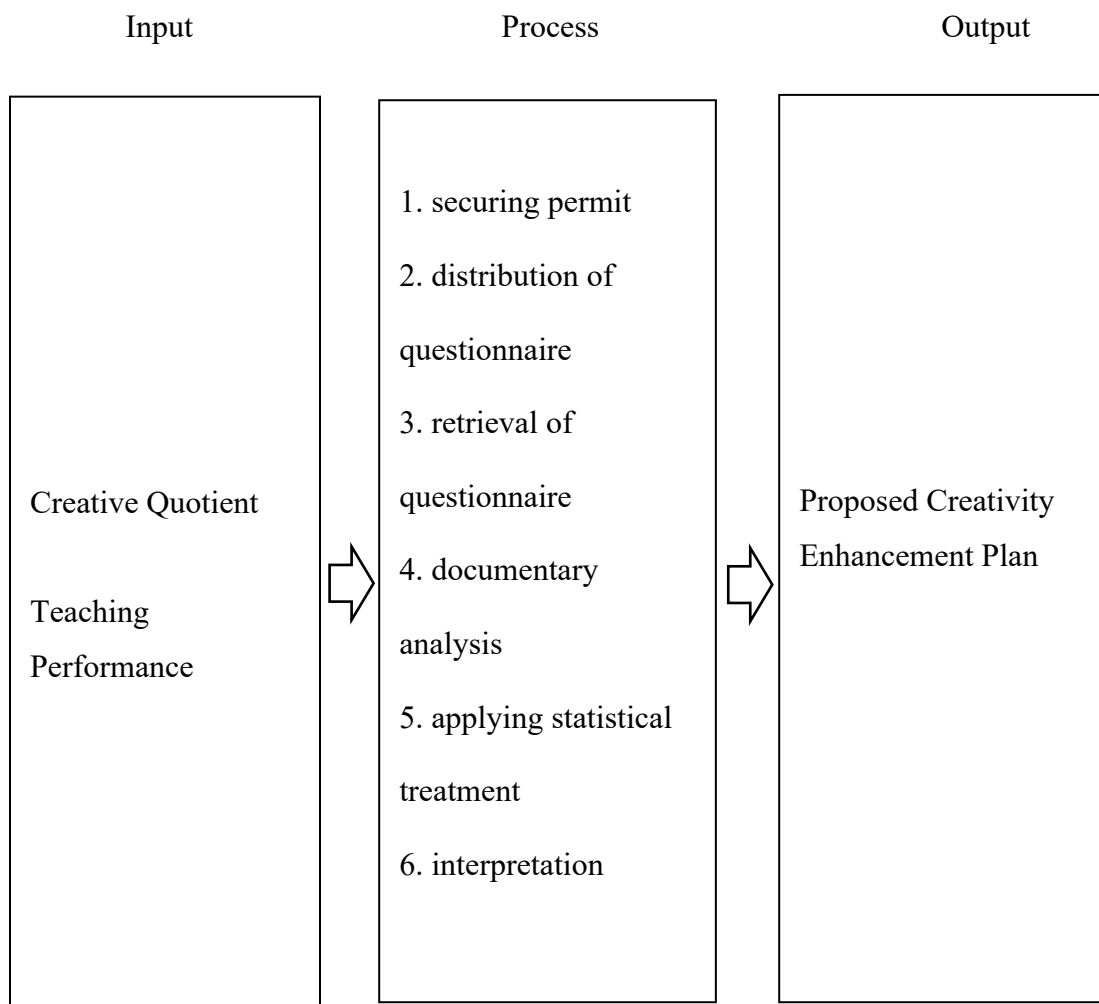


FIGURE 1
PARADIGM OF THE STUDY

Statement of the Problem

The main objective of this research was to determine the relationship of creative quotient of public elementary school teachers and their teaching performance during the School Year 2024-2025 in Porac West District of Division of Pampanga.

Specifically, this study aimed to provide answer to the following questions:

1. How may the creative quotient of the public elementary school teachers be assessed?
2. How may the classroom teaching performance of the respondents be described based on their COT rating in the first semester?
3. Is there a significant relationship between creativity quotient and the classroom teaching performance of the public elementary school teachers?
4. What creativity enhancement plan may be proposed considering the findings of the study?

Hypothesis

The study was anchored on the null hypothesis that there is no significant relationship between creative quotient and the classroom teaching performance of the public elementary school teachers.

Significance of the Study

The outcome of this research undertaking is expected to benefit the following:

School Administrators. The study will help the school administrators to determine the creativity quotient of their teachers. Knowing this, they can carefully plan their technical assistance based on the needs of the teachers.

Elementary Teachers. After the assessment, they will be able to see the needs for development on the creativity quotient. From this point, they will have idea on what to focus to help their current learners improve their studies.

Students. They are the foremost consideration in a teaching-learning process. The study will benefit them through the changes and improvement that the schools will plan after getting the results of the assessment.

Future Researchers. The findings of this study may categorically be considered as underpinnings for future studies. This will serve as a basis for future researchers to undergo similar studies and may be used as reference.

Scope and Delimitation

The main objective of this research was to determine the relationship of creative quotient of public elementary school teachers and their teaching performance during the School Year 2024-2025 in Porac West District of Division of Pampanga.

To realize this, the creative quotient of the public elementary school teachers was assessed. Moreover, the classroom teaching performance of the respondents was described based on their COT rating.

Definition of Terms

The following terms were defined for better understanding:

Creativity Quotient is a novel metric building on ideational fluency that accounts for both the number of novel ideas and the number of distinct categories these ideas fall into.

Classroom Teaching Performance deals with rating of the teachers during classroom observation.

II. METHODOLOGY

This chapter presents the research design, respondents and sampling procedure, instruments, data collection procedure and data analysis.

Research Design

The materialization of this research was completed through the utilization of quantitative research. Its heart is to collect or gather pertinent data which are mostly in numerical figures and graphic representations. The analysis and presentation of the result will also be through the use of numbers. As cited by Adedoyin (2020), quantitative research explains phenomena by collecting numerical data-based methods, particularly statistics. In this way, data to be collected are quantifiable and can be measured directly through numbers or given choices.

Specifically, descriptive-correlational research design was employed. Neuman (2014) stated that it is possible to describe it as a statement of the current condition of affairs, with the researcher having no control over the variables. In addition, the primary characteristics of descriptive research are that it makes an effort to ascertain, characterize, or identify what is, whereas analytical research makes an effort to explain why something is the way it is or how it came to be. It is possible to characterize the phenomenon in a variety of ways through the use of descriptive studies. It is common practice to employ descriptive-correlational research to characterize the features and/or behaviors of a sample group as well as the relationship between those qualities and behaviors.

This was the most suited type of research because of its objective of determining the relationship of creative quotient of public elementary school teachers and their teaching performance during the School Year 2024-2025 in Porac West District of Division of Pampanga.

Respondents of the Study

After the design, the next consideration was the source of information. In choosing the source of information, it is salient that the right persons are chosen. With this, the public elementary school teachers in Porac West District of Division of Pampanga were the respondents of the study.

They were the ones who have the rich ideas and information regarding the purpose of the study. To know the exact numbers, the records of the schools were requested. Total population of teachers was requested.

TABLE 1
RESPONDENTS OF THE STUDY

Schools	Frequency	Percentage
School 1	10	5.29
School 2	17	8.99
School 3	22	11.64
School 4	16	8.47
School 5	11	5.82
School 6	12	6.35
School 7	14	7.41
School 8	12	6.35
School 9	11	5.82
School 10	16	8.47
School 11	8	4.23
School 12	9	4.76
School 13	9	4.76
School 14	11	5.82
School 15	11	5.82
Total	189	100.00

Table 1 tells that there were 189 respondents. The same table shows that 11.64% of the respondents are School 3 and 4.23% of them are from School 11.

Research Instruments

Another important part of a research is tool to be used for data collection. Since the study is quantitative in nature, the researcher opted to use a standardized survey. A survey questionnaire is indeed effective for gathering huge volume of data (Ponto, 2015).

For creative quotient, the researcher used the creative quotient test of Earl Nightingale (cited in George, 2014). The test is suited for the creative quotient which is answerable by yes or no. There are 16 items that will be given to the respondents.

For performance rating, the researcher used the rating on classroom observation of the teachers.

Data Collection

Protocols in securing the necessary permits and approval were done initially prior to the full implementation of the research. A letter of request was crafted by the researcher duly noted by the research adviser and the dean of the graduate to be sent to Schools Division Superintendent. The letter included information regarding the purpose of the study and proposed date for data collection.

Once all of the approvals are secured, a copy of them was sent to the school heads to ensure that they are fully aware of the study.

The actual data collection commenced after receiving the copy of the permit from higher authorities. The distribution of the questionnaire was done by the researcher in a span of four weeks through online platforms like messenger, email, social media, google forms and others.

Ethical Considerations

Complying with the ethical standards in research was one of the utmost considerations in this investigation. To ensure that the researcher complied with ethical standards, she was closely

supervised by the research adviser and no action was done without the approval of the adviser. This lessened the chance of committing actions that violate the ethical norms unintentionally and intentionally.

Moreover, all the needed permits were secured from higher authorities to ensure that the research has no negative intention in any individual or organization and note that personal interest of the researcher is not part of the study.

During the data collection, the purpose of the research was explained and its possible implications to the respondents. In the given questionnaire, the teachers were given the option to write their name to protect their identity. To protect their identity, their names were not mentioned in any part of the research paper. Codes were used as substitute for their names and responses. Lastly, all the information to be collected were only used for the purpose of the study and were not given to anyone who has nothing to do with the research.

Statistical Treatment

The researcher applied the following statistics to interpret the data to be collected:

1. Frequency count, to measure the creative quotient of the teachers

Range	Description
11-16	High Creative Quotient
6-10	Starting to be Creative
1-5	Low Creative Quotient

2. Weighted mean, to summarize the performance rating of the teachers
3. Pearson r , to determine the relationship of creative quotient and performance of teachers

III. RESULTS AND DISCUSSION

This chapter centers on the results of the application of statistical treatment and thematic analysis on the gathered data. Presentation is arranged based on the research questions.

1. Creative Quotient of the Elementary Teachers

The first target of the study is to examine the creative quotient of the elementary teachers using a survey questionnaire.

It is revealed in the assessment that 46.03% of the public elementary school teachers have “Starting to be Creative” Quotient, while there are 23.28% who have low creative quotient.

According to the findings, public elementary school teachers are gradually increasing their creative quotient. The figures indicated that the creative quotients of the respondents have a significant distance to travel before finally attaining their full potential. It can be inferred from this that teachers actively seek out opportunities to exercise their creative faculties in the course of their work as teachers. According to Alabbasi (2025), those who are highly creative have a common inclination to participate in a greater number of activities. They are able to take the ordinary and make it more interesting, which is an essential trait for a teacher to possess.

TABLE 2
SUMMARY OF CREATIVE QUOTIENT OF ELEMENTARY SCHOOL TEACHERS

Category	Frequency	Percentage
High Creative Quotient	58	30.69
Starting to be Creative	87	46.03
Low Creative Quotient	44	23.28
Total	189	100.00

2. Teaching Performance of Elementary School Teachers

The study also dwelt on getting data regarding the teaching performance of elementary school teachers based on their COT. It is reflected that 100.00% of the respondents have outstanding rating in their teaching performance.

They are exceeding the minimum expectations that have been established by the Department of Education, as indicated by the findings of the COT that was administered to the professionals in the teaching profession. What you see here is the actual performance of the teachers as they instruct the pupils in their separate classes. Adilon and Asiri (2024) noted that a great performance by a teacher in the delivery of a lesson can be based on a range of components. These elements include the teacher's knowledge of the subject matter, good classroom management, and successful teaching methodology by the teachers. When teachers are powerful in these areas, there is a greater possibility that they will be successful in the work that they do as teachers in the classroom. This is because teachers are responsible for educating students.

TABLE 3
SUMMARY OF TEACHING PERFORMANCE OF TEACHERS

Rating	Frequency	Percentage
Outstanding	189	100.00
Very Satisfactory	0	0.00
Total	195	100.00

3. Relationship between Creative Quotient and Teaching Performance

After examining both the creative quotient and teaching performance of elementary school teachers, the researcher subjected the data to another statistical treatment.

Table 4 tells that the relationship between creative quotient and teaching performance garnered an r value of 0.6871 and p value of 0.0328. These help the researcher to be confident in reject the null hypothesis and claim that the relationship is statistically significant. When creative quotient improves, teaching performance will also improve.

Mastur and Zainuddin (2023) stated that in order to be successful in their careers, professionals, especially teachers, are required to possess a certain creative quotient. When someone is creative in their work, they are able to generate outputs and situations that are not typical of what is expected of them. In the classroom, teachers are able to increase their ratings by incorporating work that is both original and creative into their work. This helps teachers improve their ratings.

TABLE 4
RELATIONSHIP OF VARIABLES

Variables	r-value	p-value	Decision
Creative quotient and teaching performance	0.6871	0.0328	Reject Null

4. Proposed Creativity Enhancement Plan

The final target of the study is to come up with a proposed creativity training plan. The said plan aims to help elementary teachers to further improve their creativity quotient.

Goal

To enhance teachers' creativity and innovative teaching practices that foster engaging and learner-centered instruction.

Objectives	Strategies/ Activities	Person in Charge	Resource s Needed	Success Indicators	Monitoring and Evaluation
1. Develop teachers' awareness of the importance of creativity in teaching.	- Conduct an <i>In-Service Training (INSET)</i> or <i>Learning Action Cell (LAC)</i> session on creative and innovative teaching strategies.- Share success stories and model lessons showcasing creativity.	School Head, Master Teachers	Training materials, multimedia equipment, resource speakers	100% teacher participation; increased understanding of creativity in post-training evaluation	Attendance records, post-training evaluation forms, LAC minutes
2. Encourage teachers to integrate creative methods and materials in lesson delivery.	- Implement a <i>Creative Lesson Design Contest</i> .- Encourage use of multimedia, art integration, and gamified learning activities.- Create a repository of innovative lesson plans.	Master Teachers, Department Heads	ICT tools, art materials, lesson plan templates, printing resources	At least 80% of teachers submit creative lesson designs; observed increase in student engagement	Lesson observations, student feedback, portfolio review
3. Promote collaboration and sharing of best practices among teachers.	- Conduct monthly <i>Creative Teaching Showcases</i> or peer demonstrations.- Establish a "Creativity Corner" bulletin or digital hub for sharing resources.	LAC Coordinators, Subject Coordinators	Bulletin boards, digital platform (Google Drive, Padlet), AV equipment	Active sharing of at least one innovative idea or material per teacher per quarter	Documentation of showcases, feedback forms, peer evaluation reports

Objectives	Strategies/ Activities	Person in Charge	Resource s Needed	Success Indicators	Monitoring and Evaluation
4. Provide support and recognition for creative initiatives.	- Introduce a “ <i>Most Creative Teacher Award</i> ” during recognition ceremonies.- Offer incentives or certificates for creative outputs.	School Head, HR Committee	Certificates, tokens, funding for awards	Increased motivation and participation; visible improvement in creative outputs	Award records, survey on teacher motivation
5. Sustain creativity through continuous professional development.	- Partner with external agencies or experts for workshops on innovation, design thinking, and technology integration.- Encourage participation in creativity-focused seminars and webinars.	School Head, CPD Coordinator	Training budget, internet access, external resource persons	At least two creativity-related professional development sessions attended by all teachers per year	Training reports, certificates of participation, reflection papers

Monitoring and Evaluation Plan

- **Frequency:** Quarterly
- **Tools:** Observation checklist, teacher portfolio review, feedback surveys, performance appraisal reports
- **Evaluators:** School Head, Master Teachers, Department Heads
- **Evaluation Focus:**
 - Level of teacher engagement in creative initiatives

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- Application of creative strategies in classroom instruction
 - Impact on student engagement and learning outcomes

Expected Outcomes:

- Teachers demonstrate increased confidence and innovation in lesson delivery.
- Enhanced learner engagement and participation.
- A school culture that values creativity, collaboration, and continuous improvement.

IV. CONCLUSIONS AND RECOMMENDATIONS

This chapter contains the presentation of the conclusions based on the findings of the study and the recommendations offered.

Summary of Findings

The following were the summary of findings:

1. 46.03% of the elementary school teachers are on “Starting to be Creative” Quotient, while there are 23.28% who have low creative quotient.
2. 100.00% of the respondents have outstanding rating in their classroom observation that demonstrates their teaching performance.
3. The relationship between creative quotient and teaching performance garnered an r value of 0.6871 and p value of 0.0328.
4. A creativity training plan is proposed for elementary school teachers based on the findings of the study.

Conclusions

Based on the summary, the following were the conclusions:

1. Elementary teachers are starting to attain higher creative quotient. This also tells that there is still room for improvement in the creative quotient of the respondents.
2. Respondents are going beyond the minimum expectations of the Department of Education in terms of actual delivery of instruction. This is the actual performance of the teachers as they deliver lessons to their learners.
3. There is a significant relationship between creative quotient and teaching performance of elementary school teachers. This means that when creative quotient improves, teaching performance will also improve.
4. The proposed creativity training plan aims to help elementary school teachers further improve their creative quotient.

Recommendations

Based on the conclusion, the following are the recommendations offered:

1. School heads may further improve further the elementary school teachers' creative quotient by providing trainings or sharing learning materials on how to be more creative in teaching.
2. Best practices in teaching of elementary school teachers may be shared with one another through learning action cell or voluntary observation of other teachers to outstanding teachers.
3. School heads and master teachers may enhance the creative quotient by including creativity training into the professional development plan to also elevate teaching effectiveness.

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4. The proposed creativity training plan may be adopted by the schools to be part of their school improvement plan as a way to help teachers improve not only creative quotient but also address the needs for innovation, and teaching performance.
 5. Future researchers may conduct study regarding creativity quotient of school heads to also analyze its influence on creativity quotient of teachers.

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