THE INNOVATIVE METHODS FOR BETTER CURRICULUM CREATION IN A HIGHER EDUCATION SCIENCE COLLEGE

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Abstract

This research examined teachers' work behaviour and curricular innovation commitment. 240 instructors in Cotabato Division provided quantitative data, while 10 provided qualitative data. Results show that instructors' work behaviour influences curricular innovation. Work behaviour, instructional strategy, and technological use are major determinants of teacher innovation. Teachers' dedication affects all elements of curricular innovation.

Emerging technology, teacher workload and time limits, meeting varied learners' needs, lack of resources, lack of support, and national examinations are further problems for instructors in curriculum innovation and contextualization. Teachers use professional growth, support, connectivity, and resourcefulness to overcome problems. Teachers with a strong work ethic will provide outstanding curricular innovation. Teachers will create contextualised curricular content for appropriate student experiences.

Keywords: Teachers' Work Behavior, Commitment, Curriculum Innovation, Mixed Method, Philippines.

1. INTRODUCTION

According to Baijumon and Yakoob (2015), the educational professions have reportedly made a significant contribution toward the goal of influencing organisational behaviour. [Citation needed] An earlier study conducted by Serin (2011) found that teachers who have a higher level of commitment towards the school organisation are more successful in their work. This is because these teachers carry out their obligations and responsibilities in order to contribute to the growth of the institution in which they are employed. As instructors, they reframe the predetermined content of the curriculum in order to successfully transfer not only the information but also the process that is involved in the students' day-to-day experiences in schools. Students could benefit from them in their academic and personal growth as a result of using them. The ability to grasp the curriculum is essential for achieving educational equity and curricular justice. This demands the preparation and use of pedagogical techniques (Connell, 2013). Bernstein and Nash (2008) observed, however, that concerns exist regarding the necessity of recontextualization of the nationally specified curriculum in order to provide a meaningful manner of learning. Some of the curriculum's contents do not fit with the local environment or the learning materials that are now available in the community. This is the case. Therefore, instructors should work on developing their inventive thinking as a specific ability in order to meet the demands of their students and to encourage a positive attitude toward learning among their pupils. In addition, the construction of a curriculum that is responsive and coherent is helped along by examining the pedagogical practises of instructors and comparing them to their own professional abilities (Beane, 2003).

Evaluating the instructional tactics of instructors in relation to their professional abilities is a contribution to the creation of a consistent educational programme (Beane, 2003). The vast majority of the research that is now being combed through on work behaviour and teacher commitment is aimed at determining the relationships between the aforementioned characteristics and job satisfaction as well as the academic success of pupils. There is a dearth of research that investigates what particular work behaviour and what feature of teacher dedication might result in creative teaching. As a result, the hole in the body of knowledge was uncovered. This research vacuum has been filled up as a result of this study, which discovered and presented the components of work behaviour and dedication that strongly predict innovativeness in curriculum. Therefore, in order for students to be able to cope with the social environment in which they are learning and to remember the information that they need to know, teachers need to improve their ability to teach as well as their ability to interact with students. This will enrich the students' insights as well as skills such as expressing commitment to their profession. This is the premise that the researcher found interesting, which led to the decision to carry out this investigation.

2. STATEMENT OF THE PROBLEM

This study aimed to determine Teachers Work Behavior and Commitment towards Curriculum Innovation. Specifically, it sought to answer the following research questions:

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1. What is the level of teachers work behavior when analyzed by socio-emotional behavior, teaching approach behavior, and teachers' behavior towards technological use?

2. What is the level of teachers' commitment when analyzed by affective commitment, continuance commitment, and normative commitment?

3. What is the level of teachers' curriculum innovativeness when analyzed by learning assistance, questioning strategy, instructional delivery, learning enhancement, and curriculum contextualization?

4. Is there a significant relationship between teachers work behavior and curriculum innovation?

5. Do teachers work behavior show a significant influence on curriculum innovation?

6. Is there a significant relationship between teachers' commitment and curriculum innovation?

7. Does the teachers' commitment show a significant influence on the curriculum innovation?

8. What are the problems encountered by teachers in innovating or contextualizing the curriculum content?

9. How did teachers address the challenges related to innovating or contextualizing the curriculum content?

3. THEORETICAL FRAMEWORK

This study on work behavior was anchored on Social Exchange Theory (SET) (Cropanzano & Mitchell, 2005), which paves way for the idea of teachers' engagement and work behavior. Based on SET, when worker feed that they are given value in the workplace, this would result positive work behavior. As a result, people are inspired to accomplish more than their obligations at work, which can contribute to innovation and creativity, as well as moving their workplace forward (Gichohi, 2014). Teachers, on the other hand, are more likely to be optimistic, motivated, energetic, and deeply absorbed in their work, which fuels their creativity and invention (Joo & Lim, 2009).

Allen and Mayer (2011) established a three-dimensional model by stressing the psychological side of organizational commitment. They looked at three types of organizational commitment: affective, continuance, and normative. Affective commitment is described as employees' desire to emotionally invest in the company. Workers remain in the organization because they want to. Continuance commitment refers to employees considering the costs of leaving versus the reasons to stay in the organization while deciding whether or not to stay. The fourth dimension, normative commitment, refers to a sort of mandatory commitment in which employees stay in the organization because they feel safe and responsible. Teachers who are committed to the school adopt the school's aims and ideals, make an attempt to accomplish

them, and maintain their desire to stay in the school are said to be committed.

4. METHODS

Research Design

This study utilized the mixed method research design. In this design, the quantitative and qualitative data were collected. This quantitative study further involved descriptive and correlational approach. The results of qualitative and quantitative data collection were combined, allowing for a more robust and thorough understanding than using each data source alone (Creswell, 2013). The descriptive method was used in presenting results on the level of teachers' work behavior on socio-emotional behavior, teaching approach behavior and teachers' behavior towards curriculum innovation, and the level of teachers' commitment on affective commitment, continuance commitment and normative commitment. The same design was used in presenting results on the level of teachers' curriculum innovation on learning assistance, questioning strategy, instructional delivery, learning enhancement and curriculum contextualization, respectively. The correlational design was used in determining the degree of association on teachers' work behavior and curriculum innovation; and teachers' commitment and curriculum innovation. On the other hand, the qualitative component included narratives which were extracted from the experiences of the participants.

Data Gathering Methods

The researcher observed the following procedures in the gathering of the data. An in-depth reading of the literature was done to select an appropriate questionnaire. After which, the researcher did data mining and saved numerous pieces of literature that are crucial in the present study. The researcher asked for the adviser's assistance to make the statements appropriate before the panel of experts will validate the tool. After this process, a dry-run was conducted to test the acceptability and its reliability using the Cronbach Alpha (0.983).

Respondents/Participants of the Study

The respondents/participants of this study were the Junior High School teachers holding the position of Teacher I at the identified schools in the Division of Cotabato particularly in Arakan Valley Complex Municipalities. The respondents gave exact data for the realization of the study.

Statistical Tools and Data Analysis

This study employed descriptive statistics to analyze and interpret the data gathered.

Weighted mean: This was used to analyze the level of teachers' work behavior on socio-emotional behavior, teaching approach behavior and teachers' behavior towards curriculum innovation; level of teachers' commitment on affective commitment, continuance commitment and normative commitment; and level of teachers' curriculum innovation on learning assistance,

questioning strategy, instructional delivery, learning enhancement and curriculum contextualization.

Person-r.: This was used in determining the level of association between the variables in this study- the degree of association on teachers' work behavior and curriculum innovation, and teachers' commitment and curriculum innovation.

Meanwhile, thematic analysis was conducted to analyze the transcribed data from the in-depth interview. This approach focuses on identifying, analyzing, and recording patterns (or "themes") in data. Themes are patterns seen in multiple data sets that are crucial in describing a phenomenon and are linked to a specific research issue (Boyatzis, 1998).

Ethical Considerations

This study observed ethical considerations in this study. Full consent was obtained from the participants prior to the study for secured privacy. An adequate level of confidentiality of the research data was also ensured. Any type of communication in relation to this research was done with honesty and transparency. The respondents were also given a short orientation as to the purpose of the research. The researcher extended gratefulness to the respondents considering that their time in class schedules is being altered.

5.   RESULTS AND FINDINGS

A.   Research Problem No. 1

Level of teachers' work behavior when analyzed by socio-emotional behavior, teaching-approach behavior, and teachers' behavior towards technological use.

Table 1 Level of teachers' work behavior

Work Behavior	Mean	Description
Socio-emotional	4.46	Oftentimes
Teaching approach	4.51	Always
Technological use	4.45	Oftentimes
Weighted Mean	4.47	Oftentimes

The overall mean generated is 4.47 which mean oftentimes. The teachers show the work behavior expected form them most of the time. In particular, the high mean is on teaching approach and the lowest mean is on technology use; however, all dimensions fall on the same description manifesting that teacher oftentimes show the necessary work behavior.

Research Problem No. 2

Level of teachers' commitment when analyzed by affective commitment, continuance commitment, and normative commitment.

Table 2 Level of teachers' commitment

Teachers' Commitment	Mean	Description
Affective	4.54	Highly Committed
Continuance	4.45	Committed
Normative	4.46	Committed
Weighted Mean	4.48	Committed

The overall mean of the dimensions of teacher commitment such as affective, continuance and normative is 4.48 which shows that in general, teachers are committed to their work.

Research Problem No. 3

Level of teachers' curriculum innovativeness when analyzed by learning assistance, questioning strategy, instructional delivery, learning enhancement, and curriculum contextualization.

Table 3 Level of teachers' curriculum innovativeness

Curriculum Innovativeness	Mean	Description
Learning Assistance	4.48	Innovative
Questioning strategy	4.43	Innovative
Instructional Delivery	4.47	Innovative
Learning Enhancement	4.49	Innovative
Weighted Mean	4.47	Innovative

In general, the teachers are described as innovative as reflected in the overall mean score of 4.47.

Research Problem No. 4.

The results revealed that teachers' work behavior in terms of socio-emotional, teaching approach, and technological use have a high degree of significant relationship to the teachers' curriculum innovativeness in terms of learning assistance, questioning strategy, instructional delivery, learning enhancement, and curriculum context.

In fact, for Brown and Larson (2009), social relations have an important place in the learning process of human being since they become socially and emotionally mature having established positive relationships with others as they kept acquiring knowledge and awareness on their feelings (Zins, Bloodworth, Weissberg & Walberg, 2004). Technology use is also significantly related with curriculum innovation in terms of learning assistance, questioning strategy, instructional delivery, learning enhancement, and curriculum context. For Zhao, Tan and Mishra (2001) teachers' attitude towards computer use is linked with teachers view on the use of computer as a tool to accomplish tasks, manage students more efficiently, and to communicate with parents more easily. In this connection, Teo (2006) also emphasized that appreciating teachers' attitudes towards computer use is useful in integration.

Table 4 The relationship of the teachers' work behavior and curriculum innovation.

Work Behavior		Learning Assistance	Questioning Strategy	Instruction Delivery	Learning Enhancement	Curriculum Context
Socio-emotional	Pearson R	0.812**	0.853**	0.757**	0.739**	0.794**
	Probability	0.000	0.000	0.000	0.000	0.000
Teaching Approach	Pearson R	0.795**	0.867**	0.779**	0.746**	0.776**
	Probability	0.000	0.000	0.000	0.000	0.000
Techno Use	Pearson R	0.710**	0.724**	0.786**	0.792**	0.764**
	Probability	0.000	0.000	0.000	0.000	0.000

Research Problem No. 5

Influence of the teachers' work behavior on the curriculum innovativeness in terms of **learning assistance.**

Table 5 Influence of the teachers' work behavior

Work Behavior	Coef. B	Std. Error	t-value	Probability
(Constants)	0.425	0.170	2.494	0.013
Socio-emotional	0.382	0.072	5.319	0.000**
Teaching Approach	0.277	0.073	3.798	0.000**
Technological Use	0.227	0.053	4.273	0.000**

Multiple R = 0.710; F-Value = 197.381

*Probability = 0.000**; ** = Significant at 1% level*

The data disclose the combined effect of teachers' work behavior on the curriculum innovativeness in terms of learning assistance. Boyd, (2016) pointed out that teachers assist learners and ensure that students are more task-attentive and collaborate positively collaborating with their fellow learners and the teachers. It is also believed that with teacher's assistance, students feel that more individualized instruction and help are available. Teaching approach of the teachers enable them to do such for their learners and this showcases curriculum innovativeness through learning assistance. When teachers show positive attitude on technology, they will be able to provide learning assistance through technology Alharbi and Drew (2014). That the success of student learning with computer technology depends largely on the attitudes of teachers. Likewise, their willingness to embrace the use of technology (Teo, 2006).

Influence of the teachers' work behavior on the curriculum innovativeness in terms of **questioning strategy.**

Table 6 Influence of the teachers' work behavior on the curriculum innovativeness

Work Behavior	Coef. B	Std. Error	t-value	Probability
(Constants)	0.401	0.137	2.932	0.004
Socio-emotional	0.296	0.058	5.148	0.000**
Teaching Approach	0.441	0.059	7.522	0.000**
Technological Use	0.161	0.043	3.785	0.000**

Multiple R = 0.800; F-Value = 321.991

*Probability = 0.000**; ** = Significant at 1% level*

Based on the results, it can be said that teachers' work behaviors in terms of their socio-emotional behavior, teaching approach, and technological utilization play vital roles on how they formulate questions to enable their students think critically and express themselves. The emotional attachment of the teachers to their students makes them more inclined to enforce learning among students. Without being intimidated, teachers can ask students good questions like open-ended questions to develop students' cognitive skills, as these questions encourage them to express and elaborate upon their thinking, and provide rationales for their thoughts (Lee, Kinzie, & Whittaker, 2012).

When questioning, teachers may use the technology to foster critical thinking. Technology can be used in showing concept maps. When a student is creating a concept map, the teacher should question the student to see how much he or she knows about the issue and how his or her understanding changes, and then assist the student in going deeper into the subject and improving, refining, or expanding the idea map. Unfortunately, there is limited study on the use of questions during the creation of concept maps (Saylag, 2013).

Table 7 Influence of the teachers' work behavior on the curriculum innovativeness in terms of instructional delivery.

Work Behavior	Coef. B	Std. Error	t-value	Probability
(Constants)	0.635	0.154	4.121	0.000
Socio-emotional	0.106	0.065	1.636	0.103
Teaching Approach	0.321	0.066	4.855	0.000**
Technological Use	0.431	0.048	8.973	0.000**

Multiple R = 0.722; F-Value = 209.280

*Probability = 0.000**; ** = Significant at 1% level*

Teachers teaching approach and technological utilization are considered as greatest contributors on their delivery of instructions to their students. The findings implied that as to how teachers give detailed information about how something should be done by their students depends on their teaching approach and their utilization of technology.

Teaching approach as the significant predictor of curriculum innovativeness in terms of instructional delivery means, innovations and new modes of teaching delivery applied by the teacher is influence by their work behavior on the use of teaching approaches. Furthermore, another significant predictor of curriculum innovativeness in terms of instructional delivery is the work attitude of the teachers towards technology use. Positivity towards application of different teaching approach enables the teachers to have instructional delivery applying a repertoire of instructional strategies to communicate and interact with students around academic content, and to support student engagement (Miller, 2008).

Table 8 Influence of the teachers' work behavior on the curriculum innovativeness in terms of learning enhancement.

Work Behavior	Coef. B	Std. Error	t-value	Probability
(Constants)	0.594	0.164	3.611	0.000
Socio-emotional	0.130	0.069	1.879	0.050*
Teaching Approach	0.247	0.070	3.510	0.001**
Technological Use	0.495	0.051	9.662	0.000**

Multiple R = 0.702; F-Value = 189.747

*Probability = 0.000**; ** = Significant at 1% level*

* = Significant at 5% level

This result means that the socio-emotional behavior, teaching approach, and behavior towards technological use of the teachers greatly affect their teaching practices which reflect the school's commitment to ensuring that students are given the opportunities necessary for their meaningful progress in learning. For Vaughn, Bos, and Schumm (2000), learning enhancement is more effective to build positive behaviors than control negative student behavior. In the same vein, if the teachers have positive attitude on teaching approaches, they can as well enhance learning because once they are adept at finding out teaching approaches that are effective in learning, they can also innovate to enhance the learning of students. The teachers' behavior has an influence on the initiation for

pupils to engage in classroom learning. Pupils value tasks as they feel positive emotions of teachers and support (Casel, 2005). Pickens (2005) stressed out that individuals' motivation to perform a behavior depends on its complexity and their self-efficacy. The attitude of teachers towards technology refers to this as their perceived usefulness of the technology. Users of technology have a better appreciation if they can maximize technology's full capacity as a tool (Alharbi & Drew, 2014).

Table 9 Influence of the teachers' work behavior on the curriculum innovativeness in terms of curriculum contextualization.

Work Behavior	Coef. B	Std. Error	t-value	Probability
(Constants)	0.543	0.159	3.411	0.001
Socio-emotional	0.298	0.067	4.456	0.000**
Teaching Approach	0.207	0.068	3.029	0.003**
Technological Use	0.361	0.050	7.274	0.000**

Multiple R = 0.718; F-Value = 205.691

*Probability = 0.000**; ** = Significant at 1% level*

Teachers' work behaviors, particularly their socio-emotional behavior, teaching approach, and behavior towards technological use, are significant predictors on curriculum and instruction. These results imply that teachers utilize all means for the students to understand the curriculum and make the competencies relevant, meaningful, and useful to their students. This implies further those teachers have better work attitude, they have better chances comply curriculum contextualization using many different instructional techniques. It includes contextual teaching and learning; and content area (Perin, 2011).

Statement of the Problem No. 6

Innovating the curriculum is one of the responsibilities of the teachers and they are duty bound to ensure that it is responsive to student needs. In this study, this is linked to affective commitment. As explained by Leafman (2015), the affective commitment refers to the strong belief and acceptance of goals and professional values and the will to make considerable efforts to fulfill the professional objectives and responsibilities.

In similar point, the results also show that continuance commitment is also related to innovativeness in terms of learning assistance, questioning strategy, instructional delivery, learning enhancement, and curriculum contextualization. Continuance commitment is positively related with performance and quality of work (Mahlo, 2012). This means, teachers are innovating since they are committed to their work which can be also reflected on the way they perform their work and their work output. Also, when teachers are committed, they will think of how they can better facilitate learning among students.

Furthermore, the results also revealed that teachers' commitment is significantly related to curriculum innovativeness in terms of learning assistance, questioning strategy, instructional delivery, learning enhancement, and curriculum contextualization. Employees with a higher level of normative commitment feel an obligation to remain with the organization (Epstein, 2009). When the teachers remain in the organization, they committed to perform their obligations and one of this curriculum innovations. They will embrace changes as well. They know what has to be changed in the curriculum to better address the needs of the learners.

Table 10 The relationship of the teachers' commitment and curriculum innovativeness.

Teachers' Commitment		Learning Assistance	Questioning Strategy	Instruction Delivery	Learning Enhancement	Curriculum Context
Affective	Pearson R	0.703**	0.697**	0.809**	0.809**	0.756**
	Probability	0.000	0.000	0.000	0.000	0.000
Continuance	Pearson R	0.777**	0.782**	0.763**	0.776**	0.776**
	Probability	0.000	0.000	0.000	0.000	0.000
Normative	Pearson R	0.777**	0.778**	0.794**	0.815**	0.795**
	Probability	0.000	0.000	0.000	0.000	0.000

*** Correlation is significant at 0.01 level*

Research Problem No. 7

Affective commitment, continuance commitment and normative commitment significantly predict curriculum innovativeness particularly learning assistance provided by the teachers. Findings implied that teachers give significance to building good relationship with colleagues and students and being loyal to the school in formulating curriculum changes to address their students' special needs and support in learning.

Curriculum innovation, in which teachers innovate with the curriculum and instruction to create new learning experiences, is a powerful process. As a result, teachers' active experimentation during new curriculum can be important since it creates unique learning trajectories and hence entrenched teacher learning spaces (Ponnusamy, 2019). Meaning if teachers are not commitment to do their job, then curriculum innovativeness is also affected.

Table 11 Influence of the teachers' commitment on the curriculum innovativeness in terms of learning assistance.

Teachers' Commitment	Coef. B	Std. Error	t-value	Probability
(Constants)	0.444	0.188	2.368	0.019
Affective	0.129	0.069	1.864	0.044*
Continuance	0.415	0.081	5.146	0.000**
Normative	0.337	0.099	3.422	0.001**

Multiple R = 0.650; F-Value = 149.965

*Probability = 0.000**; ** = Significant at 1% level*

* = Significant at 5% level

Among the dimensions of teachers' commitments, their continuance and normative commitments are considered as factors that have significantly influenced teachers' curriculum innovativeness in terms of questioning strategy. This implies that what they believe is moral obligations to the school could bring better influence on how they innovate the curriculum particularly their questioning strategy.

When teachers are committed to develop critical thinking skills of the students and foster their curiosity and thinking, they provide opportunities for learners to think about and answer a range of questions like higher order questions. For Hopkins, Craig, and Knight (2015) student responses to our questions improve when they know they have longer to process questions, organize their thoughts and to look at ideas in different ways.

Table 12 Influence of the teachers' commitment on the curriculum innovativeness in terms of questioning strategy.

Teachers' Commitment	Coef. B	Std. Error	t-value	Probability
(Constants)	0.619	0.180	3.433	0.001
Affective	0.099	0.067	1.486	0.101
Continuance	0.415	0.078	5.356	0.000**
Normative	0.338	0.095	3.566	0.000**

Multiple R = 0.653; F-Value = 152.074

*Probability = 0.000**; ** = Significant at 1% level*

Teachers' commitment to interact with their students and giving them opportunities to actively participate in class discussions is effective in making learners understand better the instructions given to them by their teachers.

Firestone and Pennell (1993) as cited by Altun (2017) maintained that commitment to teaching is an effective route to the development of teaching practice. Commitment to teaching gives teachers the responsibility to explore constantly new ways of teaching to develop learning experiences of students.

Table 13 Influence of the teachers' commitment on the curriculum innovativeness in terms of instructional delivery.

Teachers' Commitment	Coef. B	Std. Error	t-value	Probability
(Constants)	0.672	0.157	4.281	0.000
Affective	0.420	0.058	7.223	0.000**
Continuance	0.227	0.067	3.357	0.001**
Normative	0.198	0.082	2.400	0.017*

Multiple R = 0.713; F-Value = 200.396

*Probability = 0.000**; ** = Significant at 1% level*

* = Significant at 5% level

The results implied that the teachers' practices of ensuring that each student is given the opportunities necessary for her to make meaningful progress in learning are affected by their commitment. As per Serin (2017), one of the most essential factors in the development of an enthusiasm for teaching is teachers' dedication and attention to their students' learning.

A dedicated teacher is never happy with what she or he already has; instead, she or he is continually looking for fresh ideas and ways to help the kids (Celik, & Yildiz, 2017). Altun (2017) further stated that teacher commitment is linked to providing a successful learning environment in which students can improve their abilities and achieve greater success.

Table 14 Influence of the teachers' commitment on the curriculum innovativeness in terms of learning enhancement.

Teachers' Commitment	Coef. B	Std. Error	t-value	Probability
(Constants)	0.516	0.157	3.286	0.001
Affective	0.374	0.058	6.421	0.000**
Continuance	0.218	0.068	3.225	0.001**
Normative	0.293	0.083	3.544	0.000**

Multiple R = 0.729; F-Value = 216.843

*Probability = 0.000**; ** = Significant at 1% level*

Based on the data, it can be gleaned that teacher's application of educational process of relating the curriculum to a particular setting, situation or area of application to make the competencies relevant, meaningful, and useful to all learners are all predicted by teachers' commitment. The findings hold true to Fried's (2001) who maintained that there is a relationship between committed teachers and quality education since committed teachers are much more innovative which will prevent students from getting bored.

Table 15 Influence of the teachers' commitment on the curriculum innovativeness in terms of curriculum contextualization.

Teachers' Commitment	Coef. B	Std. Error	t-value	Probability
(Constants)	0.564	0.169	3.328	0.001
Affective	0.251	0.063	4.001	0.000**
Continuance	0.306	0.073	4.200	0.000**
Normative	0.301	0.089	3.378	0.001**

Multiple R = 0.862; F-Value = 173.176

*Probability = 0.000**; ** = Significant at 1% level*

Problems encountered by teachers in innovating or contextualizing the curriculum content

Emerging technologies

One of the challenges identified by the teacher participants in terms of innovation or curriculum contextualization is the emerging technologies. With the technologies available to leaners, they are exposed to different knowledge and way of life; in fact, teachers have observed that some are adapting the daily life and ways of life of other people. When they plan for the contextualization of the curriculum, this idea is giving them the difficulty of deciding the contextualized content and materials. In addition, the problem associated with the emerging technology is connected to the teachers' knowledge on technology use and how they can effectively use technology in their respective classes.

The findings show that technology itself has been causing teachers' problems on curriculum innovation or contextualization. This result can be best explained by Nager (2003) and Aydin, Ozfidan, and Carothers (2017) who posited that educators face several challenges in using technology successfully in their classrooms because teachers and school leaders often see technological experimentation as outside the scope of job descriptions.

Teacher's workload and time constraints

For teachers, innovating or contextualizing the curriculum is also confronted with problems like their workload and or time constraints particularly in planning and preparing the materials needed. Teachers shared about their overwhelming tasks. The said their being overloaded with task prevent them from planning and innovating their teaching.

It can be gleaned from the responses of the participants that their being overloaded with tasks is preventing them to work on the innovations or contextualization of their lesson and this situation further translates into their lack of time in doing the tasks of implementing change in the curriculum particularly the lesson presentation. In the Leite, Fernandes, and Figueiredo (2018) about the

challenges in curricular contextualization in Australian context, their findings specifically pointed out that teachers' workload is among the challenges that teachers encountered.

Addressing the needs of highly diverse learners

Based on the description of the teacher-participants, they are handling more than 40 learners in a class. This also means, they are dealing with learners coming from different linguistic backgrounds and cultural context. For teachers, their students are into different ways of living, and they do not belong to a group with cohesive cultural practices.

The diverse learners' is the primary concern of the teachers and that they might be serving only few of their students when they innovate or contextualize the lesson. The participants particularly pointed out that they have to plan out carefully and contextualization should also be presented in various forms – this makes the tasks even more challenging.

Teachers believe that when they plan, they have the difficulty of suiting the innovation or contextualization to the individual needs of the learners and they specifically reason out that learners are diverse so they need to also diversify when they contextualize. In the study of Aldossari (2018), he found out that applying various approaches in teaching is indeed a challenge. He further explained that teaching strategies need to be diversified and adapted to suit the diversity of students' needs in the classroom. There is a wide spectrum of students' differences, needs and concerns, and patterns of thinking. These differences require teachers to respond using a variety of approaches.

Lack of resources and knowledge about local features

Participants pointed out that they lack the materials and resources. For instance, this participant enumerated relevant challenges on the lack of resources which prevent them to contextualize.

Based on the responses of the participants, it is manifested that while they have the eagerness to really contextualize, they are prevented to do so due to lack of resources and lack of knowledge about the community where the learners come from. The place is made up of not just the physical surroundings, but also the experiences, events, local characteristics, and what the environment has to offer. According to Sahasewiyon (2004), the curriculum's subject matter and learning procedures should be relevant to people's daily life. They should be founded on knowledge derived from the local environment and economic context.

Lack of support

Lack of support is also pointed out by the participants as one of the challenges in innovation and contextualization. The support they are referring to is the lack of community support and the lack of support from the school administration and fellow teachers. As described by the teachers, when they ask for the support of the parents and the community, they receive negative responses.

National assessments

Having the achievement test which is a national assessment is also one of the posing problems in contextualization as explained by the teachers. This is the reason why I choose not to contextualize, instead, use the books and resources which may have national identity and not really localized.

This result of the study shows that teachers, on their way to planning or implementing the contextualization in their lessons, are also prevented from doing so due to their apprehensions that their students might not be acquainted with other forms of knowledge that have features of other communities in the country. While there is a mandatory curriculum, teachers are also encouraged to contextualize and innovated. However, with the national assessment, they also need to use the teaching resources like books and other materials showcasing non-contextualized examples or presentations.

How teachers address the challenges related to innovating or contextualizing the curriculum content

Being engaged in Professional development

Teachers shared that they face the challenges by engaging to professional development. They specify that they participate in trainings and seminars and attend school learning action cell.

It can be noted on the responses of the participants that they are eager to learn and in fact they find out ways to learn by professionally developing themselves. Improving the quality of instruction is an important topic in education (Graham & Perin, 2007), particularly for culturally and linguistically diverse learners. Professional development programs can help teachers improve their skills through classroom coaching (Bambrick-Santoyo, 2012).

Seeking support and establishing linkages

Teachers also address the challenges on curriculum innovation and contextualization by seeking support and establishing linkages. As explained by the teachers they look for people who can help them in making sure they will succeed when contextualizing and innovating the curriculum. Aside from asking help from their colleagues, the teachers also look for individuals or organization for partnership.

Employing resourcefulness

Teachers believe that they are also resourceful so they can address problems related to innovation and contextualization. They look for learning resources and use available learning materials. It can be deduced from the responses of the participants that they are also finding ways in order to innovate and contextualize. They show their resourcefulness in finding out the materials to be used in the class.

Managing Time

Managing time is also expressed by another participant when asked how they cope with the challenges they encountered. One of the issues pointed out is their lack of time to implement contextualization. One of the teachers said she manage her time to give way for the

contextualization planning and implementation in her class. Time management refers to making the most of one's time in order to maximize productivity and achieve goals. It is concerned with the management of work schedules through advanced planning, organizing, and implementation in order to meet their and the organizations' goals and objectives (Zafarullah, Mumtaz, Murad, Abida, & Humera, 2016).

6. CONCLUSIONS AND RECOMMENDATIONS

Teachers' work behavior in terms of socio-emotional, teaching approach and technological use is significantly linked to curriculum innovativeness; teachers' work behavior significantly affects the curriculum innovativeness in terms of learning assistance, questioning strategies, instructional deliveries, learning enhancement, and curriculum contextualization. Teachers' commitment is significantly correlated and has significant influence to curriculum innovativeness. The challenges of the teachers in curriculum innovation and contextualization are: challenges related to emerging technologies; teacher's workload and time constraints; addressing the needs of highly diverse learners; lack of resources and knowledge about local features; lack of support; and National assessments; and, in addressing challenges on curriculum innovation and contextualization, the techniques that the teachers employed include: engaging in professional development, seeking support and establishing various linkages, and employing resourcefulness.

The following recommendations are hereby offered:

1. Teachers may continue to strengthen their positive work behavior towards socio-emotional, teaching approaches and technological use, and their work commitment.

2. Teachers may develop their curriculum innovativeness by attending professional development and to welcome other opportunities for learning.

3. Schools may adopt the proposed intervention plan to help teachers in planning and implementing curriculum innovation and contextualization.

4. Teachers may learn from the different techniques shared by the teacher-participants in addressing the challenges they have encountered related to curriculum innovation and contextualization.

Future researchers may pursue research topics like the following:

a. Exploratory mixed method investigating the dimensions of teachers' work behavior, commitment and curriculum innovativeness;

b. Action research related to curriculum innovativeness;

c. Qualitative study exploring teachers' work behavior and commitment in the context of teachers assigned in far barangays;

d. Studies related to factors affecting work behavior; and

e. Studies related to factors affecting teachers' commitment.

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