

# The Influence of Classroom Management, School Climate, Intrinsic Rewards, and Transformational Leadership of School Heads on Teaching for Creativity of Public-School Teachers: A Prediction Model

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## ABSTRACT:

The purpose of this research is to develop a predictive model for teaching for creativity of public-school teachers in Region XI, Philippines, by examining the effects of classroom management, school climate, intrinsic rewards, and transformational leadership of school heads. The survey questionnaires used in this study were adapted to suit the regional school context and were administered to 400 public school teachers. This study employed a quantitative, non-experimental approach, and the data were analyzed using weighted mean, Pearson r, and regression analysis. The results indicated a markedly high level of teaching for creativity, accompanied by high levels of transformational leadership and very high levels of classroom management, school climate, and intrinsic rewards. Furthermore, significant relationships were found among school climate and teaching for creativity, intrinsic rewards and teaching for creativity, and transformational leadership and teaching for creativity. However, no significant relationship was found between classroom management and teaching for creativity. Additionally, the findings suggested that school climate, intrinsic rewards, and transformational leadership were significant predictors of public-school teachers' creativity, with school climate exerting the most substantial impact. In contrast, classroom management was not a significant predictor. The study recommended further exploration into the influence of school climate, intrinsic rewards, and transformational leadership on teaching for creativity in public schools. This research aligns with Sustainable Development Goal (SDG) 4, which promotes quality education; SDG 8, which supports decent work and economic growth for all; and SDG 16, which emphasizes peace, justice, and strong institutions, particularly through effective transformational leadership of school heads.

**KEYWORDS:** education, public school teachers, classroom management school climate, intrinsic rewards, transformational leadership teaching for creativity, regression, Philippines.

## INTRODUCTION

Despite global recognition of creativity as a critical 21st-century skill, teaching for creativity remains a significant challenge in many educational contexts. Teachers are increasingly expected to promote

innovative thinking, yet they often face structural constraints such as rigid curricula, standardized assessments, and limited autonomy, which inhibit the integration of creative practices in their instruction (Beghetto, 2021). These systemic limitations discourage experimentation and reduce opportunities for risk-taking, both of which are essential components of creative teaching (Sternberg and Lubart, 2021).

Teaching creativity to everyone is very important if we desire a good life for all. Creativity is important at both the individual and the societal levels. Teaching creatively and teaching for creativity are mutually reinforcing and interconnected concepts (Jeffrey & Craft, 2022). Pelfrey (2021) found that student creativity was enhanced when teachers encouraged collaboration, student choice, imagination, a risk-free learning environment, and inquiry. Further, if teaching creatively and teaching for creativity are mutually reinforcing and interdependent, it follows that teaching for creativity requires a teacher who is creative herself (Lin, 2021).

Effective classroom management is a foundational element that can either foster or hinder the development of creativity in teaching and learning. A well-managed classroom creates a safe, organized, and supportive environment in which both teachers and students feel psychologically secure—conditions essential for risk-taking, experimentation, and imaginative thinking (Beghetto, 2021). In contrast, poorly managed classrooms often lead to disorder and stress, making it difficult to sustain the flexible and student-centered approaches needed for creative teaching.

Besides, school climate plays a vital role in shaping the conditions that either enable or constrain creativity in teaching. A positive school climate—characterized by trust, collaboration, inclusivity, fairness, and supportive leadership—creates an environment where teachers feel safe to innovate and take creative risks in their instructional practices. When educators perceive their school as nurturing and respectful, they are more likely to experiment with creative teaching strategies that foster student engagement and higher-order thinking (Zhou & Wang, 2021).

Furthermore, Ng and Chan (2021) note that schools that foster intrinsic rewards through professional autonomy and meaningful feedback see higher rates of teacher innovation. Their research shows that when teachers are given the freedom to design lessons that reflect their interests and values, their creative teaching efforts flourish. Such environments also strengthen teachers' sense of professional identity and ownership over instructional practices, which further sustains creative engagement over time. Additionally, constructive feedback that emphasizes growth rather than compliance reinforces teachers' intrinsic motivation, encouraging experimentation and reflective practice. As a result, teachers are more willing to integrate novel pedagogical approaches, interdisciplinary content, and student-centered learning activities, even within the constraints of standardized curricula.

Additionally, Gong, Huang, and Farh (2021) emphasize that transformational leadership enhances intrinsic motivation and collective efficacy among teachers, both of which are crucial predictors of creative instructional behaviors. Leaders who recognize and celebrate creative efforts help build a culture where creativity is embedded in the teaching philosophy. Such leadership practices foster trust and psychological safety, enabling teachers to take instructional risks and collaborate on innovative practices. Over time, this supportive climate strengthens shared commitment to continuous improvement and encourages the sustained integration of creative approaches in classroom instruction.

Classroom management, school climate, intrinsic rewards, and transformational leadership significantly influence teaching for creativity by shaping the environment in which educators operate. According to Kim and Park (2022), effective classroom management not only ensures order but also allows space for exploratory and student-centered learning, fostering creativity. A supportive school climate characterized

by trust, collaboration, and openness to innovation encourages teachers to experiment with creative teaching strategies (Lee & Cho, 2022). Intrinsic rewards, such as professional autonomy and internal motivation, have been linked to greater engagement in creative instructional practices (Choi, 2022). Furthermore, transformational leadership enhances teachers' creative efforts by offering intellectual stimulation, individualized support, and a clear, inspiring vision (Yoon & Han, 2022). Together, these predictors form an interdependent framework that cultivates and sustains teaching for creativity within educational settings.

Despite the increasing recognition of creativity as a key competency in 21st-century education, there remains a significant gap in understanding how specific school-level and teacher-level factors influence teaching for creativity, particularly in diverse educational contexts. While prior studies have explored elements such as classroom environment and instructional strategies, few have holistically examined the combined effects of variables including classroom management, school climate, intrinsic teacher motivation, and transformational leadership (Kim, 2022; Zhang & Lin, 2021). Moreover, much of the existing research is concentrated in Western contexts, leaving a dearth of evidence from developing countries where systemic challenges may impact creativity-enhancing practices differently.

Moreover, with rapid technological advancements and societal challenges, such as climate change and global instability, creativity in education becomes a critical tool for preparing future generations. Therefore, understanding the factors that enhance or hinder teaching for creativity—such as school climate, leadership style, classroom dynamics, and teacher motivation—is urgent for informing policy, teacher training, and school reform initiatives aimed at cultivating 21st-century competencies.

The study developed a predictive model of the influence of classroom management, school climate, intrinsic rewards, and school heads' transformational leadership on public-school teachers' teaching for creativity. The study was the following specific objectives: to describe the level of classroom management in terms of time management, routines, preventive strategies, and reactive strategies; to describe the level of school climate in terms of: student relations, student-teacher relations, educational climate, sense of belonging, rules, and interpersonal justice; to ascertain the level of Intrinsic Rewards on terms of career development, development opportunities, and working conditions; to assess the level of transformational leadership of school heads in terms of: vision building, individualized consideration, intellectual stimulation, and innovative climate; to measure the level of teaching for creativity in terms of: self-efficacy, environmental encouragement, societal value, and student potential.

Moreover, to determine the significance of the correlations between: classroom management and teaching for creativity, school climate and teaching for creativity, intrinsic rewards and teaching for creativity, and transformational leadership and teaching for creativity. Finally, to determine the predictive model on teaching for teaching creativity among public school teachers.

In addition, at the significance level of 0.05, the following null hypotheses were investigated. There was no significant link between correlation between classroom management and teaching for creativity, correlation between school climate and teaching for creativity, correlation between intrinsic rewards and teaching for creativity and correlation between transformational leadership and teaching for creativity and No domain of classroom management, school climate, intrinsic rewards and transformational leadership best influence teaching for creativity.

Theories, concepts, and opinions of relevant authorities are discussed in this section to provide a strong frame of reference for the variables under study. Effective classroom management plays a pivotal role in fostering an environment where creativity can thrive. A well-managed classroom minimizes disruptive

behaviors, maximizes instructional time, and creates a psychologically safe space where students feel free to take intellectual risks—an essential element for creative expression (Jones & Moretti, 2022). Teachers who implement proactive, student-centered management strategies tend to encourage divergent thinking, collaborative learning, and inquiry-based tasks, which are linked to creative development (Ahmed & Khan, 2022).

Moreover, classroom management that emphasizes autonomy, mutual respect, and democratic participation has been associated with higher levels of student engagement and innovation. According to Lee and Cho (2022), such environments reduce anxiety and increase students' willingness to participate in open-ended, exploratory learning activities. Conversely, rigid or authoritarian management approaches may suppress creative potential by discouraging spontaneity and experimentation (Wang & Zhao, 2022). School climate has been recognized as a crucial factor in shaping teaching and learning environments conducive to creativity. A positive school climate, characterized by supportive relationships, inclusive policies, clear rules, and a sense of belonging, directly influences the extent to which teachers can foster creative learning experiences (Harris & Mason, 2022). According to Thorne and Lee (2022), when teachers perceive their school climate as supportive, they are more likely to engage in innovative teaching practices that encourage critical thinking and problem-solving skills among students.

A supportive school climate not only enhances teachers' job satisfaction but also motivates them to adopt and integrate creative teaching strategies. For instance, teachers in schools with a positive climate are more likely to engage in risk-taking behaviors, such as experimenting with new pedagogical methods or incorporating student-centered activities (Kim & Jung, 2022). Furthermore, school climate influences the level of autonomy teachers feel in their professional roles, which is a critical element for fostering creativity in the classroom (Jackson & Smith, 2022).

Studies have shown that teachers who perceive high levels of intrinsic rewards are more likely to take risks in their teaching, experiment with new instructional strategies, and design activities that encourage student creativity (Chung & Lee, 2022). These intrinsic rewards stem not only from external recognition but also from the internal satisfaction derived from seeing students succeed and grow through creative learning experiences. For example, when teachers feel empowered to innovate and their contributions to the school community are appreciated, they are more motivated to design creative and student-centered lessons (Han & Kim, 2022).

Likewise, intrinsic rewards can enhance teacher resilience, which is essential for creative teaching. Teachers who experience intrinsic satisfaction from their work are more likely to persist through challenges and continue to engage in creative practices, even when faced with obstacles such as large class sizes or limited resources (Park & Moon, 2022). Intrinsic rewards, therefore, contribute not only to teacher motivation but also to the quality of the learning environment they create, making it more conducive to creativity and innovation.

One of the key dimensions of transformational leadership is intellectual stimulation, where leaders encourage teachers to think creatively, explore new ideas, and challenge traditional teaching methods (Zhao & Lee, 2022). This dimension is particularly important for fostering an environment where creative teaching practices can thrive, as it empowers teachers to experiment with new strategies, engage in collaborative problem-solving, and adapt their methods to meet diverse student needs. Research indicates that when teachers are intellectually stimulated by their leaders, they are more likely to adopt creative approaches in their classrooms, thereby enhancing student engagement and learning outcomes (Zhou & Lee, 2022).

Another vital aspect of transformational leadership is individualized consideration, in which leaders provide personalized support and mentorship to teachers, recognizing their unique strengths and areas for development (Bass & Riggio, 2022). This dimension fosters a sense of professional growth and self-efficacy among teachers, which is closely linked to creative teaching. Teachers who feel supported and valued by their leaders are more likely to engage in creative teaching practices, as they believe in their abilities to innovate and take risks in their pedagogy (Kelley & Lee, 2022; Casey, 2021).

Additionally, teachers who view creativity as a vital skill and are open to exploring innovative teaching methods are more likely to foster a creative learning environment. Teaching for creativity has become a central focus in contemporary education as schools seek to prepare students for a rapidly changing world. Creativity is essential for problem-solving, innovation, and adapting to new challenges, making it a crucial skill for students in the 21st century (Beghetto & Kaufman, 2021).

Research by Karwowski & Gralewski (2022) indicates that teachers' attitudes towards creativity, including their willingness to embrace unorthodox ideas and take risks in their pedagogy, are crucial factors in fostering creativity in the classroom. Teachers with positive attitudes towards creativity often incorporate diverse instructional strategies that foster student engagement and innovative thinking (Mansfield & Sutherland, 2022).

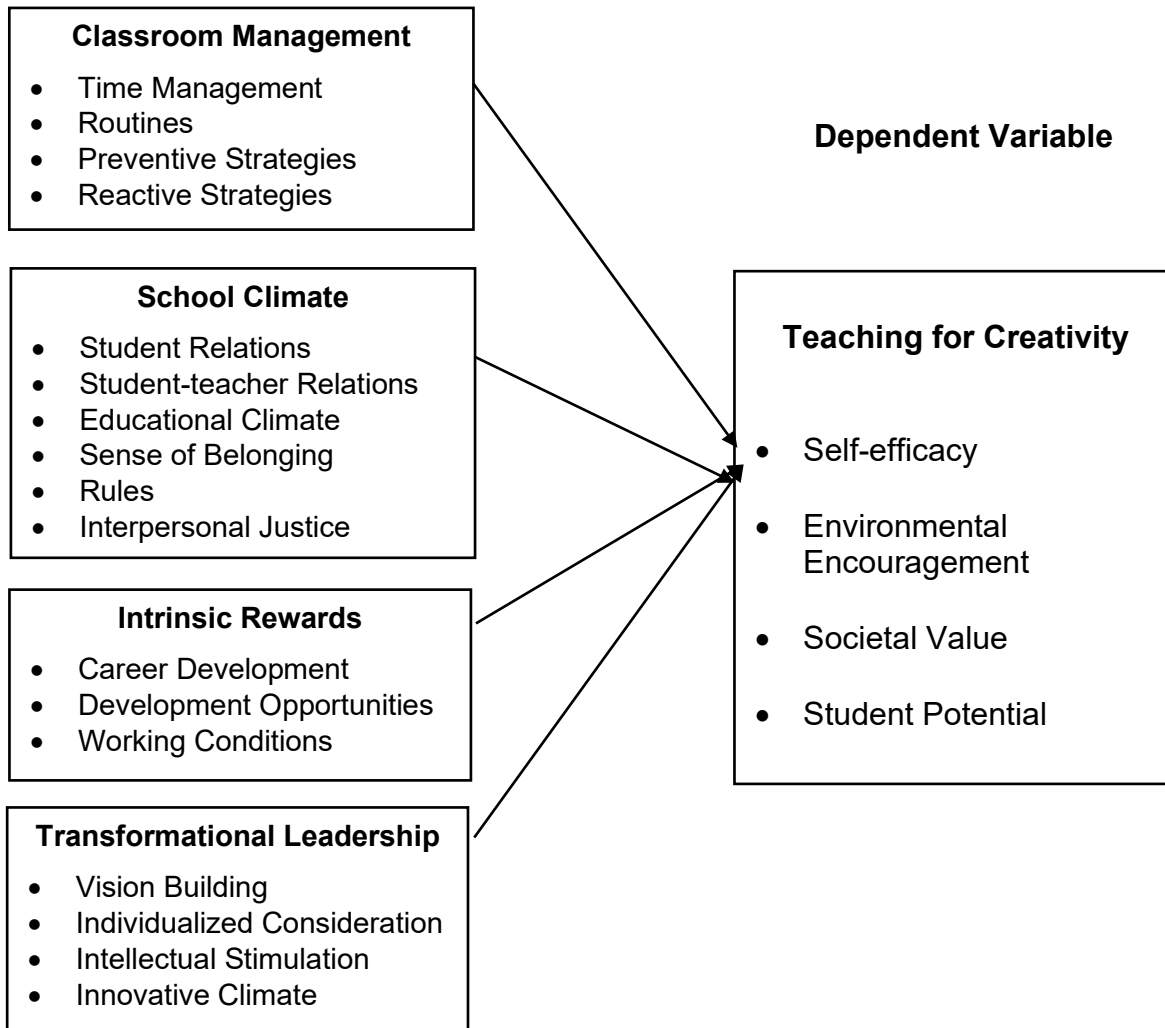
Bandura's (1986) Social Cognitive Theory emphasizes the role of self-efficacy and social interactions in creativity, suggesting that students who believe in their creative abilities are more likely to take risks and explore new ideas. This theory is anchored in the constructivist learning proposition, which suggests that students actively construct their understanding and knowledge through interactions with the world around them. Theories like those proposed by Piaget (1950) and Vygotsky (1978) emphasize the importance of social context and scaffolding in the learning process.

The theory supporting Teaching for Creativity is grounded in a range of educational and psychological perspectives that help explain how creativity can be nurtured in learning environments. First, Constructivist Theory (Piaget, 1950; Vygotsky, 1978) emphasizes that learners actively construct knowledge through experience, rather than passively receiving information. This suggests that creativity can be fostered through hands-on, problem-solving activities that require students to think critically.

Finally, Multiple Intelligences Theory (Gardner, 1983) expands the concept of creativity by acknowledging that it manifests in different ways, including linguistic, logical-mathematical, musical, or bodily-kinesthetic abilities. By recognizing and catering to these diverse intelligences, educators can create more inclusive and engaging learning experiences. Together, these theories present a comprehensive view of teaching for creativity, underscore

Shown in Figure 1 the conceptual framework of the study. The independent variable is classroom management in terms of classroom efficiency – time management, classroom efficiency – routine, classroom discipline – preventive strategies, classroom discipline – reactive strategies (Elias & Schwab, 2006). School climate in terms of Rules, student support, student involvement, positive teaching, encouragement, class management, student relations, Student-teacher Relations, Educational Climate, Sense of Belonging and Interpersonal Justice (Wong, Ngo, & Wong, 2003).

**Independent Variables**



**Figure 1. The Conceptual Framework of the Study**

Transformational leadership in the following indicators such as vision building, individualized consideration, intellectual stimulation and innovative climate. Teaching creativity which focuses on teacher, self-efficacy environmental encouragement, societal value, student potential. The dependent variable is teaching creativity in terms of self-efficacy, environmental encouragement, societal value, and student potential.

Although there is an increasing emphasis on fostering creativity in education, limited empirical research has comprehensively examined the interplay of multiple school-based factors that influence teaching for creativity, particularly within the Philippine context. Existing literature has often focused on isolated variables such as classroom management or leadership styles; however, there remains a notable gap in studies that integrate classroom management, school climate, intrinsic rewards, and transformational leadership of school heads into a unified framework (Hidayat & Tjahjono, 2023).

Moreover, most available studies are situated in Western or urban Asian contexts, offering limited applicability to regions like Region XI in the Philippines, where socio-cultural, economic, and institutional conditions differ significantly (Francisco, 2020; DepEd XI, 2023).

In this regard, the present study is uniquely positioned to address this gap by holistically investigating the influence of these interrelated variables on teaching for creativity among educators in Region XI. This is particularly urgent as the region continues to strive for educational equity and innovation amidst diverse cultural settings and resource disparities (DepEd XI, 2023). Furthermore, while national educational reforms such as the K–12 curriculum and the MATATAG implementation advocate for learner-centered and creativity-enhancing pedagogies, their practical application in local schools remains inconsistent (Department of Education, 2023). Thus, there is a compelling need to generate localized empirical evidence to inform leadership practices, professional development, and policy implementation aimed at cultivating creative teaching in the region.

This study has both global and local relevance by addressing the limited research on teaching for creativity in public education systems in developing countries like the Philippines. While creativity is recognized as a vital 21st-century skill, existing studies are often fragmented and centered on Western contexts. By examining the combined effects of classroom management, school climate, intrinsic rewards, and transformational leadership, this research provides a contextualized model explaining how school-based factors enhance teachers' capacity to foster creativity. Importantly, the study directly supports Sustainable Development Goal 4 (Quality Education) by promoting inclusive, equitable, and innovative teaching practices that strengthen learner engagement and holistic development. By identifying leadership and environmental conditions that nurture creativity, the research contributes to improving the overall quality and responsiveness of public education systems.

In terms of social value this study directly supports efforts to improve education quality in the Philippines by identifying key factors that promote teaching for creativity—a crucial skill for developing adaptable and innovative learners. In particular, the findings can guide school heads, educational leaders, and policymakers in cultivating a school culture that supports creative teaching. Moreover, fostering more creative educators in Region XI may enhance student engagement, problem-solving, and learning outcomes, ultimately benefiting both individuals and society.

The Department of Education (DepEd), policymakers, and education leaders at both national and regional levels stand to benefit from the findings of this study's findings, as the results may inform evidence-based policy formulation, leadership development programs, and curriculum implementation strategies aimed at enhancing creativity in public schools. Public school administrators and teacher education institutions may use these insights to design targeted interventions that foster a supportive innovative teaching culture. Teachers can also reflect on the identified factors that influence their creative capacities, promoting continuous personal and professional growth.

Finally, future researchers may benefit from the study's conceptual framework, methodology, and localized findings as a foundation for further investigation into creativity, leadership, and school effectiveness. The study may serve as a reference for developing research instruments, conducting comparative analyses, or exploring similar themes in other regions or educational contexts. Moreover, it provides baseline data that can support longitudinal studies and policy evaluation efforts within the Philippine education system.

## **METHOD**

This section discusses the research method and procedure utilized by the researcher. It encompasses research respondents, materials, and instruments, and the design and procedure.

**Research Respondents:** The respondents of the study were the elementary teachers in the Davao Region. This research employed a stratified random sampling method among 25,808 public school teachers based on data from the Office of the Regional Director Department of Education Region XI in the Philippines. This technique involved selecting samples from various smaller groups within the larger population to ensure a representative sample. By doing so, researchers gained a comprehensive understanding of the entire population by focusing on specific smaller groups.

Using Raosoft, a sample size of 400 respondents was determined to achieve statistical significance within this extensive population. The distribution between the respondents includes the following: 56 from Davao City Division, 47 from Davao Del Norte, 34 from Davao Del Sur, 48 from Davao Occidental, 38 from Davao Oriental, 46 from Digos City, 39 from Island Garden City of Samal, 31 from Mati City, 31 from Panabo City and 28 from Tagum City Division. The study aimed to explore the intricate relationship between school climate, principal instructional management, teachers' organizational citizenship behavior, and their collective impact on the effectiveness of public-school teachers in Department of Education Region XI. Through this research, the study aimed to highlight crucial dynamics within the educational system.

Moreover, the inclusion criteria included public school teachers working in the public schools of Region XI. They have been categorized as Elementary teachers, affiliated with the following divisions: Compostela Valley, Davao Oriental, Davao del Norte, Davao del Sur, Davao Occidental, Mati City, Digos City, Davao City, Panabo City, Tagum City, and Island Garden City of Samal. Notably, schools that fall beyond these specified divisions and those in non-public settings were not included in this study. Respondents had the freedom to withdraw from participation at any point without facing consequences, ensuring their right to do so is respected. This approach guaranteed a well-defined selection process while prioritizing ethical considerations and honoring the autonomy of the respondents throughout the study.

## **MATERIAL AND INSTRUMENT**

This study utilized five instruments. The first measure in the questionnaire concerns the independent variable. The first part of the instrument deals with classroom management in terms of classroom efficiency – time management, classroom efficiency – routine, classroom discipline – preventive strategies, classroom and discipline – reactive strategies (Elias & Schwab, 2006).

For school climate it focuses on Rules, student support, student involvement, positive teaching, encouragement, class management, student relations, Student-teacher Relations, Educational Climate, Sense of Belonging and Interpersonal Justice (Wong, Ngo, & Wong, 2003).

Transformational leadership in the following indicators, like vision building, individualized consideration, intellectual stimulation, and innovative climate. Creativity focuses on teacher self-efficacy, environmental encouragement, societal value, and student potential. Teaching for Creativity in terms of self-efficacy, environmental encouragement, societal value, and student potential.

A scale was used to assess respondents' responses to classroom management, school climate, intrinsic rewards, transformational leadership, and teaching for creativity. A mean with a very high descriptive level, ranging from 4.20 to 5.00, signifies that classroom management, school climate, intrinsic rewards, transformational leadership and teaching for creativity are always manifested/observed/evident; a mean with a high descriptive level, ranging from 3.40 – 4.19 implying that classroom management, school

climate, intrinsic rewards, transformational leadership and teaching for creativity are often manifested/observed/evident.

Accounting, another range of mean from 2.60 to 3.39 with a moderate descriptive level denoting that classroom management, school climate, intrinsic rewards, transformational leadership and teaching for creativity are sometimes observed; a range of mean from 1.80 to 2.59 with a low descriptive level directing that classroom management, school climate, intrinsic rewards, transformational leadership and teaching for creativity are seldom manifested/observed/evident; lastly, a range of mean from 1.00 to 1.79 with a very low descriptive level inferring the characteristics of classroom management, school climate, intrinsic rewards, transformational leadership and teaching for creativity are seldom manifested/observed/evident.

Furthermore, to ensure measurement accuracy, the questionnaires have undergone content validity and reliability analysis with an overall rating of 4.46. External validators, experts in social research and statistics, validated the survey instruments. Validated questionnaires were reviewed by these experts, and any recommended minor corrections were incorporated before the final version was printed. Ahead of the actual survey, a pilot test was conducted with forty (40) respondents to assess the questionnaires' reliability. The overall Alpha value for classroom management instrument yielded a Cronbach's alpha of 0.714, which falls within the acceptable range (0.70–0.79). The school climate instrument yielded an alpha value of 0.811, indicating good reliability (0.80–0.89). Similarly, the intrinsic rewards instrument demonstrated a Cronbach's alpha of 0.915, which is considered excellent (0.90 or higher). The Transformational Leadership instrument had a reliability coefficient of 0.877, also reflecting a good level of internal consistency. Finally, the Teaching for Creativity instrument achieved a Cronbach's alpha of 0.857, confirming a high level of reliability.

**Design and Procedure:** This study used the quantitative research approach. In particular, descriptive correlational research design was utilized in this study. It also utilized Structural Equation Model (SEM). Bhandari (2021) noted that quantitative research focuses on gathering, analyzing, and interpreting data using numerical methods. Moreover, a descriptive-correlational design is specifically employed to determine the levels of the variables and the naturally occurring relationships among the variables in the study (Stangor & Walinga, 2019).

Apparently, this study was descriptive because it described the status of classroom management, school climate, intrinsic rewards, transformational leadership behavior, and the level of teaching for creativity. Meanwhile, it was correlational since it measured the degree of relationship between the involved exogenous variables, namely, classroom management, school climate, intrinsic rewards, and transformational leadership behavior, and the teaching for creativity as the endogenous variable. For the Structural Equation Model (SEM), the purpose of this research was to find the most appropriate model for the professional learning community. It was also used to analyze hypothesized relationships derived from a theoretically based model.

Prediction Model Equation:

$$Y = 0.272 + 0.339X_1 + 0.148X_2 + 0.178X_3$$

Where Y = Teaching for Creativity

0.272 is the Unstandardized constant

$X_1$  = School Climate

$X_2$  = Intrinsic Reward

$X_3$  = Transformational Leadership

The following protocols were strictly followed after the data collection process: first, all relevant study-related documents were collected and sent to the University of Mindanao Ethics Review Committee (UMERC), along with a consent letter signed by the researcher, research adviser, and the current dean of the Professional Schools. After a month, the UMERC Certification of Approval was issued, and to obtain the approved and tested research instrument, pilot testing and validation were initiated. To conduct the study, the researcher visited DepEd Field Offices and private educational institutions in person and submitted the necessary paperwork to Dr. Farnazo, the Regional Director of the Department of Education (DepEd) for the Davao Region. The pen-and-paper approach was utilized in the research for survey questionnaire distribution and collection. To prepare the raw data for statistical analysis, they were compiled into an Excel file. A qualified statistician was then assigned

In order to fully comprehend the gathered data, the following instruments were employed: Mean and Standard Deviation in assessing the measures of central tendency, the levels of classroom management, school climate, intrinsic rewards, transformational leadership and teaching for creativity (Jain, 2024), Pearson Correlation Coefficient was reinforced to determine the degree of association among variables understudied (Turney, 2024) and the Multiple Linear Regression was also tapped to know which among the exogenous variables best-influenced teaching for creativity (Kenton, 2019).

According to procedure number 2024-240 of the University of Mindanao Ethics Review Center, the researcher adhered the strict ethical standards expected of academic publications. Avoidance of unethical behavior such as plagiarism, dishonesty, conflicts of interest, falsification, and fabrication while upholding regulations on informed consent, privacy and confidentiality, voluntary involvement, and transparency to maintain the integrity of the results. All of these actions were taken to ensure that the methodology's validity and reliability applied without outside interference—will be the sole determinants of this study's conclusion. The researcher submitted the final copy for the grant of compliance certification following the final defense.

## RESULTS AND DISCUSSION

The presentation, analysis and interpretation of the acquired data are provided in this section of the paper, based on the research objectives of the study. The flow of the presentation is as follows: the level of classroom management; the level of school climate; the level of intrinsic rewards; the level of transformational leadership; the level of teaching for creativity; the correlation between classroom management and teaching for creativity; the correlation between school climate and teaching for creativity; the correlation between intrinsic rewards and teaching for creativity; the correlation between transformational leadership and teaching for creativity; and the significant influence of the four independent variables on the dependent variable.

**Classroom Management:** As shown in Table 1, this is the level of classroom management among public-school teachers in Region XI. The computation of classroom management yielded an overall mean score of 4.35 (very high) and a standard deviation of 0.51, indicating that effective classroom management practices are consistently evident. Among the individual indicators, time management received the highest mean score of 4.50, or very high, followed by routines with a mean score of 4.38, or very high, preventive strategies obtained a mean score of 4.29, or very high, and reactive strategies recorded the lowest mean score of 4.23, or very high.

The consistently very high responses from public-school teachers indicate that all dimensions of classroom management were rated very high levels. This suggests that teachers are dedicated to maximizing lesson

time for educational content while also establishing clear rules and routines that support independent work. Implementing preventive strategies helps students stay focused and minimize classroom disruptions. Furthermore, teachers promote fairness and respect by treating all students equally, thereby fostering a positive

**Table 1**  
**Level of Classroom Management**

Indicator	SD	Mean	D.E.
Time Management	0.54	4.50	Very High
Routines	0.56	4.38	Very High
Preventive Strategies	0.65	4.29	Very High
Reactive Strategies	0.72	4.23	Very High
<b>Overall</b>	<b>0.51</b>	<b>4.35</b>	<b>Very High</b>

supportive classroom environment. This finding aligns with the study by Alajar and Paglinawan (2024) emphasizes the importance of maximizing lesson time to enhance educational outcomes. Also, teachers benefit from establishing clear and consistent routines to maintain classroom order (Ahmad, Deeba, & Rehman, 2022). Moreover, preventive strategies help students stay focused and reduce disruptions (Goodman et al., 2023). In addition, fostering fairness and respect contributes to a positive classroom environment (Wilkins, Verlenden, Szucs and Johns, 2023).

**School Climate:** Table 2 presents the level of school climate among public school teachers in Region XI. The overall mean score of 4.32 or very high, with a standard deviation of 0.27, indicating that a positive school climate is consistently evident. This overall mean is derived from the following indicator scores: student-teacher relations had the highest mean score of 4.51 or very high, followed closely by rules with a mean score of 4.50 or very high,

**Table 2**  
**Level of School Climate**

Indicators	SD	Mean	D.E.
Student Relations	0.61	4.26	Very High
Student-Teacher Relations	0.42	4.51	Very High
Educational Climate	0.45	4.37	Very High
Sense of Belonging	0.39	3.93	High
Rules	0.41	4.50	Very High
Interpersonal Justice	0.40	4.37	Very High
<b>Overall</b>	<b>0.27</b>	<b>4.32</b>	<b>Very High</b>

educational climate and interpersonal justice both recorded equal mean scores of 4.37 or very high, student relations with a mean score of 4.26 or very high, and sense of belonging received the lowest mean score of 3.93 or high.

The very high overall rating from public school teachers indicates that most aspects of the school climate were perceived as very high. This signifies that teachers cultivate an environment where students support and collaborate with one another, contributing to a positive atmosphere in which everyone feels comfortable and valued. Additionally, teachers make learning engaging and meaningful while fostering a strong sense of belonging and connection in the classroom. They maintain fairness by establishing clear rules and often giving warnings before taking further action when misbehavior occurs.

This result is consistent with the findings of Neri Tejada, Li, and Hammer (2024), who emphasize that positive student relationships naturally foster mutual support and collaboration. Similarly, Tikkanen, Anttila, Ulmanen, and Pyhältö (2024) found that students who experienced high levels of peer support demonstrated stronger academic cooperation. In addition, Khalfaoui et al. (2021) note that inclusive and supportive relationships foster a positive environment in which students feel comfortable, valued, and respected. According to Prananto et al., (2025), supportive teachers make learning more engaging and meaningful.

In the same vein, Cardenal, Díaz-Santana, and González-Betancor (2023) reported that teachers' interpersonal approaches significantly influenced students' motivation and active participation in class. Moreover, Winner (2021) emphasizes that a safe and inclusive school environment strengthens students' sense of belonging. Supporting this, Ivaniushina and Alexandrov (2022) observed that clear and consistent rules promoted fairness and helped reduce aggression. Finally, the Positive Discipline Association (2024) advocates practices such as giving students warnings before enforcing consequences, as this approach encourages respectful behavior correction and promotes a sense of fairness. teachers in Region XI.

The overall mean score for intrinsic rewards is 4.27, indicating very high levels, with a standard deviation of 0.34. This indicates that intrinsic rewards are consistently evident among the respondents. Among the individual indicators, career development received the highest mean score of 4.42, indicating very high, followed by working conditions, with a mean score of 4.23, also indicating very high. Development opportunities recorded the lowest mean score of 4.17, or high.

**Intrinsic Rewards:** As shown in Table 3, the level of intrinsic rewards of public-school teachers in Region XI. The overall mean score for intrinsic rewards is 4.27, described as very high, with a standard deviation of 0.34. This indicates that intrinsic rewards are consistently evident among the respondents. Among the individual indicators, career development received the highest mean score of 4.42 or very high, followed by working conditions with a mean score of 4.23 or very high. Development opportunities recorded the lowest mean score of 4.17 or high.

The overall very high rating of intrinsic rewards of public-school teachers indicates that most of the indicators were rated very high. This suggests that teachers benefit from a workplace culture that promotes continuous learning and professional growth. They regularly receive professional development through workshops designed to enhance their skills and knowledge. Furthermore, the strong emphasis on career development reflects the organization's commitment to supporting teachers in their professional trajectories. Along with positive working conditions that encourage collaboration and a sense of belonging, these intrinsic rewards significantly contribute to teachers' motivation, satisfaction, and retention.

This finding aligns with Fishbach and Woolley’s (2022) assertion that intrinsic motivation plays a significant role in fostering individuals’ sustained engagement in skill development, securing support for career advancement, and thriving in collaborative work environments. Likewise, it supports the findings of Xu, Chang, and Gao (2024), who found that supportive leadership enhanced career development and intrinsically motivated teachers to engage in professional learning and collaboration. Consistently, Yuan, Li, and Mao (2025) emphasized that professional learning communities, built on workshops, career-focused support, and collaborative practices, directly enhance teachers’ professional growth.

**Table 3**  
**Level of Intrinsic Rewards**

<b>Indicators</b>	<b>SD</b>	<b>Mean</b>	<b>D.E.</b>
Career Development	0.45	4.42	Very High
Development Opportunities	0.64	4.17	High
Working Conditions	0.47	4.23	Very High
<b>Overall</b>	<b>0.34</b>	<b>4.27</b>	<b>Very High</b>

The overall very high rating of the intrinsic rewards of public-school teachers indicates that most of the indicators were rated very high. This suggests that teachers benefit from a workplace culture that promotes continuous learning and professional growth. They regularly receive professional development through workshops designed to enhance their skills and knowledge. Furthermore, the strong emphasis on career development reflects the organization’s commitment to supporting teachers’ professional development. Along with positive working conditions that encourage collaboration and a sense of belonging, these intrinsic rewards significantly contribute to teachers’ motivation, satisfaction, and retention.

This finding aligns with Fishbach and Woolley’s (2022) assertion that intrinsic motivation plays a significant role in fostering individuals’ sustained engagement in skill development, securing support for career advancement, and thriving in collaborative work environments. Likewise, it supports the findings of Xu, Chang, and Gao (2024), who found that supportive leadership enhanced career development and intrinsically motivated teachers to engage in professional learning and collaboration. Consistently, Yuan, Li, and Mao (2025) emphasized that professional learning communities, built on workshops, career-focused support, and collaborative practices, directly enhance teachers’ professional growth.

**Transformational Leadership.** Table 4 presents the level of transformational leadership of public-school teachers in Region XI. The overall mean score of 4.19, described as high, with a standard deviation of 0.37. This means that transformational leadership is generally evident among school leaders. Specifically, the mean scores for the individual indicators of transformational leadership are as follows: innovative climate recorded the highest mean score of 4.36 (very high), followed by vision building, with a mean score of 4.25 (very high). Intellectual stimulation received a mean score of 4.12, indicating high, while individualized consideration received the lowest mean score of 4.02, also indicating high.

The overall results indicate that school heads demonstrate a high level of transformational leadership, as perceived by the teacher-respondents. This indicates that school leaders actively integrate the school’s vision into daily practices, ensuring that institutional goals are clearly understood and consistently applied. Furthermore, they foster a supportive and trusting environment by encouraging teachers to openly express their feelings and concerns. In addition, school heads promote professional growth by encouraging one

another to experiment with new teaching strategies. They also exhibit a strong commitment to continuous learning and development of new ideas, reinforcing their role as dynamic and forward-thinking leaders. This result is strongly supported by the study of Nuel, Ifechi, and Emmanuella (2021) which confirmed that transformational leadership enhances school effectiveness by integrating the school’s vision into daily actions, fostering open

**Table 4**  
**Level of Transformational Leadership**

Indicators	SD	Mean	D.E.
Vision Building	0.53	4.25	Very High
Individualized Consideration	0.54	4.02	High
Intellectual Stimulation	0.61	4.12	High
Innovative Climate	0.49	4.36	Very High
<b>Overall</b>	<b>0.37</b>	<b>4.19</b>	<b>High</b>

communication, encouraging innovation, and supporting continuous development.

Similarly, Richard and Simankane (2020) emphasized the role of leaders in fostering creativity, trust, and shared vision to support professional growth. In the same vein, Bass and Riggio (2020) highlighted that transformational leaders inspire through a clear vision, support individual needs, and promote innovation and critical thinking. Likewise, Millado, Guhao Jr., and Rodriguez (2021) noted that school heads embed the school’s vision in everyday routines, clarify goals, build trust, and promote innovative teaching and lifelong learning.

**Teaching for Creativity:** As shown in Table 5, the level of teaching for creativity of public-school teachers in Region XI. The overall mean score of 3.91, described as high with a standard deviation of 0.30. This indicates that creative teaching practices are generally evident across classrooms in the region.

**Table 5**  
**Level of Teaching for Creativity**

Indicator	SD	Mean	D.E.
Self-Efficacy	0.43	4.41	Very High
Environmental Encouragement	0.34	2.86	Moderate
Societal Value	0.53	4.15	High
Student Potential	0.53	4.22	Very High
<b>Overall</b>	<b>0.30</b>	<b>3.91</b>	<b>High</b>

Among the individual indicators, self-efficacy recorded the highest mean score of 4.41, indicating very high, followed by student potential, with a mean score of 4.22, also indicating very high. Societal value achieved a mean score of 4.15, indicating a high level, while environmental encouragement received the lowest mean score of 2.86, indicating a moderate level.

The overall findings indicate that public school teachers in Region XI engage in a high level of teaching for creativity. This suggests that they are not only capable of fostering creative problem-solving in the classroom but also place strong emphasis on nurturing student creativity. These teachers possess qualities

essential for growth in any field of study, as their creative thinking and adaptability enable them to contribute innovative ideas to discussions and continuously enhance their teaching practices.

This finding aligns with Beghetto and Anderson (2020) who highlight that fostering creative actions in education nurtures student creativity, enhances problem-solving skills, and encourages innovative thinking. Similarly, Beghetto (2020) emphasizes that teachers who create supportive environments, model risk-taking, and use open-ended tasks can foster creativity, promote problem-solving, and inspire innovation across all subjects. In line with these perspectives, Setiamurti & Kurniawati (2024) note that creative teaching enhances students’ problem-solving abilities, stimulates innovation, and supports interdisciplinary growth.

**Correlation between Classroom Management and Teaching for Creativity:** As shown in Table 6, the data presents the correlation results between classroom management and teaching for creativity. The overall r-value is 0.055, with a p-value greater than 0.05, indicating no statistically significant relationship. Thus, the null hypothesis of no significant relationship is accepted. Moreover, when the individual indicators of classroom management (time management, routines, preventive strategies, and reactive strategies) were correlated with the overall means of teaching for creativity, time management showed an r-value of -0.171 with  $p < 0.05$ , indicating a significant negative correlation, whereas reactive strategies showed an r-value of 0.213 with  $p < 0.05$ , indicating a significant positive correlation. Routines showed an r-values of -0.011 ( $p > 0.05$ ) and 0.090 ( $p > 0.05$ ); neither was statistically significant nor did not show a meaningful relationship with teaching for creativity.

Similarly, when the individual indicators of teaching for creativity (self-efficacy, environmental encouragement, societal value, and student potential) were correlated with overall means of classroom management, no significant relationships were found for environmental encouragement with an r-value of -0.042, student potential with an r-value of -0.014, and self-efficacy with an r- value of 0.028, all with  $p > 0.05$ . Notably, societal value showed an r-value of 0.143 ( $p < 0.05$ ), indicating a statistically significant correlation. The test of the relationship between variables reveals no significant association between classroom management and teaching for creativity.

This suggests that overall classroom management results do not significantly influence teaching for creativity, though specific components such as time management and reactive strategies may have individual effects. This finding aligns with Daher (2022), who observed that targeted strategies, such as feedback and novel tasks, promote creativity more than broad classroom management practices. Similarly, Mirzaee and Rahimi (2017) found no significant overall link between classroom management and creativity, but specific strategies, such as instructional management (e.g., organizing lessons, managing time) and behavioral strategies (e.g., responding to student misbehavior), had individual effects. Lin et al. (2024) likewise showed that.

**Table 6**

**Significance of the Relationship between Classroom Management and Teaching for Creativity**

Classroom Management	Teaching for Creativity				
	Self-Efficacy	Environmental Encouragement	Societal Value	Student Potential	Overall
Time Management	-.133* (0.008)	-.096 (0.055)	-.094 (0.059)	-.122* (0.014)	-.171* (0.001)
Routines	-.008	-.078	.050	-.019	-.011

	(0.878)	(0.119)	(0.320)	(0.711)	(0.820)
Preventive Strategies	.153* (0.002)	-.045 (0.373)	.144* (0.004)	-.036 (0.472)	.090 (0.074)
Reactive Strategies	.048 (0.341)	.053 (0.293)	.306* (0.000)	.102* (0.041)	.213* (0.000)
<b>Overall</b>	.028 (0.576)	-.042 (0.397)	.143* (0.004)	-.014 (0.781)	.055 (0.273)

\*Significant at 0.05 significance level.

teaching style and peer interaction affect creativity, depending on the student context, highlighting the role of specific practices

**Correlation between School Climate and Teaching for Creativity:** Table 7 presents the findings on the correlations between school climate and teaching for creativity. The overall r-value of 0.404, with a p-value < 0.05, indicates a significant relationship. This result leads to the rejection of the null hypothesis, which posits no significant relationship between the variables. Furthermore, when the individual indicators of school climate (student relations, student-teacher relations, educational climate, sense of belonging, rules, and interpersonal justice) were correlated with the overall means of Teaching for Creativity, the r-values ranged from 0.186 to 0.353, with all p-values less than 0.05, therefore, all exhibited significant correlations.

Similarly, when the individual indicators of teaching for creativity (self-efficacy, environmental encouragement, societal value, and student potential) were correlated with the overall school climate means; the r-values ranged from 0.116 to 0.361, and all p-values were less than 0.05; therefore, all exhibited significant correlations. This suggests a favorable, substantial association between school climate and teaching for creativity. It further highlights the role of school climate in fostering creativity in teaching. This finding is consistent

**Table 7**

**Significance of the Relationship between Levels of School Climate and Teaching for Creativity**

School Climate	Teaching for Creativity				Overall
	Self-Efficacy	Environmental Encouragement	Societal Value	Student Potential	
Student Relations	.136* (0.007)	.088 (0.079)	.202* (0.000)	.053 (0.295)	.186* (0.000)
Student-Teacher Relations	.009 (0.857)	-.016 (0.754)	.187* (0.000)	.252* (0.000)	.195* (0.000)
Educational Climate	.089 (0.076)	.058 (0.245)	.203* (0.000)	.172* (0.001)	.215* (0.000)
Sense of Belonging	.204* (0.000)	.046 (0.358)	.321* (0.000)	.278* (0.000)	.353* (0.000)
Rules	.215* (0.000)	.206* (0.000)	.199* (0.000)	.168* (0.001)	.300* (0.000)

Interpersonal Justice	.193* (0.000)	.032 (0.524)	.230* (0.000)	.208* (0.000)	.272* (0.000)
<b>Overall</b>	.227* (0.000)	.116* (0.021)	.361* (0.000)	.290* (0.000)	.404* (0.000)

\*Significant at 0.05 significance level.

with Zhang et al. (2024), who reported that a supportive organizational climate significantly predicts teaching innovation. Likewise, Alshuhumi et al. (2025) found a strong positive relationship between school climate and innovative teaching practices. In the same vein, Ma and Wang (2024) found that peer interaction and organizational climate positively influence teaching for creativity.

**Correlation between Intrinsic Rewards and Teaching for Creativity:** Table 8 presents the results of the correlation analysis between intrinsic rewards and teaching for creativity. The overall r-value of 0.315, with a p-value < 0.05, indicates a significant relationship between intrinsic rewards and teaching for creativity. As a result, the null hypothesis of no significant relationship is rejected. Moreover, when the individual indicators of intrinsic rewards (career development, development opportunities, and working conditions) were correlated with the overall teaching for creativity, the r-values ranged from -0.101 to 0.354, with all p-values < 0.05; thus, all exhibited significant correlations. However, when the individual indicators of teaching for creativity were correlated with the overall means of intrinsic rewards and environmental encouragement, student potential showed an r-value of 0.095 (p > 0.05) and

**Table 8**

**Significance of the Relationship between Levels of Intrinsic Rewards and Teaching for Creativity**

Intrinsic Rewards	Teaching for Creativity				Overall
	Self-Efficacy	Environmental Encouragement	Societal Value	Student Potential	
Career Development	.393* (0.000)	.067 (0.181)	.247* (0.000)	.106* (0.034)	.315* (0.000)
Development Opportunities	.271* (0.000)	.075 (0.136)	.343* (0.000)	.188* (0.000)	.354* (0.000)
Working Conditions	.046 (0.362)	-.056 (0.261)	-.078 (0.121)	-.150* (0.003)	-.101* (0.044)
<b>Overall</b>	.367* (0.000)	.051 (0.313)	.289* (0.000)	.095 (0.059)	.315* (0.000)

\*Significant at 0.05 significance level

environmental encouragement showed an r-value of 0.051 (p > 0.05); both were non-significant. In contrast, societal value showed an r-value of 0.289, and self-efficacy showed an r-value of 0.367; both were statistically significant (p < 0.05). The analysis reveals a significant relationship between intrinsic rewards and teaching for creativity. This highlights the influence of intrinsic rewards on teachers' creative practices.

This finding is supported by Saether (2020), who emphasized that fair, creativity-based rewards enhance intrinsic motivation and creative performance. Urban et al. (2024) further noted that intrinsic motivation, driven by need satisfaction, fosters creativity. Similarly, Chen and Abd Rani (2025) found that intrinsically motivated teachers are more likely to implement innovative teaching practices.

**Correlation between Transformational Leadership**

**and Teaching for Creativity:** Table 9 presents the findings on the correlations between transformational leadership and teaching for creativity. The overall r-value of 0.297 with a p-value less than 0.05 indicates a significant relationship. Consequently, the null hypothesis of no significant relationship is rejected. Furthermore, when the individual indicators of transformational leadership (vision building, individualized consideration, intellectual stimulation, and innovative climate) were correlated with the overall teaching means for

**Table 9**  
**Significance on the Relationship between Levels of Transformational Leadership and Teaching for Creativity**

Transformational Leadership	Teaching for Creativity				Overall
	Self-Efficacy	Environmental Encouragement	Societal Value	Student Potential	
Vision Building	-.073 (0.145)	.057 (0.256)	-.059 (0.239)	.112* (0.000)	.015 (0.761)
Individualized Consideration	.107* (0.032)	-.003 (0.948)	.132* (0.008)	.023 (0.640)	.107* (0.033)
Intellectual Stimulation	.245* (0.000)	.091 (0.070)	.409* (0.000)	.240* (0.000)	.401* (0.000)
Innovative Climate	.263* (0.000)	.032 (0.526)	.170* (0.001)	.197* (0.000)	.266* (0.000)
<b>Overall</b>	.201* (0.000)	.068 (0.178)	.250* (0.000)	.213* (0.000)	.297* (0.000)

\*Significant at 0.05 significance level.

creativity; vision building showed an r-value of 0.015 with a p-value greater than 0.05, indicating a non-significant relationship. In contrast, individualized consideration (r = 0.107, p<0.05), intellectual stimulation (r = 0.401, p<0.05) and innovative climate (r = 0.266, p < 0.05) all demonstrated statistically significant correlations with teaching for creativity. Moreover, when the individual indicators of teaching for creativity were correlated with the overall means of transformational leadership, self-efficacy (r=0.201, p<0.05), societal value (r=0.250, p<0.05), and student potential (r=0.213, p<0.05) all indicating significant correlations.

In contrast, environmental encouragement showed an r-value of 0.068 (p>0.05), indicating a non-significant relationship. The results show a significant connection between transformational leadership and teaching for creativity. This indicates that all indicators of transformational leadership positively correlate

with teaching for creativity, except for vision building. This aligns with the findings of Al-Husseini et al. (2021), who found that most components of transformational leadership positively influence creative teaching, while vision-related elements played a less direct role.

Similarly, Eisenbeiss, Van Knippenberg, and Boerner (2008), reported that among the components of transformational leadership, intellectual stimulation had the most significant impact on innovative behaviors, while vision-related behaviors showed weaker or less direct effects. Their study suggests that fostering creativity and innovation depends more on encouraging critical thinking and problem-solving than on articulating a future vision. Likewise, Rafferty and Griffin (2004) argued that transformational leadership comprises distinct dimensions, with vision influencing long-term goals but not always affecting daily creative teaching, while other dimensions more directly foster creative teaching practices.

**The extent of Influence of Predictor Variables on Teaching for Creativity:** Table 10 presents the results of a multiple regression analysis examining the extent to which Classroom Management (CM), School Climate (SC), Intrinsic Rewards (IR), and Transformational Leadership (TL) predict teaching for creativity. The overall F-value is 31.188, with a p-value of  $< 0.001$ , indicating a significant effect. Moreover, the  $R^2$  value of 0.240 shows that these variables collectively explain 24% of the variance in teaching for creativity. Specifically, among the independent variables, School Climate (SC) has the highest t-value of 6.51 and a p-value of 0.000 therefore significant, followed by Transformational Leadership (TL) with a t-value of 4.57 and a p-value of 0.000 also, significant; Intrinsic Rewards (IR) with a t-value of 3.51 and a p-value of 0.001, which is significant as well; and finally Classroom Management (CM), with a t-value of 0.58 and a p-value of 0.565 which is not statistically significant. The remaining 76.0% of the variance is attributed to other factors not included in the study, suggesting that teaching for creativity is influenced by a broader range of factors beyond those examined.

The results reveal the extent to which various predictor variables influence Teaching for Creativity. Among the independent variables, school climate appeared as the strongest predictor, with a standardized beta coefficient of 0.308 and an unstandardized coefficient of 0.339, both statistically significant at  $p < 0.01$ . This finding underscores the importance of a supportive, conducive school environment in fostering creative teaching practices, suggesting that a positive school climate substantially enhances them.

Transformational leadership was another significant predictor, with a standardized beta coefficient of 0.207 and an unstandardized coefficient of 0.168, both statistically significant at  $p < 0.01$ . This indicates that leaders who teaching.

Intrinsic rewards also had a significant influence, with standardized and unstandardized beta coefficients of 0.167 and 0.148, respectively, both statistically significant at  $p < 0.01$ . This highlights the importance of factors such as career development and development opportunities in motivating teachers to engage in creative instruction. These findings align with theories of intrinsic motivation, which posit that internal satisfaction and fulfillment drive behavior. Empirical studies have demonstrated that intrinsic motivation leads to higher job satisfaction and more creative outcomes.

In contrast, classroom management did not significantly predict teaching for creativity, with a standardized beta coefficient of 0.026 and an unstandardized coefficient of 0.015, both not statistically significant at  $p$  is equal to 0.565, This suggests that while classroom management is essential for maintaining order and discipline, it may not directly influence the creative aspects of teaching. Overall, the results show that school climate, intrinsic rewards, and

**Table 10**  
**The extent of Influence of Predictor Variables on Teaching for Creativity**

Teaching for Creativity (Dependent Variables)				
Independent Variables	$\beta$ (Standardized Coefficients)	B (Unstandardized Coefficients)	t	Sig.
Constant	1.040	.272	3.829	.000
Classroom Management (CM)	.026	.015	.575	.565
School Climate (SC)	.308	.339	6.507	.000
Intrinsic Rewards (IR)	.167	.148	3.510	.001
Transformational Leadership (TL)	.207	.168	4.569	.000
<b>R</b>	.490			
<b>R<sup>2</sup></b>	.240			
<b>F</b>	31.188			
<b>p</b>	.000			

transformational leadership each have a significant influence on teaching for creativity. Among these, school climate emerged as the most substantial predictor. Inspire and intellectually stimulate teachers contribute positively to creative.

Evidently, these findings support the conceptual analysis of creativity in education, which argues that contextual and motivational factors within the school—such as leadership style, workplace climate, and internal incentives—play a critical role in enabling teachers to adopt and implement creative instructional strategies. This underscores the importance of developing school systems that not only value creativity but also structurally and culturally support it through effective leadership and human resource management practices.

However, the relatively weak association with classroom management implies that logistical control or personal mentorship alone may not be a strong driver of creativity unless integrated within broader leadership strategies that empower and inspire teachers.

**Prediction Model Equation:**

$$Y = 0.272 + 0.339X_1 + 0.148X_2 + 0.168X_3$$

Where:

Y = Teaching for Creativity

X<sub>1</sub> = School Climate

X<sub>2</sub> = Intrinsic Reward

X<sub>3</sub> = Transformational Leadership

0.272 is the Unstandardized constant

The provided equation— $Y = 0.272 + 0.339X_1 + 0.148X_2 + 0.168X_3$ —models the relationship between three independent variables (school climate, intrinsic reward, and transformational leadership) and the dependent variable, teaching for creativity. The effect of classroom management was not included in the

model equation. The unstandardized coefficients indicate the expected change in the dependent variable for a one-unit change in each independent variable, assuming all other variables remain constant.

In this model, an increase of one unit in school climate ( $X_1$ ) is associated with a 0.339-unit increase in teaching for creativity ( $Y$ ), holding intrinsic reward ( $X_2$ ) and transformational leadership ( $X_3$ ) constant. Similarly, a one-unit increase in intrinsic reward ( $X_2$ ) corresponds to a 0.148-unit increase in teaching for creativity, with other variables held constant. Lastly, a one-unit increase in transformational leadership ( $X_3$ ) is associated with a 0.168-unit increase in teaching for creativity, assuming the other variables remain unchanged. The intercept of 0.272 represents the expected level of teaching for creativity when all independent variables are set to 0.

## CONCLUSION AND RECOMMENDATION

This section synthesizes the key findings from the analysis of the relationships among classroom management, school climate, intrinsic rewards, and transformational leadership influence teaching for creativity among public elementary school teachers.

The descriptive findings of the study revealed that public school teachers Region XI consistently demonstrated very high levels of classroom management, school climate, and intrinsic rewards, while transformational leadership and teaching for creativity were rated at high levels. These results indicate that all measured factors are consistently evident in teachers' professional practices. Specifically, classroom management was perceived as very high across all indicators, with teachers effectively managing time, establishing clear routines, and implementing both preventive and reactive strategies to maintain a conducive learning environment.

Likewise, school climate was viewed as very high, particularly in areas such as student-teacher relations, student relations, educational climate, clearly defined rules, and interpersonal justice. Although the sense of belonging received a slightly lower rating, it remained within the high category. Similarly, intrinsic rewards were rated very high overall, especially for career development and working conditions, while development opportunities were slightly less prominent but still rated highly. In terms of transformational leadership, teachers reported a generally high level, with vision building and an innovative climate standing out as very high, while individualized consideration and intellectual stimulation were rated high. Finally, teaching for creativity was perceived as high overall. Teachers expressed very high levels of self-efficacy and belief in students' potential, along with strong appreciation for the societal value of creativity. However, environmental encouragement received only a moderate rating, indicating limited institutional or contextual support. This suggests that although teachers are personally motivated and recognize the importance of creativity in education, external barriers may hinder their ability to fully implement creative teaching practices.

While classroom management showed no significant overall correlation with teaching for creativity, certain components (such as time management and reactive strategies) showed contrasting individual relationships. Conversely, school climate, intrinsic rewards, and transformational leadership all showed significant positive correlations with teaching for creativity. The regression analysis confirmed that school climate was the strongest predictor of teaching for creativity followed by transformational leadership and intrinsic rewards. Classroom management, however, did not significantly predict teaching for creativity. These results suggest that contextual and motivational factors—such as a positive school environment, strong leadership, and internal motivation—play a more vital role in fostering teaching for creativity than behavioral control strategies.

The results of the study strongly support the theoretical framework, which posits that creativity in education is primarily influenced by contextual and motivational factors rather than procedural or managerial strategies alone. The significant positive effects of school climate, intrinsic rewards, and transformational leadership on teaching for creativity are consistent with the principles of Self-Determination Theory (Deci & Ryan, 1985), which emphasizes the importance of satisfying teachers' psychological needs for autonomy, competence, and relatedness to sustain and strengthen effective classroom management strategies.

These findings also align with the supporting theories—Transformational Leadership Theory, Social Cognitive Theory, Organizational Climate Theory, and the Job Characteristics Model (Bass & Riggio, 2022) which collectively highlight the roles of leadership, social learning, environmental support, and intrinsic motivation in fostering innovative teaching practices. In contrast, the nonsignificant predictive effect of classroom management on teaching for creativity challenges traditional assumptions that classroom order alone is sufficient to foster innovation. Instead, it underscores the need for holistic, supportive systems that nurture teacher autonomy, collaboration, and engagement. Thus, the findings reinforce the theoretical argument that structural and motivational environments significantly contribute to the development and implementation of creative instructional practices in education.

Based on the findings of this study, several targeted recommendations are proposed to enhance creativity teaching in public schools across Region XI. These recommendations aim to address the lowest-rated indicators while reinforcing areas of strength. They are intended for key stakeholders, including the Department of Education (DepEd), school administrators, teachers, policymakers, and teacher education institutions.

To foster creativity in Region XI public schools, it is essential to cultivate a positive, supportive, and inclusive school climate where students and teachers feel safe to explore ideas, collaborate, and take intellectual risks. School administrators should promote a culture that values curiosity, innovation, and open-mindedness by encouraging respectful dialogue, celebrating creative achievements, and creating opportunities such as creativity days, innovation fairs, and interdisciplinary projects. Strengthening teachers' socio-emotional skills and classroom management through targeted professional development will help them build psychologically safe environments that nurture creativity. Policymakers and DepEd officials can further support these efforts by implementing guidelines that prioritize learner well-being, inclusivity, and collaboration, ensuring a school climate that empowers both teachers and learners to engage in creative thinking and problem-solving across subject areas.

Regarding intrinsic rewards, the study found that working conditions received the lowest ratings. This underscores the urgent need for Department of Education and local government units to improve basic school infrastructure, manage class sizes, and ensure sufficient teaching resources. School administrators are advised to conduct regular assessments of working conditions through teacher surveys and to make necessary adjustments to workload distribution and scheduling based on teacher feedback. In contrast, career development and development opportunities received the highest ratings in this domain, and they correlated positively with creative teaching practices. To maintain these gains, it is recommended that DepEd institutionalize ongoing professional development opportunities that emphasize creativity-enhancing pedagogies, such as project-based learning, design thinking, and differentiated instruction. School heads should actively support teacher-led innovation projects and facilitate learning action cells (LACs) that focus on collaborative experimentation and sharing of best practices. In the area of transformational leadership, vision-building emerged as the lowest-rated indicator. To address this, school

leaders should actively integrate the school's vision into daily teaching practices by connecting it to creative instructional strategies. This involves consistently demonstrating how creative teaching aligns with broader educational objectives, such as student empowerment, innovation, and lifelong learning. Additionally, school leaders should regularly engage teachers, students, and parents in discussions about the vision, making it a shared and actionable guide rather than a static statement. Addressing current classroom challenges and aligning them with long-term goals can also help teachers see the practical value of the vision. Ultimately, by embedding the school's vision into meaningful, day-to-day actions and encouraging ownership among all stakeholders, school leaders can strengthen their influence on cultivating a creative and dynamic teaching environment. To support this, DepEd's leadership training programs should include modules on translating vision statements into actionable strategies that influence everyday teaching practices.

Meanwhile, the indicators of intellectual stimulation and innovative climate were rated highest, suggesting a strong existing foundation for fostering creative teaching. To sustain this, school leaders should continue providing opportunities for teachers to explore new teaching strategies, take risks, and engage in reflective dialogue about innovation. DepEd regional offices can further strengthen this by spotlighting exemplary school leaders and facilitating mentorship programs that emphasize transformational leadership and innovation.

Finally, to ensure that these findings translate into meaningful policy and practice, it is essential to promote broad dissemination and integration. Educational stakeholders should organize knowledge-sharing forums, regional conferences, and targeted briefings to engage school leaders, policymakers, and teacher educators in dialogue around the study's insights. Teacher education institutions should also incorporate these findings into their curricula, equipping pre-service teachers with both theoretical knowledge and practical strategies to nurture creativity in diverse classroom settings.

This study makes a valuable contribution to the broader field of education by offering a deeper understanding of the key factors that influence creative teaching practices. It explores the relationships between school climate, intrinsic rewards, and transformational leadership, providing empirical evidence that supports and extends existing theories on creativity in education. By identifying both strengths and areas for improvement, the study sheds light on how organizational and leadership practices can either support or hinder creativity in the classroom. It also addresses gaps in the literature by focusing on underrepresented educational contexts, offering insights that are both locally grounded and globally relevant. Importantly, the study translates its findings into practical recommendations for educators, leaders, and policymakers, promoting student-centered approaches and visionary leadership. Overall, it enhances both theoretical and practical understanding of how to foster creativity in schools.

The findings of the study strongly support SDG 4 (Quality Education) by highlighting the vital role of teacher preparation and continuous professional development in nurturing creativity and improving instructional quality. The study emphasizes that well-trained teachers, equipped with innovative and student-centered approaches, are better able to meet the diverse learning needs of students. Strengthening teachers' skills in creativity-focused pedagogy helps create inclusive, flexible, and responsive learning environments where all students can actively engage, think critically, and develop essential lifelong skills. Through these efforts, schools can foster a culture of learning that empowers students to reach their full academic and creative potential.

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