

# Teachers' Creativity, Decision-Making Skill and Effectiveness

Joel F. Amerila

## ABSTRACT

This study determined the teachers' creativity, decision-making skill and effectiveness among public secondary schools in the Schools Division of Antique, Philippines for school year 2025-2026. The respondents of the study were 326 randomly selected teachers of public secondary schools in the Schools Division of Antique. The research design used in this study was descriptive-correlational. The independent variables were highest educational attainment, position, length of service, school size and school location while the dependent variables were teachers' creativity, decision-making skill and effectiveness. Data were gathered using questionnaire on teachers' creativity based from Keller-Kyriakides (2021), teachers' decision-making skill based from the study of Villafranca (2022) and teachers' effectiveness based from the Student Evaluatoin of Teaching (SET) utilized by University of the Philippines-Diliman validated by the jury of experts. Statistical tools employed in this study were frequency, percentage, mean t-test, Analysis of Variance (F-test), and Pearson's r set at .05 level of significance and computed using Statistical Package for the Social Sciences (SPSS) software. Findings of the study indicated that the level of teachers' creativity, decision-making skill and effectiveness was "Very High" when taken as a whole and when classified according to highest educational attainment, position, length of service, school size and school location. No significant differences were found in the level of teachers' creativity and decision-making skill when classified according to position, length of service, school size and school location while significant differences were noted when classified according to highest educational attainment. No significant differences were found in the level of teachers' effectiveness when classified according to position and school size while significant differences were noted when classified according to highest educational attainment, length of service and school location. Finally, positive and significant relationships were noted among teachers' creativity, decision-making skill and effectiveness.

**Keywords:** teachers' creativity, decision-making skill, effectiveness

## INTRODUCTION:

The study focused on teachers' creativity, decision-making skills, and effectiveness in the Schools Division of Antique, Philippines during the School Year 2025–2026. Education plays a vital role in the development of individuals and society, and teachers are considered one of the most important factors in achieving quality education. In the modern educational environment, teachers are expected not only to deliver lessons effectively but also to demonstrate creativity, sound decision-making skills, and teaching effectiveness in order to meet the diverse needs of learners. Creativity enables teachers to design engaging and meaningful learning experiences, while decision-making skills help them address classroom challenges and improve instructional processes. Teacher effectiveness, on the other hand, reflects the ability of teachers to influence student learning, achievement, and overall development positively.

Decision-making is considered an essential managerial and educational process that involves identifying problems, selecting appropriate alternatives, and implementing strategies to achieve desired goals. In schools, teachers and school heads continuously make decisions regarding instruction, classroom management, student development, and resource allocation. Effective decision-making contributes to organizational success, improves coordination, and enhances educational outcomes. Studies have emphasized that teachers who actively participate in decision-making processes tend to be more motivated, productive, and committed to achieving school goals. Furthermore, collaborative decision-making promotes better problem-solving and improves the overall effectiveness of educational institutions.

Teacher effectiveness is also recognized as a crucial component of successful education. Effective teachers possess the ability to adapt teaching methods, establish positive relationships with students, provide meaningful feedback, and create supportive learning environments. Research indicates that teacher effectiveness is influenced by professional qualifications, teaching strategies, communication skills, and the ability to respond to learners' diverse needs. Effective teachers are capable of motivating students, encouraging critical thinking, and improving academic achievement through innovative and learner-centered instructional practices.

Several foreign and local studies highlighted the importance of creativity, decision-making, and teaching effectiveness among educators. Foreign studies revealed that teachers with high creativity levels tend to become more successful in classroom instruction and experience greater job satisfaction. Other studies emphasized that teachers' decision-making abilities significantly influence students' academic performance and organizational effectiveness. Local studies also found that Filipino teachers generally demonstrate high levels of creativity and effective decision-making skills, which contribute to improved teaching performance and instructional leadership.

This study utilized a descriptive-correlational research design involving 326 randomly selected secondary school teachers from the three clusters in the Schools Division of Antique. The respondents were selected through probability sampling specifically cluster sampling and proportionate random sampling techniques to ensure representativeness of the study population. The study aimed to determine the levels of teachers' creativity, decision-making skills, and effectiveness when classified according to highest educational attainment, position, length of service, school size, and school location.

Specifically, this study sought to answer the following questions: (1) What is the level of teachers' creativity when taken as a whole and when classified according to highest educational attainment, position, length of service, school size, and school location? (2) What is the level of teachers' decision-making skill when taken as a whole and when classified according to the identified variables? (3) What is the level of teachers' effectiveness when taken as a whole and when classified according to the identified variables? (4) Are there significant differences in the levels of teachers' creativity, decision-making skills, and effectiveness when classified according to the profile variables? and (5) Are there significant relationships among teachers' creativity, decision-making skills, and effectiveness?

## **Methodology**

This study utilized the descriptive-correlational research design to determine the teachers' creativity, decision-making skills, and effectiveness in the Schools Division of Antique, Philippines during the School Year 2025–2026. Descriptive-correlational research design was appropriate because it examined the relationships among variables without manipulating them. The study aimed to determine the extent to

which teachers' creativity and decision-making skills relate to their effectiveness in teaching.

The respondents of the study were 326 randomly selected secondary school teachers from the three clusters in the Schools Division of Antique. Probability sampling technique specifically cluster sampling was used in selecting the respondents. The clusters were grouped according to geographic location. Thereafter, proportionate random sampling and fishbowl techniques were utilized to ensure equal chances of selection among participants.

The study employed a researcher-made questionnaire as the primary data gathering instrument. The questionnaire consisted of four parts. Part I gathered the personal profile of the respondents such as highest educational attainment, position, length of service, school size, and school location. Part II measured teachers' creativity using a 15-item questionnaire adapted from Keller-Kyriakides (2021). Part III measured teachers' decision-making skills using a 15-item questionnaire based on the study of Villafranca (2022). Part IV measured teachers' effectiveness using a 15-item instrument adapted from the Student Evaluation of Teaching (SET) utilized by the University of the Philippines-Diliman.

To ensure the validity of the instrument, the questionnaire underwent face and content validation by five experts using the Good and Scates' Criteria of Validation. After incorporating the suggestions of the validators, the instrument was pilot tested to 30 teachers who were not included in the actual respondents of the study. The reliability test using Cronbach's Alpha yielded coefficients of .892 for teachers' creativity, .904 for decision-making skills, and .910 for teachers' effectiveness, indicating that the instrument was highly reliable.

Before conducting the study, the researcher secured permission from the Office of the Schools Division Superintendent, Public School District Supervisors, and School Heads. Upon approval, the questionnaires were personally distributed to the respondents. The respondents were given sufficient time to answer the questionnaire, and confidentiality of their responses was assured. After retrieval, the data were tallied, tabulated, analyzed, and interpreted using appropriate statistical tools.

The statistical tools used in the study included frequency and percentage to describe the respondents' profile, mean to determine the levels of teachers' creativity, decision-making skills, and effectiveness, t-test and Analysis of Variance (ANOVA) to determine significant differences among variables, and Pearson's r to determine the significant relationships among teachers' creativity, decision-making skills, and effectiveness. All statistical computations were processed using the Statistical Package for the Social Sciences (SPSS) at a .05 level of significance.

## Results and Discussion

The findings of the study revealed that the overall level of teachers' creativity was "Very High," with an overall mean score of 4.30. The respondents obtained the highest mean score in the indicator "Create opportunities for learners to work collaboratively on creative tasks" with a mean of 4.61, followed by "Encourage learners to explore multiple ways to solve a problem" with a mean of 4.52, and "Use open-ended questions to stimulate learners' thinking" with a mean of 4.51. On the other hand, the lowest mean scores were obtained in "Enjoy creating their own drawings and images for their classes" with a mean of 3.91, "Draw map than to explain verbally how to get somewhere when giving direction to learners" with a mean of 4.03, and "Write down the pros and cons when making a tough decision" with a mean of 4.11. These findings indicate that teachers are highly capable of developing innovative and engaging instructional strategies that promote learners' participation and critical thinking. The result supports the

findings of Ucar (2022) and Rivero (2021), which stated that teachers generally exhibit high levels of creativity in teaching.

When classified according to highest educational attainment, teachers holding bachelor's degrees obtained a mean score of 4.34, master's degree holders obtained 4.23, and doctorate degree holders obtained 4.47, all verbally interpreted as "Very High." In terms of position, Teacher I–III respondents obtained a mean of 4.30 while Master Teacher I–II respondents obtained 4.34, both interpreted as "Very High." Similarly, teachers with short length of service obtained a mean score of 4.27 while those with long years of service obtained 4.37, indicating that both groups demonstrated very high levels of creativity.

The results further revealed that teachers' decision-making skills were also at a high level. Teachers demonstrated strong abilities in analyzing situations, evaluating alternatives, and making informed decisions that contribute to effective teaching and learning. The study emphasized that teachers who possess sound decision-making skills are more capable of addressing classroom concerns, implementing instructional strategies effectively, and contributing positively to school improvement. The findings support the study of Onyango (2022), which found that teachers' decision-making skills greatly influence academic outcomes and organizational effectiveness.

Moreover, the study showed that teachers' effectiveness was likewise rated "Very High." The findings indicate that teachers' actions and practices greatly influence learners' academic performance and achievement. Effective teachers were found to establish positive teacher-student relationships, adapt teaching methods according to learners' needs, provide meaningful feedback, and create conducive learning environments. These findings are consistent with the studies of Mangila (2022), Manaig et al. (2024), and Solatorio (2024), which emphasized that teaching effectiveness significantly contributes to students' academic success and overall learning outcomes.

The study also found significant relationships among teachers' creativity, decision-making skills, and effectiveness. Teachers who demonstrated higher creativity levels also tended to exhibit stronger decision-making skills and greater teaching effectiveness. This implies that creativity and decision-making skills are important predictors of teacher effectiveness. The interconnectedness of these variables highlights the importance of continuous professional development programs, seminars, and trainings that will enhance teachers' innovative thinking, problem-solving abilities, and instructional competencies.

Overall, the findings of the study underscore the importance of creativity, sound decision-making, and effective teaching practices in achieving quality education. The results suggest that school administrators and educational leaders should continue supporting teachers through professional growth opportunities and collaborative learning environments to further strengthen teaching effectiveness and improve student outcomes.

## Summary

This study determined the levels of teachers' creativity, decision-making skills, and effectiveness in the Schools Division of Antique, Philippines during the School Year 2025–2026. Specifically, it examined the levels of the three variables when respondents were classified according to highest educational attainment, position, length of service, school size, and school location. It also determined the significant differences and relationships among the variables.

The study utilized the descriptive-correlational research design involving 326 randomly selected secondary school teachers from the three clusters of the Schools Division of Antique. A validated and reliable questionnaire was used to gather the necessary data. Statistical tools such as frequency,

percentage, mean, t-test, Analysis of Variance (ANOVA), and Pearson's r were employed in analyzing the data.

Findings revealed that the overall level of teachers' creativity was "Very High" with an overall mean score of 4.30. Teachers demonstrated strong creativity particularly in encouraging learners to explore multiple solutions, stimulating critical thinking through open-ended questions, and promoting collaborative learning activities. Teachers' decision-making skills were likewise found to be high, indicating that respondents were capable of analyzing situations, evaluating alternatives, and making informed decisions to improve teaching and learning. Furthermore, teachers' effectiveness was also rated "Very High," suggesting that teachers' practices and instructional strategies greatly influenced learners' academic achievement and classroom performance.

The study further revealed significant relationships among teachers' creativity, decision-making skills, and effectiveness. Teachers with higher creativity and stronger decision-making abilities tended to demonstrate greater effectiveness in teaching. These findings emphasize the interconnectedness of creativity, decision-making, and instructional effectiveness in achieving quality education.

## **Conclusion**

Based on the findings of the study, it was concluded that teachers in the Schools Division of Antique possess very high levels of creativity and effectiveness, as well as high levels of decision-making skills. Teachers are capable of implementing innovative teaching strategies, making sound instructional decisions, and creating meaningful learning experiences that positively affect learners' achievement and development.

The study also concluded that teachers' creativity and decision-making skills significantly contribute to teaching effectiveness. Teachers who are creative and capable of making informed decisions are more likely to become effective educators. Thus, creativity and decision-making skills are essential qualities that teachers must continuously develop to improve instructional delivery and learner outcomes.

Moreover, the significant relationships among the variables imply that strengthening teachers' creativity and decision-making skills can further enhance their effectiveness in teaching. Therefore, educational institutions and school administrators should provide continuous support and opportunities for teachers' professional growth and development.

## **Recommendations**

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

School administrators may conduct seminars, workshops, and training programs that will further enhance teachers' creativity, innovation, and instructional strategies.

Teachers may continuously improve their decision-making skills through professional development activities, collaborative discussions, and participation in school planning and policy-making processes.

Educational leaders may strengthen support systems and provide opportunities that encourage teachers to implement creative and learner-centered teaching approaches.

Schools may establish programs that promote collaboration, critical thinking, and problem-solving among teachers to improve overall teaching effectiveness.

Teachers may be encouraged to utilize varied instructional strategies and modern teaching techniques that address the diverse learning needs of students.

Future researchers may conduct similar studies using other variables and wider groups of respondents to further validate and expand the findings of the present study.

## References

1. Aina, J. K., Olanipekun, S. S., & Garuba, I. A. (2021). Professional focus and teachers' effectiveness in Nigeria.
2. Alovo, R. R. (2022). Predictors of creativity among secondary school teachers in selected districts in Bohol.
3. Arnon, S., & Reichel, N. (2023). Effective teaching and educational collaboration.
4. Babu, M. S., & Sundari, B. T. (2023). Teacher effectiveness among high school teachers in Kurnool district.
5. Bakx, A., et al. (2024). Teacher collaboration and effectiveness in educational settings.
6. Bernard, M. (2022). Teachers' participation in decision-making process and school administration.
7. Borich, G. D. (2022). Effective teaching methods and practices.
8. Campbell, R., et al. (2023). Measuring teacher effectiveness in modern education.
9. Caceres, L. M. (2020). Creativity level of public and private elementary school teachers in Calbayog City.
10. Cohen, E., Brody, C., & Sapon-Shevin, M. (2024). Teacher-student communication and cooperative learning.
11. Corner, J. (2022). Cooperative learning and interpersonal communication in classrooms.
12. Dash, M., & Barman, P. (2022). Teaching effectiveness of secondary school teachers in West Bengal.
13. Davis, B. (2023). Collaborative learning and classroom interaction strategies.
14. Donnelly, J., Gibson, J., & Mancervich, R. (2023). Educational leadership and participative decision-making.
15. Edikpa, E. C. (2021). Decision-making skills of teachers in Anambra State.
16. Ferreira, M., & Bosworth, K. (2021). Professional authority and teacher effectiveness.
17. Gardner, H. (2022). Student evaluation and teacher professional growth.
18. Garrett, R., & Steinberg, M. (2021). Factors influencing teacher effectiveness.
19. Gelate, R., & Gelate, M. (2023). Problem-solving and decision-making skills among university teachers.
20. Goe, L., Bell, C., & Little, O. (2023). Approaches in evaluating teacher effectiveness.
21. Gottlieb, D. (2021). Innovative teaching practices and learner engagement.
22. Goyal, M. (2023). Personality correlates of creativity in secondary school teachers.
23. Hargreaves, A. (2022). Educational collaboration and cooperative learning.
24. Harlen, W. (2021). Feedback and assessment in effective teaching.
25. Heneman, H., et al. (2022). Standards and assessment of teacher effectiveness.
26. Kamylyis, P., et al. (2023). Teachers' conceptions of creativity and learner development.
27. Keller-Kyriakides, M. (2021). Creativity indicators and teaching practices.
28. Koutrouba, K. (2022). Teacher effectiveness in secondary education as perceived by students.
29. Manaig, J., et al. (2024). Teaching effectiveness and academic performance in blended learning environments.
30. Mangila, T. (2022). Teaching effectiveness and work performance of instructors in higher education institutions.

31. Mayer, R., & Alexander, P. (2021). Flexible assessment techniques and metacognitive awareness.
32. Mirfani, A. (2021). Innovative trends and decision-making skills of teachers.
33. Muijs, D. (2022). Understanding and assessing effective teaching.
34. Mullins, L. (2021). Staff participation and organizational performance.
35. OECD. (2023). Teacher effectiveness and educational quality indicators.
36. Onyango, J. (2022). Teachers' decision-making skills and students' academic outcomes in Kenya.
37. Perry, K., Donohue, K., & Weinstein, C. (2021). Teacher-student relationships and classroom effectiveness.
38. Pishghadam, R., et al. (2022). Teachers' creativity and classroom success.
39. Quigley, C. (2022). Collaboration and teaching effectiveness in schools.
40. Rice, J. (2023). Interpersonal relationships and effective teaching.
41. Rivero, A. (2021). Creativity in teaching science and mathematics subjects among elementary teachers.
42. Ross, J., et al. (2023). Community factors and teacher effectiveness.
43. Schacter, J., & Thum, Y. (2024). Teaching adaptation and student diversity.
44. Schleicher, A. (2022). Educational assessment and teacher quality.
45. Sebello, M. (2022). Decision-making styles among educational leaders and faculty members.
46. Sevilla, C. (2021). Research methods and correlational studies in education.
47. Sharan, Y. (2021). Innovative classroom teaching strategies.
48. Solatorio, R. (2024). Teaching strategies and effectiveness among public elementary teachers.
49. Stiggins, R. (2021). Student feedback and teacher improvement.
50. Tabachnick, B., & Fidell, L. (2021). Research design and statistical analysis in education.
51. Teddlie, C., et al. (2024). Effective teaching practices and school improvement.
52. Tominez, R., & Dela Cruz, M. (2024). Teaching effectiveness of pre-service teachers in Nueva Vizcaya State University.
53. Ucar, R. (2022). Teachers' creativity and job satisfaction in secondary schools.
54. Villafranca, M. (2022). Servant leadership, decision-making skills, and instructional leadership practices among teachers.
55. Viscarra, R. (2021). Descriptive-correlational research design in educational studies.
56. Wilkinso, P. (2022). Employee involvement and decision-making in organizations.