

Exploring School Leaders Management Practices to The Teachers' Engagement, Innovation, and Creativity

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Abstract—This study aimed to explore school leaders' management practices on teachers' engagement, innovation and creativity. Specifically, this study sought to identify level of school leaders' management, the level of teachers' engagement, the level of teachers' innovation, the level of teachers' creativity, and to identify if there are significant relationships between the school leaders' management practices and teachers' engagement, identify if there is a significant relationship between the school leaders' management practices and teacher's innovation, Identify if there is a significant relationship between the school leaders' management practices and teachers' creativity. This study used a descriptive correlational research design which utilized the questionnaire to collect necessary data. The respondents were 165 private school teachers selected from various schools in Lucban, Quezon. A self-made validated questionnaire was used to gather the data and interpreted using Frequency, Percentage, Mean, Standard Deviation and Pearson-r. Based on the findings, the study revealed that the level of school leaders' management practices was generally very high in terms of planning and goal setting, decision-making, teamwork and collaboration, and performance management. Likewise, teachers demonstrated a high to very high level of engagement, innovation, and creativity in their professional responsibilities. Furthermore, the findings showed that there were no significant relationships revealed in all dimensions. Moreover, there is no significant relationship between school leaders' management practices to the teachers' engagement, innovation and creativity leading to acceptance of all the hypotheses. Based on the findings and conclusions it is highly recommended that school leaders may enhance teacher involvement in planning and decision-making, strengthen collaborative evaluation practices, and promote shared leadership. Teachers may also further explore and refine creative teaching and assessment strategies will help sustain and improve the quality of education. Future researchers may conduct a comparable study with a larger and more varied sample of participants from various public and private schools. This may yield deeper findings and assist in determining if the management strategies of school administrators have a major impact on teachers' engagement, innovation, and originality in other learning environments.

Keywords— School leadership, management practices, teacher engagement, innovation, creativity.

I. INTRODUCTION

According to Henry Fayol, who is considered the founder of contemporary management theory, is "to forecast and plan, to organize, to command, to coordinate, and to control." A certain set of abilities that go much beyond what you would have acquired as an individual contributor in an organization

is necessary for managing a team of any size effectively. (Miranda, 2025). For a school to operate efficiently and successfully, school management is essential. Good management helps create a safe, organized, and positive environment where students can grow academically and morally. Among the most crucial aspects of "Good school management", the most efficient is the involvement of teachers in school administration.

On the other hand, teacher engagement includes behavioral, cognitive, and emotional investment that teachers contribute to their teaching positions (Salvacion, 2025). A student's sincere, self-motivated interest in and active participation in the learning process is known as engagement. Additionally, the term is essentially the same for teachers. Educators must be truly motivated and actively involved in the educational process (Prater, 2026).

Building leader-member relationships through collaboration has been viewed by educators as a crucial element in successfully enhancing students' academic performance (Cupidore, 2017). Through cross-disciplinary teaching techniques, individualized and collaborative learning strategies, problem-based learning approaches, increased cognitive activation, and formative feedback to students, researchers contend that teacher innovation plays a crucial role in improving the educational process and outcomes (Liu et al., 2024). Recognizing the critical role that positive, innovative, and creative teachers have in supporting students' academic achievement and overall development is at the core of this study. Educational research has consistently shown that larger organizational features, such as school climate and school culture, have a direct impact on creativity, innovation, and the creativity of teachers. (Zibenberg, 2026). There is strong evidence that teacher creativity plays a vital role in organizational innovation and effectiveness, student creativity, teacher innovation and growth, learning process success, and school effectiveness (Daas, 2023).

This study aims to explore school leaders' management practices and assess how they affect teachers' engagement, creativity, and innovation. It particularly seeks to ascertain how administrative involvement, cooperative practices, leadership styles, and communication foster a good school culture that encourages teacher professional development, motivation, and engagement.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study focused on exploring school leaders' management practices on teachers' engagement, innovation and creativity. Specifically, this aimed to determine the following:

1. What is the level of School Leaders' Management practices in terms of:
 - 1.1. Planning and Goal Setting;
 - 1.2. decision making;
 - 1.3. teamwork and collaboration; and
 - 1.4. performance management?
2. What is the level of Teachers' Engagement in terms of:
 - 2.1. Sense of Belonging;
 - 2.2. collaboration and teamwork; and
 - 2.3. communication and feedback?
3. What is the level of Teachers' Innovation in terms of:
 - 3.1. Creative Teaching Strategies;
 - 3.2. instructional innovation; and
 - 3.3. assessment and evaluation innovation?
4. What is the level of Teachers' Creativity in terms of:
 - 4.1. Teaching Method Creativity;
 - 4.2 Assessment Creativity;
 - 4.3. Professional Development Creativity; and
 - 4.4. Leadership Creativity?
5. Is there a significant relationship between the School Leaders' Management practices and Teachers' Engagement?
6. Is there a significant relationship between the School Leaders' Management practices and Teachers' Innovation?
7. Is there a significant relationship between the School Leaders' Management practices and Teachers' Creativity?

II. METHODOLOGY

This study used a descriptive correlational research design which utilized the questionnaire to collect necessary data. The respondents were 165 private school teachers selected from various schools in Lucban, Quezon. A self-made validated questionnaire was used to gather the data and interpreted using Frequency, Percentage, Mean, Standard Deviation and Pearson-r.

III. RESULTS AND DISCUSSION

This part presents, analyzes, and interprets the data collected to examine the significant relationship between the school leaders' management practices on teachers' engagement, innovation and practices.

Level of School Leaders' Management Practices

This study focuses on how leaders effectively direct school activities, support teachers, and ensure that school objectives are achieved through systematic and collaborative processes.

The level of school leaders' management practices were revealed in the following tables, which show the statement, mean, SD, and remarks.

The mean scores were interpreted using the corresponding verbal interpretation to determine the respondents' level of school leaders' management.

Table 1 presents the level of school leaders' management practices in terms of planning and goal setting. It includes statements, mean scores and corresponding remarks.

The results reveal that two indicators were rated strongly agree, indicating that school leaders clearly establish guidelines that guide teachers in achieving school goals and effectively communicate how planning processes encourage teachers' involvement in school activities. This implies that school leaders actively promote clear direction and encourage teacher participation in planning initiatives. Likewise, three indicators were rated agree, showing that school leaders implement planning guidelines that support teachers in reaching institutional goals, examine the effectiveness of school plans in meeting desired objectives, and review collaborative goal-setting practices among teachers. This implies that while these practices are present in schools, there is still room to further strengthen the evaluation and collaborative aspects of planning processes.

Table 1. Level of School Leaders' Management Practices in terms of Planning and Goal Setting

Statements	Mean	SD	Remarks
The School Leaders			
...identify the guidelines that support teachers in achieving school goals.	4.24	0.81	Strongly Agree
...explain how planning activities encourage teacher participation.	4.25	0.82	Strongly Agree
...apply guidelines that support teachers in achieving school goals.	4.18	0.77	Agree
...analyze the effectiveness of school plans in achieving intended goals.	4.16	0.78	Agree
...evaluate collaborative goal-setting practices among teachers.	4.14	0.85	Agree
Weighted Mean	4.19		
SD	0.81		
Verbal Interpretation	High		

The overall weighted mean of 4.19, standard deviation of 0.81 indicates a high level of school leaders' management practices in terms of planning and goal setting. This signify that school leaders generally demonstrate strong planning practices that support teachers and guide the school toward the achievement of its goals. It also indicates that planning activities and goal-setting processes are commonly practiced and recognized by teachers as part of effective school management.

The results highlight that clear guidelines, participatory planning, and continuous evaluation of school plans are evident in school leadership practices. These management practices contribute to establishing structured direction and collaborative efforts in achieving educational goals within the school organization.

Table 2 presents the level of school leaders' management practices in terms of decision making. It includes statements, mean scores and corresponding remarks.

The results reveal that four indicators were rated strongly agree, indicating that school favorable opinion of the school's leadership techniques and collaborative decision-making, which promotes organizational objectives and teacher development. This implies that the school exhibits strong leadership and cooperative decision-making, which fosters

teachers' professional development and guarantees that decisions are made in a way that is both transparent and consistent with the institution's goals.

Table 2. Level of School Leaders' Management Practices in terms of Decision Making

Statements The School Leaders	Mean	SD	Remarks
...recall decisions that support teachers' professional growth.	4.28	0.78	Strongly Agree
...explain how teachers' opinions influence school decisions.	4.15	0.80	Agree
...apply school decisions aligned with the school's vision and mission.	4.38	0.76	Strongly Agree
...analyze the clarity of decisions communicated to teachers and staff.	4.22	0.85	Strongly Agree
...evaluate shared responsibility practices in school decision-making.	4.22	0.81	Strongly Agree
Weighted Mean	4.25		
SD	0.80		
Verbal Interpretation	Very High		

Likewise, one indicators were rated agree, showing that teacher's opinions influence school decisions. This implies that while that teacher's opinions are being recognized and considered in school decision making.

The overall weighted mean of 4.25, standard deviation of 0.80 indicates a high level of school leaders' management practices in terms of decision making. This signify that educators are given the chance to voice their opinions and contribute to the decision-making process. By ensuring that school policies and practices are more sensitive to the needs and viewpoints of teachers, such involvement fosters a more cooperative and participatory learning environment.

The results highlight that that educators view school leadership and decision-making procedures favorably. They think that in order to foster a cooperative and encouraging learning environment, choices should be supportive, clearly explained, in line with school objectives, and entail teacher participation.

Table 3 presents the level of school leaders' management practices in terms of teamwork and collaboration. It includes statements, mean scores and corresponding remarks.

Table 3. Level of School Leaders' Management Practices in terms of Teamwork and Collaboration

Statements The School Leaders	Mean	SD	Remarks
...identify practices that promote teamwork among teachers.	4.30	0.81	Strongly Agree
...explain how collaboration supports school goals.	4.30	0.78	Strongly Agree
...apply teamwork strategies to strengthen teacher cooperation.	4.25	0.78	Strongly Agree
...analyze how well teachers work together to achieve goals.	4.23	0.79	Strongly Agree
...evaluate recognition practices for teachers' teamwork contributions.	4.23	0.82	Strongly Agree
Weighted Mean	4.26		
SD	0.79		
Verbal Interpretation	Very High		

The results reveal that five indicators were rated strongly agree, indicating that school successfully employs strategies that encourage cooperation and teamwork among teachers. This implies that teachers are able to implement teamwork techniques that improve cooperation among coworkers and understand the value of teamwork in accomplishing school objectives.

The overall weighted mean of 4.26, standard deviation of 0.79 indicates a high level of school leaders' management practices in terms of teamwork and collaboration. This shows that teachers at the school have a strong culture of cooperation and teamwork. It shows that educators appreciate cooperative methods, actively collaborate, and assist one another in accomplishing school objectives. The results highlight demonstrate a strong culture of collaboration among educators, which promotes efficient instruction and the accomplishment of academic goals.

Table 4. Level of School Leaders' Management Practices in terms of Performance Management

Statements The School Leaders	Mean	SD	Remarks
...recall criteria used to evaluate teachers' performance.	4.33	0.80	Strongly Agree
...explain how feedback supports teacher improvement.	4.35	0.75	Strongly Agree
...apply performance standards in monitoring teacher growth.	4.32	0.80	Strongly Agree
...analyze the clarity of communicated performance standards.	4.30	0.77	Strongly Agree
...evaluate support provided to teachers for improvement.	4.33	0.77	Strongly Agree
Weighted Mean	4.33		
SD	0.77		
Verbal Interpretation	Very High		

Table 4 presents the level of school leaders' management practices in terms of performance management. It includes statements, mean scores and corresponding remarks.

The results reveal that five indicators were rated strongly agree indicating that the school is a culture of excellence and cooperation by providing instructors with strong support and resources to enhance their abilities. This implies that teacher evaluations are clear, feedback is helpful, performance standards are well-applied, and teachers receive strong support for improvement.

The overall weighted mean of 4.33, standard deviation of 0.77 indicates a high level. This shows that the teacher assessment system is well-organized and transparent. Teachers can enhance their performance by receiving constructive feedback. Resources and strong assistance are offered to guarantee ongoing professional development. The results highlight the transparency of teacher assessment system that is easy to understand.

Performance standards are successfully used to track development, and constructive criticism is given. Strong tools and support are provided to teachers, encouraging ongoing professional growth.

Level of Teachers' Engagement

This study focuses on how educators actively engage in school events, work together with colleagues, and use professional dedication and shared duties to help the school achieve its goals.

Table 5. Level of Teachers' Engagement in terms of Sense of Belonging

Statements	Mean	SD	Remarks
The Teachers			
...recognize feelings of belonging within the school community.	4.27	0.88	Strongly Agree
...explain motivation to contribute to school activities.	4.30	0.80	Strongly Agree
...participate actively in school decision-making processes.	4.19	0.92	Agree
...analyze opportunities for professional development.	4.22	0.87	Strongly Agree
...evaluate how teachers share ideas and suggestions.	4.22	0.89	Strongly Agree
Weighted Mean	4.33		
SD	0.77		
Verbal Interpretation	Very High		

The level of teachers' engagement were revealed in the following tables, which show the statement, mean, SD, and remarks.

The mean scores were interpreted using the corresponding verbal interpretation to determine the teachers' level of engagement.

Table 5 presents the level of teachers' engagement in terms of sense of belonging. It includes statements, mean scores and corresponding remarks.

The results show that four indicators were rated strongly agree, indicating that teachers clearly recognize their sense of belonging within the school community, feel motivated to contribute to school activities, analyze opportunities for professional development, and evaluate how ideas and suggestions are shared among teachers. This implies that teachers feel valued and included in the school environment, which strengthens their commitment to participate in school initiatives and professional growth. Meanwhile, one indicator was rated agree, which refers to teachers' participation in school decision-making processes. This suggests that although teachers are involved in decision-making activities, their level of participation may still be enhanced to further strengthen their sense of ownership in school governance.

The overall weighted mean of 4.33 and standard deviation of 0.77 indicates a very high level of teachers' engagement in terms of sense of belonging. This signifies that teachers generally feel connected and valued within the school community, which promotes a supportive environment that encourages active participation and collaboration.

Table 6 presents the level of teachers' engagement in terms of collaboration and teamwork. It includes statements, mean scores and corresponding remarks.

The results reveal that four indicators were rated strongly agree, showing that teachers recognize collaborative practices, support one another professionally, work together to achieve school goals, and analyze shared teaching strategies among colleagues. These findings indicate that collaborative relationships among teachers are strongly evident within the school environment. On the other hand, one indicator was

rated agree, which refers to evaluating how conflicts are resolved collaboratively. This implies that while teachers work well together, the strategies used in resolving conflicts may still be strengthened to ensure more effective collaboration.

Table 6. Level of Teachers' Engagement in terms of Collaboration and Teamwork

Statements	Mean	SD	Remarks
The Teachers			
...identify collaborative practices among teachers.	4.38	0.72	Strongly Agree
...explain how teachers support each other professionally.	4.25	0.80	Strongly Agree
...work collaboratively to achieve school goals	4.37	0.80	Strongly Agree
...analyze shared teaching strategies among colleagues	4.23	0.87	Strongly Agree
...evaluate how conflicts are resolved collaboratively.	4.12	0.92	Agree
Weighted Mean	4.27		
SD	0.83		
Verbal Interpretation	Very High		

The overall weighted mean of 4.27 and standard deviation of 0.83 indicate a very high level of teachers' engagement in terms of collaboration and teamwork. This signifies that teachers demonstrate strong cooperation and teamwork in carrying out their professional responsibilities and achieving school objectives.

Table 7. Level of Teachers' Engagement in terms of Communication and Feedback

Statements	Mean	SD	Remarks
The Teachers			
...recall feedback received from school leaders.	4.18	0.85	Agree
...explain communication channels with school leaders.	4.19	0.86	Agree
...communicate concerns openly to school leaders.	4.11	0.77	Agree
...analyze the clarity and timeliness of information.	4.14	0.74	Agree
...evaluate the professionalism of school leaders' communication.	4.14	0.85	Agree
Weighted Mean	4.15		
SD	0.82		
Verbal Interpretation	High		

Table 7 presents the level of teachers' engagement in terms of communication and feedback. It includes statements, mean scores and corresponding remarks.

The results reveal that all five indicators were rated agree, indicating that teachers are able to recall feedback received from school leaders, explain communication channels, communicate concerns openly, analyze the clarity of information, and evaluate the professionalism of leaders' communication. These findings suggest that communication between teachers and school leaders is generally present and functional. However, the consistent "agree" rating implies that communication practices may still be improved to reach a stronger level of effectiveness and responsiveness.

The overall weighted mean of 4.15 and standard deviation of 0.82 indicate a high level of teachers' engagement in terms of communication and feedback. This signifies that communication between teachers and school leaders is

generally positive and supportive, although further improvement in clarity and openness could enhance engagement even more.

Table 8. Level of Teachers' Engagement in terms of Creative Teaching Strategies

Statements The Teachers	Mean	SD	Remarks
...evaluate the professionalism of school leaders' communication.	4.10	0.91	Agree
...explain how new teaching methods improve learning.	4.18	0.79	Agree
...apply innovative teaching strategies in classroom practice.	4.33	0.83	Strongly Agree
...analyze shared innovative practices for learning outcomes.	4.22	0.81	Strongly Agree
...evaluate creativity demonstrated in teaching efforts.	4.25	0.76	Strongly Agree
Weighted Mean	4.21		
SD	0.82		
Verbal Interpretation	Very High		

Table 8 presents the level of teachers' engagement in terms of creative teaching strategies. It includes statements, mean scores and corresponding remarks.

The results reveal that three indicators were rated strongly agree, indicating that teachers apply innovative teaching strategies, analyze shared innovative practices, and evaluate creativity in teaching efforts. This suggests that teachers actively incorporate creative approaches in their classroom practices to enhance student learning. Meanwhile, two indicators were rated agree, referring to evaluating communication professionalism and explaining how new teaching methods improve learning.

This implies that while teachers demonstrate creativity in teaching, there may still be opportunities to further strengthen their understanding and evaluation of innovative teaching practices.

The overall weighted mean of 4.21 and standard deviation of 0.82 indicate a very high level of teachers' engagement in terms of creative teaching strategies. This signifies that teachers are highly engaged in developing and applying innovative strategies to improve the teaching and learning process.

Level of Teachers' Innovation

This study focuses on how educators use innovative and creative teaching methods, create fresh ideas to improve learning, and improve school results through ongoing experimentation and professional development.

The level of teachers' innovation were revealed in the following tables, which show the statement, mean, SD, and remarks.

The mean scores were interpreted using the corresponding verbal interpretation to determine the level of teachers' innovation.

Table 9 presents the level of teachers' innovation in terms of instructional innovation. It includes statements, mean scores and corresponding remarks

The results show that four indicators were rated strongly agree, indicating that teachers recall innovative instructional approaches, use creative activities to enhance learning,

analyze recognition of creative teaching methods, and evaluate the promotion of creativity in teaching. One indicator was rated agree, which refers to explaining how resources support innovative instruction. This suggests that while resources are utilized to support innovation, there may still be opportunities to maximize their use in implementing creative instructional strategies.

Table 9. Level of Teachers' Innovation in terms of Instructional Innovation

Statements The Teachers	Mean	SD	Remarks
...recall new instructional approaches in teaching.	4.22	0.84	Strongly Agree
...explain how resources support innovative instruction.	4.20	0.77	Agree
...use creative activities to enhance student learning.	4.41	0.79	Strongly Agree
...analyze recognition of creative teaching methods.	4.29	0.80	Strongly Agree
...evaluate the promotion of creativity in teaching.	4.28	0.78	Strongly Agree
Weighted Mean	4.28		
SD	0.80		
Verbal Interpretation	Very High		

The overall weighted mean of 4.28 and standard deviation of 0.80 indicate a very high level of teachers' innovation in terms of instructional innovation. This signifies that teachers actively practice innovative teaching methods that contribute to improving student engagement and learning outcomes.

Table 10. Level of Teachers' Innovation in terms of Assessment and Evaluation Innovation

Statements The Teachers	Mean	SD	Remarks
...recall creative approaches to assessing students.	4.27	0.75	Strongly Agree
...explain innovative assessment practices.	4.21	0.74	Strongly Agree
...apply interdisciplinary strategies supported by school leaders.	4.18	0.76	Agree
...analyze integration of knowledge from different subjects.	4.20	0.74	Agree
...evaluate collaboration in developing holistic learning experiences.	4.27	0.80	Strongly Agree
Weighted Mean	4.23		
SD	0.76		
Verbal Interpretation	Very High		

Table 10 presents the level of teachers' innovation in terms of assessment and evaluation innovation. It includes statements, mean scores and corresponding remarks.

The results reveal that three indicators were rated strongly agree, indicating that teachers recall creative assessment approaches, explain innovative assessment practices, and evaluate collaboration in developing holistic learning experiences. Meanwhile, two indicators were rated agree, referring to applying interdisciplinary strategies and analyzing integration of knowledge from different subjects. This implies that while interdisciplinary and integrative approaches are practiced, there is still potential for further strengthening these strategies in assessment practices.

The overall weighted mean of 4.23 and standard deviation of 0.76 indicate a very high level of teachers' innovation in

assessment and evaluation. This signifies that teachers demonstrate strong capability in applying creative and innovative assessment practices that support meaningful learning experiences.

Level of Teachers' Creativity

This study focuses on how educators use creativity to improve student learning and accomplish school objectives by creating interesting teaching materials, creating learning experiences, and putting new ideas into practice.

The level of teachers' creativity were revealed in the following tables, which show the statement, mean, SD, and remarks.

The mean scores were interpreted using the corresponding verbal interpretation to determine the level of teachers' creativity.

Table 11 presents the level of teachers' creativity in terms of teaching method creativity. It includes statements, mean scores and corresponding remarks.

Table 11. Level of Teachers' Creativity in terms of Teaching Method Creativity

Statements The Teachers	Mean	SD	Remarks
...recognize creative elements in lesson delivery.	4.42	0.66	Strongly Agree
...explain how creative methods meet students' needs.	4.39	0.67	Strongly Agree
...apply creative instructional methods in teaching.	4.32	0.70	Strongly Agree
...analyze strategies that promote critical and creative thinking.	4.36	0.68	Strongly Agree
...evaluate innovative teaching practices in classrooms.	4.34	0.72	Strongly Agree
Weighted Mean	4.37		
SD	0.69		
Verbal Interpretation	Very High		

The results show that all five indicators were rated strongly agree, indicating that teachers recognize creative elements in lesson delivery, explain how creative methods meet students' needs, apply creative instructional methods, analyze strategies that promote critical thinking, and evaluate innovative teaching practices.

The overall weighted mean of 4.37 and standard deviation of 0.69 indicate a very high level of teachers' creativity in teaching methods. This signifies that teachers consistently apply creative instructional strategies that enhance student engagement and foster higher-order thinking skills in the classroom.

Table 12 presents the level of teachers' creativity in terms of assessment creativity. It includes statements, mean scores and corresponding remarks.

The results reveal that all indicators were rated strongly agree, indicating that teachers recall creative assessment tools, explain unique evaluation methods, incorporate real-life situations into assessments, analyze innovative assessment strategies, and evaluate how creative assessments enhance students' critical thinking.

The results reveal that all indicators were rated strongly agree, indicating that teachers recall creative assessment tools,

explain unique evaluation methods, incorporate real-life situations into assessments, analyze innovative assessment strategies, and evaluate how creative assessments enhance students' critical thinking.

Table 12. Level of Teachers' Creativity in terms of Assessment Creativity

Statements The Teachers	Mean	SD	Remarks
...recall creative assessment tools used for students.	4.50	0.59	Strongly Agree
...explain unique methods for evaluating performance.	4.48	0.60	Strongly Agree
...incorporate real-life situations into student assessments.	4.50	0.61	Strongly Agree
...analyze innovative assessment strategies encouraged by school leaders.	4.42	0.62	Strongly Agree
...evaluate how creative assessments enhance critical thinking.	4.42	0.61	Strongly Agree
Weighted Mean	4.47		
SD	0.60		
Verbal Interpretation	Very High		

The overall weighted mean of 4.47 and standard deviation of 0.60 indicate a very high level of teachers' creativity in assessment practices. This signifies that teachers demonstrate strong creativity in designing assessments that encourage critical thinking and meaningful learning experiences.

Table 13. Level of Teachers' Creativity in terms of Professional Development Creativity

Statements The Teachers	Mean	SD	Remarks
...recall professional development programs that foster creativity.	4.39	0.69	Strongly Agree
...explain opportunities for creative professional growth.	4.39	0.73	Strongly Agree
...apply innovative teaching approaches learned from training.	4.45	0.67	Strongly Agree
...analyze creative skills acquired from professional development.	4.36	0.67	Strongly Agree
...evaluate professional growth through creative teaching strategies	4.38	0.76	Strongly Agree
Weighted Mean	4.40		
SD	0.70		
Verbal Interpretation	Very High		

Table 13 presents the level of teachers' creativity in terms of professional development creativity. It includes statements, mean scores and corresponding remarks.

The results reveal that all indicators were rated strongly agree, indicating that teachers recognize professional development programs that foster creativity, explain opportunities for creative growth, apply innovative approaches learned from training, analyze creative skills acquired, and evaluate their professional growth. The overall weighted mean of 4.40 and standard deviation of 0.70 indicate a very high level of teachers' creativity in professional development. This signifies that teachers actively engage in professional development activities that enhance their creative teaching abilities and instructional practices. This result is consistent with research that highlights how professional development motivates educators to embrace creative teaching strategies and consistently enhance their methods.

Table 14. Level of Teachers' Creativity in terms of Leadership Creativity

Statements The Teachers	Mean	SD	Remarks
...recall examples of creative problem-solving by school leaders.	4.26	0.83	Strongly Agree
...explain how school leaders encourage creative thinking.	4.21	0.82	Strongly Agree
...apply innovative solutions to improve school performance.	4.25	0.81	Strongly Agree
...analyze support provided for teachers' creative initiatives.	4.24	0.80	Strongly Agree
...evaluate how creativity is promoted as a leadership value.	4.30	0.85	Strongly Agree
Weighted Mean	4.25		
SD	0.82		
Verbal Interpretation	Very High		

Table 14 presents the level of teachers' creativity in terms of leadership creativity. It includes statements, mean scores and corresponding remarks.

The results show that planning and goal setting has very weak and non-significant relationships with all areas of teachers' engagement, with correlation coefficients ranging from -0.025 to 0.060 ($p > .05$). This indicates that school leaders' planning activities and goal-setting practices are not significantly associated with teachers' sense of belonging, collaboration and teamwork, or communication and feedback. Although planning and goal setting remain important management practices, the findings suggest that they may not directly influence the level of teachers' engagement within the selected schools.

Similarly, decision making demonstrates very weak and non-significant relationships across all dimensions of teachers' engagement, with coefficients ranging from -0.028 to 0.054 ($p > .05$).

These values imply that teachers' engagement is not significantly affected by the decision-making practices of school leaders. While teachers may still participate in decision-making processes, the results indicate that such practices may not substantially contribute to enhancing teachers' feelings of belonging, collaboration, or communication within the school environment.

In the same manner, teamwork and collaboration as a management practice reveals weak and non-significant relationships with all domains of teachers' engagement, with correlation coefficients ranging from -0.054 to 0.069 ($p > .05$). These findings suggest that although teamwork and collaboration are evident in school leadership practices, they do not significantly influence teachers' engagement. This may indicate that teachers' collaboration and involvement are shaped more by personal and organizational factors rather than solely by leadership practices.

Moreover, performance management shows very weak and non-significant relationships with teachers' engagement, with coefficients ranging from 0.018 to 0.065 ($p > .05$). The findings imply that the evaluation systems, feedback mechanisms, and performance standards implemented by school leaders do not significantly affect teachers' sense of belonging, collaboration, communication, and feedback. Although performance management practices are present in

schools, their influence on teachers' engagement appears minimal.

In summary, the findings reveal that school leaders' management practices in terms of planning and goal setting, decision making, teamwork and collaboration, and performance management do not have significant relationships with teachers' engagement.

This suggests that teachers' engagement may be influenced by other factors beyond school leaders' management practices, such as personal motivation, organizational climate, work environment, and interpersonal relationships among teachers. These findings support the idea that engagement is a multidimensional concept shaped by both internal and external factors within the educational setting.

Significant Relationship between the School Leaders' Management Practices and Teachers' Engagement

Table 15 presents the significant relationship between school leaders' management practices and teachers' engagement. The Pearson Product-Moment Correlation Coefficient was utilized as the statistical tool. In general, the correlation coefficients in the table range from -0.054 to 0.069, indicating very weak relationships between the management practices of school leaders and the different dimensions of teachers' engagement.

Table 15. Significant Relationship between the School Leaders' Management Practices and Teachers' Engagement

School Management Practices	Leaders' Engagement	Teachers' Engagement		
		Sense of Belonging	Collaboration and Teamwork	Communication and Feedback
Planning and Goal Setting	Pearson Correlation	-0.003	0.06	-0.025
	Sig. (2-tailed)	0.965	0.441	0.746
	N	165	165	165
Decision Making	Pearson Correlation	0.002	0.054	-0.028
	Sig. (2-tailed)	0.982	0.494	0.724
	N	165	165	165
Teamwork and Collaboration	Pearson Correlation	-0.022	0.069	-0.054
	Sig. (2-tailed)	0.779	0.382	0.491
	N	165	165	165
Performance Management	Pearson Correlation	0.018	0.065	0.018
	Sig. (2-tailed)	0.816	0.405	0.817
	N	165	165	165

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

Planning and Goal Setting shows weak and non-significant relationships with all dimensions of teachers' engagement, with correlation coefficients ranging from -.025 to .060 and probability values greater than .05. This indicates that planning activities and goal-setting practices of school leaders do not demonstrate a statistically significant direct influence on teachers' sense of belonging, collaboration and teamwork, or communication and feedback.

Similarly, Decision Making reveals weak and non-significant relationships with all areas of teachers' engagement, with coefficients ranging from -.028 to .054 and p-values greater than .05. This implies that the decision-making practices of school leaders are not significantly associated with teachers' engagement within the selected schools.

In the same manner, Teamwork and Collaboration demonstrates weak and non-significant relationships with all dimensions of teachers' engagement, with correlation coefficients ranging from -.054 to .069 and probability values greater than .05. These findings suggest that collaborative management practices among school leaders do not significantly influence teachers' sense of belonging, teamwork, communication, and feedback.

Moreover, Performance Management shows weak and non-significant relationships with all areas of teachers' engagement, with coefficients ranging from .018 to .065 and probability values greater than .05. This indicates that performance monitoring, feedback systems, and evaluation practices do not demonstrate a statistically significant direct effect on teachers' engagement.

Overall, the findings signify that school leaders' management practices in terms of planning and goal setting, decision making, teamwork and collaboration, and performance management do not significantly contribute to teachers' engagement. The weak and non-significant correlations imply that teachers' engagement may be influenced by other factors such as personal motivation, workplace environment, organizational culture, and interpersonal relationships.

Significant Relationship between the School Leaders' Management Practices and Teacher's Innovation

Table 16 presents the significant relationship between school leaders' management practices and teachers' innovation. The Pearson Product-Moment Correlation Coefficient was used as the statistical tool to determine the relationship between the variables. In general, the correlation coefficients range from -0.034 to 0.077, indicating very weak relationships between school leaders' management practices and teachers' innovation.

Planning and Goal Setting shows weak and non-significant relationships with all dimensions of teachers' innovation, with correlation coefficients ranging from -.034 to -.003 and probability values greater than .05. This indicates that planning activities and goal-setting practices of school leaders do not demonstrate a statistically significant direct influence on teachers' creative teaching strategies, instructional innovation, or assessment and evaluation innovation.

Similarly, Decision Making reveals weak and non-significant relationships with all areas of teachers' innovation, with coefficients ranging from -.005 to .016 and p-values greater than .05. This implies that the decision-making practices of school leaders are not significantly associated with teachers' innovation within the selected schools.

Table 16. Significant Relationship between the School Leaders' Management Practices and Teacher's Innovation

School Leaders' Management Practices		Teachers' Innovation		
		Creative Teaching Strategies	Instructional Innovation	Assessment and Evaluation Innovation
Planning and Goal Setting	Pearson Correlation	-0.003	-0.034	-0.025
	Sig. (2-tailed)	0.973	0.668	0.747
	N	165	165	165
Decision Making	Pearson Correlation	0.016	-0.002	-0.005
	Sig. (2-tailed)	0.841	0.980	0.946
	N	165	165	165
Teamwork and Collaboration	Pearson Correlation	0.024	0.018	0.003
	Sig. (2-tailed)	0.763	0.822	0.971
	N	165	165	165
Performance Management	Pearson Correlation	0.066	0.077	0.037
	Sig. (2-tailed)	0.397	0.323	0.633
	N	165	165	165

Note: *p<.05, **p<.01, ***p<.001

In the same manner, Teamwork and Collaboration demonstrates weak and non-significant relationships with all dimensions of teachers' innovation, with correlation coefficients ranging from .003 to .024 and probability values greater than .05. These findings suggest that collaborative management practices among school leaders do not significantly influence teachers' creative teaching strategies, instructional innovation, and assessment and evaluation innovation.

Moreover, Performance Management shows weak and non-significant relationships with all areas of teachers' innovation, with coefficients ranging from .037 to .077 and probability values greater than .05. This indicates that performance monitoring, feedback systems, and evaluation practices do not demonstrate a statistically significant direct effect on teachers' innovation.

Overall, the findings signify that school leaders' management practices in terms of planning and goal setting, decision making, teamwork and collaboration, and performance management do not significantly contribute to teachers' innovation. The weak and non-significant correlations imply that teachers' innovation may be influenced by other factors such as individual creativity, access to instructional resources, professional development opportunities, technological support, and the overall school environment.

Significant Relationship between the School Leaders' Management Practices and Teachers' Creativity

Table 17 presents the significant relationship between school leaders' management practices and teachers' creativity. To determine the relationship between these variables, the Pearson Product-Moment Correlation Coefficient was used as

the statistical tool. In general, the correlation coefficients range from -0.111 to 0.053, indicating very weak relationships between school leaders' management practices and the various dimensions of teachers' creativity.

The results reveal that all dimensions of school leaders' management practices demonstrate very weak relationships with the different aspects of teachers' creativity $p > 0.05$, the relationships are not statistically significant, showing that the management practices of school leaders do not have a measurable influence on teachers' creativity within the context of the study. This implies that teachers' creative practices in teaching methods, assessment approaches, professional growth initiatives, and leadership roles may be shaped more by individual motivation, professional learning experiences, and supportive institutional culture rather than by formal management procedures alone.

Table 17. Significant Relationship between the School Leaders' Management Practices and Teachers' Creativity

School Leaders' Management Practices		Teachers' Creativity			
		TMC	AC	PDC	LC
Planning and Goal Setting	Pearson Correlation	-0.064	-0.046	-0.069	-0.043
	Sig. (2-tailed)	0.414	0.557	0.377	0.581
	N	165	165	165	165
Decision Making	Pearson Correlation	-0.111	-0.063	-0.104	-0.011
	Sig. (2-tailed)	0.155	0.421	0.186	0.885
	N	165	165	165	165
Teamwork and Collaboration	Pearson Correlation	-0.072	0.037	-0.024	0.023
	Sig. (2-tailed)	0.361	0.637	0.759	0.773
	N	165	165	165	165
Performance Management	Pearson Correlation	-0.025	0.021	-0.024	0.053
	Sig. (2-tailed)	0.749	0.789	0.763	0.498
	N	165	165	165	165

Note: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

The results show that Planning and Goal Setting has very weak negative relationships with all dimensions of teachers' creativity, with correlation coefficients ranging from -0.043 to -0.069 ($p = 0.377$ to 0.581). This indicates that planning and goal setting is not significantly related to teaching method creativity, assessment creativity, professional development creativity, and leadership creativity.

Similarly, Decision Making demonstrates weak and negative to near-zero relationships with teachers' creativity indicators, with coefficients ranging from -0.011 to -0.111 ($p = 0.155$ to 0.885). These findings imply that decision making is not significantly associated with any dimension of teachers' creativity.

In the same manner, Teamwork and Collaboration shows very weak relationships, with correlation values ranging from -0.072 to 0.037 ($p = 0.361$ to 0.773). This suggests that teamwork and collaboration do not have a significant relationship with teachers' creativity in terms of teaching methods, assessment practices, professional development, and leadership creativity.

Moreover, Performance Management also reveals very weak correlations ranging from -0.025 to 0.053 ($p = 0.498$ to 0.789). These results indicate that performance management is not significantly related to any of the teachers' creativity dimensions.

Overall, all p -values are greater than 0.05 , indicating that there is no statistically significant relationship between school leaders' management practices and teachers' creativity across all measured indicators. This implies that variations in planning and goal setting, decision making, teamwork and collaboration, and performance management do not significantly influence the level of creativity demonstrated by teachers in instructional, assessment, professional, and leadership domains.

IV. CONCLUSION AND RECOMMENDATIONS

The study established that there were no significant relationships between school leaders' management practices and teachers' engagement, which led to the acceptance of the hypothesis. This concludes that management practices of school leaders do not influence teachers' level of engagement in their professional responsibilities and school activities. Teachers' engagement may be influenced by other factors such as personal motivation, workplace environment, and individual commitment to the teaching profession.

School leaders' management practices showed no significant relationship with teachers' innovation, which led to the acceptance of the hypothesis. This concludes that teachers' innovation operates independently of the management practices implemented by school leaders. This concludes that teachers may rely more on their own professional knowledge and experiences, experiences, and access to learning opportunities in developing innovative practices inside the classroom.

School leaders' management practices showed no significant relationship with teachers' creativity which resulted in the acceptance of the hypothesis. This concludes that the management practices of school leaders do not affect the teachers' level of creativity in performing their instructional tasks and classroom activities. Teachers' creativity may be influenced more by personal initiative, teaching experiences, individual skills, and access to creative resources rather than leadership.

Overall, all hypotheses formulated in the study were accepted, indicating that school leaders' management practices have no significant influence on teachers' engagement, innovation, and creativity.

Based on the findings, the researcher recommend the following:

School leaders may enhance teacher involvement in planning and decision-making, strengthen collaborative evaluation practices, and promote shared leadership.

School leaders may sustain strong teamwork and effective performance management systems, along with continuous improvement of leadership strategies.

Teachers may further explore and refine creative teaching and assessment strategies will help sustain and improve the quality of education .

Future researchers may conduct out a comparable study with a larger and more varied sample of participants from various public and private schools. This may yield deeper findings and assist in determining if the management strategies of school administrators have a major impact on

teachers' engagement, innovation, and originality in other learning environments.

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