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CREATIVE LEADERSHIP IMPACT ON DATA-DRIVEN PRACTICES IN PUBLIC SCHOOLS OF DIGOS CITY DIVISION

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ABSTRACT

This study determined the relationship between school head's creative leadership and teachers' data-driven practices in public schools of the Division of Digos City. Specifically, it examined the extent of school head's creative leadership in terms of diagnosis and realism; understanding the feelings, motivations and contributions of others; the desire to innovate and change; accountability and capacity; independence; and efficacy. As well as the extent of data-driven practices in terms of technological infrastructure and hardware; data usage culture; data usage purpose; and data literacy. Tested the significance of their relationship, and identified which domains of creative leadership best predict data-driven practices. A quantitative approach employing a descriptive-correlational research design was utilized. The respondents consisted of 199 teachers selected through purposive sampling. Data were gathered using adapted survey questionnaires that underwent expert content validation and pilot testing for reliability. Weighted mean and standard deviation were used to determine the extent of the variables, while Pearson Product Moment Correlation and multiple regression analysis were employed to test the hypotheses at a 0.05 level of significance. Findings revealed that both school head's creative leadership and data-driven practices were at an extensive level. Results further showed a significant relationship between the variables. Moreover, all domains of creative leadership significantly predicted data-driven practices, with the desire to innovate and change emerging as the strongest predictor. The findings indicate that creative leadership plays a vital role in strengthening teachers' engagement in data-driven decision-making and fostering continuous school improvement. Based on the findings, it is recommended that educational leaders strengthen innovation-oriented leadership competencies, support capacity-building programs on data use, and promote collaborative structures that sustain evidence-based practices in schools. Future Researchers may expand this line of inquiry by exploring additional variables that may influence data-driven practices, such as organizational culture, technological readiness, and teacher motivation.

Keywords: *creative leadership; data-driven practices; educational leadership; Public Schools; Digos City Division*

INTRODUCTION

Creative leadership in schools has become increasingly important as school heads are expected to navigate complex challenges, guide teachers, and make informed decisions that directly influence student outcomes. In contemporary educational settings, decision-making is no longer based solely on experience but is increasingly anchored on data to ensure responsiveness and effectiveness. However, despite the availability of data in many schools, its utilization remains inconsistent, and leadership practices vary in their ability to translate data into meaningful instructional and organizational improvements. This condition underscores the need to examine how school heads' creative leadership influences teachers' data-driven practices, particularly in the public schools of the Digos City Division.

Internationally, education systems have intensified efforts to institutionalize data-driven practices to enhance teaching quality and learner achievement. Studies indicate that while schools have improved access to data systems, challenges persist in cultivating a culture that supports consistent data interpretation and application in decision-making (Datnow & Park, 2019). Moreover, Schildkamp et al. (2021) emphasized that effective data use requires leadership that fosters collaboration, critical reflection, and innovation among teachers. Despite these advancements, many educational systems continue to experience fragmented data practices, limited teacher engagement, and weak alignment between leadership actions and data-informed school improvement initiatives.
At the national level, the Philippines continues to encounter challenges in fully integrating data-driven practices into the education system. While initiatives on digital transformation and information and communication technology integration have expanded, issues such as limited data literacy, insufficient professional development,

and inconsistent implementation of data-related policies remain evident (Arellano & Lumogdang, 2025). Studies further reveal that teachers often engage with data primarily for compliance rather than for improving instruction, reflecting gaps in leadership support and data usage culture (Bayani et al., 2025). Such circumstances emphasize the necessity for leadership approaches that not only support data access but also encourage meaningful and sustained data use in schools.

In the local context of the Digos City Division, these challenges are further magnified. Although schools have begun adopting information and communication technology resources and data systems, concerns remain regarding the depth and consistency of data-driven practices. Teachers frequently report that while data are collected, opportunities for structured analysis, collaborative discussions, and application of data to instructional improvement are limited. Issues such as intermittent connectivity, insufficient or outdated hardware, and limited training in data interpretation hinder effective data utilization. More importantly, variations in leadership practices across schools influence how data are accessed, discussed, and applied, indicating a need to examine leadership factors that shape these practices.

Leadership-related challenges are also evident within the division. While school heads demonstrate administrative competencies, there is variability in the application of creative leadership domains such as innovation, accountability, relational understanding, and efficacy. As a result, the potential to cultivate a strong data usage culture, promote reflective practice, and guide teachers in evidence-based decision-making is not fully realized. This evidence underscores how administrative approaches serve as a primary determinant of whether data-driven efforts actually achieve their intended goals within an educational setting.

A methodological gap is apparent in existing literature. Although previous studies have explored data-driven practices and teacher competencies (Mejia & Baguio, 2025), limited research has examined the combined influence of multiple domains of creative leadership on specific dimensions of data-driven practices within a localized Philippine context such as the Division of Digos City. Further, many studies treat leadership as a general construct without disaggregating its components, thereby limiting a deeper understanding of which leadership domains most strongly influence data use. Addressing this gap is essential in developing targeted interventions that align leadership development with data-driven goals.

Recent studies further support the relevance of this investigation. Huguet et al. (2021) highlighted that leadership is central in establishing data use routines and fostering collaborative inquiry among teachers. Similarly, Mandinach and Gummer (2022) contend that maintaining consistent data-driven habits is impossible without a foundation of both data literacy and robust support from school leadership. These findings reinforce the importance of examining leadership not only as a contextual factor but as a key determinant of how data are utilized in schools.
Given these conditions, this study is designed to evaluate the influence between a principal's creative leadership style and data-driven methodologies practiced by teachers in Digos City Division public schools. The objective is to determine which leaderships traits most effectively drive data utilization, thereby generating actionable insights to support leadership growth and elevate both teaching quality and organizational efficiency.

THE STUDY'S OBJECTIVES

This study aimed to determine the relationship between the school head's creative leadership and data-driven practices in school. Specifically, it sought to:

1. Determine the extent of school head's creative leadership in terms of:
   - 1.1 diagnosis and realism;
   - 1.2 understanding the feelings, motivations and contributions of others;
   - 1.3 the desire to innovate and change
   - 1.4 accountability and capacity;
   - 1.5 independence; and
   - 1.6 efficacy?
2. Determine the extent of data-driven decision making in school in terms of:
   - 2.1 technological Infrastructure and Hardware;
   - 2.2 data usage culture;
   - 2.3 data usage purpose; and
   - 2.4 data literacy?
3. Establish whether there is a significant relationship between the school head's creative leadership and data-driven practices in school?

4. Identify which variables of the school head's creative leadership best predict data-driven practices in school.

METHODOLOGY

This chapter presents the methodological framework of the study. It outlines the research design, the respondents who provided the data, and the instruments used for data collection. It also describes the procedures undertaken to ensure accurate, reliable, and ethical data gathering, as well as the techniques used in analyzing the data to answer the research questions. The major sections of this chapter include research design, ethical considerations, research respondents, research instruments, data gathering procedure, and data analysis.

Method Used

In this study, a descriptive correlational design was selected, falling under the broader umbrella of quantitative research. This approach is characterized by the methodical processing of empirical data to facilitate hypothesis testing and the identification of significant interconnections within the dataset (Williams, 2021). This design was chosen as it allows for objective measurement of the independent variable (school head's creative leadership) and the dependent variable (data-driven practices), through standardized survey instruments. By translating perceptions and practices into quantifiable data, the study ensures reliability, validity, and the possibility of generalization across the sampled population (Creswell & Creswell, 2018).

Utilizing descriptive correlational design is justified as it facilitates a comprehensive analysis of current organizational circumstances. This method allows for the measurement of the strength of the link between variables as they naturally occur, ensuring the researcher remains a non-interfering observer. As emphasized by Bhandari (2022), descriptive research seeks to portray the characteristics of a population or phenomenon, while correlational studies determine whether a relationship exists and assess its strength and direction. In this context, the design facilitates the exploration of whether school heads' creative leadership significantly influences teachers' data-driven practices, presenting a clear depiction of their interrelation within the school system.

Furthermore, this approach is particularly advantageous for scholarly studies in schooling, providing a lens through which actual pedagogical behaviors can be scrutinized within their inherent institutional contexts. According to Queirós, Faria, and Almeida (2021), correlational research is particularly valuable in education because it identifies associations that inform policy and practice without requiring experimental manipulation, which is often impractical in schools. By utilizing a descriptive correlational approach, this research can evaluate how strongly a principal's innovative management aligns with the data-driven routines of the teaching staff, contributing to both leadership development and evidence-based teaching practices.

Sources of Data

The target population of this study consisted of 397 full-time public school teachers in Digos City Division who had rendered at least seven years of continuous teaching service, thereby satisfying the study's inclusion criteria. From this eligible population, the sample size of 199 respondents was computed using Slovin's formula with a 0.05 margin of error. Proportionate random sampling was then employed to ensure balanced representation across participating schools.

The inclusion criteria for the respondents were designed to guarantee the legitimacy and relevance of the data collected. Specifically, the respondents consisted of full-time teachers in the Digos City Division who have rendered at least seven years of continuous teaching service. Teachers with longer professional experience were chosen because they are more likely to have substantial engagement with both leadership practices and data-driven initiatives implemented in schools. Experienced teachers also tend to possess deeper insights into how school heads' leadership approaches influence instructional practices and organizational outcomes (Komba & Mwakabenga, 2021).

The final sample of 199 respondents was proportionately distributed among schools in the division to maintain balanced representation, which prevented overrepresentation of teachers from larger schools and underrepresentation from smaller ones, thereby ensuring equitable sampling across different institutional contexts. By adhering to such sampling standards, the study's conclusions were both robust and credible, following the rigorous design principles for quantitative work highlighted by Creswell and Creswell (2018). Teachers with at least seven years of service were selected because they were assumed to have sufficient exposure to school leadership practices and data-driven instructional routines, making them capable of providing informed responses relevant to the study objectives. By targeting teachers with extensive classroom experience and firsthand exposure

to leadership and data-use practices, the study ensured that the collected data accurately captured the dynamic interplay between school heads' creative leadership and data-driven practices.

Data Gathering Instrument

Data acquisition was facilitated through a systematic survey tool tailored to evaluate both the school head's creative leadership and the teachers' data-driven practices in school. As detailed in Appendix A, the instrument utilized fixed-response questions anchored a five-point Likert scale to quantify the respondents' perceptions and experiences. This format allowed for systematic measurement of the extent to which the identified variables were evident in the school setting.

In gathering primary data, this study utilized an adapted survey questionnaire derived from established instruments. The survey apparatus was organized into two distinct sections. The initial portion aimed to evaluate the degree of administrative creativity exhibited by school heads, specifically focusing on its predefined dimensions. The second set measured the extent of teachers' data-driven practices in school, capturing key dimensions related to data use and application.

To ensure the appropriateness and relevance of the instrument, content validity was established through expert validation. The questionnaire was reviewed by a specialist panel in pedagogical leadership and research who examined the clarity, coherence, and alignment of the items with the study variables. Their feedback was used to refine and improve the instrument prior to its administration. In addition, the adapted nature of the questionnaire supports construct validity, as the items were based on previously developed and tested instruments that align with the theoretical constructs of creative leadership and data-driven practices. These validation procedures ensured that the instrument was suitable for accurately capturing the data required for the study.

The school head's creative leadership survey tool was adapted from Shirbagi, N., & Kazemi, A. (2022). The research apparatus features an aggregate of 40 items. These are distributed across six specific indicators namely; diagnosis and realism (1-11), Understanding the feelings, motivations and contributions of others (1-9), The desire to innovate and change (1-7), Accountability and Capacity (1-6), Independence (1-4), and Efficacy (1-3).

The school head's creative leadership survey tool was subjected to pilot testing to determine its reliability prior to the actual administration. The reliability analysis conducted during the pilot phase produced a coefficient of 0.94 of Cronbach's alpha. This score confirms that the measurement tool maintains a high level of item interrelatedness, ensuring consistent results across the respondent group. Such a finding validates the internal reliability of the instrument, demonstrating that the 40 specific items effectively and accurately capture the nuances of the six identified indicators. The implication of this finding is that the instrument can be confidently utilized in the main study, as it ensures that responses will consistently capture the extent of creative leadership practices among school heads. Below was the grading scale of the extent of school head's creative leadership.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	The school head's creative leadership is always evident.
3.40 - 4.19	Extensive	The school head's creative leadership is oftentimes evident.
2.60 - 3.39	Moderately Extensive	The school head's creative leadership is occasionally evident.
1.80 - 2.59	Less Extensive	The school head's creative leadership is seldom evident.
1.00 – 1.79	Not Extensive	The school head's creative leadership is never evident.

The teacher data-driven practices in school survey tool was adapted from Doğan and Demirbolat (2021). The research apparatus comprised a total of 23 specific queries. These were categorized into four primary indicators namely: technological infrastructure and hardware (1-6), data usage culture (1-7), data usage purpose (1-6), and data literacy (1-4).

The teacher data-driven practices in school survey tool was subjected to pilot testing to assess its reliability. The preliminary analysis yielded a Cronbach's alpha coefficient of 0.94, which confirms the robust internal reliability of the 23-item instrument. This high coefficient demonstrates that the survey prompts function harmoniously to evaluate the targeted variables. This high reliability across the four indicators, demonstrates that the instrument effectively captures teachers' engagement in data-driven. The implication is that the survey tool is deemed fit for the final research implementation, ensuring credible and dependable results when analyzing the practices of teachers in utilizing data to inform decisions.

The measurement apparatus was tailored to meet the unique requirements of the study. By synthesizing the critiques from the thesis advisory committee and expert evaluators, ensuring the instruments were refined to accurately achieve construct validity. Below was the grading scale of the extent of teacher data-driven practices in school.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	Teacher data-driven practices in school is always evident.
3.40 - 4.19	Extensive	Teacher data-driven practices in school is oftentimes evident.
2.60 - 3.39	Moderately Extensive	Teacher data-driven practices in school is occasionally evident.
1.80 - 2.59	Less Extensive	Teacher data-driven practices in school is seldom evident.
1.00 – 1.79	Not Extensive	Teacher data-driven practices in school is never evident.

Sampling Technique

The study employed a simple random sampling technique, wherein respondents were selected randomly from the target population to ensure that every eligible teacher had an equivalent probability of being featured in the final sample. The target population consisted of three hundred ninety-seven (397) public school educators within the Digos City Division, to satisfy the sampling criteria, each selected individual was required to have served in the teaching profession for no less than seven years. A sample size one hundred ninety-nine (199) public school teachers was derived using Slovin's formula, assuming a confidence interval corresponding to a 0.05 margin of error. These individuals constituted the actual respondent pool for the study's data collection phase.

In quantitative studies, the use of random selection is appropriate because it minimizes selection bias and promotes representativeness. According to Taherdoost (2016) and Etikan and Bala (2017), this approach ensures that the resulting data set accurately captures the inherent qualities of the total population.

This approach was particularly suitable for the present study because it allowed for the unbiased selection of respondents who possessed sufficient professional experience to provide informed responses regarding school head's creative leadership and data-driven practices. By giving each eligible teacher an equal opportunity to be selected, the study enhanced fairness in respondent selection and bolstered the inferential power of the results relatively to the specified demographic group. The use of random sampling also reduced the possibility of researcher bias in participant selection and supported the credibility of the data gathered.

The use of simple random sampling was further supported by the application of clear inclusion and exclusion criteria. Participants had to presently serving in a full-time status as educators within the Digos City Division public school at the time of the study, have at least seven years of teaching experience, be actively engaged in school processes involving leadership interactions and data use, and voluntarily consent to participate in the study. Teachers who did not meet these criteria were excluded from the sampling frame to ensure that only qualified respondents were considered for random selection.

To highlight, the sampling technique ensured that the study captured representative, credible, and contextually relevant data, thereby strengthening the reliability of the findings regarding the connection between how creative leadership and data-driven practices among teachers.

Procedure of the Study

The data gathering procedure for this study follows a systematic and ethically guided process to guarantee the precision, dependability, and overall credibility of the empirical findings. The procedure includes securing the ethics compliance certificate, obtaining the endorsement letter from the dean, requesting the permit to conduct the study from the Schools Division Superintendent (SDS), sending letters to the school principals, and validating the research instruments prior to the administration of the questionnaires. The data collection is conducted among respondents in DepEd Digos City Division.

Ethics Review. Before initiating the research, the researcher secures an Ethics Compliance Certificate on November 19, 2025, as seen in Appendix C. This process ensures that the study adheres to the ethical standards required for research involving human participants. Throughout the entire research timeline, the welfare, dignity, and fundamental rights of the respondents are guaranteed protection, as confirmed by the ethics review. Ethical principles such as voluntary participation, informed consent, confidentiality of responses, and proper handling of collected data are strictly observed in line with the provisions of the Data Privacy Act of 2012. The issuance of

the certificate signifies that the study meets the required ethical guidelines and is permitted to proceed with the subsequent stages of the research.

Endorsement Letter from the Dean. After securing the ethics compliance certificate, the researcher requests an endorsement letter from the Dean of the Graduate School of Rizal Memorial Colleges, Inc. on January 29, 2026, as seen in Appendix D. The endorsement confirms that the research has undergone proper academic review and is aligned with the requirements of the graduate program. It also verifies that the study is legitimate, academically sound, and appropriate for implementation in the identified research setting. This endorsement serves as an official institutional support that allows the researcher to formally request permission to conduct study from the Schools Division Office.

Validation of the Instrument. Prior to the actual administration of the research instruments, the questionnaire undergoes expert validation on February 9, 2026, as seen in Appendix E. The researcher provides validation sheets to selected experts who evaluate the research instruments in terms of clarity, relevance, appropriateness of content, and alignment with the research variables. The experts record their comments and suggestions in the validation sheets, which are carefully reviewed by the researcher. Necessary revisions are incorporated to improve the quality of the questionnaire before the final administration to the respondents. This process ensures that the instrument is valid, reliable, and capable of accurately measuring the variables included in the research.

Permit to Conduct the Study from the Schools Division Superintendent (SDS). With the endorsement letter from the dean, the researcher submits a formal request for a Permit to Conduct the Study addressed to the Schools Division Superintendent (SDS) of the Digos City Division on March 2, 2026, as seen in the Appendix F. The request includes the research title, objectives of the study, the target respondents, and the procedures for data collection. Supporting documents such as the endorsement letter, research instruments, and other required attachments are also submitted for review. Upon approval, the permit grants the researcher official authorization to conduct the study within the schools under the jurisdiction of the said division.

Letter to the Principals. After receiving the permit from the Schools Division Superintendent, the researcher prepares and sends letters to the school principals of the identified schools in the Schools Division of Digos City on March 4, 5, 6, and 9, 2026, as seen in the Appendix G. The letter informs the school heads about the primary objectives of the research, identifying the targeted respondents and detailing the protocols for distributing the data collection tools. Coordination with the principals is conducted to schedule the appropriate time for the distribution and retrieval of the questionnaires while ensuring that the regular school activities will not be disrupted. Their cooperation is essential in facilitating smooth communication with the respondents and ensuring an organized data collection process.

Statistical Treatment

To analyze the gathered data, relevant statistical methods were utilized to resolve the research questions and evaluate the established hypotheses:

For the first and second problems, which sought to determine the extent of school head's creative leadership and teacher data-driven practices, the weighted mean was used. This statistical tool identified the average level of responses for each indicator and overall construct, allowing for interpretation based on the established descriptive scale. To measure the dispersion of scores relative to the mean, the standard deviation was calculated. A lower standard deviation reveals that the data are closely centered around the mean Alongside this, the standard deviation was employed to describe the spread of responses around the mean. A lower standard deviation indicates that responses are closely clustered around the mean—demonstrating reliable consistency and alignment in opinions. While a higher standard deviation implies greater variability in perceptions.

For the third problem, which examined the significant relationship between creative leadership and data-driven practices in schools, the study applied Pearson's Product-Moment Correlation Coefficient (Pearson r). This test determined the direction and magnitude of the linear relationship between the two variables. The resulting correlation coefficient values ranged from -1 to +1, where values closer to +1 suggest a strong positive relationship, values near 0 suggest no relationship, and values closer to -1 suggest a strong negative relationship. The significance of the relationship was determined using the p-value at a 0.05 level of significance.

For the fourth problem, Multiple Regression Analysis was utilized to determine which specific domains of the creative leadership significantly predicted data-driven practices. This method determined the combined and individual effects of the independent variable's domains on the dependent variable. The standardized coefficients (beta weights) were used to assess the relative contribution of each domain, while the coefficient of determination

(R^2) indicated the proportion of variance in data-driven practices explained by the predictors. The F-value was used to evaluate the overall significance of the regression model, and the p-values were used to determine whether each predictor had a statistically significant predict at the 0.05 level.

Ethical Consideration

The ethical considerations of this study aim to ensure that teacher-respondents in the Division of Digos City are treated with fairness, respect, and dignity throughout the research process. As the researcher is a non-teaching personnel, additional care was exercised to avoid power imbalances, conflicts of interest, and misinterpretation of data. The principles guiding this section are grounded in the protection of participants' rights, the integrity of the study, and compliance with established ethical standards in educational research.

Social Value. This study carries significant social value as it explores how school heads' creative leadership influences teachers' data-driven practices, a vital component in promoting evidence-based teaching and improving student outcomes. By analyzing the link between leadership and decision-making, the research aims to offer valuable data that can guide policy development and enhance leadership training programs in the Digos City Division. The findings may contribute to enhancing teachers' instructional practices and strengthening administrative support systems that prioritize innovation and accountability.

The anticipated results of this study were expected to benefit not only the teacher-respondents but also to guide school principals and policymakers in developing strategies that nurture a culture of data literacy, collaboration, and evidence-based planning. The broader social value of the research lay in its potential to elevate educational standards within the division by fostering a more innovative, data-driven school environment. In doing so, the study contributed to both institutional improvement and the empowerment of educators, ensuring that classroom practices were aligned with sustainable and progressive educational goals.

Informed Consent. The study strictly adhered to obtaining informed consent from all teacher-respondents prior to participation. Respondents were provided with detailed information regarding the study's purpose, scope, procedures, potential risks, and anticipated benefits, written in clear and accessible language. They also received explicit assurances that their participation was entirely voluntary, with the freedom to withdraw from the study at any time *without jeopardizing their job security or professional reputation.*

Consent forms were distributed to each teacher, requiring their signature to confirm understanding and agreement. The researcher was available to answer any questions prior to participation, ensuring that teachers made an informed decision. This process upheld the principle of autonomy and reinforced trust between the researcher and the respondents.

Vulnerability of Research Respondents. While teachers were professional respondents, the study acknowledged their potential vulnerability due to their employment status within the education system. Some participants may have felt hesitant to share honest perceptions about school heads for fear of possible repercussions. To address this concern, the researcher emphasized that participation was voluntary and anonymous, and that no individual responses would be disclosed to administrators. By removing identifying markers and securing data confidentiality, the study minimized risks associated with vulnerability. This ensured that teachers could respond freely without concern for negative consequences, thereby safeguarding their dignity and professional security.

Privacy and Confidentiality. The protection of respondents' personal information is a core ethical principle in this study. Data was collected through survey questionnaires coded numerically to prevent identification of individual teachers. Results was stored securely, accessible only to the researcher, and reported in aggregate form.

In compliance with the Data Privacy Act of 2012, no names, school identifiers, or personal details was included in publications or presentations. By ensuring anonymity, the study fosters trust and respects the confidentiality of the respondents' perspectives.

Risk, Benefits, and Safety. This study involved minimal risk, as it required respondents only to complete a survey questionnaire. The primary concern lay in possible discomfort if teachers perceived certain questions as evaluative of their relationship with school heads. To mitigate this, survey items were neutrally worded, and confidentiality was strongly emphasized. The benefits outweighed potential risks, as the findings provided valuable insights to improve school leadership and promote data-driven practices in teaching. Safety was ensured by administering the surveys in a supportive and non-intrusive manner, with respondents free to decline participation or skip items at any point.

Justice. The principle of justice was observed by ensuring equal opportunity for participation among teacher-respondents across different schools in the Division of Digos City. No teacher was excluded on the basis of age, gender, years of experience, or school assignment, unless they voluntarily opted out. This practice ensured fairness and equal representation in the sample, thereby enhancing the credibility and inclusivity of the research findings.

Justice was also reflected in the fair distribution of the benefits of the study, ensuring that teachers, school heads, and learners alike could gain from its outcomes.

Transparency. Transparency was ensured throughout the study by clearly communicating objectives, procedures, and expected outcomes to all stakeholders, including teachers, school heads, and division officials. Teachers was fully informed of how their responses was analyzed and reported.

After the completion of the study, findings were shared with schools and the division to promote openness and collective learning. This transparency fosters accountability and reinforces the ethical integrity of the research process.

Qualification of Researcher. As a professional in Digos City, the researcher acknowledged the importance of guidance in conducting ethical educational research. To strengthen the credibility of the study, advice and approval were sought from the Rizal Memorial Colleges (RMC) Research Ethics Committee. In addition, the researcher had undergone training in research methods and ethics, ensuring competence in data collection, analysis, and the ethical handling of respondents' information. These measures demonstrated preparedness to conduct the study responsibly and professionally.

Conflict of Interest. The researcher declared no conflict of interest. The study was conducted independently and free from personal or financial bias. However, to ensure full disclosure, the researcher clarified that the study was conducted for academic purposes and was not funded or endorsed by any political or administrative entity. Should any conflict have arisen, it would have been disclosed to both participants and stakeholders.

All findings were reported objectively, with no personal or professional interests influencing the interpretation of results. This ensures the impartiality and integrity of the research.

Adequacy of Facilities. The study utilized available facilities such as classrooms and faculty offices within the Division of Digos City schools for the distribution and retrieval of survey questionnaires. For data storage and analysis, the researcher employed a password-protected computer and statistical software such as SPSS, ensuring secure and efficient handling of data. These facilities were adequate to support the smooth execution of the research while maintaining respondent comfort and safeguarding data protection. In this way, logistical requirements were met without compromising the ethical standards of the study.

Community Involvement. The success of the research was ensured through formal approval obtained from the Schools Division Office of Digos City. School heads were informed of the study's objectives and procedures prior to its implementation, reinforcing transparency and institutional support. While teachers served as the primary respondents, the outcomes of the study were designed to benefit not only them but also learners and administrators. Sharing the results with the broader school community ensured that the findings contributed to collective growth, fostering improved instructional practices and leadership strategies across the division.

Results

This chapter presents the empirical findings on school heads' creative leadership and its influence on teachers' data-driven practices, addressing the study's research questions. Data are presented in both textual and tabular forms.

Extent of School Head's Creative Leadership

Diagnosis and Realism

School heads demonstrated **extensive creative leadership** in diagnosis and realism (M = 4.03, SD = 0.960). Indicators such as predicting optimal outcomes (4.10), acting at the right time (4.09), and sensing problems before staff (4.07) confirm proactive and analytical leadership. Standard deviations suggest consistent teacher perceptions. These findings align with Nordholm (2022) and Fusarelli (2024), emphasizing the importance of diagnostic skills for effective, context-aware decision-making.

Understanding Feelings, Motivations, and Contributions of Others

This domain achieved an **extensive level** (M = 4.06, SD = 0.953). Top-rated items include understanding subordinates' feelings (4.13), patient listening (4.11), and fostering open relationships (4.08). The results highlight the school heads' relational and empathetic leadership, consistent with research emphasizing trust, collaboration, and teacher motivation (Kozlowski & Chrobot-Mason, 2020; Edutopia, 2022; Fusarelli, 2024).

Desire to Innovate and Change

Creative leadership in innovation scored **extensive** (M = 4.08, SD = 0.952). Leaders actively pursue advancement opportunities (4.14), propose innovative solutions (4.11), and collaborate with knowledgeable individuals (4.10).

Findings confirm that forward-thinking behaviors are observable and widely recognized, aligning with Gonzales et al. (2024) and New Leaders (2023) on the role of innovation in enhancing school outcomes.

Accountability and Capacity
This domain also achieved **extensive levels** (M = 4.02, SD = 0.937). School heads accept feedback (4.07), guide others (4.05), and remain motivated in challenges (4.02). Findings indicate that accountability and resilience support effective implementation of school programs, corroborating Tolo (2020) and Nordholm (2022).

Independence
School heads demonstrated **extensive independence** (M = 4.01, SD = 0.933). Leading initiatives (4.04), prioritizing goals (4.02), and pursuing personal growth (4.01) reflect autonomy and proactive leadership. These results align with Wermke (2022) and Dieudè (2024), emphasizing strategic autonomy in fostering innovation and collaborative engagement.

Efficacy
Efficacy was rated **extensively** (M = 4.00, SD = 0.936). Leaders remain confident in decision-making (4.03), mobilize resources (3.98), and demonstrate professionalism (4.00). Findings support Yada (2023) and Röhl (2024), highlighting that efficacy enables decisive, resource-informed leadership, contributing to school stability and staff engagement.

Extent of Data-Driven Practices
Technological Infrastructure and Hardware
Teachers reported **extensive** infrastructure (M = 4.02, SD = 0.823). Key strengths include sufficient systems to collect (4.06) and access data (4.03–4.04). Findings align with Espinosa et al. (2025) and World Bank (2025), underscoring the foundational role of technology in supporting data-informed decision-making.

Data Usage Culture
This domain scored **extensive** (M = 4.03, SD = 0.881). Indicators include administrator support for data use (4.06), modifiable practices (4.07), and clear data discussions (4.05), confirming a collaborative, analytical, and reflective culture consistent with Mejia & Baguio (2025) and NCES (2024).

Data Usage Purpose
Data utilization achieved **extensive levels** (M = 4.04, SD = 0.938), particularly for professional development (4.11), identifying learners needing support (4.05), and presenting evidence to auditors (4.05). Findings indicate purposeful and strategic application of data, supporting effective instructional and administrative decisions (Sandoval-Ríos et al., 2025; Mejia & Baguio, 2025).

Data Literacy
Teachers and school heads demonstrated **extensive data literacy** (M = 4.02, SD = 0.949). They are skilled in using (4.04), analyzing (4.02), and interpreting data (4.01). Findings suggest confidence and competency in translating data into actionable practices, corroborating Sandoval-Ríos et al. (2025) and Espinosa et al. (2025).

Relationship Between Creative Leadership and Data-Driven Practices
Correlation analysis revealed a **strong positive relationship** (r = 0.889, p = 0.001). All domains of creative leadership significantly correlated with data-driven practices, with the strongest associations in the desire to innovate and change (r = 0.900), accountability and capacity (r = 0.888), and understanding others (r = 0.888). Weaker correlations were observed for technological infrastructure (r = 0.237–0.282) and data literacy (r = 0.425–0.487), indicating leadership influences culture and purposeful data use more than technical or infrastructural components. Findings align with Shirbagi & Kazemi (2022) and Datnow & Park (2019) on the strategic role of creative leadership in fostering meaningful data use.

Regression Analysis
The regression model was significant (R = 0.909, R^2 = 0.830, F = 152.334, $p < 0.001$), indicating that creative leadership predicts 83% of the variance in data-driven practices. The desire to innovate and change (β = 0.842, $p < 0.001$) emerged as the strongest predictor, followed by accountability and capacity (β = 0.319, p = 0.003) and understanding others (β = 0.119, p = 0.006). Diagnosis and realism, independence, and efficacy were weaker but significant predictors.

Theoretical Alignment

Findings are consistent with **complexity leadership theory** (Uhl-Bien et al., 2007; Hazy & Uhl-Bien, 2020), **transformative learning theory** (Mezirow, 1991; Taylor, 2019), and **distributed cognition** (Hutchins, 1995). Creative leadership enhances adaptive, collaborative, and evidence-based decision-making. Innovation-oriented, accountable, and relational leadership promotes teacher engagement with data, while infrastructure and literacy are influenced by external support and professional development.

Summary

The main focus of the study was to determine the significance of the relationship between school head's creative leadership and data-driven practices of teachers. The study was conducted among selected teachers from the Digos City Division. A sample of 199 selected teachers participated in this study, all of whom met the inclusion criteria of having sufficient teaching experience to meaningfully assess leadership practices and data use in schools. A descriptive correlational design was selected, falling under the broader umbrella of quantitative research. Adapted research instruments were utilized to measure the variables of the study, which were subjected to validation by a panel of experts and pilot testing to ensure reliability and internal consistency prior to administration. Statistical tools such as Weighted Mean, Standard Deviation, Pearson Product Moment Correlation, and Multiple Regression Analysis were used to analyze the data. The hypotheses of the study were tested at a 0.05 level of significance.

1. The major findings of the study revealed that the extent of school head's creative leadership is extensive, indicating that creative leadership behaviors such as diagnosis and realism, understanding the feelings, motivations and contributions of others, the desire to innovate and change, accountability and capacity, independence, and efficacy are oftentimes evident in schools.
2. Similarly, the extent of data-driven practices of teachers is also extensive, suggesting that teachers regularly engage in practices such as utilizing technological infrastructure, fostering a culture of data use, applying data for meaningful purposes, and demonstrating data literacy. These findings imply that both leadership practices and data-driven approaches are well-established and consistently observed in the school context.
3. Further, the results showed that there is a significant relationship between school head's creative leadership and data-driven practices of teachers. This indicates that as the level of creative leadership demonstrated by school heads increases, the level of teachers' engagement in data-driven practices also improves. The consistent significance across all domains of creative leadership suggests that leadership behaviors play a crucial role in shaping how teachers access, interpret, and utilize data in their instructional and decision-making processes.
4. In addition, the regression analysis revealed that all domains of school head's creative leadership significantly PREDICTED data-driven practices, with the desire to innovate and change emerging as the strongest predictor, followed by accountability and capacity, and understanding the feelings, motivations and contributions of others. This finding highlights that innovation-oriented, responsible, and relational leadership practices are key drivers of effective data use in schools. Consequently, the null hypotheses stating that there is no significant relationship between school head's creative leadership and data-driven practices and that none of the domains best predict data-driven practices were rejected. These findings underscore the critical role of creative leadership in enhancing teachers' data-driven decision-making and in promoting a culture of continuous improvement in schools.

Conclusions

Based on the findings of this study, several conclusions were drawn in response to the stated problems:

1. The extent of school head's creative leadership is extensive, which implies that it is oftentimes evident in the school setting. All dimensions of creative leadership, namely diagnosis and realism, understanding the feelings, motivations and contributions of others, the desire to innovate and change, accountability and capacity, independence, and efficacy, are consistently practiced by school heads. This suggests that school leadership and evidence-based practices are functioning as complementary mechanisms that support school effectiveness. This conclusion resonates with Complexity Leadership Theory (Uhl-Bien et al., 2007), which posits that leadership emerges through adaptive interactions within complex systems. In this context, the consistent presence of creative leadership and data use reflects the capacity of schools to sustain adaptive structures where innovation and evidence-based practices coexist in support of organizational functioning.
2. Likewise, the extent of data-driven practices of teachers is also extensive, indicating that teachers frequently utilize data in terms of technological infrastructure, data usage culture, data usage purpose, and data literacy. These findings suggest that a solid technological foundation enables teachers to access, store, and utilize data effectively. Both leadership practices and data-driven approaches are well-established in the Digos City Division, and there is a need to sustain and further strengthen these practices through collaborative efforts among school stakeholders.
3. The study established that there was a significant relationship between school head's creative leadership and data-driven practices leads to the conclusion that effective data use in schools is not merely a technical function, but is inherently shaped by leadership processes. Data-driven practices appear to thrive when leadership provides the conditions for collaboration, innovation, and responsiveness. This supports the central proposition of

Distributed Cognition Theory (Hutchins, 1995), which views decision-making as distributed across people, tools, and organizational contexts. The conclusion suggests that teachers' engagement in data use is strengthened when school heads facilitate shared meaning-making and coordinated action around data.
4. The significant predictive role of all domains of school head's creative leadership, particularly the stronger predictive contribution of innovation-oriented and accountability-related domains, leads to the conclusion that certain leadership behaviors serve as critical conditions for strengthening data-driven practices. This implies that leadership does not merely accompany effective data use but helps shape the quality and sustainability of such practices. This conclusion aligns with Transformative Learning Theory (Mezirow, 1991), which emphasizes that meaningful change occurs when individuals critically reflect, reconsider assumptions, and adopt improved ways of thinking and acting. In this study, creative leadership appears to provide the conditions through which such transformation in data use can occur.

In addition, the rejection of the null hypotheses confirms that school head's creative leadership is a meaningful explanatory factor in understanding variations in teachers' data-driven practices. However, the unexplained variance in the regression model also suggests that data-driven practices are influenced by additional contextual factors beyond leadership, such as organizational supports, teacher readiness, and resource conditions. This conclusion further supports Complexity Leadership Theory, which recognizes that outcomes in educational systems emerge from multiple interacting variables rather than from a single determinant. Thus, while creative leadership is a significant predictor, it operates within a broader network of influences affecting school decision-making.

Finally, the study concludes that strengthening creative leadership competencies among school heads is essential for sustaining and advancing data-driven practices in schools. The convergence of the findings with Complexity Leadership Theory, Transformative Learning Theory, and Distributed Cognition Theory affirms that effective data-driven decision-making is adaptive, reflective, and collaborative in nature. Collectively, these theories provide a coherent explanation that creative leadership supports not only the structural and technical dimensions of data use, but also the relational and cognitive processes necessary for meaningful and sustained school improvement.

Recommendations

In the light of the foregoing findings and conclusions, the following recommendations are offered:
It is highly recommended that the Human Resource Development Division (HRDD) of the DepEd Digos City Division strengthen and institutionalize targeted professional development programs that enhance school heads' creative leadership and teachers' data-driven practices. Given that innovation-oriented and accountability-driven leadership significantly influence teachers' engagement with data, HRDD may design structured training programs focusing on creative leadership competencies, data literacy, data analytics, and evidence-based decision-making. These programs may include leadership workshops, coaching sessions, and learning action cells that specifically address the domains identified as strong predictors, such as the desire to innovate and change and accountability and capacity.

Also, the HRDD is encouraged to develop a sustainable capacity-building framework that integrates continuous monitoring, mentoring, and evaluation of leadership practices related to data use. Establishing support systems such as contextualized training modules, data management tools, and technical assistance can further ensure that schools are equipped to effectively implement data-driven practices. By aligning leadership development initiatives with the identified needs of schools in the division, the HRDD can play a pivotal role in strengthening both leadership effectiveness and the consistent application of data-driven decision-making in public schools.

It is recommended that school principals continuously enhance their creative leadership practices, particularly in fostering innovation, accountability, and collaborative relationships within their schools. As the findings highlight the strong influence of the desire to innovate and change, school heads should actively cultivate a culture that encourages experimentation, reflective practice, and openness to new ideas. They may also prioritize mentoring and coaching teachers in interpreting and utilizing data, ensuring that leadership extends beyond supervision to active facilitation of professional growth.

It is also recommended that teachers actively engage in developing their data literacy and deepen their participation in collaborative data use practices. Teachers may take initiative in utilizing available data to inform instructional strategies, monitor student progress, and design interventions that address learners' diverse needs. Participating in professional learning communities and engaging in reflective practices can enhance their ability to interpret and apply data meaningfully. Furthermore, teachers should embrace a mindset of continuous

improvement by viewing data not merely as a requirement but as a valuable tool for enhancing teaching effectiveness and student outcomes.

It is recommended that future researchers expand this line of inquiry by exploring additional variables that may influence data-driven practices, such as organizational culture, technological readiness, and teacher motivation. Researchers may also consider employing mixed-methods approaches to gain deeper insights into how creative leadership is enacted in real school contexts. Comparative studies across different divisions or educational levels may further enrich understanding of contextual differences. Also, future studies may investigate long-term impacts of creative leadership on student achievement and school performance, thereby contributing to a more comprehensive body of knowledge on leadership and data-driven practices in education.

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