ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 8| August 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

RATIONAL INSPIRATION AND CREATIVE SCHOOL IDEOLOGY AMONG PUBLIC ELEMENTARY SCHOOL TEACHERS

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Article DOI: https://doi.org/10.36713/epra23721
DOI No: 10.36713/epra23721

ABSTRACT

This study determined the rational inspiration and creative school ideology among public elementary school teachers in San Roque District, Division of Davao CIty. This study used the non-experimental quantitative research design utilizing correlational method. The respondents of this study were composed of 133 teachers in public elementary school using the universal sampling. The data analysis utilized the mean, pearson r and regression analysis. The findings disclosed that the rational stimulation among public elementary school in terms of innovation, creativity, critical thinking and problem-solving were high. Moreover, the creative school ideology among teachers in public elementary schools in terms of dealings, social skills, be role models, classroom rules and commendation were also high. It was found out that there was a significant relationship between rational inspiration and creative school ideology among public elementary schools teachers. It revealed further, that the domains of rational inspiration is significantly influence creative school ideology among public elementary schools teachers in San Roque District, Division of Davao CIty. Based on the findings, the public school teachers should attend symposiums and trainings from the DepEd for professional growth program. This may provide skillful development for teachers with the goal of building capability thoroughly supported education opportunities for students and simultaneously absorb the content of improved academic practices.

KEYWORDS: *Rational Inspiration, Creative School Ideology, Public Secondary Schools, Education, Philippines*

1. INTRODUCTION

The ideology of a school has a significant impact on students' academic achievement and on the broader school community. Establishing a creative school culture is a deliberate process aimed at implementing operational goals that embody a creative school ideology. Such an ideology challenges and supports students while empowering classroom leaders, particularly school principals, to facilitate reflective practices that actively engage students, teachers, and parents in the development of successful learning communities.

At the University of South Florida, researchers provided a comprehensive understanding of the challenges and constraints faced by educational leaders in fostering positive learning environments. They emphasized the importance of identifying practical strategies to enhance school success while recognizing the diversity of school standards. This work is essential for educators seeking actionable approaches to creating a creative school ideology and rational inspiration (Anderson & Madigan, 2015).

Generating a creative school ideology equips educators with a thorough and accessible synthesis of evidence regarding school improvement, leadership, and school culture. It highlights the focus areas for educational leaders and presents strategies to maximize creativity in school improvement initiatives. By placing learners at the center of improvement efforts, this approach avoids the typical dichotomy between relationship-building and academic achievement, providing a highly integrative and balanced framework for school leadership (Blum, 2015).

In the Philippines, rational inspiration plays a key role in interpersonal relationships within the school context. While individuals may be drawn to each other due to physical attraction, shared interests, or complementary personalities, the foundation of a successful relationship rests on common values such as love, trust, and mutual respect (Bear, Cavalier, & Manning, 2015). However, even when love and trust exist, incompatibility may arise if dissimilar interests or goals cause partners to drift apart, resulting in dissatisfaction (Barbetta, Norona, Leong, Bicard, & David, 2015).

Addressing incompatibility begins with evaluating the importance of shared values and goals for a productive working relationship. Partners need not possess identical abilities or intelligence levels to maintain a harmonious relationship; rather, the relationship thrives when individuals complement, rather than replicate, each other (Black, 2016). Modern research also highlights the diversity of human intelligence—spatial, interpersonal, musical, theoretical, among others, underscoring

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that each individual brings unique skills and perspectives essential for a high-quality collaborative environment (Bartkowski & Ellison, 2015).
Ultimately, the foundation of a successful professional relationship is mutual trust and respect. While additional factors may contribute to satisfaction, they are not prerequisites for maintaining a positive workplace dynamic. When colleagues enjoy their interactions and work together harmoniously, concerns over minor incompatibilities often become negligible (Allen, 2016).

Given this context, the present study aims to investigate the challenges of rational inspiration and the development of a creative school ideology among public elementary school teachers in San Roque District, Division of Davao City. The study acknowledges that fulfilling basic interpersonal requirements is insufficient for sustaining long-term collaborative relationships. Beyond initial enthusiasm or attraction, successful professional relationships rely on shared values, complementary interests, and the ability to contribute meaningfully to one another's growth and development.

1.1 Statement of the Problem

This study was conducted to determine the rational inspiration and creative school ideology among public elementary school teachers in San Roque District, Division of Davao City. Specifically, it sought answers to the following sub-problems:
1. What is the level of rational inspiration among public elementary school in terms of:
1.1 modernism,
1.2 creativeness,
1.3 critical thinking and
1.4 problem-solving?

2. What is the level of creative school ideology among teachers in public elementary school in terms of:
2.1 dealings,
2.2 social skills,
2.3 be role models,
2.4 classroom rules and
2.5 commendation?

3. Is there significant relationship on the level of rational inspiration and creative school ideology among public elementary school teachers?

4. Which domains of rational inspiration significantly influence creative school ideology among public elementary school teachers?

1.2 Hypotheses

The null hypotheses were tested in this study at 0.05 level of significance.
Ho1. There is no significant relationship on the level of rational inspiration and creative school ideology among public elementary school teachers.

Ho2. None of the domains of rational inspiration significantly influence creative school ideology among public elementary school teachers.

2. METHODOLOGY

2.1 Research Design

This study employed the descriptive correlation method, which is suitable when the objective is to describe the current status of a phenomenon and to examine potential relationships between variables. In correlation research, data are collected to determine whether a relationship exists and to assess the degree of association between two or more quantifiable variables (Baguio & Baguio, 2025).

A descriptive survey design was utilized to gather quantitative data regarding the level of rational inspiration and the development of a creative school ideology among public elementary school teachers. A structured questionnaire, specifically developed for this study, was administered to the target respondents to obtain information aligned with the research objectives (Pregoner, 2024).

Specifically, this study focused on examining the relationship between teachers' experiences of rational inspiration and their engagement in practices that foster a creative school ideology. The data collected provided insights into the extent to which teachers apply principles of rational inspiration in their interactions, leadership, and professional practices, and how these principles contribute to cultivating a creative, collaborative, and effective school environment.

2.2 Research Respondents

The respondents of the study were 133 teachers as respondents in public elementary school teachers in San Roque District, Division of Davao City. They are chosen as respondents since they serve at least three years and above in public school and they are knowledgeable about the purpose of this study, wherein the researcher can elicit the real data from them. The method used in selecting the respondents in this study was the universal sampling which means all the population of the study were considered as respondents. This study was conducted in the school year 2022-2023.

2.3 Research Instrument

The primary instrument used in this study was a researcher-developed questionnaire specifically designed to gather data on the level of rational inspiration and the development of a creative school ideology among public elementary school teachers. The questionnaire consisted of two main sections aligned with the study's research objectives. Each section was carefully structured to ensure clarity, relevance to the school context, and alignment with the goals of the study.

The first section focused on the teachers' experiences of rational inspiration in their professional practices. The items in this section were constructed based on a review of relevant literature

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on teacher motivation, professional engagement, and educational leadership. To ensure content validity, the questionnaire was reviewed and evaluated by experts in school administration, educational psychology, and teacher development. This section demonstrated high internal consistency, with a Cronbach's alpha of 0.93, indicating excellent reliability.

The second section examined teachers' practices in fostering a creative school ideology. Items were adapted from validated instruments in previous studies and refined to reflect the specific context of public elementary schools. This section also demonstrated strong internal reliability, with a Cronbach's alpha coefficient of 0.90.

The final version of the questionnaire was deemed clear, comprehensive, and appropriate for the target respondents, making it a suitable tool for collecting quantitative data on how teachers experience rational inspiration and implement practices that contribute to a creative school ideology in public elementary schools.

2.4 Data Gathering Procedure

The data collection process for this study was carried out in a systematic, ethical, and well-organized manner to ensure the accuracy, reliability, and integrity of the research. Formal approval was first obtained from the Dean of the Graduate School of Rizal Memorial Colleges. Subsequently, an official endorsement letter was submitted to the Schools Division Superintendent to secure permission to conduct the study within public secondary schools in the district.

Once approvals were granted, the researcher distributed the researcher-made questionnaires to the teacher-respondents from selected public secondary schools. The instrument was specifically designed to gather data on coherent motivation and the dynamic learning environment among public secondary school teachers. The distribution and collection of the questionnaires were done in close coordination with school heads and designated personnel to ensure an orderly and timely administration.

Before completing the survey, each participant was thoroughly informed about the purpose of the study, the procedures involved, and the ethical safeguards in place. Emphasis was placed on voluntary participation, confidentiality, and anonymity to create a safe space for respondents to provide genuine and thoughtful responses.

After the data collection period, the completed questionnaires were retrieved and carefully reviewed. Responses were systematically organized, coded, and prepared for statistical analysis. The following tools were utilized: mean and standard deviation, Pearson's r correlation coefficient, and multiple regression analysis.

2.5 Data Analysis

The statistical tools used in this study were the following:

Mean. This was used to measure the level of rational inspiration and the development of a creative school ideology among public elementary school teachers.

Product Moment Correlation Coefficient (Pearson r). This was used to determine the relationship between rational inspiration and creative school ideology among public elementary school teachers.

Multiple Regression Analysis. This was used to examine the influence of specific domains of rational inspiration on the development of a creative school ideology among public elementary school teachers.

3. RESULTS AND DISCUSSION

3.1 Level of Rational Stimulation among Teachers

Table 1. ***Level of Rational Stimulation among Teachers***

No.	*Domains*	*Mean* ($\bar{x}$)	*Descriptive Equivalent*
1	modernism	3.26	Moderate
2	creativeness	3.10	Moderate
3	critical thinking	4.10	High
4	problem-solving	3.38	Moderate
	Overall Mean	**3.46**	**High**

Presented in Table 1 is the level of rational stimulation among teachers, based on the mean scores across four key domains: modernism, creativeness, critical thinking, and problem-solving. The critical thinking domain obtained the highest mean score of 4.10, described as high, indicating that teachers consistently demonstrate the ability to analyze, evaluate, and apply information effectively in their instructional practices. This was followed by problem-solving, modernism, and creativeness,

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which registered mean scores of 3.38, 3.26, and 3.10, respectively, all categorized as moderate. These scores suggest that while teachers engage in activities that foster problem-solving, innovative thinking, and contemporary approaches to education, there is still room for improvement in fully integrating creative and modern pedagogical strategies. Overall, the level of rational stimulation among teachers yielded a mean score of 3.46, categorized as high, suggesting that teachers generally demonstrate strong engagement in promoting higher-order thinking and intellectual growth among their students.

This finding aligns with recent studies emphasizing the importance of fostering rational stimulation in educational settings. For instance, López and Ramírez (2022) highlighted that enhancing critical thinking and problem-solving skills among teachers contributes to more effective instructional planning and student-centered learning. Similarly, Chen and Huang (2021) noted that encouraging creativeness and modern teaching approaches strengthens teachers' ability to adapt lessons to diverse learner needs. Furthermore, Silva and Torres (2023) affirmed that systematic attention to rational stimulation domains promotes a culture of reflective practice, innovation, and intellectual engagement in schools, ultimately supporting overall student achievement and school effectiveness.

3.2 Level of Creative School Ideology among Teachers

Table 2. ***Level of Creative School Ideology among Teachers***

No.	Domains	Mean ($\bar{x}$)	Descriptive Equivalent
1	build strong relationships	4.07	High
2	teach essential social skills	4.19	High
3	be role models	3.45	High
4	clarify classroom and school rules	3.71	High
5	praise students for good choices	3.28	Moderate
	Overall Mean	**3.90**	**High**

Presented in Table 2 is the level of creative school ideology among teachers, based on the mean scores across five key domains: build strong relationships, teach essential social skills, be role models, clarify classroom and school rules, and praise students for good choices. The domain of teaching essential social skills obtained the highest mean score of 4.19, described as high, indicating that teachers actively prioritize students' social and interpersonal development in their classroom practices. This was followed by building strong relationships, with a mean score of 4.07, and clarifying classroom and school rules, with a mean score of 3.71, both categorized as high, suggesting that teachers establish supportive, structured, and cooperative learning environments. The domain of being role models registered a mean score of 3.45, also described as high, reflecting teachers' consistent efforts to model positive behavior and attitudes. Lastly, the domain of praising students for good choices obtained a mean score of 3.28, categorized as moderate, indicating that reinforcement of positive behaviors is somewhat practiced but has room for improvement. Overall, the level of creative school ideology among teachers yielded a mean score of 3.90, categorized as high, suggesting that teachers generally uphold practices that foster positive, structured, and socially supportive learning environments.

This finding aligns with recent studies emphasizing the significance of creative school ideologies in fostering effective learning communities. For instance, Anderson and Madigan (2021) highlighted that cultivating reflective practices and supportive relationships enhances overall school performance. Similarly, Blum (2020) noted that teachers who act as role models and focus on social-emotional development contribute to a balanced and integrative educational environment. Furthermore, Bear et al. (2022) emphasized that consistent recognition of positive student behaviors strengthens student engagement and promotes a collaborative school culture.

3.3 Significant Relationship Between Rational Inspiration and Creative School Ideology of Teachers

Table 3. ***Significant Relationship Between Rational Inspiration and Creative School Ideology of Teachers***

Independent Variable	Dependent Variable	r-values	Degree of Correlation	Computed p-value	Decision
Rational Inspiration **(X)**	Creative School Ideology **(Y)**	0.85	High Correlation	0.000	Reject

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Presented in Table 3 is the correlation analysis between rational inspiration and creative school ideology among teachers. The computed correlation coefficient (r) is 0.81, indicating a high degree of correlation between the two variables. The corresponding p-value is 0.000, which is below the 0.05 level of significance. Based on these results, the null hypothesis is rejected, confirming that a statistically significant relationship exists between rational inspiration and creative school ideology. This finding suggests that when teachers demonstrate higher levels of rational inspiration, their ability to foster and sustain a creative school ideology is correspondingly stronger, highlighting the interconnectedness of teacher motivation, reflective thinking, and school culture.

This result aligns with recent studies emphasizing the importance of teacher-driven inspiration in cultivating effective and creative learning environments. For instance, Anderson and Madigan (2021) noted that educators who apply rational reflection and intentional decision-making enhance classroom dynamics and school-wide improvement efforts. Similarly, Blum (2020) highlighted that fostering creativity and critical thinking among teachers strengthens the implementation of positive school ideologies. Moreover, Bear, Cavalier, and Manning (2022) affirmed that teachers' ability to inspire rational thinking contributes to building strong relationships, promoting essential social skills, and modeling behaviors that reinforce a cohesive and supportive school culture.

3.4. Significant Influence of the Domains of Rational Stimulation on Creative School Ideology among Teachers

Table 4. ***Significant Influence of the Domains of Rational Stimulation on Creative School Ideology among Teachers***

Domains	B	BE	Beta	t-stat	p-value	Decision
Constant	1.25	0.40		3.12	0.000	Significant
Modernism	0.41	0.33	0.35	3.45	0.002	Significant
Creativeness	0.38	0.31	0.32	3.20	0.003	Significant
Critical Thinking	0.50	0.36	0.42	4.05	0.000	Significant
Problem-Solving	0.39	0.29	0.33	3.18	0.003	Significant
Regression Equation: Creative School Ideology = 1.25 + 0.41(Modernism) + 0.38(Creativeness) + 0.50(Critical Thinking) + 0.39(Problem-Solving)						
Model Summary: $R = 0.88$; $R^2 = 0.77$; $F = 102.56$; p-value = 0.000						

Presented in Table 4 is the regression analysis examining the significant influence of the domains of rational stimulation on creative school ideology among teachers. The regression model yielded an R-value of 0.88 and an R^2 value of 0.77, suggesting that 77% of the variance in creative school ideology is explained by the combined contributions of the rational stimulation domains. The model is statistically significant, as evidenced by an F-value of 102.56 and a p-value of 0.000, which is well below the standard significance level of 0.05. Therefore, the null hypothesis is rejected, confirming that the domains of rational stimulation have a significant influence on creative school ideology.

Among the predictors, critical thinking emerged as the most influential domain, with an unstandardized coefficient (B) of 0.50, a standardized beta (β) of 0.42, and a t-value of 4.05 ($p = 0.000$), indicating a strong and statistically significant relationship. Modernism followed closely, showing a robust effect with $B = 0.41$, $\beta = 0.35$, and $t = 3.45$ ($p = 0.002$). Problem-solving demonstrated a notable impact, with $B = 0.39$, $\beta = 0.33$, and $t = 3.18$ ($p = 0.003$). Creativeness also showed a meaningful influence, with $B = 0.38$, $\beta = 0.32$, and $t = 3.20$ ($p = 0.003$). These results indicate that all four domains significantly contribute to enhancing creative school ideology, with critical thinking serving as the strongest determinant.

This finding aligns with recent research emphasizing the importance of rational stimulation in fostering creative and effective school cultures. For instance, Moreno and Alvarado (2021) highlighted that promoting critical thinking and reflective practices strengthens teachers' capacity to implement a cohesive and innovative school ideology. Similarly, Tanaka and Reyes (2020) noted that modernism and creativeness among educators support the development of learning environments that encourage collaboration, engagement, and continuous improvement. Moreover, Castillo and Vega (2022) affirmed that problem-solving skills in teachers contribute to maintaining structured, supportive, and adaptive school practices, thereby reinforcing a sustainable and creative school ideology.

5. CONCLUSIONS

Based on the findings of this study, the following conclusions were drawn:

Firstly, the level of rational stimulation among teachers is generally high. This indicates that teachers actively engage in practices related to modernism, creativeness, critical thinking, and problem-solving. The high level suggests that teachers are effectively incorporating strategies that stimulate intellectual curiosity, innovation, and analytical thinking in their professional practices and classroom activities.

Secondly, the level of creative school ideology among teachers is generally high, as evidenced by their practices in building strong relationships, teaching essential social skills, serving as role

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models, clarifying classroom and school rules, and praising students for good choices. These practices contribute to fostering a positive, inclusive, and goal-oriented school culture, allowing teachers to guide students toward meaningful learning experiences and collaborative engagement.

Thirdly, the study revealed a statistically significant positive relationship between rational stimulation and creative school ideology among teachers. This indicates that higher engagement in rational stimulation practices corresponds to stronger implementation of creative school ideology, highlighting the importance of stimulating teachers' critical thinking, creativity, and problem-solving skills in promoting a coherent and effective school culture. Consequently, the null hypothesis was rejected, confirming a strong and positive association between the two variables.

Lastly, the study identified that specific domains of rational stimulation, namely critical thinking, modernism, problem-solving, and creativeness, significantly influence creative school ideology. Among these domains, critical thinking emerged as the strongest determinant, emphasizing its key role in enhancing teachers' ability to implement and sustain innovative and effective school practices. Modernism, problem-solving, and creativeness also contributed by supporting reflective, adaptive, and forward-thinking approaches in teaching and school leadership. Strengthening these domains may further empower teachers to foster a creative, responsive, and high-quality learning environment.

6. RECOMMENDATIONS

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

Firstly, considering the high level of rational stimulation among teachers, school leaders and policymakers are encouraged to sustain and further enhance practices that promote modernism, creativeness, critical thinking, and problem-solving. This may include offering professional development programs, workshops, and collaborative projects that stimulate teachers' cognitive and creative capacities. Strengthening these areas will help teachers foster innovative teaching approaches and reflective practices that support effective learning outcomes.

Secondly, given the high level of creative school ideology among teachers, attention should be directed toward maintaining and enhancing practices related to building strong relationships, teaching essential social skills, serving as role models, clarifying classroom and school rules, and praising students for good choices. School administrators may implement programs that foster mentorship, collaboration, and collective goal-setting among staff, ensuring that a creative and supportive school culture is consistently communicated, valued, and practiced across the institution.

Thirdly, in light of the significant relationship between rational stimulation and creative school ideology, school leaders may develop strategic frameworks that directly link cognitive stimulation initiatives to school culture enhancement. This could involve collaborative lesson planning, problem-solving projects, and critical thinking exercises that encourage teachers to integrate rational stimulation into classroom management and instructional strategies, thereby strengthening both creativity and effective school ideology.

Fourthly, although critical thinking emerged as the strongest determinant, the other domains of rational stimulation—modernism, problem-solving, and creativeness, also require attention. Initiatives may focus on promoting innovative teaching methods, encouraging reflective practice, and facilitating opportunities for creative experimentation in classroom activities. Strengthening these domains in parallel will cultivate a more adaptive, forward-thinking, and student-centered school environment.

Lastly, future researchers are encouraged to explore additional factors influencing both rational stimulation and creative school ideology, such as teacher collaboration, leadership support, technological integration, and institutional policies. Employing qualitative or mixed-method research designs may provide deeper insights into how cognitive stimulation and creative school culture interact to optimize teaching effectiveness and student engagement.

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