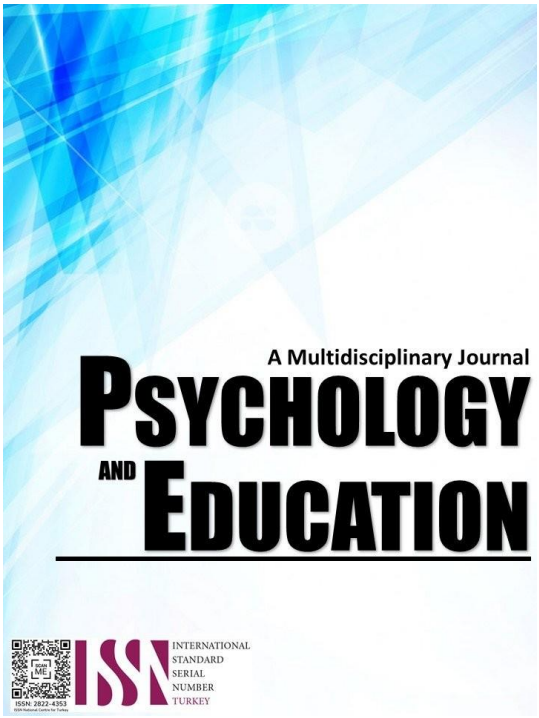
RESEARCH CREATIVITY AND SELF-DETERMINATION OF BASIC EDUCATION TEACHERS IN SELECTED PRIVATE SCHOOLS



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Research Article

Research Creativity and Self-determination of Basic Education Teachers in Selected Private Schools

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Abstract

This research explores the relationship that exists between a teacher's sense of agency inside the educational system and how creatively they do research. A survey was administered to 76 teachers to gather data on their self-assessed levels of research creativity and self-determination across various domains. The findings indicated that teachers with higher levels of self-determination exhibited better research inventiveness. More precisely, a steadfast commitment to persisting, a focus on international relationships, and a commitment to self-directed effort were all strongly associated with innovative research outcomes. Moreover, there was a positive correlation between research creativity and professional expertise, intrinsic motivation, and inventive thinking. These findings highlight the importance of self-determination for teachers who want to enhance their skills as innovative researchers. Cultivating attributes like as intrinsic motivation, tenacity, self-governance, and a passion for novelty can result in a more imaginative faculty, enhanced research endeavors, and eventually, enhanced educational encounters for students. Academic establishments seeking to cultivate an environment conducive to the flourishing of research and innovation might utilize this data to bolster their educators, resulting in beneficial transformations in the delivery of instruction. The research also identifies significant correlations between research creativity and self-determination regarding professional knowledge, intrinsic motivation, and creative thinking. These findings show the importance of having self-determination among teachers in enhancing their research creativity in an educational setting.

Keywords: *research creativity, self-determination, education, teachers*

Introduction

In the ever-evolving landscape of education, teachers play a critical role in shaping the minds and futures of their students. To excel in this noble profession, teachers must not only be knowledgeable and skilled but also embrace an attitude of continuous learning and improvement. One avenue that empowers teachers to enhance their teaching practice is engaging in research and fostering creativity within the classroom. Teacher research creativity refers to the exploration of innovative ideas, methodologies, and approaches to enhance student learning outcomes and instructional practices. It involves teachers actively seeking new knowledge, experimenting with instructional strategies, and reflecting on their experiences to make informed decisions in the classroom.

Teacher research creativity holds great potential to transform education. Encouraging teachers to think beyond traditional boundaries enables them to bring fresh perspectives, develop innovative solutions, and adapt their teaching methods to the changing needs of students. Through research, teachers can investigate and address specific challenges in their classrooms, explore effective pedagogical approaches, and contribute to the broader field of education by sharing their findings with fellow educators. Additionally, cultivating creativity in teaching allows teachers to infuse enthusiasm, engagement, and curiosity into their lessons, creating an environment that inspires students to become active learners and critical thinkers.

However, the journey toward teacher research creativity is not without its challenges. Teachers face various constraints, such as limited time, resources, and support, that may hinder their ability to engage in research and unleash their creative potential. Moreover, teachers may grapple with self-doubt, questioning their own abilities and expertise. It is therefore essential to explore the theoretical underpinnings and frameworks that can empower teachers, build their self-efficacy, and foster a conducive environment for research and creativity.

This paper aims to delve into assessing teachers' research creativity, exploring key concepts from education, psychology, and organizational behavior. By understanding the factors that influence teachers' engagement in research and their creative practices, strategies, and interventions can be discovered to support and empower educators in their professional growth. Ultimately, this exploration will contribute to enhancing the quality of teaching, fostering a culture of innovation, and paving the way for a more impactful and student-centered education system.

Moreover, to be effective in their practice, teachers must continuously strive for professional growth, embracing new ideas, approaches, and methodologies. One powerful way to foster professional development is through teacher research, which involves educators actively investigating and exploring innovative practices to enhance student learning outcomes. However, engaging in research requires not only technical skills and knowledge but also a strong belief in one's own abilities and effectiveness as a teacher. This belief, known as self-efficacy, is a fundamental factor that influences teachers' motivation, persistence, and creative endeavors. Teacher research creativity, therefore, refers to the interplay between teachers' engagement in research practices and their self-efficacy beliefs. When teachers perceive themselves as competent and capable, they are more likely to take risks, seek out new ideas, and experiment with innovative instructional strategies. Their self-efficacy becomes a driving force that propels them to explore uncharted territories in education, inspiring creativity and innovation within their classrooms.

However, the relationship between teacher research creativity and self-determination is not a one-way street. Engaging in research activities and experiencing creative successes can, in turn, boost teachers' self-determination. As teachers delve into research, gather data, analyze findings, and witness the positive impact on student learning, they develop a sense of mastery and confidence in their abilities. This increased self-determination, in turn, fuels their motivation to further explore and experiment with creative practices, leading to a continuous cycle of growth and improvement.

Understanding the complex interplay between teacher research creativity and self-determination is essential for promoting professional development and enhancing the quality of education. When teachers are empowered to engage in research practices and cultivate their creative abilities, they not only benefit themselves but also their students, the educational community, and the broader field of education. Therefore, it becomes crucial to explore the theoretical frameworks and concepts that underpin teacher research creativity and self-determination, examining how they influence each other and identifying strategies to foster both.

This paper aims to explore teacher research creativity and self-determination, drawing from educational theories, psychological perspectives, and organizational behavior concepts. By examining the factors that contribute to teachers' engagement in research activities and their belief in their own determination, strategies, and interventions can be uncovered to support and enhance their professional growth. Through this exploration, the researcher can foster a culture of inquiry, creativity, and self-belief among teachers, ultimately improving the quality of education and the overall learning experiences of students.

Research Questions

This study is to determined the correlation between research creativity and the self-determination of basic education teachers in selected private schools. Specifically, the research will try to find answers to the following questions:

1. What is the profile of the teacher respondents in:
    1.1. Sex
    1.2. Age
    1.3. Years of Teaching Experience
    1.4. Educational Attainment
2. What is the assessment of the teacher respondents of their research creativity in terms of:
    2.1. Professional Knowledge
    2.2. Intrinsic Motivation
    2.3. Independent Thinking
3. Is there a significant difference in the self-assessment of the teacher respondents of their research creativity when their profile is taken as test factors?
4. What is the assessment of the teacher respondents of their research self-determination in terms of:
    4.1. unconditional perseverance
    4.2. global interconnection
    4.3. commitment to autonomy
5. Is there a significant relationship between teachers' research creativity and their self- determination?
6. Based on the results of the study, what inputs for the research creativity plan can be developed from the study?

Methodology

Research Design

This research study employs a descriptive comparative-correlational approach to examine relationships among variables, without seeking to establish a causal connection. The researcher will use a self-made questionnaire as the method of inquiry to gather data and assess the variables of interest.

The primary objectives of this study are to describe and compare the variables under investigation, as well as explore potential correlations among them. By utilizing a standardized assessment tool, the researcher aims to collect reliable and valid data to provide an accurate representation of the variables and their relationships.

The descriptive aspect of this research entails providing a comprehensive overview of the variables, including their characteristics, frequencies, distributions, and central tendencies. It involves summarizing and presenting the data in a clear and concise manner, facilitating a deeper understanding of the variables and their associations.

Additionally, the comparative aspect of this research involves comparing the variables across different groups or conditions. This comparative analysis allows for the identification of similarities, differences, and patterns, enabling meaningful insights into the variables being examined.

Furthermore, the correlational aspect of this research focuses on exploring relationships between the variables. Through statistical analysis, the researcher will investigate the degree and direction of associations among the variables, providing valuable insights into their interconnections.

It is important to note that this study does not aim to establish a causal connection between variables but rather seeks to describe and understand the relationships among them. By employing a descriptive comparative-correlational approach and utilizing a standardized assessment tool, this research study aims to contribute to the existing body of knowledge and provide a foundation for further investigations in the field.

Respondents

This research study will be conducted in selected Junior High Schools located in Manila City, targeting Junior High School teachers as the participants. The participants will be chosen through stratified sampling to ensure a representative sample. Stratified sampling is a method used in research to select a sample from a larger population in a way that ensures each member of the population has an equal chance of being included in the sample. It is a fundamental technique for achieving representatives and minimizing bias in research studies. It involves assigning an equal probability of selection to each individual in the population. This means that every member of the population has an unbiased and known chance of being chosen for the sample.

The researcher used stratified sampling method, in which the population is divided into groups and samples are taken from each group. Table 1 shows the population and sample sizes of each group, Adamson University, St. Mary's College, and St. Joseph School respectively.

Table 1. *Distribution of Respondents according to Locale*

Name of School	*Population size*	*Sample size*
Adamson University	45	41
St. Mary's College	23	20
St. Joseph School	24	21

There are only 92 junior high school teachers who are teaching on the three selected school in metro manila, Yet the researcher anticipated that not the teacher will respond to the survey, so the researcher used Qualtrics calculator with 95% confidence level and 5% margin of error. Based on the Qualtrics calculator, the population of 92 needs a sample size of 75 respondent. To preserve the characteristics of the population, stratified random sampling method was used to determine the number of teachers needed for each school. Table 2 shows the number of samples needed for each population size.

Table 2. *Number of Teacher Respondents per Locale*

		Population		*Sample*	
	Name Of School		*Percentage*		
A	St. Mary's College	23	25%	18.75	19
B	St. Joseph	24	26%	19.57	20
C	Adamson University	45	49%	36.68	37
	Total	92		75	76

Instrument

The questionnaire will consist of closed-ended questions that can be quantitatively analyzed for validation. These questions will be designed to assess variables such as demographic information, and assessment of the teacher-respondents of their research creativity, and self-determination. Response options will be provided using Likert scales. The questionnaire will be pilot tested with a small sample to ensure its clarity, reliability, and validity.

Procedure

Data will be collected through a structured questionnaire administered to the participants. Prior to data collection, ethical approval will be obtained from the relevant institutional review board. A random sampling technique will be employed to ensure a representative sample. A list of potential participants will be obtained from educational institutions, and a random selection will be made to ensure a representative sample.

Participants will be invited to complete the questionnaire either in person or through an online survey platform, depending on their preferred mode of participation. Prior to administering the questionnaire, informed consent will be obtained from each participant, ensuring their voluntary participation and the confidentiality of their responses.

Data collection will be carried out over a specified period, allowing participants sufficient time to complete the questionnaire. Participants will be provided with clear instructions on how to fill out the questionnaire and will have the opportunity to seek clarification if needed.

Once the data collection period is complete, the responses will be compiled and stored securely. Data cleaning and verification processes will be conducted to ensure accuracy and completeness. The collected data will be analyzed using statistical software, employing appropriate statistical techniques which include descriptive statistics, inferential statistics, T-test, one-way ANOVA, and correlation analysis.

Data Analysis

In analyzing the gathered data, the following statistical treatments will be used in the study at 0.05 level of significance using Statistical Package for Social Sciences or SPSS software.

Frequency Count and Percentage

Weighted Mean

Pearson's R Correlation Analysis

T-test / ANOVA

The t-test and/or Analysis of Variance (ANOVA) will be used by the researcher to determine if there is a significant difference in the research creativity when their profiles are taken as factors.

Also, to determine if there is a significant difference in the teacher respondents' research creativity and their self-determination.

Result interpretation is shown in Table 3.

Table 3. *Result Description and Interpretation*

Point	*Scale*	*Description*	*Interpretation*
4	3.51 – 4.00	Strongly Agree	Highly Manifested
3	2.51 – 3.50	Agree	Manifested
2	1.51 – 2.50	Disagree	Not Manifested
1	1.00 – 1.50	Strongly Disagree	Not Highly Manifested

Ethical Considerations

Ethical considerations will guide every aspect of this survey research study to ensure the protection and well-being of participants. Informed consent will be sought from all participants, providing them with detailed information about the study's purpose, procedures, risks, benefits, and their right to voluntary participation. Participants will be informed that their participation is entirely voluntary, and they can withdraw from the study at any time without consequences. Confidentiality and anonymity will be strictly maintained throughout the study, with participant data coded and stored securely. No personally identifiable information will be collected or disclosed, and all data will be reported in aggregate form to ensure anonymity. The research will adhere to applicable data protection and privacy laws and guidelines. The study protocol will be submitted for ethical review and approval from the relevant institutional review board to ensure compliance with ethical standards. The researchers will address any potential conflicts of interest and ensure that the study is conducted with integrity, fairness, and respect for the participant's rights and welfare.

Results and Discussion

What is the profile of the teacher respondents in: Sex, Age, No. of Years in Teaching, Highest Educational Attainment

Table 4. *Demographic Summary of Respondents*

Demographic Category	*Number of Respondents*	*Percentage*
Sex		
Female	46	60.53%
Male	30	39.47%
Age		
Less than 25 years old	9	11.84%
26 – 35 years old	39	51.32%
36 – 45 years old	14	18.42%
46 years old and above	14	18.42%
No. of Years in Teaching		
0 – 10 years	44	57.89%
11 – 20 years	22	28.95%
21 – 30 years	8	10.53%
More than 30 years	2	2.63%
Highest Educational Attainment		
Bachelor's Degree	65	85.53%
Master's Degree	10	13.16%
Doctorate Degree	1	1.32%

The demographic summary of the teacher respondents is shown in

Table 4. It shows that 46 or 60.53% of the total respondents are female and 30 or 39.47% are male. When it comes to the age of the teacher respondents, majority are between the age of 26 to 35 years old while minority with only 9 or 11.84% fall under the below 25

category. Hence, 36 to 45 years of age and 46 and above both have the same total number of respondents, 14 or 18.42%.

The examination of data on teaching experience indicates that a majority of teachers surveyed (57.49%) had between 0 and 10 years of experience. This indicates that a considerable share of the teaching staff consists of relatively inexperienced educators. A minority of responses have more than 20 years of experience suggesting the existence of experienced teachers.

This distribution corresponds to the concerns raised by Lopez and Irene (2017), who emphasize the significance of cultivating intrinsic motivation among preservice teachers as a means to counteract the possible difficulties encountered by newcomers in the profession. Their study highlights the necessity for stakeholders, such as the government and teacher education institutes, to foster a strong appreciation for the teaching profession. This will foster a more favorable atmosphere, enticing fresh expertise and guaranteeing enduring dedication.

The findings also emphasize the importance of consistent training programs focused on school leadership and the development of values. Mkumbo (2011) states that unhappiness with school administration might diminish teacher morale and commitment. By tackling this problem, schools can establish a work atmosphere that is more conducive to retaining and promoting highly skilled teachers.

Moreover, the findings by Ulla et al. (2017) indicate that engaging in research has a profound effect on teachers' practice. Research enhances comprehension of teaching methods, student learning approaches, and promotes a sense of responsibility for enhancement (Borg, 2014; Hong and Lawrence, 2011; Burns, 2010; Morales, 2016). Nevertheless, it is imperative for educational institutions to acknowledge the supplementary burden that research imposes on educators. By following the recommendations of Ulla et al. (2017) and allocating sufficient time and support, teachers can effectively utilize research findings without it becoming an excessive or overwhelming task.

As per the respondent's highest educational attainment, 65 or 85.53% have their Bachelors Degree, 10 or 13.16% have earned a Masters Degree and only 1 or 1.32% was able to finish the Doctoral Degree.

What is the assessment of the teacher respondents of their research creativity in terms of: Professional Knowledge

In assessing the research creativity of teachers, in terms of their professional knowledge, 10 indicators were used. Table 5 shows the mean, standard deviation, interpretation and ranking of each indicator. The average mean is 3.28.

Table 5. *Professional Knowledge Indicator Ranking*

	Indicators	*Mean*	*SD*	*Interpretation*	*Rank*
1.	I possess a deep understanding of the theoretical foundations and concepts within my research field.	3.20	0.50	Manifested	7.5
2.	I have a broad knowledge base that allows me to approach research questions from different angles.	3.09	0.55	Manifested	9
3.	I am able to apply my professional knowledge effectively to address research challenges.	3.20	0.52	Manifested	7.5
4.	I can draw on my expertise to develop innovative research methodologies and approaches.	3.05	0.70	Manifested	10
5.	I am open to exploring diverse perspectives and theories in my research.	3.51	0.53	Highly manifested	1
6.	I am willing to challenge existing paradigms and explore unconventional ideas.	3.50	0.55	Manifested	2
7.	I can integrate knowledge from multiple disciplines to generate unique research insights.	3.29	0.65	Manifested	4.5
8.	I can apply concepts and methods from different fields to enrich my research projects.	3.38	0.57	Manifested	3
9.	I am able to adapt my professional knowledge to different research contexts and domains.	3.25	0.66	Manifested	6
10.	I can apply my expertise to address emerging research issues and trends.	3.29	0.65	Manifested	4.5

Based on the result, it shows that indicator 5 has the highest mean with 3.51 and rank as the highest which shows that teacher's knowledge about perspectives and theories are very diverse. However, indicator number 4 got the lowest mean, simply showing that respondents lack knowledge in terms of innovative research methodologies and perspectives.

Research context encompasses research methodologies (Ball and Cohen, 1999). Familiarity with different research methods, approaches, and techniques plays a crucial role in the development and enhancement of professional knowledge among educators and researchers.

It provides systematic framework for conducting inquiries and investigations, offers guidance on selecting appropriate data collection methods and techniques, and emphasizes the importance of rigor and validity in research design and implementation. It also equips educators with analytical tools for processing, analyzing, and interpreting research data.

Intrinsic Motivation

In assessing the research creativity of teachers, in terms of their intrinsic motivation, 10 indicators were used. Table 6 shows the mean, standard deviation, interpretation and ranking of each indicator. The average mean is 3.13.

Table 6. *Intrinsic Motivation Indicator Ranking*

	Indicators	*Mean*	*SD*	*Interpretation*	*Rank*
1.	I am motivated to engage in research because I find it inherently interesting and enjoyable.	3.08	0.65	Manifested	9
2.	I am driven by a genuine passion for discovering new knowledge and advancing my field.	3.25	0.66	Manifested	1
3.	I have a natural curiosity that drives me to explore new research ideas and questions.	3.11	0.60	Manifested	7
4.	I am motivated to seek innovative solutions and approaches in my research endeavors.	3.11	0.60	Manifested	7
5.	I have a strong desire to continuously learn and expand my knowledge through research.	3.16	0.77	Manifested	4
6.	I find joy in the process of acquiring new insights and deepening my understanding of my research area.	3.23	0.61	Manifested	2
7.	I value the freedom and autonomy that research provides, allowing me to express my creativity.	3.13	0.75	Manifested	5
8.	I am motivated by the opportunity to think creatively and develop unique research ideas and approaches.	3.20	0.63	Manifested	3
9.	I derive satisfaction from tackling complex research problems and overcoming intellectual challenges.	2.97	0.59	Manifested	10
10.	I am motivated by the intellectual stimulation that research offers.	3.11	0.60	Manifested	7

Result shows that teacher respondents are very passionate when it comes to discovering new knowledge and advancement in the field of education. As shown in Table 6, indicator 2 got the highest mean with 3.25. It is not the same case when the respondents were asked about their satisfaction in tackling complex research problems and overcoming intellectual challenges, as shown in the result of indicator 9, wherein it has the lowest mean of 2.97.

Independent Thinking

Table 7 shows the mean, standard deviation, interpretation and ranking of the indicators used as regards to self-assessment of respondents in their professional knowledge based on intrinsic motivation. The average mean is 3.12.

Table 7. *Independent Thinking Indicator Ranking*

	Indicators	*Mean*	*SD*	*Interpretation*	*Rank*
1.	I am able to generate innovative ideas and solutions in my research.	3.08	0.48	Manifested	7
2.	I actively engage in divergent thinking to explore multiple possibilities and perspectives.	3.11	0.58	Manifested	5
3.	I strive to develop novel and unique approaches to my research questions.	3.07	0.60	Manifested	8
4.	I am motivated to produce research outcomes that contribute to the existing knowledge in a distinct way.	3.09	0.62	Manifested	6
5.	I am open to adapting my thinking and approach as new insights or challenges arise in my research.	3.25	0.57	Manifested	2
6.	I am willing to consider alternative viewpoints and approaches to foster creative problem-solving.	3.32	0.60	Manifested	1
7.	I can connect diverse concepts, theories, or methods to develop original research frameworks.	3.15	0.56	Manifested	3
8.	I am skilled at integrating knowledge from different sources to create innovative research designs.	2.95	0.61	Manifested	10
9.	I am willing to take risks and explore unconventional paths in my research.	3.05	0.65	Manifested	9
10.	I embrace experimentation and am not afraid to challenge established norms or methods.	3.12	0.59	Manifested	4

Study shows that respondents maintain open-minded when it comes to independent thinking for indicator 6 got the highest mean of all indicators which is 3.32. Hence, in terms of the knowledge integration in creating innovative research design, respondents find it difficult to do as seen in the 2.95 mean of indicator 8.

The educators who were polled expressed a favorable evaluation of their research ingenuity in relation to their professional expertise (mean = 3.28), which signifies their self-assurance in implementing their knowledge. This aligns with Domain 1 of the Philippine Professional Standards for Teachers (PPST), which focuses on "content knowledge and pedagogy" (DepEd, 2017).

This finding is particularly significant as it aligns with a study conducted by Sibayan et al. (2020), which emphasized the proactive

endeavors of Filipino instructors to enhance their comprehension of the subject matter in relation to good research techniques. The results indicate an upward trend in research innovation, as evidenced by the average intrinsic motivation score of 3.13. This is consistent with Domain 7 of the Philippine Professional Standards for Teachers (PPST) which focuses on "personal growth and professional development" (DepEd, 2017). Similarly, a study conducted by Malipot (2018) discovered that teachers in the Philippine were motivated to participate in research efforts due to their personal fulfillment and desire to contribute to the education profession.

The display of autonomous cognition in innovative research (with an average score of 3.12) aligns with Domain 3 of the Philippine Professional Standards for Teachers (PPST), specifically the "learning environment" aspect, which encourages the use of inquiry-based methods (DepEd, 2017). This discovery aligns with the study conducted by De Jesus and Flores (2019), which showed that Filipino instructors who cultivate research-oriented classrooms enhance students' autonomy and build innovative problem-solving skills. This correlation implies that educators who prioritize the development of autonomous critical thinking are more inclined to foster comparable abilities in their pupils.

Is there a significant difference in the self-assessment of the teacher respondents of their research creativity when their profile is taken as test factors?

Sex

Professional Knowledge

Table 8 shows the result for professional knowledge in research creativity when sex is taken. 13 female and 9 male respondents strongly agree, 30 female and 20 male respondents agree, 3 female and 1 male respondent disagree and 0 or no respondents on both sexes strongly disagrees.

Table 8. Responses when Gender is taken

Respondents respond on their Professional Knowledge		
Description	*Female*	*Male*
Strongly Agree	13	9
Agree	30	20
Disagree	3	1
Strongly Disagree	0	0
Total	46	30

The t-test for professional knowledge compares the means of the self-assessment of research creativity between female and male respondents. Table 9 shows the statistical data gathered. Based on the result, there is no significant difference in the self-assessment of teacher's creativity between gender regarding their Professional knowledge.

Table 9. *t-Test: Professional Knowledge*

	Female	*Male*
Mean	3.254348	3.31
Variance	0.204758	0.166448
Observations	46	30
Pooled Variance	0.189745	
Hypothesized Mean Difference	0	
df	74	
t Stat	-0.54441	
P(T<=t) one-tail	0.293897	
t Critical one-tail	1.665707	
P(T<=t) two-tail	0.587793	
t Critical two-tail	1.992543	

Intrinsic Motivation

Table 10 shows the result for Intrinsic Motivation in research creativity when gender is considered. Based on the result, 9 female respondents strongly agree compared to 10 male respondents who responded the same, 32 female and 15 male respondents agree, 5 female and male respondents disagree, and no respondents strongly disagrees. This tells that female respondents are more intrinsically motivated compared to male.

Table 10. *Responses based on Intrinsic Motivation*

Respondent's respond based on their Intrinsic Motivation		
Description	*Female*	*Male*
Strongly Agree	9	10
Agree	32	15
Disagree	5	5
Strongly Disagree	0	0
Total	46	30

The t-test for Intrinsic Motivation compares the means of the self-assessment of research creativity between female and male respondents. Table 11 shows the statistical data gathered. The results shows that there is no significant difference in the self-assessment of research creativity between female and male respondents based on intrinsic motivation.

Table 11. *t-Test: Intrinsic Motivation*

	Female	*Male*
Mean	3.084783	3.21
Variance	0.29643	0.316103
Observations	46	30
Pooled Variance	0.30414	
Hypothesized Mean Difference	0	
df	74	
t Stat	-0.96752	
P(T<=t) one-tail	0.168217	
t Critical one-tail	1.665707	
P(T<=t) two-tail	0.336435	
t Critical two-tail	1.992543	

Independent Thinking

Table 12 shows the result for Independent Thinking in research creativity for both female and male respondents. 6 female and 7 male respondents strongly agree, 39 female and 18 female respondents agree, only 1 female but 5 male respondents however disagree and no respondents, on both sexes, strongly disagrees. The result shows that both, female and male respondents, have similar independent thinking.

Table 12. *Responses based on Independent Thinking*

Respondent's respond based on their Independent Thinking		
Description	*Female*	*Male*
Strongly Agree	6	7
Agree	39	18
Disagree	1	5
Strongly Disagree	0	0
Total	46	30

The t-test for Independent Thinking compares the means of the self-assessment of research creativity between female and male respondents. Table 16 shows the statistical data gathered. The results shows that there is no significant difference in the self-assessment of research creativity between female and male respondents based on Independent Thinking.

Table 13. *t-Test: Independent Thinking*

	Female	*Male*
Mean	3.082609	3.17
Variance	0.174802	0.318034
Observations	46	30
Pooled Variance	0.230934	
Hypothesized Mean Difference	0	
df	74	
t Stat	-0.77492	
P(T<=t) one-tail	0.220428	
t Critical one-tail	1.665707	
P(T<=t) two-tail	0.440856	
t Critical two-tail	1.992543	

Table 16 shows the summary of the mean value and standard deviation using professional knowledge, intrinsic motivation, and independent thinking as variable on both sexes. It also shows that gender does not significantly influence scores in terms of professional knowledge, intrinsic motivation, and independent thinking among the respondents.

Table 14. *Summary, Decision and Interpretation of Professional Knowledge, Intrinsic Motivation, Independent Thinking using Gender*

Variable	*Female*		*Male*		t-value	P-value	Decision	Interpretation
	Mean	*SD*	*Mean*	*SD*			Ho	
Professional knowledge	3.25	0.45	3.31	0.41	0.5444145	0.5877931	Accept	Not significant
Intrinsic Motivation	3.09	0.54	3.21	0.56	0.9675218	0.3364348	Accept	Not significant
Independent Thinking	3.08	0.42	3.17	0.56	0.7749209	0.4408556	Accept	Not significant
Overall					0.8169746	0.4389183	Accept	Not significant

Legend: $p \leq 0.05$: Statistically significant (Reject Ho); $p > 0.05$: Not statistically significant (Accept Ho)

Age

Single Factor Analysis of Variance was used for the analysis of professional knowledge, intrinsic motivation, and independent thinking between age groups.

Professional Knowledge

The Table 15 shows the respondent's response to professional knowledge when age group is considered. Majority of the respondents agree or strongly agree that 25 years of age possesses professional knowledge.

Table 15. *Responses on Professional Knowledge*

	Respondents respond on their Professional Knowledge			
Description	*Less than 25 years old*	*26-35 years old*	*36-45 years old*	*46 years old and above*
Strongly Agree	4	11	5	2
Agree	5	26	9	10
Disagree	0	2	0	2
Strongly Disagree	0	0	0	0
Total	9	39	14	14

Table 16 shows the statistical analysis between age groups. The p-value is 0.06788 which is greater than the 0.05 level of significance. This shows that there is no significant difference in the self-assessment of teacher's creativity among respondents of different age group regarding the respondent's Professional Knowledge.

Table 16. *Statistical Analysis between Age Groups*

Groups	*Count*	*Sum*	*Average*	*Variance*	*SD*	
Less than 25 years old	9	30.1	3.344444	0.062778	0.250555	
26-35 years old	39	128.5	3.294872	0.18471	0.429779	
36-45 years old	14	48.1	3.435714	0.120934	0.347756	
46 years old and above	14	42.3	3.021429	0.283352	0.532308	
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1.320458	3	0.440153	2.480332	0.06788	2.731807
Within Groups	12.77691	72	0.177457			
Total	14.09737	75				

Intrinsic Motivation

The Table 17 shows the respondent's response to intrinsic motivation when age group is considered.

Table 17. *Responses on Intrinsic Motivation between Age Groups*

	Respondent's respond based on their Intrinsic Motivation			
Description	*Less than 25 years old*	*26-35 years old*	*36-45 years old*	*46 years old and above*
Strongly Agree	4	13	0	2
Agree	5	19	14	9
Disagree	0	7	0	3
Strongly Disagree	0	0	0	0
Total	9	39	14	14

Table 18 shows the ANOVA or Analysis of variance single factor summary for Intrinsic Motivation. The summary shows that the p-value is 0.153993 which is greater than 0.05 level of significance shows that there is no significant difference in the self-assessment of teacher's creativity among respondents of different age group with regard to their Intrinsic Motivation.

Table 18. *Summary of Responses between Age Groups*

Groups	*Count*	*Sum*	*Average*	*Variance*	*SD*	
Less than 25 years old	9	30.4	3.377778	0.214444	0.463081	
26-35 years old	39	122.6	3.14359	0.348313	0.590181	
36-45 years old	14	45	3.214286	0.055165	0.234872	
46 years old and above	14	40.2	2.871429	0.425275	0.652131	
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1.593885	3	0.531295	1.80464	0.153993	2.731807
Within Groups	21.19717	72	0.294405			
Total	22.79105	75				

Independent Thinking

Table 19 shows the respondent's response to Independent Thinking when age group is considered.

Table 19. *Responses on Independent Thinking*

Respondent's respond based on their Independent Thinking				
Description	*Less than 25 years old*	*26-35 years old*	*36-45 years old*	*46 years old and above*
Strongly Agree	2	7	2	2
Agree	7	27	12	11
Disagree	0	5	0	1
Strongly Disagree	0	0	0	0
Total	9	39	14	14

The ANOVA or Analysis of variance single factor summary for Independent Thinking. The summary in Table 20 shows that the p-value is 0.229209 which is greater than 0.05 level of significance shows that there is no significant difference in the self-assessment of teacher's creativity among respondents of different age group about their Independent Thinking.

Table 20. *Summary of Responses on Independent Thinking*

Groups	*Count*	*Sum*	*Average*	*Variance*	*SD*	
Less than 25 years old	9	29.8	3.311111	0.108611	0.329562	
26-35 years old	39	119.3	3.058974	0.28722	0.535929	
36-45 years old	14	45.8	3.271429	0.076044	0.275761	
46 years old and above	14	42	3	0.266154	0.515901	
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	0.995944	3	0.331981	1.47258	0.229209	2.731807
Within Groups	16.23182	72	0.225442			
Total	17.22776	75				

Table 21. *Result, Decision, and Interpretation between Age Groups*

Summary of teacher's assessment on their research creativity based on different age group				
Variable	*F-value*	*P-value*	*Decision Ho*	Interpretation
Professional knowledge	2.48	0.07	Accept	Not significant
Intrinsic Motivation	1.81	0.15	Accept	Not significant
Independent Thinking	1.47	0.23	Accept	Not significant
Overall	1.92	0.15	Accept	Not significant

The analysis shows the age group do not significantly influence respondent's assessment of their research creativity based on professional knowledge, intrinsic motivation, and independent thinking.

Educational Attainment

The t-test two sample was used for professional knowledge, intrinsic motivation, and independent thinking as statistical tool.

Professional Knowledge

Table 22 shows the comparison of the responses between the BS and post-graduate in terms of professional knowledge.

Table 22. *Comparison of Responses between bachelor's degree and post-graduate degree Holder*

Description	*Bachelor's Degree*	*Post Graduate Degree*
Strongly Agree	18	4
Agree	43	7
Disagree	4	0
Strongly Disagree	0	0
Total	65	11

Table 23 shows the summary of the two-sample t-test for professional knowledge. The result shows that the mean score for those who has a bachelor's degree is 3.26 compared to 3.36 of those respondents with post-graduate degree. And with a p-value of 0.474 which is greater than 0.05 level of significance, the study shows that there is no significant difference in the self-assessment of teacher's creativity between group of different Educational Attainment with regards to their Professional knowledge.

Table 23. *t-Test Result on Professional Knowledge*

	Bachelor's Degree	*Post Graduate Degree*
Mean	3.261538462	3.363636364
Variance	0.197403846	0.136545455
SD	0.444301526	0.369520574
Observations	65	11
Pooled Variance	0.189179739	

Hypothesized Mean Difference	0
df	74
t Stat	-0.719988785
P(T<=t) one-tail	0.236899955
t Critical one-tail	1.665706893
P(T<=t) two-tail	0.47379991
t Critical two-tail	1.992543495

Intrinsic Motivation

Table 24 shows the comparison of the responses between bachelor's and post-graduate degree in terms of Intrinsic motivation.

Table 24. *Summary of Responses on Intrinsic Motivation*

Description	*Bachelor's Degree*	*Post Graduate Degree*
Strongly Agree	16	3
Agree	41	6
Disagree	8	2
Strongly Disagree	0	0
Total	65	11

Table 25 shows the summary of the two-sample t-test for intrinsic motivation. The result shows that the mean score for those who has a bachelor's degree and post-graduate degree is the same at 3.13 And with a p-value of 0.99 which is greater than 0.05 level of significance, the study shows that there is no significant difference in the self-assessment of teacher's creativity between group of different Educational Attainment with regards to their Intrinsic motivation.

Table 25. *t-Test Result on Intrinsic Motivation*

	Bachelor's Degree	*Post Graduate Degree*
Mean	3.133846154	3.136363636
Variance	0.279461538	0.490545455
SD	0.528641219	0.700389502
Observations	65	11
Pooled Variance	0.307986392	
Hypothesized Mean Difference	0	
df	74	
t Stat	-0.013913837	
P(T<=t) one-tail	0.494468083	
t Critical one-tail	1.665706893	
P(T<=t) two-tail	0.988936167	
t Critical two-tail	1.992543495	

Independent Thinking

Table 26 shows the comparison of the responses between bachelor's and post-graduate degree holder in terms of Independent Thinking.

Table 26. *Summary of Responses on Independent Thinking*

Description	*Bachelor's Degree*	*Post Graduate Degree*
Strongly Agree	12	1
Agree	49	8
Disagree	4	2
Strongly Disagree	0	0
Total	65	11

Table 27 shows the summary of the two-sample t-test for independent thinking. The result shows that the mean score for those who has a bachelor's degree is 3.15 compared to 2.91 of those who has post-graduate degree. And with a p-value of 0.120 which is greater than 0.05 level of significance, the study shows that there is no significant difference in the self-assessment of teacher's creativity between group of different Educational Attainment with regards to their independent thinking.

Table 27. *t-Test Result on Independent Thinking*

	Bachelor's Degree	*Post Graduate Degree*
Mean	3.152307692	2.909090909
Variance	0.209721154	0.324909091
SD	0.457953222	0.570007974
Observations	65	11
Pooled Variance	0.225287091	
Hypothesized Mean Difference	0	
df	74	

t Stat	1.571707086
P(T<=t) one-tail	0.060142362
t Critical one-tail	1.665706893
P(T<=t) two-tail	0.120284725
t Critical two-tail	1.992543495

Table 28 summarizes the t-tests results comparing the mean scores of different variables, professional knowledge, intrinsic motivation, and independent thinking between teacher respondents with bachelor's and post-graduate degree. This shows that there are no significant differences in any of the variables mentioned between teachers with bachelor's and post-graduate degrees.

Analysis reveals that gender did not have a substantial impact on teachers' self-assessments in the domains of professional knowledge, intrinsic motivation, and autonomous thinking in research pursuits. Although there are slight discrepancies between female and male responses, statistical research verifies that these disparities are not meaningful. This discovery is consistent with the study conducted by Garcia and Corpus (2015), which showed that there is not a clear connection between gender and teachers' research ability in Philippine educational environments. The findings emphasize a favorable portrayal of Filipino educators who generally exhibit self-assurance in their research skills. This implies that advocating for research programs may be positively regarded among the teaching community. It is worth mentioning that instructors' involvement in research does not seem to be much hindered by factors such as gender, age, or formal educational level. This highlights the need of establishing a nurturing research environment at educational institutions, offering equal access to resources and chances for professional growth, irrespective of a teacher's background, in accordance with the conclusions drawn by Palines et al. (2018).

Table 28. *Summary, Decision and Interpretation using educational attainment*

Variable	*Bachelor's Degree*		*Post Graduate Degree*		*t-value*	*P-value*	*Decision*	*Interpretation*
	Mean	*SD*	*Mean*	*SD*			*Ho*	
Professional Knowledge	3.262	0.444	2.909	0.370	0.719989	0.4738	Accept	Not significant
Intrinsic Motivation	3.134	0.529	3.136	0.700	0.013914	0.988936	Accept	Not significant
Creative Thinking	3.152	0.458	3.170	0.570	1.571707	1.992543	Accept	Not significant
Overall					0.816975	0.438918	Accept	Not significant

Legend: SD: Standard Deviation; $p \leq 0.05$: Statistically significant (Reject Ho); $p > 0.05$: Not statistically significant (Accept Ho)

What is the assessment of the teacher respondents of their research self-determination in terms of: Unconditional Perseverance

In assessing the self-determination of teachers, in terms of their unconditional perseverance, the researcher used an 8-point indicator. Table 29 shows the mean, standard deviation, interpretation and ranking of each indicator. The average mean is 3.13.

Table 29. *Mean, Standard Deviation, Interpretation, and Ranking for Unconditional Perseverance*

	Indicators	*Mean*	*SD*	*Interpretation*	*Rank*
1.	I feel confident in my ability to design and conduct research studies.	2.84	0.61	Manifested	6.5
2.	I believe I have the necessary skills to analyze research data effectively.	2.92	0.59	Manifested	4
3.	I can formulate research questions that align with my research goals.	3.03	0.57	Manifested	1
4.	I am knowledgeable about different research methodologies and their appropriate use.	2.82	0.61	Manifested	8
5.	I am proficient in selecting appropriate data collection methods for my research.	2.90	0.53	Manifested	5
6.	I can effectively analyze research data using appropriate statistical techniques.	2.84	0.43	Manifested	6.5
7.	I am skilled at identifying strengths and weaknesses in research studies.	2.93	0.47	Manifested	2.5
8.	I can assess the validity and reliability of research findings.	2.93	0.53	Manifested	2.5

Based on the ranking of the above-mentioned indicators, respondents can easily and readily formulate research questions that aligns with the research goals which gathers a mean of 3.03. Hence, respondents identify research methodologies and their uses as difficulty they have, as seen in indicator 4 where it has the lowest mean of 2.82.

As indicated by their mean score of 2.90% on the evaluation of unconditional perseverance, educators who were surveyed exhibit a favorable degree of self-determination. This demonstrates a robust work ethic and commitment, traits that are highly esteemed within the PPST, specifically in Domain 6, which focuses on "Community Linkages" (DepEd, 2017).

Furthermore, this discovery aligns with the research conducted by Magbanua (2019), which highlighted tenacity as a crucial element in the capacity of Filipino educators to surmount obstacles and sustain their professional growth. The results also demonstrate a favorable evaluation of instructors' global interconnectedness, with an average score of 2.93. The recognition of wider societal settings and a readiness to work together are in line with Domain 7 of the PPST: "Personal Growth and Professional Development" (DepEd, 2017). The study conducted by Sibayan and Morales (2021) revealed that Filipino educators emphasized the significance of international collaboration and deriving inspiration from global educational approaches. This highlights the potential significance of promoting worldwide professional development opportunities for educators. The results demonstrate a significant degree of dedication

to autonomy, with an average score of 3.04. The ability to work autonomously is essential for conducting thorough research and engaging in continuous learning, both of which are prioritized in the PPST paradigm. Specifically, Domain 3, titled "Learning Environment," urges educators to foster an atmosphere of learning in which students assume responsibility for their own learning (DepEd, 2017). These findings indicate that teachers who prioritize autonomy in their own teaching methods are likely to be effective in promoting independent learning among their students.

Global Interconnection

In assessing the self-determination of teachers, in terms of global interconnection, the researcher also used an 8-point indicator. Table 30 shows the mean, standard deviation, interpretation and ranking of each indicator. The average mean is 2.93.

Table 30. *Mean, Standard Deviation, Interpretation, and Ranking for Global Interconnection*

	Indicators	*Mean*	*SD*	*Interpretation*	*Rank*
1.	I actively seek opportunities to collaborate with other researchers in my field.	2.93	0.66	Manifested	5
2.	I engage in collaborative research projects to enhance my own research outcomes.	2.95	0.63	Manifested	4
3.	I establish professional connections and networks with other researchers in my field.	2.99	0.70	Manifested	3
4.	I participate in conferences and events to expand my network of research contacts.	2.91	0.82	Manifested	6
5.	I feel supported by my academic or research institution in my research endeavors.	2.88	0.73	Manifested	7
6.	I receive guidance and mentorship from experienced researchers in my field.	3.03	0.71	Manifested	2
7.	I actively contribute to discussions and share my research findings within the research community.	2.70	0.71	Manifested	8
8.	I attend research seminars, workshops, or conferences to stay connected and engaged with the latest research trends.	3.07	0.86	Manifested	1

Based on the ranking of the above-mentioned indicators, Indicator number 8 got the highest mean with 3.07, wherein it shows that respondents engaged themselves with activities that will enhance their professional growth. However, indicator number 7, which has the lowest mean of 2.70, shows that respondents are having difficulty to share their research within the community.

Commitment to Autonomy

In assessing the self-determination of teachers, in terms of commitment to autonomy, the researcher also used an 8-point indicator. Table 31 shows the mean, standard deviation, interpretation and ranking of each indicator. The average mean is 3.04.

Table 31. *Mean, Standard Deviation, Interpretation, and Ranking for Commitment to Autonomy*

	Indicators	*Mean*	*SD*	*Interpretation*	*Rank*
1.	I have the freedom to make decisions about my research projects.	3.21	0.47	Manifested	1
2.	I feel empowered to pursue my own research interests and ideas.	3.05	0.67	Manifested	3.5
3.	I have the authority to determine the direction and scope of my research projects.	3.09	0.47	Manifested	2
4.	I can make independent decisions regarding research design, methodology, and analysis.	3.05	0.54	Manifested	3.5
5.	I have the ability to allocate resources (e.g., funding, time, equipment) according to my research priorities.	2.96	0.62	Manifested	8
6.	I can access necessary resources to support my research without undue restrictions.	2.97	0.61	Manifested	7
7.	I am encouraged to explore and pursue novel research ideas and concepts.	3.01	0.60	Manifested	5
8.	I have the flexibility to deviate from established paradigms and explore alternative approaches.	2.99	0.58	Manifested	6

Is there a significant relationship between teachers' research creativity and their self- determination?

To test the relationship between teachers' research creativity and their self-determination the Pearson's product moment correlation was used. Using self-determination as the dependent variable, the Pearson's r- value of 0.81 which interpreted as high positive correlation with t-value of 11.94553 and p-value of less than 0.00001 which means that there is a significant relationship between the research creativity and self-determination.

The coefficient of determination (r2) was also computed with a result of 0.658507 or 65.85% which means that more than 65% of teacher's research creativity can be attributed to teacher's self-determination. The relationship of individual research creativity factor was also observed against research self-determination. Table 32 shows the obtained result of the test.

The results indicate a strong positive association ($r = 0.811$, $p < 0.00001$) between the research creativity and self-determination of Filipino instructors. The significant connection highlights the significance of promoting internal drive, independence, and persistence

in teachers - attributes stressed in the PPST, particularly in Domain 7: "Personal Growth and Professional Development" (DepEd, 2017). The results are consistent with EDCOM 2023's acknowledgment of the significance of teacher motivation and dedication in enhancing educational achievements in the Philippines.

Table 32. *Degree of Relationship with Research Self-determination*

Degree of Relationship with Research Self-determination					
Variable	*Pearson R-value*	*Interpretation*	*t-value*	*p-value*	*Interpretation*
Professional Knowledge	0.67511	Moderate	7.872	0.0000	significant
Intrinsic Motivation	0.75240	high positive	9.826	0.0000	significant
Independent Thinking	0.73385	high positive	9.293	0.0000	significant

Legend: 0.00 - 0.30: Low positive; 0.31 - 0.70: Moderate positive; 0.71 - 1.00: High positive. Significance (p-value): $p \leq 0.05$: Significant

The results indicate a strong positive association ($r = 0.811$, $p < 0.00001$) between the research creativity and self-determination of Filipino instructors. The significant connection highlights the significance of promoting internal drive, independence, and persistence in teachers - attributes stressed in the PPST, particularly in Domain 7: "Personal Growth and Professional Development" (DepEd, 2017). The results are consistent with EDCOM 2023's acknowledgment of the significance of teacher motivation and dedication in enhancing educational achievements in the Philippines.

Upon further investigation, it is determined that the coefficient of determination is 0.658507, which is equivalent to 65.85%. This indicates that self-determination is a crucial factor in elucidating the research creativity of teachers. This discovery corroborates the research conducted by Castro et al. (2020), which emphasized the significance of empowering teachers and enhancing their self-confidence in order to foster innovative teaching and research methods within the educational system of the Philippines.

Examining the correlations between specific elements that contribute to research creativity in individuals and their level of self-determination offers further insight.

The positive correlation between professional knowledge and research self-determination ($r = 0.67511$) suggests that as educators' professional knowledge increases, their motivation and determination to engage in research activities also tend to increase. This indicates that educators who possess a deeper understanding of their professional domain and research methodologies are more likely to be driven to pursue research endeavors and demonstrate self-determination in their research pursuits. The high t-value (7.872) and significant p-value (0.0000) indicate that this correlation is statistically significant, reinforcing the strength of the relationship between professional knowledge and research self-determination.

On the other hand, the positive correlation between intrinsic motivation and research self-determination ($r = 0.75240$) suggests that educators who are intrinsically motivated to engage in research activities are more likely to demonstrate a high level of self-determination in their research endeavors. Intrinsic motivation, driven by internal factors such as interest, enjoyment, and personal satisfaction, appears to play a significant role in sustaining educators' commitment and perseverance in research pursuits. The high t-value (9.826) and significant p-value (0.0000) also indicate that this correlation is statistically significant, highlighting the robust relationship between intrinsic motivation and research self-determination.

When it comes to independent thinking and self-determination, it also has a correlation ($r = 0.73385$) which suggests a robust association between these variables. Educators who exhibit higher levels of independent thinking, characterized by the ability to generate and explore ideas autonomously, are more likely to demonstrate greater self-determination as they continue to pursue research studies. The high t-value (9.293) and significant p-value (0.0000) indicate that this correlation is statistically significant, underscoring the importance of independent thinking in promoting research self-determination among educators.

These findings highlight the multifaceted nature of research self-determination and its associations with educators' professional knowledge, intrinsic motivation, and independent thinking. Educators who possess a strong foundation of professional knowledge, intrinsic motivation, and independent thinking are more likely to demonstrate greater autonomy, persistence, and initiative in their research pursuits, ultimately contributing to the advancement of knowledge in their respective fields.

Table 33. *Degree of Relationship with Teacher's Research Creativity*

Degree of Relationship with teachers' research creativity					
Variable	*Pearson R-value*	*Interpretation*	*t-value*	*p-value*	*Interpretation*
Unconditional Perseverance	0.659351912	Moderate	7.544	0.0000	significant
Global Interconnection	0.727676587	high positive	9.126	0.0000	significant
Commitment to Autonomy	0.761163383	high positive	10.096	0.0000	significant

Legend: Pearson R-value Interpretation: 0.00 - 0.30: Low positive; 0.31 - 0.70: Moderate 0.71 - 1.00: High positive
Significance (p-value): $p \leq 0.05$: Statistically significant (Reject Ho); $p > 0.05$: Not statistically significant (Accept Ho)

The positive correlation ($r = 0.659351912$) between unconditional perseverance and teachers' research creativity suggests a meaningful relationship between these two variables. Educators who demonstrate higher levels of unconditional perseverance, characterized by persistence and determination in the face of challenges and setbacks, are more likely to exhibit greater research creativity. Based on the t-value (7.544) and p-value (0.0000), the correlation between the two variables is statistically significant, wherein in shows the importance of unconditional perseverance in fostering research creativity among teachers.

On the basis of global interconnection and research creativity, it has a positive correlation (r = 0.727676587), which shows an important relationship between these variables. Educators who possess a global perspective and demonstrate the ability to connect ideas, concepts, and perspectives from diverse sources and contexts are more likely to exhibit higher levels of research creativity. There is a significant correlation statistically between the two variables based on the t-value (9.13) and significant p-value (0.0000).

With regard to the correlation between commitment to autonomy and research creativity, it has a positive correlation (R = 0.761163383). Educators who demonstrate a strong commitment to autonomy, characterized by the ability to independently pursue and explore research ideas and initiatives, are more likely to exhibit higher levels of research creativity. Statistically, these correlations are significant since it has a high t-value (10.096) and significant p-value (0.0000), showing the importance of commitment to autonomy in fostering research creativity among teachers.

Educators who possess these qualities are more likely to engage in innovative and creative research practices, contributing to the advancement of knowledge and practice in their respective fields.

By conducting a granular analysis, it is possible to identify particular areas where focused professional development can be implemented to improve instructors' research abilities and confidence. By comprehending these specific aspects, the EDCOM 2023 program aims to provide practical insights to policymakers and educational institutions in the Philippines that are dedicated to improving the quality and capabilities of teachers.

Conclusions

Based on the result of the study, the researcher has concluded that:

There is a clear and recurring link exists between research creativity and self-determination in basic education.

The environments that promote teacher autonomy, professional development, and a sense of community significantly enhance teacher creativity.

Engaging in creative activities strengthens teachers' sense of self-determination and motivation.

Private School Context

Private school offer flexibility and smaller class size that can foster teacher creativity.

Parental pressure, standardized testing, rigid curricula can hinder teacher creativity and self-determination.

Private schools must prioritize creating a trusting and intellectually stimulating environment to attract and retain creative teachers.

The findings are relevant for teacher training and professional development programs, emphasizing the importance of fostering creativity and self-determination.

The insights from this study extend beyond education and may be relevant to other professions where creativity and autonomy are valued.

This research contributes to a deep understanding of teacher satisfaction, innovation, and the broader educational landscape.

Based on the findings and conclusions made in the study, the researcher hereby recommends the following:

Conduct the research with a larger population and use the results of this research as a starting point;

Use more objective measures of creativity to draw more accurate conclusions; and

Use other demographics such as trainings, work experience, environment, access to resources, etc.

Examine the Role of School Leadership by analyzing the distinct leadership styles, policies, and practices that either foster or restrict teacher innovation and autonomy in private schools.

Analyze the impact of parental expectation by administering surveys or facilitate focus groups with parents of kids in private schools to ascertain their expectations regarding teacher creativity and their perception of the equilibrium between innovation and adherence to conventional curricula.

Examine the effects of professional development opportunities by exploring the many professional development options provided by private schools and their impact on teacher innovation and autonomy.

Adopt a longitudinal approach by designing research that tracks teachers over a period of time. This kind of analysis could uncover the impact of private school experiences on individuals' creativity and self-determination, as well as determine if these traits contribute to increased retention rates.

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