Investigating School Principals' Strategies in Fostering Students' Creativity Skills: A Case Study through the Lens of Componential Theory of Creativity

Frances Jay V. Berame [1], Earshad B. Banjal [2], Donna A. Sollano [3], Riza P. Lobitos [4], & Wenefredo E. Cagape EdD [5]

[1,2,3, & 4] Holy Cross of Davao College, Philippines

[5] City College of Davao

Philippines

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ABSTRACT

This qualitative research examined how school principals foster student creativity through the lens of the Componential Theory of Creativity focusing on the three main components that consist of domain-relevant skills, creativity-relevant processes, and task motivation as perceived by selected public school teachers. Through an in-depth interview with these teachers from the Department of Education, Division of Davao City, who were selected through a purposive sampling technique, several themes emerged on how school principals foster student creativity for every component of the theory. The findings of the study highlight the importance of three key components of creativity. Domain-relevant skills were cultivated by building expertise within the school community, promoting knowledge of various creative forms and media, supporting real-world applications in curricula, offering professional development opportunities for teachers, and ensuring that resources are readily available for both educators and students. To enhance creativity-relevant processes, the school principals encouraged diverse approaches to learning, promoted talent showcases and project-based learning, and facilitated collaborative art projects and performances. Finally, task motivation was strengthened by recognizing and celebrating student creativity and effort, tailoring activities to meet individual student needs, and providing support for teachers in fostering student motivation. We recommend that school leaders adopt strategic and distributed leadership styles, create initiatives that nurture creativity in curriculum implementation, boost motivation among teachers and students, and consider the components of the componential theory of creativity to foster a collaborative and supportive school culture, while future researchers should explore comparative studies across different educational settings.

Key Words: Creativity skills, Componential Theory of Creativity, Creativity-relevant Processes, Domain-relevant Skills, Task Motivation.

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1. INTRODUCTION

With the latest result on student performance in creative thinking under the Programme for International Student Assessment (PISA), the Philippines ranked second to the last out of eighty-one countries that participated in the said assessment (OECD, 2024). These poor results in the quality of Filipino students' creative thinking raise the question of how far the Philippines is lagging behind in its curriculum implementation in fostering students' creativity skills. Consequently, as school principals play a pivotal role as instructional leaders that manage school curriculum and instruction (Naz & Rashid, 2021), this now serves as a wake-up call on how these school leaders should address the challenges in fostering student's creativity skills. If not properly addressed, then the so-called "globally competitive" graduates under the flagship of the Philippine Matatag Curriculum may remain a farfetched reality.

The growing concern for poor creativity of students' creative skills can also be seen as a problem in other neighboring countries. In India for example, the cases of poor creativity of students can be traced its roots in their preprimary and primary education where there are reports of students that lack a foundation in numeracy and literacy skills brought by socioeconomic factors (Sable & Pedegaonkar, 2024). The struggle to grasp this foundation in numeracy and literacy skills affects the student's ability to express their creativity.

Under the National Context, the poor creativity skills of students can be attributed to the problems associated with the teaching pedagogy of the teachers. The teachers' 21st-century teaching skills including creativity and innovation are being compromised due to the need for abrupt submissions of reports, and documentation, the need to attend seminars, trainings, and others (Esman et al., 2023). Consequently, the creative thinking of the students can also be compromised as the quality of effective teaching of Filipino teachers is sometimes hindered by these factors.

Under the local context, in Davao City, the researchers have also observed some cases of poor creativity in students, especially during assessments and other performance tasks. Evident in their outputs, some are written with surface-level answers that do not display a variety nor innovative approaches to completing their academic tasks. The researchers believe that this can be alarming and requires urgent solutions to address the problem.

Several studies have been conducted to address the issue of student creativity. Research has been conducted to improve students' creativity with the use of video games (Rahimi & Shute, 2021). Research has been conducted with the use of classroom action research design with activities developed by teachers to improve students' creative and critical thinking skills (Lesman et al., 2023). Other research has been conducted with the use of assessment needs tools to address the challenges of teachers in promoting student creativity (Amran et al., 2021). There is also research that has been conducted involving the incorporation of different teaching models to improve students creativity (Nahar, 2022; Zulyusri, Elfira, Lufri, & Santosa, 2023; Susilawati, Doyan, Mulyadi, Abo, & Pineda, 2022). Other research has focused on how students' creativity can be improved with school culture, work motivation, and teacher performance (Amtu et al., 2020).

Most of the literature reviewed heavily focused on the perspective of educators with regard to their teaching pedagogy inside the classroom and are quantitative in nature but the researchers have yet to encounter how these students' creativity is addressed by the school principals as perceived by teachers and that uses a qualitative methodological approach. In line with this, a significant research gap has been identified; as other relevant literatures indicate a scarcity of studies on how school principals can foster creative learning and teaching (Chen & Yuan, 2021). Another notable research gap found in the reviewed literature indicates that studies on how principal's support influences how teachers build a creative learning environment for students are limited (Johari et al., 2021). Furthermore, the scarcity of case study methods to examine the role of school heads in developing students' creativity skills highlights a significant gap in the literature. This gap underscores the need for a more in-depth, contextual exploration of how leadership practices influence the cultivation of creativity among students. As such, this case study seeks to provide a richer, more nuanced understanding of these dynamics within the school setting. With these gaps in the literature and theoretical application, the researchers have established the pressing need to conduct the research. Specifically, this study will look into the domain-relevant skills, creativity-relevant processes, and task motivation as components of creativity.

This study sought to fill the existing gaps in the literature on the strategies of school principals in fostering students' creativity skills in the context of domain-relevant skills, creative-thinking skills, and task motivation as perceived by teachers. The relevance of this research is evident in the related literature reporting the need to explore how school principals foster the creativity of their students. Furthermore, the urgency to conduct the study is anchored on the consistently lamentable results and ranking of the Filipino students' performance in math, science, and reading and the recently included creative thinking assessment by the PISA for the year 2022. Thus, it is imperative to understand and reflect upon the specific strategies school principals develop and employ in cultivating student creativity, more so with the coming of the new MATATAG curriculum of the DepEd.

In this investigation, we intended to shed light on the strategies, may be existing or planned, of the school principal on how they develop and sustain the creativity skills of the students as perceived by their subordinates, the teachers through the lens of the Component of Theory of Creativity. The theory, developed by Teresa Amabile in 1983, provides a framework for understanding the various factors that influence creativity in individuals. The theory suggests that creativity is the production of ideas or outcomes that are both novel and appropriate to a specific goal (Amabile, 2011). The Componential Theory of Creativity has been used as a basis for other theories and many investigations related to creative skills. In a number of literature where the theory is used to frame the pedagogy of

classroom teachers and the learning environment, the theory positively influenced teachers' strategies in nurturing the creativity of their students (Kukkonen & Bolden, 2022; Fan & Cai, 2022; Krasiuk, 2024). Amabile's original description of the theory in 1983 has been cited almost 2,000 times in academic literature, proving its position of high regard in the creativity community (Amabile, 2012). School leaders play a pivotal role in cultivating creativity among teachers. In turn, teachers play a crucial role in nurturing students' creativity (Davies et al., 2014; Scott-Barret et al., 2023). What is unique in our study is that we will look into the lens of the theory to examine the direct role of the principals, instead of the classroom teachers, in nurturing the creativity skills of the students. This theory focused on three variables: domain-relevant skills, creativity-relevant processes, and task motivation.

We used the three components of the theory as defined by Amabile (1983) as variables for this study. Firstly, domain-relevant skills, also known as expertise, refers to the factual knowledge and domain of expertise possessed by individuals. In the context of this study, we looked into the strategies of the school principals in terms of how they build expertise not only for themselves but for the school community as a whole as perceived by their school teachers. We investigated how these principals create opportunities for professional development that enhance teachers' domain-relevant skills, which in turn can be passed on to students. This also includes how principals support curricula that integrate real-world applications and how they promote knowledge of specific creative forms, techniques, and media (e.g. visual arts, literature, music, drama) to build students' skills and expertise. We explored how principals can ensure that adequate resources (e.g., books, technology, and materials) are available to both teachers and students, thereby enhancing the learning environment and supporting the development of domain-relevant skills. Secondly, creativity-relevant processes are mechanisms that result from the combination of personality traits and cognitive styles conducive to problem-solving approaches that lead to novel ideas and solutions. They include skills such as problem-solving, ideation, and the ability to think divergently. In the framework of this research, creativity-relevant processes relate to how principals can promote teaching strategies that encourage creative thinking, such as showcases of talents, project-based learning, creative workshops, collaborative art projects, exhibitions, and performances. Lastly, task motivation is the drive to engage in a creative task be it for its own sake or external rewards. Within the scope of this study, we will examine how principals cultivate a school environment that nurtures motivation by recognizing and celebrating student creativity and effort. This also relates to how principals encourage teachers to provide students with choices in their learning, such as selecting topics for projects or methods of expression, and support them in understanding the importance of motivation in their teaching practices.

This investigation hoped to paint a picture of how Filipino students' creative skills are nurtured and developed through the initiatives and strategies employed by school principals, highlighting the impact of their leadership on fostering a creative learning environment through the perspective of school teachers. Furthermore, this research also tries to provide valuable insights into the role of school heads in cultivating a creative learning environment, answering the questions school principals develop creativity skills in each learner. The findings of this study will have significant implications for both educational practice in the public school system and research. The research will show how important school principals are in helping students develop creativity skills. This will help principals and policymakers develop and implement effective strategies to encourage creativity in schools.

2. METHODS

This research utilized a single case study method for its research design. A single case study method involves a thorough investigation of a group, person, or event with data gathered from various variables to derive a generalizable insight (Conde, 2021). Applying this definition in the context of the study, the case involved in this research is how principals foster student creativity anchored to the componential theory of creativity which includes domain-relevant skills, creative-thinking skills, and task motivation as perceived by school teachers.

The participants of this case study were three school teachers (a teacher I, teacher III, and a master teacher I) as the key interviewees. They were chosen instead of directly interviewing the school principals in order to avoid any possible bias that these school leaders might unknowingly utter. A purposive sampling technique was utilized in this research. The primary goal of the purposive sampling technique is to select participants who are likely to provide relevant and valuable information, making it an effective method for identifying and choosing cases that optimize the use of limited research resources (Campbell et al., 2020). The basis for choosing these participants was based on the

guidelines of Campbell (2015), emphasizing that the case number is often less than 12 and may even be a single case. In the context of our study, this technique is well-suited as it allows for the application of selection criteria to ensure that only participants who can contribute to the study's objectives are included. Selection criteria for this purposive sampling technique include that the interviewee is a public school teacher and must at least a proficient teacher (with at least three years of experience).

The research was conducted through an online interview in the Department of Education, Division of Davao City. The Division of Davao City is a highly urbanized area within Region XI, which also includes the provinces of Davao de Oro, Davao del Norte, Davao Oriental, Davao del Sur, and Davao Occidental. As of 2022, the Davao City division consists of a total of 430 schools.

A systematic data-gathering procedure was followed in this case study research to ensure the accuracy, rigor, and validity of the collected data. Permission from the Dean of graduate school was sought before the conduct of the study in order to establish trust and credibility as advocated by L. Haven and Van Grootel (2019). Informed consents were also administered to all the participants as part of qualitative research ethics and as advocated by Cresswell J.W. and Cresswell J.D. (2017). Three public school teachers were chosen as key informants in this study. The number of participants follows the principle that the sample size for a single study is small and only those who are qualified and can significantly contribute to the achievement of the research objectives are included (Schoch, 2020). To adhere to the research principle of the need to ensure that all details in the data-gathering procedure are captured (Rutakumwa et al., 2020), an in-depth interview was conducted which was audio-recorded with the permission of the participants and was then transcribed for analysis. To establish the trustworthiness and validity of the study (Candela, 2019), a member-checking certificate was obtained to verify that the participants agreed with the results of the study and to ensure that there was no misinterpretation of the data during the analysis.

The validated semi-structured interview guide served as the backbone of our case study. We carefully designed the interview guide, taking into consideration the insights gained from theory-based research. An interview guide in qualitative research is a set of open-ended questions designed to steer the interview process. It serves as a flexible tool that can be tailored to fit the unique responses of each participant and the natural progression of the conversation (DeJonckheere & Vaughn, 2019). A carefully crafted semi-structured interview guide can be a dependable and valid tool for data collection. Developing such a guide is essential to ensure that the data gathered is authentic and trustworthy (Nuzhat Naz et al., 2022).

A thematic analysis was used for analyzing the data. It involves immersing in the data by reading and re-reading the data transcripts, coding, and searching for themes (Braun & Clarke, 2012). Thematic analysis proves to be an appropriate method for analyzing the data, as it enables us to accurately capture the insights gathered from school principals during interviews. These methods help in unveiling patterns and meanings that are crucial in understanding the strategies of principals in fostering student creativity as perceived by teachers in relation to the three variables of the Componential Theory of Creativity. Consequently, our instrument and method are both reliable and robust, enabling us to conduct a thorough analysis of the case studies while considering all pertinent information gathered from the interviews.

We ensure that this research complies with all the variables of trustworthiness. Trustworthiness in research ensures that the result of the study holds relevance and can be relied upon to provide genuine insights about the subject matter (Adler, 2022). One way to establish trustworthiness is to ensure that findings reflect the participant's voice and not the researcher's bias, motivation, or perspective (Elo et al., 2014). In line with these qualitative research standards and ethical considerations, we ensured that our biases did not influence the data analysis in this study. Connelly (2016) further emphasized that researchers should establish the protocols and procedures necessary for a study to be considered worthy of consideration by readers. In connection, we made sure that the findings are useful to other persons including other school principals who face similar problems which promotes transferability in research. To ensure dependability and confirmability, we used a clear and transparent data analysis process that would allow other researchers and experts to audit our data analysis and repeat the same process.

As researchers, we are responsible for safeguarding our participants and ensuring that this case study research does not cause them any harm. Upholding ethical standards throughout the research process is crucial for maintaining the integrity and credibility of the study. We ensured that this study complies with the guidelines established by DOST-PHREB, which are designed to uphold universal ethical values and protect the dignity of individuals involved in health research. Furthermore, this research also strictly complies with the Philippine Data Privacy Act of 2012. We obtained their full consent and voluntary participation through a formal letter and verbal confirmation. To ensure privacy and anonymity, we used pseudonyms for the participants in the transcript of the interview and the audio record. We also addressed the economic and academic risks associated with the study by offering a substantial token and reimbursement for any losses incurred during the interviews. Our top priority has consistently been to protect the rights, safety, and overall well-being of all participants involved.

3. RESULTS AND DISCUSSION

This section outlines key findings on how school principals foster student creativity based on the three components of Amabile's Componential Theory of Creativity: domain-relevant skills, creativity-relevant processes, and task motivation. Each component with its emerging theme is discussed in relation to the participants' experiences and the existing literature, focusing on the role of leadership in nurturing creativity among students.

3.1 Domain-Relevant Skills (Expertise)

Domain-relevant skill is the first component of Amabile's Componential Theory of Creativity, which refers to the factual knowledge, expertise, and technical abilities individuals need to excel in a specific domain (Amabile, 1983). In educational settings, these skills are critical for fostering creativity as they provide the foundation for problem-solving and creative expression. Based on the analysis of this study, five subthemes were generated under the following domain-relevant skills: (1) building expertise for the school community, (2) promoting knowledge of creative forms and media, (3) supporting real-world applications in curricula, (4) offering professional development for teachers, and (5) ensuring resources are available for both teachers and students.

3.1.1 Build Expertise for the School Community

Empowering department heads. The emerging theme for the first subtheme of domain-relevant skills is empowering department heads. This theme highlights the role school principals play in delegating authority and responsibility to department heads, encouraging them to take initiative and lead effectively in their respective areas. By empowering department heads, principals not only foster leadership within the school but also create a culture of shared responsibility, enabling both teachers and students to benefit from a well-coordinated academic environment. Supporting this analysis, the participants noted:

"Our principal empowers our (department) heads to do their best to achieve the goals." - Participant 2
"The role of the principal is to mentor and coach in terms of curriculum and instruction." Participant 3

The responses make it evident that empowering department heads not only fosters collaboration but also improves instructional leadership and student outcomes. According to Harris and Jones (2019), distributed leadership, where responsibility is shared across multiple leaders within a school, enhances decision-making and promotes the professional development of staff. Moreover, Hallinger and Wang (2020) emphasize that effective leadership in education involves mentoring and coaching, which strengthens the capacity of department heads to implement school-wide instructional improvements.

3.1.2 Promote Knowledge of Creative Forms and Media: Integrating Creative Output

The emerging theme for the subtheme Promoting Knowledge of Creative Forms and Media is integrating creative output. This theme reflects how school principals facilitate opportunities for students to express their creativity through various media and art forms, allowing them to showcase their skills in organized settings like exhibits and performances. By creating platforms where students can publicly display their creative work, principals nurture and promote the development of artistic skills, thereby enriching the learning experience. Here are the responses of the participants:

"The performance tasks (of the students) are displayed during our art exhibit which we hold as part of our program activities. So, one of the event activities is the art exhibit" – Participant 1

"For every SPA (Special Program in the Arts) they have their own rooms... their outputs at the end of the school year they also exhibit and display their outputs." - Participant 2

"Our students encountered for the first time a group of singers and dancers since we are in a rural area. The creativity skills of our students have been nurtured because our principal does not restrict us from showcasing the students' creativity in whatever ways they can express it." -Participant 3

Participant 1 emphasized the integration of creative outputs through school exhibits, showing how schools provide structured spaces for students to demonstrate their creativity. Similarly, Participant 2 shared the importance of dedicated resources and environments to support student creativity. Participant 3 also discussed how students are given the freedom to express their talents. This demonstrates how principals support creative freedom, allowing students to explore and share their talents, even in under-resourced or rural settings.

Davies et al. (2013) argue that creating opportunities for students to present their creative work publicly encourages not only skill development but also confidence and engagement in learning. Similarly, Sefton-Green and Pangrazio (2021) emphasize that providing structured platforms for creative expression, such as exhibitions and performances, enhances students' learning experiences and deepens their understanding of creative processes.

3.1.3 Offer Professional Development for Teachers: Assigning Challenging Tasks

The second emerging theme for the subtheme Offer Professional Development for Teachers is assigning challenging tasks. This theme emphasizes how principals provide professional development opportunities by assigning tasks that push teachers to step outside their comfort zones and develop new skills. Through these tasks, teachers are encouraged to innovate, research, and apply creative methods, which not only improves their teaching practices but also contributes to their professional growth.

"We are being challenged to innovate, we are being challenged to research, we are being challenged to write letters to our partner private school." – Participant 2

"Our school head assigns tasks that push us to develop ourselves. For example, we are encouraged to stage plays and performances, which challenge us to be more creative in our teaching methods." – Participant 3

These insights align with research that suggests assigning challenging tasks as a form of professional development enhances teachers' skills and fosters a culture of continuous learning. According to Darling-Hammond et al. (2017), professional development through active engagement, such as handling complex projects or creative assignments, helps teachers become more effective and adaptable. Furthermore, Timperley (2011) highlights that providing teachers with opportunities to take on challenging roles fosters professional growth, making them better equipped to meet the needs of their students.

3.1.4 Support Real-World Applications in Curricula: Relating Activities to Curriculum

The emerging theme for the subtheme Support Real-World Applications in Curricula is relating activities to curriculum. This theme highlights the strategic efforts of school principals to ensure that activities and lessons are directly connected to the curriculum, allowing students to apply what they learn in real-world contexts. By aligning creative tasks with academic content, principals strengthen students' understanding and make learning more relevant and meaningful. Here are the responses of the participants:

"She really wants to actually use the integration of subjects as an example in your activities and lessons... their understanding of the subject will be strengthened." – Participant 1

"Each department in our school has activities related to their subjects, and our department heads connect with the teachers to implement programs that are tied to these subjects. This ensures that the students' activities are aligned with the curriculum and enhance their learning." – Participant 2

"It's necessary for the students to also appreciate the connection between the activity and the curriculum." – Participant 3

Such awareness aligns with recent research that emphasizes the value of integrating real-world applications into the curriculum. According to Beane (2013), interdisciplinary approaches that combine various subjects and real-world contexts make learning more meaningful for students, fostering deeper engagement and understanding. Likewise, Drake and Reid (2018) argue that when students see the relevance of their learning in real-world scenarios, it not only boosts their motivation but also enhances critical thinking and problem-solving skills.

3.1.5 Ensure Resources are Available for Teachers and Students: Engaging with Stakeholders

The emerging theme for the subtheme Ensure Resources are Available for Teachers and Students is engaging with stakeholders. This theme emphasizes the proactive role that school principals play in securing resources by collaborating with external partners and stakeholders. By engaging with community members, businesses, and other institutions, principals ensure that both teachers and students have access to the tools and equipment needed to enhance the learning environment and foster creativity. Here are the highlights of the participants:

"Our principal taps potential partners to address our problems in terms of equipment and resources, like increasing MBPS for internet access." – Participant 1

"We received 150 chairs from other schools." – Participant 2

These examples focus on the importance of stakeholder engagement in overcoming resource constraints, which is widely supported in educational literature. For instance, according to Mulford (2013), effective school leadership involves forming partnerships with external stakeholders to secure the necessary resources and support for school initiatives.

3.2 Creativity-Relevant Processes

Creativity-relevant process is the second component of Amabile's Componential Theory of Creativity. These processes refer to the cognitive styles, problem-solving approaches, and personality traits that contribute to creative thinking and innovation. Such processes include divergent thinking, risk-taking, and openness to new experiences, which are essential for generating novel ideas and solutions (Amabile, 1983). Based on the analysis of this study, three subthemes were generated under the following domain-relevant skills: (1) Promote creative thinking in teaching by encouraging diverse approaches, (2) Encourage talent showcases and project-based learning as platforms for creative expression, and (3) Facilitate collaborative art projects and performances to foster teamwork and creative collaboration among students.

3.2.1 Promote Creative Thinking in Teaching: Encouraging Diverse Approaches

The emerging theme for the first subtheme of creativity-relevant processes is promoting creative thinking in teaching: Encouraging diverse approaches. This theme emphasizes how school principals foster an environment where teachers are encouraged to use various teaching methods and creative strategies. By supporting diverse approaches, principals ensure that both teachers and students can explore different ways of thinking, problem-solving, and engaging with content, ultimately promoting creativity in the classroom. Responses from the participants highlighted the use of technology as a tool for encouraging creative exploration This suggests that principals are enabling teachers to integrate ICT into lessons, allowing students to expand their learning beyond traditional subject boundaries and think more creatively. It also reinforces how principals are actively promoting the use of diverse and creative teaching techniques, such as integrating arts into other subjects, to foster a more innovative learning environment. Here are the responses:

"The usage of ICT... it will allow learners to explore and discover things that are not just confined to that specific subject." – Participant 1, line 63.
"Our principal encourages us to try different teaching methods, such as integrating music, dance, and other creative expressions, so that students can think more creatively and engage in new ways of learning." – Participant 3, line 515.

According to Sawyer (2017), creative teaching involves the use of multiple methods and strategies to engage students in higher-order thinking, problem-solving, and exploration. By encouraging teachers to experiment with diverse instructional approaches, principals promote an environment where creativity can flourish, both in teaching and learning. Additionally, Davies et al. (2013) highlight that integrating different forms of media and creative expression into the curriculum enhances student engagement and creativity, making learning more dynamic and interactive.

3.2.2 Encourage Talent Showcases and Project-Based Learning: Showcasing Students' Talents
The emerging theme for the subtheme Encourage Talent Showcases and Project-Based Learning is showcasing students' talents. This theme highlights how schools create opportunities for students to demonstrate their creative abilities through talent showcases, exhibitions, and project-based learning activities. These events provide students with a platform to apply their knowledge and skills in real-world settings, fostering both creativity and confidence in their abilities.

Responses from the participants illustrate how schools organize exhibitions where students can present their creative outputs, helping them gain recognition for their talents and learn from each other. It also highlights how schools incorporate structured performances that not only allow students to showcase their artistic talents but also foster responsibility through project-based learning, such as managing event logistics and funding.

"The performance tasks (of the students) are displayed during our art exhibit which we hold as part of our program activities." – Participant 1
"There is a recital at the end of the school year for SPA dance, and a 5 pesos entrance fee which can be used to fund their activities." – Participant 2

These practices align with recent research that stresses the importance of providing students with opportunities to display their creative work as part of their learning experience. According to Beghetto and Kaufman (2017), public displays of student work, such as exhibitions and recitals, not only allow students to share their creativity with others but also serve as an important part of their development as creative individuals. Additionally, Project-Based Learning (PBL) has been shown to enhance students' engagement and understanding by allowing them to apply their skills in meaningful, real-world contexts (Kokotsaki, Menzies, & Wiggins, 2016).

3.2.3 Facilitate Collaborative Art Projects and Performances: Supporting Group Activities
The emerging theme for the subtheme Facilitate Collaborative Art Projects and Performances is supporting group activities. This theme reflects how school principals foster collaboration and creativity by encouraging students to participate in group art projects and performances. These activities not only build teamwork but also help students develop their creative skills in a shared, dynamic environment. By supporting such initiatives, principals promote an inclusive approach to creativity, where students can learn from and inspire each other. The participants shared how collaborative performances, like singing and dancing, allow students to engage in creative projects while working together as a team, fostering both individual and collective growth. Additionally, it demonstrates the role of the principal in backing collaborative projects that enable students to express themselves creatively through group performances, enhancing both artistic and social skills.

"We have a group of singers and a group of dancers which our students encountered for the first time... the creativity skills of our students have been nurtured." – Participant 3

"The principal is supportive of activities like staging plays and reviving the drum and lyre ensemble, which focuses on creativity." – Participant 3

According to Hetland et al. (2015), group-based creative activities, such as performances and art projects, foster communication, cooperation, and shared problem-solving, all of which contribute to the development of creative skills. Furthermore, collaborative learning experiences in the arts provide a rich environment for students to explore creative ideas while learning from their peers (Sawyer, 2017).

3.3 Task Motivation

Task motivation is the third component of Amabile's Componential Theory of Creativity. It refers to the intrinsic and extrinsic motivation that drives an individual to engage in creative tasks. While domain-relevant skills and creativity-relevant processes provide the foundation for creativity, task motivation determines the level of effort and persistence individuals put into creative activities (Amabile, 1983). Intrinsically motivated individuals engage in tasks for inherent satisfaction and challenge, while extrinsically motivated individuals are driven by rewards or recognition. In educational settings, fostering task motivation is essential for encouraging both teachers and students to invest in creative activities. Based on the analysis of this study, three subthemes were generated under the following domain-relevant skills: (1) Recognizing and celebrating creativity and effort (2) Tailoring activities to student's needs, and (3) Supporting teachers in fostering student motivation.

3.3.1 Recognize and Celebrate Creativity and Effort: Celebrating Achievements

The emerging theme for the subtheme Recognize and Celebrate Creativity and Effort is celebrating achievements. This theme highlights how school principals actively recognize and celebrate the creative efforts and accomplishments of both students and teachers. By doing so, they foster an environment where creativity is valued and encouraged. Publicly acknowledging achievements not only boosts motivation but also reinforces the significance of creativity in the school culture. Celebrating success promotes continuous engagement in creative endeavors, encouraging individuals to persist in their efforts and strive for further growth.

Participant 2 shared how recognition from school principals played a significant role in motivating both students and teachers. The responses demonstrate how principals provide verbal motivation and recognition, even when students face challenges, ensuring that their creative efforts are appreciated. Similarly, Participant 1 illustrates how the principal's encouragement and provision of time for preparation allowed teachers to coach students in creative tasks, reinforcing the value of creativity in the learning process.

"Every after activity of course there is an intended part for the principal. His part is to encourage the students to motivate them even though some of them are under hard circumstances." – Participant 2
"She gave us time to prepare for Buwan ng Wika to prepare and coach the learners... motivating us to showcase talents even as math teachers." – Participant 1

According to Ryan and Deci (2017), recognizing and celebrating individuals' efforts can significantly boost intrinsic motivation, as individuals feel their work is valued and appreciated. Additionally, Amabile (1996) suggests that when individuals, particularly students and teachers, are acknowledged for their creativity, they are more likely to continue engaging in creative tasks with greater enthusiasm and commitment.

3.3.2 Tailor Activities to Students' Choices: Fostering Students' Autonomy

The emerging theme for the subtheme Tailoring Activities to Students' Interest is fostering student autonomy. The theme focuses on the importance of giving students autonomy in their learning by allowing them to select projects that align with their interests, talents, and strengths. By offering students choices, schools foster a sense of ownership and intrinsic motivation, which leads to higher engagement and more personalized learning experiences. When students are empowered to choose projects that resonate with their skills and passions, they are more likely to be creative, committed, and invested in the learning process.

During our interview, Participant 2 emphasized that schools take a personalized approach by tailoring learning experiences to the strengths of individual students, ensuring that each student can pursue projects that reflect their abilities. Furthermore, Participant 2 explained how schools assess students' specific talents, particularly in dance saying that this process of assessing students and offering them roles based on their unique talents ensures that students are involved in projects that align with their creative strengths, thus enhancing their engagement and learning. Here are their responses:

"During enrollment, students are being asked about their interests, talents, and accomplishments... if that student is a prospect, we assign him/her to that program or class which aligns with their strength." – Participant 2
"There are assessments that are being done in dance, for example, there is an audition since we participate in Kadayawan then we really ask the student to dance as part of the screening." – Participant 2
According to Ryan and Deci (2017), when students are given autonomy in their learning, they develop a stronger sense of self-determination, which leads to greater creativity and intrinsic motivation. Additionally, allowing students to choose projects based on their interests enables them to take ownership of their learning and develop their skills in a more meaningful way.

3.3.3 Support Teachers in Fostering Student Motivation: Providing Guidance to Teachers
The emerging theme for the subtheme Support Teachers in Fostering Student Motivation is providing guidance to teachers. This theme highlights the role of school principals in offering mentorship and support to teachers as they work to motivate their students. By guiding teachers, principals ensure that educators are equipped with the strategies and confidence needed to foster a motivational learning environment. This mentorship allows teachers to effectively inspire creativity and enthusiasm in their students, ensuring that the learning process is both engaging and productive.

"The principal also mentors me on what to do next... whenever I encounter a problem, I ask for help, and the principal guides me." – Participant 2
"The principal really backs all our activities at school... ensuring that we have tangible activities that inspire creativity and motivation." – Participant 3

Participants expressed how the guidance from their principals directly influenced their ability to motivate students. Participant 2 for example demonstrates the hands-on role of the principal in offering continuous mentorship, enabling teachers to navigate challenges and remain motivated in their own efforts to encourage students. Similarly, Participant 3 shared how principals not only provide guidance but also actively support school-wide initiatives that inspire creativity, creating a motivational atmosphere for both teachers and students.

These examples align with Robinson et al. (2019). They stated that principals who provide mentorship and actively support their teachers enhance the overall learning environment, as teachers feel more confident and empowered to implement motivational strategies.

3.4 Creativity Skills of Learners
Amabile's Componential Theory of Creativity posits that creativity arises from the interaction of domain-relevant skills, creativity-relevant processes, and task motivation (Amabile, 1983). In the educational context, these factors combine to develop and enhance the creativity skills of learners, allowing them to think divergently, generate novel ideas, and solve problems creatively. The theory assumes that when these components are nurtured through effective expertise, teaching strategies, and motivation, the creative potential of learners is fully realized. Under creative skills are three emerging themes: creative programs, creative tasks, and creative expressions.

3.4.1 Creative Programs

Creative Programs are essential components of the creativity skills of learners, which refer to organized opportunities that allow students to develop and display their creative talents. These programs provide structured platforms where learners can engage in activities that enhance their creativity, such as the arts, journalism, or music. Creative programs play a vital role in fostering creativity by offering students the chance to apply their skills in real-world contexts, thus contributing to their overall creative development.

As the first emerging theme under the creativity skills of learners, creative programs help students discover and enhance their unique talents. By offering a range of programs that cater to different interests, schools create an environment where students can engage with creative tasks, fostering both their confidence and creative skills. When schools offer diverse creative programs, learners are not only able to express themselves but also explore areas where they excel, which boosts their overall creative potential.

Participant 1 shared how monthly activities provide continuous opportunities for students to showcase their talents and develop their creative abilities. Similarly, Participant 2 noted that specialized programs such as SPA and SPJ are tailored to student interests, allowing them to nurture their creativity in specific fields. Participant 3 added that creative programs can also strengthen the school's reputation by offering students high-quality opportunities to develop their skills, which, in turn, attracts more learners. Here are their responses:

"Our principal ensures that we have activities every month. We're surprised by this because we're not used to this kind of management, but these activities help us identify which students are performing and excelling." – Participant 1
"Our school principal added another program: SPA (Sports and Arts), SPJ (Journalism), and classical guitar. During enrollment, students are asked about their interests, and those with talent are assigned to the respective program." – Participant 2
"He came up with the idea to open programs for SPA, not just to open new programs but to establish the strength of the school to increase the number of enrollees." – Participant 3

According to Davies et al. (2013), schools that offer structured creative programs significantly enhance the creativity skills of learners by providing them with consistent opportunities to explore their interests and talents across a wide range of domains, including the arts, sciences, and humanities. These programs create a supportive environment where students can engage in hands-on, project-based learning that fosters experimentation and innovation. By allowing learners to actively participate in diverse creative activities, schools help students develop critical thinking, problem-solving, and self-expression skills, which are essential components of creativity. Moreover, structured programs provide the necessary resources and guidance to ensure that students can fully explore their creative potential, leading to deeper engagement and sustained growth in their creative abilities.

3.4.2 Creative Expression

Creative Expression is a fundamental aspect of developing creativity skills in learners, providing them with the opportunity to freely showcase their talents through various artistic and creative outlets. Creative expression allows students to communicate their unique perspectives and ideas through mediums such as dance, music, visual arts, and performances. By nurturing and supporting this form of expression, schools can help students build confidence, enhance their skills, and develop a deeper connection to their creative abilities.

As the third emerging theme under the creativity skills of learners, creative expression focuses on how students are encouraged to explore and showcase their individual talents. Through school-led initiatives such as recitals, performances, and public showcases, students are provided with platforms to express themselves, enabling them to grow creatively and emotionally.

In our interviews with the participants, Participant 3 illustrated how principals actively encourage students to recognize and develop their creative potential, fostering a supportive environment for artistic growth. Also, Participant 2 discussed structured opportunities for creative expression through recitals which offer students a formal stage to present their talents, helping them to build confidence in their creative abilities. Participant 3 also described how

students were exposed to new forms of creative expression, noting that principals facilitate opportunities for students to explore creative expression, even in new and unfamiliar contexts, helping to cultivate a broad range of creative skills.

"The principal tells the students, 'All of you have talents, do not say you cannot join because you are not talented... everyone has a specific talent from God that they need to develop." – Participant 3

"At the end of the school year, there is a recital for SPA dance and SPA music, where students showcase their creative expressions, whether it's dancing or playing classical guitars." – Participant 2

"Our students encountered for the first time a group of singers and dancers... our principal nurtures their creativity by allowing them to freely express themselves in these creative activities." – Participant 3

These experiences shared by the participants are in congruence with the literature that highlights the importance of fostering creative expression in students. According to Csikszentmihalyi (2014), providing students with opportunities to express their creativity through various art forms not only enhances their creative skills but also contributes to their emotional and psychological development.

4. IMPLICATION AND FUTURE DIRECTIONS

In examining the role of school principals within the framework of Amabile's Componential Theory of Creativity, it becomes evident that their leadership practices significantly influence the creative climate of educational institutions. Through the embodiment and promotion of key components such as domain-relevant skills, creativity-relevant processes, and task motivation, principals not only foster an environment conducive to innovation among teachers and students but also enhance overall school performance. This section explores the implications of these findings for the students' creativity skills and the leadership of the school principals in the cultivation of a thriving creative culture in schools. Based on the findings of the study, we propose the following recommendations:

1. School leaders should adopt strategic and distributed leadership styles as this improves the domain-relevant skills of the students which in turn improves their creativity. Specifically, this can be done by empowering department heads, providing professional development activities for teachers, and constantly engaging with the stakeholders. With this implementation, school leaders can foster student creativity by creating a well-supported, collaborative, and creative school culture.

2. School leaders should create various initiatives in curriculum implementation that nurture students' creativity-relevant processes which in turn foster creativity of the students. Specifically, this can be done by strengthening technical assistance to teachers to encourage them to use diverse teaching methods to promote student creativity, provide more opportunities for the students to showcase their talents within and outside the school, and promote collaborative projects and group performances that highlight their creative expressions. This consequently nurtures the creativity of the students.

3. Leaders should take several key actions to boost motivation for both teachers and students which can foster creativity. This can be achieved by acknowledging the creative efforts of the students, providing opportunities that tailor the interests and talents of the students, and continuously supporting the teachers to motivate them in developing strategies that foster student creativity.

4. The result of the study supports the componential theory of creativity. In line with this, we recommend that school leaders take into consideration the components of the theory including domain-relevant skills, creativity-relevant processes, and task motivation if they wish to develop programs to foster student creativity.

5. Future researchers may conduct a comparative study across different educational settings. This provides a better understanding of how strategies in fostering creativity may be similar or different if seen from a specific perspective such as in rural versus urban schools.

5. CONCLUSION

This qualitative research underscores the pivotal role that school principals play in fostering student creativity through the lens of Amabile's Componential Theory of Creativity. Through its key components which include domain-relevant skills, creativity-relevant processes, and task motivation, the findings reveal how effective leadership practices can significantly enhance the creative capabilities of students. The study illustrates that principals can cultivate a rich creative environment by investing in professional development, promoting collaborative learning experiences, and recognizing student achievements. These insights not only highlight the importance of strategic leadership in education but also provide actionable recommendations for school leaders to implement initiatives that nurture creativity within their curricula. Furthermore, the call for future comparative studies across various educational contexts emphasizes the need for a broader understanding of how different leadership styles impact creativity in diverse settings.

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francesjay.berame@hcdc.edu.ph

[2] earshad.banjal@hcdc.edu.ph

[3] donna.sollano@hcdc.edu.ph

[4] riza.lobitos@hcdc.edu.ph

[5] wecagape@ccd.edu.ph