

Creativity and Teaching Effectiveness of Primary School Teachers in the District of Banate, Iloilo, Philippines

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ABSTRACT

This study examined the relationship between creativity and teaching effectiveness among primary school teachers in the District of Banate, Iloilo. Anchored on Social Cognitive Theory and Constructivist Learning Theory, the study employed a descriptive-correlational mixed-methods design. A total of sixty-three teachers participated, selected through cluster sampling. Data were collected using a validated researcher-made questionnaire consisting of creativity and teaching effectiveness scales, supplemented by open-ended questions. Quantitative data were analyzed using mean, standard deviation, and Pearson correlation, while qualitative data were treated using thematic analysis.

Findings revealed that teachers demonstrated a very high level of creativity and a high level of teaching effectiveness. Furthermore, results showed a strong, positive, and significant relationship between creativity and teaching effectiveness. These findings indicate that creativity plays a critical role in enhancing instructional quality and student learning outcomes. The study concludes that strengthening creative teaching practices can further improve teaching effectiveness. It recommends the implementation of targeted professional development programs that promote innovative, adaptive, and learner-centered instructional strategies.

Keywords: Creativity, Teaching Effectiveness, Primary School Teachers, Learner-Centered Instruction, Descriptive-Correlational Study

INTRODUCTION

In contemporary primary education, teaching effectiveness is closely linked to teachers' ability to design engaging, innovative, and learner-centered instructional experiences. Among the essential competencies, creativity plays a crucial role in enhancing instructional quality and improving student learning outcomes. Creative teaching involves the use of imaginative approaches, adaptive strategies, and context-responsive materials that make learning meaningful and engaging for diverse learners (Beghetto, 2021; Henriksen et al., 2020). When effectively applied, creativity promotes student engagement, active participation, and deeper understanding, thereby strengthening overall teaching effectiveness.

In the Philippine context, the Department of Education emphasizes innovative and learner-centered practices through frameworks such as the Philippine Professional Standards for Teachers (PPST). However, despite policy support, the consistent application of creative teaching remains a challenge, particularly in public primary schools where limited resources, increased workload, and large class sizes constrain instructional practices. These challenges have become more evident in the post-pandemic educational landscape, where teachers are expected to address learning gaps while maintaining instructional quality (OECD, 2021).

Empirical studies affirm that creative teaching practices significantly enhance teaching effectiveness by improving student motivation, engagement, and academic performance (Davies et al., 2021; Henriksen et al., 2020). However, there is limited localized research examining how creativity directly influences teaching

effectiveness in Philippine primary school settings. This gap is evident in the District of Banate, Iloilo, where teachers strive to implement creative strategies despite contextual constraints.

Anchored on Social Cognitive Theory and Constructivist Learning Theory, this study posits that teachers' creative practices—shaped by their beliefs and instructional approaches—play a vital role in facilitating meaningful learning experiences and improving teaching effectiveness (Zee & Koomen, 2021; Beghetto, 2021). Within this framework, creativity is treated as a key determinant of teaching effectiveness.

Thus, this study aimed to examine the relationship between creativity and teaching effectiveness of primary school teachers in the District of Banate, Iloilo. Specifically, it sought to determine the level of teachers' creativity and teaching effectiveness, assess their relationship, identify challenges in implementing creative teaching strategies, and propose interventions to enhance instructional practices. The findings of this study are expected to provide evidence-based insights for improving teaching quality and informing professional development programs in primary education.

METHODOLOGY

This study employed a descriptive-correlational mixed-methods design to examine the relationship between teachers' creativity and teaching effectiveness. The quantitative component used a survey approach to measure the levels of creativity and teaching effectiveness and determine their relationship through statistical analysis, while the qualitative component utilized open-ended questions to explore teachers' experiences and challenges in applying creative teaching strategies. The integration of quantitative and qualitative data provided a more comprehensive understanding of how creativity influences teaching effectiveness (Creswell & Creswell, 2022; Fetters & Molina-Azorin, 2020).

The respondents of the study were 63 primary school teachers (Grades 1–3) from 13 public elementary schools in the District of Banate, Iloilo, during the School Year 2025–2026. Cluster sampling was employed to ensure representation across grade levels. The study was conducted within the Schools Division of Iloilo, where primary education plays a crucial role in developing foundational learning skills.

Data were gathered using a researcher-made questionnaire consisting of three parts: a brief profile sheet, a 20-item creativity scale measuring innovative teaching practices and learner engagement, and a 20-item teaching effectiveness scale assessing instructional clarity, student participation, and attainment of learning objectives. Responses were rated using a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Two open-ended questions were included to capture teachers' experiences and challenges in implementing creative teaching strategies. The instrument was developed based on current literature on creative teaching and instructional effectiveness (Henriksen et al., 2020; Davies et al., 2021). Content validity was established through expert review, and reliability testing using Cronbach's alpha yielded a coefficient of 0.95, indicating high internal consistency (Taber, 2021).

Prior to data collection, permission was secured from the Schools Division Office and district authorities. Informed consent was obtained from all participants, and questionnaires were distributed and retrieved after completion. The collected data were organized and prepared for analysis.

Quantitative data were analyzed using mean and standard deviation to determine the levels of creativity and teaching effectiveness, and Pearson product–moment correlation (r) to examine the relationship between the two variables (Field, 2020). All statistical tests were conducted at a 0.05 level of significance. Qualitative responses were analyzed using thematic analysis to identify recurring patterns and challenges, which were used to support and explain the quantitative findings (Braun & Clarke, 2021).

RESULTS

The findings revealed that primary school teachers in the District of Banate demonstrated a very high level of creativity in their instructional practices, with an overall mean of 4.54 (SD = 0.35). This indicates that teachers

consistently employ innovative, engaging, and learner-centered strategies in lesson design and classroom activities.

In terms of teaching effectiveness, the results showed that teachers exhibited a high level of teaching effectiveness, with an overall mean of 4.60 (SD = 0.32). This suggests that teachers are generally effective in facilitating learning, engaging students, and achieving instructional objectives.

Furthermore, correlation analysis revealed a strong, positive, and significant relationship between creativity and teaching effectiveness ($r \approx 0.80$, $p < .01$). This indicates that higher levels of teacher creativity are associated with higher levels of teaching effectiveness.

DISCUSSION

The very high level of creativity among teachers suggests that they are capable of adapting instructional approaches to meet diverse learner needs, even in resource-constrained environments. This finding supports David Henriksen et al. (2020), who emphasized that creativity enhances flexibility, engagement, and meaningful learning experiences. Similarly, Dan Davies et al. (2021) found that creative learning environments significantly improve student participation and motivation. The results further indicate that creativity is influenced not only by available resources but also by teachers' mindset, adaptability, and professional practice, consistent with Ronald Beghetto (2021).

The high level of teaching effectiveness indicates that teachers are generally successful in delivering instruction and achieving learning outcomes. However, its slightly lower level compared to creativity suggests that teaching effectiveness may also be influenced by external factors beyond teacher competence. This is consistent with John Hattie (2020), who highlighted that effective teaching is shaped by both instructional practices and contextual conditions.

Respondents 3 and 6 consistently emphasized that insufficient instructional materials, limited technological access, and inadequate physical learning environments restrict the use of innovative and experiential teaching strategies. Hands-on learning, simulations, and collaborative activities are often minimized due to resource constraints. This is consistent with UNESCO (2021), which reports that lack of learning materials remains a structural barrier to quality education, particularly in developing education systems. Without adequate resources, teachers are forced to rely on lecture-based or textbook-driven instruction, limiting engagement and critical thinking development. This also constrains the implementation of learner-centered pedagogies emphasized in 21st-century education frameworks.

On the other hand, respondents 12 and 17 highlighted insufficient professional development, lack of mentoring, and limited institutional support, which contribute to emotional exhaustion and reduced instructional confidence. These gaps weaken teachers' ability to adapt to diverse classroom demands and emerging pedagogical challenges. Likewise, OECD (2021) reported that systemic factors such as resources and institutional support significantly affect teaching performance.

The strong positive relationship between creativity and teaching effectiveness confirms that creativity is a key determinant of effective teaching. Teachers who employ innovative, interactive, and flexible instructional strategies are more likely to enhance student engagement and learning outcomes.

This supports Ronald Beghetto (2021), who emphasized that creative teaching fosters deeper learning, as well as the findings of Davies et al. (2021), which highlight the impact of innovative practices on academic performance and classroom interaction. Overall, the findings suggest that strengthening creative teaching practices can further enhance instructional quality, underscoring the importance of continuous professional development focused on innovation and learner-centered approaches.

CONCLUSIONS

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

Primary school teachers in the District of Banate demonstrate a very high level of creativity in their instructional practices, indicating their strong capacity to design engaging, innovative, and learner-centered learning experiences despite contextual challenges.

Teachers exhibit a high level of teaching effectiveness, reflecting their ability to facilitate learning, engage students, and achieve instructional objectives. However, teaching effectiveness appears to be influenced not only by teacher competence but also by external and contextual factors.

There is a strong, positive, and significant relationship between creativity and teaching effectiveness, confirming that creativity is a key determinant of effective teaching. Teachers who employ creative and flexible instructional strategies are more likely to enhance student engagement and improve learning outcomes.

Overall, enhancing teachers' creativity can lead to improved teaching effectiveness, highlighting the importance of continuous professional development focused on innovative and learner-centered pedagogical practices.

Conflict of Interest

The author declares no conflict of interest regarding the publication of this study. There are no financial, personal, or institutional interests that could have influenced the results or interpretation of the findings.

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