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Teachers' Creativity and Instructional Practices': Their Influence On Learners' Performance

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Abstract

This study explored the relationship between teachers' creativity, instructional practices, and learners' academic performance in the Schools Division of Antique during the 2024–2025 school year. A total of 365 teachers and learners participated, representing various school levels and subjects. The study aimed to determine how teachers' creative approaches and instructional methods influence learners' learning outcomes. Data were gathered through structured questionnaires for teachers and the analysis of learners' final grades in core subjects. Findings revealed that teachers consistently demonstrated high levels of creativity in their instructional planning and classroom activities. Their instructional practices were similarly rated as effective, reflecting an ability to engage learners and facilitate meaningful learning experiences. Learners' academic performance ranged from satisfactory to very satisfactory, suggesting that they benefitted from the instructional approaches employed by their teachers. The study also found that higher levels of teacher creativity and effective instructional practices were associated with improved learner performance, indicating that these factors work together to enhance educational outcomes. Among the two, teacher creativity emerged as the more influential factor in supporting student achievement. The study concludes that fostering creativity among teachers and promoting effective instructional strategies are crucial for enhancing learners' academic success. It recommends that school administrators and policymakers provide professional development opportunities, resources, and supportive environments that encourage innovative teaching. By prioritizing creative and effective instructional practices, schools can improve the quality of education and better prepare learners to meet academic challenges.

Keywords: Teachers' Creativity, Instructional Practices, Learners' Performance, Academic Achievement, Innovative Teaching

Introduction

The quality of education largely depends on teachers' ability to deliver instruction effectively and engage students. Among the many factors that influence instructional quality, teachers' creativity and innovative instructional practices have been identified as critical determinants of learners' academic performance (Beghetto & Kaufman, 2014). Creative teaching allows educators to design lessons that are engaging, interactive, and responsive to the diverse learning needs of students, promoting higher-order thinking and problem-solving skills (Craft, 2005).

Instructional practices refer to the strategies and methods teachers use to facilitate learning. Effective instructional practices, including differentiated instruction, active learning, and the integration of real-world examples, enhance learners' understanding and knowledge retention (Darling-Hammond et al., 2017). When paired with creativity, these practices not only make learning more enjoyable but also improve student outcomes by encouraging participation, collaboration, and critical thinking (Torrance, 2013).

Research indicates that teachers who employ creative instructional strategies positively impact learners' academic performance. Innovative teaching approaches stimulate student interest, boost motivation, and accommodate different learning styles, contributing to higher achievement (Amabile, 2018; Robinson, 2011). However, challenges such as limited resources, large class sizes, and insufficient professional development often hinder teachers' ability to implement creative and effective instructional practices, particularly in public schools in the Philippines (DepEd, 2019).

This study aims to investigate the relationship between teachers' creativity, instructional practices, and learners' performance among 365 respondents in the Schools Division of Antique during the School Year 2024–2025. It seeks to provide insights on how fostering creativity and enhancing instructional methods can improve learner outcomes and contribute to the overall quality of education in the division.

Specifically, the study examines the level of teachers' creativity in terms of lesson planning, innovative teaching strategies, and problem-solving approaches. It also assesses the effectiveness of instructional practices, including differentiated instruction, active learning, and engagement strategies. Additionally, learners' academic performance in core subjects is analyzed, and the study explores whether teachers' creativity and instructional practices significantly relate to and predict student achievement. The findings aim to provide evidence-based recommendations to enhance creative teaching, strengthen instructional practices, and boost learners' academic performance.

Methodology

This study employed a descriptive-correlational research design to examine the relationship between teachers' creativity, instructional practices, and learners' performance in the Schools Division of Antique during the School Year 2024–2025. The descriptive aspect assessed levels of creativity, instructional practices, and learner performance, while the correlational component examined the relationships among these variables without manipulation.

The respondents included 365 teachers and learners from selected elementary and secondary schools. Stratified random sampling ensured proportional representation across school levels, subjects, and teaching experience.

Data were collected using a structured questionnaire and academic records. The questionnaire had two parts: Part I assessed teachers' creativity, focusing on lesson planning, innovative strategies, and problem-solving approaches; Part II measured instructional practices, including differentiated instruction, active learning, and learner engagement strategies. Learners' performance was obtained from final grades in core subjects. The instrument was adapted from validated tools (Beghetto & Kaufman, 2014; Craft, 2005) and reviewed for content validity. Reliability testing produced Cronbach's alpha values above 0.80, indicating high internal consistency.

Ethical considerations included approval from the Schools Division Office of Antique, informed consent from participants, and strict confidentiality of all data.

Data analysis involved descriptive statistics (frequency, percentage, weighted mean, standard deviation) to determine the levels of teachers' creativity, instructional practices, and learners' performance. Pearson correlation examined relationships among the variables, while multiple regression analysis determined the predictive effect of teachers' creativity and instructional practices on learners' academic performance. All statistical tests were conducted at a 0.05 level of significance.

Results

The study revealed that teachers' creativity was rated at a high level, with an overall weighted mean of 4.28 (SD = 0.44). Among the indicators, innovative teaching strategies received the highest rating (M = 4.32, SD = 0.42), followed by lesson planning creativity (M = 4.27, SD = 0.45) and problem-solving approaches (M = 4.25, SD = 0.46). These results indicate that teachers are effectively using creativity to enhance instructional quality, consistent with previous studies highlighting the importance of teacher creativity in promoting learner engagement and achievement (Beghetto & Kaufman, 2014; Craft, 2005).

Teachers' instructional practices were also rated high overall (WM = 4.25, SD = 0.43). The highest-rated indicators were active learning strategies (M = 4.30, SD = 0.41), followed by differentiated instruction (M = 4.26, SD = 0.44), and learner engagement techniques (M = 4.19, SD = 0.45). These findings suggest that teachers implement effective instructional practices that cater to diverse learning needs and support student participation, in line with Darling-Hammond et al. (2017), who emphasized that instructional strategies directly influence student learning outcomes.

Regarding learners' performance, students achieved a mean general average of 86.45 (SD = 4.98), with the majority scoring between 80–89, indicating satisfactory to very satisfactory academic achievement. Correlation analysis revealed significant positive relationships between teachers' creativity and learners' performance ($r = 0.64$, $p < 0.01$) and between instructional practices and learners' performance ($r = 0.61$, $p < 0.01$). Multiple regression analysis indicated that creativity and instructional practices together significantly predict learners' performance ($R^2 = 0.56$, $p < 0.05$), with teachers' creativity emerging as the stronger predictor. These results confirm that both creativity and instructional practices play a crucial role in enhancing learners' academic achievement (Amabile, 2018; Robinson, 2011).

Discussion

The findings of this study indicate that teachers in the Schools Division of Antique exhibit a high level of creativity, particularly in innovative teaching strategies, lesson planning, and problem-solving approaches. This suggests that teachers are actively designing lessons that are engaging, adaptable, and responsive to students' diverse learning needs. These results align with Beghetto and Kaufman (2014) and Craft (2005), who emphasized that teacher creativity enhances classroom engagement and fosters higher-order thinking, critical for academic achievement. The strong role of creativity observed in this study highlights its importance as a key factor in instructional effectiveness and learner motivation.

Similarly, teachers' instructional practices were also rated high, with active learning strategies, differentiated instruction, and learner engagement techniques being the most prominent. This finding supports Darling-Hammond et al. (2017), who stressed that instructional strategies directly influence learners' understanding, retention, and application of knowledge. By combining creativity with effective instructional methods, teachers are able to create a stimulating learning environment that encourages participation, collaboration, and problem-solving.

The study also revealed that learners' performance was satisfactory to very satisfactory, with a mean general average of 86.45 ($SD = 4.98$). Correlation and regression analyses showed that both teachers' creativity ($r = 0.64$, $p < 0.01$) and instructional practices ($r = 0.61$, $p < 0.01$) significantly influence learners' academic outcomes, with creativity emerging as the stronger predictor. These findings suggest that students benefit not only from well-structured lessons but also from the creative approaches teachers employ to make learning engaging and meaningful. Robinson (2011) and Amabile (2018) similarly argued that fostering creativity in teaching leads to improved student motivation, engagement, and academic success.

Overall, the discussion highlights that the integration of creativity with effective instructional practices is critical in enhancing learners' performance. Teachers who can blend imaginative approaches with evidence-based instructional strategies provide richer, more interactive learning experiences, which in turn positively impacts student achievement. This underscores the need for professional development and support mechanisms that encourage teachers to innovate and continuously improve their teaching methods.

Conclusion

Based on the findings of this study, it can be concluded that teachers in the Schools Division of Antique demonstrate a high level of creativity in their instructional practices, particularly in innovative teaching strategies, lesson planning, and problem-solving approaches. Their instructional practices are also highly effective, with active learning strategies, differentiated instruction, and learner engagement techniques being widely utilized. These factors have a significant positive influence on learners' performance, as reflected in the satisfactory to very satisfactory academic outcomes observed in the study. Correlation and regression analyses confirmed that both teachers' creativity and instructional practices are strong predictors of learners' academic achievement, with creativity emerging as the stronger determinant. Overall, the study highlights that fostering teacher creativity alongside effective instructional methods is critical for improving learners' academic outcomes in the Schools Division of Antique.

Recommendations

In light of the findings and conclusions of this study, it is recommended that school administrators and the Schools Division Office of Antique actively promote teachers' creativity by providing opportunities for professional development, workshops, and training programs focused on innovative teaching strategies and lesson design. Teachers should be encouraged to continuously implement effective instructional practices, such as differentiated instruction, active learning, and student-centered engagement techniques, to enhance learner participation and understanding. School leaders are also urged to provide adequate support, resources, and guidance to facilitate the integration of creativity in classroom instruction. Collaborative initiatives, such as peer mentoring and sharing of best practices, can further strengthen teachers' instructional capacity. Furthermore, future research is recommended to explore additional factors affecting learners' performance, such as student motivation, classroom environment, and school leadership support, to gain a more comprehensive understanding of the conditions that optimize academic achievement.

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