



THE CLASSROOM ENVIRONMENT'S MEDIATING EFFECT ON THE RELATIONSHIP BETWEEN TEACHER CREATIVITY AND STABILITY OF STUDENT

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ABSTRACT

The goal of this study was to see if the classroom environment had a moderating influence on teacher creativity and academic stability among 400 Filipino students in the region of Davao del Sur. The number of respondents was calculated using Slovin's formula. This study used a quantitative non-experimental design as well as the descriptive-correlation method to collect data, ideas, facts, and information for the study. In this study, the classroom learning environment is the mediating variable in the relationship between teacher creativity and student academic resilience. The data gathering instrument in this study was a modified questionnaire. To collect the essential data for this study, the researcher used technology tools, notably google forms. Experts chose a customized questionnaire instrument based on characteristics from the classroom research environment on learning, teacher creativity, and student academic stability as the data source. The level of teacher creativity, academic stability of the students, and classroom learning environment were all determined to be high, according to the research's goal of employing the mean. Using Pearson-r, researchers discovered that there was a significant relationship between classroom learning environment and teacher creativity, as well as a relationship between classroom learning environment and students' academic stability and a relationship between teacher creativity and students' academic stability. Meanwhile, the study's findings imply that there is a partial mediator in the effect of classroom environment on learning in the association between teacher creativity and student academic stability, according to the medgraph Sobel z-test.

KEYWORDS: education, teacher creativity, academic resilience of students, classroom learning environment, correlation, mediating impact, teaching and learning in the Philippines

INTRODUCTION

Academic resilience refers to a student's ability to overcome academic deficits, stress, and the pressures of school. However, the failure to be a productive student is a critical case of high school pupils even in college, according to the experts. As a result, students who lack learning stability are anxious, struggle to achieve academic achievement, and struggle in their academic and non-academic lives (Yuan, Li-Fang Zhang and Mingchen 1024).

However, it's also critical to see academic resilience in students by pushing them to perform better than we might expect. For underachieving students, promoting academic stability will result in better behavior and outcomes. Its promotion in schools entails strategic planning and extensive practice involving the entire school community in order to assist vulnerable kids in performing better than they expect (Agasisti, Avvisati, and Borgonovi).

On the other hand, the concept of teacher innovation is vital because it creates an academic environment that allows pupils to feel secure in their studies. Creative teachers have been observed to be efficient and resourceful in the classroom. They use strategies for the well-being of students' learning through their creativity. Additionally, the innovative instructor boosts

students' motivation, awe, and academic resilience (Jahnke, Haertel, and Wildt 93).

Because of Guddeti's (338) observations that the students' academic stability is strengthened, and because no such study exists in the city of Digos, the researcher decided to evaluate and discover the mediating effect of the classroom learning environment on the relationship between the teacher's creativity and the students' academic stability. This study is expected to clarify the role of teamwork in improving students' ability levels and providing appropriate solutions, not only for teachers but also for leaders.

OBJECTIVES

This research aims to discover the mediating effect of the classroom learning environment on the relationship between teacher creativity and student academic stability.

METHODS

In order to determine the mediating effect of the classroom learning environment on the relationship between teacher creativity and student academic stability, this study used



non-experimental quantitative research and the design correlation technique. The quantitative method, according to Sousa et al. (502) is appropriate if the investigator has to arrive at real outcomes rather than preferences.

Furthermore, when a study specifies the design and statistical analysis (Van Hecke et al. 167), the quantitative technique is applied; the data were statistically evaluated, and the researcher used a survey questionnaire (Alenezi et al. 327).

This research was conducted at Davao del Sur Colleges in Davao del Sur, a Philippine province in the Davao Region of Mindanao. Its capital, Digos City, is bounded to the north by the province of Davao del Norte, and on the west by the provinces of Cotabato, Sultan Kudarat, South Cotabato, and Sarangani.

Until it became an autonomous city, the Gulf of Davao City was a part of the province. The city operates independently of the province, with its own representative in Congress.

RESULTS AND DISCUSSION

The results of descriptive statistics in measuring the level of the classroom environment are shown in Table 1. The total mean score for the classroom environment was 3.84 (SD = 0.508), which could be considered high or the level of classroom environment that teachers frequently displayed in learning. Teachers, on the whole, place a high value on the diversity of their students in the classroom.

Table 1
Classroom Environment Level

| Indicators | Mean | SD | Level |
|--------------------------------|------|-------|-----------|
| positive classroom variations | 4.14 | .631 | High |
| personally negative | 4.48 | .641 | Very High |
| the perseverance of the expert | 2.82 | 1.124 | Moderate |
| Total | 3.93 | .698 | High |
| Total | 3.84 | .508 | High |

Having a positive atmosphere in the classroom and perseverance in what the students specialize in play a big role in helping students. In the classroom, self-awareness is still worthy of the teacher's attention.

Table 2 shows the level of creativity of teachers, with a total mean score of 4.07 (SD = 0.561), which describes high or frequent teacher creativity in class.

Table 2
Teacher Creativity Level

| Indicators | Mean | SD | Level |
|---------------|------|-------|-----------|
| Independence | 4.21 | 0.687 | Very High |
| Integration | 4.31 | 0.709 | Very High |
| Motivation | 4.29 | 0.672 | Very High |
| Judgment | 4.12 | 0.638 | High |
| Flexibility | 4.11 | 0.666 | High |
| Evaluation | 3.66 | 0.851 | High |
| Questioning | 4.01 | 0.712 | High |
| Opportunities | 3.80 | 0.676 | High |
| Failure | 4.10 | 0.795 | High |
| Total | 4.07 | 0.561 | High |

In general, teachers are known for their creativity in delivering their strategies. They also have a high level of integration in the classroom, emphasizing many various aspects of learning. There are some topics that are extremely relevant to the topic being discussed. Although the analysis is rarely utilized

in the classroom, it is beneficial for young people to learn it in order to widen their knowledge.

Table 3 illustrates the results of a descriptive statistical assessment of the level of academic stability based on student originality, with a total mean of 3.72 (SD = 0.445), indicating that students demonstrate academic stability on a frequent basis.



Table 3
Level of Academic Stability

| Indicators | Mean | SD | Level |
|--|-------------|-------------|-------------|
| stability | 3.79 | .429 | High |
| meditation and adaptive seeking help | 4.28 | .527 | Very High |
| negative impact and emotional response | 3.11 | .725 | Moderate |
| Total | 3.72 | .445 | High |

It should be emphasized that the high level of this result indicates that students become tenacious in their efforts to learn regardless of the obstacles they confront. Meditation and adaptive seeking help have very high results, indicating that students are looking for a way to solve problems they enjoy.

Table 4 shows the results of the link between the independent variable (teacher creativity), the non-independent variable (student academic stability), and the mediator variable (student academic stability) (classroom learning environment). The link between the variables is described using Bivariate Correlation Analysis with Pearson Product Moment Correlation.

Table 4
Analysis of the Relationship of ICT Integration and Learning Skills

| Pairs | Variables | Coefficient and Relations | Significance of p | Decision in Ho |
|-----------|--|---------------------------|-------------------|----------------|
| IV and DV | Teacher Creativity And Academic Stability | 0.641 | 0.000 | Not accepted |
| IV and MV | Teacher Creativity And Classroom Environment | 0.667 | 0.000 | Not accepted |
| MV and DV | Classroom Environment And Academic Stability | 0.686 | 0.000 | Not accepted |

The first zero-ordered correlation analysis of teacher creativity and student academic stability yielded a calculated r-value of 0.641 from a probability value of p0.000, which is significant at the 0.05 level. This indicates that the two variables have a strong and positive relationship. As a result, the premise that there is no significant correlation is not accepted.

In the third analysis, the zero-ordered correlation between classroom environment and student learning and academic stability yielded an r-value of 0.686 from a probability value of p 0.000, which is significant at the 0.05 level. This means that the two variables continue to have a positive and

strong relationship. As a result, the premise that no significant correlation exists in this section is also unacceptably flawed.

As input to the medgraph, data were analyzed using the linear regression method. Table 5 categorizes it into phases 1 through 4. Because of the mediator effect of the third variable from the correlation between the two variables, (Baron and Kenny) created the mediator analysis. To identify the third variable as a mediator, follow these four steps. In the first step, the teacher's creativity as an independent variable (IV) significantly outperforms the student's academic stability, which is the study's non-independent variable (DV).



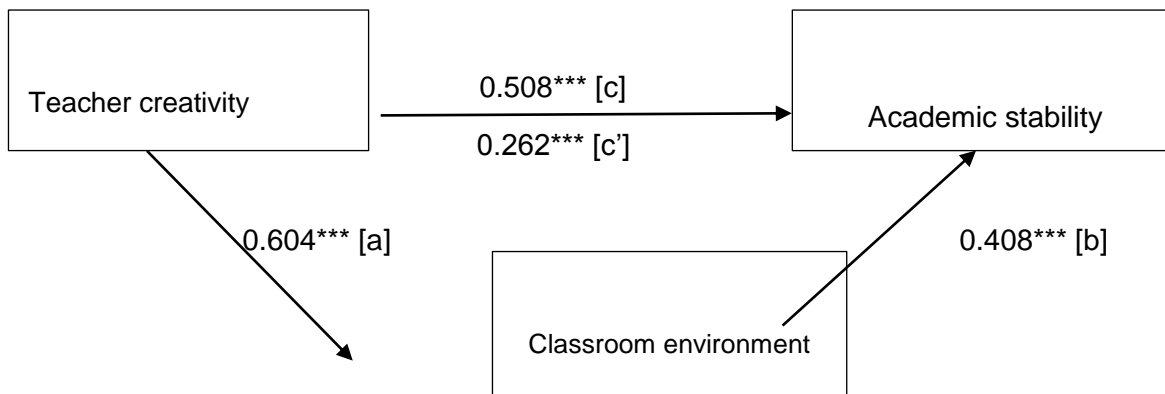
Table 5
Results of Regression of Variables in Four Criteria with Relation to Obtaining Intermediary Impact

| Step | Path | Beta (Unstandardized) | Standard Error | Beta (Standardized) |
|--------|------|-----------------------|----------------|---------------------|
| Step 1 | c | 0.508 | 0.053 | 0.641 |
| Step 2 | a | 0.604 | 0.059 | 0.667 |
| Step 3 | b | 0.408 | 0.071 | 0.466 |
| Step 4 | c' | 0.262 | 0.064 | 0.466 |

In the second step, the teacher's creativity significantly precedes the classroom learning environment, the mediator (M). In the third step, the classroom learning environment significantly precedes the academic stability of student.

Since the three steps (tarundon a, b and c) are significant, there is a mediator test and using the medgraph it

will be continued, using the Sobel z test to assess the significance of the mediator effect. If the effect of the independent variable on the non-independent variable becomes insignificant and the final step in the analysis, full mediation is achieved. This means that all effects are mediated by the mediator variable.



CONCLUSION

In consideration of the findings of the study, the conclusions will be presented in this section. The findings in this study were unambiguous and confirmed the assumptions about the mediating effect of the classroom environment on learning in the relationship between teacher creativity and students' academic stability and this was confirmed in McGhee's proposition. (210). These findings are validated and accepted in the views of researchers Agasisti, Tommaso, et al (31-33) who prove that the creativity of teachers can strengthen the academic stability of students. The researchers stated that enhancing individual ability through creative activities can develop thinking skills for students' academic stability. Findings were interpreted as total acceptance of the assumptions. The discovered high level of teacher creativity is important in the teaching and learning process so teachers' creativity has a huge impact on the academic stability of students.

The level of academic stability of the students is high so the effectiveness of the classroom environment is very

conducive to the learning process of the students. The level of the classroom environment for learning is also high and as a result the teaching strategies are able to increase the effectiveness of the learning process for the students. Respondents agreed with the idea that teacher creativity is important to students' academic stability. Consequently, the respondents attested to the high level of teacher creativity, high level of academic stability of the students, and in turn high level of classroom learning environment. This overall indicates that there is a significant impact on the relationship between teachers' creativity and students' academic stability. There is also a significant correlation between teacher creativity and the classroom learning environment. The theory on which it is anchored confirms the statement of the findings. Ultimately, the impact of the classroom environment on learning has a partial mediator in the relationship between teacher creativity and students' academic resilience.



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