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

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**Abstract:**
This study explored the moderating influence of the classroom environment on teacher creativity and academic stability in 400 Filipino students in Davao del Sur. Using Slovin's formula, respondents were determined. Employing a quantitative non-experimental design and descriptive-correlation method, data collection utilized a modified questionnaire via Google Forms. The classroom learning environment acted as a mediating variable between teacher creativity and student academic resilience. Results indicated high levels of teacher creativity, student academic stability, and the classroom learning environment, supported by mean values. Pearson-r analysis revealed significant relationships between the classroom learning environment and teacher creativity, as well as its impact on students' academic stability. Additionally, findings suggested a partial mediating effect of the classroom environment on the association between teacher creativity and student academic stability, as demonstrated by 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

## 1. Introduction

Academic resilience is defined by a student's ability to overcome academic challenges, stress, and the pressures associated with school (Solahudin *et al*., 2022). However, the failure to cultivate productivity poses a critical issue for high school pupils, extending into college, as noted by experts. Consequently, students lacking learning stability

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encounter anxiety, struggle to achieve academic milestones, and grapple with challenges in both their academic and non-academic lives (Zakaria, 2019).

Nevertheless, it is crucial to understand academic resilience in students by motivating them to exceed expectations. For underachieving students, promoting academic stability can result in improved behavior and outcomes (Padron *et al*., 2012). Its promotion in schools necessitates strategic planning and the active engagement of the entire school community to assist vulnerable children in surpassing their own expectations (Perez *et al*., 2023).

On the other hand, the concept of teacher innovation is vital as it establishes an academic environment that allows pupils to feel secure in their studies. Creative teachers have been observed to be effective and resourceful in the classroom, employing strategies to enhance students' learning through their creativity (Mampane, 2023). Additionally, innovative instructors enhance students' motivation, sense of wonder, and academic resilience (Jowkar *et al*., 2014).

Given observations that students' academic stability is reinforced, and with no existing study in the city of Digos, the researcher chose to assess and explore the mediating effect of the classroom learning environment on the relationship between teacher creativity and students' academic stability. This study aims to clarify the role of teamwork in enhancing students' ability levels and providing appropriate solutions, not only for teachers but also for educational leaders.

## 2. Objectives

This research seeks to investigate the mediating impact of the classroom learning environment on the connection between teacher creativity and the academic stability of students. The primary objective is to understand how the classroom setting plays a role in influencing the relationship between a teacher's creative practices and the stability of students in their academic pursuits.

## 3. Methods

This study employed a non-experimental quantitative research design and the correlational technique to investigate the mediating effect of the classroom learning environment on the relationship between teacher creativity and student academic stability. The choice of a quantitative method is appropriate when the goal is to derive objective outcomes rather than preferences (Javed, 2017).

Moreover, in studies where the design and statistical analysis are explicitly defined (Koca *et al*., 2023), the quantitative technique is applied. In this research, data were statistically evaluated, and a survey questionnaire was utilized as the primary instrument (Javed, 2017).

The research was conducted at Davao del Sur Colleges in Davao del Sur, a province in the Davao Region of Mindanao, Philippines. Digos City, its capital, is situated

to the north of the province of Davao del Norte and is bordered on the west by the provinces of Cotabato, Sultan Kudarat, South Cotabato, and Sarangani. Historically, the Gulf of Davao City was part of the province until it gained autonomy as a city. Presently, the city operates independently from the province, having its own representative in Congress.

## 4. Results and Discussion

Table 1 displays the results of descriptive statistics assessing the classroom environment. The overall mean score for the classroom environment was 3.84 (SD = 0.508), indicating a high level. This score suggests that teachers consistently exhibit a high standard of classroom environment conducive to learning. Notably, educators place considerable importance on fostering diversity among their students within the classroom setting.

**Table 1:** Classroom Environment Level

| **Indicators** | **Mean** | **SD** | **Level** |
|---|---|---|---|
| Positive classroom | 4.14 | .631 | High |
| Variations | 4.48 | .641 | Very High |
| Personally negative | 2.82 | 1.124 | Moderate |
| The perseverance of the expert | 3.93 | .698 | High |
| **Total** | **3.84** | **.508** | **High** |

Fostering a positive classroom atmosphere and cultivating perseverance in students' areas of specialization are pivotal factors in their academic success. The teacher's attention to promoting self-awareness within the classroom remains valuable in supporting students on their educational journey.

**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** |

Table 2 presents the assessment of teachers' creativity, indicating a total mean score of 4.07 (SD = 0.561), reflecting a high level of creativity demonstrated frequently in the classroom. Teachers are generally recognized for their creative instructional strategies, showcasing a high degree of integration in various aspects of learning. Some topics are particularly pertinent to the subject matter under discussion. While the utilization of

analysis in the classroom may be infrequent, its inclusion is beneficial for enriching the knowledge of young learners.

Additionally, Table 3 outlines the results of a descriptive statistical analysis assessing the level of academic stability based on student originality, revealing a total mean score of 3.72 (SD = 0.445). This score suggests that students frequently exhibit academic stability, emphasizing the importance of their consistency in the academic realm.

**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 is crucial to highlight that the elevated level of this outcome underscores students' resilience, as they persist in their learning endeavors despite facing obstacles. The notable results in meditation and adaptive seeking help suggest that students actively seek solutions to challenges they encounter.

Moving on to Table 4, it outlines the findings regarding the interplay among the independent variable (teacher creativity), the non-independent variable (student academic stability), and the mediator variable (classroom learning environment). The correlation between these variables is elucidated through Bivariate Correlation Analysis employing 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 initial zero-ordered correlation analysis between teacher creativity and student academic stability revealed a calculated r-value of 0.641 with a significant probability value of p0.000, indicating a strong and positive relationship between the two variables. Consequently, the notion that there is no significant correlation between them is rejected.

In the subsequent analysis, the zero-ordered correlation between the classroom environment and student learning, as well as academic stability, produced an r-value of 0.686 with a probability value of p 0.000, signifying a robust and positive relationship between these variables. Hence, dismissing the assumption of no significant correlation in this context is likewise untenable.

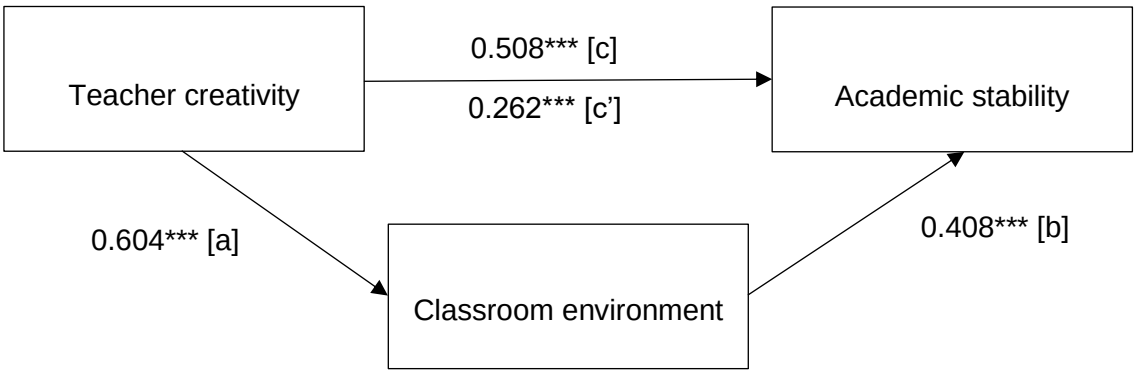
For the medgraph analysis, data underwent scrutiny using the linear regression method, categorized into phases 1 through 4 as presented in Table 5. In light of the mediator effect of the third variable identified through the correlation between the two variables, Baron and Kenny's mediator analysis was employed. The four-step process involves confirming, in the first step, that the teacher's creativity as an independent variable (IV) significantly surpasses the student's academic stability, representing the non-independent variable (DV) in the study.

**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, it is observed that teacher creativity significantly precedes the classroom learning environment, which acts as the mediator (M). Moving to the third step, the classroom learning environment significantly precedes the academic stability of the student.

Given the significance of all three steps (tarundon a, b, and c), a mediator test is warranted. Subsequently, utilizing the medgraph, the analysis will proceed, employing the Sobel z test to evaluate the significance of the mediator effect. If, at the final step, the effect of the independent variable on the non-independent variable becomes insignificant, full mediation is achieved. This signifies that all effects are mediated by the intermediary variable.




## 5. Conclusion

In this comprehensive discussion, we will explore the conclusive insights gleaned from the study's findings. The results were unequivocal, providing robust support for the initial assumptions regarding the mediating role of the classroom environment in learning within the correlation between teacher creativity and students' academic stability. This aligns with the proposition put forth by Edgar-Smith and Palmer (2015),

underscoring the significance of the classroom setting in influencing the intricate relationship between teacher creativity and the academic stability of students. These findings resonate with the claims made by researchers such as Agasisti, Tommaso, *et al*. (31-33), providing additional support to the notion that the displayed creativity of teachers can indeed strengthen the academic stability of students (Luo *et al*., 2017). These scholars argue that nurturing individual abilities through creative activities plays a crucial role in cultivating critical thinking skills, thereby contributing to an enhancement in students' academic stability. The study's results validate and fully endorse these assumptions, emphasizing the pivotal role of high levels of teacher creativity in influencing the academic stability of students during the teaching and learning process.

The observed high level of students' academic stability underscores the effectiveness of the classroom environment in facilitating the learning process. The elevated level of the classroom environment, in turn, enhances the efficacy of teaching strategies, ultimately contributing to an enriched learning experience for students. Respondents' agreement on the importance of teacher creativity further supports the notion that teachers' creativity significantly influences students' academic stability. Thus, the collective acknowledgment of the high levels of teacher creativity, students' academic stability, and the conducive classroom learning environment collectively suggests a profound and impactful relationship between teacher creativity and students' academic stability.

Furthermore, the study establishes a significant correlation between teacher creativity and the classroom learning environment, reinforcing the theoretical foundation on which these findings are anchored. Notably, the theory asserts that the classroom environment's impact on learning serves as a partial mediator in the intricate relationship between teacher creativity and students' academic resilience. This nuanced understanding emphasizes the intricate interplay among these factors, highlighting the importance of both teacher creativity and the conducive classroom environment in shaping students' academic stability and resilience.

**Conflict of Interest Statement**

The researcher affirms that there is no conflict of interest in relation to the research conducted for this study. The researcher has no financial, personal, or professional associations that might impact or bias the research outcomes. The study is conducted with utmost integrity, ensuring that external influences do not compromise the objectivity of the findings.

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