

Influence of Motivating Educational Environment Towards Creative Teaching Practices among Elementary School Teachers

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Abstract:- The study aimed to look into the influence of motivating educational environment towards creative teaching practices among elementary school teachers. In this study, the researcher selected 210 elementary school teachers in selected public elementary schools in Davao Central District, Davao City as the respondents of the study. Stratified random sampling technique was utilized in the selection of the respondents. Non-experimental quantitative research design using descriptive-correlational method was employed. The data collected were subjected to the following statistical tools: Mean, Pearson Moment Product Correlation and Regression Analysis. Findings revealed that motivating educational environment and creative teaching practices of elementary school teachers were rated as extensive. Further, correlation analysis demonstrated that there is a significant relationship between motivating educational environment and creative teaching practices of elementary school teachers in Davao Central District, Davao City. Evidently, regression analysis proved that motivating educational environment in terms of social connections; supervision and guidance; and interactions significantly influenced the creative teaching practices among elementary school teachers in Davao Central District in Davao City. Department of Education (DepEd) should integrate creativity and innovation into educational policies and curriculum standards to emphasize their importance in teaching and learning.

Keywords:- Educational Management, Motivating Educational Environment, Creative Teaching Practices of Teachers, Regression Analysis, Philippines.

I. INTRODUCTION

A. The Problem and its Scope

The absence of originality in pedagogy can result in numerous detrimental consequences for students, including reduced levels of involvement, impaired critical thinking skills, diminished flexibility, decreased motivation, and compromised overall learning experiences. Conventional teaching approaches that lack creativity may fail to cater to diverse learning styles, resulting in discrepancies in academic performance. Moreover, a dearth of originality might suppress inquisitiveness and impede students' inclination to venture beyond the conventional syllabus, depriving them of chances for autonomous investigation and the cultivation of a passion for acquiring knowledge. Therefore, it is crucial to cultivate

creativity in teaching in order to establish an efficient and dynamic educational setting that equips students with the necessary skills to tackle future obstacles. To foster students' intellectual curiosity, critical thinking, and general development, as well as to promote the continual growth and flexibility of educators, it is crucial to address the absence of innovative teaching methods.

Izzati's (2017) analysis revealed that a dearth of creativity in instruction led to less inspiration and enthusiasm among students, perhaps fostering a pessimistic outlook on education, diminished motivation, and decreased effort. Ebuenga-Amora (2020) discovered that teachers may encounter burnout and job discontent as a result of repetitive educational techniques, resulting in irritation, decreased morale, and a lessened feeling of professional pleasure. According to Yuan and Woodman (2010), a restricted level of creativity may not adequately cater to various learning styles. Additionally, Balkar (2015) emphasized that a deficiency in instructional novelty could impede the successful incorporation of technology in teaching.

On the other hand, Khatoon (2020) stated that employing creative and original teaching techniques might enhance comprehension and enhance the ability to remember information. Innovative methods promote the development of critical thinking and problem-solving abilities, resulting in more significant educational achievements. Odoardi (2016) emphasized that being exposed to a variety of instructional approaches helps students develop the ability to adapt and be creative in a world that is constantly changing. In addition, Dörner (2012) said that teachers who adopt innovative teaching methods act as exemplars of creativity, motivating students to think creatively and tackle challenges with a receptive mindset. This, in turn, fosters their own ability to express creativity and solve difficulties.

In their study, Mangundjaya et al. (2015) demonstrated that a motivating educational environment is defined by a pleasant and supportive climate, where teachers feel appreciated and inspired to experiment with innovative and imaginative teaching methods. In Gilbar's (2015) study, it was discovered that this type of environment frequently places a high importance on providing instructors with opportunities for professional growth. This includes exposing them to novel instructional tactics, technologies, and pedagogical approaches. This motivates them to integrate innovative components into their instructional methods. Okowatso

(2021) states that a stimulating educational setting encourages educators to collaborate, resulting in the sharing of inventive teaching strategies and driving teachers to implement novel approaches in their classrooms.

According to Abu and Kumari (2013), an inspiring environment creates high expectations for academic success and personal development, which encourages students to work hard and aim for excellence. Razi (2010) observed that in addition to academics, a stimulating atmosphere prioritizes comprehensive growth, encompassing extracurricular activities and the cultivation of character. In their study, Hoy and Miskel (2010) proposed that a favorable educational environment enables instructors to have professional autonomy, granting them the authority to make decisions and adapt instructional approaches. This, in turn, leads to higher levels of job satisfaction. Nevertheless, there is a conspicuous deficiency in the existing body of research about the measurable impact of a stimulating educational setting on innovative instructional methodologies. Therefore, it is necessary to conduct a study to address this research gap, specifically in the context of the Philippines. This study will employ quantitative methodology to examine the influence of a stimulating educational environment on the adoption of innovative teaching methods by primary school teachers.

B. Theoretical/Conceptual Framework

The study is grounded on the argument put forth by Mangundjaya et al. (2015) that a motivating educational environment is distinguished by a pleasant and supportive

atmosphere. An atmosphere that appreciates and inspires teachers cultivates creativity by granting them the autonomy to explore innovative teaching approaches, therefore encouraging a culture of innovation. Gilbar (2015) substantiates this claim by highlighting that these environments frequently prioritize the enhancement of teachers' skills and knowledge, providing them with opportunities to explore novel instructional strategies and technology that can be integrated into their teaching practices. In addition, Okowatso (2021) emphasizes that a stimulating academic environment fosters collaboration among educators, facilitating the sharing and application of cutting-edge teaching methodologies.

Figure 1 illustrates the conceptual structure of the study, which outlines the correlation between the stimulating educational environment (independent variable) and creative teaching practices (dependent variable). According to Galimaka (2012), a stimulating educational environment consists of social connections, supervision and direction, interaction, and collective agreement processes. These components establish a nurturing environment that promotes effective learning and teaching. According to Hsiao et al. (2011), creative teaching practices encompass the generation of ideas in teaching, the cultivation of ideas, the implementation of teaching concepts, and the development of technology literacy. These approaches prioritize the creation, cultivation, and execution of inventive ideas in teaching techniques, urging educators to adopt creativity in the classroom.

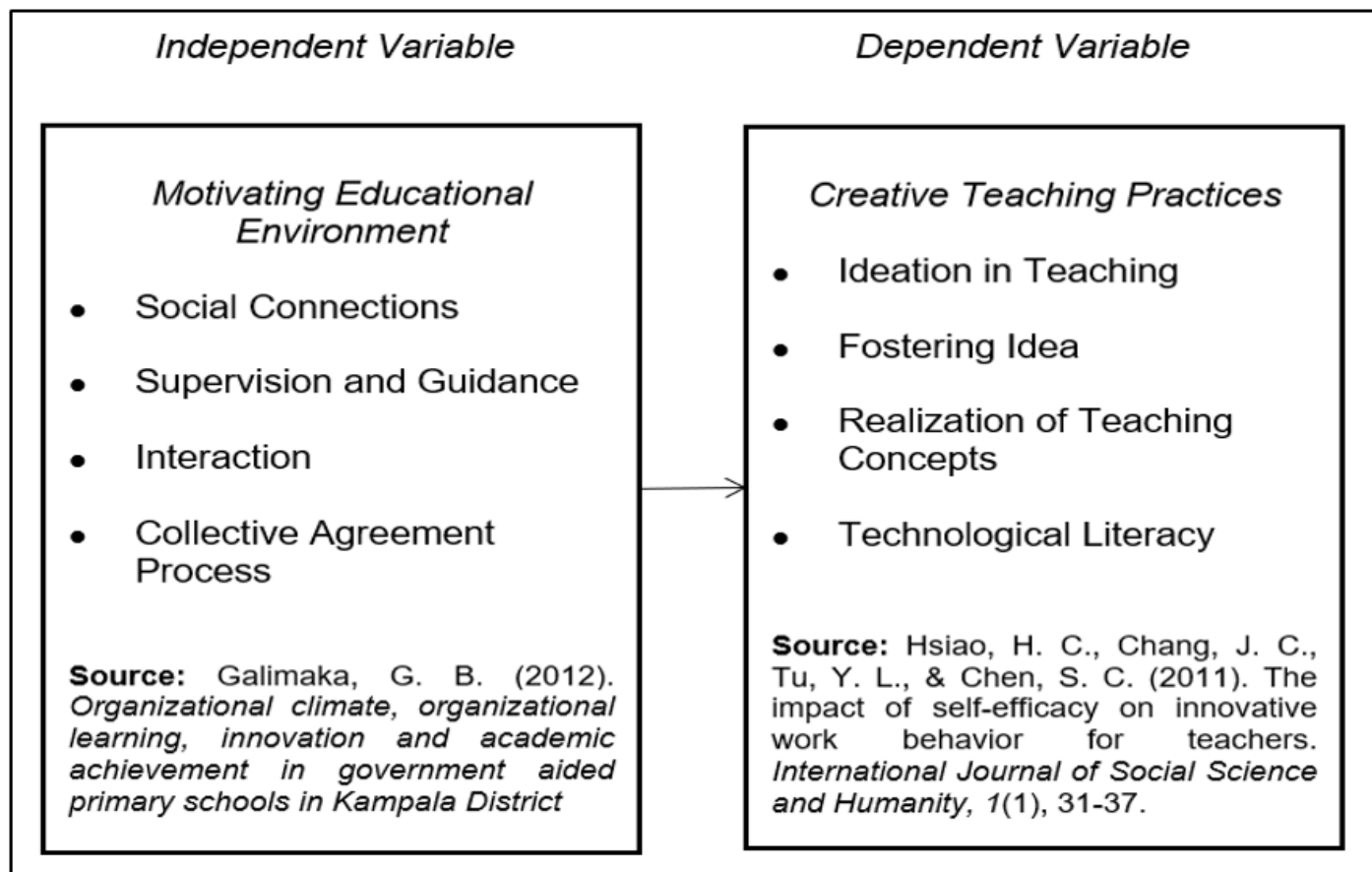


Fig 1 The Conceptual Framework of the Study

C. Statement of the Problem

The primary aim of this study was to determine which domain motivating educational environment significantly influences the creative teaching practices among elementary school teachers in Davao Central District, Davao City. Specifically, this study sought to answer the following questions:

- *What is the extent of motivating educational environment in terms of:*
 - Interpersonal relationship;
 - Supervision and guidance;
 - Communication; and
 - Decision making?
- *What is the extent of creative teaching practices among elementary school teachers in terms of:*
 - Ideation in teaching;
 - Fostering idea; and
 - Realization of teaching concepts;
 - Technological literacy?
- *Is there a significant relationship between motivating educational environment and creative teaching practices among elementary school teachers in Davao Central District, Davao City?*
- *Which domains of motivating educational environment significantly influence the creative teaching practices among elementary school teachers in Davao Central District, Davao City?*

D. Hypothesis

- *The following null Hypotheses were Tested at 0.05 level of Significance:*
 - H₀₁: There is no significant relationship between motivating educational environment and creative teaching practices among elementary school teachers in Davao Central District, Davao City.
 - H₀₂: None of the domains of motivating educational environment significantly influence the creative teaching practices among elementary school teachers in Davao Central District, Davao City.

II. METHOD

A. Research Design

The study employed a non-experimental, descriptive correlation methodology to collect quantitative data on the association between a stimulating educational environment and innovative teaching methods among primary school educators. This methodology, centered on quantitative data and deductive reasoning, sought to determine the impact of the independent variable (a motivating educational environment) on the dependent variable (creative teaching practices) by simultaneous observation of both variables. The research aimed to determine the precise factors in the educational environment that have a major influence on teachers' capacity to use creative teaching approaches. This would provide valuable insights into how to enhance creativity in the classroom (Schmitz, 2012; Myers & Well, 2013).

B. Research Respondents

Elementary school teachers from the Davao Central District in the Division of Davao City comprised the study's respondents. The researcher employed an online Raosoft calculator to ascertain the sample size, with parameters set at a 95% confidence level, 5% margin of error, and 90% response distribution. The sample sizes for School A, School B, and School C were changed to 40, 64, and 46 respectively, resulting in a total of 150 respondents. The researchers utilized the stratified random sampling technique to choose the participants, which involved splitting the population into sub-groups (strata) in order to guarantee a representative sample. The criteria for selecting respondents included a minimum of three years of teaching experience to ensure a thorough understanding of the educational environment, representation from different subject areas to improve the applicability of the findings, recent involvement in professional development activities to indicate a willingness to innovate in instruction, and voluntary participation to ensure genuine interest and dedication in providing accurate and meaningful responses.

C. Research Instrument

The study used questionnaires that were adjusted and altered from several studies to suit the specific circumstances of the participants. The instrument was partitioned into two segments. The initial segment emphasized the stimulating educational setting, encompassing factors such as social networks, oversight and support, engagement, and the collaborative decision-making process. The newly developed scale demonstrated a Cronbach's alpha coefficient of 0.936, which signifies exceptional reliability and internal consistency. The modified tool employed a 5-point Likert scale, with descriptive categories ranging from "Very Extensive" (4.20-5.00) to "Not Extensive" (1.00-1.79), to assess the frequency of observations of the inspiring educational environment.

<i>Range of Mean</i>	<i>Descriptive Level</i>	<i>Interpretation</i>
4.20 - 5.00	Very Extensive	Motivating educational environment is always observed.
3.40 – 4.19	Extensive	Motivating educational environment is oftentimes observed.
2.60 – 3.39	Moderately Extensive	Motivating educational environment is sometimes observed.
1.80 – 2.59	Less Extensive	Motivating educational environment is rarely observed.
1.00 – 1.79	Not Extensive	Motivating educational environment is never observed.

The second section of the assessment instrument evaluated the implementation of innovative teaching methods by primary school teachers. This was based on the study conducted by Hsiao et al. (2011) and included indicators such as the generation of new ideas in teaching, the promotion of creative thinking, the application of teaching concepts, and proficiency in using technology. This measure employed a 5-point Likert scale, with ratings ranging from "Very Extensive"

(4.20-5.00) to "Not Extensive" (1.00-1.79), to assess the frequency of creative teaching approaches. The obtained reliability coefficient for this section of the instrument was 0.890, indicating a good level of reliability. The descriptive levels facilitated the interpretation of the degree to which innovative teaching methods were observed among the teachers.

<i>Range of Mean</i>	<i>Descriptive Level</i>	<i>Interpretation</i>
4.20 - 5.00	Very Extensive	Creative teaching practices among elementary school teachers are always manifested.
3.40 – 4.19	Extensive	Creative teaching practices among elementary school teachers are oftentimes manifested.
2.60 – 3.39	Moderately Extensive	Creative teaching practices among elementary school teachers are sometimes manifested.
1.80 – 2.59	Less Extensive	Creative teaching practices among elementary school teachers are rarely manifested.
1.00 – 1.79	Not Extensive	Creative teaching practices among elementary school teachers are never manifested.

D. Data Analysis

The researcher employed various statistical methodologies to analyze the collected data. The mean was employed to define the stimulating educational atmosphere and innovative teaching methods among primary school educators in Davao Central District, Davao City. Next, the Pearson Product Moment Correlation was used to evaluate the substantial association between the stimulating educational environment and creative teaching practices. This statistical method measures the strength of a linear relationship between paired variables, represented by the correlation coefficient "r", in a sample. In addition, linear regression was used to assess the specific domains of the inspiring educational environment that have a substantial impact on the innovative teaching practices of teachers.

III. RESULTS AND DISCUSSION

A. Motivating Educational Environment

Social Connections. According to Table 1, the educational environment in terms of social ties is very stimulating in Davao Central District, Davao City. The category mean for this domain is 3.53, which is classified as extensive. This implies that the creation of significant relationships, efficient communication, and a feeling of inclusion, which all contribute to a helpful and cooperative atmosphere, are often observed. This discovery is consistent with the findings of Ferris et al. (2012), who concluded that strong social connections are linked to positive peer relationships. These relationships involve students forming supportive friendships, working together on academic projects, and creating a positive social atmosphere that boosts overall motivation in the academic environment.

Table 1 Motivating Educational Environment in Terms of Social Connections

Statement	Mean	Descriptive Rating
1. Believing that fostering social connections enhances the overall inspiration within our academic environment.	3.23	Moderately Extensive
2. Social connections contribute significantly to the inspiration felt in our academic setting.	3.84	Extensive
3. The consensus among teachers is that social connections are integral to creating an inspiring academic environment.	3.33	Moderately Extensive
4. Teachers affirm that the quality of social connections directly influences the level of inspiration in our academic setting.	3.72	Extensive
Mean	3.53	Extensive

The table further indicates that the average rating of the items varies between 3.23 and 3.84. The item "Believing that fostering social connections enhances the overall inspiration within our academic environment" has a mean rating of 3.23, indicating a moderate extent and suggesting that it is occasionally observed. On the other hand, the item "Social connections contribute significantly to the inspiration felt in our academic setting" has a mean rating of 3.84, indicating an extensive extent and suggesting that it is frequently observed. Özge, Akbaba, and Erkut Altındağ (2016) found that individuals who have strong social connections are more inclined to collaborate on academic pursuits. In an environment where social connections are robust, collaborative learning experiences, group projects, and teamwork flourish, fostering a culture of shared knowledge and inspiration.

➤ *Supervision and Guidance.*

The results presented in Table 2 indicate that the respondents judged the educational environment in terms of supervision and direction as extensive, with a category mean of 3.57, which can be interpreted as frequently observed. This suggests that the methods and procedures used by administrators, mentors, and educators to offer guidance, support, and help in order to establish a favorable and efficient learning atmosphere are frequently monitored. This aligns with the claim made by Abu et al. (2013) that thorough supervision and direction play a significant role in the continuous development of professionals. Consistent feedback, coaching, and mentorship aid educators in honing their instructional methods, and this focus on professional growth fosters an atmosphere in which teachers are driven to enhance their skills and contribute to a favorable educational environment.

Table 2 Motivating Educational Environment in Terms of Supervision and Guidance

Statement	Mean	Descriptive Rating
1. Effective supervision and guidance significantly contribute to creating an inspiring academic setting.	3.41	Extensive
2. Supervision and guidance directly impact the inspiration felt within our academic environment.	3.72	Extensive
3. Effective supervision and guidance significantly elevate the inspiration levels within our academic setting.	3.39	Moderately Extensive
4. Believing that proper supervision and guidance play a pivotal role in shaping an inspiring academic atmosphere.	3.77	Extensive
Mean	3.57	Extensive

The results also shows that the mean rating of the items varies between 3.39 and 3.77. The item "Effective supervision and guidance significantly increase the levels of inspiration within our academic setting" gets a mean value of 3.39, which is considered very high and is interpreted as being noticed sometimes. On the other hand, the item "Believing that proper supervision and guidance are crucial in creating a motivating academic environment" has an average value of 3.77,

indicating that it is considered to be extensive and frequently observed. Jo (2014) asserts that supervision and guidance are crucial in facilitating the adoption of efficient teaching methodologies. Continual assistance and input from administrators and mentors assist educators in honing their instructional techniques, hence improving the standard of teaching and resulting in enhanced academic achievements and a favorable educational environment.

➤ *Interactions.*

Table 3 displays a category mean rating of 3.45, indicating a reasonably broad level of engagement. This suggests that the domain of a motivating educational environment is frequently observed. This suggests that the interactions among administrators, instructors, students, parents, and other members of the school community are frequently noticed. The outcome is consistent with the notion proposed by Lapiņa and Ščeuļovs (2014) that frequent communication promotes trust and transparency in the educational environment. Open and honest communication fosters trust among stakeholders, establishing an atmosphere where knowledge is freely exchanged, hence promoting a pleasant and trusting climate within the educational community.

The average rating of the various goods varies between 2.68 and 4.12. The statement "Effective interactions not only enhance teacher morale but also positively impact the overall effectiveness of the school" received a mean rating of 2.68, which is considered moderately widespread and interpreted as being noticed sometimes. The item "Meaningful interactions play a crucial role in shaping an inspiring academic atmosphere" has a rating of 4.12, indicating that it is extensively seen and frequently noted among students. Martín (2014) states that good communication promotes parental involvement and engagement. Consistent communication between teachers and parents ensures that families are kept updated on students' academic achievement, upcoming events, and school-related activities. This participation helps to a nurturing educational environment that goes beyond the physical boundaries of the school.

Table 3 Motivating Educational Environment in Terms of Interactions

Statement	Mean	Descriptive Rating
1. Believing that positive interactions among teachers significantly contribute to fostering inspiration in our academic environment.	2.99	Moderately Extensive
2. Meaningful interactions play a crucial role in shaping an inspiring academic atmosphere.	4.12	Extensive
3. Interactions significantly influence teamwork and communication, contributing to the overall effectiveness of our school.	3.99	Extensive
4. Effective interactions not only enhance teacher morale but also positively impact the overall effectiveness of the school.	2.68	Moderately Extensive
Mean	3.45	Extensive

➤ *Collective Agreement Process.*

The data presented in Table 4 indicates that the educational environment, specifically the collective agreement process, was evaluated by the participants as being extensive. The category mean of 3.41 suggests that this observation was frequently made. Collective bargaining in Davao Central District, Davao City, frequently involves negotiations and agreements between educational institutions, administrators,

and teachers. The outcome is consistent with Sanad's (2016) perspective that a skillfully negotiated collective agreement promotes elevated teacher morale. When educators are appreciated and assisted through equitable remuneration and working circumstances, it has a favorable influence on their overall job contentment, passion, and commitment to establishing a motivating educational environment.

Table 4 Motivating Educational Environment in Terms of Collective Agreement Process

Statement	Mean	Descriptive Rating
1. An effective collective agreement process elevates the inspiration levels within our academic setting.	3.27	Moderately Extensive
2. Believing that an inclusive and collaborative agreement process is fundamental in creating a positive educational climate.	3.91	Extensive
3. Collective agreement promote autonomy among teachers.	3.24	Moderately Extensive
4. Collective agreement encourages educators to explore new teaching methodologies that enhance the inspiring nature of our academic setting.	3.22	Moderately Extensive
Mean	3.41	Extensive

The table also indicates that the average rating of the items varies between 3.22 and 3.91. The item "Collective agreement encourages educators to explore new teaching methodologies that enhance the inspiring nature of our academic setting" has a mean grade of 3.22, indicating a modest level of extent and suggesting that it is sometimes observed. On the other hand, the statement "Believing that an inclusive and collaborative agreement process is fundamental in creating a positive educational climate" has an average grade of 3.91, indicating a high level of agreement and frequently observed. Ozge (2016) states that the process of collective agreement might give priority to professional development opportunities for educators. Engaging in discussions and agreements that promote continuous learning and professional growth fosters an environment where teachers are motivated to develop their abilities and expand their knowledge.

Finally, Table 5 presents a description of the inspiring educational environment in Davao Central District, Davao City. The total mean score is 3.49, indicating a moderately extensive and frequently encountered environment. This suggests that the learning environment often stimulates and invigorates individuals, fostering internal drive, involvement, and excitement for learning. This corroborates the perspective of Abu and Kumari (2013) that these environments establish elevated standards for both academic accomplishment and personal development, fostering a culture of excellence among students. Razi (2010) states that an inspiring atmosphere also prioritizes holistic development, encompassing extracurricular activities and personal growth, which in turn contributes to a comprehensive education.

Table 5 Summary on Motivating Educational Environment in Davao Central District, Davao City

Indicators	Mean	Descriptive Equivalent
Social Connections	3.53	Extensive
Supervision and Guidance	3.57	Extensive
Interactions	3.45	Extensive
Collective Agreement Process	3.41	Extensive
Overall	3.49	Extensive

Furthermore, the table indicates that supervision and direction had the greatest average score of 3.57, but the collective agreement procedure obtained the lowest average score of 3.41. Both are characterized as expansive and frequently noted. Lazaridou and Tsolakidis (2011) argue that a stimulating setting promotes collaborative professional growth, in which teachers exchange their most effective methods and aim for exceptional performance. This setting fosters favorable classroom atmospheres, efficient exchange of information, cooperation, and a feeling of inclusion among pupils.

B. Creative Teaching Practices

➤ *Ideation in Teaching.*

The dimension of innovative teaching methods among teachers is defined as extensive, as indicated by the category mean of 3.42 in Table 6. The investigation of innovative teaching methods, strategies, and approaches to improve students' learning experiences is frequently observed in Davao Central District, Davao City. This is consistent with the research conducted by Hockly (2016), which suggests that teachers who engage in ideation actively strive to develop innovative solutions, explore various instructional methods, and consistently adapt their teaching approaches to better cater to their students' requirements.

Table 6 Creative Teaching Practices in Terms of Ideation in Teaching

Statement	Mean	Descriptive Rating
1. Creating new ideas to address difficult issues.	3.27	Moderately Extensive
2. Searching out for new teaching methods techniques or instruments to enhance teaching-learning processes.	3.79	Extensive
3. Generating original solutions for problems related to my class.	3.34	Moderately Extensive
4. Securing resources to make new ideas happen.	3.29	Moderately Extensive
Mean	3.42	Extensive

The various items have mean ratings ranging from 3.27 to 3.79. With a mean value of 3.27, the item "Creating new ideas to address difficult issues" is characterized as moderately extensive and interpreted as occasionally expressed. The item "Searching for new teaching methods, techniques, or instruments to enhance teaching-learning processes," on the other hand, has a mean value of 3.79, meaning that it is considered comprehensive and frequently manifested. Maley (2016) asserts that ideation enables educators to modify their lessons to fit a variety of learners' learning preferences. By using ideation, educators can find and use instructional strategies that cater to a variety of learning styles, giving every student the chance to succeed in accordance with their unique abilities. Furthermore, Uzokurt (2010) pointed out that the process of ideation produces creative and engaging lesson ideas. Actively coming up with and putting into practice innovative ideas is how teachers

create lesson plans that pique students' attention, promote engagement, and make learning more dynamic and productive.

➤ *Fostering Idea.*

With a category mean of 3.57, Table 7's results show a widespread manifestation that is likely to occur frequently. This is a reflection of a culture in which educators are encouraged to experiment with novel concepts, try out cutting-edge techniques, and work together with other educators to improve their approaches. This bolsters the argument made by Konokman et al. (2016) that idea-fostering fosters a culture of collaboration among educators, facilitating the interchange of creative ideas and best practices to enhance teaching methodologies. Fostering ideas, according to Messmann and Mulder (2011), offers continual chances for professional growth.

Table 7 Creative Teaching Practices in Terms of Fostering Idea

Statement	Mean	Descriptive Rating
1. Mobilizing support to different individuals in the organization for innovative ideas.	3.03	Moderately Extensive
2. Encouraging other staffs/colleagues in the school to be enthusiastic for innovative ideas.	4.18	Extensive
3. Sharing my thought to co-teachers that innovation is the most important decision incentive not only for entrepreneurs but also for teachers.	4.01	Moderately Extensive
4. Helping co-teacher in building a strategy of action for classroom activities.	3.07	Moderately Extensive
Mean	3.57	Extensive

The various items have mean ratings ranging from 3.03 to 4.18. With regard to the item "Mobilizing support to different individuals in the organization for innovative ideas," in particular, the mean grade is 3.03, indicating that it is perceived as less comprehensive and infrequently demonstrated. The item "Encouraging other staff staffs/colleagues in the school to be enthusiastic for innovative ideas," on the other hand, has a mean value of 4.18, meaning that it is considered moderately extensive and is understood as occurring occasionally. Fostering ideas motivates educators to take chances with their teaching strategies, claims Şahin (2016). Fostering an atmosphere that encourages taking risks enables educators to try out novel approaches, which results in the creation of cutting-edge teaching strategies that can greatly improve student learning.

➤ *Realization of Teaching Concepts.*

According to Table 8, this particular domain—which is regarded as the specific area in which teachers frequently display their creative teaching practices—has a category mean of 3.41, which is considered extensive. It suggests that creative educational concepts, tactics, and methods are frequently put into practice and executed inside the teaching and learning environment. The outcome supports the findings of Kivunja (2015), who found that teachers with high levels of instructional innovativeness employ pedagogical theories and translate theoretical knowledge into practical techniques to provide students with successful and interesting learning opportunities.

Table 8 Creative Teaching Practices in Terms of Realization of Teaching Concepts

Statement	Mean	Descriptive Rating
1. Observing a connection between teachers' exploration of new teaching concepts and an increase in student interest and motivation.	2.92	Moderately Extensive
2. Believing that the realization of teaching concepts aligns with the goal of fostering creativity and critical thinking among students.	3.45	Extensive
3. Thinking teachers apply novel teaching concepts to enhance student engagement and learning outcomes.	3.88	Moderately Extensive
4. Believing that teachers successfully translate innovative teaching concepts into practice in the classroom.	3.37	Moderately Extensive
Mean	3.41	Extensive

Furthermore, the various goods' mean ratings vary from 2.92 to 3.88. Specifically, the item "Observing a connection between teachers' exploration of new teaching concepts and an increase in student interest and motivation" has a mean score of 2.92, meaning it is fairly extensive and occasionally exhibited. With a mean value of 3.88, the item "Believing teachers apply novel teaching concepts to enhance student engagement and learning outcomes" is regarded as wide and frequently displayed. As per Thurlings et al. (2015), educators include ideas from various fields into their pedagogical approaches, cultivating a thorough and interrelated comprehension of issues, therefore endorsing an elevated degree of scholarly profundity.

➤ *Technological Literacy.*

Table 9 demonstrates that this particular domain has a category mean of 3.44, which is considered broad. This means that instructors in Davao Central District, Davao City, frequently employ creative teaching approaches, particularly when it comes to using technological resources to develop teaching methods. This suggests that teachers routinely exhibit the abilities, know-how, and attitudes required to employ a variety of technology tools to improve their teaching methods. This result supports Chun's (2018) assertion that teachers who are proficient in technology can use technology into their lessons to enhance the delivery of content using interactive tools, multimedia presentations, and internet resources.

Table 9 Creative Teaching Practices in Terms of Technological Literacy

Statement	Mean	Descriptive Rating
1. Observing that teachers effectively apply their technology literacy to introduce innovative teaching methods in the classroom.	3.45	Extensive
2. Believing that technology literacy influences teachers in fostering creativity and critical thinking among students.	3.83	Extensive
3. The utilization of technology literacy has significantly impacted the overall quality of instruction in our school.	3.24	Moderately Extensive
4. Teachers can translate their technology literacy into the implementation of innovative teaching strategies.	3.23	Moderately Extensive
Mean	3.44	Extensive

Furthermore, the various goods' mean ratings vary from 3.23 to 3.83. In particular, the item "Teachers can translate their technology literacy into the implementation of innovative teaching strategies" has a mean score of 3.23, meaning that it is perceived as seldom expressed and moderately less extensive. Conversely, the item "Believing

that technology literacy influences teachers in fostering creativity and critical thinking among students" has a mean value of 3.83, meaning that it is perceived as extensive and frequently exhibited. This bolsters the claim made by Gudmundsdottir and Hatlevik (2018) that teachers who possess technical literacy are more equipped to experiment

with and utilize interactive and captivating technologies, which in turn increases students' engagement and interest in the classroom. An environment for learning that is more dynamic and participative may benefit from this interaction.

Ultimately, Table 10 summarizes the degree of innovative teaching methods used by instructors in Davao Central District, Davao City. The average innovative teaching practice across all teachers is 3.46, which is considered extensive. This suggests that teachers in Davao Central

District, Davao City, regularly employ creative and inventive methods to engage pupils, promote learning, and improve the quality of education as a whole. This result is consistent with research by Odoardi (2016), which argues that exposing students to a variety of instructional approaches helps them become more adaptive and creative—two critical qualities in a world that is changing quickly. Innovative teaching strategies also encourage students to explore new ideas and solutions and help them develop a growth mindset.

Table 10 Summary on Creative Teaching Practices of Elementary School Teachers in Davao Central District, Davao City

Indicators	Mean	Descriptive Equivalent
Ideation in Teaching	3.42	Extensive
Fostering Idea	3.57	Extensive
Realization of Teaching Concepts	3.41	Extensive
Technological Literacy	3.44	Extensive
Overall	3.46	Extensive

Furthermore, the data shows that teachers' creative teaching methods had the highest mean score (3.57) for motivation during the learning process, which was assessed as extensive and frequently displayed. However, instructors' creative teaching techniques, which are defined as somewhat extensive and perceived as frequently exhibited, received the lowest mean score of 3.41 when it came to the fulfillment of teaching concepts. As to Avila's (2016) assertion, instructional novelty allows educators to tailor their methods to suit the varied learning styles and preferences of their students, thereby creating an environment that is more inclusive. Personalized learning experiences are made possible by unique teaching approaches, as stressed by Parlar and Cansoy (2017). Innovative educators can modify their curriculum to fit the unique needs of each student, giving them a more tailored and efficient learning experience.

C. Significant Relationship Between Motivating Educational Environment and Creative Teaching Practices among Elementary School Teachers in Davao Central District, Davao City

The results of the analysis on the relationship between creative teaching practices and a motivating educational environment among elementary school teachers in Davao Central District, Davao City are presented in Table 11. A significant positive relationship between creative teaching practices and a motivating educational environment is indicated by bivariate correlation analysis using Pearson product-moment correlation ($r = 0.329$, $p < 0.05$). This implies that the creative teaching practices of instructors undergo substantial changes as the extent of the motivating educational environment varies. This discovery corroborates Gilbar's (2015) hypothesis that educational environments that are motivating frequently prioritize professional development opportunities. Teachers who are actively engaged in ongoing learning are exposed to new pedagogical approaches, technologies, and instructional strategies, which motivates them to incorporate innovative elements into their teaching practices.

Table 11 Significant Relationship Between Motivating Educational Environment and Creative Teaching Practices of Elementary School Teachers in Davao Central District, Davao City

Variables	Creative Teaching Practices		
	r-value	p-value	Decision
Social Connections	0.312*	0.000	Reject H_0
Supervision and Guidance	0.302*	0.001	Reject H_0
Interactions	0.410*	0.000	Reject H_0
Collective Agreement Process	0.306*	0.000	Reject H_0
Overall Motivating Educational Environment	0.329*	0.000	Reject H_0
*Significant @ $p < 0.05$ Legend: Perfect Correlation for $r=1.00$; Strong Correlation for $0.7 \leq r < 1.00$; Moderate Correlation for $0.3 \leq r < 0.7$; Weak Correlation for $0.3 > r > 0.00$; No Correlation for $r=0.00$			

In the meantime, the table also suggests that the creative teaching practices of elementary school teachers are significantly influenced by the motivating educational environment in terms of social connections, supervision and guidance, interactions, and collective agreement process ($r = 0.312, p < 0.05$), ($r = 0.302, p < 0.05$), ($r = 0.410, p < 0.05$), and ($r = 0.306, p < 0.05$), respectively. This implies that the inventive teaching practices of teachers undergo substantial changes as these aspects of the motivating educational environment undergo change. Okowatso (2021) posits that instructors collaborate in an educational environment that is motivating. The adoption of innovative teaching techniques is facilitated by engaging in collaborative dialogues and exchanging ideas, which motivates educators to integrate new methods into their classrooms.

D. Significance on the Influence of Motivating Educational Environment Towards Creative Teaching Practices of Elementary School Teachers in Davao Central District, Davao City

The linear regression analysis was employed to investigate the impact of a motivating educational environment on the creative teaching practices of elementary school teachers. Table 12 illustrates that the model was significant, with an F-value of 11.336 and a p-value of less than 0.05, with respect to the social connections, supervision and guidance, interactions, and collective agreement process. This suggests that elementary school teachers in Davao Central District, Davao City, are more likely to engage in creative teaching practices when they are in an educational environment that is motivating.

Furthermore, the adjusted R-squared value of 0.256 indicates that the motivating educational environment accounts for approximately 25.60% of the variability in creative teaching practices among elementary school instructors. Consequently, 74.40% of the variability is attributable to factors that were not investigated in this investigation.

Table 12 Significance on the Influence of Motivating Educational Environment Towards Creative Teaching Practices of Elementary School Teachers in Davao Central District, Davao City

Motivating Educational Environment		Creative Teaching Practices			
		B	S.E	p-value	Decisions
Social Connections		.191*	.059	.000	Reject H ₀
Supervision and Guidance		.173*	.060	.002	Reject H ₀
Interactions		.139*	.072	.000	Reject H ₀
Collective Agreement Process		-.099	.033	.078	Accept H ₀
R ²	= 0.256				
F-value	= 11.336*				
p-value	= 0.000				
*Significant @ p<0.05					

Furthermore, the table demonstrates that elementary school teachers' creative teaching practices are significantly impacted by specific domains of the motivating educational environment. In particular, elementary school teachers' creative teaching practices are significantly predicted by their interactions, supervision, and guidance. This implies that teachers' inventive teaching practices increase by 0.191, 0.173, and 0.139 units for each unit increase in a motivating educational environment. Therefore, the null hypothesis that no domain of the motivating educational environment significantly influences creative teaching practices among elementary school teachers in Davao Central District, Davao City is rejected.

This finding is consistent with Mangundjaya et al.'s (2015) assertion that an educational environment that is motivating is distinguished by an ambiance that is both encouraging and uplifting. Educators are considerably more inclined to investigate novel and inventive teaching methodologies when they experience motivation and appreciation. Teachers are granted the autonomy to

experiment with innovative instructional strategies in an environment that encourages creativity. An environment that is conducive to innovation is fostered by the assurance that creative initiatives are supported.

IV. CONCLUSIONS AND RECOMMENDATIONS

A. Summary of Findings

The objective of the investigation was to determine the domains of the motivating educational environment that influence the creative teaching practices of elementary school teachers in Davao Central District, Davao City, through the use of a non-experimental quantitative design and correlation tools. The reliability of modified survey questionnaires was pilot tested on a sample of 150 instructors who were randomly selected. The educational environment that is motivating was given an overall mean rating of 3.49, which suggests that it has a significant impact. Social connections, supervision and guidance, interactions, and the collective agreement process were rated 3.53, 3.57, 3.45, and 3.41, respectively. The aggregate mean of 3.46 was also used to rate the

extensiveness of creative teaching practices. The scores for ideation in teaching, fostering ideas, realization of teaching concepts, and technology literacy were 3.42, 3.57, 3.41, and 3.44, respectively.

The results indicated a substantial positive correlation between inventive teaching practices and a motivating educational environment ($r = 0.329$, $p < 0.05$). Additionally, the creative teaching practices were substantially correlated with social connections, supervision and guidance, interactions, and the collective agreement process ($r = 0.312$, 0.302 , 0.410 , and 0.306 in that order). The regression analysis revealed that these factors substantially influenced creative teaching practices (F -value = 11.336 , $p < 0.05$), account for 25.60% of the variability.

B. Conclusions

The study's results emphasized the comprehensive nature of the motivating educational environment in Davao Central District, Davao City, particularly in the areas of fostering social connections, providing supervision and guidance, promoting interactions, and facilitating collective agreement processes. Collectively, these elements foster an environment that consistently fosters intrinsic motivation, engagement, and a lively enthusiasm for learning among educators. Simultaneously, elementary school instructors were assessed as having extensive creative teaching practices. Teachers were observed utilizing innovative strategies, including ideation in teaching, fostering creative ideas, implementing teaching concepts, and leveraging technology literacy, to improve student engagement and enrich the overall educational experience.

Additionally, the investigation demonstrated a substantial positive correlation between the innovative teaching strategies of elementary school educators in Davao Central District and the highly motivating educational environment. This correlation suggests that the creative methodologies that instructors employ undergo a discernible change as the motivating environment evolves. The emphasis on professional development in this environment motivates educators to incorporate new instructional strategies, technologies, and pedagogical approaches into their teaching practices, thereby cultivating an environment that is conducive to innovation and effective learning outcomes.

C. Recommendations

In order to emphasize their importance in the teaching and learning process, the Department of Education (DepEd) should incorporate creativity and innovation into its educational policies and curriculum standards. Furthermore, instructors would have access to a variety of resources and collaborative opportunities by establishing partnerships with universities, businesses, and cultural institutions. Heads of schools are instrumental in the development of a supportive school culture that prioritizes creativity in education. They provide teachers with opportunities to exchange innovative ideas and best practices through professional learning communities or online forums. Teachers should, in turn, adopt a growth mindset and experiment with new teaching strategies that improve student engagement and creativity. They should

pursue professional development opportunities that emphasize innovative methods, such as project-based learning and the integration of arts and technology into their lessons. Finally, researchers should conduct a more thorough examination of the factors that influence creative teaching practices, as motivating educational environments account for 25.60% of the variability. They should also develop effective strategies to encourage teacher creativity and disseminate their findings through academic publications, conferences, and workshops.

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