*Original Research Article*

EDUCATIONAL MOTIVATION AND CREATIVE SCHOOL PRINCIPLES AMONG PUBLIC ELEMENTARY

SCHOOL TEACHERS

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ABSTRACT

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| This study determined the educational motivation and creative school principles among public elementary school teachers in Baganga District, Division of Davao Oriental. This study used the non-experimental quantitative research design utilizing correlational method. The respondents of this study were composed of 131 teachers in public elementary school using the universal sampling. The data analysis utilized the mean, pearson r and regression analysis. The findings disclosed that the educational motivation among teachers in terms of innovation, creativity, critical thinking and problem-solving were high and oftentimes manifested. Moreover, the creative school principles among teachers in terms of dealings, social skills, be role models, classroom rules and commendation were high and oftentimes manifested. It was found out that there was a significant relationship between educational motivation and creative school principles among teachers. It revealed further, that the domains of educational motivation is significantly influence creative school principles among teachers. Based on the findings, the teachers may attend symposiums and trainings from the DepEd for professional growth program. This may provide skillful development for teachers with the goal of building capability thoroughly supported education opportunities for students and simultaneously absorb the content of improved academic practices. |

*Keywords*: Educational Motivation, Creative School Principles, Public Elementary School Teachers, Philippines

1. INTRODUCTION

The principles that guide a school’s operations are crucial in influencing both the academic achievements of students and the overall dynamics of the school community. However, while creative school principles are intended to foster an environment in which students are both challenged and supported, there are significant challenges in their implementation. School leaders, particularly principals, often face difficulties in balancing academic rigor with the creation of a supportive and engaging environment. Despite the intentions to create reflective practices and engage teachers, students, and parents, the reality often falls short of achieving the desired outcomes.

One of the primary challenges with creative school principles lies in ensuring that motivation is maintained among students. At the University of South Florida, it has been noted that motivated students are more inclined to work hard in class, study, and engage actively in their learning. However, the reality is that not all students are motivated, and even when motivation is present, it can be fleeting (Barkley & Major, 2020). Principals and teachers struggle with finding ways to consistently engage students, particularly those who may face external challenges or lack intrinsic motivation (Wentzel, 2020). While motivation is linked to numerous positive outcomes, such as improved effort, creativity, and cognitive processing, creating an environment that fosters and sustains motivation is not always straightforward (Ahmad, 2021).

The challenges of implementing creative school principles become more evident when attempting to balance academic demands with the need for a nurturing, inclusive school culture (Anisah, 2023). School improvement leaders often find themselves caught between competing priorities: the drive for academic excellence and the need to cultivate positive relationships among students, teachers, and parents. This tension can lead to inconsistencies in leadership approaches and difficulties in maintaining focus on both academic achievement and emotional well-being (Leithwood, 2021). While there is evidence supporting the importance of putting the learner at the center of school improvement efforts, in practice, achieving this balance remains a significant challenge (Mintrop, 2020).

In the Philippines, educational motivation is further complicated by cultural and societal factors that impact the relationship dynamics within schools. Teachers, students, and parents often bring differing perspectives and values to the learning environment, which can hinder the implementation of creative school principles. For example, even when there is mutual respect and trust, educational incompatibility can emerge when there are conflicting expectations about the role of education, the importance of academic success, or the methods used to engage students. These issues can lead to dissatisfaction and disengagement, which ultimately affect the success of creative school principles in fostering a motivating and effective learning environment (Mamites et al., 2022).

Moreover, educational motivation and compatibility within the workplace can also become problematic. Teachers in the same school may struggle to collaborate effectively due to differences in teaching philosophies, approaches to student engagement, or personal values. This incompatibility can affect not only their professional relationships but also the overall school environment. When teachers do not share common ground in their educational philosophies or methods, it becomes difficult to maintain a cohesive approach to school improvement (Ruijuan et al., 2023). As a result, the goal of creating a creative, motivating school culture can be undermined by these internal conflicts (Hennessey, 2019).

The issue of educational incompatibility extends to the broader context of professional relationships in the workplace. In Region XI, where mutual respect and trust are essential to professional success, these factors may not always be present, leading to dissatisfaction among staff. Teachers may feel unsupported in their efforts to implement creative school principles, which can hinder their motivation to contribute to the school’s success. The presence of external pressures, such as standardized testing or rigid curricula, can also exacerbate this issue, making it even more difficult for school leaders to inspire and motivate their staff to embrace creative, student-centered practices (Lerio & Bandiola, 2022).

This study aimed to examine the relationship between educational motivation and the implementation of creative school principles among public elementary school teachers. It seeks to understand how teachers' intrinsic and extrinsic motivation influences their use of innovative teaching methods and fosters a more dynamic learning environment. This study is beneficial as it provides valuable insights into how motivation can impact teaching effectiveness, guiding the development of strategies to enhance creativity in classrooms. By identifying key factors that drive or hinder creative teaching, the study can inform professional development programs and contribute to improving educational outcomes for both teachers and students.



**Figure 1:** Conceptual Framework of the Study

2. methodology

**2.1 Research Design**

This study employed a non-experimental quantitative research design utilizing a correlational method, which led to regression analysis. This approach measured the relationship between two variables: educational motivation and creative school principles. In certain cases, these variables may become related due to the influence of another variable (Akbar, 2023). Quantitative research design refers to the structure of a research project that uses quantitative methods. The design may vary depending on the method employed, such as telephone interviews, face-to-face interviews, online surveys, or mailed surveys. Other methodologies include SMS/text message surveys or physical counts. The goal of quantitative research design is to determine how many people think, act, or feel in a particular way (Ghanad, 2023).

Quantitative research design tends to favor closed-ended questions. By providing respondents with a set list of answers, they are generally unable to offer lengthy, open-ended responses. This design ensures that the quantitative research process is more efficient than if open-ended questions, typical of qualitative research, were used. It is more efficient because there is no need to perform the time-consuming task of coding large volumes of open-ended responses (Kircher & Zipp, 2022).

However, quantitative research design does allow for the inclusion of an "other" category in the list of possible responses, where appropriate. This enables respondents who do not fit neatly into the main categories to still provide their accurate responses. This method was used to determine the relationship between educational motivation and creative school principles among public elementary school teachers.

**2.2 Research Respondents**

The respondents of the study were 131 teachers as respondents in public elementary school teachers in Baganga District, Division of Davao Oriental. They were chosen as respondents since they serve at least three years and above in public school and they are knowledgeable about the purpose of this study, wherein the researcher can elicit the real data from them. The method used in selecting the respondents in this study was the universal sampling which means all the population of the study were considered as respondents. This study was conducted in the school year 2021-2022.

**2.3 Research Instrument**

The instruments used in this study was the survey questionnaire, it was a researcher made test based on the concepts of different authors. It was modified by the researcher to fit in to the study and it was validated by the three expert from Doctor of Education major in Educational Management. Based on their future comments and suggestions, revisions were made.

To test for reliability and validity, the instrument was tried out among 30 teachers in one separate school in the same district. The instrument was found to be highly reliable with a Cronbach’s Alpha of .783. The respondents answered the 40 items questions using the 5 subscales.

**2.4 Data Gathering Procedure**

# The data were gathered through the following procedure:

# The researcher asked permission and endorsement from the Dean of the Graduate school of Rizal Memorial Colleges for the Superintendent approval. After the approval of the Dean, a request letter was submitted to the office of the Schools Division Superintendent. After the approval of the superintendent, an endorsement letter was submitted to the School Heads.

# After such, a schedule was made for the distribution of the test questionnaires for the pilot testing to find out the reliability and validity of the questionnaire. Hence, the explanation about the study and instruction for the tests will be incorporated in the questionnaires. After the result of the pilot testing. The survey to all respondents were done. After which the researcher retrieved all the questionnaire and were submitted for statistical treatment. After retrieving all the questionnaires, the data were tallied, tabulated, analyzed and interpreted based on the purpose of the study.

# 2.5 Data Analysis

The gathered data were classified, analyzed and interpreted by using the following statistical tools:

*Mean.* This was used to measure the level of educational motivation and creative school principles of teachers.

*Product Moment Correlation Coefficient or (Pearson r).* This was used to determine the significant relationship level of the educational motivation and creative school principles of teachers.

*Multiple Linear Regression Analysis.* This was used to determine the significant influence of the domains of educational motivation on creative school principles of teachers.

3. results and discussion

**3.1 Educational Motivation of Public Elementary School Teachers**

Table 1. *Level of Educational Motivation of Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Statements** | **Mean****()** | **Descriptive Equivalent** |
| 1 | Modernism | 3.26 | Moderate |
| 2 | Creativeness | 3.10 | Moderate |
| 3 | critical thinking | 4.10 | High |
| 4 | problem-solving | 3.38 | Moderate |
| **Overall Mean** | **3.46** | **High** |
|  |  |  |

Table 1 presents the level of educational motivation among public elementary school in terms of modernism, creativeness, critical thinking and problem-solving. The mean ratings of this indicator are as follows: modernism (3.26); creativeness (3.10); critical thinking (4.10) and problem-solving (3.38). The overall mean rating of school educational motivation among public elementary school in terms of innovation, creativity, critical thinking and problem-solving is 3.46 or high.

This means that the level of educational motivation among public elementary school in terms of modernism, creativeness, critical thinking and problem-solving is manifested oftentimes by the teachers. This indicates that the educational motivation among public elementary school in terms of modernism, creativeness, critical thinking and problem-solving is creative and modernizing and challenge their own beliefs and values as well as those of the leader and the organization in schools.

This finding aligns with the research of Wang’ombe (2023), which emphasized that teachers with strong educational motivation are more likely to persist through challenges, fostering a positive learning environment and improving student outcomes. Similarly, Wilkinson et al. (2020) noted that motivated teachers tend to engage in continuous professional development, which enhances their instructional practices and contributes to better classroom management. Additionally, Vansteenkiste et al. (2019) argued that when teachers feel intrinsically motivated, they are more likely to implement innovative teaching strategies that cater to diverse learning needs, thereby creating a dynamic and responsive educational setting.

**3.2 Creative School Principles of Public Elementary School Teachers**

Table 2. *Level of Creative School Principles of Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Statements** | **Mean****()** | **Descriptive Equivalent** |
| 1 | Dealings | 4.07 | High |
| 2 | social skills | 4.19 | High |
| 3 | be role models | 3.45 | High |
| 4 | classroom rules | 3.71 | High |
| 5 | Commendation | 3.28 | Moderate |
| **Overall Mean** | **3.90** | **High** |
|  |  |  |

Table 2 shows the level of creative school principles among teachers in public elementary schools in terms of dealings, social skills, be role models, classroom rules and commendation. The mean ratings of this indicators are as follows: dealings (4.07); social skills (4.91); be role models (3.45); classroom rules (3.71) and commendation (3.28). The overall mean rating of creative school principles among teachers in public elementary schools in terms of dealings, social skills, be role models, classroom rules and commendation is 3.90 or high.

This means that the level of creative school principles among teachers in public elementary schools in terms of dealings, social skills, be role models, classroom rules and commendation is manifested oftentimes. This indicates that creative school principles among teachers is student well-being improvement are statements that specify what students will know, be able to do or be able to demonstrate when they have completed or participated in a program, activity, course and project in school everyday. Student learning outcomes improvement are usually expressed as knowledge, skills, attitudes or values.

This finding is consistent with the research of Kalogeratos et al. (2023), who emphasized that schools with strong creative principles tend to foster environments where both teachers and students are encouraged to think innovatively, leading to enhanced learning experiences. Similarly, Atanasova and Minkova (2023) highlighted that creative school principles, such as project-based learning and interdisciplinary approaches, enable teachers to engage students more effectively, sparking curiosity and critical thinking. Furthermore, Clinciu (2023) argued that schools that prioritize creativity in their principles not only improve academic achievement but also cultivate a school culture that promotes collaboration, adaptability, and problem-solving skills among both students and staff.

**3.3 Significance on the Relationship Between Educational Motivation and Creative School Principles of Public Elementary School Teachers**

Table 3. *Significance on the Relationship Between Educational Motivation and Creative School Principles*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variables** | **r-values** | **Degree of Correlation** | **p-value** | **Decision****(Ho)** |
| *Educational Motivation* *Creative School Principles*  | 0.884 | HighCorrelation | 0.00 | Rejected |

Table 3 presents the significant relationship on educational motivation and creative school principles among public elementary schools teachers with an overall computed r-value of 0.884 with equivalent p-value 0.00 at α 0.05 of significance set in this study. Since the overall computed value is very much higher than the tabular value. This indicates that the null hypothesis is hereby rejected and it could be stated therefore, that there is a significant relationship between educational motivation and creative school principles among public elementary schools teachers. This implies that the higher the result on educational motivation, the better result of the creative school principles among public elementary schools teachers.

This finding supports the study of Yuan et al. (2019), who emphasized the significant relationship between educational motivation and the implementation of creative school principles. Their research revealed that teachers with higher levels of motivation are more likely to embrace and effectively apply creative school principles, resulting in enhanced student engagement and learning outcomes. Similarly, Hsia et al. (2021) highlighted that when teachers are motivated, they are more inclined to adopt innovative teaching strategies, which aligns with creative school principles that promote collaboration, critical thinking, and problem-solving. Furthermore, Clinciu (2023) argued that the synergy between educational motivation and creative school principles fosters a positive school culture, where both teachers and students thrive academically, emotionally, and socially, ultimately contributing to a more dynamic and effective learning environment.

**3.4. The The Domains of Educational Motivation Significantly Influence Creative School Principles of Public Elementary School Teachers**

**Table 4.** The Domains of Educational Motivation Significantly Influence Creative School Principles

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Model | Sum of Squares | DF | r-value Degree |  F | p-value Decision |
| Regression Residual Total | 573.898524.331564.121 | 3127130 | 0.886 High | .068 | 0.000 Rejected |
|  |

Note: Significance when P < 0.05 (2T)

Table 4 shows the domains of educational motivation significantly influence creative school principles among public elementary schools teachers with an overall computed r-value of 0.886 with p-value 0.00 at α 0.05 of significance set in this study. Since the overall computed value is very much higher than the tabular value. This indicates that the null hypothesis is rejected and it could be stated therefore, that domains of educational motivation is significantly influence creative school principles among public elementary school teachers in Baganga District, Division of Davao Oriental. This implies that the higher the result of domains of educational motivation, the better results of the domains in creative school principles among public elementary school teachers.

This finding is consistent with the research of Sofian (2023), who emphasized the significant influence of the domains of educational motivation on the application of creative school principles. Their study revealed that various dimensions of educational motivation, such as intrinsic drive, professional satisfaction, and career growth, directly shape how teachers implement and embrace creative school principles. Similarly, De Loof et al. (2021) demonstrated that teachers who experience higher levels of motivation across these domains are more likely to integrate innovative teaching strategies, thereby fostering a more dynamic and engaging classroom environment. Additionally, the work of Hauge (2019) highlighted that key factors of educational motivation, including recognition and opportunities for professional development, play a crucial role in strengthening the relationship between teachers and creative school principles, ultimately contributing to a more effective and inspiring educational atmosphere.

4. FINDINGS

This study employed a non-experimental quantitative research design utilizing a correlational method, followed by regression analysis. The aim was to examine the relationship between educational motivation and creative school principles among public elementary school teachers in Baganga District, Division of Davao Oriental. The findings of the study are as follows:

The results indicate that educational motivation among public elementary school teachers, in terms of innovation, creativity, critical thinking, and problem-solving, is high. This suggests that teachers frequently demonstrate a strong level of educational motivation through their engagement in modern teaching practices, creative approaches, and efforts to challenge both their own beliefs and values, as well as those of the school leadership and the organization.

Furthermore, the findings on creative school principles among teachers—specifically in terms of interpersonal dealings, social skills, role modeling, classroom rules, and commendation—also showed a high level of manifestation. This indicates that teachers regularly implement creative school principles related to student well-being and development. These principles define the desired student learning outcomes, such as the knowledge, skills, attitudes, and values that students should acquire upon completing or participating in school activities, programs, and projects.

The overall computed value was significantly higher than the tabular value, leading to the rejection of the null hypothesis. This suggests that there is a significant relationship between educational motivation and creative school principles among public elementary school teachers. In other words, as educational motivation increases, there is a corresponding improvement in the implementation of creative school principles.

Additionally, the data showed that the domains of educational motivation significantly influence the creative school principles among public elementary school teachers. This implies that higher levels of educational motivation lead to more effective implementation of creative school principles, with the domains of motivation directly impacting teachers' engagement with these principles.

**5. CONCLUSIONS**

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

It is concluded in this study that the educational motivation among public elementary school in terms of innovation, creativity, critical thinking and problem-solving is high. Thus, it is manifested oftentimes by the teachers.

It is determined in this study that the creative school principles among teachers in public elementary schools in terms of dealings, social skills, be role models, classroom rules and commendation is high. Thus, it is manifested oftentimes by the teachers.

It is established in this study that the there is a significant relationship between educational motivation and creative school principles among public elementary schools teachers. Thus, this indicates that the null hypothesis is hereby rejected.

It is concluded in this study that the domains of educational motivation are significantly influence creative school principles among public elementary schools teachers in Baganga District, Division of Davao Oriental. This led to the rejection of the null hypothesis.

**6. RECOMMENDATIONS**

Based on the findings and conclusions of the study, the following recommendations are made for consideration:

It is recommended that educational motivation among public elementary school teachers, particularly in the areas of innovation, creativity, critical thinking, and problem-solving, be further developed by school heads. Attention should be focused on the "gray areas," such as providing teachers with flexible work schedules. This could foster a greater sense of ownership and responsibility in their work, leading to improved outcomes. Additionally, school heads should recognize the value of teachers’ creative contributions, as they often incorporate innovative thinking and learning techniques into their classrooms.

It is suggested that creative school principles, particularly in terms of interpersonal dealings, social skills, role modeling, classroom rules, and commendation, be enhanced. Teachers should focus on fostering positive relationships with students, as the quality of these relationships is crucial for managing a well-organized and effective classroom. Emphasis should also be placed on teaching values such as honesty, sensitivity, respect for others, humor, and reliability, which are essential for creating a supportive and nurturing environment.

To improve both educational motivation and creative school principles, school heads should focus on areas with lower results, as identified in the study. For instance, helping teachers develop a strong sense of purpose and pride in their work, even if it means facing challenges or criticism, can lead to a more motivated teaching workforce. Additionally, creating a predictable, stable environment that supports healthy interactions among students and teachers can further enhance motivation and the effective application of creative school principles.

The study recommends that school heads focus on developing attributes that promote community building, such as encouraging teachers to take diverse perspectives and work together to help students develop essential skills. By fostering a sense of community and providing opportunities for teachers to collaborate, the overall educational experience for both teachers and students can be significantly improved.

Consent (where ever applicable)

This quantitative study adhered to strict ethical guidelines to safeguard the privacy and confidentiality of all participants. Before data collection, informed consent was obtained from each participant, who was thoroughly briefed on the study's objectives and the measures in place to ensure confidentiality. To maintain anonymity, no personally identifiable information was gathered, and participants were assigned a unique code for data analysis. The collected data were securely stored on encrypted servers, with access limited to the research team. The findings were presented in an aggregated form, ensuring that individual responses could not be traced back to any specific participant. Furthermore, statistical analyses were carried out in a manner that preserved the anonymity and protected the privacy of the respondents throughout the entire study.

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