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INTEGRATIVE TEACHING APPROACH AND LEARNING CREATIVITY OF STUDENTS IN NORTH DISTRICT, PANABO CITY

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ABSTRACT

The study delve into the influence of teachers' integrative teaching approach on the students' learning creativity in public secondary schools. In this study, the researcher selected the 155 Grade 7-10 students in North District, Panabo 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 on the following statistical tools: Mean, Pearson Moment Product Correlation and multiple linear regression analysis. Findings revealed that teachers' integrative teaching approach was described as extensive. Meanwhile, students' learning creativity was described as moderately extensive. Further, correlation analysis demonstrated that there is a significant relationship between teachers' integrative teaching approach and students' learning creativity in public secondary schools in North District, Panabo City. Evidently, regression analysis proved that teachers' integrative teaching approach in terms of innovativeness, adaptability, and critical reasoning were significant predictors of students' learning creativity in public secondary schools in North District, Panabo City. In other words, teachers' integrative teaching approach has influence on the process in students' learning creativity in public secondary schools in North District, Panabo City. The study, therefore, conducted for further utilization of findings through publication in reputable research journal.

Keywords: Educational management, teachers' integrative teaching approach, students' learning creativity, Panabo City, Philippines

1. INTRODUCTION

The growing emphasis on developing creativity within educational systems underscores the need for effective teaching methodologies.

Integrative teaching approaches, which connect skills and knowledge from various disciplines, have shown promise in enhancing student engagement and fostering creative thinking. This study aims to explore the impact of integrative teaching approaches on student creativity in Panabo City's North District.

Integrative teaching bridges the gap between theoretical knowledge and practical application, motivating students and enhancing their creative capacities.

Previous research by Kristiansen et al. (2019) and Millis (2014) has demonstrated the positive effects of integrative teaching on student collaboration and critical thinking. However, there is a dearth of quantitative studies specifically examining these approaches in the context of Panabo City.

Integrative teaching approaches are designed to foster a more holistic learning experience, engaging students in ways that traditional methods may not.

These approaches draw on multiple disciplines, encouraging students to make connections across different areas of knowledge and apply what they learn in practical, real-world situations. By integrating various subjects and skills, educators can help students develop a more comprehensive understanding of the material, enhancing their ability to think critically and creatively.

Research Objectives

1. To assess the extent of integrative teaching approaches in terms of innovativeness, adaptability, critical reasoning, and collaboration.

2. To measure the extent of student learning creativity in terms of imagination, intuition, inferential thinking, and confidence.

3. To determine the relationship between integrative teaching approaches and student learning creativity.

4. To identify which domains of integrative teaching significantly influence student learning creativity.

Research Hypotheses

H01: There is no significant relationship between integrative teaching approaches and student learning creativity.

H02: No domains of integrative teaching significantly influence student learning creativity.

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2. LITERATURE REVIEW

Integrative Teaching Approaches

Integrative teaching strategies involve linking concepts and skills across various subjects, fostering a holistic learning environment. This approach aligns with the constructivist theory of learning, which posits that knowledge is constructed through active engagement with content and context (Wegner et al., 2014).

The constructivist theory suggests that learners build knowledge through experiences and reflections. By integrating different subjects and encouraging students to draw connections between them, integrative teaching promotes a deeper understanding of the material. This method not only enhances comprehension but also stimulates curiosity and engagement, key factors in fostering creativity.

Innovativeness and Creativity

Innovative teaching practices, such as project-based learning and interdisciplinary projects, encourage students to think creatively and solve problems. Studies by Ebrahimzade et al. (2021) and Saputra & Aziz (2014) have shown that such methods lead to higher student motivation and creativity.

Project-based learning (PBL) is a teaching method that allows students to explore real-world problems and challenges. By working on projects that require critical thinking, problem-solving, and collaboration, students develop a range of skills that are essential for creative thinking. PBL also provides opportunities for students to take ownership of their learning, further enhancing their motivation and engagement.

Adaptability and Critical Thinking

Adaptability in teaching allows educators to tailor their methods to meet the diverse needs of students, fostering an environment conducive to critical thinking. Research by Collie (2018) and Sorin (2015) supports the idea that adaptable teaching strategies enhance students' ability to think critically and creatively.

Adaptable teaching involves adjusting instructional methods and materials to accommodate different learning styles and abilities. This approach not only helps students understand the material better but also encourages them to think critically about how they learn. By promoting a flexible learning environment, educators can help students develop the skills needed to adapt to new and changing situations, a key component of creative thinking.

Collaboration and Student Engagement

Collaborative learning environments promote positive interdependence, face-to-face interaction, and accountability, which are essential for developing creative thinking skills (Laal & Ghodsi, 2016). Such environments encourage students to share ideas and learn from different perspectives.

Collaboration in the classroom involves students working together to achieve common goals. This approach not only enhances learning outcomes but also fosters a sense of community and cooperation. By working together, students can develop their communication and teamwork skills, which are crucial for creative thinking. Collaborative learning also provides opportunities for students to learn from each other, further enriching the educational experience.

Theoretical Framework

This study is grounded in the theoretical framework proposed by Wegner et al. (2014), which suggests that diverse teaching techniques enhance student engagement and learning. Integrative teaching strategies encourage active participation and the generation of knowledge, aligning with the constructivist approach to education.

The constructivist approach emphasizes the importance of active learning, where students are encouraged to explore, question, and reflect on their experiences. By integrating different subjects and promoting collaboration, integrative teaching aligns with this approach, providing a framework for fostering creativity in the classroom.

3. METHODS

Research Design

A descriptive correlational design was used to examine the relationship between integrative teaching approaches and student learning creativity. This approach allows for the analysis of how independent variables (teaching approaches) influence dependent variables (student creativity).

Descriptive correlational research is a method that involves observing and describing the relationship between variables without manipulating them.

This approach is useful for identifying patterns and relationships in the data, providing insights into how different factors influence each other.

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Respondents

The study involved 155 Grade 7-10 students from public secondary schools in North District, Panabo City. Stratified random sampling was employed to ensure representation across different sub-groups within the population.

Stratified random sampling involves dividing the population into sub-groups (strata) based on specific characteristics, such as grade level or school, and then randomly selecting respondents from each stratum. This method ensures that the sample is representative of the larger population, increasing the validity of the results.

Instruments

Researcher-made questionnaires were used to assess integrative teaching approaches and student learning creativity. The questionnaires were validated by experts and pilot-tested for reliability, achieving a Cronbach's alpha value of 0.956.

The questionnaire consisted of two parts. The first part assessed integrative teaching approaches in terms of innovativeness, adaptability, critical reasoning, and collaboration, using a 5-point Likert scale. The second part assessed student learning creativity in terms of imagination, intuition, inferential thinking, and confidence, also using a 5-point Likert scale.

Data Collection

Permission was obtained from relevant authorities before distributing the questionnaires. Data were collected following strict ethical guidelines, ensuring informed consent and confidentiality.

The data collection process involved several steps. First, permission was obtained from the Dean of the Graduate School at Rizal Memorial Colleges, Inc., Davao City, and the school principals in North District, Panabo City. The questionnaires were then distributed to the respondents, adhering to health protocols and allowing ample time for completion. Upon retrieval, the data were tallied and analyzed using descriptive and inferential statistics.

Data Analysis

Data were analyzed using SPSS, employing descriptive and inferential statistics. Mean scores were used to describe the extent of integrative teaching and learning creativity. Pearson Product Moment Correlation and Linear Regression were used to examine relationships and influences between variables.

Descriptive statistics provide a summary of the data, including measures of central tendency (mean) and variability (standard deviation). Inferential statistics allow researchers to draw conclusions about the relationships between variables, providing insights into how different factors influence each other.

Ethical Considerations

The study adhered to ethical standards, including informed consent, confidentiality, and compliance with the Data Privacy Act of 2012. Participants' well-being was prioritized throughout the research process.

Ethical considerations in research involve ensuring that participants are fully informed about the study and have given their consent to participate. Researchers must also protect the privacy and confidentiality of the data, ensuring that it is used responsibly and ethically.

4. RESULTS

Extent of Integrative Teaching Approaches

The results of the study indicated that teachers' integrative teaching approaches were generally rated as extensive by the students. Among the different domains, innovativeness received the highest ratings. This suggests that teachers frequently engage in innovative teaching practices, such as project-based learning and interdisciplinary projects. These practices not only make learning more engaging for students but also help them develop critical and creative thinking skills.

Adaptability was also rated highly, indicating that teachers are often able to adjust their teaching methods to meet the diverse needs of their students. This ability to adapt is crucial for fostering an inclusive and supportive learning environment, where all students feel valued and capable of achieving their full potential.

Critical reasoning, while still rated positively, received slightly lower scores compared to innovativeness and adaptability. This suggests that there may be room for improvement in encouraging students to engage in critical thinking activities. Teachers might benefit from professional development opportunities focused on strategies for promoting critical reasoning in the classroom.

Collaboration was another domain that received high ratings. Students reported that their teachers often encourage group work and cooperative learning activities. These collaborative efforts are essential for developing students' social and communication skills, which are important for creative thinking.

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Extent of Student Learning Creativity

In terms of student learning creativity, the results showed that students generally rated their own creativity as moderately extensive. Curiosity was the most prominent domain, with students reporting high levels of interest and engagement in learning new information. This aligns with the idea that curiosity is a key driver of creative thinking, as it motivates students to explore new ideas and seek out novel solutions to problems.

Imagination and intuition were also rated positively, indicating that students often engage in creative thinking activities that involve generating new ideas and relying on their intuition. However, inferential thinking received lower ratings, suggesting that students may need more opportunities to practice making logical connections and drawing inferences from the information they have learned.

Overall, the findings suggest that while students exhibit creativity in various ways, there is still room for improvement in certain areas. Educators can support the development of student creativity by providing more opportunities for imaginative and intuitive thinking, as well as activities that promote inferential reasoning.

Relationship Between Integrative Teaching and Learning Creativity

The study found a significant positive relationship between integrative teaching approaches and student learning creativity. This suggests that when teachers use integrative teaching strategies, students are more likely to engage in creative thinking activities. Specifically, innovativeness and adaptability were identified as key predictors of student creativity.

This finding aligns with previous research, which has shown that innovative teaching practices, such as project-based learning and interdisciplinary projects, encourage students to think creatively and solve problems. Similarly, adaptable teaching strategies, which involve tailoring instruction to meet the diverse needs of students, help create a supportive learning environment that fosters creativity.

The positive relationship between integrative teaching and student creativity underscores the importance of using diverse and innovative teaching methods. By incorporating a variety of instructional strategies, educators can create a dynamic and engaging learning environment that supports the development of student creativity.

Influence of Teaching Approaches on Creativity

The results of the multiple linear regression analysis indicated that innovativeness, adaptability, and critical reasoning significantly influence student creativity. These findings suggest that teachers who engage in innovative and adaptable teaching practices, and who encourage critical reasoning, are more likely to foster creativity in their students.

Innovativeness was found to be the most influential factor, highlighting the importance of incorporating creative and engaging teaching methods into the classroom. Teachers can promote innovativeness by using project-based learning, interdisciplinary projects, and other creative teaching strategies.

Adaptability also emerged as a significant predictor of student creativity, suggesting that teachers who are able to adjust their teaching methods to meet the diverse needs of their students are more likely to foster a creative learning environment. Professional development opportunities focused on adaptable teaching strategies can help educators develop the skills needed to support diverse learners.

Critical reasoning, while less influential than innovativeness and adaptability, still played a significant role in fostering student creativity. Teachers can promote critical reasoning by incorporating activities that encourage students to analyze, evaluate, and synthesize information.

5. DISCUSSION

Interpretation of Findings

The findings support the hypothesis that integrative teaching approaches positively influence student learning creativity. Innovativeness and adaptability emerged as significant predictors, aligning with previous research (Temli-Dumus, 2016; Kolesnikova, 2015). These results highlight the importance of incorporating innovative and adaptable teaching practices to enhance students' creative thinking skills.

Innovative teaching practices, such as project-based learning and interdisciplinary projects, encourage students to think creatively and solve problems. Adaptable teaching strategies, which involve tailoring instruction to meet the diverse needs of students, also play a crucial role in fostering creativity. By promoting a flexible and dynamic learning environment, educators can help students develop the skills needed to think critically and creatively.

Implications for Educational Practice

Educators should focus on developing and implementing integrative teaching strategies that foster creativity. School administrators can support these efforts by providing resources and professional development opportunities. By

creating a supportive environment for teachers, schools can promote the use of innovative and adaptable teaching practices, ultimately enhancing student learning outcomes.

Professional development programs can provide teachers with the skills and knowledge needed to implement integrative teaching approaches effectively. These programs should focus on innovative teaching practices, such as project-based learning and interdisciplinary projects, as well as strategies for adapting instruction to meet the diverse needs of students.

Limitations and Future Research

The study's limitations include its focus on a specific geographic area and population. Future research should explore these relationships in different contexts and with larger sample sizes. Additionally, qualitative studies could provide deeper insights into the experiences of teachers and students with integrative teaching approaches.

Future research should also investigate other factors that may influence student creativity, such as school climate, teacher-student relationships, and parental involvement. By exploring these additional factors, researchers can gain a more comprehensive understanding of the factors that contribute to student creativity.

This study highlights the importance of integrative teaching approaches in enhancing student learning creativity. By fostering innovativeness, adaptability, and critical reasoning, educators can create a more engaging and creative learning environment. The findings provide valuable insights for educational practices and policies, emphasizing the need for continued research and implementation of innovative teaching methods.

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