

Innovational Teaching Practice and Learning Engagement of Students

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Abstract: *The purpose of this study was to determine the significant influence of innovational teaching practice to the learning engagement of the students. This study also aimed to determine which domains of creative teaching construct significantly influenced the learning engagement of students. This study utilized the non-experimental quantitative research design utilizing descriptive-correlational technique which included thirty grade six teachers of the 12 elementary schools of Jose Abad Santos II District, Davao del Sur Division. Research instruments on innovational teaching practice and learning engagement of the students were used as sources of data. Utilizing Pearson r , this study found out that the indicators of innovational teaching practice and learning engagement of students are significantly correlated. When the learning engagement of students were regressed to innovational teaching practice, the creative teaching construct of teachers significantly influenced the learning engagement of the students. The following indicators of innovational teaching practice have higher influence compared to the rest of the domains: personal quality, growing-up experience, and learning attitudes.*

Keywords: *Innovational Teaching Practice, Learning Engagement of Students, Education, Non-Experimental Quantitative Research, Descriptive-Correlational Technique, Philippines*

Introduction

Across the globe, teachers are in constant battle in designing meaningful classroom activities that motivate students to be engaged in their learning. Teachers regularly work to connect their students to school and to learning knowing that learning engagement is fundamental to both school and student success. However, teachers grumble over students' lack of participation in the class activities like that of doing Science experiments. On the other hand, some students show poor interest in class discussion and do not ask questions about the topic. Added to this, in most often, students do not submit journals and not even seen participating in a group work activities (Akey, 2006).

Various forum addressing student learning always include learning engagement and creative teaching on the part of the teachers. Many school heads pointed out that these two must go together as these guarantee student learning. On the other hand, addressing each level of student engagement can increase the chances that a teacher can sustain his or her students' engagement, thus increased student performance (Abrahams and Millar, 2008). Creative teaching on the other hand, has been a by-word for most education reformists. Teachers are encouraged to be creative in their instructional practices. Educators have identified teacher's creativity in instruction as one characteristic of a dynamic classroom where students become more engaged (Aldrich, 2005).

In the national context, poor engagement of students to learning is evident as teachers observed that only very few comply with the submission of art work, and quarterly projects. Further, students are less participative not just in class discussions but also in school programs like scouting. A number of students who join in these activities are decreasing from time to time and teachers constantly think of ways to engage students, (Tiangco, 2012).

Locally, the superintendent of DepED Davao del Sur Division, at the time of the study, urged the teacher to address students' problem on poor learning engagement which is characterized by late submission of themes and projects. Seemingly, teachers are also encouraged to strengthen teacher-student relationships as students are having difficult time to establish rapport and connections with their teachers that lead the students to feel fear of asking questions or clarifications to the topics related to the lessons.

The researcher has not come across of a similar study covering the two variables which are the creative teaching construct and learning engagement of pupils most particularly in a local setting. This undertaking therefore, can be considered as a blueprint of new knowledge and additional document to the existing knowledge for each variable involved in the study. One important variable of this study is the creative teaching construct which contributes to students' learning engagement as mentioned in

various literatures (Willms, 2011). It is in this context that the researcher decided to conduct the study.

1. Problem Statement

This study determined the significant influence of creative teaching construct to the learning engagement of the students. Specifically, it sought to find the answer of the following objectives:

1. What is the level of innovational teaching practice of teachers?
2. What is the level of learning engagement of the students in terms ?
3. Is there a significant relationship between innovational teaching practice and learning engagement of students?
4. Which domains of innovational teaching practice of teachers significantly influence learning engagement of the students?

2. Methodology

This study made use of non-experimental quantitative research design utilizing descriptive-correlational techniques. This study utilized non-experimental research because the independent variable of the study is not manipulated and there is no random assignment to groups (Johnson and Christensen, 2008). The data of this study described the creative teaching construct of teachers and the learning engagement of students. Likewise, it is also correlational because the study determines whether the two variables have significant relationship.

3. Results

Level of Innovational Teaching Practice of Teachers

The innovational teaching practice of teachers has an overall mean of 3.94 with a descriptive equivalent of high indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study

Among the enumerated indicators, personal effort obtained the highest mean of 4.03 although all indicators had similar descriptive high level and this showed that the teachers mastered the core knowledge on each particular learning area, explored general knowledge related to particular subject area, integrated all relevant fields in teaching to help students gain better understanding, and spent more time and effort in developing teaching plans; for teaching belief, it obtained a mean score of 4.02

which means brought up new creative teaching strategies, believed that innovation can improve student learning, adjusted teaching methods for different students even with the same subject matter and implemented creative teaching even under resource.

Meanwhile, learning attitude had mean score of 3.99 which means that teachers enjoyed using different sources for learning, used formal ways to help himself/herself grow professionally, such as attending seminars and in-service training programs, enjoyed learning through new technologies, and welcomed new innovations for self development; school environment had a mean score of 3.92 which means that teachers were supported by community environment of the school which has easy access to resources that facilitate creative teaching, were well-supported by the school which provides good administrative support for creative teaching, were provided by the school with enough room and resources for creative teaching, and were supported by parents about creative teaching.

On the other hand, teaching commitment had a mean score of 3.91 which means that teachers were committed to the implementation of creative teaching with or without moral encouragement, gave their best mental and physical conditions for teaching, thought about whether the teaching meets their needs and sought improvement whenever possible, and wanted to pass on good knowledge to the next generation through creative teaching; personal quality also obtained a mean score similar to teaching commitment, which is 3.91 and this means that teachers were encouraged by everyday happenings to devote on self-learning and exploration, paid attention to students' needs and provide appropriate assistance, were confident of own teaching ability and in solving problems, and developed teaching materials to replace old and ordinary.

Growing-up experience had a mean score of 3.89 which means that teachers were supported by the family in all endeavors, considered innovation and creation in the process of learning a happy experience, family had always creative ways in doing even simple things, and had a past learning experience which provided plenty of opportunities of self-exploration, discussion, and idea sharing.

The indicator which has a lowest mean score, 3.80 is creative motivation which means that teachers implemented creative teaching to help students learn effectively, fulfilled their sense of achievement by teaching the student well, cracked relevant jokes while having classes, and had mastery of the lesson.

Results of the study stated that teachers manifested creativity in their teaching. According Bannerman (2006) teachers who manifest creativity in teaching encourage curiosity, exploration, fantasy, questioning, testing, and creating authentic learning situations where students are engaged in their

learning as they are thinking, feeling, and solving real problems. One creative teaching construct that brought out in the study was teacher implemented creative motivation to help students become engaged in their learning. This means that teachers created ingenious strategies to hold students' interest while having classes and were able to use non-conventional teaching practices by making students perform activities that hone their critical thinking skills and teachers prepared the students for new experiences by helping students develop creative ways.

Another strategy of creative learning construct as revealed in the study was personal effort. This shows that teacher wielded extraordinary effort towards making the students become more productive in all in their undertakings as teachers designed creative strategies and interactive tasks to make the students prefer going to school and achieved mastery in the competencies taught. The result is in cognizant with the belief of Darling-Hammond and Bransford (2005) which states that teachers have always known for their nobility in performing their tasks and they always give the best of their efforts to make the assigned task accomplished with much creativity.

Likewise, teachers displayed creative teaching construct by means of learning attitudes as learning attitude can be an essential factor for personal growth and at the same time make the student learn. According to Fakolade and Adeniyi, (2009) most teachers find learning from other teacher's experience an opportunity to learn and improve one self. The teacher which has kind of personality tend to enjoy getting to-know some of the strategies of other teacher and use them in owns class.

Moreover, Judson (2006) believed that creative teaching construct entails teaching beliefs that exist on many levels from global to personal and serve as overarching frameworks for understanding and engaging. Alqadere (2009) added that teachers who are willing to explore their beliefs, can capitalize on the beliefs they hold to promote students' intellectual growth, autonomy and reciprocity, and equity in their classrooms.

Findings of this study revealed a high level of school environment which means that the teachers are supported by community environment of the school which has easy access to resources that facilitate creative teaching. Duncanson (2003) believed that school environment encompasses a broad range of educational concepts, including the physical setting, the psychological environment created through social contexts, and numerous instructional components related to teacher characteristics and behaviors.

Meanwhile, teaching commitment is also significant to learning engagement of students. This result is similar with the impression of Choi and Tang (2005) that is the increasing commitment of teachers is an important step in the process of school

reform. Moreover, Kelchtermans (2005) and Ware and Kitsansas (2007) added that professionalization of teachers will result in higher commitment, which will positively affect teacher's performance and student's proficiency.

In the same manner, personal quality of teachers is significant to learning engagement of students. According to Cochran-Smith(2005) the personal quality of teacher is one factor for students to be in school regularly or be absent from time to time. Teacher's behavior has been linked to students' participation in class activities. When teachers create a positive classroom atmosphere, students become more attentive and participative. This is synonymous to the findings of Smith (2005) that a supportive student-teacher relationship is believed to help improving student motivation, learning, and achievement. Research suggests caring, or supportive, teachers create qualitatively different classroom environments that feel warm, encourage student to behave in social responsible ways, and emphasize learning over performing. Students who perceive their teachers as caring tend to engage more with the content, take intellectual risks, and persist in the face of failure.

Results of the study shows a high level of growing-up experience and this results was associated by the ideas of Knoblauch and Woolfolk-Hoy (2008) which stated that the past experiences of teachers greatly helped them become seasoned teachers in their field. The trainings which teachers acquired are the experiences they are sharing to their students and this makes the students benefit from the learning their teachers had shared to them. On the other hand, the growing-up experience of teachers made them influential of what kind of teachers they are and this contribute meaningfully in their teaching career.

Level of Level of Learning Engagement of Students

The learning engagement of students has an overall mean of 3.87 with a descriptive equivalent of high indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

Among the enumerated indicators, the level of academic challenge ranked the highest, with a mean score of 3.93 although all indicators had similar descriptive high level and this showed that students spent significant amount of time studying and on academic work, had study habits and works to meet teacher's standards or expectations, applied concepts to practical problems or in new situations, and made judgments about the value of information, arguments, or methods.

Active and collaborative learning had a mean score of 3.89 which means that students asked questions in class or contributed to class discussions, worked with other students on projects, discussed ideas from readings or classes with others outside of class, and worked with classmates outside of class to prepare class assignments; supportive campus environment had a mean score of 3.86 which means that students had campus environment that provides the support needed to help succeed academically, had campus environment that helps cope with non-academic responsibilities, had campus environment that provides the support needed to thrive socially, and had quality of relationships with other students.

Enriching educational experiences had a mean score of 3.85 which means that students participated in a learning community that helps improve learning, joined school activities that encourage contact among students with different or backgrounds, used internet to discuss or complete an assignment, and had serious conversations with students of different religious beliefs, political opinions, or personal values; student-faculty interaction had a lowest mean score of 3.80 which means that students talked about career plans with adviser, were open and ready to receive feedback from teachers on matters regarding academic performance, worked on a project or activity with a teacher member outside class requirements, and discussed grades or assignments with teacher.

Learning engagement of students is the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education according to Fredricks, Blumenfeld and Paris (2004). The result of the study revealed a high level of learning engagement of students. This indicates that the activities are observed frequently. The results show that students have study habits and works to meet teacher's standards or expectations, worked with other students on projects, were open and ready to receive feedback from teachers on matters regarding academic performance, participates in a learning community that helps improve learning, and has campus environment that provides the support.

The findings is in cognizant with the idea of Adams, Moore and Dye (2007) which stated that student engagement in the classroom also is related to participation in extracurricular activities. Teachers believed that students who are involved in extracurricular activities outside the normal school day have been found to be more engaged in the classroom, most likely to be always present in school, and shows good academic standing.

Result of the study revealed a high level of level of academic challenge which is the tough intellectual

and creative works are designed to measure student's academic ability. The importance of high level of academic challenge to students is that students are more motivated when the class activities stimulate their critical thinking ability. These outcomes is in congruence with the findings of Carbonneau, Vallerand, Dernet and Guay, (2008) which stated that students who have found challenging academic tasks give enough time to completely learn the lesson. This result explains the idea of Mirza and Staples (2010) when subject matters are becoming more interesting and challenging to students, efforts to understand them are very obvious among those students who display genuine interest in understanding every concept taught to them.

The findings of this study manifested a high active and collaborative learning which is the student's intense involvement in their education and what they learned in different settings. The results of this study is congruent to the statements of Hargrove (2005) and Albers (2008) students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. More often than not, collaborating with other students in solving problems or mastering difficult material prepares students for the unscripted problems they will encounter daily during and after classes.

The findings of this study revealed a high level of student-faculty interaction which means that students have a frequent interface with their teachers they may be inside or outside the classroom. Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. According to Lee and Busch (2005) when students and teachers have a good rapport, their teachers become role models, mentors, and guides for continuous, life-long learning. The result of the study is similar to the findings of Hargrove(2005) and Shapiro, (2006) Students do well when they believe that they can depend on the teacher and their classmates. This comfort is achieved by rules and regulations in the classroom that are sensible and consistently enforced. Teachers build a trusting relationship by helping and encouraging students and by stopping inappropriate behavior, such as racial and gender harassment.

Findings of this study show a high level of enriching educational experiences. Students' experiences in school are enriched through complementary learning opportunities. Participation in diverse activities teaches students valuable things about themselves and others. The result of this study corresponds to the statement of Danielson (2005) which states that while academic related activities help students enrich themselves, non-curricular activities such as participation is sports and other socio-cultural activities or community service

provide opportunities to integrate and apply knowledge. Lever-Duffy and McDonald (2011) added that enrichment is essential for every student; they all crave novel, meaningful, challenging learning. Thus, teachers are consistently encouraged to provide varied enrichment activities to students from time to time to ensure that students maximize their full learning potential.

Furthermore, the result of the study revealed a high level of supportive campus environment. The students have a campus environment that provides the support needed to help succeed academically, a campus environment that helps cope with non-academic responsibilities and a quality relationship with other students. This study is similar to the findings of Danielson (2007) which states that supportive school environment has always been a big factor in making the students more interested to learn and regularly attend classes.

When a school environment is favorable to students, learning becomes an easy thing and students will radiate with much positivism in their academic concerns. Reilly, Lilly, Bramwell and Kronish (2011) added that school environment must be a home to students where love and respect dwell and teachers are genuinely working towards development of students' potential. It is necessary that teachers should set classroom rules to promote harmony and that these classroom rules should be observed regularly and fairly to all students. A not conducive classroom is a classroom that does not invite learning.

Correlation Between Measures

The overall correlation had a computed r-value of 0.436 with a probability value of 0.000 which is significant at 0.05 alpha level. Doing an in-depth analysis, it could be gleaned that the indicators of innovational teaching practice and learning engagement of student revealed a computed r-values ranging from .128 to .369 with probability values of 0.000 which is lesser than .05 level of significance. This implies that the higher the innovational teaching practice is, the higher the learning engagement of students there is. Hence, the null hypothesis which states that there is no significant relationship innovational teaching practice and learning of students is rejected.

As evident in the table, the highest r-value and p-value for the correlation between innovational teaching practice and learning engagement of students was growing-up experience with 0.369 and 0.000 probability value or significant. Data implied that growing-up experience was considered very important attributes on developing and enhancing the learning engagement of students. Personal quality indicator also was significantly related to learning engagement of students with computed r-value of

0.247 and p-value of 0.000. The other important predictor of learning engagement of students was teaching commitment as evidenced by the computed r-value of 0.245 whose associated probability is 0.000 or significant. In the same manner, personal effort indicator also was significantly related to learning engagement of students with computer r-value of 0.203 and p-value of 0.001.

Creative motivation also was significantly related to learning engagement of students with computed r-value of 0.196 and p-value of 0.02. Similarly, the indicator school environment was also significantly related to learning engagement of students with computed 0.173 and p-value of 0.005. Moreover, the indicator teaching belief was also significantly related to learning engagement of students with computed 0.138 and p-value of .026.

Lastly, the indicator learning attitudes was also significantly related to learning engagement of students with computed 0.128 and p-value of .039. Hence, all indicators of creative teaching construct were significantly related to learning engagement of students having their probability values greater than 0.000.

Student engagement has come to describe how involved or interested students appear to be in their learning and how connected they are to their classes, their institutions, and each other. When teachers have creative teaching strategies, innovations and utilize non-conventional instructional practices attract students to be more engaged in to their learning (Axelson and Flick, 2011).

Student engagement has primarily and historically focused upon increasing achievement, positive behaviors, and a sense of belonging in students so they might remain in school. It is students' cognitive investment in, active participation in, and emotional commitment to their learning or it is students' involvement with activities and conditions likely to generate high-quality learning. Much research places teachers at the heart of engagement as it is believed that if the teacher is perceived to be approachable, well prepared, and sensitive to student needs, students are committed to work harder, get more out of the session, and are more willing to express their opinion (Barkley, 2010; Newton and Beverton, 2012).

When teachers are creative, they provide opportunities for students to learn both autonomously and with others, and to develop their sense of competence, students are more likely to be motivated, to engage and succeed (Clark, Moran, Skolnik and Trick, 2009). According to Hargrove (2005) students learn best when they are engaged in the varied activities design for them to master the competencies and this is one of the best practice a teacher could use in the class.

This study revealed that the creative teaching construct of teachers had significantly

influenced on the learning engagement of the students. Personal quality, growing-up experience, and learning attitude have the higher degree of influence on learning engagement of students.

The findings of the study supported the pronouncement of Palmer (2007) which stated that with growing concerns about student engagement, the theme of creative teaching and learning provides an excellent catalyst to consider methods that enhance students' classroom experiences. Good teaching is akin to weaving a fabric of connectedness between student, teacher, and subject. Teacher-student connection and learning engagement are the two most important ingredients in teaching. Hence, teachers should put emphasis on creativity in teaching by creating authentic learning situations where students are engaged in their learning as they are thinking, feeling, and solving real problems.

On the other hand, the results of this study affirms the pronouncement of Bolden, Harries and Newton (2010) which stated that teachers are supposed to provide appropriate classroom atmosphere for creativity in teaching, since it is well acknowledged that basics of creative thought are developed at the earlier ages of student's education, hence, students will be more engaged in their learning. Further, the results of this study also reinforces the statement of Stenberg and Lubart (1996), it stated that creativity in teaching is systematically in relation to student's learning engagement. Hence, it is suggested that teachers should put emphasis on creativity in teaching by creating authentic learning situations where students are engaged in their learning.

The result of this study is also parallel with the views of Lowman, (1995) which stated that teacher-student connection and student engagement are the two most important ingredients in creative teaching.

Significance of the Influence of Innovational Teaching Practice of Teachers on Learning Engagement of Students

The analysis shows that when the learning engagements of students were regressed on innovational teaching practice, it generated an F-value of 52.751 with Sig. of .000a. The ANOVA value of this regression is 52.751 at 0.05. It can be stated that the innovational teaching practice of teachers has significantly influenced on the learning engagement of students. The R² of 68.5% of the variance of learning engagement of students was attributed to the variance on innovational teaching practice .of teachers. This means that 31.5% of the variation can be attributed to other variables not covered in this study.

The beta coefficient of personal quality has the highest Beta of 0.405 with Sig of .000 which is followed by growing-up experience with Beta 0.199

with Sig of .001 and learning attitude with Beta 0.191 with Sig .003. These three indicators of innovational teaching practice .of teachers have a higher degree of influence on learning engagement of students.

4. Conclusion

This study revealed a high level of innovational teaching practice of teachers and a high level of learning engagement of students. Generally, the findings of the study showed that creative teaching construct is related to learning engagement of students.

Innovational teaching practice of teachers was found to be a predictor of learning engagement of students, which posed a significant linear relationship between the two variables. This means that an increase of creative teaching constructs as used by teachers will likely increase their students' learning engagement, holding all other variables constant. Moreover, innovational teaching practice of teachers was found to be attributed with more than half (68.5 percent) of learning engagement of students. This means that creative teaching plays a major role in ensuring the learning engagement of their students.

Personal quality, growing-up experience, and learning attitude have the higher degree of influence on learning engagement of students.

5. Recommendation

A number of recommendations may be provided to give feedback on the level of innovational teaching practice of teachers. Such may be helpful in motivating them to enhance their creativity in their pedagogical practices and further improve the implementation plans of programs of the school to achieve an improved learning engagement of students and quality learning environment and.

The study revealed that creative motivation as one indicator of innovational teaching practice of teachers is among the lowest level in all indicators. With this, teachers may examine their learning attitudes and may do something to improve them. The teacher's outlook towards acquisition of knowledge may help in developing the creative teaching construct. Should this is done, the teacher's creative teaching construct probably be more developed.

The result of this study revealed that the growing-up experience of teachers is also one of the lowest among the indicators in innovational teaching practice of teachers with this, teachers may attend trainings to augment their instructional practices and eventually learn the advanced and diverse teaching practices essential for students' acquisition of life

skills. Teachers may also check their learning environment.

This study also revealed that the teacher's teaching commitment and personal quality are among the lowest of the indicators of creative teaching construct. Teachers may be given team building activities to make them develop and establish deeper connection in their work. More so, the overall atmosphere of the school that influences innovational teaching practice of teachers has an impact to students' learning and teachers may evaluate the kind of learning environment they have to foster better learning performance of the students.

Teachers may also assess their innovational teaching practice of teachers. The teacher's ingenious strategies help hold student's interest while having classes. The teacher's creative motivation makes the students engaged in their learning and any activities that make learning meaningful.

Consequently, study may be conducted in other places exploring other variables that affect the creative teaching construct and learning engagement of students.

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