

Teaching Strategies on the Creativity Nurturing Behavior of Teachers As Mediated By Academic Optimism

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ABSTRACT: This study was conducted to determine the mediating effect of academic Optimism on the relationship between teaching strategies and teachers' creativity and nurturing behavior. The researcher made use of the descriptive-correlation design using survey questionnaires. Utilizing mean, Pearson r, and regression analysis, the study revealed that the teachers exhibited a very high level of teaching strategies, creativity, nurturing behavior, and academic Optimism. This means that the teacher provides creative and flexible activities that will cater to the different needs of the learners and motivate them to apply them in real-life situations. This study resulted in a significant relationship between teaching strategies and creativity-nurturing behavior. Further, it was found that there is an important relationship between teachers' creativity, encouraging behavior, and academic optimism. This implies that the increase in creativity and nurturing behavior would also likely increase the academic optimism of teachers. Also, the study revealed a significant relationship between teaching strategies and academic optimism. Lastly, the survey results showed partial mediation of academic Optimism on the relationship between teaching strategies and creativity-nurturing behavior.

Keywords: educational management, teaching strategies, creativity nurturing behavior of teachers, correlation, Philippines

1. Introduction

The neglect or inability of the teachers to integrate students' creativity in the teaching-learning process and the lack of a nurturing behavior where creativity is promoted in the learning processes have detrimental effects. Poor retention of knowledge (Levin-Banchik (2018); Doss & Rayfield, 2022; Gajda, Karwowski, & Beghetto, 2017), poor pedagogical practices (Kaskosh & Khateb, 2021), and poor-quality learning environment (van Loon Mariette, Bayard, Steiner, & Roebbers, 2021) are potential consequences of a classroom instruction that is lacking creativity nurturing behavior and integration (Thomas, 2022; Ahmadi, Peter, Lubart, & Besançon, 2019; Ferra, Ortega, & Alvear, 2020). Thus, there is a need for school leaders and teachers to intentionally integrate students' creativity into the teaching-learning strategies (Holman & Svejdarova, 2023) and train teachers on how to nurture students' creativity (Kim, Belfi & Borghans, 2022).

Teachers' teaching strategies and nurturing behavior are crucial for students to develop creativity. This has been highly challenging during the COVID-19 pandemic, where modular instruction was the primary delivery mode and the recent gradual shift to face-to-face instruction (Anderson, 2018; Corry & Stella, 2018). The teacher's pedagogical content knowledge and dispositions concerning students' creativity demonstration have been a struggle (Boholano & Cajés, 2021; Ferra et al., 2020; Karpudewan & Chong Keat, 2017) and have questioned teachers' academic Optimism at the highest level (Tweed, Swetnam, Jones, & Brown, 2022). Most teachers need help innovating and creating learning activities that harness learners' creativity (Le Van Dau, 2023). This can be attributed to the relatively new normal of teaching and learning, where teachers struggle to cope with stress, anxiety, and their fragile overall health and well-being (Heydarnejad, Ibrahim, Abdelrasheed, & Rezvani, 2022) and potential lack of knowledge on how to maximize students' creativity (Nurhayati, Eralida, Syarifuddin, Sholikhah, & Firanata, 2023). While teachers are regularly trained through professional development activities, these are highly focused on technological competence and diversity in teaching strategies (Marsh & Roche, 2017) and less on developing students' creativity (Lowman, 2018; McBer, 2019; Kim, Bel, & Borghans, 2022).

Students' creativity has been a default and constant in educational curricula across all levels for decades. Teachers' creativity and nurturing behavior predicated on appropriate teaching strategies in teaching content and academic Optimism toward learning will significantly elevate the quality of teaching and learning that students deserve (Gallagher, 2017; Greenwald & Gillmore, 2017). However, the researcher has yet to

encounter previous and recent literature investigating the correlation among teaching strategies, creativity nurturing behavior, and academic Optimism of teachers.

Finally, there needs to be more literature regarding the mediating effect of academic Optimism on the relationship between teachers' creativity and the instructional strategies of elementary school teachers. Thus, the researcher is prompted to fill in the identified research gap.

2. Research Objective

The main thrust of the study is to determine the significance of the mediation of academic optimism on the relationship between the teaching strategies and teachers' creative nurturing behavior among elementary public schools in Baganga South District and Baganga North District. Moreover, it has the following objectives:

2.1. To ascertain the level of teaching strategies in terms of:

- 2.1.1 behavioral;
- 2.1.2 cognitive; and
- 2.1.3 affective.

2.2. To assess the level of creativity and nurturing behavior of teachers in terms of:

- 2.2.1 abstraction;
- 2.2.2 inquisitiveness;
- 2.2.3 motivation; and
- 2.2.4 critical thinking.

2.3 To measure the level of academic optimism of teachers in terms of;

- 2.3.1 self-efficacy;
- 2.3.2 trust; and
- 2.3.3 academic emphasis.

2.4. To determine the significance of the relationship between:

- 2.4.1 teaching strategies and creative nurturing behavior of teachers;
- 2.4.2 teaching strategies and academic optimism; and
- 2.4.3 academic optimism and creative nurturing behavior of teachers.

2.5. To discover the significance of the mediation of academic optimism on the relationship between the creative nurturing behavior of teachers and teaching strategies.

3. Hypothesis

The following null hypotheses were tested at a 0.05 level of significance.

3.1. There is no significant relationship between teaching strategies and teachers' creativity and nurturing behavior.

3.2. There is no significant mediating effect of academic Optimism on the relationship between teaching strategies and teachers' creativity and nurturing behavior.

4. Review of Related Literature

This section presents readings from the related literature, such as research journals, research articles, and the Internet, relevant to the present research work. The review of related literature is logically sequenced based on the variables under study. The independent variable is teachers' teaching strategies with the following indicators such as behavioral, cognitive, and practical strategies taken from the survey of Hamzeh (2014). The dependent variable is the teachers' creative nurturing behavior, measured in terms of abstraction, curiosity, motivation, and critical thinking adopted from the study by Sharma and Sharma (2018). Furthermore, the mediating variable is academic Optimism which is indicated in terms of self-efficacy, challenges, and educational emphasis.

4.1 Teaching Strategies

In pursuit of quality teaching and learning, constructive alignment among learning competencies, assessment of knowledge, and teaching-learning activities is the most widely used benchmark. The teaching-learning activities where the teachers' strategies are deployed (Anderson, 2018; Hobson & Talbot, 2019; Grzeg, 2017) are crucial to effect and transfer learning (Greene, 2021) and eventually in the demonstration of learning competencies (Marion, 2019; Hativa, 2018; Kaskosh & Khateb, 2021).

The learning competencies are generally classified as behavioral, cognitive, and affective, which students are expected to perform upon completing a given unit or subject (Theall & Franklin, 2017; Anderson, 2018; Sojka, 2018). Regarding behavioral competencies, the teachers' teaching strategies are expected to focus on students demonstrating the substance of the lesson in practical or simulated situations (Kaskosh & Khateb, 2021; Greene, 2021). These strategies may likewise focus on students' self-regulation as a demonstration of learning (Department of Education, 2019). However, studies and experience will inform us that there are no correct teaching strategies (Heilporn, Sawsen, & Belisle, 2021), only appropriate ones (Kaskosh & Khateb,

2021). This means that the teacher should be trained to deploy a menu of teaching-learning activities to teach one's content and to support further students' demonstration of behavioral learning competencies (Garner, Moses, & Waajid, 2017; Charlotte, 2021).

Behavioral learning competencies have been one of the teachers' most challenging learning objectives and tasks. Disruptive behavior has an impact on students' learning as well as their peers (Charlotte & Veenman Marcel, 2021). Studies showed that when teachers spend a substantial amount of time regulating students' behavior, means negatively impacts teachers' efficacy (Thompson & Webber, 2018), poor demonstration of learning competencies (Charlotte, 2021), poor quality of teaching and learning (Kaskosh & Khateb, 2021). The teacher-student relationship is essential to nurture students' desirable behavior. Teachers explore how behavior modification strategies and techniques affect students' social attitudes (Charlotte, 2021) and interpersonal relationships impact academic achievement (Singh & Allers, 2022) and overall well-being (Heilporn et al., 2021). Teachers must be able to understand the student's background (Singh & Allers, 2022), views, and desires (Tarmo, 2022) to establish a productive relationship leading toward the quality of teaching and learning (Obenchain, 2019; Kaskosh & Khateb, 2021) and conducive academic environment (Charlotte & Veenman Marcel, 2021).

Many new and experienced teachers worldwide struggle with classroom management (Teacher In-Service Behavior Management: Facilitator's Manual, 2019). This can be attributed to students' unreasoned utilization of technology tools and gadgets (Charlotte, 2021), limitless exposure to social networking sites (Singh & Allers, 2022), and internet or video games (Charlotte & Veenman Marcel, 2021). To address this concern, investigations were conducted to ask teacher and student perspectives on various behavioral control policies and their impact on student accountability. Results revealed that stringent punishment does not generally work (Roache & Lewis, 2018) but should likewise emphasize positive punishment and reward (Kaskosh & Khateb, 2021).

An amalgamation of rewards and positive punishments and validation of appropriate behavior in the classroom will promote learner accountability and reduce undesirable behaviors (Roache & Lewis, 2018). Apart from reward and punishment, the teachers' enthusiasm and disposition are highly encouraged to be emphasized the students' demonstration of behavioral learning competencies. Research shows that students have a very high propensity to behave when the teacher challenges students academically (Charlotte, 2021), establishes clear learning goals (Charlotte & Veenman Marcel, 2021), and teaches students how to learn and monitor their learning (Kaskosh & Khateb, 2021; Heilporn et al., 2021).

Teachers use cognitive strategies to stimulate students' mental routines or procedures for demonstrating cognitive learning competencies. These include problem-solving (Kwarikunda, Schiefele, Muwonge, & Ssenyonga, 2022; Newell & Simon, 2019), critical thinking (Van Dijk & Kintsch, 2018), and comprehending what is being read (Lim, 2017), among others. A long tradition of research has shown that learning is predominantly a cognitive (van Loon Mariette, Bayard, Steiner, & Roebers, 2021) and metacognitive activity (Monika & V, 2022); thus, students' capacity to rationalize, evaluate, analyze, synthesize, and draw conclusions should inspire teachers to choose appropriate teaching strategies (Charlotte, 2021; Kwarikunda et al., 2022).

Cognitive learning competencies are best demonstrated when the teacher employs relevant teaching strategies in the classroom. Students' cognitive abilities are shown when the teacher establishes the relationship between and among lessons' parts (Kwarikunda et al., 2022) and proceeds with the task from abstract to concrete examples (Kaskosh & Khateb, 2021). Research further supports that students' cognitive ability can be manifested when the teacher uses a problem-solving strategy (Pressley & Woloshyn, 2019), guide students on how to plan and evaluate their learning experiences (van Loon Mariette et al., 2021), generate new ideas (Kwarikunda et al., 2022) and provide students enough time to create their learning strategies (Monika & V, 2022) and question their learning (Weinstein & Acee, 2018).

Cognitive strategies for diverse tasks in various categories of knowledge are well-established in education research. These strategies include analyzing and solving problems (Kwarikunda et al., 2022), narrating a series of events (Monika & V, 2022), planning, drafting, reviewing (Stander, 2022), and revising a critical essay (Kline & Kang, 2022), and self-questioning, constructing mental representational images (Hou & Lien, 2022), activating prior knowledge (Courtney & Alexander, 2020), rereading difficult-to-understand sections of texts (Kimura, 2022), predicting or summarizing a text, self-questioning (van Loon Mariette et al., 2021), constructing mental representational images, and activating prior knowledge (Kaskosh & Khateb, 2021). Research findings revealed that the above strategies have substantially contributed to students demonstrating cognitive learning competencies (Kwarikunda et al., 2022; Stander, 2022).

However, learning competencies are cognitive and cover emotional undertones that teachers should likewise pay attention to. Social-emotional or affective learning competencies have been a significant component of the curriculum (Thomas, 2022) that teachers struggle with because of their specificity and measurability (van Loon Mariette et al., 2021). Although it should be mentioned that social-emotional learning impacts academic accomplishment, teacher preparation programs continue to focus on the cognitive aspects of

teaching (Wajid, Garner, & Owen, 2018) and less on affective learning competencies. Wajid evaluated teachers' reflective themes after finishing a social-emotional learning course. By the end of the period, participants had formed opinions about the necessity of such training for teachers. Participants also recognized the need to transform preparatory programs from teacher-centered to student-centered (Wajid et al., 2017; Weston, Anderson-Butcher, Burke, 2018), emphasizing the need to equip teachers with strategies on how to bring out the best in students with effective learning competencies (Kimber, Skoog, & Sandell, 2018; van Loon Mariette et al., 2021). At the outset, teachers must also be given adequate support in dealing with pressures and improving their overall health and well-being (Thomas, 2022) to utilize teaching strategies related to effective learning (Zachary & Fain, 2022; van Loon Mariette et al., 2021).

Social-emotional learning training is needed for teachers to strengthen professional and curriculum development. However, there is training about practical learning competencies (Ignat, Clipa, & Rusu, 2019). While teachers lack training, the assumption that a school-wide focus on social-emotional development was critical in helping students develop emotional stability and social responsibility (Buchanan, Gueldner, Tran, & Merrell, 2019). Students' affective learning competencies are increasingly entrusted to schools and teachers. As a result, a study into the procedures by which teachers are taught for such education, as well as how they are trained to implement a program with fidelity, is essential (Botvin et al., 2020; Thomas, 2022).

4.2 Creative Nurturing Behavior of Teachers

Education is constantly changing, never more so than in the last sixteen years as the twenty-first century takes shape (Kauper & Jacobs, 2019). There has been a significant shift and focus on higher thinking abilities, particularly critical and creative thinking, in preparing students for life (Davies, Newton, & Newton, 2018) and in the practice of the profession. Employers throughout the world require prospective employees' creative thinking, which is crucial in the search for new information (Amin et al., 2022), resolution of real-job problems (Campo et al., 2023), and contribution to the growth of the company (Fasko, 2017; Buchanan et al., 2019).

The school and the classroom are the nurseries where students develop higher-order thinking skills, such as creativity. Teachers, as the front liners, should allow students to explore more freely through creative teaching-learning experiences to make them feel more engaged, emotionally healthy (Humes, 2018), and academically challenged (Charlotte, 2021). Creative thinking and creativity are crucial for students' survival in the profession and life (Ritchhart, Church, & Morrison, 2011; Ritchhart & Perkins, 2018).

However, employers and higher education institutions have expressed concerns that new employees lack the necessary thinking abilities (Greiff, Niepel, & Wüstenberg, 2019; Olszewski-Kubilius, Subotnik, & Worrell, 2020). As a result of these concerns, 21st-century skills have been fully integrated into and included in the curricula (Heilmann & Korte, 2017). These critical capabilities are at risk of being marginalized in a school setting since they are secondary, difficult to assess, evaluate and analyze (Ellis & Barrs, 2018; Simonton, 2018). This susceptibility is especially acute in secondary education, as many institutions prioritize rigorous external examinations that may or may not require these skills (Cremin, 2017; Charlotte & Veenman Marcel, 2021; Greene, 2020).

Thinking creatively is arguably the most underscored competency in all educational institutions. It is always misconstrued as referring to aesthetics and performing arts disciplines (Kettler et al., 2018) that can only be developed through participation in various arts, crafts, and performances. On the contrary, creativity is an integral element in humanity's solving problems and smooth interpersonal relationships and communication with others (Richards, 2017). Creativity is at its best when students look at issues that are difficult, complicated, and problematic (Orak & İnözü, 2021; Partnership for 21st Century Learning, 2017).

In today's era of uncertainty, individuals with creative competence are an edge and a competitive advantage (Puccio, Mance, Switalski, & Reali, 2017). Individuals with creativity can see things in new ways, propose initiatives and relevant concepts, raise concerns and difficulties, and recommend resolutions to these challenges (Sternberg & Lubart, 2019). As a result, it can tackle a wide range of social issues (Puccio et al., 2017; Craft, 2018). Everyone is born with the ability to be a creative thinker (Guilford, 2017). Various environmental circumstances can influence the strength of this potential from a pessimistic and optimistic point of view. According to classical learning theories, the educational system must foster creativity (Kampylis, 2019). Classrooms may not be thought to be conducive to innovation and creativity (Plucker, Beghetto, & Dow, 2017) because educational systems place an undue emphasis on critical thinking (Puccio, 2018), which makes students' lives miserable in responding to various academic challenges and difficulties (Han, Yin, & Zhang, 2020).

Most educational systems are built on the acquisition of knowledge. Teachers must follow a highly structured traditional curriculum (Harwood, Huang, & Somma, 2022) and convey knowledge in the classroom, where pupils are evaluated to determine the achievement of the learning competencies (Puccio et al., 2017). Traditional acquisition of knowledge, which teachers are known for, will deprive students of opportunities in

schools for adventurous and inquisitive thinking (Parnes, 2019; Hativa, 2018), and competencies connected to the construction of knowledge will be stifled (Heilporn, Sawsen, & Belisle, 2021).

Teachers have a significant role in fostering creativity in the classroom as a crucial component of the educational system. They must present kids with creative learning experiences to recognize their creative potential (Ignat et al., 2019). Teachers should have deep knowledge of students' creative potential and qualities, procedural competence, and a conducive situation to provide such learning opportunities (Kaskosh & Khateb, 2021). More importantly, teachers should be able to spot qualities that suggest creative characters (Heilporn et al., 2021) if teachers hope to develop pupils' creativity (Zang et al., 2018). Teachers should establish a harmonious relationship with students since every learner is creative in their claims (Isaksen & Dorval, 2018) and preferences (Brinkman, 2019).

Personality and socio-cultural diversity may explain why students prefer specific creativity techniques to exhibit their creative potential (Gold, Rejskind, & Rapagna, 2017). Empirical research undertaken over decades has shown that creativity can be developed and improved. Parnes (2018) investigated a week-long participatory program that included art, fantasy, body awareness, meditation, and other topics. The study revealed that the children were able to broaden their creativity.

Additionally, Schmidt, Goforth, and Drew (2019) reported the association between creative dramatics education and student inventiveness. Furthermore, Scott, Leritz, and Mumford (2004) reviewed 70 creativity training programs in a comprehensive investigation to assess the effect of relevant programs and activities related to creative development. They reported that creativity training improved creativity in schools. This research demonstrated that the classroom can be an excellent place to foster creativity (Puccio et al., 2018).

Only a few researches exist on instructors' perceptions of creativity (Diakidoy & Phtiaka, 2002). Teachers tend to think of creativity as a unique quality (Fryer & Collings, 2019). In schools, intelligent children are usually expected to be creative (Beghetto, 2017; Kamylyis, 2019). While creativity is ubiquitous in advanced learners, teachers may underestimate the creative potential of non-gifted learners if they attribute it solely to giftedness (Trew, 2022). This elitist perspective may hinder creativity from being a core thrust of education. All kids are creative at some level and in their unique way (Felder, 2021). Some students learn well from written materials like books, while others learn best from visual platforms like presentations and graphic materials (Pashler, McDaniel, Rohrer, & Bjork, 2008).

More often, learning is best achieved when students are grouped, while others prefer to be individually taught (Khasawneh et al., 2018). Most classes, in this aspect, project a less conducive environment that hinders the development of creativity skills of learners using the principle of diversity as a paradigm (Furman, 2018; Kamylyis, 2019). Conversely, teachers can adopt strategies to encourage and motivate creativity in their classes (Isaksen, Murdock, Firestone, & Teffinger, 2018; Malik, Ahmad, Kamran, Aliza, & Elahi, 2020). Hence, knowledge of the characteristics of invention among pupils and classroom activities that encourage creativity is essential (Schalk, Schumacher, Barth, & Stern, 2018). Teachers must grasp instructional episodes in the classroom to assist learners in maximizing their potential and mitigate their weaknesses to develop an environment conducive to creativity (Torrance, 2017; Kwarikunda et al., 2022).

Furthermore, Guncer and Oral (1993) investigated creativity among primary students. Two standardized tests designed for the creative potential of learners and teachers were deployed. Based on teachers' ratings of creative kids, they reported that conformity was adversely connected with creativity. Teachers viewed creative students as disruptive and nonconformist. Dawson (2017), in a previous investigation, has pioneered the same sentiment, claiming that teachers may regard creative pupils as troublemakers.

In focus, individual features mentioned in the research, as mentioned earlier, can help to understand teachers' negative attitudes toward creative learners. Torrance (2019) posited that creative personality traits include being extremely sensitive, disruptive, and divergent thinkers. Nonconformity, individuality, grit, resilience, and tactfulness, among others, were added to another research (Brandt, Lechner, Tetzner, and Rammstedt, 2020; Di Fabio & Palazzeschi, 2015). Tolerance of ambiguity and a sense of humor were two creative personality traits that revealed that students tend to be meticulous and sophisticated when their creative potential is tapped (Enkavi et al., 2019; Maffei, Boffa, Lupi, & Lanzetta, 2022). On the other hand, McQuirter Scott, and Meeussen (2017) argued that creative learners exercise self-regulated learning and can find strategies on how n.

Furthermore, students with commendable creativity skills are flexible to new situations (Dowd, 2018). Nabi and Myrick (2019) opined that creative people have a positive perspective toward their daily life. In support, Copley (2020) argued that creative students have positive traits and possess a positive and healthy personality and well-being (Dela Iglesia & Castro Solano, 2018).

4.3 Academic Optimism

For decades, students' learning has been teachers' profoundly dependent disposition and optimistic attitudes. Academic Optimism involves teachers' positive attitudes about the profession, learners, parents, and

pedagogical knowledge competence (Lim, 2017; Bruce, Esmonde, Ross, Dookie, & Beatty, 2010). Teachers' academic optimism should, theoretically, closely correlate with the formation and maintenance of an effective classroom (Mitchell, Kensler, & Tschannen-Moran, 2018) when teachers are invested in the best interests of their pupils (Goddard & Kim, 2018) and community members (Hannum et al., 2019; Zajda, 2018). Academic optimism has been studied as an instructional variable (Granziera & Perera, 2019). Still, the goal of this study was to learn more about the individual teacher attitudes that are linked to academic Optimism.

In today's classrooms, students come from a wide range of cultural, ethnic, racial, linguistic, geographic, socioeconomic positions, sexual orientations, and religious backgrounds (Beard, 2017). Furthermore, students bring a wide range of intellectual and social skills to the classroom (Granziera & Perera, 2019; Beard, Hoy, & Hoy, 2010). This requires teachers to possess and demonstrate positive attitudes, particularly for different groups of students (Coladarci, 2022), to foster a sense of inclusivity (Mitchell, Kensler, & Tschannen-Moran, 2018) and equity in both teaching and learning processes (Pellegrino, 2018).

Teachers must rise to the challenge of a diverse classroom and develop ways to enhance all students' learning. The obstacles that come with various student backgrounds and students' socioeconomic status profoundly impact the classroom (Barbier, Donche, & Verschuere (2019); Schwabsky, Erdogan, & Tschannen-Moran, 2020; Woolfolk, 2017;). This requires teachers to encourage and challenge students to meet their learning goals (Masarik & Conger, 2017) and excel in the classroom (Seligman, Abdullahi, Teherani, & Hauer, 2019). Additionally, the diverse background of students requires establishing classroom procedures to regulate students' behavior (Anderson, 2017, Darling-Hammond, 2019) and spend quality instructional time on the lesson (Hoover-Dempsey, Bassler, & Brissie, 1992; Mitchell, Kensler, & Tschannen-Moran, 2018).

Academic learning time spent in school should be devoted to successful learning tasks (Woolfolk & Franks, 2017). To guarantee that students' time in school is utilized, competent teachers provide profound understanding opportunities for students to actively participate in meaningful learning activities (Goddard & Kim, 2018; Midgley, Feldlaufer, & Eccles, 1989; Woolfolk, 2018). Students' investment in instructional episodes is vital and benefits their learning (Bryant, Bryant, & Smith, 2019). Hence, teachers should institute strategies that entrust and empower students (Midgley, Feldlaufer, & Eccles, 1989; Sackstein, 2017). This can further be achieved when teachers involve and trust the parents as partners in the academic nurture of students (Hoffman & Voloch (Eds.), 2012; Hoy, Hannum, & Tschannen-Moran, 1998). For decades, research has proven that parents' involvement is crucial in the overall academic performance of their students (Causey, Thomas, & Armento, 2000; Newmann, Rutter, & Smith, 1989).

Academic emphasis is an educational concept that demands teachers to challenge students to achieve and exceed high expectations. Research has revealed that when teachers challenge students to perform at the highest level (Tschannen-Moran & McMaster, 2009), they will learn (Pfaff et al., 2018; Tschannen-Moran & Gareis, 2019) and close the achievement gap between advanced and developing learners (Alig-Mielcarek, 2005; Raudenbush, Rowan & Cheong, 1993; Skaalvik & Skaalvik, 2017). Individual teachers' academic emphasis, as an important element of academic optimism, involves trust in their students (Anierobi & Unachukwu, 2020; Anderson et al., (2018) that they will perform outstandingly (Donovan, 2015; Sackstein, 2017; Webb, 2019). This is done by intentionally designing teaching-learning activities and assessment tasks that provide students with opportunities to demonstrate their learning or understanding of the lesson (Goree, 2019; Imants & Zoelen, 1995).

5. Correlation between Measures

Teachers' quality of teaching and attitudes in developing students' creativity is well established in education research and conventions. Teachers are role models and mentors (Monika & V.A.D., 2022) and maximize instructional moments with students (Goree, 2019; Kamylyis, Berki, & Saariluoma, 2017). Deploying and choosing effective and appropriate teaching strategies leads to opportunities for creating nurturing learning development in the regular classroom (Aljughaiman & Mowrer-Reynolds, 2019), including the whole institution (Kamylyis et al., 2017). Through teaching strategies or teaching-learning activities, students construct knowledge individually (Serbati, Picasso, Doria, & Grion, 2022) and socially (Maffei, Boffa, Lupi, & Lanzetta, 2022). Hence, teaching strategies, when rigorously and judiciously chosen (Lin & Cheng, 2017), require students to think critically (Han & Yin, 2019), problematize knowledge (Chang, Chen, & Hsu, 2020), and develop a sense of being inquisitive (Kim, 2019) in the classroom and life as well in general (Baer & McKool, 2009; Monika & V.A.D., 2022).

The previous and extant literature will educate botchers and students that students' creativity skills, in general, are not focused on schools and are given less attention in the curriculum (Beghetto, 2018). Traditionally, teachers' pedagogical choices consciously and intentionally ignore the creativity of students (Furman, 2018). Several researchers report that teachers hold some active and inappropriate teaching strategies which affect students' creativity (Beghetto, 2017; Kamylyis et al., 2019) and realize potential (Reich et al.,

2018). This is further aggravated by the teachers' projection of negative behaviors toward students and the teaching-learning process in general (Chowdhury & Islam, 2019).

Teachers' teaching-learning activities and optimism in the classroom towards students and instruction generally have a high propensity to affect students' creativity. Teachers' academic optimism is influenced by teaching strategies and vice versa (Beard, Hoy, & Hoy, 2010). Optimism means allowing students and parents, and instructional focus may be correlated with learning experiences (Beard et al., 2010) and students' creativity (Beghetto, 2017). These three elements influence and reinforce each other during teachers' utilization of effective teaching strategies (Kurz, 2018; Pagan & McGuigan, 2019; Monika, 2022).

Teachers' academic Optimism from a teacher disposition perspective influences one's pedagogical choices of teaching strategies and attitudes toward developing students' creativity. Teachers' positive behavior and attitudes energize them to adopt a desirable nurturing behavior (Forsythe & Jellicoe, 2018) to develop students' sensitivity (Mitchell, Kensler, & Tschannen-Moran, 2018) and holistically in general (Jian, Marion, & Wang, 2019). Additionally, positive attitudes will likewise fuel teachers to carefully select effective and appropriate teaching strategies for students to understand the meat of the lesson (Yu, 2019; Buzzetto-Hollywood & Mitchell, 2019) at the same time honing students' life-long learning skills and metacognitive competence (Singh & Allers, 2022).

The relevant literature reviewed in this study has significantly helped the researcher locate the niche of the current investigation. It has been laid down in the literature review gleaned from different credible and peer-reviewed studies that the teachers' disposition, creativity nurturing behavior, may be altered by choice and deployment of teaching strategies. Further, the nurturing behavior of teachers and their pedagogical choices of teaching strategies have the potential to be mediated by teachers' academic optimism.

6. Theoretical Framework

This research is predicated on Social Cognitive Theory (Bandura, 1986) which argues that an individual's faith in one's capacity to achieve self-fulfillment in doing significant tasks matters in students' success. This self-belief is crucial in students' positive mindset towards task accomplishment. In this study, the teachers' faith to succeed in this most challenging time in terms of their teaching strategies and creativity are essential in achieving optimum quality of learning. The learning theory may be maximized to empower and motivate teachers to excel in their tasks. Investigations reported that motivated teachers establish high expectations and elevate their commitment to achieving those goals.

In this study, the teacher's Optimism is to be creative and utilize teaching strategies innovatively to obtain the intended learning competencies and objectives (Sternberg, 2004). Bandura (1986) expanded his theory and opined that individuals, like students, claim a sense of identity through the interplay of internal and external factors, including the ecosystem they live lives. Thus, choosing the appropriate teaching and learning experiences requires teachers to demonstrate a deeper understanding and knowledge of factors related to students. Hamzeh (2014) underscored the utilization of cognitive, affective, and behavioral strategies to respond to the different diverse needs of learners. Utilizing variety and appropriate teaching methodologies will help students acquire knowledge and apply these in the world outside the classroom.

In support, Fishbein and Ajzen (2011) recommend that teachers provide exemplars of instructional episodes that promote critical thinking and will expedite the grasp of critical and creative thinking. Academic optimism has an essential role in the adjustment of students in students' adjustment self-efficacy, trust, and academic emphasis. Thus, the ability to believe oneself in achieving quality education despite the challenges brought by this pandemic refers to academic optimism. This is essential in boosting teachers' creativity and developing teaching strategies to improve students' learning experiences.

In students' education framework, creative nurturing behavior has been a pervasive skill, particularly this study may address the need and help education stakeholders and leaders to prioritize students' creativity and how to hone This shall serve as a support system to guide and advise students in their struggles leading towards success both in careers there and in life. With a focus on the high stake of productive student outcomes, high academic optimism that may be gleaned from this study would suggest that academic achievement is valued and the capacity to help students achieve with the parents can be trusted as partners of the school for student achievement.

Consequently, the findings of this study may also help the teachers in such a way that they may be aware of their level of academic optimism for them to know how they will improve their academic optimism. Likewise, this study would guide future researchers to explore other variables related to the research context.

The first aim of this research was to determine the significance of the mediation of academic Optimism on the association between teaching strategies and creativity-nurturing behavior among elementary public schools in Baganga South District and Baganga North District. Focus, this study aims to ascertain the teaching strategies' level; describe the nurturing creativity behavior of teachers; assess the academic optimism level;

evaluate the significant association between variables; and to the significance of the mediation of academic optimism on the relationship between creative nurturing behavior of teachers and teaching strategies.

There is no significant relationship between teaching strategies and creativity nurturing behavior of teachers, and there is no significant mediating effect of academic Optimism on the relationship between teaching strategies and creativity-enabling behavior of teachers are null hypotheses of the study that was tested at 0.05 level of significance.

7. Conceptual Framework

As revealed in Figure 1, the study focuses on three variables (independent, dependent, and mediating). Teachers' teaching strategies (Hamzeh, 2014) are the independent variable of the study, which has the following indicators: behavioral, which refers to teachers' knowledge of classroom management and students' self-regulation; cognitive places premium on particular teaching procedures that encourage students' problem solving, reasoning and numeracy skills, and affective which helps teachers decide where their efforts and resources are best spent.

The dependent variable is the teachers' creative nurturing behavior composed of the following, abstraction pertains to deep processes of the mind that look at several possible solutions to any given problem, inquisitiveness which indicates a key to encouraging students to embrace their curiosity as an essential part of education, motivation which refers to the desire to teach and one's interpersonal style toward students while doing so, and critical thinking which means about learning types and thought processes that allow students to apply what they have learned (Sharma, & Sharma, 2018). The mediating variable mediates and analyzes the association between independent and dependent variables. This is done to evaluate the influence of a mediating variable on the relationship between variables. The mediation provokes the result. Thus, mediation attempts to acknowledge the initial variable's impact on the outcome (Baron & Kenny, 1986).

This investigation uses academic Optimism as the mediating variable, which consists of self-efficacy equated with teachers' faith in their capacity, trust, which means an element of an environment where individuals can be their best selves, and academic emphasis, which refers to the achievement of learning objectives of subject and precisely the lesson (Hoy, Tarter, Woolfolk, & Hoy, 2006).

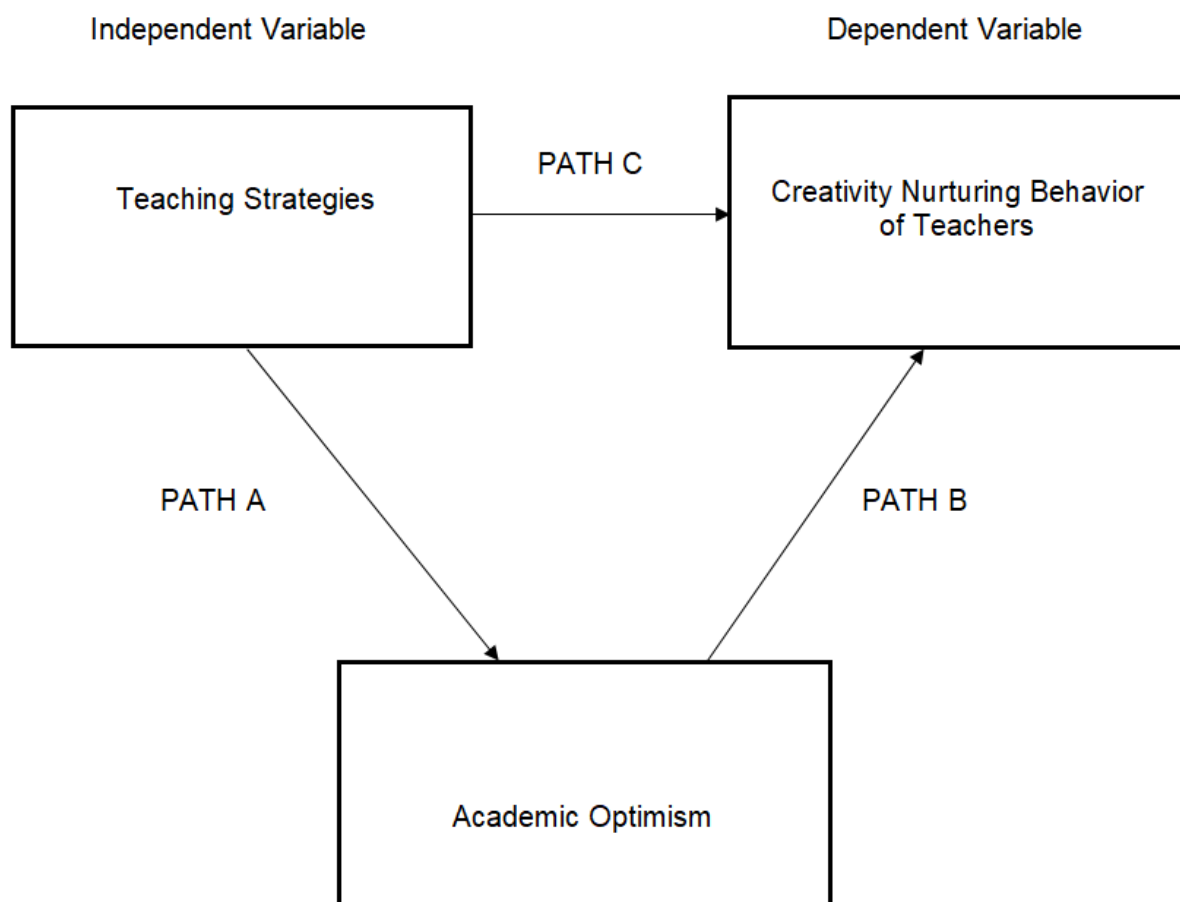


Figure 1. The Conceptual Framework Showing the Variables of the Study

8. Significance of the Study

Teachers' creative nurturing behavior and academic Optimism can be beneficial to successfully utilizing teaching strategies for students to exhibit the intended learning competencies. Hence, this study will benefit the enrichment of research literature related to students' creativity development, the promotion of teachers' Optimism toward students' academic growth, and pedagogical choice of teaching-learning experiences.

In the 21st-century education framework, creative nurturing behavior has been a pervasive skill, particularly in learning and innovation. This study may address the need for school leaders and educators to focus on students' creativity development and nurturing behavior. The result of the study may be used to help students in their academic and career journey. Moreover, educators may explore barriers, address options, and help teachers find opportunities to incorporate creative nurturing behavior in their classes to foster creativity among students.

The study's findings may help in the data-driven planning for career enhancement activities for teachers. Consequently, the results of this research also assist teachers in such a way that they become aware of their level of academic Optimism to know how they will improve their academic Optimism. Finally, the study's findings may inspire and inform present and future researchers to relentlessly investigate variables that significantly shape the development of students' creativity.

9. Definition of Terms

The following terms are defined for a better understanding of the study.

Teaching Strategies. These refer to the learning experiences of students to help them demonstrate the desired subject contents and competencies (Casacchia et al., 2021). These are measured in terms of behavioral, cognitive, and affective.

Creative Nurturing Behavior. This refers to the use of novel initiatives (Ohan, 2017). This is indicated in abstraction, curiosity, motivation, and critical thinking.

Academic Optimism. This refers to a paradigm about one's capabilities. This is emphasized in terms of self-efficacy, trust, and educational emphasis.

10. Method

This section explains the arguments on the research design, locale, sampling population, research instrument, data gathering procedures, statistical analysis, and research ethics compliance.

11. Research Design

This investigation employed a quantitative descriptive-correlational method. This was utilized to describe the association between teaching strategies and the creativity-nurturing behavior of educators. The correlation design tests the relationship between two or more variables (Zulueta & Costales, 2003). Furthermore, the correlational design fits with the research in determining the strength and nature of correlation among variables (Creswell, 2003). Additionally, descriptive design was used to analyze data relative to the context of the situation (Shuttleworth, 2008). This study determined teachers' levels of teaching strategies and creativity nurturing behavior.

The mediating technique explains the relationship between variables, and the mediating variable mediates the relation between an independent variable (Judd & Kenny, 1981). Thus, the researcher is interested in determining the mediating effect of teachers' academic optimism on the relationship between teaching strategies and the creativity and nurturing behavior of teachers is investigated.

12. Research Locale

Baganga South District and Baganga North District was the area where the study was conducted. The municipality of Baganga is geographically located in the eastern part of Mindanao barangays. Further, Baganga municipality is over 100 kilometers away from the capital city of Davao Oriental. It is in the "1st" voting congressional district of Davao Oriental with a land area of as of 2007 hectares equivalent to 94,550. Also, Baganga was divided into two school districts: Baganga North District and Baganga South District. The study was conducted in these districts because of its large sample.

13. Population and Sample

The research participants of this investigation were the 315 teachers in Baganga South District and Baganga North District, Division of Davao Oriental, for the school year 2021-2022. The study focused on teaching strategies and teachers' creativity and nurturing behavior as mediated by academic optimism. The researchers considered the teachers the most credible respondents for this study since they are educators equipped with the teaching strategies and pedagogical competencies that enable and empower them to excel as teachers.

The researcher used the non-probability sampling method. This allowed the researcher to select sample data where all teachers in the district have a fair and equitable chance to participate in the study. Moreover, the researcher considered the inclusion and exclusion criteria in selecting respondents for the study. The respondents must be licensed teachers in public elementary schools whose tenured positions are regulated by the national education department. Specifically, this research included only elementary teachers from both districts as respondents. These teachers willingly submitted themselves through informed consent and were permitted by their school heads to participate in the study. Hence, teachers were free to withdraw anytime they wanted. Further, the researcher was mindful of teachers who opted to discontinue their participation in the survey without being punished or embarrassed.

The total population of teachers in Barangay South District is 198, with a sampled respondent of 168, and there were 147 sample respondents in Barangay North District from the total population of 173. The overall population is 371, and 315 as sample respondents of the research project.

14. Research Instrument

The research questionnaires utilized in this study were survey instruments as data sources for the variables stated in the research problem. Specifically, the Teaching Strategies questionnaire was adopted from the research of Hamzeh (2014). The instrument is divided into three subscales: Behavioral Strategies, Emotional Strategies, and Cognitive Strategies.

The survey questionnaire used in this study encompassing Creativity Nurturing Behavior for Teachers was adopted from the research work of Sharma and Sharma (2018). It is composed of Abstraction, Inquisitiveness, Motivation, and Critical Thinking. Academic Optimism is the third survey instrument composed of Self Efficacy and Trust adopted from the works of Beard, Hoy, & Hoy (2010).

The first questionnaire was teaching Strategies in terms of Behavioral, Emotional, and Cognitive Strategies. The questionnaire used the scoring based on the following Likert scale: 4. 20 – 5.00 - Very High. The teachers always exhibit this dimension; 3.40 – 4.19 – High. The teachers frequently demonstrate this dimension; 2.60 – 3.39 - Moderately High. The teachers sometimes reveal this dimension; 1.80 – 2.59 - Low. The teacher seldom shows this dimension; 1.00 – 1.79 - Very Low. This dimension is rarely genuinely indicated by the teacher.

The second questionnaire was Creativity Nurturing Behavior for Teachers regarding Abstraction, Inquisitiveness, Motivation, and Critical Thinking. The survey used the scoring based on the following Likert scale: 4.20 – 5.00 – Very High. The teacher consistently exhibits creativity and nurturing behavior; 3.40 – 4.19 – High. This means the teacher often displays nurturing creativity behavior; 2.60 – 3.39 - Moderately High. This means the teacher sometimes demonstrates creativity and encouraging behavior; 1.80 – 2.59 – Low. This means the teacher seldom exhibits creativity-enabling behavior; 1.00 – 1.79 - Very Low. This means that the teacher rarely truly reveals creativity and nurturing behavior.

The last questionnaire contains items that measure Academic Optimism consisting of Self Efficacy and Trust used the scoring based on the following Likert scale: 4.20 – 5.00 - Very High. This means the teacher's academic optimism is always exhibited; 3.40 – 4.19 – High. This means that the teacher's academic optimism is frequently demonstrated; 2.60 – 3.39 - Moderately High. This means that the teacher's academic optimism is sometimes displayed; 1.80 – 2.59 – Low. This means that the teacher's academic optimism is Seldom demonstrated; 1.00 – 1.79 - Very Low. This means that teachers' academic optimism is Seldom indeed exhibited.

The first version of the research instruments was subjected to evaluation by the research adviser to improve its presentation. The quality-controlled final copies were subjected to assessment by the experts for enhancement. The last revision incorporated the experts' recommendations before data collection. The final version of the research instruments obtained an average weighted mean of 4.37, described as very good.

Before the deployment of the study instruments, it was piloted to elementary teachers who did not participate in the study. Cronbach's Alpha was employed to determine the reliability of the research instruments. The computed reliability of the device was 0.947, which is described as highly acceptable.

15. Data Collection

In the data collection, the researcher wrote a letter asking for permission from the Schools Division Superintendent, then to the School Heads concerned, to permit the researcher to investigate the 315 teachers. Upon approval, the researcher facilitated the distribution of research instruments on teaching strategies, creativity nurturing behavior, and academic optimism to expedite retrieving the needed data.

Classes were not interrupted since the participants answered the questionnaires during their vacant time. The researcher was likewise present for the entire survey duration and entertained questions from the respondents to help them deeply understand the instruments. After the respondents had entirely answered, the researcher retrieved all the questionnaires administered to the respondents. Then, the researcher asked for a

certificate of appearance for documentation purposes and ensured the credibility of the data. The data were collated, tabulated, and analyzed upon retrieving the questionnaires through appropriate statistical tools.

16. Statistical Tool

The data gathered were evaluated and treated using the following statistical tools:

Mean. This was utilized to assess the level of teacher's strategies, creativity-nurturing behavior of teachers, and academic optimism;

Pearson R. This was employed to find out the significant relationship between teachers' strategies and creativity-enabling behavior of teachers, creativity-fostering behavior of teachers and academic optimism, and teachers' strategies and academic Optimism

Regression Analysis. This was used to measure the influence of teachers' strategies and creativity-nurturing behavior of teachers on teachers' academic optimism, and the Sobel z-test was utilized to establish the mediating effect of teachers' academic Optimism on the relationship between teaching strategies and creativity-nurturing behavior.

17. Ethical Consideration

Before collecting relevant and credible data, the researcher was mindful of the ethical concerns that might arise during the study. The researcher submitted the study for assessment and evaluation to the university ethics review committee. After revisions and editing, the investigation complied with the standards and was approved with UMERC no. 2022-306. Complying with this policy, all the risks (physical, psychological, emotional, etc.) and recruitment of credible participants are promptly addressed. The researcher likewise ensured that she would be authorized and granted permission to collect the data from the research participants. To protect the welfare of the research participants and establish the credibility of the study, the following have been taken into consideration:

Voluntary Participation. The researcher ensured the participants might withdraw at any time during the study. This was to provide voluntary and confidential participation. The researcher assured the respondents that their participation would not harm or disadvantage them and that their identities would never be divulged.

Privacy and Confidentiality. The records of this study were treated with the utmost confidentiality. Any identifiable information obtained with this study remained private except if necessary, to protect the respondents' rights or welfare. The researcher can only refrain from releasing information about their participation to people unconnected with the investigation. No identifiable information would be used when the study results were published or discussed at a conference. Thus, this research would observe the Data Privacy Act of 2012, which will protect the teachers from unauthorized processing of their private or identifiable information or guarantee that their response cannot be traced back to its natural sources to protect their identity.

The Informed Consent Process. Before the study, the researcher asked the participants for signed informed consent. The researcher conducted an inclusive and comprehensive explanation of the study's rationale. The researcher ensured that the condition of the consent should be a voluntary choice. The respondents must have adequate information and understanding of the proposed research and the implications of their participation in the study so that the administrators can utilize the results for whatever purpose this may serve them best. The most important thing to consider was that the respondent signed the form, which implied that they participated in the study voluntarily. Moreover, the participants' details needed in this investigation were treated with profound care and kept strictly confidential following the RA 10173 or Data Privacy Act of 2012 which ensures that all personal data shared shall be safeguarded and protected.

Recruitment. Complying with this ethical policy, only the most credible and qualified participants were recruited. The discomforts encountered by the respondents during the survey were managed well by the researcher. The number of participants was sufficient because of the efforts made by school leaders.

Risks, Benefits, and Safety. This investigation did not require or expose the research participants to any potential harm in any physical or psychological dimensions. Throughout the conduct of the study, the participants were profoundly respected. The safety of the respondents was ensured by using pseudonyms throughout the research to protect their identities. Also, the data gathered from the survey were kept confidential and utilized to verify the study's findings. Considering the danger of COVID-19, the researcher has observed and complied with the minimum health protocols during the study, particularly in data collection.

Plagiarism, Fabrication, and Falsification. The researcher submitted the report for plagiarism evaluation through the Turn-it-in software to ensure the research paper's originality, authenticity, and credibility. Further, this ensures that the research will not fabricate intentionally or unintentionally or disrespect others' previous work. The researcher confirmed that the data and results were based on actual statistical analysis to avoid inaccuracy and contamination of data. Similarly, the write-up is consistent with the sources of literature, particularly the findings and arguments utilized. Again, falsification was also considered to ensure that the statements, theories, and models, among others, exist and are not self-made.

Conflict of Interest and Deceit. The researcher conducted the study without any hidden agenda or personal gains. The main aim of the study was to find ways to continually improve the quality of teaching and learning experiences of students. Deception abstained since there were no areas in the research where the participants would be disadvantaged.

Permission from Organization. The researcher wrote and asked for written permission from the educational institution where the investigation was conducted. The researcher talked to the School Division Superintendent and concerned School Heads to allow the researcher to administer the survey and ensure that the study procedures were seamless and efficient. Thus, the researcher explained to the teachers that their responses to the study were confidential or anonymous. Also, the teachers were ensured that their participation was voluntary and that they may withdraw at any time. Technological Issues. The researcher personally conducted the administration of the survey questionnaire. Thus, technological issues did not apply to the study.

Authorship. This study placed a premium on the credibility and qualification of the author. The researcher and her research supervisor conceptualized the design, data collection, or treatment of data. They collaboratively drafted the paper and revised it critically to ensure the credibility of the content.

18. Result & Discussion

This portion of the research exhibits the results of the data analysis, data interpretation, and discussion of the findings and its conclusion and recommendation.

18.1 Teachers' Teaching Strategies

Presented in Table 1 is the level of teaching strategies of teachers of behavioral, cognitive, and affective strategies. The overall mean of teachers' teaching strategies is 4.54 (teachers' teaching strategies are generally very high in the different teaching strategies).

As shown in the table, teachers show a very high level in all the indicators of teaching strategies. Regarding affective strategies, the teacher exhibited a high level of encouraging, supporting, and guiding the learners in identifying their strengths and weaknesses and training them to accept success and failures, with the highest mean of 4.64 (SD=0.38). Meanwhile, the behavioral strategies indicator has the lowest mean of 4.46 (SD=0.41), which shows that the teacher shows a very high level of feedback to the learners, discouraging undesired behavior in the teaching-learning recognition of the correct answers. Further, the teacher shows a very high level of teaching strategies in terms of cognitive strategies, where the teachers connect the lesson parts at the end of the class and train the learners to plan, observe, analyze, and evaluate the different learning activities which have a mean of 4.53 (SD=0.42).

The result indicates that the teachers who participated in this study employed quality teaching strategies that whelp ill students learn or perform the intended learning competencies of the different subjects. The result has validated the earlier claims of Marion (2019), Hativa (2018), and Kaskosh and Khateb (2021). Quality teaching strategies eventually help students demonstrate learning competencies.

Table 1.
Teaching Strategies

Items	SD	Mean	Descriptive Equivalent
Behavioral Strategies	0.413	4.46	Very High
Cognitive Strategies	0.428	4.53	Very High
Effective Strategies	0.389	4.64	Very High
Overall	0.367	4.54	Very High

18.2 Teachers' Creativity Nurturing Behaviour

Shown in Table 2 are the levels of creativity and nurturing behavior of teachers in terms of abstraction, inquisitiveness, motivation, and critical thinking. The overall mean of creativity nurturing behavior of teachers is 4.62 and a standard deviation of 0.415, which implies that the teacher shows a very high level of creativity-enabling behavior.

In terms of motivation, the teacher shows a very high level of emphasis on learning the importance of knowledge and skills, encouraging the learners to be more open about their interests, and struggles with the teachers, who have the highest mean of 4.69 (SD=0.44). On the other hand, in terms of abstraction, the teacher shows a very high level of encouraging the learners to work cooperatively in a group and giving enough time for learners to generate ideas, which has the lowest mean of 4.44 (SD=0.47). Inquisitiveness has a mean of 4.67 (SD=0.45), where the teachers monitor learners' progress in their ideas, and critical thinking has a standard of 4.68 (SD=0.43), where the teachers require learners to apply the lesson in different contexts and provide various activities to motivate them to demonstrate in real-life situations.

The result implies that the creativity-nurturing behaviors of teachers are highly evident in the discharge of their duties, particularly in their pedagogical decisions, such as motivating and challenging students to think creatively or critically and stimulating learners to be inquisitive. This further implies that the teachers have deployed higher-order thinking learning experiences to help students address academic challenges and, in the future, prepare them to become globally employable.

The results of the investigation have vindicated the previous works of Davies, Newton, and Newton (2018), Humes (2018), and Daniel, Belghiti, and Auriac-Slusarczyk (2017), who reported that higher thinking abilities, particularly critical and creative thinking, are crucial competencies for learners to be prepared in the practice of their profession and real-life challenges.

Table 2. Creativity Nurturing Behavior

Items	SD	Mean	D.E.
Abstraction	0.477	4.44	Very High
Inquisitiveness	0.459	4.67	Very High
Motivation	0.447	4.69	Very High
Critical Thinking	0.438	4.68	Very High
Overall	0.415	4.62	Very High

18.3 Academic Optimism of Teachers

Presented in Table 3 is the level of academic optimism of teachers in terms of self-efficacy, trust, and educational emphasis. As shown, the overall mean of the level of academic optimism of teachers is 4.60 (SD=0.39), which means that the teachers exhibited a high level of academic optimism in school.

Regarding academic optimism, the teacher exhibits a very high level of self-efficacy in encouraging the learners to follow the rules and inspiring them to believe that they can do well in schoolwork, which has the highest mean of 4.77 (SD=0.38). On the other hand, the academic emphasis has the lowest standard of 4.46 (SD=0.56), which implies a very high level of motivating the learners to explain their answers and encouraging them to submit quality work. Meanwhile, the academic optimism of teachers in terms of trust is 4.57 (SD=0.48), where the teachers trust the parents and learners in achieving educational goals. The results of the study imply that teachers' academic optimism towards learners is observed and practiced in the classroom instruction of teachers.

This further means that teachers trust and believe their students excellently can perform the intended learning competently. The findings have validated the previous research work of Anierobi and Unachukwu (2020), and Anderson, Kochan, Kensler, and Reames (2018), specifically on trusting students that they can regulate their behaviors and learn on their own and Donovan (2015), Webb (2019), and Sackstein (2017) on believing in students that they can excel in all academic tasks and subjects.

Table 3.

Academic Optimism

Items	SD	Mean	D.E.
Self- efficacy	0.383	4.77	Very High
Trust	0.488	4.57	Very High
Academic Emphasis	0.568	4.46	Very High
Overall	0.390	4.60	Very High

18.4 Significance on the Relationship between Levels of Teaching Strategies and Creativity Nurturing Behavior

Reflected in Table 4.1 above are the findings of the relationship between the level of teaching strategies and the creativity nurturing behavior of teachers. In an in-depth analysis, the indicators of teachers' teaching strategies and creativity-nurturing behavior revealed an overall computed r-value of 0.712 with a probability value of <0.01, which is significant at 0.05. This means a strong positive correlation exists between teaching strategies and teachers' creativity and nurturing behavior.

This is indicative that the higher the level of teaching strategies, the higher the creativity and nurturing behavior of teachers. Also, the null hypothesis of no significant relationship between teaching strategies and teachers' creativity and nurturing behavior was rejected. It implies an essential connection between the teaching strategies and teachers' creativity and encouraging demeanor.

The result has validated the previous research of Aljughaiman and Mowrer- Reynolds (2019), who reported that deploying and choosing effective and appropriate teaching strategies results in creative nurturing learning development opportunities in the classroom.

Table 4.1.
Significance on the Relationship between Levels of Teaching Strategies and Creativity Nurturing Behavior

Creativity Nurturing Behavior	Teaching Strategies			
	Behavioral Strategies	Cognitive Strategies	Effective Strategies	Overall Teaching Strategies
Abstraction	0.495* (0.000)	0.593* (0.000)	0.597* (0.000)	0.561* (0.000)
Inquisitiveness	0.473* (0.000)	0.651* (0.000)	0.635* (0.000)	0.586* (0.000)
Motivation	0.530* (0.000)	0.616* (0.000)	0.611* (0.000)	0.586* (0.000)
Critical Thinking	0.548* (0.000)	0.336* (0.000)	0.332* (0.000)	0.405* (0.000)
Overall Creativity Nurturing Behavior	0.615* (0.000)	0.768* (0.000)	0.752* (0.000)	0.712* (0.000)

**Significant at 0.05 significance level.*

In addition, the study's findings have validated the previous work of Aljughaiman and Mowrer-Reynolds (2019), who argued that choosing effective and appropriate teaching strategies leads to opportunities for creating nurturing learning development in the regular classroom. Through teaching strategies or teaching-learning activities, students' creativity through the construction of knowledge (Maffei, Boffa, Lupi, & Lanzetta, 2022; Serbati, Picasso, Doria, & Grion, 2022) is supported and nurtured. The result further vindicated the previous findings of Lin and Cheng (2017) and Han and Yin (2019), who reported that teachers' careful choice of teaching strategies stimulates students' creativity in the classroom.

18.5 Significance on the Relationship between Levels of Teaching Strategies and Academic Optimism

Displayed in Table 4.2 above are the results of the relationship between levels of teaching strategies and academic optimism. In an in-depth analysis, the indicators of teaching strategies and academic Optimism revealed an overall computed r-value of 0.333 with a probability value of <0.01, which is significant at 0.05. It shows a moderate positive correlation between the two variables.

This indicates that the more the teachers utilize the teaching strategies, the higher the level of academic optimism. Thus, the null hypothesis was therefore rejected. This means a significant relationship exists between teaching strategies and academic optimism. The result of the study has validated the previous research work of Beard (2017) and Beard, Hoy, and Hoy, (2010), who revealed that teaching strategies and vice versa influence teachers' academic optimism. This implies that appropriate and quality teaching strategies will enhance and stimulate teachers' optimism toward teaching the subject and students in general.

Table 4.2
Significance on the Relationship between Teaching Strategies and Academic Optimism

Teaching Strategies	Behavioral Strategies			Overall Teaching Strategies
	Behavioral Strategies	Cognitive	Effective Strategies	
Academic Optimism	0.296* (0.000)	0.314*	0.312* (0.000) (0.000)	0.333* (0.000)

**Significant at 0.05 significance level.*

18.6 Significance on the Relationship between Creativity Nurturing Behavior and Academic Optimism

Displayed in Table 4.3 are the findings of the relationship between creative nurturing behavior and the academic optimism of teachers. In an in-depth analysis, the indicators of creative nurturing behavior and

academic optimism of teachers revealed a computed overall r-value of 0.774 with a probability value of <0.01, which is significant at 0.05. This shows a strong positive correlation between the two variables.

This implies that the higher the level of teachers' creative nurturing behavior, the higher the level of academic optimism. Also, the null hypothesis of no significant relationship between creative nurturing behavior and teachers' academic optimism was rejected. This is indicative that there is a substantial relationship between creative nurturing behavior and academic optimism. The result of the study has vindicated the prior research work of Forsythe and Jellicoe (2018) and Mitchell, Kensler, and Tschannen-Moran (2018) who reported that teachers' optimism or positive behavior fuels their nurturing behavior in developing students' creativity.

Table 4.3

Significance on the Relationship between Levels of Creativity Nurturing Behavior and Academic Optimism

Creativity Nurturing Behavior of Teachers	Academic Optimism
Abstraction	0.607* (0.000)
Inquisitiveness	0.657* (0.000)
Motivation	0.648* (0.000)
Critical Thinking	0.657* (0.000)
Overall Creativity Nurturing Behavior	0.774* (0.000)

**Significant at 0.05 significance level.*

18.7 Significant Mediation of Academic Optimism on the Relationship between Teaching Strategies and Creativity Nurturing Behavior

Detailed in Table 5 above are the findings of the significance of the mediation of academic optimism of teachers on the relationship between teaching strategies and creativity nurturing behavior. In an in-depth analysis, it could be gleaned that the indicators of academic optimism and teaching strategies, and creativity-cultivating behavior revealed a computed r-value of 0.680 with a probability value of <0.01, which is significant at 0.05 level; it could be gleaned that the indicators of academic Optimism and creativity nurturing behavior revealed a computed r-value of 0.654 with a probability value of <0.01 which is significant at 0.05 level.

This implies that academic optimism significantly affects the relationship between teaching strategies and creativity-nurturing behavior. Thus, the null hypothesis of no substantial mediation of academic optimism on the relationship between teaching strategies and creativity-nurturing behavior was rejected. However, the mediation effect is partial.

The partial mediation implies that academic optimism accounts for some but not all of the relationship between teachers' strategies and creativity-nurturing behavior. Further, this indicates that academic optimism may be treated as a strategy through which teaching strategies affect creativity and nurturing conduct. However, other factors may also be attributed to the variables mentioned earlier relationship.

Table 5

Significance of the Mediation of Academic Optimism on the Relationship between Teaching Strategies and Creativity Nurturing Behavior

Pair	Variables	Correlation Coefficient	p-value	Decision on Ho
IV at DV	Teaching Strategies and Creativity Nurturing Behavior	0.712	0.000	Reject
IV at MV	Teaching Strategies and Academic Optimism	0.333	0.000	Reject
MV at DV	Academic Optimism and Creativity Nurturing Behavior	0.774	0.000	Reject

18.8 Mediation Analysis of the Three Variables

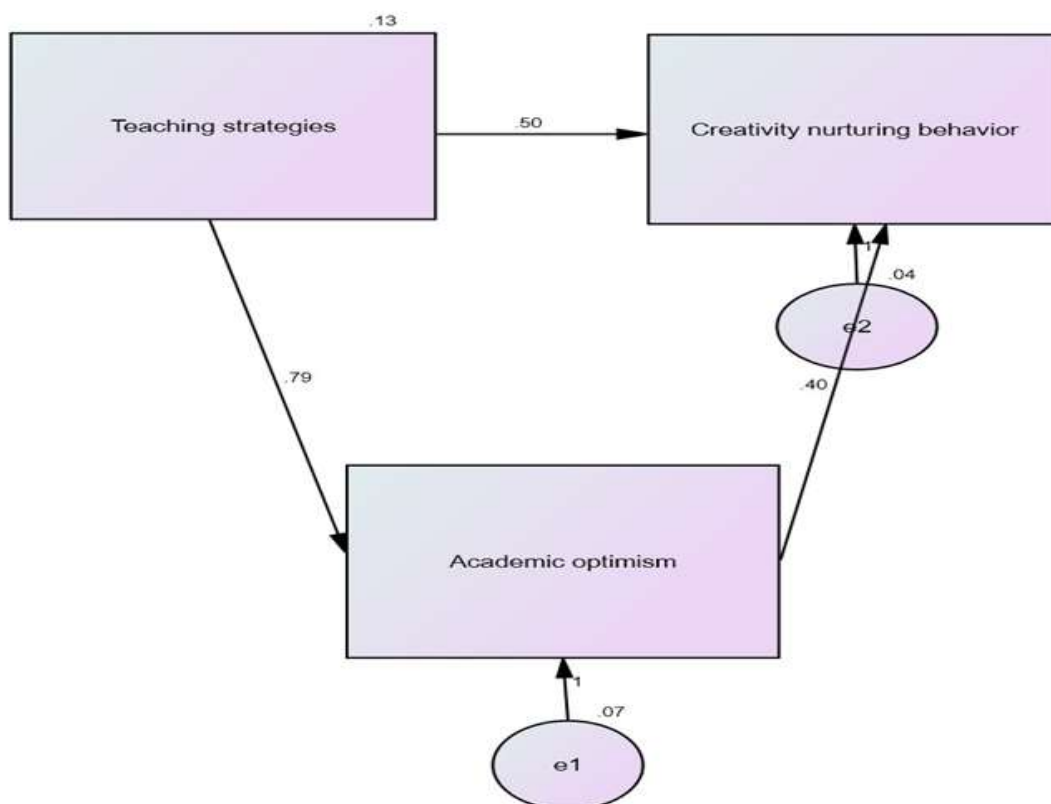
This examined whether Academic Optimism mediated the effect of Teaching strategies on Creativity Nurturing Behavior of Teachers. Using Path Analysis, figure 3 shows that path Teaching Strategies (X) to Academic Optimism (M), Academic Optimism (M) to Creativity Nurturing Behavior (Y), and Teaching Strategies (X) to Creativity Nurturing Behavior (Y) are significant with sign unchanged. Hence, academic optimism partially mediates the relationship between teaching strategies and creativity-nurturing behavior. Figure 3 shows that for every unit increase in Teaching Strategies (T.S.), there is a corresponding 0.79 unit increase in Academic Optimism (A.O.). Also, for every unit increase in Teaching Strategies (T.S.), there is a 0.51 corresponding increase in Creativity Nurturing Behavior.

Increased Academic Optimism generates a 0.40 unit increase in creativity-nurturing behavior. This implies that teaching strategies can improve creativity-nurturing behavior but should change academic optimism; hence, academic optimism mediates teaching strategies for enhanced teachers' creativity-nurturing behavior.

These results imply that the relationship between teaching strategies and creativity nurturing behavior of teachers is partially mediated by academic Optimism and that other factors may also be influencing the relationship. Finally, the findings of the study have validated the previous works of Chen et al. (2019) and Kaya and Uzuntiryaki (2019), who revealed the partial mediating effect of academic Optimism on the relationship between teaching strategies and creativity nurturing behavior of teachers for elementary and high school teachers respectively.

PARTIAL MEDIATION (WITH SIGN UNCHANGED)

			Estimate	S.E.	C.R.	P	Label
AO	<---	TS	.793	.040	19.994	***	
CNB	<---	TS	.502	.048	10.549	***	
CNB	<---	AO	.396	.045	8.810	***	



- X = TEACHING STRATEGIES
- Y = CREATIVITY, NURTURING BEHAVIOR
- M = ACADEMIC OPTIMISM

Figure 3. Results of the Mediation computation

19. Conclusion

The teacher exhibited a very high level of teaching strategies. The effective strategy indicator has the highest mean, which means that the teacher demonstrated a high level of encouraging, supporting, and guiding the learners in identifying their strengths and weaknesses and training them to accept success and failures.

The teacher shows a very high level of creativity and nurturing behavior. The motivation indicator has the highest mean, which means that the teacher emphasizes the importance of knowledge and skills, encouraging the learners to be more open about their interests and struggles.

The teachers demonstrated a commendable level of academic optimism. Regarding academic optimism, the teacher exhibits an impressive group of self-efficacies with the highest mean. The teachers show a high level of encouraging the learners to follow the rules and inspiring them to believe they can do well in schoolwork.

The results of this investigation revealed a significant relationship between the variables. First, results showed a significant relationship between teaching strategies and creativity-nurturing behavior. Second, an essential connection between academic Optimism and creativity-nurturing behavior is likewise reported. Lastly, teaching strategies and academic optimism have a significant relationship.

This study revealed that academic optimism partially mediates the relationship between teaching strategies and academic optimism. When the teacher shows academic optimism in teaching strategies and creativity nurturing behavior, the whole school community, especially the learners, would try to become models in school and the community working together to achieve educational goals.

20. Recommendations

The following recommendations were proposed based on the results and conclusions: Educators' Optimism and creative nurturing behavior can lead to the successful use of teaching strategies to achieve education goals. Also, the school head may provide opportunities for the teachers to showcase and explore their creative nurturing behavior in utilizing the different learning strategies.

Since the teaching strategies have the lowest overall mean among the three variables but are still very high, teachers may collaborate with other teachers to strengthen academic optimism and develop creativity and nurturing behavior among teachers. Teachers may need to be more involved in the different professional development regarding teaching strategies to improve their creativity and enabling behavior by helping the learners learn in the best way possible. Knowing that their teachers are actively involved can motivate them to be more active and perform better.

In this 21st-century education, this study will address the need for teachers the urgency to go beyond the traditional way of teaching. Teachers may develop their creativity skill to improve their instructional strategies and students' engagement through classroom observations and utilize the Revised Blooms Taxonomy (Wilson, 2016) using Anderson's C.P.D. Cognitive Process Dimension. Teachers may collaborate with their school heads regarding their needs for professional development to provide optimum learning to the learners.

Consequently, based on the findings of this study, teachers may be aware of their level of academic optimism for them to know how they will improve their academic optimism. The researcher also recommends a strong partnership for all the stakeholders to have a positive outcome with all the needs in the school. Likewise, this study suggests to the researcher further research establish a predictor of the excellent performance of the teachers in their classrooms. For practicing future educators to implement strategies that nurture creativity in their content areas, the researcher commences professional development and teacher learning on creativity with a prioritized focus on the creative process; building teacher knowledge about the creative process with strategies and reactions would support innovative pedagogy in all subjects. Thus, teachers' optimism allows students to feel encouraged. This may result in a motivated classroom where students are empowered and supported. Finally, academic optimism's partial mediation on the association between teaching strategies and creativity-nurturing behavior may prompt future researchers to investigate other factors not identified in this study.

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