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TEACHING PERFORMANCE, STUDENT SELF-EFFICACY AND CREATIVITY FOSTERING TEACHER: A STRUCTURAL MODEL ON ACADEMIC SUCCESS OF STUDENTS

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Abstract:
The best-fit model of student academic success as determined by teacher effectiveness, student self-efficacy, and creativity-fostering teacher was the focus of this study. Using correlational and structural equation modeling, 400 senior high school students in the Davao Region, the Philippines, were the study's responders. The findings demonstrated that instructional effectiveness, student self-efficacy, and creativity supporting both teacher and student academic achievement were at high levels. Additionally, there were strong relationships found between all exogenous variables and pupils' academic progress. The results finally indicated that Model 3 was the best-matched model. Model 3 showed that the two indicators that remained, planning and development, stated teaching performance. The two indicators that remained, self-regulated learning and competence, measured the self-efficacy of students. The two remaining domains, integration and flexibility, stated the exogenous variable that fosters teacher creativity. In contrast, the two maintained markers of students' endogenous variable-attentiveness and extrinsic motivation/current time characterized their academic accomplishment. This

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suggests that public schools can track the success of their staff growth program and keep upping the quality of their instruction to increase student efficacy and academic achievement.

Keywords: educational management, teaching performance, student self-efficacy, creativity fostering teacher, academic success, structural equation model, students, Philippines

1. Introduction

In today's educational setting, enhancing students' academic success or achievement and interest are two major problems, especially for those who are low-achieving. One of the most difficult issues that both students and instructors deal with is the issue of low academic accomplishment or achievement. Additional factors that lead to poor academic performance include behavioral disorders, gangsterism's impact, issues with discipline, and the necessity of starting labor at a young age (Govindarajoo *et al.*, 2022; Kapur, 2018). Consequently, the poor academic success of students becomes a major frustration for teachers, administrators, parents, and stakeholders at school. Low or weak marks below the typical average indicate a student's poor academic performance. This could cause someone to repeatedly fail regardless of their skill set. In addition to having a big impact on students' performance, teachers and the school environment can also be to blame for low learning outcomes (Algani, & Eshan, 2019; Cascio, 2019).

Because academic achievement is closely associated with the results we value, it is vital. Academically accomplished and highly educated students have a greater likelihood than less educated students to be hired, to have a steady paycheck, and to have more job prospects. In addition to having better incomes, they also have greater odds of having Individuals with health insurance exhibit less dependence on social services, demonstrate a lower likelihood of engaging in criminal activities, have higher levels of civic engagement and volunteerism, and generally experience improved physical and mental well-being, leading to greater overall happiness. Academically successful adolescents also exhibit greater sociability, experience reduced levels of anxiety and despair, possess elevated self-esteem, and demonstrate lower susceptibility to substance abuse. Self-confidence and a strong sense of self-worth are crucial elements for committing to academic success. Academic achievement is regarded as a crucial component of students' behavioral growth and a prerequisite for entering both the workforce and higher education institutions (Koser, 2022; Regier, 2021).

Given the significance of students' academic success, the researcher reviewed the factors that influence their academic success. Student academic performance appears to be linked with teachers' performance in teaching, especially in terms of their preferred delivery and communication styles while teaching. Further, studies verify that educators have a significant influence on their pupils' achievement in school and in life (Blazar, 2016; Gilbert, 2018). Similarly, students' academic achievement is correlated with the

caliber of their professors. On the other hand, one of the critical elements affecting academic achievement is student self-efficacy. Students' views and ideas about their capacity to succeed academically are referred to as self-efficacy in school. Moreover, creativity of teachers has a vital role in students' academic success. The use of creative instructional method can enhance students' creativity and productivity, and eventually improve their academic learning achievement (Hayat, Shateri, Amini, & Shokrpour, 2020; Sugiyanto, Pribadi & Supriyanto, 2017).

Positive academic emotions positively predict academic success. Almost every facet of the educational process involves emotions. Good learning-related emotions can affect students' performance by improving the classroom environment, the quality of the teacher-student and peer connections, and the effectiveness of the method of instruction. Also, academic achievement is influenced by a wide range of factors, such as the educational background and financial status of parents, the effectiveness of educators, the accessibility and availability of textbooks, archives, practical labs, lunch services, and many more. Children residing in impoverished conditions may encounter limited access to engaging physical surroundings and educational prospects. Every nation's educational system is in danger if senior high school students consistently perform less well academically (Brew, Nketiah & Koranteng, 2021; Hayat, Shateri, Amini, & Shokrpour, 2020).

Moreover, lessons are poorly performed due to a dearth of instructional materials and instructors, a negative attitude toward the subject, and ineffective teaching strategies. Academic achievement is influenced in some way by teaching effectiveness, according to a previous study. This influence may stem from a deficiency in teaching proficiency or the inherent difficulty of the particular subject matter. Similarly, the performance of instructors influences the success of students. Students' academic performance improves as they become more similar to their instructors. In teacher preparation, it is critical to reinforce newly acquired knowledge and abilities (Bibon, 2022; Gilbert, 2019).

The self-efficacy of educators is significant due to the consequences it has on the effectiveness of instruction and the academic achievements of students. Educators who possess elevated levels of self-efficacy report significantly diminished tension and increased job satisfaction. Consequently, gaining insight into the self-efficacy of educators could yield significant benefits when advocating for the welfare of instructors and the enhancement of educational institutions. Relatedly, thought patterns and emotions are influenced by self-efficacy beliefs, which subsequently facilitate or impede actions. Therefore, one could contend that educators who possess higher degrees of self-efficacy are particularly prominent. inclined to perceive obstacles as surmountable and may exhibit enhanced confidence when confronted with novel challenges. As a result, students experience improved learning and achieve higher levels of academic achievement (Barni, Danioni & Benevene, 2019; Jerrim, Sims & Oliver, 2023).

In addition, the construct of instructors' efficacy is significant because it provides students with an immediate, influential response. Educators who have a strong sense of self-efficacy employ novel pedagogical approaches. Exceptionally effective educators

hold their pupils accountable for their own academic accomplishments and fulfillment of responsibility. They are convinced that students' academic achievements are significantly enhanced through the processes of instruction and mutual assistance. Likewise, student success is based on a wide variety of factors, including motivation, classroom environment, and teacher effects. Teacher efficacy, which is associated with both teacher behaviors and pupil the results, is a crucial variable in the effectiveness of educators. Teachers with high self-efficacy can influence the success of their pupils in a positive way (Hassan & Akbar, 2019; Van Hulzen, 2020).

Educators who cultivate creativity generate an original pedagogical approach, employ a diverse range of tactics, and are resolute in their efforts to advance student achievement via efficacious means. The majority of emergent concerns in contemporary research on teachers' creativity pertain to the crucial responsibility of educators in fostering student achievement. The teaching efficacy of educators is positively impacted by their creativity, with female educators being perceived as more creative in comparison to their male counterparts. On the other hand, A previous study's findings indicated that there is no discernible correlation between creativity and academic performance among students in higher education institutions. No correlation was found between personality trait, need for knowledge, and academic success (Arifani & Suryanti, 2019; Bano, Din & Jabeen, 2021).

Furthermore, the only studies that have been conducted thus far are Ma's (2022) The Effect of Teachers' Self-Efficacy and Creativity on the Academic Achievement of English as a Foreign Language Learners and Hayat *et al.*'s (2020) Relationships between Academic Self-Efficacy, Learning-Related Emotions, and Metacognitive Learning Strategies with Academic Performance in Medical Students: A Structural Equation Model. The researcher had not encountered any local studies examining the academic achievement of students. The researcher was intrigued by this context in order to ascertain whether variables such as teaching effectiveness, student self-efficacy and creativity fostering teacher significantly influence the academic success of students in Baganga North District, The potential for the Division of Davao Oriental to formulate action plans aimed at enhancing teaching performance may be of interest to the designated audiences of this study, student self-efficacy, and creativity fostering teacher and consequently augment students' academic success among public senior high schools, thus, the need to conduct this study.

2. Literature Review

Reviews of related literature are discussed in support of the study. On teaching performance as the first exogenous variable, instructors are accountable for the school's continued development. Teachers must be dedicated to their positions in order to achieve consistently high levels of performance and thereby contribute significantly to the school's growth and development. Academic achievement and learning for students are determined by the performance of their instructors. As a result, teacher expectations of

performance serve as a valuable benchmark for classroom activities. They determine their activities while transmitting knowledge to students, which becomes a reference for continuous improvement of their work. The lack of adequate support will prevent the progress of learning in the students (Batuigas, Leyson, Fernandez, Napil & Sumanga, 2022; Gonzales, 2021).

Moreover, the crucial determinant of the educational process's effectiveness is the ongoing development of educators. As a result, it is critical that educators receive sufficient training in order to acquire the necessary knowledge and effective teaching abilities. It is acknowledged that teacher preparation programs are an essential element in enhancing the educational process. Programs for teacher development and training must be routinely presented and assessed by authorities in the respective fields. In the same way, educators must engage in ongoing scientific education by attending seminars, workshops, and training in order to broaden their perspectives, gain practical knowledge, and incorporate it into their teaching and learning endeavours. In order to enhance the calibre of instruction provided by teachers, technological and data application training must be implemented in the classroom (Alfaidi & Elhassan, 2020; Ningtiyas & Jailani, 2018).

Student academic self-efficacy is the second exogenous variable; it is one of the important factors influencing academic performance. Academic self-efficacy refers to the students' beliefs and attitudes toward their capabilities to achieve academic success, as well as their belief in their ability to fulfill academic tasks and the successful learning of the materials. Further, self-efficacy beliefs lead to individuals' excellent performance through increasing commitment, endeavor, and perseverance. The learners with high levels of self-efficacy attribute their failures to lower attempts rather than lower ability, while those with low self-efficacy attribute their failures to their low abilities. Therefore, self-efficacy can influence the choice of tasks and perseverance while doing them. In other words, students with low self-efficacy are more likely to be afraid of doing their tasks, avoiding, postponing, and giving them up soon. In contrast, those with high levels of self-efficacy are more likely to rely on themselves when faced with complex issues to find a solution to the problem, as well as being patient during the process, making more efforts, and persisting longer to overcome the challenges. Therefore, it seems that self-efficacy is one of the most important factors in the student's academic success. Students' self-efficacy in the first year of university is a strong predictor of their future performance (Hayat, Shateri, Amini, & Shokrpour, 2020; Mohsen, 2017).

Developing competence is one of the key goals of education, having value not only for learners but for society as well. Someone who is competent in a domain has the capability to use the body of knowledge and skills of that domain to accomplish tasks and goals beyond the educational or training program. Therefore, competent people contribute constructively within life settings. Accordingly, expectancy and ability beliefs are judgments of students' competence and their self-efficacy. Expectancy beliefs and ability beliefs both consist of expectations for success and perceptions of competence. Expectancy beliefs have items that ask students on how well they will do in an academic

area or learn new material, while ability beliefs have items that ask how good a student is in an academic subject, how they rate themselves and how good they are in that subject compared with other classmates (Dullas, 2018; Vitello *et al.*, 2021).

In addition, domain, specific, and task-specific are the levels of specificity of self-competence and self-efficacy. Expectancy and ability beliefs fall on domain specific while self-efficacy beliefs fall on task-specific but are sometimes assessed at a domain-specific level. Furthermore, students with high self-efficacy focus on enhancing their competencies and learning tasks. With more competence comes more ability to control the future and attribute events as caused by the self, thus exhibiting personal efficacy. Self-efficacy is thought to increase performance through different mechanisms. For example, individuals who reveal high levels of self-efficacy tend to set more difficult goals for themselves. They also put in more effort and persist for a longer time when faced with challenges (Boe *et al.*, 2018; Dullas, 2018).

On creativity fostering teacher as the third exogenous variable, fostering students' creativity is an important aspect of teaching. Teachers are challenged to know which methods can foster students' school creativity and how design pupils are influenced to become more creative. Understanding the nature of creativity could affect teachers' attitudes and teaching practices towards their students' learning. To increase teaching effectiveness, teachers must identify the tools that foster students' creativity. Also, Critical to ensuring students' readiness for the job market of the twenty-first century is the instructor's cultivation of student innovation in the classroom. Present-day pupils must be instructed in advanced thinking abilities, as the twenty-first century underscores (Apak, Taat, & Suki, 2021; Kabli, 2021).

Integration is a cooperative, integrative educational approach that fosters an environment where students are free to express themselves in a social context. This promotes collaboration among pupils both internally and in their professional surroundings. Students must develop the ability to collaborate with others, even in a creative environment. Participants in a prior investigation engaged in both concurrent and diverse thinking exercises; however, they identified flexible thinking as the most crucial skill for cultivating creativity within an educational setting. Integration, which by its very nature unifies art and non-art subjects into distinctive processes and outcomes that accomplish students' learning objectives, was the principal pedagogical approach (Kabli, 2021; Wilson, 2018).

When creativity is promoted in school environments, it can stimulate and sustain student achievement, develop individual and group engagement, and result in better student self-efficacy and satisfaction. Likewise, creativity can motivate students to acquire new knowledge through a creative channel. It is the responsibility of teachers to produce instructions that embolden the creativity of students. An additional study discovered a positive correlation between teacher conduct that encouraged creativity and the creative accomplishments of students. The correlation between inbuilt drive and artistic success was more pronounced when a student possessed a deep openness to experience (Du, Xie, Zhong, Zou, Law, & Yan, 2019; Papaleo, 2015).

On academic success as the exogenous variable, academic achievement transcends mere numerical scores, average grades, or degree conferrals. The attainment of academic success encompasses various results, including the cultivation of soft skills (e.g., networking, communication, collaboration, presentation, and writing), proficiency in research, expansion of academic knowledge, engagement in societal contributions, and an understanding of global affairs. A previous study on students' success motivation, academic self-concept, and academic accomplishment found out that students' self-perception and academic achievement are interrelated. Additionally, academic accomplishment and accomplishment motivation are interconnected (Bakar, Alsmadi, Ali, Shuaibu & Solahudin, 2022; Myburgh, 2019).

Educational achievement or academic success refers to the extent to which a student, instructor, or institution has accomplished their immediate or long-term learning goals. Academic achievement is evidenced by the acquisition of educational milestones, such as undergraduate degrees and higher education credentials. In addition, examinations and continuing evaluations are commonly employed to evaluate academic advancement, but there is a divergence of perspectives regarding the most effective methods for measuring it and determining the distinction between declarative knowledge (e.g., facts) and procedural knowledge (e.g., skills) (Ziedner, 2018). In a similar vein, extracurricular student involvement usually contributes to the development of stronger links between students and educational institutions, which enhances academic achievement. While not all activities have a favorable impact on academic performance, major-related activities typically result in increased student success (Son, 2019).

General academic skills help students cultivate effective learning strategies, time management abilities, and research and communication proficiencies. In addition to instruction in the fundamentals of the English language, students also gain knowledge of every skill required to assess their academic progress. The purpose of this is to achieve results that are directly related to their learning experiences and reflect their overall opinion progress in terms of learning growth. Further, General academic skills encompass the ability to encode, store, and utilize information in a logical and effective manner through various activities such as time management, goal formulation, study preferences, and motivation. Developing general academic abilities can help alleviate students' fatigue and worry while also boosting their motivation to further the way they learn and do in school (Mallillin, 2018; Motevalli, Hamzah, Roslan, Hamzah & Garmjani, 2021).

The study was based on Walberg's (1981) Theory of Educational Productivity, which posits that the cognitive, behavioral, and attitudinal outcomes of students' education are influenced by their individual psychological qualities and their immediate psychological circumstances. Walberg's research also found nine main factors that affect how well students do in school. These are: the student's ability or previous achievement, their motivation, their age or level of development, the amount and quality of instruction,

the classroom environment, their home environment, their peer group, and their exposure to media outside of school.

This research was grounded in Herzberg's (1966) Two-Factor Theory of Motivation, which posits that specific circumstances influence employee satisfaction and dissatisfaction and subsequently affect their behavior. Their performance is influenced in both positive and negative ways by these outcomes. It is said that these conditions influence both satisfaction and dissatisfaction. The determinants of satisfaction are correlated with acknowledgement, accountability, progression, and development. When these elements are present, satisfaction results. The opposite is true for employees; discontentment engenders this sentiment. Assignable to salaries, status, job security, working conditions, and so forth are these conditions.

This research was additionally corroborated by Bandura's (1997) Social Learning Theory, which posits that efficacy serves as a significant foundation for action. Individuals' lives are determined by their views on their own efficacy. Self-efficacy pertains to an individual's convictions regarding their own Ability to strategize and execute required tasks to achieve desired results. Therefore, this efficacy represents the conviction that motivates people to take action and accomplish a goal. The theory of self-efficacy attempts to comprehend the operation of human existence in terms of self-control by establishing the framework of cognitive, affective, motivational, and psychological conditions. From this standpoint, it is hypothesized that self-efficacy influences individuals to interpret and translate both internal and external factors that influence an action.

Finally, this research was corroborated by Sternberg's (1999) Theory of Successful Intelligence, which consists of four fundamental components. Achieving success requires a harmonious integration of intellectual, artistic, and practical proficiencies. Analytical, creative, and practical skills are the three fundamental components of intelligence. To generate effective issues and responses, imaginative thinking is necessary. This form of intellect is critical when contemplating innovative resolutions to seemingly insurmountable challenges. For example, specific individuals abandon their daydreams and idealistic aspirations due to the belief that their present life circumstances hinder their ability to achieve them. One can use creativity to envision how a life alteration could bring an individual one step closer to achieving his or her goal.

3. Material and Methods

A sample of 400 senior high school pupils from the eleven divisions in Region XI were selected for this research during the academic year 2022-2023. The researcher employed the utmost sample size specified in Slovin's formula (Yamane, 1967), which was 400 at a significance level of 0.05. A method of stratified random sampling was utilized to select the study's respondents. Stratified random sampling (SRS), as defined by Nguyen, Shih, Srivastava, Tirthapura & Xu (2020), stratification is the process of dividing the population into distinct groupings known as strata. A per-stratum sample was selected within each

stratum using uniform random sampling. The stratified random sample is created by aggregating each sample inside each stratum.

Additional consideration was given to inclusion criteria during the respondent selection process. Samples for this research consisted solely of students in grades 11 and 12 who were enrolled in the eleven public schools identified for the academic year 2022-2023. These students were selected because they had been the only ones who met the necessary criteria and were capable of responding to the survey questionnaire's questions. Additional students who were not registered in Grades 11 and 12 and did not attend private institutions or belong to the specified areas were excluded from the research. In addition, elementary school pupils and those in seventh, eighth, ninth, and tenth grades were omitted from the study. The intended participants had the autonomy to refuse to take part in the survey. Retraction from the research study is permissible for participants who have engaged in unethical behavior, such as plagiarism or falsification, as well as those who have health conditions or special requirements. Participants were not required to complete the research questionnaire and were alternatively urged to give it back to the researcher for automated destruction.

The survey measuring instruction performance was derived from the work of Moreno-Murcia *et al.* (2015), with necessary adjustments to ensure its suitability for the research and validation by subject matter experts. Indicators for teaching performance comprise the teaching performance questionnaire: planning, development, and results. Furthermore, the student self-efficacy questionnaire was modified with permission from Dullas (2018). It was revised to conform to the study's specifications and validated by the specialists. The assessment tool utilized to gauge student self-efficacy comprises the subsequent indicators: self-regulated learning, perceived authority, ability, and perseverance.

In addition, the survey utilized to assess creativity among educators was derived from Hondzel's (2013) questionnaire, which was adjusted to align with the research and validated by subject matter experts. Indicators of a teacher who fosters creativity include autonomy, integration, motivation, discernment, adaptability, assessment, inquiry, opportunities, and exasperation. Furthermore, the academic success questionnaire for students was derived from Festa-Dreher's (2012) work. It was adjusted to suit the needs of the study and validated by experts in the field. The academic success surveys comprise the subsequent indicators: overall academic proficiency, self-directed learning, perceived instructor effectiveness, external motivation pertaining to the future, engagement in social activities, career determination, absence of anxiety, personal adaptation, and external motivation pertaining to the present moment.

The academic achievement of students, teaching efficiency, and student self-efficacy were assessed using the five orderable gradations, each accompanied by its corresponding range of means and descriptions: 4.20–5.00, or exceedingly high, indicates that the following are consistently evident: items pertaining to teaching performance, student self-efficacy, teachers who cultivate creativity, and students' academic achievements; 3.40–4.19 or higher indicates that the following are frequently observed:

items pertaining to teaching efficiency, student self-efficacy, teachers who cultivate creativity, and students' academic achievements; 2.60–3.39, or moderate, indicates that items pertaining to teaching effectiveness, the self-confidence of a teacher who fosters creativity, and students' academic success are occasionally manifested; 1.80–2.59, or low, indicates that such items are rarely manifested; and 1.00–1.79, or very low, indicates that such items concern neither the effectiveness of teachers nor students' self-efficacy, creativity, nor academic success.

The first version of the research instrument was submitted to the research adviser for comments and suggestions on how to improve its presentation, including the incorporation of necessary adjustments. For modification, the final copies were sent to a panel of specialists. The final draft was made by incorporating the errors, comments, and suggestions given by the professional validators before collecting the data. The aggregated expert outcomes yielded an average mean score of 4.93, which is characterized as "excellent" in words.

Additionally, experimental testing of the research apparatus was conducted on a subset of students who were not included in the study's respondents prior to its administration. The survey questionnaire utilized in the pilot test underwent reliability assessment through the start of the Internal Consistency Method. This approach was deemed most suitable due to the test comprising items with dichotomous scores, in which the examinee was required to either pass or fail. The computed reliability results for the instrument were as follows: 0.941 for academic success, 0.962 for self-efficacy, 0.970 for creativity nurturing teachers, and 0.941 for teaching performance.

This study utilized a quantitative, non-experimental research approach, specifically employing the correlational technique. The correlational technique is a non-experimental design where the researcher analyzes the relationship between variables without manipulating or controlling them in a real-life context. Correlational studies involve the examination of the strength of relationships between variables through the observation of This study employed a quantitative, non-experimental research approach, notably utilizing the correlational technique. The correlational method is a non-experimental design that involves analyzing a connection between variables without modifying or controlling them in a real-life situation (Creswell, 2002).

In the same way, the modeling of structural equations was implemented in this investigation. Lomax and Li (2013) state that this approach integrates factor analysis and path analysis in order to examine theoretical connections between latent variables. In this context, models may vary in complexity due to the inclusion of any number of variables, including latent, dependent, noticed, and latent factors. By incorporating factor analysis into the method of structural equation modeling, the researcher can utilize many indicators for each underlying variable instead of relying on a single indicator. This improves the measurement conditions, specifically in terms of validity and reliability, in comparison to when the measure was a single variable. An escalating number of scientific inquiries employ structural equation modeling (SEM), a potent multivariate technique utilized to assess and analyze multivariate causal relationships. Path analysis is also a

statistical procedure that is incorporated into SEM. In contrast, path analysis originated in the field of informatics and utilizes a path diagram to establish the causal relationship between variables (Wright, 1921). Earlier versions of econometrics introduced path analysis through the use of coupled formulas (Haavelmo, 1943).

The present investigation adhered to a methodical protocol. The researcher initially drafted a letter request that was granted approval by the Dean of Professional Schools. Requesting permission to conduct the study, the approved letter was transmitted to the School Division Superintendents of the Department of Education Divisions identified in the area of the investigation. Following this, the researcher distributed duplicates of the authorized letter to the various school administrators of the participants in order to facilitate an extensive collection of data. Prior to distributing the survey questionnaire to the participants of the eleven designated public schools, the researcher made a courtesy call to the school administrators of those schools and deliberated on the strategy for conducting an online survey via Google Forms with all relevant respondents. Considering that there was still no declaration of a COVID-free situation during this period of the COVID-19 pandemic, the researcher diligently adhered to the safety protocols prescribed by the Inter-Agency Task Force for Emerging Infectious Diseases, including face mask use and physical and social isolation. A comprehensive compilation of the names, email addresses, and phone numbers of all individuals who have responded have been asked for from the places of employment of the respective school administrators/principals during the courtesy call. The researcher utilized the list as the foundation for the collection of data. The survey questionnaire was imported by the investigator into a Google Forms template that was comprehensible to the respondents and included explicit instructions for completing and retrieving the instrument.

The researcher conducted the study in strict adherence to ethical principles, adhering to the evaluations outlined in the study protocol and standardized criteria, with particular attention to population and data management. Concerns of a moral nature were noted throughout the course of this research. Prior to conducting the study, the researcher obtained consent from the relevant authorities concerning the behavior and participation of the intended participants. Respondents were briefed on their responsibilities and made aware that their participation was voluntary and without cost. Participants were requested to provide informed consent and were assured that the information gathered would remain private and confidential, with access restricted only to those who wished to rescind their involvement. The researcher ensured that all potential hazards were eliminated by taking into account psychological, financial, and physical preparations, as well as mitigating measures. There were no instances of plagiarism, falsification, or fabrication throughout the entire study period. There was no conflict of interest (COI) or traces of it, and deceit was prevented. In consideration for publication, the advisor is admitted as a co-author of the research.

4. Results and Discussion

Table 1: Level of Teaching Performance

Indicator	SD	Mean	Descriptive Level
Planning	0.56	4.16	High
Development	0.52	4.25	Very High
Result	0.62	4.11	High
Overall	**0.51**	**4.17**	**High**

The findings of the research, which frequently examined teaching performance, corroborated the assertions of several authors (Batuigas *et al.*, 2022; Gonzales, 2021) that the progress of an educational institution is contingent upon its faculty. Teachers must be dedicated to their positions in order to achieve superior performance and contribute significantly to the school's development and progress. As a result, teacher performance standards serve as a valuable benchmark for classroom activities. They establish their endeavors while imparting knowledge to pupils, which serves as a benchmark for ongoing progress in their endeavors.

Moreover, the indicator development has a very high level. This supports various authors (Alfaidi & Elhassan, 2020; Ningtiyas & Jailani, 2018) who stated that teacher development is the determining element in whether the educational process succeeds. It is imperative that educators acquire sufficient training in order to acquire both knowledge and effective instructing abilities. It is acknowledged that teacher preparation programs are an essential element in enhancing the educational process. Consistently engaging in scientific activities, including seminars, workshops, and training, is imperative for educators to broaden their knowledge and skills in order to effectively implement them in their pedagogical and educational endeavors. In order to enhance the quality of instruction provided by teachers, training on the use of technology necessitates that they utilize data and technology applications in the classroom effectively.

Table 2: Level of Student Self-Efficacy

Indicators	SD	Mean	Descriptive Level
Perceived Control	0.53	4.23	Very High
Competence	0.56	4.08	High
Persistence	0.58	4.13	High
Self-Regulated Learning	0.55	4.16	High
Overall	**0.50**	**4.15**	**High**

The study's findings regarding the considerable degree of student self-efficacy are consistent with the assertions made by several authors (Hayat, Shateri, Amini, & Shokrpour, 2020; Mohsen, 2017), which suggest that academic self-efficacy among students is a significant determinant of academic achievement. Individuals who possess high levels of self-efficacy ascribe their setbacks to inadequate attempts rather than diminished capability. Conversely, those who have low self-efficacy attribute their setbacks to their own inadequate abilities. Self-efficacy has the potential to impact both

the selection of tasks and the level of persistence exhibited during their completion. Individuals who possess elevated levels of self-efficacy are more inclined to depend on their own abilities to resolve complex problems. Furthermore, they demonstrate extraordinary patience, exert more significant effort, and persevere for more extended periods of time in order to surmount the obstacles they encounter.

Additionally, the competence indicator is at a high level. The findings align with the assertions made by several scholars (Boe *et al.*, 2018; Vitello *et al.*, 2021) that cultivating competence is a fundamental objective of education, benefiting not only students but also society at large. An individual who possesses expertise in a particular field is capable of applying their domain-specific knowledge and abilities to achieve objectives and duties that extend beyond the scope of their education or training. It is postulated that self-efficacy influences performance via various mechanisms. For instance, those who exhibit elevated levels of self-efficacy are more likely to establish ambitious objectives for themselves. They exhibit more significant effort and demonstrate longer-lasting persistence in the face of obstacles.

Table 3: Level of Creativity Fostering Teacher

Indicators	**SD**	**Mean**	**Descriptive Level**
Independence	0.62	4.18	High
Integration	0.63	4.20	Very High
Motivation	0.63	4.25	Very High
Judgment	0.60	4.15	High
Flexibility	0.67	4.15	High
Evaluation	0.64	4.03	High
Question	0.60	4.14	High
Opportunities	0.62	4.26	Very High
Frustration	0.59	4.25	Very High
Overall	**0.51**	**4.18**	**High**

The findings indicated a significant proportion of educators who nurture students' creativity, a conclusion supported by multiple authors (Apak *et al.*, 2021; Kabli, 2021), which suggests that encouraging students' ingenuity is a critical component of instruction. Gaining insight into the essence of creativity may influence the practices and perspectives of educators with regard to the education of their pupils. In order to enhance instructional efficacy, instructors must discern the resources that cultivate students' ingenuity. Furthermore, the act of fostering creativity among students within the classroom is imperative in order to guarantee their preparedness for the labor market of the twenty-first century. Present-day pupils must be instructed in higher-order thinking skills, as the twenty-first century emphasizes.

Moreover, these findings are supported by the various authors (Kabli, 2021; Wilson, 2018) and their statements that the indicator integration has a very high level. They are adopting a cooperative, integrative pedagogical approach that fosters student autonomy in a social setting. This promotes collaboration among pupils both internally and in their professional surroundings. Students must develop the ability to collaborate

with others, even in a creative environment. The ability to think flexibly is the most crucial quality for fostering creativity in the classroom.

Table 4: Level of Academic Success of Students

Indicators	SD	Mean	Descriptive Level
General Academic Skills	0.58	4.13	High
Internal Motivation/Confidence	0.61	4.14	High
Perceived Instructor Efficacy	0.61	4.18	High
Concentration	0.62	4.17	High
External Motivation/Future	0.63	4.17	High
Socializing	0.67	4.12	High
Career Decidedness	0.67	4.05	High
Lack of Anxiety	0.69	4.06	High
Personal Adjustment	0.63	4.03	High
External Motivation/Current Time	0.58	4.13	High
Overall	**0.51**	**4.12**	**High**

The findings of the research, which frequently examines the academic achievement of students, align with the perspectives of several authors (Bakar *et al.*, 2022; Myburgh, 2019) who assert that academic success transcends mere numerical scores, grade point averages, or degree credentials. The attainment of academic success encompassed various results, including the cultivation of soft skills (e.g., networking, communication, collaboration, presentation, and writing), proficiency in research, expansion of academic knowledge, engagement in societal contributions, and an understanding of international affairs. A correlation between academic self-concept and academic achievement in students was discovered in a prior study examining success motivation, academic self-concept, and academic achievement.

Table 5: Significance on the Relationship between the Levels of Teaching Performance and Academic Success of Students

Teaching Performance	Academic Success of Students										
	GAS	IM/CO	PIE	CON	EM/FUT	SOC	CD	LOA	PA	EM/CT	Overall
Planning	.300* (0.000)	.263* (0.000)	.293* (0.000)	.212* (0.000)	.297* (0.000)	.288* (0.000)	.258* (0.000)	.271* (0.000)	.268* (0.000)	.251* (0.000)	.331* (0.000)
Development	.340* (0.000)	.284* (0.000)	.295* (0.000)	.246* (0.000)	.266* (0.000)	.266* (0.000)	.239* (0.000)	.226* (0.000)	.272* (0.000)	.258* (0.000)	.329* (0.000)
Result	.340* (0.000)	.297* (0.000)	.328* (0.000)	.252* (0.000)	.262* (0.000)	.296* (0.000)	.256* (0.000)	.247* (0.000)	.234* (0.000)	.230* (0.000)	.336* (0.000)
Overall	**.362* (0.000)**	**.312* (0.000)**	**.340* (0.000)**	**.263* (0.000)**	**.305* (0.000)**	**.315* (0.000)**	**.279* (0.000)**	**.275* (0.000)**	**.285* (0.000)**	**.272* (0.000)**	**.368* (0.000)**

In addition, a high degree of general academic proficiency is present. Consistent with the findings of several authors (Mallillin, 2018; Motevalli *et al.*, 2021), this study demonstrates that general academic abilities assist students in managing their time, developing research and communication abilities, and becoming more efficient learners. As evidenced by their learning development, this is intended to produce outcomes that are specific to their learning experiences and reflect them on their overall assessment. The

acquisition of general academic skills increases students' motivation to better their educational achievement and learning while decreasing their fatigue and anxiety.

A substantial correlation exists between the academic achievement of students and the performance of instructors. The results of the research are corroborated by several authors' assertions (Brew *et al.*, 2021; Hayat *et al.*, 2020), which indicate that academic success is positively correlated with positive academic emotions. The performance of students can be impacted by positive emotions associated with learning, which manifest in various ways, such as improved learning processes, stronger teacher-student and peer-peer relationships, and more effective teaching. Additionally, academic achievement is influenced by a multitude of factors, such as the income and level of education of parents, the performance of educators, and the availability and accessibility of textbooks, libraries, practical laboratories, and meal provisions, among others.

Table 6: Significance on the Relationship between the Levels of Student Self-Efficacy and Academic Success of Students

Student Self-Efficacy	Academic Success of Students										
	GAS	**IM/CO**	**PIE**	**CON**	**EM/FUT**	**SOC**	**CD**	**LA**	**PA**	**EM/CT**	**Overall**
PC	.476* (0.000)	.421* (0.000)	.404* (0.000)	.291* (0.000)	.347* (0.000)	.409* (0.000)	.387* (0.000)	.330* (0.000)	.260* (0.000)	.379* (0.000)	.454* (0.000)
COMP	.497* (0.000)	.425* (0.000)	.428* (0.000)	.356* (0.000)	.453* (0.000)	.424* (0.000)	.415* (0.000)	.392* (0.000)	.290* (0.000)	.366* (0.000)	.496* (0.000)
PER	.474* (0.000)	.446* (0.000)	.437* (0.000)	.326* (0.000)	.401* (0.000)	.384* (0.000)	.421* (0.000)	.351* (0.000)	.359* (0.000)	.368* (0.000)	.486* (0.000)
SRL	.506* (0.000)	.419* (0.000)	.500* (0.000)	.371* (0.000)	.477* (0.000)	.438* (0.000)	.395* (0.000)	.356* (0.000)	.297* (0.000)	.374* (0.000)	.506* (0.000)
Overall	**.541* (0.000)**	**.473* (0.000)**	**.490* (0.000)**	**.372* (0.000)**	**.465* (0.000)**	**.458* (0.000)**	**.448* (0.000)**	**.396* (0.000)**	**.335* (0.000)**	**.412* (0.000)**	**.538* (0.000)**

A noteworthy correlation exists between students' self-efficacy and their academic achievements. The results of the research align with the assertions made by several scholars (Hassan & Akbar, 2019; Van Hulzen, 2020) that the efficacy of educators is a significant concept that elicits immediate and influential reactions from pupils. Educators who have a strong sense of self-efficacy employ novel pedagogical approaches. Highly effective educators hold their students' environments and their own effects in high regard. Teacher efficacy, which is associated with both teacher behaviors and pupil outcomes, is a crucial variable in teacher effectiveness. Teachers with a high sense of self-efficacy can influence the success of their pupils for the better.

Table 7: Significance on the Relationship between the Levels of Creativity Fostering Teacher and Academic Success of Students

Creativity Fostering Teacher	Academic Success of Students										
	GAS	**IM/CO**	**PIE**	**CON**	**EM/FUT**	**SOC**	**CD**	**LOA**	**PA**	**EM/CT**	**Overall**
IND	.473* (0.000)	.440* (0.000)	.370* (0.000)	.356* (0.000)	.396* (0.000)	.389* (0.000)	.366* (0.000)	.410* (0.000)	.272* (0.000)	.378* (0.000)	.471* (0.000)
INT	.508* (0.000)	.488* (0.000)	.406* (0.000)	.386* (0.000)	.467* (0.000)	.436* (0.000)	.426* (0.000)	.407* (0.000)	.340* (0.000)	.392* (0.000)	.522* (0.000)
MOT	.467* (0.000)	.501* (0.000)	.484* (0.000)	.393* (0.000)	.473* (0.000)	.517* (0.000)	.428* (0.000)	.386* (0.000)	.309* (0.000)	.398* (0.000)	.534* (0.000)
JUD	.439* (0.000)	.494* (0.000)	.420* (0.000)	.354* (0.000)	.456* (0.000)	.443* (0.000)	.413* (0.000)	.464* (0.000)	.389* (0.000)	.423* (0.000)	.527* (0.000)
FLEX	.506* (0.000)	.522* (0.000)	.465* (0.000)	.399* (0.000)	.453* (0.000)	.443* (0.000)	.441* (0.000)	.425* (0.000)	.349* (0.000)	.446* (0.000)	.545* (0.000)
EVAL	.532* (0.000)	.550* (0.000)	.498* (0.000)	.372* (0.000)	.457* (0.000)	.472* (0.000)	.468* (0.000)	.432* (0.000)	.277* (0.000)	.389* (0.000)	.546* (0.000)
QUE	.702* (0.000)	.677* (0.000)	.602* (0.000)	.496* (0.000)	.568* (0.000)	.544* (0.000)	.584* (0.000)	.554* (0.000)	.400* (0.000)	.485* (0.000)	.690* (0.000)
OPPOR	.621* (0.000)	.684* (0.000)	.613* (0.000)	.488* (0.000)	.620* (0.000)	.580* (0.000)	.531* (0.000)	.555* (0.000)	.411* (0.000)	.504* (0.000)	.687* (0.000)
FRUST	.707* (0.000)	.692* (0.000)	.681* (0.000)	.555* (0.000)	.641* (0.000)	.587* (0.000)	.589* (0.000)	.536* (0.000)	.490* (0.000)	.489* (0.000)	.731* (0.000)
Overall	**.677* (0.000)**	**.691* (0.000)**	**.621* (0.000)**	**.520* (0.000)**	**.622* (0.000)**	**.604* (0.000)**	**.581* (0.000)**	**.570* (0.000)**	**.442* (0.000)**	**.535* (0.000)**	**.719* (0.000)**

A noteworthy correlation exists between educators who cultivate creativity and the scholastic achievements of their pupils. The study's results are corroborated by several authors (Arifani & Suryanti, 2019; Bano *et al.*, 2021), who assert that educators who cultivate creativity develop an exceptional pedagogical approach, employ an array of tactics, and are devoted to ensuring student achievement through efficacious means. The majority of emergent concerns in contemporary research on teachers' creativity pertain to the crucial responsibility of educators in fostering student achievement.

Table 8: Goodness of Fit Measures of Structural Equation Model 1

Index	**Criterion**	**Model Fit Value**
P-Close	**> 0.05**	.000
CMIN/DF	**0 < value < 2**	4.555
P-value	**> 0.05**	.000
GFI	**> 0.95**	.784
CFI	**> 0.95**	.884
NFI	**> 0.95**	.857
TLI	**> 0.95**	.872
RMSEA	**< 0.05**	.094

When evaluating the absolute fit of Model 1, Table 8 provides the information that Chi-Square/Degrees of Freedom can be utilized. A CMIN/DF value of 4.555 indicated an inadequate fit, a Goodness of Fit Index (GFI) of 0.784 failed to provide substantial support for the model, and a Root Means of Error Approximation (RMSEA) of 0.094 failed to meet the requirement for a reasonably fit model. The results of evaluating the measures of comparative fit indicated that the Comparative Fit Index (CFI) was 0.884, the Normed Fit

Index (NFI) did not exceed 0.05, and the p-close (0.000) did not exceed 0.05. In its entirety, Structural Model 1 exhibited a marked lack of fit, failing to satisfy every single criterion.

Table 9: Goodness of Fit Measures of Structural Equation Model 2

Index	Criterion	Model Fit Value
P-Close	**> 0.05**	.000
CMIN/DF	**0 < value < 2**	5.385
P-value	**> 0.05**	.000
GFI	**> 0.95**	.848
CFI	**> 0.95**	.902
NFI	**> 0.95**	.883
TLI	**> 0.95**	.883
RMSEA	**< 0.05**	.105

The goodness of fit metrics for Structural Model 2 are presented in Table 9. The absolute fit of Model 2 was evaluated using the indices CMIN/DF and RMSEA, which yielded values of 5.385 and 0.105, respectively. This indicated a lack of suitability as it failed to meet the requirements for an ideal fit. It failed the GFI (0.848), CFI (0.902), NFI (0.883), and TLI (0.883) in terms of comparative fit. Both the p- p-value (0.000) and p-close (0.000) were not higher than 0.05. Thus, Structural Model 2 was a poor fit in totality.

Table 10: Goodness of Fit Measures of Structural Equation Model 3

Index	Criterion	Model Fit Value
P-Close	**> 0.05**	.904
CMIN/DF	**0 < value < 2**	1.336
P-value	**> 0.05**	.139
GFI	**> 0.95**	.984
CFI	**> 0.95**	.997
NFI	**> 0.95**	.986
TLI	**> 0.95**	.994
RMSEA	**< 0.05**	.029

In hypothesized Model 3, the causal relationship between the exogenous variables of teaching performance, student self-efficacy, and a teacher who fosters creativity, and the endogenous variable of academic success of students is demonstrated. The findings indicate that three exogenous variables—student self-efficacy, represented by self-regulated learning and competence; teaching performance, represented by planning and development; and teacher flexibility and integration, representing creativity fostering—make an essential impact on the endogenous variable, which is students' academic success. The outcome is consistent with the model modification strategy proposed by Kline (2005), which unequivocally demonstrated the significance of student self-efficacy, teaching performance, and instructor creativity in promoting academic achievement. The effectiveness of an instructor is considered a positive predictor of academic achievement. Development and planning comprise the final substantial indicators of teaching performance. The efficacy of educators is correlated with the achievements of students.

Students' academic performance improves as they become more similar to their instructors. In teacher preparation, it is critical to reinforce newly acquired knowledge and abilities (Bibon, 2022; Glibert, 2019).

Also, self-efficacy can positively impact student success. Self-regulated learning and competence are the remaining significant indicators of student self-efficacy. The significance of self-efficacy stems from the implications it has on the effectiveness of instruction and the academic achievement of students. Educators who possess elevated levels of self-efficacy report significantly diminished tension and increased job satisfaction. Thought patterns and emotions are influenced by self-efficacy beliefs, which subsequently facilitate or impede actions. Individuals who possess elevated levels of self-efficacy are inclined to perceive obstacles as surmountable and may exhibit enhanced confidence when confronted with novel challenges (Barni *et al.*, 2019; Jerrim *et al.*, 2023).

Moreover, a creativity-fostering teacher positively predicts academic success. Integration and flexibility are the remaining significant indicators of creativity-fostering teachers. When creativity is promoted in school environments, it can stimulate and sustain student achievement, develop individual and group engagement, and result in better student self-efficacy and satisfaction. Creativity can motivate students to acquire new knowledge through a creative channel. The relationship between teacher conduct that encouraged creativity and student creative achievement was positive. The correlation between intrinsic motivation and creative achievement was more pronounced when a student possessed a profound openness to experience (Du *et al.*, 2019; Papaleo, 2015).

Further, the results of the endogenous variable (academic success) showed three remaining significant indicators (general academic skills, concentration, and external motivation/current time) which results are summed up and supported by various authors (Son, 2019; Ziedner, 2018) In general, participation in extracurricular activities strengthens the bonds between students and colleges and universities, resulting in increased academic achievement. While not all types of activities have a positive impact on academic performance, activities that are relevant to the student's discipline have, on average, resulted in improved grades.

Lastly, the findings of the research align with the propositions put forth by Walberg (1981) regarding the Theory of Educational Productivity. This theory suggests that educational outcomes—including cognitive, behavioral, and attitudinal ones—are influenced by the psychological characteristics of individual students and their immediate psychological environments. The results of the study are consistent with the assertions made by Walberg (1981) in relation to the Theory of Educational Productivity. According to this theory, the psychological attributes of specific students and their immediate emotional environment have an impact on educational outcomes, encompassing cognitive, behavioral, and attitudinal modifications.

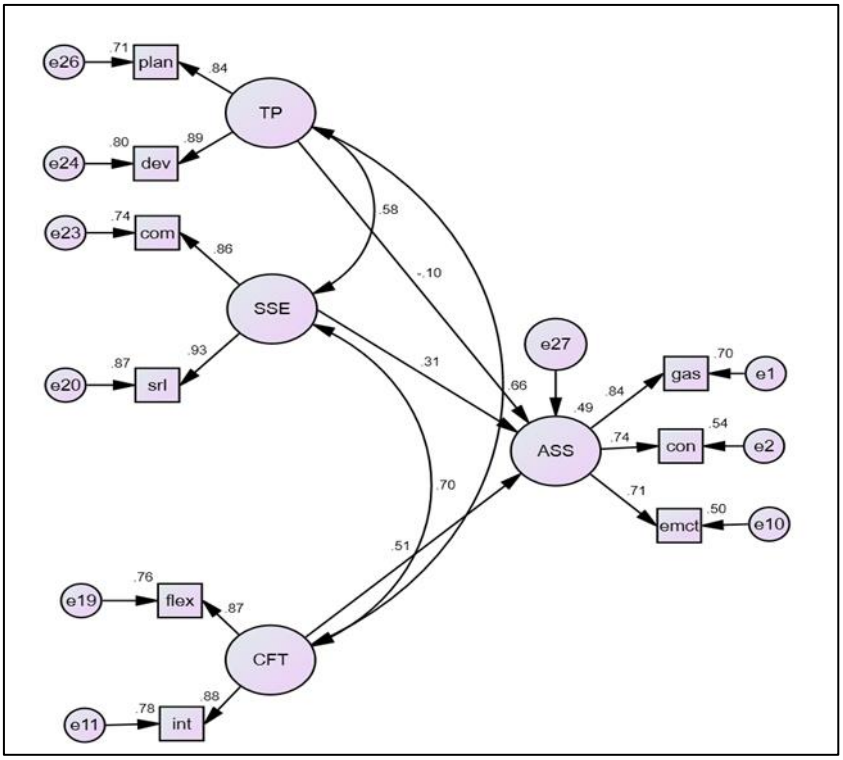

Figure 4: Structural Equation Model 3 in Standardized Solution

5. Recommendations

The researcher formulated suggestions in accordance with the findings of the investigation. Regarding the achievement of a high standard of teaching performance, the researcher suggests the ongoing implementation of innovative teaching strategies and the promotion of open dialogue and communication. Activities conducted inside classes and the school that enable teachers and staff to be effective in their roles should be consistently supported and periodically assessed in terms of their objectives and trajectory. An additional suggestion that school administration can implement is granting teachers unrestricted access to various communication tools, including email, web-conferencing, and the school's own website for teachers. This would enable teachers to freely share their insights and knowledge for the benefit of the students and the school. This platform is accessible to all school personnel and instructors, facilitating improved and ongoing communication among all members. The teachers' proficiencies in support, problem-solving, active listening, providing feedback, and conflict resolution can be improved by allowing everybody to share their skills across all departments in the school. This collaborative approach can lead to the development of shared recommendations and collective decision-making.

In order to cultivate a positive working environment, it is recommended that educational institutions give teachers the freedom to pursue their areas of expertise, allow them to showcase their skills and abilities more prominently throughout their teaching careers, and offer them sufficient support to ensure they deliver impactful lessons to students. In relation to this matter, the school administration may carry out an

evaluation (using assessment tools) to ascertain the current condition or progress of the instructor's effectiveness.

It is recommended to uphold the practice of allowing students to participate in all school activities, such as debates, quiz bee competitions, sports/cultural matches, and other classes or schools that can contribute to the improvement of students' abilities and abilities, considering the significant level of student self-confidence. In this scenario, the teachers may contemplate bestowing medals or acknowledgements for all deserving pupils for their exceptional performance in the classroom within the entire school.

There is a sense of proprietorship over the school among both the teachers and students, as they demonstrate respect, trust, and commitment in all their actions within the educational institution. This sentiment will extend beyond the individual and impact both the family and the community, thereby fostering a positive perception of the institution. Teachers may also facilitate the opportunity for students to share their thoughts, opinions, and even emotions about the teachers or the school through the utilization of suggestion boxes. These boxes can be strategically placed in visible locations and overseen by either the counselor at school or the students' affairs offices. With regards to nurturing a high level of creativity in educators, the researcher suggests that in their daily interactions with students, school administration and faculty members should be guided by the principles of camaraderie and unity. It may be possible for students and faculty to consistently underscore the institution's vision, mission, and objectives—or even commit them to memory—so that all classroom and school-related conduct would be governed by these guiding principles. For the benefit of everyone, a training session or reorientation can be conducted either in a classroom or at a school-wide level. The implementation of seminars on collaboration and team building, the reorientation and orientation of faculty towards the school's vision, mission, and objectives, leadership development, and interpersonal aptitudes, among other topics, will enable educators to advance, gain confidence, and serve as exemplars for their pupils. In order to foster teacher retention and continued professional development, it is imperative that instructional settings consistently provide opportunities for teachers to engage in trust-building exercises, problem-solving endeavors, and plan-making.

Regarding the evaluation and sustenance of harmonious relationships among educators and their supervisors or colleagues, it is recommended that they ensure regular and ongoing communication by organizing monthly meetings for professors and management to discuss their present working conditions. Additionally, they might consider organizing a small celebration to commemorate the birthdays of an accomplished individual or an annual gathering as a means of doing so. A positive work environment will foster healthy relationships among employees.

The researcher suggests that the school management should persist in implementing sustainable practices in both individual classrooms and the entire institution. The teachers may persist in their efforts to achieve continuous quality improvement (CQI) in their respective areas. Teachers, as the pupils' surrogate parents, should behave with unwavering integrity, honesty, modesty, and dedication to their

educational duties. The school management may continue to arrange seminars and training sessions to restore educators, empowering them to deliver kids with the utmost level of instruction and to stay up-to-date on cutting-edge pedagogical methods. The school administration may administer an evaluation procedure to determine which departments or faculty members require modification or enhancement.

Regarding the elevated standard of academic achievement among students, it is suggested that the achievement of the school's mission, vision, and objectives will be contingent on the degree to which school administration demonstrates sensitivity towards the concerns of both faculty and students, who are, after all, the driving forces behind the institution's triumph. The researcher advises instructors to consistently employ effective teaching tactics, maintain positive interactions with colleagues, and prioritize involvement with students. Additionally, it is important for teachers to be receptive to diverse perspectives in the workplace. This may encompass facilitating dialogues or concentrated group discussions with students who are concerned, soliciting their suggestions and concerns in order to resolve issues and concerns pertaining to the subject matter or fellow classmates. One such technique is to start the lesson with a concise prayer, sharing personal experiences, or allowing students to maintain a daily journal. This would enable the instructor to monitor the students' progress and identify any issues that may be arising at home, in class, or in school, in order to develop interventions that can effectively address the identified concerns. Students will incorporate everything they have learned in school into their families and the larger community. Subsequent researchers may undertake additional quantitative investigations to validate the findings of this study across regions or schools employing a more extensive sample size. Additionally, qualitative inquiries may be pursued to highlight exemplary practices within educational institutions.

6. Conclusion

The researcher arrived at the following conclusions in light of the study's findings. High mean values are observed for teaching effectiveness, pupil self-efficacy, teachers who foster creativity, and academic achievement. Additionally, noteworthy correlations can be observed between teaching efficacy and students' academic achievements, student self-efficacy and students' academic progress, and teachers who nurture students' creativity and students' academic progress. Additionally, the findings indicated that, out of the three structural models considered, Model 3 is the most suitable for predicting the academic achievement of students.

All of the exogenous variables of teaching performance represented by the measured indicators of planning and development; student self-efficacy represented by the measured indicators of self-regulated learning and competence; and creativity fostering teacher represented by the measured variables integration and flexibility had a significant influence on the academic success of students. This research is grounded in the anchor theory, which is a component of Walberg's (1981) Theory of Educational

Productivity. According to this hypothesis, the educational results (such as thinking abilities, actions, and attitudes) are affected by the mental characteristics of individual students and their immediate psychological surroundings.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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