Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 7 (2026)

Grade 7 Students' Creativity Through Improvised Instrument at Balete Integrated School

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Publication Date: July 2, 2026 DOI: **10.5281/zenodo.21135456**

Abstract

This study examined the creativity, engagement, and music skills of Grade 7 students at Balete Integrated School during the School Year 2025–2026 through the use of improvised musical instruments. It explores learners' creativity in terms of originality of design, functionality of handmade instruments, and quality of sound produced. Furthermore, it investigates how improvised instruments enhance students' creativity through experimentation with materials, problem-solving during construction, and expression of musical ideas. The study also evaluates students' participation and engagement in music class, including active involvement, creativity, social interaction, and music skills development, as well as the challenges encountered by learners in constructing improvised instruments. The findings serve as the basis for proposing enhancement activities to improve students' creativity and engagement in music learning.

Using a mixed-method research design, the study involved 40 Grade 7 students who responded to a researcher-made questionnaire and checklist. Quantitative data were analyzed using weighted mean, composite mean, and ranking, while qualitative insights were gathered from students' responses regarding their experiences and difficulties.

Results revealed that students demonstrated a very satisfactory level of creativity in terms of originality, functionality, and sound quality. The use of improvised instruments enhanced students' creativity, particularly in experimentation with materials, problem-solving skills, and expression of musical ideas. Moreover, students agreed that improvised instruments positively influenced their participation and engagement, especially in active involvement, social interaction, and overall music skills development.

However, the study also identified several challenges encountered by students, including difficulty in constructing functional instruments, selecting appropriate materials, producing quality sound, and maintaining confidence during performance. These challenges were experienced often and moderately affected students' ability to fully maximize their creativity and performance in music activities.

Based on the findings, enhancement activities were proposed focusing on guided instrument construction, structured music tasks, increased opportunities for experimentation, and collaborative learning strategies. The study concludes that while students exhibit commendable creativity and engagement in music through improvised instruments, continuous support, structured guidance, and resource provision are essential to further strengthen their musical creativity, participation, and overall learning experience.

Keywords: *Improvised Instruments, Creativity in Music, Student Engagement, Music Skills, MAPEH, Experiential Learning, Creative Expression*

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 7 (2026)

I. INTRODUCTION

Education plays a crucial role in developing the intellectual, creative, and social abilities of learners. In the modern educational landscape, schools are not only expected to develop students' academic knowledge but also to nurture creativity, innovation, and self-expression. These competencies are considered essential for learners to adapt successfully to the rapidly changing demands of the 21st century. In secondary education, particularly in subjects such as Music and Arts, students are encouraged to explore their creativity, develop appreciation for artistic expression, and discover their potential through meaningful and engaging learning experiences.

Creativity is an important component of learning in music education. It allows students to express ideas, emotions, and cultural identity through sound, rhythm, and musical performance. Through creative activities, learners develop imagination, confidence, and problem-solving skills. Music education also helps students build collaboration, discipline, and appreciation of the arts. However, in many schools, the lack of musical instruments and limited instructional resources often hinder the effective implementation of music activities that require active participation and hands-on experience.

One practical approach that teachers can use to address this challenge is the use of improvised instruments. Improvised instruments refer to musical tools created from locally available or recycled materials that can produce sound and rhythm similar to conventional musical instruments. These may include containers, bottles, cans, wooden objects, and other everyday materials that can be transformed into musical devices. The use of improvised instruments not only promotes creativity but also encourages resourcefulness, environmental awareness, and active learner participation.

Schools particularly public institutions often experience limitations in terms of musical equipment and resources for music instruction. As a result, some music lessons remain theoretical rather than experiential, which may reduce students' interest and engagement in the subject. When learners are not actively involved in music-making activities, their creativity and confidence in expressing themselves musically may not fully develop. For this reason, teachers are encouraged to adopt innovative and resourceful strategies that allow students to experience music in a more interactive and meaningful way.

Improvised instruments have been recognized as effective tools for enhancing students' creativity and engagement in music learning. Studies have shown that when students are given opportunities to create and use their own instruments, they become more motivated and actively involved in the learning process. Creative music activities enable learners to experiment with sound, rhythm, and musical patterns while developing their imagination and artistic expression. In addition, the process of constructing improvised instruments allows students to apply practical skills and collaborate with their peers in producing music.

Despite the potential benefits of using improvised instruments in music education, some learners still experience difficulty in expressing creativity during musical activities. Classroom observations indicate that certain students hesitate to participate in group performances, lack

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 7 (2026)

confidence in creating rhythms, or struggle to transform ideas into musical outputs. These challenges may be influenced by limited exposure to creative learning opportunities, insufficient materials for musical exploration, or lack of confidence in performing artistic tasks.

At Balete Integrated School, anecdotal observations suggest that while music lessons aim to develop students' appreciation and creativity, the availability of standard musical instruments remains limited. This situation presents a challenge for both teachers and learners in conducting engaging music activities. As a result, the integration of improvised instruments becomes a practical strategy to support music instruction while allowing students to explore creativity using available resources.

Furthermore, Grade 7 students are at an important stage of development where they begin to explore their talents, interests, and creative abilities. Providing them with opportunities to engage in hands-on music activities can significantly enhance their confidence, imagination, and participation in class. Encouraging learners to design and use improvised instruments may stimulate their curiosity, creativity, and collaborative skills while promoting active learning in music education.

Given these circumstances, there is a need to conduct a focused study on Grade 7 students' creativity through improvised instruments at Balete Integrated School. This research aims to examine how the use of improvised musical instruments can influence students' creativity, engagement, and participation in music learning activities. By identifying the benefits of this approach as well as the challenges encountered during its implementation, the study seeks to provide a clearer understanding of how creative instructional strategies can enhance music education.

II. METHODS

Research Design

This study employed a mixed-method research design, utilizing both quantitative and qualitative approaches, to determine the effectiveness of improvised instruments in enhancing the creativity, engagement, and music skills of Grade 7 students. The quantitative aspect measured students' creativity in terms of originality of design, functionality of the handmade instruments, quality of sound produced, and levels of participation and music skill development. The qualitative component explored the challenges students encounter while creating and using improvised instruments, as well as their reflections on how these activities influenced their experimentation with materials, problem-solving abilities, and expression of musical ideas.

Respondents of the Study

The study involved 40 Grade 7 students of Balete Integrated School during the School Year 2025- 2026. This group was selected because Grade 7 students are at a developmental stage

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 7 (2026)

where creativity, experimentation, and active participation can be effectively nurtured through hands-on learning experiences. Their engagement in creating and using improvised instruments provides an opportunity to enhance musical creativity, problem-solving skills, collaboration, and confidence in expressing musical ideas. The researcher focused on this group because their participation ensures that music learning is not only theoretical but also practical and experiential. By actively designing, constructing, and performing with improvised instruments, the students' creativity and music skills are applied in meaningful contexts, fostering a more engaging and student-centered learning environment in the Music class.

Data Gathering Instruments

The study used a researcher-made survey questionnaire as the main instrument for data gathering. The questionnaire was designed based on the variables stated in the Statement of the Problem. It consisted of three parts: Part I assessed students' performance in Physical Education and Health in terms of physical fitness, health-related fitness, and class participation; Part II evaluated the effectiveness of localized dance-based instruction in relation to cultural relevance, active learning, physiological response, fitness development, and personal safety; and Part III identified the challenges encountered by teachers and students during the implementation of the strategy. To ensure the reliability and validity of the data gathered, the researcher followed systematic procedures, including the construction, validation, administration, retrieval, and scoring of the survey questionnaire.

Data Gathering Procedure

The researcher secured permission from the school principal of San Agustin Integrated School through a letter of consent before conducting the study and distributing the survey questionnaires. Parent consent forms were also provided to the Grade 8 participants for approval by their parents or guardians. After obtaining all necessary permissions, the researcher personally administered the survey questionnaires to the respondents. Ethical considerations, particularly the confidentiality and privacy of the participants' information, were strictly observed in accordance with Republic Act No. 10173 or the Data Privacy Act. All collected data were kept confidential and used solely for research purposes to improve the teaching and learning process.

Statistical Treatment of Data

The data gathered in this study were analyzed using appropriate statistical tools to determine the effectiveness of improvised instruments in enhancing the creativity, engagement, and music skills of Grade 7 students. Frequency and percentage were used to describe the respondents' profile, while the weighted mean was utilized to measure the level of students' creativity, engagement, and music skills based on their responses to the survey questionnaire. In addition, thematic analysis was employed to analyze the qualitative data, particularly the students' experiences, perceptions, and challenges encountered during the use of improvised instruments in music activities. These statistical treatments helped provide a comprehensive interpretation and understanding of the study's findings.

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https://journals.aloysianpublications.com
Volume 2 Issue 7 (2026)

III. RESULTS

1. Level of Creativity of Grade 7 Students in Music

The findings reveal that Grade 7 students demonstrated a very satisfactory level of creativity in improvising handmade musical instruments across the areas of originality of design, functionality, and quality of sound produced, with composite means of 3.15, 3.20, and 3.23, respectively. The results indicate that students were particularly strong in creatively using materials, expressing imagination, constructing durable instruments, and producing clear and appropriate sounds. However, aspects such as uniqueness of design, avoidance of imitation, ease of use, long-term durability, volume, and tone still require improvement. The findings emphasize that creativity in music education is strengthened through exploration, experimentation, hands-on activities, and active engagement in sound production and instrument construction. The results further suggest that providing students with more opportunities for independent design, material exploration, guided practice, and sound experimentation can further enhance their creativity and musical skills.

2. Enhancement of Students' Creativity Through Improvised Instruments

The findings revealed that improvised instruments enhanced the creativity of Grade 7 students in terms of experimentation with materials, problem-solving during construction, and expression of musical ideas. The composite means of 3.18, 3.25, and 3.17 respectively indicate a satisfactory to very satisfactory level of creativity enhancement among learners. Students demonstrated strengths in exploring new uses of materials, improving instrument designs, learning from mistakes, and expressing musical ideas through sound. However, areas such as combining and modifying materials, adjusting designs, exploring alternative solutions, creating unique sounds, and experimenting with rhythms still require improvement. These findings are supported by various studies which emphasized that experimentation, problem-solving, and active musical expression contribute significantly to the development of creativity, innovation, and critical thinking in music education. Overall, the results suggest that providing more guided hands-on activities, opportunities for experimentation, and creative musical exploration can further strengthen students' creativity and musical development.

3. Influence of Improvised Instruments on Students' Participation and Engagement in Music Class

The findings revealed that improvised instruments positively influenced students' engagement, creativity, social interaction, and music skills in music class. The composite means of 3.17, 3.11, 3.21, and 3.02 respectively indicate that students generally agree that improvised instruments contribute to meaningful and active learning experiences. Learners became more focused, interested, and willing to participate in music activities while also developing creativity through the exploration of musical styles, imaginative ideas, and self-expression. Moreover, students improved their teamwork, communication, collaboration, and peer relationships through group-based musical activities. The use of improvised instruments also enhanced students' understanding of musical concepts, rhythm, timing, and overall musical ability. However, aspects such as consistent participation, creating unique sounds and musical patterns, cooperation in group settings, and confidence in playing instruments still require further

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 7 (2026)

improvement. These findings are supported by various studies emphasizing that interactive, creative, collaborative, and hands-on music activities strengthen student engagement, originality, social development, and musical competence. Overall, the results suggest that the continued use of improvised instruments can further enhance students' active involvement, creativity, social interaction, confidence, and music skills in music learning.

4. Challenges Encountered

Overall, the composite mean of 2.91, interpreted as often, indicates that Grade 7 students commonly encounter difficulties in making improvised instruments. The findings reveal that learners experience challenges related to instrument functionality, availability of materials, and construction processes during music activities. Students also have difficulties in assembling instruments, producing desired sounds, and applying proper techniques in creating functional musical tools. Despite these challenges, the results suggest that such experiences help students develop problem-solving skills, creativity, patience, and resilience. Furthermore, overcoming these difficulties encourages learners to become more resourceful and collaborative in completing music tasks. Therefore, providing structured guidance, adequate materials, continuous practice, and teacher support can help minimize these difficulties and further improve students' performance, confidence, and creativity in music activities.

5. Proposed Enhancement Activities

The researcher developed an intervention plan to address the key challenges encountered by Grade 7 students in creating improvised musical instruments, particularly in terms of functionality, material selection, construction process, and sound production. The proposed strategies focus on providing guided instruction, hands-on activities, and opportunities for experimentation and collaboration to improve students' creativity and music skills. The intervention plan also emphasizes the importance of problem-solving activities, material exploration, and performance opportunities in enhancing students' confidence and engagement in music learning. Through the implementation of these interventions, the study expects improvements in creativity, instrument quality, problem-solving abilities, participation, and overall musical performance. Ultimately, these strategies aim to strengthen students' musical creativity and enrich their overall learning experience in music education.

IV. DISCUSSION

The findings of the study indicate that the use of improvised instruments significantly enhances Grade 7 students' creativity, participation, engagement, and music skills in Music class. Students demonstrated very satisfactory levels of creativity in terms of originality of design, functionality of handmade instruments, and quality of sound produced. Learners were also able to experiment with different materials, solve problems during instrument construction, and express their musical ideas creatively through hands-on music activities.

The improvement in students' creativity, active involvement, and social interaction supports Bruner's Constructivist Learning Theory, which emphasizes that learners develop knowledge and skills through active participation and meaningful hands-on experiences. Through constructing and using improvised instruments, students were able to explore ideas,

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 7 (2026)

discover creative solutions, and actively engage in music-making activities that strengthened their understanding of musical concepts.

Students benefited from opportunities to explore recyclable and available materials, create original instrument designs, and collaborate with classmates during performances and group activities. These experiences encouraged imagination, confidence, teamwork, and creative self-expression. The use of improvised instruments also made music lessons more interactive and enjoyable, which increased students' motivation and participation in class activities.

However, the presence of challenges such as difficulty in modifying materials, limited ability to create unique sound patterns, and problems in instrument construction highlights the need for proper teacher guidance, structured activities, and sufficient instructional support. Some students also experienced difficulties in maintaining sound quality and developing rhythmic creativity, which suggests the importance of continuous practice and monitoring during music activities.

Overall, the use of improvised instruments promotes creativity, collaboration, active participation, and music skill development among Grade 7 students, making it an effective and engaging instructional strategy in Music education.

Conclusion

Based on the results and analyses, the following conclusions were drawn:

Grade 7 students demonstrated a very satisfactory level of creativity in music, particularly in terms of originality of design, functionality of handmade instruments, and quality of sound produced, with composite means of 3.15, 3.20, and 3.23, respectively.

The use of improvised instruments enhanced students' creativity, especially in terms of experimentation with materials, problem-solving during construction, and expression of musical ideas, with composite means of 3.18, 3.25, and 3.17, respectively.

Improvised instruments had a positive influence on students' participation and engagement in music class, as reflected in active involvement, creativity, social interaction, and music skills development, with composite means ranging from 3.02 to 3.21, all interpreted as agree.

Students encountered notable difficulties in creating improvised musical instruments, with a composite mean of 2.91, interpreted as often. The major challenges include issues related to instrument functionality, difficulty in finding appropriate materials, and challenges in following construction procedures. These difficulties highlight the need for structured guidance and support in the learning process.

The study recommended intervention activities such as Guided Instrument Construction Sessions, Material Provision and Resource Utilization, Step-by-Step Instructional Guides, Hands-on Practice and Peer Assistance, and Sound Exploration and Practice to address the challenges in creating improvised musical instruments.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
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https://journals.aloysianpublications.com
Volume 2 Issue 7 (2026)

Recommendations

Based on the findings and conclusions of the study, it is recommended that schools continuously integrate the use of improvised instruments in Music classes to enhance students' creativity, participation, engagement, and music skills development. Providing meaningful and hands-on musical experiences may help learners become more active, imaginative, and confident in expressing their musical ideas.

Teachers may conduct regular performance-based and collaborative music activities that encourage experimentation with materials, creativity in design, and active participation in group performances. These activities may strengthen students' originality, teamwork, social interaction, and overall appreciation of music learning.

School administrators and teachers may also encourage students to actively participate in the designing, constructing, and performing of improvised instruments to further develop their problem-solving skills, confidence, and creative expression. Opportunities for collaborative music-making may help learners improve communication and cooperation with classmates during classroom activities.

To address the challenges encountered by students during instrument construction and sound production, schools may provide accessible materials, clear instructional guides, and structured teacher supervision throughout the activity. Proper guidance and monitoring may help students improve the functionality, sound quality, and usability of their improvised instruments while ensuring meaningful learning experiences.

Finally, future researchers may conduct similar studies focusing on other grade levels, different music competencies, and the long-term effects of improvised instruments on students' creativity, engagement, and music performance skills.

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Volume 2 Issue 7 (2026)

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