



**International Journal of Economics,
Environmental Development and Society
(IJEEDS)**

MANAGING TEACHER INSTRUCTIONAL CREATIVITY FOR EFFECTIVE GOAL ATTAINMENT IN PUBLIC SECONDARY SCHOOLS IN NIGERIA

Hellen Ukamaka AGBO

Department of Educational Management

Faculty of Education

Ignatius Ajuru University of Education, Nigeria

ABSTRACT

This paper discussed managing teacher instructional creativity for effective goal attainment in public secondary schools in Nigeria. Education serves as the fundamental instrument for national development, shaping the intellectual, social, and economic future of a country. Public secondary schools in Nigeria play a significant role in the educational system by preparing young minds for higher education and vocational pursuits. However, the educational goals set for these institutions are frequently unmet due to several challenges, notably the lack of effective management of teacher instructional creativity. Instructional creativity refers to the teacher's ability to employ innovative, flexible, and engaging teaching strategies that stimulate learning and accommodate diverse learner needs. Managing this creativity involves school leadership actively supporting and guiding teachers to harness and apply their creative capacities in classroom instruction. The paper was supported by Transformational Leadership Theory, highlighting how leadership styles that motivate and inspire teachers can enhance creativity in instruction. The paper identified ten strategies on how to manage teacher instructional creativity for effective goal attainment, which includes: Establishing Professional Development Programmes, Providing Adequate Instructional Materials and Resources, Encouraging Autonomy in Instructional Delivery, Implementing Motivational and Reward Systems, Creating Feedback-Oriented Supervision, Allowing Flexibility in Curriculum Interpretation, Introducing Collaborative Teaching Platforms, Promoting Peer Observation and Mentorship Programmes, Integrating Technology-Enhanced Learning and Encouraging Reflective Teaching Practices. Based on this, it was concluded that the management of teacher instructional creativity is a decisive factor in the successful attainment of educational goals in public secondary schools in Nigeria. The paper therefore suggested the school principal should make deliberate arrangements to provide professional development workshops that focus on instructional creativity, enabling teachers to continuously refine their skills and experiment with innovative teaching strategies in their classrooms.

Keywords: Management, Teacher Instructional Creativity, Effective Goal Attainment, Public Secondary Schools, Nigeria.

Reference to this paper should be made as follows:

Agbo, H. U. (2025). Managing teacher instructional creativity for effective goal attainment in public secondary schools in Nigeria. *International Journal of Economics, Environmental Development and Society*, 6(3), 592-609.

Copyright © IJEEDS 2025 [ISSN: 2992-5614].

INTRODUCTION

Education has long been recognized as an essential tool for national development, functioning as a major vehicle for socio-economic transformation and human capacity building (Ololube et al., 2024). In Nigeria, education is not just a social service but a strategic resource that shapes the future of the nation by preparing young people for productive roles in society. Public secondary schools constitute a critical stage in the educational continuum, equipping students with foundational knowledge, critical thinking skills, and values necessary for advanced learning and the workforce. Despite their importance, many public secondary schools in Nigeria continue to underperform in meeting educational goals, raising concerns about the effectiveness of teaching and learning processes.

One prominent challenge contributing to this underperformance is the inadequate management of teacher instructional creativity. Instructional creativity refers to the capacity of teachers to use innovative methods, adapt their teaching to suit diverse learner needs, and design engaging lessons that inspire student interest and understanding. Unfortunately, in many Nigerian public secondary schools, teaching methods remain largely traditional, characterized by rote learning and passive student participation, which limit students' learning potential (Adeyemi, 2017; Oloyede, 2019).

Furthermore, school leadership often lacks the capacity or motivation to support teachers' creative efforts or provide environments conducive to instructional innovation. This situation stifles teacher creativity and affects the overall quality of education delivered (Clement, 2022). However, when teachers' instructional creativity is effectively managed through support, resources, recognition, and collaborative engagement there is a marked improvement in teaching quality and student achievement (Akpan, 2018; Oladipo, 2021). Hence, managing teacher instructional creativity is not merely a pedagogical consideration but a strategic imperative for educational success in Nigeria.

THEORETICAL FRAMEWORK

The theory that supports this paper was the Transformational Leadership Theory, introduced by James MacGregor Burns in 1978 cited in Bamson and Ololube (2018). The theory posits that effective leadership goes beyond mere transactional exchanges and instead inspires and motivates followers to exceed their own self-interests for the greater good of the organization or community. This theory emphasizes the leader's role in stimulating creativity, promoting intellectual growth, and encouraging individualized consideration for each member. The relevance of transformational leadership theory to managing teacher instructional creativity is profound, transformational leadership provides a relevant framework as it highlight how educational leaders can inspire teachers to innovate in their instructional methods, thereby enhancing the attainment of school goals (Bass, 1985; Leithwood & Jantzi, 2017). Transformational leaders in educational settings cultivate environments that motivate teachers to explore and apply creative teaching methods. They encourage professional growth, foster collaboration, and challenge traditional norms, leading to innovation in instructional delivery (Northouse, 2018). Such leaders act as role models and mentors, stimulating teachers' intellectual curiosity and empowering them to be proactive in curriculum design and instructional strategies (Hallinger & Heck, 2010).

Igew (2018) found that schools led by transformational principals exhibited higher levels of teacher creativity and student academic success. Similarly, Uchegbu (2019) observed that transformational leadership positively affects teachers' willingness to innovate in teaching. Therefore, Transformational Leadership Theory offers a valuable framework for understanding how school leaders can effectively manage and enhance teacher instructional creativity to achieve desired educational goals.

CONCEPTUALIZATION

Management

Management is fundamentally about organizing and coordinating resources to accomplish specific objectives efficiently and effectively. It involves planning, directing, and controlling activities to meet organizational goals. Koontz and Weihrich (2015) defined management as the art of getting things done through and with people in formally organized groups. This definition highlights the human element in managing resources towards collective goals. Drucker (2013) described management as a multi-purpose organ that manages a business and manages managers and manages workers and work. This broad perspective highlights management's role in harmonizing various aspects of organizational functioning. Fayol cited in Jackson (2016) explained management as forecasting, planning, organizing, commanding, coordinating, and controlling. These functions represent a comprehensive framework for understanding managerial responsibilities, emphasizing both the strategic and operational aspects required to achieve organizational objectives effectively.

Stoner et al. (2014) described management as the process of achieving organizational goals efficiently and effectively through planning, organizing, leading, and controlling organizational resources. This definition stresses goal achievement through systematic processes. Hellriegel and Slocum (2016) viewed management as the process of working with and through individuals and groups to accomplish organizational goals. Their view focuses on interpersonal dynamics in management. Robbins and Coulter (2015) conceptualized management as the coordination of organizational activities to achieve defined objectives using human, financial, and informational resources. This emphasizes resource integration in management. Management encompasses a coordinated effort involving planning, organizing, leading, and controlling resources and people toward goal realization. It is a dynamic process that requires balancing multiple functions and interactions. In education, management ensures that teachers, materials, and institutional structures work in harmony to achieve learning objectives, including the management of instructional creativity.

Instructional Creativity

Instructional creativity refers to the ability of educators to design and deliver teaching and learning experiences in innovative, engaging, and effective ways. It involves using imaginative approaches, techniques, and resources to enhance student understanding, motivation, and participation. Rinkevich (2011) defined instructional creativity as a unique, customized, and meaningful exchange of knowledge among all individuals in a learning context. Craft (2011) described instructional creativity as an invigorating, exciting, innovative, and engaging pedagogy. Sawyer (2010) defined instructional creativity as disciplined improvisation, where

teachers adapt and innovate in real time to meet learners' needs. Clinton and Hokanson (2012) explain that instructional creativity involves embedding creative thinking into each phase of instructional design, encouraging novel and effective solutions.

Cropley et al. (2011) argued that instructional creativity involves the production of ideas and solutions that are not only novel but also useful and contextually appropriate. Reiser (2001) emphasized that instructional creativity is essential in solving ill-structured learning problems through a thoughtful design process that integrates innovation across planning, development, and evaluation. Instructional creativity plays a vital role in modern education by transforming traditional teaching into a dynamic, learner-centered experience. Through creative instructional practices, educators can foster deeper engagement, adaptability, and problem-solving skills among students qualities that are essential for success in today's complex and rapidly evolving world.

Managing Teacher Instructional Creativity

Managing teacher instructional creativity refers to the deliberate process of facilitating, supporting, and guiding teachers' innovative instructional behaviors and practices within educational settings. Amabile (2017) defined managing teacher instructional creativity as the establishment of an environment that encourages and nurtures teachers' original thinking and novel instructional approaches, enabling creative problem-solving in teaching. Csikszentmihalyi (2013) described managing teacher instructional creativity as the facilitation of a continuous flow of innovative ideas and teaching strategies by minimizing barriers and encouraging experimentation and risk-taking. Runco (2015) explained managing teacher instructional creativity as an organizational effort to cultivate, develop, and implement creative instructional methods that align with curriculum goals and student needs.

Mumford (2018) described managing teacher instructional creativity involves leadership actions that motivate teachers, allocate resources, and set expectations that promote innovation in instructional delivery. Beghetto and Kaufman (2017) viewed managing teacher instructional creativity as a collaborative process where educators share, develop, and refine creative instructional ideas to enhance teaching effectiveness. Zhou and George (2016) conceptualized managing teacher instructional creativity as systematic encouragement and regulation of creative teacher behaviors within institutions to maximize instructional outcomes. Managing teacher instructional creativity encompasses both the creation of supportive conditions and leadership practices that enable teachers to innovate confidently and effectively in their teaching roles. It requires a combination of motivation, resources, collaboration, and institutional policies that promote creativity as a key aspect of instruction.

Effective Goal Attainment

Effective goal attainment in educational institutions refers to the successful achievement of set objectives that reflect the quality and desired outcomes of teaching and learning processes. Locke and Latham (2013) defined effective goal attainment as reaching specific, measurable objectives within a given timeframe that contribute meaningfully to organizational mission. Drucker (2013) described effective goal attainment as the accomplishment of intended results through efficient planning, resource management, and personnel motivation. Robbins (2015)

explained effective goal attainment as organizational efforts yielding desired performance and results aligned with set targets.

Armstrong (2016) described effective goal attainment as the synchronization of individual and collective efforts directed toward strategic objectives with efficient resource use. Drucker (2013) viewed effective goal attainment as the result of focused and coordinated activities that meet or exceed institutional standards and expectations. Northouse (2018) conceptualized effective goal attainment as the leadership-driven accomplishment of goals that reflect efficiency and effectiveness in organizational processes. In the context of public secondary schools in Nigeria, effective goal attainment largely depends on the strategic management of teachers' instructional creativity, as it directly influences the quality of teaching, student engagement, and overall academic performance.

How to Manage Teacher Instructional Creativity for Effective Goal Attainment

In the context of public secondary education in Nigeria, connecting teacher creativity with institutional outcomes requires intentional leadership strategies, supportive environments, and clearly defined systems. Instructional creativity must not be left to chance or individual will alone, but rather integrated into the operational culture of the school system through deliberate management practices. To this end, the following are ten key approaches through which teacher instructional creativity can be effectively managed to support the attainment of educational goals in Nigeria's public secondary schools:

Establishing Professional Development Programmes for Effective Goal Attainment

Professional development programmes are critical catalysts for enhancing teachers' instructional creativity and equipping them with the skills necessary to innovate and effectively address the evolving demands of education. Such programmes offer structured opportunities for educators to engage in continuous learning through workshops, seminars, collaborative projects, and reflective practices. When these programmes emphasize active participation, peer collaboration, and hands-on experimentation, teachers are more likely to internalize new concepts and translate them into creative classroom applications. Ukrop et al. (2018) demonstrated how maintaining reflective diaries enabled novice teachers to critically analyze their teaching methods and experiment with innovative instructional strategies, promoting a mindset of continuous improvement.

Similarly, Ross et al. (2018) examined a teacher-led professional development approach that centered on inquiry and experimentation, revealed that such models empower educators to take ownership of their practice and reimagine lesson delivery creatively. Koçak and Arslan (2021) highlighted that professional empowerment through ongoing training enhances teachers' confidence and willingness to engage creatively with instructional challenges. Moreover, Leung et al. (2022) found that distributing leadership roles among staff creates a supportive environment that nurtures innovation and shared responsibility for creative teaching. In Nigerian public secondary schools, well-designed professional development programmes that combine blended learning and collaborative online communities can greatly enhance teachers' instructional creativity. Blending face-to-face and virtual interactions, these programmes offer ongoing opportunities for dialogue, sharing innovative strategies, and accessing diverse resources. This support helps teachers create more engaging lessons while promoting a culture of

continuous growth, collaboration, and well-being. Investing in such initiatives can empower teachers to address educational challenges effectively and improve student outcomes through creative teaching.

Providing Adequate Instructional Materials and Resources for Effective Goal Attainment

The availability of adequate instructional materials and resources plays a foundational role in empowering teachers to exercise creativity and deliver dynamic, student-centered learning experiences. When educators have access to a diverse array of teaching aids ranging from traditional textbooks to digital platforms, visual aids, manipulatives, and adaptable curriculum guides they are better positioned to tailor lessons that accommodate varied learning styles and address the unique needs of their students. Beck et al. (2025) explored how teachers at different stages in their careers leverage diverse curriculum materials to engage creatively with lesson planning, stressed the importance of resource availability in stimulating pedagogical innovation.

Similarly, Dahl and Madsen (2023) found that visual and interactive tools, such as infographics and digital simulations, encourage teachers to experiment with novel instructional techniques that maintain student interest and enhance comprehension. Hennessy and Onguko (2017) illustrated how open educational resources (OERs) enable educators to implement inquiry-based learning strategies, fostering active student participation and critical thinking. Handayani (2021) revealed that access to ample teaching materials facilitated differentiated instruction, which required teachers to creatively modify lessons to meet diverse learner needs effectively. Fickler and Bogner (2022) showed that creativity-focused professional development, when paired with specialized instructional materials, equips teachers to design original and engaging lesson plans that inspire student learning.

Furthermore, Schön (2017) emphasized that ongoing reflection combined with the use of varied educational resources encourages teachers to continuously refine and innovate their instructional practices. In Nigeria, many public secondary schools face shortages of essential instructional materials such as textbooks, science equipment, ICT tools, and multimedia resources. Bridging this gap is crucial for fostering teacher creativity. Consistent access to quality, culturally relevant materials through government support, community partnerships, or open-source platforms enables teachers to adopt innovative, student-centered approaches. Providing adequate resources is a strategic investment in educational quality and improved learning outcomes.

Encouraging Autonomy in Instructional Delivery for Effective Goal Attainment

Encouraging teacher autonomy in instructional delivery is a pivotal strategy to foster creativity and responsiveness in educational settings. Autonomy in this context means giving teachers the freedom to plan and deliver lessons based on their professional judgment and students' needs. This flexibility supports more adaptive, personalized teaching, enhancing student engagement and achievement. Koçak and Arslan (2021) emphasized that teachers who experience autonomy, particularly professional communication autonomy, exhibit higher collective efficacy and creativity. This form of autonomy enables educators to exchange ideas freely, collaborate on problem-solving, and innovate without the constraints of prescriptive curricula or micromanagement. When teachers are trusted to make instructional decisions, they feel valued

and empowered, which significantly enhances their motivation to experiment with new teaching strategies and materials.

Similarly, Fredrick (2022) argued that a balanced approach to distributed leadership where leadership responsibilities are shared across school staff combined with teacher autonomy creates a fertile environment for creativity in teaching. Their research shows that when teachers are both supported by leadership and given the freedom to exercise professional judgment, instructional innovation flourishes. This dual dynamic encourages a culture of collaboration and experimentation where teachers feel safe to take instructional risks. Vansteenkiste et al. (2017) found that autonomy-supportive environments bolster teacher motivation, which in turn fuels innovative instructional practices. Their work illustrates that when teachers perceive their work environment as supportive of their autonomy, they are more intrinsically motivated to develop creative lessons and continuously improve their pedagogy.

In a similar vein, Zhang et al. (2023) revealed that autonomy was directly linked to higher levels of self-confidence and creativity in lesson delivery. Teachers who had control over pacing, methods, and resource selection reported greater satisfaction and were more willing to implement novel instructional ideas, reflecting a more engaged and dynamic classroom environment. Moon (2018) highlighted the close relationship between autonomy and reflective teaching practices. Reflective practice requires teachers to think critically about their teaching, assess the effectiveness of different strategies, and make informed changes. Autonomy allows teachers to exercise this reflective capacity fully, adjusting lessons in real time and fostering a culture of ongoing professional growth and innovation.

Anderson (2022) stressed the importance of autonomy by pointing out that professional development programmes which explicitly encourage autonomous decision-making help teachers develop creative mindsets alongside instructional competencies. When teachers are equipped with the skills and freedom to innovate, they are more likely to devise engaging and effective learning experiences that cater to diverse student populations. In the context of Nigerian public secondary schools, encouraging instructional autonomy is particularly important. Many teachers work in environments constrained by prescriptive curricula and limited flexibility. Shifting toward an autonomy-supportive culture would empower these educators to adapt their teaching to the specific challenges and needs within their classrooms. This, in turn, could lead to more effective instructional delivery, increased teacher satisfaction, and better student learning outcomes aligned with national educational goals.

Implementing Motivational and Reward Systems for Effective Goal Attainment

Implementing effective motivational and reward systems is a critical mechanism for sustaining and enhancing instructional creativity among teachers. Motivation acts as the driving force behind the energy, commitment, and persistence teachers bring to their instructional practice. While extrinsic motivators such as salary increments or bonuses can prompt short-term efforts, research consistently indicates that long-lasting motivation, especially in creative endeavors, is predominantly fueled by intrinsic factors like recognition, professional growth opportunities, and supportive workplace environments. Frey and Jegen (2001) stressed that while external rewards can sometimes undermine intrinsic motivation by making teachers feel controlled or pressured, a well-designed system of recognition and support can complement and reinforce internal drives. This underscores the need for carefully balanced motivational strategies that respect teachers' autonomy and professional dignity.

Similarly, Deci and Ryan (2017) argued that when teachers' basic psychological needs for autonomy, competence, and relatedness are satisfied, they are more likely to sustain intrinsic motivation that drives creativity. For teachers, feeling competent in their skills, having meaningful control over their work, and experiencing supportive social connections are crucial for fostering innovative lesson design and delivery. Kovačić and Bogner (2022) demonstrated that professional development programmes focused on intrinsic motivation can encourage teachers to engage in continuous creative problem-solving. Their research highlights how such programmes enhance teachers' sense of purpose and satisfaction, which translates into greater willingness to experiment with new teaching methods and instructional tools.

Švábenský (2020) found that reflective practices themselves act as intrinsic rewards. When teachers engage in reflection, they derive satisfaction from recognizing their professional growth and the positive impact of their creative efforts on student learning. This internal reinforcement motivates them to persist in innovating and refining their instructional approaches. Zhang et al. (2023) emphasized that autonomy, as a form of internal motivation, strongly supports creativity in teaching. Their findings indicate that teachers who feel autonomous in their instructional decisions tend to be more intrinsically motivated and show higher levels of creative engagement in lesson planning and delivery.

Hord and Sommers (2008) discussed the role of professional learning communities, where peer recognition and collaborative achievements provide motivating rewards beyond financial incentives. In such communities, teachers receive social affirmation and professional validation, which fuel their enthusiasm for creative instructional practices.

In the context of Nigerian public secondary schools, establishing motivational and reward systems that address both extrinsic and intrinsic needs is essential. Rather than relying solely on financial incentives, schools should prioritize strategies that acknowledge teachers' creativity, celebrate their successes, and involve them in decision-making processes. Recognition through awards, opportunities for peer-led training, promotion pathways based on innovation, and supportive leadership structures can all contribute to a culture where teachers feel valued and motivated. Creating systems that empower teachers professionally and personally, Nigerian schools can unlock and sustain the instructional creativity necessary to improve student outcomes, respond to diverse learner needs, and achieve national educational goals.

Creating Feedback-Oriented Supervision for Effective Goal Attainment

The process of supervision that prioritizes providing regular, constructive, and meaningful feedback to teachers has a profound impact on the development of instructional creativity within classrooms. Unlike traditional supervision models that often emphasize evaluation and compliance, feedback-oriented supervision fosters an open, collaborative dialogue between supervisors and teachers, promoting a professional environment where experimentation and innovation are encouraged rather than stifled. This approach centers on recognizing teachers' strengths, validating their efforts, and offering thoughtful suggestions that inspire them to refine and diversify their instructional strategies without the fear of punitive measures or rigid oversight.

Wang et al. (2019) found that feedback is not merely a tool for correction but a catalyst for creative instructional transformation. When teachers receive timely and actionable feedback, they are more willing to try novel approaches, experiment with pedagogical methods, and adjust their teaching to better meet the varied learning needs of their students.

Similarly, Johnson and Taylor (2018) found that shifting the supervisory focus from evaluation to feedback significantly reduces teacher anxiety, which is often a barrier to creative risk-taking. Their work reveals that when teachers feel psychologically safe and supported, they are more open to adopting unconventional methods and exploring instructional strategies that deviate from standard practices. This lowered anxiety fosters a climate of trust and professional growth, where innovation is viewed as a positive outcome rather than a risk to job security or professional standing. Martinez and Gonzalez (2020) emphasized that cultivating a culture of open and continuous feedback nurtures ongoing professional development and dynamic teaching environments. Feedback loops created through this supervision style facilitate reflective dialogue that helps teachers evolve their instructional approaches continuously. This culture not only motivates teachers to develop new skills but also empowers them to share insights and strategies with colleagues, thereby enriching the entire educational community.

O'Connor et al. (2021) demonstrated that feedback mechanisms enable teachers to tailor their instructional strategies creatively to address the diverse needs of students. Feedback-oriented supervision supports teachers in identifying unique learning challenges and adapting their teaching in ways that foster inclusive, student-centered classrooms where creativity can flourish. This adaptability is essential in heterogeneous classrooms, such as those in Nigerian public secondary schools, where students' learning styles and abilities vary widely. Kumar and Singh (2023) noted that providing clear, specific, and actionable feedback enhances teachers' problem-solving abilities, which is a key component of instructional creativity. When teachers receive constructive guidance that pinpoints particular areas for improvement alongside feasible strategies, they develop greater confidence and competence in designing creative lessons that engage and challenge students effectively.

Moreover, Lopez and Martinez (2024) suggested that ongoing feedback encourages teachers not only to improve but also to contribute innovative ideas and practices within their professional communities. This collaborative spirit, nurtured by feedback-oriented supervision, stimulates a collective drive toward instructional excellence and creative pedagogy. In the context of Nigerian public secondary schools, where instructional challenges are compounded by resource constraints and large class sizes, implementing a feedback-oriented supervision model can unlock tremendous potential. It can build teacher confidence, nurture professional relationships, and drive the development of creative, contextually relevant teaching strategies that enhance student learning outcomes. Focusing on growth, rather than compliance, feedback-oriented supervision can become a cornerstone of instructional excellence and educational progress.

Allowing Flexibility in Curriculum Interpretation for Effective Goal Attainment

Allowing teachers a degree of flexibility in interpreting the curriculum is a fundamental strategy that empowers them to tailor their instructional approaches to the specific needs, interests, and contexts of their students. Rather than being confined to rigid, prescriptive curriculum mandates, teachers who have the autonomy to adapt content, reorder lesson sequences, and incorporate diverse pedagogical strategies can cultivate more engaging and creative classroom environments. This flexibility recognizes the dynamic nature of teaching and learning, where responsiveness to student diversity and contextual relevance is key to fostering meaningful and innovative educational experiences. Santos et al. (2017) found that such autonomy allows teachers to design instruction that is not only more engaging but also more innovative, as they integrate varied

materials, activities, and assessment techniques that spark creativity and critical thinking. This adaptive approach counters the limitations of a one-size-fits-all curriculum and supports differentiated instruction tailored to individual learner profiles.

Similarly, Jensen and Krüger (2019) noted that educators who perceive themselves as having control over curriculum interpretation report higher levels of job satisfaction and a greater willingness to experiment with new teaching methodologies. This positive attitude toward teaching correlates with increased creativity, as teachers are more likely to take instructional risks and explore innovative pedagogical paths when they feel professionally respected and trusted. Kim et al. (2021) demonstrated that curriculum flexibility often encourages interdisciplinary project-based learning, which is a powerful vehicle for creative problem-solving. When teachers can integrate multiple subject areas and real-world contexts, they foster students' higher-order thinking and creativity, preparing them to navigate complex challenges beyond the classroom. This interdisciplinary approach enriches the curriculum and provides authentic learning experiences that are both stimulating and relevant.

Osei and Mensah (2022) found that teachers who can incorporate local cultural contexts create more relatable and meaningful learning experiences for students. Their study highlights that such cultural integration supports creative instructional approaches by connecting academic content with students' lived realities, enhancing both engagement and comprehension. Mendez and Torres (2023) emphasized that adaptable curriculum frameworks enable teachers to design personalized assessments that encourage creative student responses. Flexibility in assessment allows teachers to move beyond standardized testing toward more authentic evaluation methods that value student creativity, critical thinking, and problem-solving skills. This adaptability not only enriches the learning process but also motivates students to express themselves in innovative ways.

Furthermore, Al-Saleh and Al-Shammari (2024) argued that flexible curriculum interpretation strengthens teacher agency, granting educators the professional independence necessary to develop inventive lesson plans and dynamic instructional delivery. Their research suggests that when teachers exercise this agency, they are more committed and engaged, contributing to a vibrant educational environment conducive to creativity and continuous improvement. For Nigerian public secondary schools, embracing curricular flexibility would empower teachers to innovate and adapt instruction to the local context, student needs, and emerging educational trends. Such flexibility not only enriches the classroom experience but also aligns with global educational goals of fostering creativity, critical thinking, and lifelong learning skills among students.

Introducing Collaborative Teaching Platforms for Effective Goal Attainment

Collaborative teaching platforms have emerged as transformative tools that significantly enhance instructional creativity by promoting an environment where teachers can work collaboratively to plan lessons, share resources, provide and receive feedback, and co-deliver instruction. These platforms, often digital and accessible beyond the confines of the physical classroom, break down barriers of isolation and geographic limitations, enabling educators to engage in continuous professional dialogue and collective problem-solving. This collaborative environment promotes the exchange of diverse ideas and teaching experiences, which serves as a fertile ground for generating innovative instructional practices. Hord and Sommers (2008) found that these communities facilitate shared inquiry, reflective dialogue, and joint development of

instructional strategies. PLCs create conditions where teachers collectively identify challenges, brainstorm solutions, and experiment with novel teaching methods, leading to enhanced instructional creativity. Their study underscores that the synergy arising from collaborative efforts often results in ideas and strategies that individual teachers working in isolation might not conceive.

Similarly, Duke (2022) showed that the integration of distributed leadership within collaborative teaching platforms amplifies teacher innovation more effectively than relying solely on individual autonomy. When leadership responsibilities and decision-making processes are shared across educators through collaborative digital platforms, teachers feel more empowered and invested in the creative development of curricula and instructional delivery. This distributed approach enhances the sense of ownership and collective responsibility, which in turn nurtures a vibrant culture of creativity and professional growth. Guo et al. (2022) revealed that teachers using these platforms devised new teaching strategies and developed customized instructional materials tailored to their students' unique learning needs. The flexibility and accessibility of collaborative technologies enable educators to adapt content dynamically and co-create resources that resonate more meaningfully with their students, thereby boosting engagement and instructional effectiveness.

Furthermore, Van Brummelen and Lin (2020) reported that when teachers jointly design lesson plans and instructional materials via online platforms, the resulting curricula are not only more creative but also better aligned with diverse student needs. This co-design process fosters innovation by combining multiple perspectives, pedagogical expertise, and contextual knowledge, enriching the instructional process. Igwe (2018) highlighted the benefits of collaborative reflective journals maintained by teachers, which serve as a medium for ongoing professional dialogue and reflection. These journals facilitate the sharing of experiences, challenges, and creative solutions, amplifying teachers' collective capacity to innovate and refine their instructional practices over time. Jackson (2020) emphasized that online teacher networks and social learning platforms function as vibrant spaces for knowledge-building and creative idea generation. These networks transcend geographical boundaries, enabling Nigerian public secondary school teachers and educators worldwide to exchange resources, discuss pedagogical challenges, and inspire one another to adopt innovative teaching methods.

Nigerian public secondary school teachers stand to gain immensely from the adoption of collaborative teaching platforms. These platforms provide critical opportunities for teachers to share innovative ideas, co-develop lessons, and engage in professional learning communities that drive instructional creativity. Embracing such digital collaboration tools, Nigerian schools can cultivate an ecosystem of creativity and professional support that aligns with the evolving educational demands and contributes significantly to achieving national educational goals.

Promoting Peer Observation and Mentorship Programmes for Effective Goal Attainment

Peer observation and mentorship programmes constitute powerful frameworks for promoting instructional creativity by cultivating a culture of collaborative learning, mutual respect, and ongoing professional development among teachers. These programs create structured opportunities for teachers to observe each other's classroom practices, reflect on diverse pedagogical approaches, and engage in constructive dialogue about effective instructional techniques. This reciprocal process of observation and feedback helps educators gain new insights, challenge existing assumptions, and experiment with innovative teaching strategies in a

supportive environment. Hobson et al. (2009) highlighted that mentoring helps new teachers transition more smoothly into their professional roles while cultivating a mindset geared toward innovation and continuous improvement.

Farrell (2018) illustrated that observing colleagues allows educators to critically evaluate their own methods by witnessing alternative pedagogical approaches in real time. This exposure stimulates creative thinking as teachers adapt and tailor observed strategies to their unique classroom contexts, thus enhancing instructional flexibility and innovation. Knight (2011) underscores the importance of trust and professional rapport built through mentoring programs, which are essential for creating safe spaces where teachers feel comfortable sharing ideas, discussing challenges, and taking instructional risks. Such trusting relationships underpin effective collaboration, allowing educators to co-develop lessons, brainstorm creative solutions to instructional challenges, and support each other's professional growth. The psychological safety engendered by mentorship programs encourages experimentation and the gradual integration of new, creative practices into everyday teaching.

Formalizing peer observation and mentorship within Nigerian public secondary schools could systematize this collaborative culture, ensuring that all teachers especially novices benefit from continuous professional interaction and creative stimulation. Institutionalizing these programs, schools provide ongoing opportunities for professional dialogue, reciprocal learning, and shared problem-solving, which collectively enhance teachers' instructional creativity. The promotion of peer observation and mentorship programmes represents a highly effective strategy for nurturing instructional creativity among Nigerian public secondary school teachers. These programs foster collaborative learning communities that empower teachers to continuously improve their practices, innovate pedagogically, and contribute to more dynamic and effective teaching and learning environments.

Integrating Technology-Enhanced Learning for Effective Goal Attainment

The integration of technology into classroom instruction represents a pivotal opportunity to revolutionize teaching and learning processes by significantly broadening the spectrum of creative pedagogical approaches available to educators. Technology-enhanced learning (TEL) encompasses a wide array of digital tools, ranging from multimedia presentations, virtual reality simulations, interactive whiteboards, and educational apps, to real-time assessment platforms and collaborative online environments. Mishra and Koehler's (2006) explained that Technological Pedagogical Content Knowledge (TPACK) framework is foundational in understanding how effective technology integration hinges on the seamless fusion of technological knowledge with pedagogical and content expertise. According to TPACK, teachers must develop nuanced skills to discern which technologies best support specific learning goals within their subject areas and how to embed them meaningfully within instructional designs. This intersectional knowledge empowers teachers to transcend mere technological usage and instead harness technology as a catalyst for instructional creativity designing lessons that provoke critical thinking, problem-solving, and creative expression.

Correspondingly, Ertmer and Ottenbreit-Leftwich (2010) noted that when teachers receive adequate training, ongoing support, and access to resources, they become motivated to innovate pedagogically. Technology enables educators to experiment with novel instructional strategies such as flipped classrooms, where students engage with content at home via videos and digital resources, freeing up classroom time for collaborative, creative activities. Gamification of

learning incorporating game mechanics like points, badges, and challenges leverages technology to increase student motivation and participation, encouraging creative problem-solving and resilience. Hew and Brush (2007) argued that technology's greatest impact lies in its capacity to foster student-centered learning environments. Digital tools transform students from passive recipients into active constructors of knowledge by promoting inquiry, collaboration, and experimentation. Such environments compel teachers to rethink traditional, didactic approaches and to develop more dynamic, creative lesson plans that integrate technology in ways that challenge students to engage critically and creatively with content.

In Nigerian public secondary schools, investing in both technological infrastructure and context-specific teacher training is essential to foster instructional creativity. Teachers need hands-on, practical guidance to use tools like computers, internet access, and interactive whiteboards effectively. When technology is meaningfully integrated, it enhances lesson delivery, boosts student engagement, and supports broader educational goals.

Encouraging Reflective Teaching Practices for Effective Goal Attainment

Reflective teaching practices constitute a cornerstone of instructional creativity by cultivating among educators a continuous habit of critical self-assessment, thoughtful experimentation, and intentional adaptation. Reflection encourages teachers to move beyond automatic or routine instructional delivery, promoting a deeper awareness of their pedagogical choices and their effects on student learning outcomes. Through systematic reflection whether via personal journaling, structured peer discussions, video analysis of classroom practice, or professional learning communities teachers develop a reflective mindset that fuels ongoing innovation and creative problem-solving. Zeichner and Liston (2013) emphasized that reflective practice is foundational to professional growth, as it motivates educators to critically analyze and reconsider their instructional approaches. Rather than simply replicating established methods, reflective teachers actively seek to understand the underlying assumptions guiding their teaching, identify areas for improvement, and explore alternative strategies that could better engage and challenge students. This process fosters creativity by encouraging educators to experiment with new techniques, materials, and pedagogical frameworks in a deliberate and purposeful manner.

Equally, Larrivee (2000) further elaborated on reflection as a driver of intentional teaching where educators consciously design lessons that are responsive to diverse learner profiles, cultural contexts, and emerging educational trends. Intentional teaching underscores a creative and adaptive stance, prompting teachers to plan and deliver instruction that meets individual and group learning needs while remaining open to innovation. This approach promotes flexibility and responsiveness, which are essential for nurturing creativity in the classroom. Schön's (1983) found that the ability of skilled teachers to think spontaneously and adaptively during lessons. This dynamic form of reflection enables educators to respond in real-time to student cues, challenges, and misunderstandings by modifying instructional strategies on the spot. Reflection-in-action exemplifies creative teaching as it requires educators to improvise, reframe problems, and generate innovative solutions under the pressures of live classroom interactions.

Encouraging Nigerian secondary school teachers to adopt reflective practices can greatly enhance instructional creativity and drive continuous improvement. Through tools like journals, peer coaching, and video feedback, reflection fosters a culture of curiosity, critical thinking, and

innovation. This empowers teachers to design adaptive, student-centered lessons and supports schools in meeting broader educational goals effectively and creatively.

CONCLUSION

The management of teacher instructional creativity is a decisive factor in the successful attainment of educational goals in public secondary schools in Nigeria. As this paper has shown, creativity in instruction should not be perceived as a departure from standards but rather as a complement to them capable of improving student engagement, deepening understanding, and driving long-term academic success. However, without strategic systems to manage and channel this creativity, its full potential cannot be realized. Public schools often operate under restrictive bureaucracies that limit flexibility, autonomy, and professional growth leading to diminished creativity among teachers and weakened academic performance among students. To shift this route, administrators, policymakers, and stakeholders must move beyond rhetorical support and invest structurally in creative management systems that reflect a commitment to innovation and learning.

Such investment entails revising existing policies to allow greater teacher autonomy, providing ongoing professional development focused on creative instructional strategies, and ensuring adequate access to instructional resources and technology. Furthermore, establishing motivational frameworks that recognize and reward innovative teaching practices can sustain teacher engagement and creativity. It is also crucial to foster a collaborative culture within schools, encouraging peer support, mentorship, and shared leadership to nurture continuous professional growth. Only through a comprehensive, systemic approach that integrates these elements can Nigerian public secondary schools unlock the full benefits of instructional creativity and improve educational outcomes on a large scale.

Suggestions

To effectively foster and sustain instructional creativity among teachers, a multi-faceted approach involving the coordinated efforts of various stakeholders within the education system is essential. The following suggestions are put forward to guide these stakeholders in creating an enabling environment that nurtures and promotes innovative teaching practices:

- The school principal should make deliberate arrangements to provide professional development workshops that focus on instructional creativity, enabling teachers to continuously refine their skills and experiment with innovative teaching strategies in their classrooms.
- Education board officials should take practical steps to allocate consistent funding for the procurement of creative teaching materials such as digital tools, laboratory kits, visual aids, and ICT facilities, empowering teachers to adopt diverse and effective instructional approaches.
- Classroom teachers should be permitted to exercise considerable freedom in planning lessons, selecting instructional methods, and managing classroom activities without rigid interference, allowing them to explore creativity while maintaining alignment with learning outcomes.

- School administrators should introduce reward mechanisms such as public recognition, teaching awards, and performance-based promotions for teachers who demonstrate outstanding creative instructional practices, thereby motivating others to innovate.
- Heads of Department (HODs) should organize collaborative teaching forums and encourage subject-based teamwork where teachers can share lesson plans, ideas, and creative methods, fostering a culture of collective innovation and professional growth.
- External school supervisors should adopt supportive and developmental evaluation practices that emphasize constructive feedback and practical suggestions rather than punitive inspections, helping teachers improve and expand their creative instructional approaches.
- Curriculum planners should design the national curriculum to provide teachers with sufficient interpretative flexibility, allowing them to contextualize lesson content according to learners' interests and socio-cultural backgrounds without being confined to rigid instructional methods.
- Educational policymakers should prioritize investments in technological infrastructure and provide tailored professional development that equips teachers with the skills to integrate technology creatively and effectively in their instruction.
- School leadership should cultivate a culture of reflective practice by encouraging teachers to engage in regular self-assessment, peer coaching, and collaborative reflection to continuously innovate and improve their teaching strategies.
- All stakeholders must collaboratively work to establish motivational and reward systems that balance intrinsic and extrinsic incentives, sustaining teacher motivation and fostering an environment conducive to instructional creativity.

REFERENCES

- Adeyemi, T. O. (2017). Teachers' teaching experience and students' learning outcomes in secondary schools. *International Journal of Educational Management*, 31(2), 78-90.
- Akpan, C. P. (2018). Enhancing instructional creativity through effective school leadership. *Journal of Educational Leadership and Policy*, 6(1), 55-68.
- Al-Saleh, M. A., & Al-Shammari, N. S. (2024). Flexible curriculum frameworks and teacher agency in instructional innovation. *Journal of Curriculum Studies*, 56(2), 145-165.
- Amabile, T. M. (2017). The social psychology of creativity: A componential conceptualization. *Journal of Personality and Social Psychology*, 45(2), 357-376.
- Anderson, R. E. (2022). Autonomy-supportive professional development for innovative teaching. *Educational Practice and Theory*, 44(3), 211-230.
- Armstrong, M. (2016). *Strategic human resource management* (6th ed.). Kogan Page.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.
- Beck, L., Tally, R., & Wang, H. (2025). Curriculum material selection and teacher creativity across career stages. *Teaching and Teacher Education*, 135(1), 104252.
- Beghetto, R. A., & Kaufman, J. C. (2017). Nurturing creativity in the classroom. *Creativity Research Journal*, 29(1), 40-50.
- Clement, I. (2022). Leadership behavior and teacher innovation in instructional practices. *Journal of Educational Research and Leadership Studies*, 8(2), 112-126.
- Clinton, G., & Hokanson, B. (2012). Creativity in instructional design: The importance of design thinking and creative problem solving. *Educational Technology*, 52(3), 3-12.

- Craft, A. (2011). *Creativity and education futures: Learning in a digital age*. Trentham Books.
- Cropley, D. H., Kaufman, J. C., & Cropley, A. J. (2011). Measuring teacher creativity in educational settings. *Creativity Research Journal*, 23(1), 119-129.
- Csikszentmihalyi, M. (2013). *Creativity: The psychology of discovery and invention*. Harper Perennial.
- Dahl, M. S., & Madsen, T. K. (2023). Visual tools in curriculum implementation and their influence on instructional innovation. *Journal of Teaching Strategies and Innovation*, 11(1), 49-68.
- Deci, E. L., & Ryan, R. M. (2017). Self-determination theory: Basic psychological needs in motivation, development, and wellness. *Contemporary Educational Psychology*, 61(3), 23-35.
- Drucker, P. F. (2013). *Management: Tasks, responsibilities, practices*. HarperBusiness.
- Duke, K. W. (2022). Distributed leadership in collaborative teaching environments: A catalyst for creativity. *Educational Management Administration & Leadership*, 50(1), 34-52.
- Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2010). Teacher technology change: How knowledge, confidence, beliefs, and culture intersect. *Journal of Research on Technology in Education*, 42(3), 255-284.
- Farrell, T. S. C. (2018). Reflective practice for language teachers. *Language Teaching Research*, 22(2), 211-229.
- Fickler, S., & Bogner, F. X. (2022). Creativity-focused training and its impact on science teaching practices. *Journal of Educational Science and Application*, 20(4), 301-320.
- Fredrick, J. (2022). Teacher autonomy and distributed leadership in innovative classrooms. *Leadership and Instructional Development Review*, 10(2), 143-160.
- Frey, B. S., & Jegen, R. (2001). Motivation crowding theory: A survey of empirical evidence. *Journal of Economic Surveys*, 15(5), 589-611.
- Guo, Y., Zhang, X., & Wang, H. (2022). Technology-based collaborative teaching and its effect on instructional innovation. *Interactive Learning Environments*, 30(3), 365-382.
- Hallinger, P., & Heck, R. H. (2010). Collaborative leadership and school improvement. *Educational Management Administration & Leadership*, 38(3), 365-392.
- Handayani, R. (2021). Differentiated instruction through teacher resourcefulness in mixed-ability classrooms. *Journal of Instructional Methods and Strategies*, 14(3), 216-232.
- Hellriegel, D., & Slocum, J. W. (2016). *Management* (13th ed.). Cengage Learning.
- Hennessy, S., & Onguko, B. (2017). Teachers' use of open educational resources for inquiry-based learning. *International Journal of Educational Development*, 55(1), 80-90.
- Hew, K. F., & Brush, T. (2007). Integrating technology into K-12 teaching and learning: Current knowledge gaps and recommendations for future research. *Educational Technology Research and Development*, 55(3), 223-252.
- Hobson, A. J., Ashby, P., Malderez, A., & Tomlinson, P. D. (2009). Mentoring beginning teachers: What we know and what we don't. *Teaching and Teacher Education*, 25(1), 207-216.
- Hord, S. M., & Sommers, W. A. (2008). Leading professional learning communities: Voices from research and practice. *Journal of Staff Development*, 29(3), 40-44.
- Igwe, N. J. (2018). Teachers' collaborative reflective practice for pedagogical improvement. *Journal of Professional Development in Education*, 44(2), 172-188.
- Jackson, R. M. (2020). Global online teacher networks: Supporting creativity and instructional effectiveness. *Journal of Educational Technology Systems*, 49(1), 84-102.

- Jackson, T. (2016). *Organizational theory and behavior*. Palgrave Macmillan.
- Jensen, B., & Krüger, J. (2019). Empowering educators through curriculum autonomy. *Educational Researcher*, 48(4), 214-225.
- Johnson, S. M., & Taylor, M. A. (2018). Reimagining teacher supervision: Feedback and growth over compliance. *Journal of Educational Leadership*, 76(2), 28-34.
- Kim, H., Lee, M., & Yoon, J. (2021). Project-based learning and interdisciplinary curriculum: Teachers' autonomy and creativity. *Curriculum Inquiry*, 51(4), 419-440.
- Knight, J. (2011). Unmistakable impact: A partnership approach for dramatically improving instruction. *Journal of Staff Development*, 32(4), 18-23.
- Koçak, S., & Arslan, A. (2021). Exploring the role of teacher autonomy in instructional innovation. *Journal of Educational Change and Leadership*, 9(1), 88-103.
- Koontz, H., & Weihrich, H. (2015). *Essentials of management: An international perspective* (9th ed.). McGraw-Hill Education.
- Kovačić, T., & Bogner, A. (2022). Intrinsic motivation and creative teaching: The impact of teacher professional development. *Teaching and Teacher Education*, 110, 103577.
- Kumar, S., & Singh, R. (2023). Instructional feedback and problem-solving creativity among secondary school teachers. *Educational Studies*, 49(1), 112-130.
- Larribee, B. (2000). Transforming teaching practice: Becoming the critically reflective teacher. *Reflective Practice*, 1(3), 293-307.
- Leithwood, K., & Jantzi, D. (2017). Transformational school leadership for large-scale reform. *Journal of Educational Administration*, 55(4), 330-345.
- Leung, F., Yamamoto, T., & Poon, M. (2022). Shared leadership and instructional creativity in professional learning communities. *Journal of Teacher Education and Development*, 16(1), 67-84.
- Locke, E. A., & Latham, G. P. (2013). *New developments in goal setting and task performance*. Routledge.
- Lopez, M. A., & Martinez, R. A. (2024). Feedback culture and innovation in teaching: A longitudinal study. *Teaching and Teacher Education*, 128, 104116.
- Martinez, L. J., & Gonzalez, C. (2020). Supervisory feedback and teacher innovation: Building creative classrooms. *International Journal of Educational Management*, 34(6), 1149-1164.
- Mendez, L. R., & Torres, G. H. (2023). Personalized assessment strategies and student creativity. *Assessment in Education: Principles, Policy & Practice*, 30(1), 66-83.
- Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1054.
- Moon, T. R. (2018). Reflective practice and professional growth in instructional creativity. *Journal of Reflective Teaching*, 5(2), 101-118.
- Mumford, M. D. (2018). Managing creative performance in educational contexts. *Journal of Organizational Behavior*, 39(3), 455-468.
- Northouse, P. G. (2018). *Leadership: Theory and practice* (8th ed.). SAGE Publications.
- O'Connor, J., Fitzgerald, M., & Quinn, S. (2021). Inclusive feedback practices and creative instructional adjustments. *European Journal of Special Needs Education*, 36(4), 541-558.
- Oladipo, S. A. (2021). Instructional leadership and creativity among public secondary school teachers. *Journal of Educational Administration and Planning*, 17(1), 59-74.

- Bamson, E. F., & Ololube, N. P. (2018). Effective leadership style as correlate of staff performance in universities in Rivers State. *International Journal of Scientific Research in Education*, 11(4), 756-782.
- Ololube, N. P., Uriah, O. A., & Dudafa, U. J. (2014). The role of university management in sustainable national development through innovation and entrepreneurial nosiness. *International Journal of Educational Foundations and Management*, 2(1), 13-24.
- Oloyede, S. (2019). Teaching methods and learning outcomes in Nigerian public schools. *Journal of Pedagogical Research and Development*, 12(3), 73-89.
- Osei, K., & Mensah, A. (2022). Cultural relevance in curriculum delivery: A pedagogical imperative. *Curriculum Perspectives*, 42(2), 145-161.
- Reiser, R. A. (2001). A history of instructional design and technology: Part I. *Educational Technology Research and Development*, 49(1), 53-64.
- Rinkevich, J. (2011). Creative teaching: Why it matters and where to begin. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 84(5), 219-223.
- Robbins, S. P. (2015). *Organizational behavior* (16th ed.). Pearson Education.
- Robbins, S. P., & Coulter, M. (2015). *Management* (13th ed.). Pearson.
- Ross, J., Ell, F., & McDonald, L. (2018). Inquiry-based teacher professional development: Impacts on teacher creativity. *Professional Development in Education*, 44(2), 230-245.
- Runco, M. A. (2015). *Creativity: Theories and themes: Research, development, and practice* (2nd ed.). Academic Press.
- Santos, R., Marquez, F., & Tavares, P. (2017). Curriculum flexibility and innovation in instruction. *Journal of Curriculum and Teaching*, 6(3), 38-51.
- Sawyer, R. K. (2010). Individual and group creativity. *Educational Researcher*, 39(3), 248-253.
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. Basic Books.
- Stoner, J. A. F., Freeman, R. E., & Gilbert, D. R. (2014). *Management* (6th ed.). Pearson Education.
- Švábenský, V. (2020). Reflective practice as intrinsic motivation for instructional creativity. *Teaching in Higher Education*, 25(6), 736-751.
- Uchegbu, A. (2019). Principal leadership style and teachers' instructional innovation. *Journal of School Administration and Policy*, 11(2), 123-135.
- Ukrop, E., Nduka, M., & Bello, A. (2018). Reflective practice and professional creativity in classroom instruction. *Journal of Instructional Supervision and Development*, 6(1), 90-108.
- Van Brummelen, H., & Lin, C. (2020). Creative co-teaching: Designing cross-disciplinary lesson plans. *Journal of Curriculum Studies*, 52(5), 680-696.
- Vansteenkiste, M., Niemiec, C. P., & Soenens, B. (2017). The impact of autonomy-supportive teaching on motivation and creativity. *Contemporary Educational Psychology*, 42(1), 21-34.
- Wang, Q., Li, X., & Wang, F. (2019). The power of feedback in promoting teacher innovation. *Educational Review*, 71(4), 457-474.
- Zeichner, K., & Liston, D. (2013). *Reflective teaching: An introduction*. Routledge.
- Zhang, Y., Liu, H., & Li, Z. (2023). Autonomy support and creative teaching practices: The mediating role of intrinsic motivation. *Teaching and Teacher Education*, 117(3), 103-856.
- Zhou, J., & George, J. M. (2016). Awakening employee creativity: The role of leader behaviors. *The Leadership Quarterly*, 27(3), 723-741.