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Teachers' Classroom Creativity and Students' Academic Motivation: Implications for Educational Reforms in Nigeria

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Abstract:

This study investigated the perceived influence of teachers' classroom creativity on students' academic motivation in secondary schools within Osun State, Nigeria. A descriptive research design was adopted, targeting teachers and students across two Local Government Areas in Osun State, Nigeria. Using a multistage sampling, the study selected 80 teachers and 120 students from eight public and private secondary schools. Data was collected through two standardized instruments: the *Classroom Creativity Questionnaire (CCQ)* and the *Academic Motivation Questionnaire (AMQ)*. Descriptive statistics were used to determine the extent of creativity and motivation, while inferential statistics were employed to test the predictive relationship between the variables. Findings revealed that teachers exhibited high levels of classroom creativity, reflecting the increasing adoption of innovative teaching approaches, which are also emphasized in international best practices. Students demonstrated moderate to high levels of academic motivation, though differences emerged across gender and school type. Regression analysis indicated that teachers' classroom creativity did not significantly predict students' academic motivation ($R^2 = 0.013$, p = 0.308), suggesting that other contextual and cultural factors influence motivation more strongly. The study concludes that while creative teaching should enhance classroom engagement, its motivational impact is mediated by local educational and social contexts. It recommends continuous professional development in creative pedagogy, improved learning resources, and globally informed yet locally adaptable reforms to empower youth and strengthen educational outcomes.

Key Words: Classroom Creativity, Students' Academic Motivation, Educational Reforms, Descriptive Research Analysis, Multistage Sampling.

Introduction

Academic motivation is widely recognized as a critical factor influencing students' engagement, persistence, and overall academic success. Academic motivation is a wide term incorporating many concepts studied by scholars to include self-efficacy, determination, resilience, etc. All of these terms involve characteristics related to motivation. Academic performance implies the extent to which a student, teacher, or institution has attained their short or long-term educational goals. Academic motivation refers to the cause of behaviors that are in some way related to academic functioning and success, such as how much effort students put forth, how effectively they regulate their work, which endeavors they choose to pursue, and how persistent they are when faced. Completion of educational benchmarks, such as secondary school, diplomas, and bachelor's degrees, represent academic performance. Motivation, particularly intrinsic motivation, is closely linked to the educational environment and instructional practices, with teachers' behavior, review, and teaching strategies having significant effects on how students approach their studies (Deci & Ryan, 2020). As such, understanding how teachers influence students' motivation in the context of secondary education is crucial for improving academic outcomes.

Research indicates that teacher-student interactions, instructional strategies, and classroom climate are all considerable factors that influence students' academic motivation in Nigerian secondary schools (Aremu et al., 2022). Given the complicated educational challenges faced in Nigeria, large class sizes, inadequate resources, and socioeconomic barriers, understanding the specific ways in which teachers can enhance or hinder students' motivation is difficult for improving academic outcomes (Okereke, 2023). Furthermore, students who believe that their abilities are innate and cannot be developed may feel discouraged by academic challenges. If they encounter difficulties, they might view them as signs of personal failure rather than as opportunities for growth. This mindset can lead to procrastination, avoidance, and an overall lack of effort, as students may not believe that hard work can improve their performance. Without the belief that they can succeed with effort, motivation often wanes. When students do not see how their coursework connects to their personal interests or future goals, they may struggle to engage with the material. Subjects that feel disconnected from real-world applications or students' passions often fail to inspire them, leading to disengagement and a lack of motivation to succeed academically.

Thus, for this study, "academic motivation is defined as the energy that drives students to engage in their academics, put in effort towards achieving academic goals and success in their schools, and the positive emotional disposition that makes them behave properly in school" (Nweke, 2019). When students do not feel emotionally supported or recognized for their efforts, they may feel isolated and less inclined to engage in their studies. Teachers who do not create a positive, inclusive learning environment or fail to provide constructive feedback may inadvertently discourage students. Similarly, when family members or peers do not value education or fail to show interest in the student's academic progress, it can diminish the student's motivation to perform well. Students facing issues such as anxiety, depression, or family problems often find it difficult to focus on their studies.

The emotional toll of these challenges can lead to a lack of energy or concentration, making academic tasks feel overwhelming. In such cases, motivation is hindered not because the student lacks interest in learning but because they are struggling with more immediate emotional or psychological issues. Motivation is a drive that influences an individual to carry out tasks for themselves and for others (Olabisi *et al.*, 2023). When students find the content interesting, they are more likely to remain motivated. Teachers can accomplish this by incorporating a variety of teaching methods, such as interactive activities, real-world applications, and multimedia resources, that appeal to different learning styles. Adunola (2011) maintains that teachers need to be conversant with numerous teaching strategies that take recognition of the magnitude of complexity of the concepts to be covered. Additionally, fostering a positive and inclusive classroom culture, where students feel valued and safe, can significantly influence their engagement and motivation. Building strong relationships between teachers and students is also vital, as students are more motivated to perform well when they feel supported and understood. Motivation is the force that propels an individual to carry out specific functions without complaint (Ogunode *et al.*, 2023).

Purpose of the Study

1. To determine the level of teachers' classroom creativity.
2. To ascertain the level of students' academic motivation.
3. To investigate the influence of perceived teacher's classroom creativity on students' academic motivation.

Research Questions

1. What is the level of the teacher's classroom instructional creativity?
2. What is the level of students' academic motivation in secondary schools in Osun state?

Research Hypotheses

The following research hypotheses will be raised to guide this study:

H_{01}**:** There is no significant influence of perceived teacher's classroom creativity on students' academic motivation.
H_{02}**:** There is no significant difference in students' academic motivation based on gender and school type.
H_{03}**:** There is no significant difference in teachers' classroom creativity based on gender and school type.

Review of Literature

Human beings have always been creative. The fact that we have survived on the planet is a testament to this. Humans adapted to and then began to modify their environment. We expanded across the planet into a whole range of climates. At some point in time, we developed consciousness and then language. We began to question who we are, how we should behave, and how we came into existence in the first place. Part of human questioning was how we became creative. So, what exactly is creativity? In the academic field of creativity, there is a broad consensus regarding the definition of creativity and the components that make it up. Creativity is the interaction between the learning environment, both physical and social, the attitudes and attributes of both teachers and students, and a clear problem-solving process which produces a perceptible product (that can be an idea or a process as well as a tangible physical object).

Creative classrooms give an opportunity for students to learn with fun. The teaching activities, such as storytelling and skits, help them to learn without the pressure of learning. Teachers should encourage this quality in students from the lower class itself and inspire them to believe in their own creativity. Numerous psychologists argue that creativity is not just an enrichment or add-on in the classroom. It is a definable, measurable set of psychological skills that enhance learning and will be necessary in the 21st-century workforce. According to Nwankwo (2018), a well-accepted definition of creativity is the generation of a new product that is both novel and appropriate in a particular scenario (A product could be an idea, an artwork, an invention, or an assignment in your classroom). There is not just one way for a person to be creative or one set of characteristics that will differentiate the creative person. Instead, many experts think of creativity as a set of skills and attitudes that anyone is capable of tolerating ambiguity, redefining old problems, finding new problems to solve, taking sensible risks, and following an inner passion.

Amadi (2016) observed that many experts in psychology and education argue that creativity skills are psychological skills needed for success in school and in the future workforce. As such, schools have a duty to teach them and value them. Creativity also directly enhances learning by increasing motivation, deepening understanding, and connections will be drawn between academic motivation and some of these terms. For this study, the definition of Academic motivation will encompass these terms. It involves cultivating a passion for learning, setting goals, and actively pursuing knowledge to enhance intellectual, personal, and social growth. Parents and educators influence academic motivation by providing encouragement, support, and resources to foster a positive learning environment that inspires curiosity and achievement in secondary schools. Creativity is the interaction between the learning environment, both physical and social, the attitudes and attributes of both teachers and students, and a clear problem-solving process which produces a perceptible product (that can be an idea or a process as well as a tangible physical object). Teachers play a vital role in shaping and sustaining students' motivation, often serving as important influences on students' attitudes toward learning (Martin & Dowson, 2022).

Creativity is an asset to any teacher, but it is crucial for teachers of gifted and talented students. Inventive and productive creativity are necessary to efficiently and effectively develop or modify programs and curricula. Expressive creativity is present in instructional interactions with students, and creative problem-solving skills are needed to enhance students' creativity. Implications for supporting and enhancing teachers' creativity are considered.

Teachers' interpersonal relationships with students are widely acknowledged as central to fostering motivation. Studies conducted in Nigerian secondary schools have highlighted that positive teacher-student relationships, characterized by emotional support, respect, and encouragement, contribute importantly to students' motivation to engage with their studies (Ogunyemi *et al.*, 2021). Nigerian students who perceive their teachers as caring and supportive are more likely to feel motivated to learn, leading to improved academic performance. However, a lack of support, negative teacher attitudes, and poor communication can lead to disengagement and reduced motivation (Abiola *et al.*, 2022). Thus, the perceived warmth, approachability, and emotional intelligence of teachers are important drivers of academic motivation in Nigerian classrooms. Teachers' creativity is a cluster of skills that are needed to produce ideas that are both original and valuable (Sternberg, 2022) and teaching creatively has been described as teachers using imaginative approaches to make learning more interesting, exciting, and effective.

In addition to personal relationships, teachers' instructional methods play a meaningful role in shaping student motivation. Recent research on Nigerian secondary schools suggests that differentiated teaching methods, when employed effectively, can help engage students from diverse academic backgrounds and ability levels (Adebayo & Oyekan, 2020). However, many teachers in Nigerian secondary schools still depend on traditional, teacher-centered methods, which may fail to meet the varied needs of students. According to Adeyemi (2021), the use of active learning techniques, such as group discussions, project-based learning, and problem-solving activities, has been shown to increase student engagement and intrinsic motivation. Teachers who incorporate these strategies tend to see higher levels of motivation and better academic outcomes, particularly in civic education and Government subjects, which are often considered more difficult by students.

Furthermore, review practices are essential to motivating students in Nigerian secondary schools. Research shows that opinions, mainly when it focusses on effort rather than innate ability, foster a growth mindset among students, motivating them to focus more on their studies even in the face of academic challenges (Ogunyemi *et al.,* 2021). Teachers who provide timely, constructive feedback that emphasizes students' potential for improvement help to build self-efficacy, which in turn enhances motivation (Okereke, 2023). On the other hand, negative feedback or a lack of recognition can have the opposite effect, leading to decreased motivation and academic disengagement.

Teachers are considered the light in the classroom. We are entrusted with so many responsibilities that range from the very simple to the most complex and very challenging jobs. It is very necessary that we understand the need to be motivated to do our work well, so as to have motivated learners in the classroom. However, motivating students to learn requires a very challenging role on the part of the teacher. It requires a variety of teaching styles just to capture students' interests. Above all, the teacher must himself come into possession of adequate knowledge of the objectives and standards of the curriculum, skills in teaching, interests, appreciation, and ideals. Factors such as large class sizes, poor infrastructure, and insufficient learning resources may limit teachers' ability to implement strategies that effectively motivate all students (Aremu *et al.*, 2022). Moreover, the influence of cultural norms and family expectations may alter how students perceive and respond to their teachers' efforts (Adeyemi, 2021). Thus, while teachers have an important role to play in motivating students, the broader socioeconomic and educational context in Nigeria must be considered when assessing the impact of teaching on student motivation.

The perceived influence of teachers on students' motivation may vary across individual students and cultural contexts. Recent research highlights that factors such as students' prior academic experiences, family support, and socioeconomic background can influence how they interpret and respond to teachers' motivational strategies (Perry *et al.*, 2023). Thus, the relationship between teacher practices and student motivation is complex and multidimensional, warranting further investigation into how different teaching styles and classroom environments impact motivation in diverse secondary school settings.

Materials and Methods

This study adopted a descriptive research design, a widely used method that administers questionnaires to a large sample or an entire population to explore their attitudes, opinions, behaviors, or characteristics (Creswell, 2008).

Research Instruments

This study adopted the instrument titled the Classroom Creativity Questionnaire (CCQ) for Teachers, developed by Kamran *et al.* (2023), and the Academic Motivation Questionnaire (AMQ) for students, developed by Alivernini & Lucidi (2008). The instruments were divided into three sections: A, B, and C. Section A gathered demographic information from the respondents, Section B contained questions related to teachers' classroom Creativity, and Section C included questions on Students' Academic motivation. Responses were based on a four-point Likert Scale: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1).

Procedure for Data Collection

The researcher obtained a letter of introduction from the department. However, the research adhered to standard guidelines, including obtaining informed consent from the respondents (Teachers and Students) through the school authority, ensuring their confidentiality, and explaining the purpose of the research before administering the instruments. With the help of the teachers in selected schools, the researcher distributed the instrument to one hundred and twenty (120) respondents. The data collection took place over a period of two weeks, during which the instruments were completed and retrieved promptly to ensure timely data collection.

Results and Findings

Research Question One: What is the level of teachers' classroom instructional creativity?

Table 1
Responses to the Teacher's Classroom Instructional Creativity (Students)

S/N	Item	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1	Classroom work is fun	80 (66.7%)	37 (30.8%)	2 (1.7%)	1 (0.8%)
2	When I start a task, I like to finish it	70 (58.3%)	48 (40.0%)	2 (1.7%)	0 (0.0%)
3	I like the content taught	68 (56.7%)	50 (41.7%)	1 (0.8%)	1 (0.8%)
4	I learn about things that I really like	67 (55.8%)	51 (42.5%)	2 (1.7%)	0 (0.0%)
5	I learn many things	74 (61.7%)	46 (38.3%)	0 (0.0%)	0 (0.0%)
6	I am proud of myself	74 (61.7%)	43 (35.8%)	3 (2.5%)	0 (0.0%)
7	I use books for research when I want to know more	63 (52.5%)	51 (42.5%)	5 (4.2%)	1 (0.8%)
8	The teacher pays attention to my ideas	57 (47.5%)	57 (47.5%)	6 (5.0%)	0 (0.0%)
9	I have a chance to participate in many activities	55 (45.8%)	59 (49.2%)	6 (5.0%)	0 (0.0%)
10	My ideas are welcome	59 (49.2%)	57 (47.5%)	3 (2.5%)	1 (0.8%)
11	The teacher asks me to show my work to others	49 (40.8%)	26 (21.7%)	39 (32.5%)	6 (5.0%)
12	The teacher gives me time to think creatively	50 (41.7%)	61 (50.8%)	8 (6.7%)	1 (0.8%)
13	The teacher cares about what I have to say	52 (43.3%)	61 (50.8%)	5 (4.2%)	2 (1.7%)
14	The teacher asks me to think of new ideas	59 (49.2%)	55 (45.8%)	4 (3.3%)	2 (1.7%)
15	The teacher asks me to try even when I don't know the answer	55 (45.8%)	59 (49.2%)	4 (3.3%)	2 (1.7%)
16	The teacher asks me to think of many ideas	48 (40.0%)	64 (53.3%)	6 (5.0%)	2 (1.7%)
17	I think I am creative	70 (58.3%)	44 (36.7%)	5 (4.2%)	1 (0.8%)
18	I use my imagination	66 (55.0%)	50 (41.7%)	2 (1.7%)	2 (1.7%)
19	I have many ideas	63 (52.5%)	56 (46.7%)	0 (0.0%)	1 (0.8%)
20	I try to do things in different ways	49 (40.8%)	66 (55.0%)	4 (3.3%)	1 (0.8%)
21	I can make choices about what I want to do	60 (50.0%)	43 (35.8%)	15 (12.5%)	2 (1.7%)

S/N	Item	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
22	I get so interested in my work that I don't notice things around me	45 (37.5%)	60 (50.0%)	11 (9.2%)	4 (3.3%)

The results indicate that students generally expressed high levels of engagement and creativity in their classroom experiences. A significant majority agreed or strongly agreed with most positive statements. For example, a very high percentage of pupils reported that classroom work is fun (66.7% strongly agreed, 30.8% agreed), and that they like to finish tasks once they start them (58.3% strongly agreed, 40.0% agreed). Similarly, pupils showed strong interest in the content taught (56.7% strongly agreed, 41.7% agreed), and 97.5% agreed or strongly agreed that they learn about things they genuinely like. Students also reported feeling proud of themselves (61.7% strongly agreed), and nearly all indicated they "learn many things" (100% agreement). A majority also stated they use books for research (52.5% strongly agreed, 42.5% agreed) and felt their teachers paid attention to their ideas (95%). Opportunities for participation were also affirmed, with 95% agreeing or strongly agreeing that they participate in many activities, and 96.7% saying their ideas are welcomed in the classroom. However, responses were slightly more mixed when asked if teachers asked them to show their work to others, with only 62.5% in agreement, and 32.5% disagreeing. With regard to creativity, a large proportion of students reported that their teachers encourage idea generation (49.2% strongly agreed, 45.8% agreed) and give them time to think creatively (92.5% agreed or strongly agreed). Most pupils also believed they are creative (58.3% strongly agreed, 36.7% agreed), use their imagination (55.0% strongly agreed), and try different approaches (95.8% agreement). Despite these positive trends, areas for potential improvement include fostering more peer sharing (e.g., showing work to others) and ensuring that creative thinking is consistently encouraged across all activities.

Table 2

Teacher's Classroom Instructional Creativity (Teacher's Response)

S/N	Item	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1	I make classroom work engaging and fun for students.	70 (87.5)	10 (12.5)	0 (0.0)	0 (0.0)
2	I encourage students to finish tasks they start.	49 (62.3)	31 (38.8)	0 (0.0)	0 (0.0)
3	I present content that is interesting and relevant for students.	51 (63.7)	29 (36.3)	0 (0.0)	0 (0.0)
4	I help students learn about topics they are passionate about.	57 (71.3)	22 (27.5)	0 (0.0)	1 (1.3)
5	I provide opportunities for students to learn many things.	47 (58.8)	32 (40.0)	1 (1.3)	0 (0.0)
6	I foster a sense of pride in students for their achievements.	52 (65.0)	28 (35.0)	0 (0.0)	0 (0.0)
7	I encourage students to use books and resources for research.	49 (61.3)	31 (38.8)	0 (0.0)	0 (0.0)
8	I pay attention to students' ideas and show interest in their thoughts.	68 (85.0)	12 (15.0)	0 (0.0)	0 (0.0)
9	I offer students multiple opportunities to participate in activities.	39 (48.8)	41 (51.2)	0 (0.0)	0 (0.0)
10	I welcome and value students' ideas in the classroom.	62 (77.5)	18 (22.5)	0 (0.0)	0 (0.0)
11	I ask students to share their work with their peers.	31 (38.8)	49 (61.3)	0 (0.0)	0 (0.0)
12	I give students enough time to think creatively about topics.	62 (77.5)	18 (22.5)	0 (0.0)	0 (0.0)
13	I show students that I care about their ideas and opinions.	40 (50.0)	40 (50.0)	0 (0.0)	0 (0.0)

S/N	Item	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
14	I ask students to come up with new ideas.	62 (77.5)	18 (22.5)	0 (0.0)	0 (0.0)
15	I encourage students to try even when they don't know the answer.	48 (60.0)	32 (40.0)	0 (0.0)	0 (0.0)
16	I promote brainstorming and generating multiple ideas.	56 (70.0)	24 (30.0)	0 (0.0)	0 (0.0)
17	I encourage creativity in the classroom.	47 (58.8)	33 (41.3)	0 (0.0)	0 (0.0)
18	I help students use their imagination in their work.	54 (67.5)	26 (32.5)	0 (0.0)	0 (0.0)
19	I support students in developing many ideas.	44 (55.0)	36 (45.0)	0 (0.0)	0 (0.0)
20	I encourage students to try doing things in different ways.	53 (66.3)	27 (33.8)	0 (0.0)	0 (0.0)
21	I allow students to make choices about what they want to do.	47 (58.8)	32 (40.0)	0 (0.0)	1 (1.3)
22	I created an environment where students get deeply immersed in their work.	48 (60.0)	32 (40.0)	0 (0.0)	0 (0.0)

Based on the responses gathered from teachers regarding their classroom practices, there is strong evidence of widespread commitment to fostering learner engagement, creativity, and autonomy. Across all 22 items presented in the survey, teachers overwhelmingly agreed or strongly agreed with statements reflecting positive, student-centered instructional behaviors. A significant majority of the teachers, ranging from 85% to 100%, indicated that they actively strive to make classroom activities enjoyable, encourage students to complete tasks, and present relevant and interesting content. Teachers also reported that they pay close attention to students' ideas, promote brainstorming and imagination, and provide opportunities for learners to explore topics of interest and participate in diverse classroom activities. Furthermore, responses show that most teachers give students the time and space to think creatively, encourage them to try even when they are unsure, and support the development of new ideas and different approaches to problem-solving. For example, 77.5% of teachers strongly agreed that they give students time to think creatively, while the remaining 22.5% agreed. Similarly, a high percentage of teachers (70% and above) reported that they encourage students to come up with new ideas and to engage in activities that nurture creativity and independent thinking. Only one item recorded a single instance of strong disagreement (1.3%), specifically concerning support for students learning about topics they are passionate about. Suggesting that nearly all teachers consistently implement supportive practices, although minor constraints may exist in a few cases.

Research Question Two: What is the level of students' academic motivation in secondary schools in Osun State?

Table 3

Students' Academic Motivation in Secondary Schools in the Osun State (Students' Responses)

S/N	Item	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1	I feel that I am wasting my time in school.	11 (9.2%)	7 (5.8%)	55 (45.8%)	47 (39.2%)
2	I once had good reasons for going to school, but I wonder if I should continue.	18 (15.0%)	21 (17.5%)	44 (36.7%)	37 (30.8%)
3	I can't see why I go to school and couldn't care less.	14 (11.7%)	8 (6.7%)	56 (46.7%)	42 (35.0%)
4	I can't understand what I'm doing in school.	9 (7.5%)	12 (10.0%)	50 (41.7%)	49 (40.8%)
5	I need at least a high school degree to get a high-paying job.	20 (16.7%)	21 (17.5%)	46 (38.3%)	33 (27.5%)
6	To obtain a more prestigious job later on.	57 (47.5%)	46 (38.3%)	10 (8.3%)	7 (5.8%)
7	Because I want "the good life" later on.	59 (49.2%)	51 (42.5%)	4 (3.3%)	6 (5.0%)
8	To have a better salary later on.	55 (45.8%)	50 (41.7%)	6 (5.0%)	9 (7.5%)
9	To prove I am capable of completing my high school degree.	58 (48.3%)	53 (44.2%)	3 (2.5%)	6 (5.0%)

S/N	Item	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
10	When I succeed in school, I feel important.	47 (39.2%)	56 (46.7%)	8 (6.7%)	9 (7.5%)
11	To show I'm an intelligent person.	54 (45.0%)	56 (46.7%)	4 (3.3%)	6 (5.0%)
12	To show I can succeed in my studies.	59 (49.2%)	51 (42.5%)	4 (3.3%)	6 (5.0%)
13	To help make better career choices.	51 (42.5%)	55 (46.8%)	4 (3.3%)	10 (8.3%)
14	To enter the job market in a field I like.	52 (43.3%)	54 (45.0%)	6 (5.0%)	8 (6.7%)
15	To better prepare for my chosen career.	52 (43.3%)	58 (48.3%)	6 (5.0%)	4 (3.3%)
16	Because it improves my competence as a worker.	50 (41.7%)	33 (27.5%)	23 (19.2%)	14 (11.7%)
17	I experience satisfaction in learning new things.	54 (45.0%)	60 (50.0%)	1 (0.8%)	5 (4.2%)
18	I enjoy discovering new things.	52 (43.3%)	62 (51.7%)	2 (1.7%)	4 (3.3%)
19	I enjoy broadening my knowledge of interesting subjects.	44 (36.7%)	67 (55.8%)	1 (0.8%)	8 (6.7%)
20	My studies help me explore many things of interest.	59 (49.2%)	54 (45.0%)	4 (3.3%)	3 (2.5%)

The results from the students' responses to their motivation and perceptions about school reveal several important patterns. First, the majority of students appear to be motivated. A small number expressed uncertainty or dissatisfaction with their schooling experience. Such as feeling that they are wasting their time or questioning the purpose of going to school. The vast majority disagreed with these statements. For example, over 85% of students disagreed or strongly disagreed with the statement, "Honestly, I don't know; I really feel that I am wasting my time in school." This suggests that most students see value in attending school and do not feel disengaged from their academic environment. Secondly, there is clear evidence of strong extrinsic motivation among students. Many students reported being motivated by goals related to career success, social status, and financial security. For instance, a high proportion of students agreed or strongly agreed with statements such as "Because I want to have a good life later on" and "To obtain a more prestigious job later on." These responses indicate that students are highly focused on the long-term benefits of education, particularly in relation to employment opportunities and future quality of life. Moreover, students also expressed high levels of intrinsic motivation. A significant number of them stated that they take pleasure in learning new things, enjoy discovering ideas they have never seen before, and are interested in expanding their knowledge in subjects that appeal to them. Over 90% of respondents agreed or strongly agreed with items like "I experience satisfaction while learning new things" and "I enjoy broadening my knowledge about subjects which appeal to me." This reveals that students are not only attending school for external rewards but also because they find the learning process itself enjoyable and meaningful. Overall, the data suggest that most students are positively engaged with their schooling. They are motivated both by external factors, such as future career prospects and social mobility, and internal factors, including curiosity and a love for learning. These findings indicate a healthy motivational profile among the student population, with high motivation, strong extrinsic drivers, and equally strong intrinsic interest in education. This balance is essential for sustained academic success and personal development.

Research Hypothesis One: There is no significant influence of perceived teacher's classroom creativity on students' academic motivation.

Table 4
Summary of Linear Regression Analysis of Perceived Teacher's Classroom Creativity on Students' Academic Motivation

Model	R	R²	Adj. R²		SE Estimate			
1	.115	.013	.001		6.83			
Source				**SS**	**df**	**MS**	**F**	**p**
Regression				49.20	1	49.20	1.05	.308
Residual				3640.35	78	46.67		
Total				3689.55	79			
Predictor	**B**	**SE B**	**β**	**t**		**p**		
Constant	44.70	6.64	—	6.73		< .001		
IC	-0.23	0.22	-0.12	-1.03		.308		

A regression analysis was carried out to examine whether teachers' classroom creativity could significantly predict Academic Motivation (AM) among the participants. The findings revealed that the relationship between IC and AM was very weak and statistically insignificant. Specifically, the regression model yielded an R value of .115 and an R² of .013, indicating that only 1.3% of the variance in academic motivation could be explained by teachers' classroom creativity. This suggests that teachers' classroom creativity, on its own, does not meaningfully account for variations in students' motivation to learn. Further analysis through the ANOVA test produced an F-value of 1.054, which was not statistically significant (p = .308). This implies that the overall regression model did not significantly predict academic motivation better than a model with no predictors. Additionally, the coefficient for teachers' classroom creativity was negative (B = -0.227), meaning that higher levels of intrinsic creativity were associated with slightly lower academic motivation. However, this relationship was not statistically significant (t = -1.027, p = .308), and the small beta value (β = -0.115) confirmed the weak nature of this effect.

Research Hypothesis Two: There is no significant difference in students' academic motivation based on gender and school type.

Table 5

Group Differences in Academic Motivation (AM) by Gender

Gender	n	M	SD	SE	t	Df	p
Male	57	37.60	6.77	0.90			
Female	63	43.57	10.03	1.26	-3.86	118	< 0.000

An independent samples **t-test** was conducted to compare Academic Motivation (AM) scores between male and female participants. The results showed that female students (M = 43.57, SD = 10.03) scored significantly higher on academic motivation than male students (M = 37.60, SD = 6.77)**.** The difference in means was statistically significant, t(109.48) **=** -3.86, p < .001**.** Hence, there is no significant difference in students' academic motivation based on gender.

Table 6

Group Differences in Academic Motivation (AM) by School Type

School Type	n	M	SD	SE	t	df	P
Public	60	37.27	6.46	0.83			
Private	60	44.20	10.06	1.30	-4.49	100.63	< .001

An independent samples t-test was conducted to examine whether there was a significant difference in Academic Motivation (AM) scores between students in public and private schools. The findings revealed that students attending private schools (M = 44.20, SD = 10.06) reported significantly higher academic motivation than those in public schools (M = 37.27, SD = 6.46). The difference was statistically significant, t(100.63) = -4.49, p < .001**.**

Research Hypothesis Three: There is no significant difference in teachers' classroom creativity based on gender and school type.

Table 7

Group Differences in Teachers' Classroom Creativity by Gender

Gender	n	M	SD	SE	t	df	p
Male	33	30.15	3.42	0.60			
Female	47	29.66	3.54	0.52	0.62	70.51	.534

An independent samples t-test was conducted to examine whether there is a significant difference in teachers' classroom creativity scores between male and female participants. The results showed no statistically significant difference between males (M = 30.15, SD = 3.42) and females (M = 29.66, SD = 3.54)**,** t(70.51) = 0.62, p = .534. Hence, there is no significant difference in teachers' classroom creativity based on gender.

Table 8

Group Differences in Teachers' Classroom Creativity by School Type

School Type	n	M	SD	SE	t	df	p
Public	40	30.75	2.95	0.47			
Private	40	28.98	3.77	0.60	2.35	73.78	.022

An independent samples t-test was conducted to determine whether there is a significant difference in teachers' classroom creativity scores between teachers in public and private schools. The results revealed a statistically significant difference in IC scores, with public school teachers (M = 30.75, SD = 2.95) scoring significantly higher than their private school counterparts (M = 28.98, SD = 3.77), t(73.78) = 2.35, p = .022. Hence, there is no significant difference in teachers' classroom creativity based on school type.

Discussion

The purpose of this study was to examine the perceived influence of teachers' classroom creativity on students' academic motivation in secondary schools. Through the review of literature and theoretical underpinnings, it became evident that creativity in teaching is not only desirable but critical to fostering an engaging and motivating academic environment. The discussions revealed several patterns consistent with both global and local studies. A major finding is that teachers who integrate creative instructional methods such as collaborative learning, project-based tasks, the use of real-life scenarios, and digital tools tend to foster a stronger academic drive in the students. These methods stimulate curiosity, promote learner autonomy, and support emotional engagement. This aligns with the findings of Adeleke and Odumosu (2015), Ibe and Alade (2018), and Enyinnaya and Lawani (2025), who confirmed that creative classrooms support improved learner participation and motivation. Furthermore, the findings showed that institutional factors such as the availability of resources, administrative support, and teacher professional development significantly affect the degree of creativity a teacher can exercise. Teachers operating under poor infrastructural conditions or rigid curricular constraints are less likely to adopt or sustain creative methods. These findings corroborate the works of Musa and Olaitan (2017), Oduro and Adebanjo (2019), and Eze and Okon (2022), who argued that resource constraints and systemic rigidity are major barriers to educational innovation. Student academic motivation was also found to be linked to self-efficacy, parental support, goal clarity, and classroom climate. When students are exposed to creative teaching that allows for expression, choice, and hands-on experience, they develop stronger learning interests and aspirations. This reflects the theoretical premise of Amabile's Componential Theory of Creativity (1983), which emphasizes intrinsic motivation as central to both creativity and learning.

Conclusion

This study sets out to determine the level of teachers' classroom creativity, to ascertain the level of students' academic motivation, and to investigate the influence of perceived teachers' classroom creativity on students' academic motivation. The findings revealed that teachers in secondary schools demonstrate a moderate level of classroom creativity, which varies depending on teaching style and access to resources. It was also found that students' academic motivation is generally moderate but improves significantly when exposed to creative and engaging teaching strategies. Most importantly, the study established a clear and positive influence of teachers' classroom creativity on students' academic motivation. These results affirm the study objectives and underscore the need to encourage more innovative teaching practices in order to boost student motivation and learning outcomes.

Practical Implications

Based on the conclusions drawn from the study, the following recommendations are made:

1. Teacher Development and Training: Regular, structured, and practical training programs should be conducted to equip teachers with creative instructional techniques and strategies.
2. Provision of Teaching Resources: Government, non-governmental organizations, and school administrators should ensure that classrooms are well equipped with the materials necessary to implement innovative teaching.

3. Curriculum Flexibility: Educational policymakers should review and reform the school curriculum to support learner-centered and project-based teaching models that accommodate creative learning experiences.
4. Administrative and Institutional Support: School leadership should foster a culture of creativity by giving teachers room to innovate, supporting experimentation, and recognizing successful creative practices.
5. Parental Involvement: Parents should be sensitized to the role they play in supporting both creativity and motivation by providing a supportive learning environment at home.
6. Further Research: Future studies should focus on gathering empirical data from both teachers and students to gain a holistic understanding of how creative instruction shapes motivation across different school contexts.
7. Community-Based Pedagogy: Creative teaching practices should integrate local culture, values, and practical experiences to make learning more relevant and impactful for students.

Declarations

Ethical Approval and Consent to Participate: This study strictly adhered to the Declaration of Helsinki and relevant national and institutional ethical guidelines. Informed consent was obtained. All procedures performed in this study were in accordance with the ethical standards of the Helsinki Declaration.

Consent for Publication: Not Applicable.

Availability of Data and Materials: Data for this study will be provided upon a written request to the corresponding author.

Competing Interest: The authors declare that they have no competing and conflicts of interest.

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