Fostering Teacher Performance through Creativity and Innovative Work Behavior: A Meta-Analysis

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Submitted:
2025-10-12

Published:
2025-11-12

Keywords:
Creativity, Innovative Work Behavior, Performance, Meta-Analysis, Teacher

How to cite:
Setiawati, L., Lapasau, M., Widodo, W., Musliman, A., & Nurjanah, N. (2025). Fostering Teacher Performance through Creativity and Innovative Work Behavior: A Meta-Analysis. *Bulletin of Counseling and Psychotherapy*, *7*(2). https://doi.org/10.51214/002025071640000

Published by:
Kuras Institute

E-ISSN:
2656-1050

ABSTRACT: Although numerous studies have examined the relationship between teacher creativity, innovative work behavior (IWB), and performance, the findings remain inconsistent and fragmented across different educational contexts. Teachers' performance plays a crucial role in achieving educational quality, and two important factors that can enhance it are creativity and IWB. This study aims to examine the influence of these two variables on teachers' performance through a meta-analysis approach. A total of 25 empirical studies published between 2020 and 2025 were systematically analyzed, involving a combined sample of 6,482 teachers from various educational levels and countries, including Indonesia, the Philippines, Ghana, Iran, and Malaysia. The inclusion of these diverse studies provides a broad and representative overview of the relationship between creativity, IWB, and teacher performance across different educational and cultural contexts. Data were analyzed using JASP software version 0.19.3.0, focusing on two independent variables: creativity and IWB. These findings demonstrate that creativity and innovative work behavior consistently enhance teachers' performance. Therefore, educational institutions should integrate creativity stimulation and innovative work behavior training as core components of teachers' continuous professional development programs to foster sustained improvement in educational quality.

INTRODUCTION

Teacher performance has become a crucial focal point in the drive to improve educational quality across the globe. In an era characterized by rapid technological, pedagogical, and societal change, the ability of teachers to maintain high performance is no longer solely dependent on traditional competencies but increasingly influenced by creativity and innovation. These two elements represent adaptive capacities that enable teachers to respond effectively to the complex challenges of modern classrooms. Among the many factors influencing teacher performance, creativity stands out as a powerful predictor of instructional success and learner engagement (Abdula-Zade et al., 2021). That creative teachers are more adaptive, engaging, and effective in delivering student-centered instruction (Rahmat & Dewi, 2025). Similarly, Zhang et al. (2019) confirmed that creative strategies significantly enhance students' learning motivation and cognitive achievement. Septy et al. (2024) revealed that teachers with high creativity are able to create innovative learning environments that can improve professionalism. In vocational education,

creativity further contributes to increased commitment and professional development (Wahyudi & Arifin, 2023)

In parallel, innovative work behavior (IWB) has gained recognition as a catalyst for teacher effectiveness in dynamic school environments. Cui & Yin, (2023) demonstrated that innovation-oriented teachers exhibit proactive classroom management and continuous pedagogical renewal. Teachers who are innovation-oriented also demonstrate their roles as educators, facilitators, and motivators, and are consistent in integrating more innovative learning models (Yudianto et al., 2025). Jahan et al. (2018) showed that innovation is positively associated with job satisfaction, motivation, and instructional outcomes. Teachers' ability to adapt and innovate is critical to surviving rapid educational (Sasongko et al., 2025). Innovation enhances responsiveness to student needs, allowing teachers to develop and implement more effective instructional methods (Khasanah et al., 2025).

While research supports the importance of creativity and IWB individually, relatively few studies have jointly examined their simultaneous influence on teacher performance. Other research on the relationship between innovative teacher performance and the importance of teacher creativity as an impact on educational development (Alyaza & Fauziah, 2025). Whereas others suggest these variables operate independently or synergistically depending on institutional context (Nugroho et al., 2021). The inconsistency of findings across national and cultural settings further complicates interpretation. As a result, a comprehensive synthesis is needed to determine the magnitude of these effects and resolve conflicting evidence across studies (Astuti & Dewi, 2021).

Although the literature recognizes the importance of creativity and innovation in teaching, few studies explore their joint impact on performance in a unified framework. While others suggest the two variables independently contribute to effectiveness (Nugroho et al., 2021). For example, research confuted by Dutra (2024) explaining the importance of creativity and innovation in teaching activities. The inconsistencies in these findings reveal a conceptual gap. This study builds on Amabile's Componential Theory of Creativity (1996), which underscores the role of domain-relevant skills, motivation, and creative processes in producing novel work. It also applies Rogers' Diffusion of Innovation Theory (2003) to understand how innovative performance is adopted and sustained in educational settings. Both theories complement each other in explaining how ideas are generated and implemented in practice.

To address the identified gaps, this study conducts a comprehensive meta-analysis of 30 quantitative studies examining the effects of creativity and IWB on teacher performance. It also explores how contextual moderators influence these effects, including school setting, region, and educational level. By doing so, the study provides both theoretical clarity and practical insights. In conclusion, this research offers a novel contribution by integrating creativity and innovation within a unified analytical model of teacher performance. It fills a critical empirical and theoretical gap and lays the groundwork for more context-sensitive teacher development strategies.

The novelty of this study lies in its meta-analytic integration of existing quantitative findings on the influence of creativity and IWB on teacher performance. Unlike previous literature reviews, this study employs rigorous meta-analytic methods to calculate aggregate effect sizes, assess heterogeneity, and examine the robustness of empirical patterns. Moreover, by incorporating recent empirical studies, this meta-analysis expands current theoretical understanding and provides a stronger empirical basis for future research and policy formulation. This study aims to analyse the influence of creativity and IWB on teachers' performance through a meta-analysis approach.

METHODS

Design

This study uses a meta-analysis review design. This approach involves a process of systematic identification, critical evaluation, and quantitative synthesis of all previously published relevant

empirical research. The goal is to draw stronger and generalizable conclusions about the relationship between creativity, innovative work performance, and teacher performance (Albrecht et al., 2023). This approach allows the integration of various scattered research results, as well as provides a thorough understanding of the patterns of relationship between the variables being studied (Messmann, 2012).

Participants

The subjects in this study are not individuals directly, but primary empirical studies that have been published. The studies included a sample of teachers from different levels of education (e.g. primary and secondary schools), countries (e.g. Indonesia, the Philippines, Ghana, and Iran), and the education sector (Kleysen & Street, 2023). By synthesizing findings from these diverse backgrounds, this study aims to identify consistent and reliable relationship patterns. This study utilizes a meta-analytic approach based on 25 quantitative research articles sourced from peer-reviewed national and international journals. The PRISMA method was applied during the identification, screening, and eligibility phases. Effect size was calculated using Fisher's Z transformation and analyzed using JASP software version 0.19.3.0. Heterogeneity was assessed using Q statistics and I^2 to evaluate the consistency of findings.

Procedure

Data were collected through a systematic literature review of quantitative empirical studies. Academic databases such as Google Scholar, Scopus, and ERIC are used with keywords such as "teacher creativity," "innovative work performance," "teacher performance," and "meta-analysis." Included studies must report statistical effect measures such as correlation coefficient (r), regression coefficient (β), or relevant t/z values (Albrecht et al., 2023; Rahmat & Dewi, 2025). The method used in this study was a systematic literature review with two search focuses: the relationship between teacher creativity and teacher performance and the relationship between IWB and teacher performance. Articles were obtained through searches in four academic databases: Google Scholar, Scopus, ERIC, and ScienceDirect. A search using the keywords "teacher creativity" and "teacher performance" (X1 → Y) yielded 132 articles from Google Scholar, 58 from Scopus, 41 from ERIC, and 22 from ScienceDirect, for an initial total of 253 articles. Meanwhile, a search using the keywords "innovative work performance" and "teacher performance" yielded 115 articles from Google Scholar, 47 from Scopus, 29 from ERIC, and 19 from ScienceDirect, for an initial total of 210 articles.

Table 1. Inclusion and Exclusion Criteria for Search Creativity and performance.

Inclusion Criteria	Exclusion Criteria
1. Articles published in reputable journals (Scopus/accredited)	1. Articles from non-reputable journals
2. Publication period 2015–2025	2. Articles published outside of the specified period
3. Discusses the relationship between teacher creativity and teacher performance	3. Article not relevantt with creativity and performance
4. Presents statistical measures (r, β, t, z, or similar)	4. Articles in the form of reviews, books, or proceedings without empirical data
5. Original quantitative research articles	5. Non-quantitative articles
6. Written in English	6. Non-English articles
7. Full-text available for download	7. Articles that cannot be accessed in full

Table 2. Inclusion and Exclusion Criteria for Search IWB and Performance.

Inclusion Criteria	Exclusion Criteria
1. Articles published in reputable journals (Scopus/accredited)	1. Articles from non-reputable journals
2. Publication period 2015–2025	2. Articles published outside the specified period
3. Discusses the relationship between IWB and performance	3. Articles not relevant to IWB and performance
4. Presents statistical measures (r, β, t, z, or similar)	4. Articles in the form of reviews, books, or proceedings without empirical data
5. Original quantitative research articles	5. Non-quantitative articles
6. Written in English	6. Non-English articles
7. Full text available for download	7. Articles that cannot be accessed in full

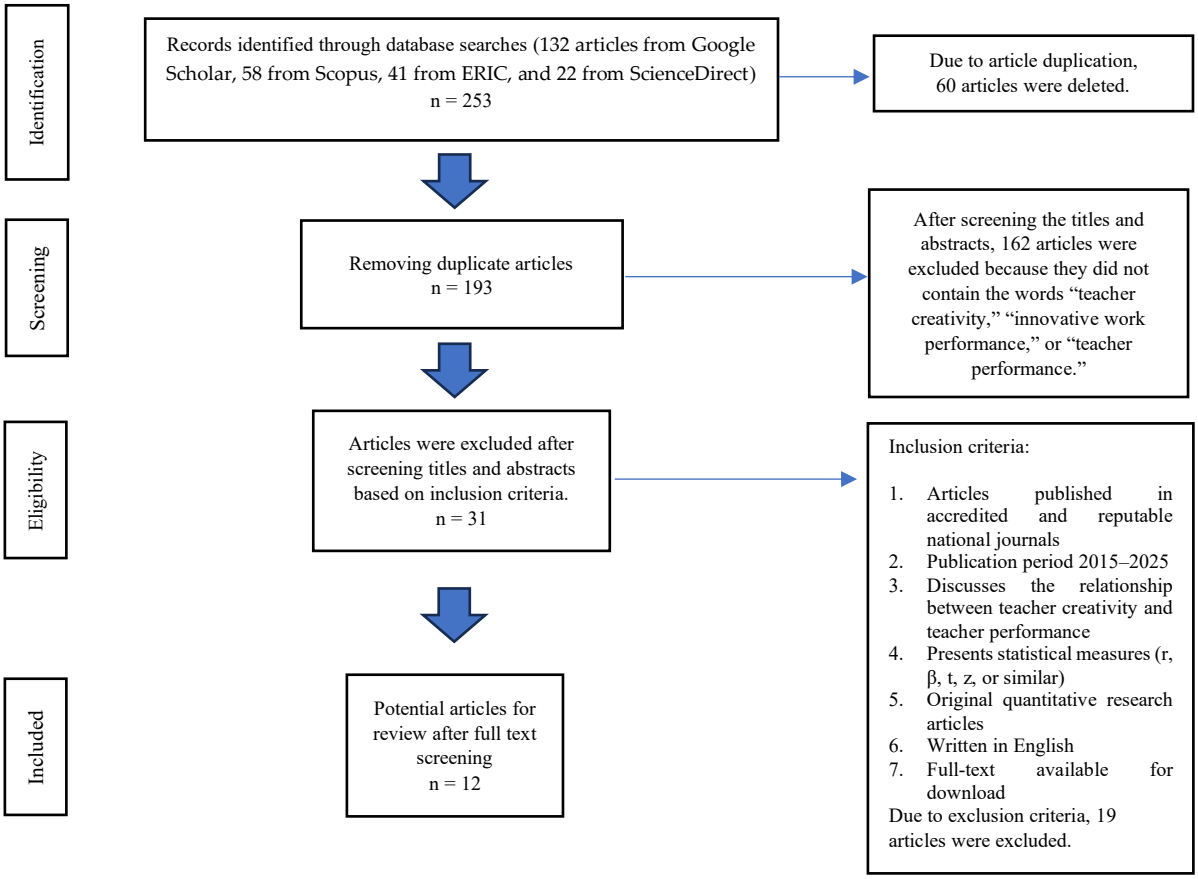

Figure 1. PRISMA study selection process flowchart creativity and teacher performance.

All articles obtained were then screened through several stages. First, duplicates were identified, leaving 228 articles creativity and performance and 194 articles IWB and performance. Next, titles and abstracts were analysed based on inclusion and exclusion criteria, such as journal reputation, publication period (2015–2025), suitability of research variables, availability of statistical measures, and full-text access. The final screening results showed that there were 12 articles eligible for analysis on the creativity and performance path, and 13 articles on the IWB and performance path. These articles were then used as the main sources in the meta-analysis process to explore the relationships between variables in more depth.

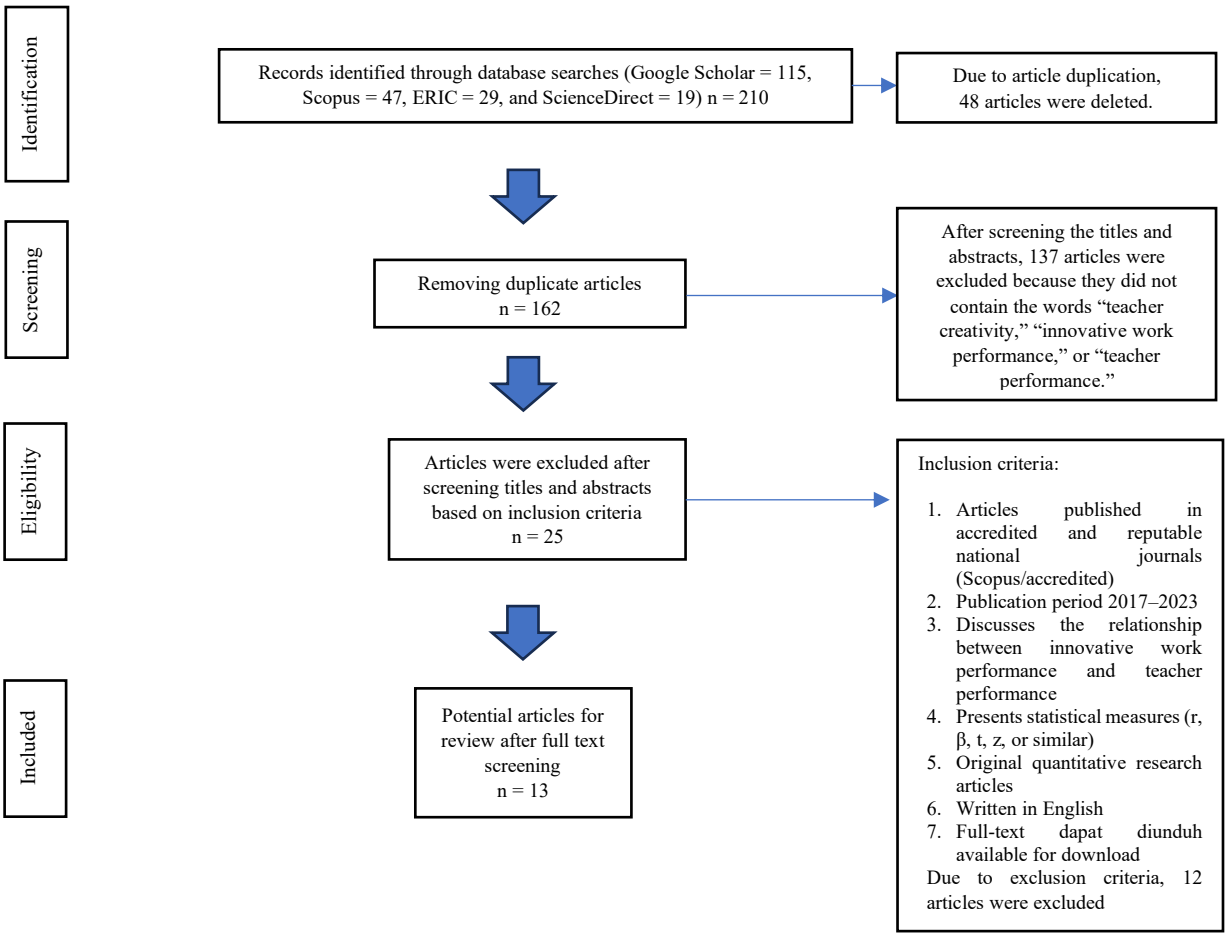

Figure 2. PRISMA study selection process flowchart IWB and teacher performance.

Data Analysis

Data analysis was carried out through quantitative synthesis of effect measures from primary studies. The reported effect measures (such as r, β, z-score, t-statistics) are summarized in a meta-analytical table. The analysis focused on the direction of the relationship (positive/negative), the strength of the effect (strong, moderate, weak), and statistical consistency (significance of p-values) between creativity, innovative work performance, and teacher performance. In addition, conceptual pathway analysis is carried out to build an integrated causal model that describes the direct and indirect relationships between variables (Messmann, 2012).

RESULTS AND DISCUSSION

Results

Creativity on Teacher Performance

Table 3 presents the results of the heterogeneity test, which assess the extent to which the effect sizes across the included studies differ beyond what would be expected by sampling error alone. This test is essential in determining whether the variability in the findings reflects true differences in study characteristics such as sample type, educational level, or regional context or is merely due to random variation.

Table 3. Heterogeneity Test.

	Q	df	p
Omnibus test of Model Coefficients	17.696	1	< .001
Test of Residual Heterogeneity	542.751	11	< .001

Table 4. Residual Heterogeneity Estimates.

		95% Confidence Interval	
	Estimate	**Lower**	**Upper**
τ^2	0.207	0.101	0.601
τ	0.455	0.317	0.775
I^2 (%)	97.808	95.593	99.235
H^2	45.631	22.690	130.659

Based on the results of the previous heterogeneity test, Q = 542.751 with $p < 0.001$; τ^2 or $\tau > 0$; I^2 (%) is approximately 100%, indicating that the 12 effect sizes of the examined studies are heterogeneous. In addition, the random effects approach was used to conduct the publication bias test and the examination of the average effect size or summary effect estimates. Table 5 displays the findings of the studies on the average effect size or summary effect.

Table 5. Summary Effect or Mean Effect Size.

					95% Confidence Interval	
	Estimate	**Standard Error**	**z**	**p**	**Lower**	**Upper**
intercept	0.561	0.133	4.207	< .001	0.300	0.822

Based on the results of the study conducted using a random effects model, there is a strong positive relationship between Creativity and Work Performance (Z = 4.207; 95%CI [0.300; 0.822]). This is evident from the p-value of less than 0.001, indicating a substantial correlation between creativity and performance. Based on the results of the study conducted using a random effects model, there is a strong positive relationship between creativity and performance in this study. The moderate category (rRE = 0.561) includes the relationship between creativity and Work Performance. Based on the results of the study conducted using a random effects model, there is a moderate positive relationship between creativity and Work Performance. In addition, a visually appealing graphical technique known as a forest plot illustrates the results of the analysis. By using a forest plot, we can more easily compare studies by understanding the estimated combined effect shown by the plot (dots) at certain intervals. Figure 3 displays a forest plot diagram for the 12 Funnel Plot studies examined. The effect sizes of the studied studies ranged from 0.03 to 1.83, according to the forest plot diagram. Next, a funnel diagram was created. A Begg funnel diagram is a scatterplot diagram in meta-analysis to visually identify potential publication bias (symmetrical or asymmetrical study samples). Figure 4 shows the funnel plot diagram for the 12 analyzed studies. Further research using Egger's test is needed because the resulting models are symmetrical or asymmetrical, making it difficult to distinguish publication bias from the funnel plot diagram alone. Table 6 shows the results of the Egger's test.

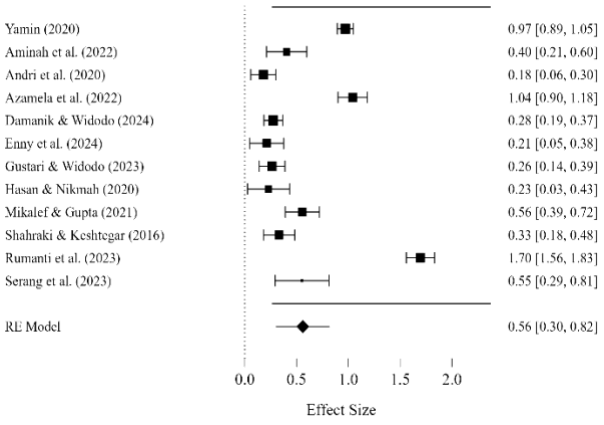

Figure 3: Meta-analysis Forest Plot

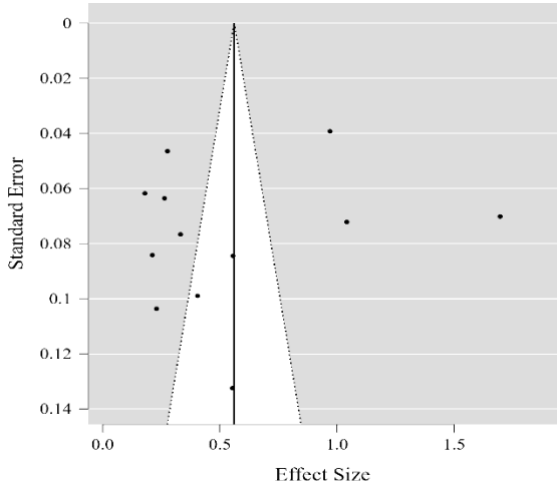

Figure 4: Funnel Plot After Trim-Fill Diagnosis

Table 6. Regression Test for Funnel Plot Asymmetry (Egger's Test).

	z	p
sei	-0.550	0.583

Table 6 indicates p > 0.05 and z = -0.550. It demonstrates the symmetry of the funnel plot. Thus, this meta-analysis study does not have a publication bias issue.

IWB on Teacher Performance

Different r and t values were derived for each investigation based on the examination of 13 publications using specific criteria. The researchers converted all research publications without r values from t values to r values before conducting heterogeneity tests. Table 7 presents the results of the heterogeneity tests, while Table 8 presents the residual heterogeneity estimates.

Table 7. Heterogeneity Test.

	Q	df	p
Omnibus test of Model Coefficients	70.725	1	< .001
Test of Residual Heterogeneity	66.886	12	< .001

Table 8. Residual Heterogeneity Estimates.

		95% Confidence Interval	
	Estimate	**Lower**	**Upper**
τ^2	0.022	0.008	0.067
τ	0.148	0.091	0.258
I^2 (%)	81.347	62.498	93.034
H^2	5.361	2.666	14.355

Based on the results of the previous heterogeneity test, Q = 66.886 with p < 0.001; τ^2 or τ > 0; I^2 (%) is approximately 100%, indicating that the 13 effect sizes of the examined studies are heterogeneous. In addition, the random effects approach was used to conduct the publication bias test and the examination of the average effect size or summary effect estimates. Table 9 displays the findings of the studies on the average effect size or summary effect.

Table 9. Summary Effect or Mean Effect Size.

					95% Confidence Interval	
	Estimate	**Standard Error**	**z**	**p**	**Lower**	**Upper**
intercept	0.389	0.046	8.410	< .001	0.299	0.480

Based on the results of the study conducted using a random effects model, there is a strong positive relationship between iwb and Performance (Z = 8.410; 95%CI [0.299; 0.480]). This is evident from the p-value of less than 0.001, indicating a substantial correlation between IWB and performance. Based on the results of the study conducted using a random effects model, there is a strong positive relationship between iwb and performance in this study. The moderate category (rRE = 0.389) includes the relationship between IWB and performance. Based on the results of the study conducted using a random effects model, there is a moderate positive relationship between IWB and performance. In addition, a visually appealing graphical technique known as a forest plot illustrates the results of the analysis. By using a forest plot, we can more easily compare studies by understanding the estimated combined effect shown by the plot (dots) at certain intervals. Figure 5 displays a forest plot diagram for the 13 Funnel Plot studies examined. The effect sizes of the studied studies ranged from 0.02 to 0.87, according to the forest plot diagram. Next, a funnel diagram was created. A Begg funnel diagram is a scatterplot diagram in meta-analysis to visually identify potential publication bias (symmetrical or asymmetrical study samples). Figure 6 shows the funnel plot diagram for the 13 analyzed studies. Further research using Egger's test is needed because the resulting models are symmetrical or asymmetrical, making it difficult to distinguish publication bias from the funnel plot diagram alone. Table 10 shows the results of the Egger's test.

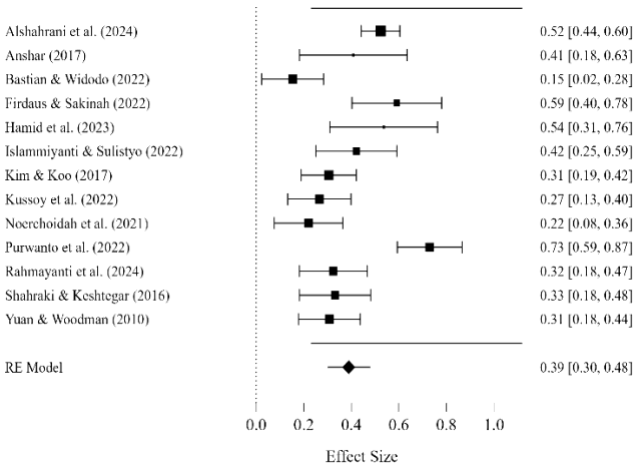

Figure 5: Meta-analysis Forest Plot

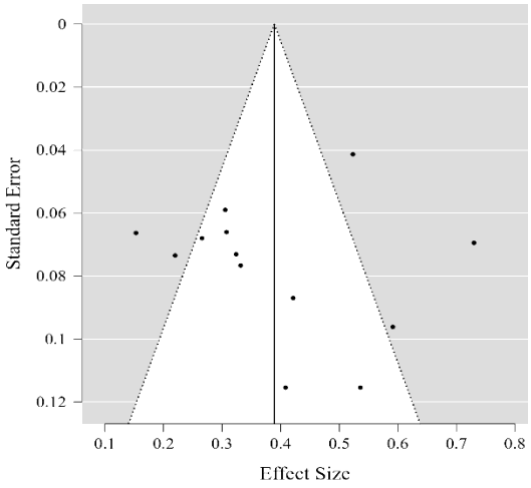

Figure 6: Funnel Plot After Trim-Fill Diagnosis

Table 10: Regression Test for Funnel Plot Asymmetry (Egger's Test).

	z	**p**
sei	0.655	0.513

With p > 0.05, Table 10 displays Z = 0.655 It verifies that the funnel plot has symmetry. Therefore, there is no issue with publication bias in this meta-analysis study.

Discussion

The results of the meta-analysis in this study show that creativity has a significant influence on teacher performance. The effect size value of 0.561 with $p < 0.01$ confirms that creativity is an important internal factor that encourages teachers to innovate in managing the classroom and delivering learning. This is in line with the findings of Hadzigeorgiou et al. (2023) who emphasized that creativity in education not only improves the learning process, but also strengthens the professional identity of teachers. In line with the results of research conducted by Mulyoto et al. (2024) creativity can increase professionalism and show that creative teachers contribute positively to improving the educational environment. Beghetto & Anderson (2022) also added that creativity allows teachers to take "beautiful professional risks" to encourage more meaningful and contextual learning changes. In this context, creativity is not only individual, but also has an impact on the collective dynamics of the school. In addition, the results of the study also show that creativity is a factor in the professional success of teachers with creative pedagogical activities so that learning methods become innovative (Liubarska, 2025). Research conducted by Krasiuk (2024) shows that creativity significantly affects professional performance because teachers with high creativity are able to make learning more active, creative, and innovative, thereby increasing the professionalism and effectiveness of learning activities. The results of research conducted by Margaliot & Magid (2020) state that teachers with high creativity are able to apply innovative learning methods, thereby influencing the professional identity of teachers.

Furthermore, IWB showed an effect size of 0.389 with a very high significance ($p < 0.001$) on teacher performance. This means that teachers' IWB, such as the creation of new methods, technological adaptation, and creative problem-solving in the classroom, are strong predictors of their professional performance. Kleysen & Street (2023) state that teachers' IWB develop along with increasing self-efficacy and institutional support. Papadopoulou (2023) also mention that IWB is not only correlated with performance, but also an indicator of teachers' readiness to face the challenges of 21st-century education. These findings are consistent with UNICEF (2020) which emphasizes the importance of innovation at the teacher level to ensure inclusive and transformative quality of learning. In line with the results of research conducted by Rahmawati & Permana (2020) it shows that teachers with innovative performance behavior have a strong relationship with professionalism and teacher performance quality. These research results are also in line with the results of research conducted by Mariyanto et al. (2025) which shows that innovative behavior has a positive and significant effect on teacher performance. It indicating that IWB can improve the effectiveness of teacher performance, thereby making them more professional.

These two results reinforce the conclusion that teacher performance is strongly influenced by dynamic internal factors such as creativity and IWB. The National Research Council of Thailand states that optimal teacher performance is not only the result of technical competence, but is also determined by the extent to which teachers are able to think creatively and act innovatively. In the view of European School net, the improvement of teacher professionalism demands innovative skills that are constantly nurtured through training and a supportive work environment. As such, schools and policymakers need to provide space for teachers to experiment, collaborate, and develop their creative potential to drive superior and sustainable work performance. This is also reinforced by the results of research conducted by Tumakaka et al. (2024) which shows that teacher performance is influenced by internal factors, including creativity and IWB. By possessing these factors, teachers are able to improve learning activities and contribute to creating a conducive learning environment.

Implications

The implications of these findings are significant for educational practice. For example, for school leaders, leaders should focus on creating an ecosystem that supports the entire IWB process, not just encouraging "creative thinking." This includes providing teachers with the autonomy to

experiment, allocating resources for innovative projects, and fostering a culture of psychological safety where failure is seen as a learning opportunity. For professional development, teacher training programs must go beyond brainstorming sessions and explicitly teach skills related to the later stages of IWB, such as idea promotion, coalition building, and implementation management. Given the central role of self-efficacy, professional development should target its enhancement through mastery experiences and mentorship. Finally, for evaluation policy, teacher performance evaluation systems should be expanded beyond narrow student outcome measures to formally recognize and reward innovative performances. This would align incentives with the goal of fostering sustainable innovation.

CONCLUSION

This meta-analysis study concludes that both creativity and IWB have a significant and positive influence on improving teacher performance. Teachers' creativity has been proven to encourage the creation of new learning ideas that are relevant, adaptive, and contextual, thereby creating a more meaningful learning experience for students. Meanwhile, IWB reflects teachers' ability to actively implement innovation in teaching practices, which directly improves the effectiveness and quality of their professional performance. These findings indicate that teacher capacity development needs to be focused not only on improving technical competence, but also on strengthening personal dimensions such as creativity and IWB. Schools and education policymakers need to create an ecosystem that supports teachers to experiment, take professional risks, and develop and implement new ideas on an ongoing basis. Thus, the strategy to improve the quality of education will be more successful if it is based on an approach that empowers the creative and innovative potential of teachers as the main agent of educational change.

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