

# Teacher Attributes and Institutional Support as Predictors of Teacher Creative Pedagogy in Wakiso District Secondary Schools, Uganda

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## Abstract

This study investigates how teacher attributes and institutional support predict teacher creative pedagogy under Uganda's secondary schools within Wakiso District. This examination was steered by three objectives specifically : i) To examine the influence of teacher attributes on teacher creative pedagogy, ii) To determine the influence of institutional support on teacher creative pedagogy, and iii) To establish the combined effect of teacher attributes and institutional support on teacher creative pedagogy in Wakiso District secondary schools, Uganda. The examination embraced a research design for cross-section having only a quantitative conceptualization. 90 responders (teachers) were selected as a sample size from (03) private and (03) public secondary schools that were considered in Wakiso district. Equally linear regression and descriptive analysis methods were engaged in assessing the quantitative statistics collected. This examination revealed that teacher attributes possesses a statistically robust, optimistic, and substantial influence on teacher creative pedagogy under Uganda's Wakiso District secondary schools( $\beta = 0.520$ ,  $p < 0.05$ ). More so, the examination disclosed that institutional support possesses a statistical very strong, optimistic, and substantial impact on teachers' creative pedagogy under Wakiso District secondary schools, Uganda ( $\beta = 0.668$ ,  $p < 0.05$ ). The examination additionally disclosed that institutional support possess a statistical strong optimistic impact on teacher creative pedagogy ( $\beta = 0.545$ ,  $p < 0.05$ ) while teacher attributes have a weaker positive but still significant influence on teacher creative pedagogy ( $\beta = 0.277$ ,  $p < 0.05$ ) in Wakiso District secondary schools, Uganda. The study concluded that teacher attributes and institutional support possesses an optimistic and substantial impact on teacher creative pedagogy under Wakiso District secondary educational institutions,Uganda, where an increase in both teacher attributes and institutional support would result in an improvement in teacher creative pedagogy in Wakiso District secondary schools, Uganda. The study recommends that school leadership should provide teachers with structured training focused on innovative teaching through workshops on project-based learning, training in digital teaching tools, and seminars on creative assessment strategies in Wakiso District secondary schools, Uganda.

**Keywords:** Teacher Attributes, Institutional Support, Teacher Creative Pedagogy, and Secondary Schools.

## Introduction

This study aims to investigate how teacher attributes and institutional support predict teacher creative pedagogy in Uganda's secondary schools under Wakiso District.

## Historical Perspective

World-wide, teacher attributes matter deeply; beliefs, professional disposition, and creative confidence influence whether and how teachers enact creative pedagogy. Additionally, institutional support, including school culture, leadership, policy frameworks, and high-quality professional development, either supports or constrains creativity

in practice (So & Hu, 2019). The idea of creative pedagogy, defined as the science and art of creative teaching, was articulated in the late 20<sup>th</sup> century, particularly in European countries, highlighting the teacher's role in transforming traditional instruction into creative learning experiences. Teachers' beliefs and personal attributes, such as self-efficacy, adaptability, enthusiasm, and openness, have been identified as central to the successful implementation of creative pedagogy in classrooms. For instance, teachers with strong creative self-perceptions are more likely to teach creatively and support students' creativity (Pont-Niclos, Martin-Ezpeleta & Echegoyen-Sanz, 2024). In Uganda by the 2000s, education stakeholders, including the Ministry of Education and Sports, UNESCO, and teacher unions, began articulating national teacher policies aimed at professionalizing teaching, improving teacher quality, and introducing standards for pre- and in-service training. These frameworks also emphasized continuous professional development as a means of updating pedagogical practices. Additionally, teacher management reforms and continuous professional development frameworks became central to supporting teachers' lifelong learning and attempts at pedagogical innovation (UNESCO, 2025).

### **Theoretical Perspective**

The examination was guided through Bandura's Social Cognitive Theory, developed in 1956. The theory posits that human behaviour is shaped by reciprocal interactions among personal factors, the environment, and behaviour (Firmansyah & Saepuloh, 2022). According to Ying, Chien, Boon, Leng, Sheng, and Rahmat (2023), the theory is applicable to creative pedagogy, as teacher self-efficacy influences the willingness to try creative methods. Teachers with high instructional confidence are more likely to experiment with new strategies, facilitate open-ended tasks, and encourage divergent thinking. This implies that creative pedagogy is stronger when teachers believe they can successfully manage flexible, student-centred classrooms (Ying et al., 2023). Therefore, this concept was pertinent towards this investigation,

because this links teacher attributes to creative pedagogy.

### **Contextual Perspective**

The examination was directed amongst designated secondary schools, both private and public, in Wakiso district, investigating how teacher attributes and institutional support predict teacher creative pedagogy. This was considered due to the limited research on the influence of teacher attributes and institutional support on teachers' creative pedagogy, particularly under the district of Wakiso. In addition, the district of Wakiso was put into consideration since the limited evidence that creative pedagogical practices are consistently realized in classroom instruction in different secondary schools in the district (Kyasanku & Tebenkana, 2025).

### **Conceptual Perspective**

Teacher attributes refer to the personal, professional, psychological, and behavioural characteristics that influence how a teacher thinks, feels, and acts in the teaching-learning process. These are the qualities, dispositions, competencies, and beliefs that a teacher brings to the classroom and that affect teaching performance and student outcomes. They shape instructional decisions, classroom interactions, and overall educational effectiveness. According to Harris and De Bruin (2018), such regulations establish the norms, expectations, and procedures that control how students, instructors, staff, and other members of the school community behave. Additionally, institutional support mentions a set of policies, leadership practices, resources, professional development opportunities, and organizational cultures that facilitate and sustain effective teaching and learning (Ayu & Wahyuni, 2022). Teacher creative pedagogy refers to teachers' intentional use of innovative, flexible, and imaginative teaching approaches to enhance learning and foster students' creative thinking and problem-solving abilities (Bereczki & Karpati, 2018). In the instance of this research, teacher attributes were designed in relation to adaptability/flexibility, creativity, assessment competence, self-efficacy, and resilience; institution support was conceptualized in

terms of leadership and administrative support, professional development support, material and technological support, curriculum and assessment support, as well as organizational culture and climate; while teacher creative pedagogy was conceptualized in terms of innovative instructional practices, teaching for creativity, teacher's creative disposition, learner-centeredness, integration and contextual adaptation, besides classification for creativity.

### Statement of the problem

Teacher attributes and institutional support mechanisms play a pivotal role in enabling or constraining creative teaching practices, as these influence teacher commitment and instructional adaptation. Teacher attributes such as professional knowledge, self-efficacy, and creative dispositions, as well as institutional support such as supportive school leadership, professional development, access to resources, and a positive organizational climate, have been linked to greater teachers' willingness and capacity to innovate pedagogically. Together with the Ministry of Education and Sports, the Ugandan government and the National Curriculum Development Centre, has implemented various reforms directed towards improving creative pedagogy in secondary schools, such as the Competence-Based Curriculum (CBC), which prioritizes critical thinking and creativity for both teachers and students (Ministry of Education and Sports, 2018).

Notwithstanding an increasing emphasis on learner-centred education in Uganda's secondary schools, there remains limited evidence that creative pedagogical practices are consistently implemented in classroom instruction in Wakiso District (Kyasanku & Tebenkana, 2025). Evidence suggests that by the end of the year 2024, almost 46.2% of teachers often struggle to enact creativity-oriented instructions and heavily relied on traditional, teacher-centred, and rote-based instructional approaches due in part to shortcomings in professional preparation, proficiency, and systematic supports among different secondary schools, both

private and government, under the district of Wakiso (Wakiso District Local Government, 2024). It had ultimately guided towards reduced development of students' critical thinking and problem-solving skills, low student engagement and motivation, suppression of student creativity and innovation, and weak alignment with Competency-Based Curriculum goals across schools. Therefore, the current study was based on this evidence and investigated how teacher attributes and institutional support predict teachers' creative pedagogy under Uganda's secondary educational institutions within Wakiso Region.

### Objectives of the Study

#### General Objective

To investigate how teacher attributes and institutional support predict teacher creative pedagogy in secondary schools in Wakiso District, Uganda.

#### Specific Objectives

- i. To examine the influence of teacher attributes on teacher creative pedagogy in Wakiso District secondary schools, Uganda.
- ii. To determine the influence of institutional support on teacher creative pedagogy in Wakiso District secondary schools, Uganda.
- iii. To establish the combined effect of teacher attributes and institutional support on teacher creative pedagogy in Wakiso District secondary schools, Uganda.

### Study Hypotheses

The succeeding contrasting concepts acted as a manual for these specific goals:

**Ha1:** Teacher attributes has a statistical substantial influence on teacher creative pedagogy in Wakiso District secondary schools, Uganda.

**Ha2:** Institutional support has a statistical substantial influence on teacher creative pedagogy in Wakiso District secondary schools, Uganda.

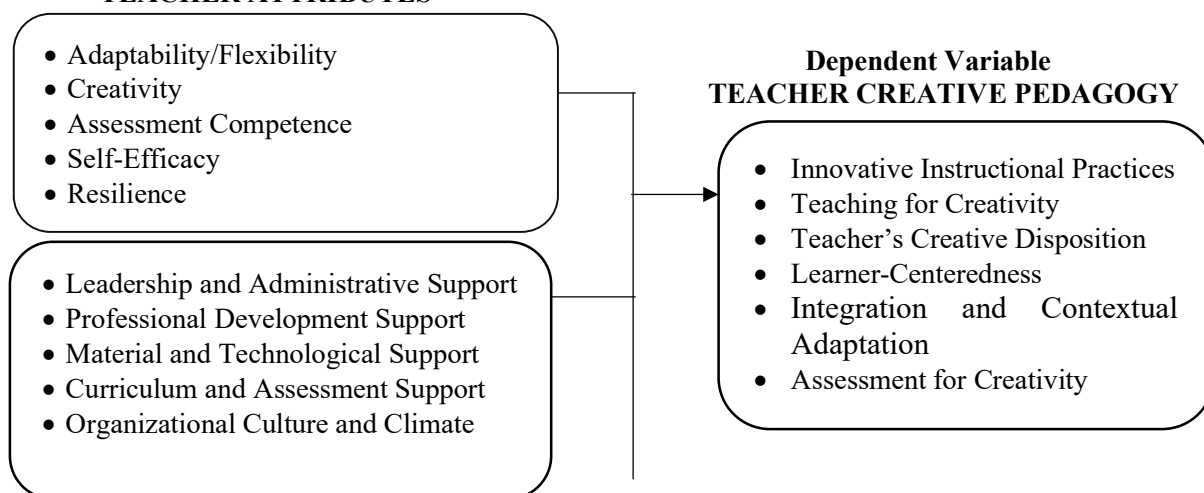
**Ha3:** Teacher attributes and institutional support has a statistically substantial combined effect on

teacher creative pedagogy in Wakiso District secondary schools, Uganda

### Conceptual Framework

#### Independent Variable

##### TEACHER ATTRIBUTES



The structure conceptually displays an illustrative drawing on an association amongst Teacher Attributes, Institutional Support, and Teachers' Creative Pedagogy.

#### Teacher Attributes and Institutional Support and Teacher Creative Pedagogy

Teacher creative pedagogy does not emerge automatically from curriculum reforms or policy directives. It is deeply shaped by the personal, professional, and psychological attributes that teachers bring into the classroom. These attributes influence how teachers interpret curriculum, design learning activities, interact with learners, and respond to challenges (Pont-Niclos et al., 2024). According to McLure, Won and Treagust (2024), teachers with high self-efficacy believe they can successfully manage innovative or non-traditional lessons. Creative pedagogy often involves uncertainty, open-ended tasks, and flexible classroom control. Without confidence, teachers may revert to lecture methods. For instance, a teacher confident in her classroom management introduces a debate on environmental conservation instead of giving notes. Even when students disagree passionately, she guides discussion constructively. A low-confidence teacher might avoid such activities, fearing loss of control.

Teacher attributes such as self-efficacy influence creative pedagogical practices. Teacher self-efficacy

denotes towards instructors' self-assurance in their capability to prepare and direct the activities required to successfully complete particular educational assignments (Harris & De Bruin, 2018). The self-efficacy of teachers has a substantial beneficial association with their use of creative instructional practices. Teachers with higher self-efficacy are more willing to adopt creative and innovative pedagogies, such as project-based learning and open-ended problem-solving. Additionally, teachers' self-efficacy not only influences teaching behaviour directly but also mediates the relationship between teachers' perceptions of creativity and creative teaching practices. In other words, teachers with stronger self-efficacy interpret their students' needs in ways that lead to more creative actions in the classroom (Harris & De Bruin, 2018).

According to Soeharto, Singh and Afriyanti (2024), teachers' beliefs about creativity influence whether they adopt creativity-focused procedures. Teachers viewing creativeness as something teachable and valuable for scholars are prone to integrate creativity tasks in their lessons. Conversely, teachers whom regard creativeness to be unconditioned attribute may

unconsciously limit creative expression in their classrooms. Additionally, the authors assert that teachers associate creative teaching with certain personal and professional traits, such as adaptability, open-mindedness, and imagination. These beliefs guide how future teachers conceptualize and enact creative pedagogy (Soeharto et al., 2024).

According to Katz-Buonincontro, Perignat and Hass (2020), teacher attributes influence creative pedagogy through three interrelated mechanisms: cognitive pathways that encompass beliefs and knowledge; motivational pathways that encompass self-efficacy and enthusiasm; and identity and self-regulation that encompass creative self-identity and self-regulated planning. Teachers' beliefs and knowledge affect how they interpret curriculum demands and select instructional strategies. Beliefs about creativity shape lesson design and classroom expectations. More so, self-efficacy and enthusiasm determine teachers' willingness to take risks, experiment with new pedagogies, and sustain creative practices in the face of obstacles. In addition, the authors assert that creative self-identity and self-regulated planning support ongoing innovation, allowing teachers to navigate complexity and continually refine creative pedagogical approaches (Katz-Buonincontro et al., 2020).

Institutional support, such as positive school climates and supportive leadership, is consistently linked to creative teaching practices. In environments where leaders value innovation, facilitate teacher experimentation, and promote psychological safety, teachers feel empowered to try learner-centred and creative strategies (Izquierdo-Sanchis, Echegoyen-Sanz & Martin-Ezpeleta, 2025). The authors also argued that principal support for instructional innovation positively correlates with teachers' use of creative tasks and flexible pedagogies. For example, a school where administrations offer time for tutors to co-design project-based units and celebrate classroom innovation is more likely to develop creative pedagogy than one focused solely on compliance with standardized tasks (Izquierdo-Sanchis et al., 2025).

Professional development as a dimension of institutional support builds creative pedagogical capacity, as effective professional development is critical for translating new ideas into practice. High-quality professional development enhances creative teaching by supporting teachers in expanding their instructional repertoires, learning creative strategies, and reflecting on their practices, thereby increasing their use of creative methods (Berezcki & Karpati, 2018). The authors also assert that sustained, collaborative, and practice-embedded professional development has a stronger influence on teacher behaviour, and that teachers participating in reflective professional development communities are more likely to adopt learner-centred and creative instructional strategies (Berezcki & Karpati, 2018).

According to Anderson, Katz-Buonincontro, Bousset, Mattson, Beard, Land, and Livie (2022), institutional support, in the form of providing teachers with material and technological resources, facilitates creative instruction, which in turn supports positive creative pedagogy. Adequate classroom resources, such as books, manipulatives, and technology, are associated with higher levels of creative teaching. When teachers have tools to support interactive and inquiry-based activities, they are more likely to employ them in their teaching, thereby influencing their creative pedagogy. Additionally, the authors argue that access to digital technologies enables creative modalities such as multimedia project creation, simulations, and virtual collaboration, which are important elements of contemporary creative pedagogy (Anderson et al., 2022).

Social learning theory and communities of practice perspectives suggest that collaborative interactions help teachers adopt and sustain new creative pedagogical practices. Teachers working in professional learning communities or teacher teams are more likely to share creative lesson ideas, plan interdisciplinary units, and reflect collectively on instructional innovations (Benedek, Bruckdorfer & Jauk, 2020). Moreover, the authors postulate that

collaboration helps reduce isolation and supports persistence in creative pedagogy, especially in contexts where innovation may initially be challenging. In schools where teachers regularly meet to plan and refine inquiry units, there is greater consistency in creative approaches across classrooms (Benedek et al., 2020).

## **Methodology**

### **Research Design**

The examination accepted a cross-section investigation strategy that solely uses quantitative methods. An investigation design that is cross-sectional focuses on measuring the occurrence of definite factors in a populace upon a definite significance timely (Kassu, 2019). Therefore, this examination design was pivotal for investigating how teacher attributes and institutional support predict teachers' creative pedagogy in secondary educational institutions under Wakiso District, Uganda, within a specific significance timely. An approach quantitatively was central to attaining numeric data utilized to inspect this investigation phenomenon.

### **Target Population and Sample Size**

A target populace could be the entire cluster of events, objects, or persons which an investigator incline to investigate besides and to which the research findings are meant to be generalized (Mathiyazhagan, 2018). This examination populace constituted of teachers as of designated secondary educational institutions, both private and public, in Wakiso district, where a sample will be strained. 90 responders (teachers) sample size was designated from (03) private and (03) public secondary schools that were considered under the district of Wakiso to offer quantitative statistics, which was utilized to generalize replies for the given goals.

### **Sampling Procedure**

The procedure of deciding upon a segment (sample) of populace, groups, or components from more individuals in order to examine and make inferences about the total population is known as sampling (Elfil & Negida, 2017). The investigator used convenient sampling to choose study participants. Convenient

sampling entails the investigator choosing subjects who're easily accessible, obtainable, or willing to participate. The researcher selected teachers from both private and public secondary educational institutions under Wakiso district to participate within this investigation and provide quantifiable information.

### **Data Collection Methods**

#### **Questionnaire Survey Method**

A research metrics for gathering methodology whereby information is gathered from respondents through a structured set of written questions designed to elicit standardized responses that can be analyzed quantitatively is denoted as questionnaire survey (Mathiyazhagan, 2018). The technique of questionnaire surveys was pivotal in obtaining consistent data that guarantees comparison of data through inquiries that are structured as well as easily understandable. Hence, this technique was used by an investigator to collect metrics from the populace within the least accomplish-able period.

### **Data Collection Instruments**

#### **Structured Questionnaire**

Structured questionnaires are instruments for gathering information comprising of established sets of standardized inquiries presented in a geostationary order, with fixed response options for all responders (Acheung, 2019). This investigation used structured queriesto collect quantifiable information from participants, consisting of closed end inquiries and encoded replies, which were self handled towards different instructors under designated privatized and public secondary educational institutions. The questionnaires that were structured had to be used because questions are presented in a fixed order with fixed response options, making responses easy to compare and analyze statistically.

### **Data Analysis**

Quantitative analysis of data permits an investigator to rate variables numerically, reduce subjectivity in interpretation, and produce precise, standardized

results. This examination engaged equally descriptive plus linear regression analyses to determine the quantitative statistics collected. Analysis for Description was used to examine responders' demography. To inspect the impact of independent factors on dependent factors, an assessment for linear regression was conducted to provide empiric indication for this investigation theory at a specified level of significance. Analysis for Linear regression is vital within analysis to determine how well the independent variable(s) predict the outcome variable, providing the direction and strength of the influence (Maulud & Abdulazeez, 2020). Analysis for Linear regression constituted using both the dependent and independent factors under linear regression models.

**Ethical Consideration**

The investigator obtained an introduction memo of the Islamic University in Uganda as a prerequisite for attaining commendation from executives at the various educational institutions towards conducting this investigation. An investigator as well pursued

respondents' acceptance towards participating under this investigation prior to administering queries or engaging them in any activity.

In addition, an investigator guaranteed the confidentiality of responders plus the statistics offered, as it's a vital ethical requirement in this investigation.

**Study Findings**

The conclusions attained under this sub-sector comprise of descriptive enumeration on the responders' demography and assessment for regression outcomes.

**Findings on the Demographic Characteristics of the Participants**

This examination examined the demographical features of responders from Uganda's selected secondary educational institutions under Wakiso District. The outcomes are displayed under Tableau 4.1.

**Table 4.1: Respondents' Demographic Characteristics**

<b>Demographic Characteristics</b>			
<b>Category</b>	<b>Items</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>	Male	51	56.7
	Female	39	43.3
	<b>Total</b>	<b>90</b>	<b>100.0</b>
<b>Age Group</b>	25-34 years	8	8.9
	35-44 years	25	27.8
	45-54 years	42	46.6
	55 years and above	15	16.7
	<b>Total</b>	<b>90</b>	<b>100.0</b>
<b>Highest Level of Education</b>	Degree	70	77.8
	Masters	20	22.2
	<b>Total</b>	<b>90</b>	<b>100.0</b>
<b>Marital Status</b>	Married	67	74.4
	Single	23	25.6
	<b>Total</b>	<b>90</b>	<b>100.0</b>
<b>Period of Teaching at the School</b>	1-5 years	13	14.4
	6-10 years	56	62.3
	Over 10 years	21	23.3
	<b>Total</b>	<b>90</b>	<b>100.0</b>

*Source: Field Data (2026)*

This study indicates that from 90 responders, 56.7% were men plus 43.3% were women. The outcomes as well as display that 90 responders, 8.9% were 25-34years, 27.8% were aged 35-44 years, 46.6% were aged 45-54 years, and 16.7% were aged 55 years and above.

In addition, the study indicates that among 90 respondents, 77.8% had attained a degree and 22.2% a master’s degree.

With regard to status of marriage, the examination shows that 74.4% respondents were engaged plus 25.6% weren’t married. The study additionally reveals that, among 90 responders, 14.4% had taught for 1-5 ages, 62.3% for 6-10 ages, plus 23.3% for 10

ages and above at their corresponding educational institutions.

**Findings on the Study Objectives**

This subsection provides the conclusions with regard to this investigation’s specific goals.

**Influence of Teacher Attributes on Teacher Creativity Pedagogy in Wakiso District Secondary Schools, Uganda**

The examination pursued to inspect the influence of teacher attributes on teacher creative pedagogy under Uganda’s Wakiso District secondary educational institutions, . To assess the influence, a regression analysis for simple linear was used, and the outcomes are presented under Tableau 4.2.

**Table 4.2: Regression Analysis on the Influence of Teacher Attributes on Teacher Creative Pedagogy in Wakiso District Secondary Schools, Uganda**

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.520 <sup>a</sup>	.270	.262	.63026		
a. Predictors: (Constant), Teacher Attributes						
Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.603	.553		1.089	.000
	Teacher Attributes	.797	.140	.520	5.707	.000
a. Dependent Variable: Teacher Creative Pedagogy						

**Source: Field Data (2026)**

This study indicates that teacher attributes possesses a statistical robust, affirmative, and substantial influence on teacher creative pedagogy in Wakiso District secondary educational institutions, Uganda ( $\beta = .520, p < 0.05$ ). This shows that a slight upsurge in teacher attributes substantially leads towards in an increase within teacher creative pedagogy by 52.0%, holding other variables constant. The outcomes suggest that an improvement within teacher attributes subsequently results towards an increase within teacher creative pedagogy under Uganda’s Wakiso District secondary educational institutions.

The overview of the model indicates that teacher attributes describes 26.2% of an alteration within teacher creative pedagogy, while the remainder 73.8% is described through additional elements. It implies that teacher attributes significantly influence teacher creative pedagogy in Uganda’s Wakiso District secondary schools. Thus, to enhance teachers' creative pedagogy, more intensity should be placed on assessing teachers' attributes within secondary schools under Wakiso District, Uganda.

**Influence of Instructional Support on Teacher Creative Pedagogy in Wakiso District Secondary Schools, Uganda**

This examination as well pursued to determine an influence of institutional support on teacher creative pedagogy in Wakiso District secondary schools,

Uganda. To assess the influence, a regression analysis for simple linear had to be utilized, besides the outcomes were presented under Tableau 4.3.

**Table 4.3: Regression Analysis on the Influence of Institutional Support on Teacher Creative Pedagogy in Wakiso District Secondary Schools, Uganda**

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.668 <sup>a</sup>	.447	.440	.54875		
a. Predictors: (Constant), Institutional Support						
Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.885	.343		2.579	.000
	Institutional Support	.748	.089	.668	8.429	.000
a. Dependent Variable: Teacher Creative Pedagogy						

**Source: Field Data (2026)**

The examination indicates that institutional assistance possesses a statistical very significant, constructive, and strong influence on teachers' creative pedagogy under Wakiso District secondary educational institutions, Uganda ( $\beta = 0.668$ ,  $p < 0.05$ ). This shows that a slight upsurge in institutional support substantially leads towards an increase in teacher creative pedagogy through 66.8%, holding other variables constant. The outcomes suggest that an improvement within institutional support subsequently results towards an increase within teacher creative pedagogy under Uganda's Wakiso District secondary schools.

The overview summary suggests that institutional support explains 44.0% of the alteration within teachers' creative pedagogy, plus the remainder 56.0% is explained by other factors. This implies that

institutional support significantly influences teacher creative pedagogy in Wakiso District secondary schools, Uganda. Therefore, to improve teachers' creative pedagogy, greater emphasis should be placed on strengthening institutional support in Wakiso District secondary schools in Uganda.

**Combined Effect of Teacher Attributes and Institutional Support on Teacher Creative Pedagogy in Wakiso District Secondary Schools, Uganda**

This examination additionally pursued to establish the combined effect of teacher attributes plus institutional support on teachers' creative pedagogy under Wakiso District's secondary schools, Uganda. To determine the combined impact, analysis for multiple linear regression was utilized plus the outcomes are displayed under Tableau 4.4.

**Table 4.4: Regression Analysis on the Combined Effect of Teacher Attributes and Institutional Support on Teacher Creative Pedagogy in Wakiso District Secondary Schools, Uganda**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.713 <sup>a</sup>	.508	.497	.52031
a. Predictors: (Constant), Teacher Attributes, Institutional Support				
Coefficients <sup>a</sup>				

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.259	.476		.545	.000
	Teacher Attributes	.425	.129	.277	3.299	.001
	Institutional Support	.610	.094	.545	6.490	.000

a. Dependent Variable: Teacher Creative Pedagogy

**Source: Field Data (2026)**

The multiple regression outcomes displayed that institutional support possesses a statistically robust affirmative influence on teacher creative pedagogy ( $\beta = 0.545, p < 0.05$ ) while teacher attributes have a weaker positive but still significant influence on teacher creative pedagogy ( $\beta = 0.277, p < 0.05$ ) in Wakiso District secondary schools, Uganda. This implies that both teacher attributes and institutional support contribute to explaining changes in teacher creative pedagogy, although institutional support has a stronger influence than teacher attributes in Wakiso District secondary schools, Uganda.

The model summary indicates that 49.7% of the variation in teacher creative pedagogy is explained by teacher attributes and institutional support, while the extra 50.3% is discussed through additional features. It suggests that both teacher attributes plus institutional support substantially impact teacher creative pedagogy under Uganda’s Wakiso District secondary schools. Hence, to enhance teachers' creative pedagogy, emphasis should be placed more on enhancing teachers' attributes and institutional support across the different secondary educational institutions under Uganda’s Wakiso District.

**Conclusions**

The examination deduces that teacher attributes and institutional support possesses an affirmative and substantial impact on teacher creative pedagogy in Wakiso District secondary educational institutions, Uganda, in that an increase in both teacher attributes and institutional support would result in an improvement in teacher creative pedagogy in Wakiso District secondary schools, Uganda.

**Recommendations**

The examination recommends that school leadership ought to give teachers with structured training focused onto innovative teaching through workshops on project-based learning, training in digital teaching tools, and seminars on creative assessment strategies in Wakiso District secondary schools, Uganda.

The study recommends that teachers should be creative and open-minded, willing towards experimentation having fresh teaching approaches, materials, and classrooms’ activities, such as encouraging idea-generation techniques, allowing flexibility in lesson planning, and using interdisciplinary teaching, as this would enhance teacher creativity in Uganda’s Wakiso District secondary educational institutions .

The study also recommends that school management provide teachers with sufficient time and adequate materials to design creative lessons, as this would improve teachers’ creative pedagogy under Uganda’s Wakiso District secondary educational institutions .

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