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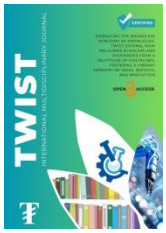

Teachers' Readiness to Accept Technology for Teaching and Learning: A Mentorship Strategy

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Abstract
As classroom practices evolve through the integration of educational technologies, a critical question arises: do these tools enhance creative teaching or do they simply reform traditional methods? The purpose of this study was to understand teachers' perceptions on the impact that educational technologies have on their teaching in a technology classroom. The enquiry was conducted among a sample of technology teachers. Qualitative research approach was used to obtain data through semi-structured interviews and observations. Data were analysed using qualitative content analysis to understand how teachers perceive the use of educational technologies in their classroom practices. The results of this study indicate that teachers displayed a positive attitude, reliance and confidence in the integration of educational technologies for creative teaching in the classroom. At the end of the intervention programme, the teachers appreciated and valued educational technologies based on what they can bring for both teaching and learning in the classroom. Also, teachers' views towards the integration of educational technologies was stimulated with knowledge facts as they gained insights during their participation in the multiple presentation of creative lessons.

Keywords
Educational technologies, Classroom practices, Integration of technology, Creative teaching, Teachers' perceptions

INTRODUCTION

The use of educational technologies in the classroom has transformed traditional teaching, fostering more creative, interactive and engaging learning experiences. These technologies, including multimedia presentations, online collaboration platforms and gamified environments, offer innovative ways to enhance creativity in both teaching and learning, but their effectiveness largely depends on teachers' perceptions (Sibiya et al., 2023). Some teachers embrace technology as a means to enhance instruction and encourage creative and critical thinking, while others may view it as a burden due to lack of training, limited resources or scepticism about its effectiveness (Bereczki & Kárpáti, 2021). Understanding these perceptions is crucial for identifying challenges and opportunities and guiding future strategies for successful technology integration in education.

Teachers' perceptions of educational technologies play a crucial role in determining their successful integration into classroom practices thus directly influencing teaching effectiveness and learner engagement. The integration of educational technologies in creative teaching enhances instructional delivery and promotes flexibility in teaching (Nkosi & Mtshali, 2023). The study further indicates that it also facilitates peer interaction, enables constructive feedback, fosters innovation and supports curriculum objectives. As such, over the years, the integration of educational technologies to enhance teaching and learning has become increasingly prevalent, driven by advancements in technology (Huang *et al*., 2019). Ultimately, the successful integration of educational technologies depends on teachers' knowledge, proficiency and confidence in utilising these tools effectively (Farjon *et al*., 2019).

In today's rapidly evolving digital landscape, emerging tools and resources are equipping teachers with innovative strategies to engage learners, enrich learning experiences and optimise instructional practices (Rakha, 2023) hence teachers' perceptions and attitudes towards educational technologies remain central to a successful integration into the classroom (Alkhawaldeh & Khasawneh, 2023). Teachers may view technologies as a powerful tool for fostering creativity, recognising its potential to facilitate dynamic, learner-centred learning experiences (Fakhrullah et al., 2025; Žogla, 2019). Furthermore, teachers may actively embrace technologies that enable multimedia presentations, interactive lessons and collaborative digital projects, all of which encourage learners to engage more creatively and actively in their learning process (Thelma *et al*., 2024).

However, not all teachers share this enthusiasm as factors such as limited access to resources, insufficient training, concerns about the effectiveness of educational technologies in fostering creativity and fears of technological failures can influence their perception of technology (Mynaříková & Novotný, 2020).Teachers' scepticism regarding the efficacy, complexity and the cost of educational technologies may hinder their adoption, thereby limiting opportunities for innovative and creative learning experiences (Kamat & Nasnodkar, 2019; Alzahrani, 2020).

This this article, therefore, seeks to explore the teachers' perceptions of the impact that educational technologies have on creative teaching in a technology classroom. Exploring teachers' perceptions of educational technologies within the context of creative teaching is essential for understanding how to overcome barriers and optimize the benefits of these tools. Teachers' perceptions significantly impact the quality of technology integration in educational settings, which, in turn, affects learner engagement and academic achievement (Dinc, 2019). By examining these perceptions, it becomes possible to identify strategies for enhancing support, providing professional development and improving access to resources, ultimately ensuring that technology is used effectively to foster creativity in the classroom.

LITERATURE REVIEW

Teacher perceptions towards educational technologies

Teacher perceptions and attitudes are the pivotal force that can either unlock the transformative potential of educational technologies in the classroom or hinder their ability to foster innovative, learner-centred teaching practices. Teachers are drawn to educational technologies because they believe these tools can significantly enhance teaching and learning, offering a more active and stimulating approach to education (Tharayil *et al*., 2018). Apart from that they recognise that technology can transform traditional teaching methods by enabling innovative content delivery and addressing diverse learning styles (Haleem *et al*., 2022). The teachers' ability to harness the full potential of educational technologies is fundamentally shaped by their proficiency, training and confidence in using these tools (Hennessy *et al*., 2022). Insufficient knowledge or lack of experience can negatively influence how teachers perceive educational technology for classroom practices, despite its potential benefits (Dinc, 2019). Teachers' perceptions vary according to factors such as age, discipline, years of experience and institutional support (Mercader & Gairín, 2020).

Positive attitudes towards technology integration enhance its adoption in pedagogical practices, fostering creativity and innovation in teaching, whereas negative perceptions may hinder its use and restrict opportunities for creative instruction (Bereczki & Kárpáti, 2021). Given the influential role of attitudes in shaping interactions within educational settings (Player-Koro, 2012), teachers' perspectives significantly impact the successful integration of technology into the teaching-learning process (Adegbenro *et al.,* 2017; Lawrence & Tar, 2018). However, while teachers' attitudes are pivotal, research indicates that many lack a clear understanding of how educational technologies can effectively enhance teaching and learning (Harmandaoğlu *et al.,* 2018).

Additionally, even when teachers hold positive views on technology, low self-efficacy and a perceived lack of competence often prevent them from fully incorporating these tools into their instructional practices (Ekici, 2018) hence understanding these challenges is essential for informing policies and professional development initiatives that promote sustainable and effective technology integration in education.

Educational technologies as enablers of creative teaching

Educational technologies have revolutionised traditional teaching methods, empowering teachers to create active, interactive and learner-centred experiences that foster creativity, critical thinking and innovation in the classroom. The integration of educational technologies promotes the attainment of educational goals, enabling teachers to teach clearly, engaging and supportive of learners' achievement (Thelma *et al*., 2024). Apart from that, they do not only support existing teaching methods but also transform teaching practices by enabling the instruction of concepts that would otherwise be difficult to teach without technology (Kimmons *et al*., 2020) hence it is imperative for teachers to understand how educational technologies can be used to present content and recognise that they can be synchronised with other teaching approaches (Moorhouse *et al*., 2023).

Teachers' integration of educational technologies also enables learners to develop their technology skills, apply them to learning and enhance problem-solving abilities (Raihan & Han, 2012). Moreover, teachers acknowledge that the use of educational technologies increases efficiency and effectiveness when preparing materials for teaching (Spiteri & Rundgren, 2020). The study indicate that teachers may lack the required IT skills and as a result feel uncomfortable to incorporate technologies in their teaching. However, with proper training teachers can acquire the fundamental skills and a willingness to experiment with the use of educational technologies in their classroom practices with care and consideration (Haleem *et al.,* 2022; Farjon *et al*., 2019).

Challenges and implications for technology integration

Teacher perceptions and resource availability play a pivotal role in shaping the successful integration of educational technologies, with positive attitudes fostering innovation and negative perceptions posing significant barriers to adoption. The successful adoption of educational technologies is influenced by various factors, including teaching contexts, teacher attitudes and the availability of resources (Lawrence & Tar, 2018). Teachers who perceive technology positively are more inclined to incorporate it into their instructional methods, while negative attitudes, often resulting from insufficient training or low confidence can impede its effective integration and reduce its potential benefits (Ifinedo *et al*., 2020; Dinc, 2019).

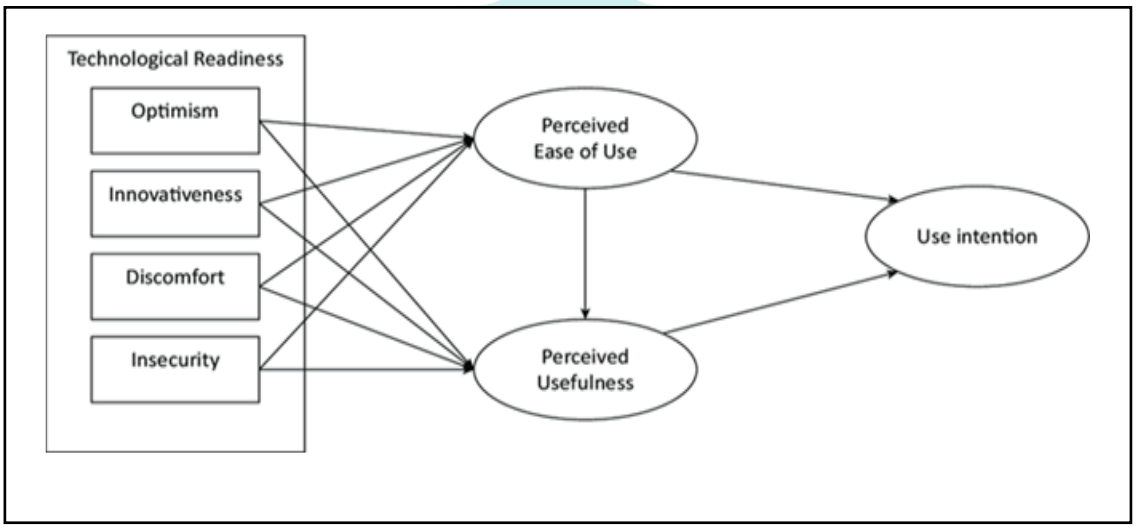
Despite the transformative potential of educational technologies, their successful integration into classrooms remain hindered by challenges such as inadequate teacher training, limited support and disparities in resource accessibility (Reich, 2020). The effective integration of educational technologies is largely dependent on teachers' ability to incorporate these tools into their teaching. However, many teachers lack the necessary knowledge and training to fully integrate technology for enhancing teaching and learning, particularly in aligning it with pedagogical approaches such as social constructivism (Barak, 2017). Therefore, a deeper understanding of the challenges associated with technology integration is crucial for shaping future educational policies and practices (Tondeur *et al*., 2019). Addressing these barriers can facilitate a more effective and sustainable incorporation of technology into classrooms, ensuring that it enhances both teaching and learning process.

THEORETICAL FRAMEWORK

The Technology Readiness and Acceptance Model (TRAM) will serve as the foundational framework for this investigation. TRAM integrates technology readiness and acceptance concepts to elucidate users' attitudes and behaviours towards adopting new technologies. It combines elements from two established models; namely, the Technology Acceptance Model (TAM) and the Technology Readiness Index (TRI). Initially developed by Davis in 1989, the TAM is based on the Theory of Reasoned Action and serves as a framework to demonstrate user acceptance of information systems (Davis, Bagozzi & Warshaw 1989).

The TAM aims to construct a theoretical framework that provides guidance and theoretical justification for understanding the factors influencing computer acceptance. It elucidates user behaviour across diverse user populations and end-user computing technologies, examining how external influences impact internal beliefs, intentions and attitudes. Researchers and practitioners can utilise the TAM to diagnose potential issues within a specific system and implement corrective measures (Davis, Bagozzi & Warshaw 1989).

According to Davis *et al*. TAM posits that the perceived usefulness and ease of use primarily influence attitudes and behaviours towards computer acceptance. Conversely, Parasuraman (2000) developed the TRI as a metric for individuals' inclination to adopt and embrace new technologies. The TRI identifies optimism, innovativeness, discomfort and insecurity as four dimensions of technology readiness. The TRAM integrates these two frameworks by considering technology readiness as a precursor to technology acceptance. It suggests that individuals with higher levels of technology readiness are more likely to perceive technology as valuable and easy to use, enhancing their acceptance and adoption of it.



METHOD AND MATERIALS

The interpretivist paradigm, which emphasises comprehending the social world was chosen for this study because it was in line with its goal of obtaining profound comprehension of a teacher's real-life experiences while utilising educational technologies to present an innovative lesson (Muzari *et al*., 2022). A qualitative approach was used to obtain a more comprehensive understanding of teachers' perceptions with regards to the use of educational technologies for creative teaching in the classroom. The qualitative method was selected as it facilitated a profound understanding, centering on the participants and their interpretations thereby defining qualitative research as an approach that prioritises depth and insights (Tracy, 2024).

Action research was employed as a research strategy to investigate the contextual factors and illustrate how the teachers' perspectives on the usage of educational technologies for delivering innovative lessons in the classroom were altered during an intervention programme. Both convenience and purposive sampling techniques were employed concurrently in this study. The combination of purposive and convenience sampling facilitated a comprehensive and contextually informed examination of the research topic (Akkaş & Meydan, 2024) hence convenience sampling allowed the selection of seven (7) out of a possible thirteen (13) teachers who were registered for an Honours degree in Technology Education at a university in South Africa and already practicing as teachers at time of research. The use of purposive sampling warranted that the seven (7) in-service teachers recruited were all teaching technology in the senior phase at the time of research. Some reviews are going to take issue with the sample size.

Semi-structured interviews were used to explore the seven (7) teachers' perceptions of the impact of educational technologies on creative teaching. This method combined standardised questions with vigorous discussions, enabling further exploration of participants' insights (Hennink *et al*., 2020). All interviews were conducted face-to-face, lasting between 20 and 30 minutes. The semi-structured format fostered a relaxed environment, reducing participants' anxiety and encouraging in-depth responses (Karunarathna *et al*., 2024; Magaldi & Berler, 2020). The questions posed during the interview were: did the intervention program presented on social constructivism and educational technologies helped you with the know-how to identify relevant technologies that can be used for lesson designing and lesson presentation? Have you learnt anything with regards to the identification and use of educational technologies for lesson and activity designing and presentation? Is the use of educational technologies for creative teaching of importance/value? Did the sessions on lesson reflections assist on your development of creative teaching skills? Having presented a series of lessons using educational technologies with an aim of developing creative teaching skills, would you say this exercise was fruitful? A qualitative content analysis approach was used to examine the data. This method involves identifying the research topic, developing content categories and validating these categories (Krippendorff, 2018). The data obtained from semi-structured interviews, including observation schedule sheet and recorded field notes were carefully reviewed, harmonised and reinterpreted to address specific issues. Through this process, the qualitative content analysis enabled the filtering and segmentation of data into key elements, which were subsequently summarised. To protect participant confidentiality, pseudonyms were assigned to the interviewees; namely, Lebrone, Jude, Judith, Calton, Jolie, Kevin and Kim

RESULTS

This article explored how the teachers' perceptions of the impact that educational technologies have on creative teaching in a technology classroom. The initial objective of the interviews was to explore and analyze teachers' perceptions regarding the impact of educational technologies on creative teaching in technology classrooms, examining how these technologies influence instructional strategies, learners' engagement, collaboration and overall teaching experiences. The responses of the seven-participants are presented below:

Teacher perceptions towards educational technologies

Leveraging Educational Technologies through Social Constructivism Conceptual Teaching

The responses from in-service teachers indicated that the intervention programme played a pivotal role in enhancing their understanding of integrating educational technologies within a social constructivist framework. Notably, it shifted their perceptions, fostering a more positive view of educational technologies as valuable tools for fostering creativity in technology-enhanced classrooms. This is substantiated by the response of participants below:

Kevin: **"***Yes, the lessons presented on Social Constructivism and Conceptual Teaching provided valuable insights into identifying relevant Technology for lesson planning and presentation. Social Constructivism emphasises collaborative learning and the use of Technology to enhance social interaction and understanding.* **"**

Jude: *"Yes, the lessons have contributed to my understanding of the identification and use of Educational Technologies. It helped in terms of which Technology tool to incorporate when preparing for a lesson. Furthermore, Social Constructivism emphasises the role of Technology in collaborative learning environments, and Conceptual Teaching highlights the use of Technology to represent and convey abstract concepts effectively."*

Critical Considerations for Educational Technologies

The responses from in-service teachers indicated that the intervention programme was instrumental in deepening their understanding of the planning and selection process for educational technologies. Their revised perspectives highlighted that successful technology integration depends on careful consideration of key factors such as learning objectives, instructional content and learner needs. This assertion is supported by participant responses as evidenced below:

Judith: *"Yes, it has helped me as a young teacher. Now I can make informed choices with regards to the selection of Educational Technologies for lesson planning and presentation that must be in line with the learning objectives and accommodate learners' different learning styles."*

Lebrone: ***"****Yes, what I have learnt about selecting and using Educational Technologies is that when determining the educational Technology tools, you want to incorporate into your class, you must first consider the lesson objectives and how you want to present the content. You should also consider how the educational Technology you want to integrate into the lesson will stimulate cooperation and engagement among learners, as well as how it will boost creativity and innovation.****"***

Jolie: *"Yes, starting with a clear definition of the learning objectives showed that it is important to also consider the unique requirements of the teaching context, taking into consideration aspects like the age of the learners and the resources that are provided to them. Hence, it is critical to investigate different educational Technology possibilities. Then this will make the lesson presentations of quality and beneficial to the learners."*

Developing educational technology proficiency to support teaching and learning objectives

The teacher's response highlights the significant value of presenting multiple lessons as it enhanced their understanding and practical experience in integrating educational technologies. This approach not only deepened their knowledge but also refined their ability to critically evaluate and select appropriate technologies. By considering key factors such as learning objectives, content relevance and instructional strategies, they developed a more strategic and purposeful approach to technology integration. As a result, they gained confidence in aligning educational tools with pedagogical goals, ultimately fostering more effective and engaging learning experiences for their learners. As demonstrated in the participants' responses below:

Lebrone: *"Yes, it was well worth it because it allowed me as [a] teacher to enhance my Creative Teaching Skills through the integration of Educational Technologies. This exercise helped me get more familiar with the process on how to identify and use Educational Technologies in the classroom. Furthermore, prior to selecting an educational tool to deliver content, as a teacher, you must consider several lesson objectives such as the strengthening of creative and innovative skills, promoting interaction, and collaboration among learners."*

Jude: *"The exercise of presenting multiple lessons with the goal of developing Creative Teaching Skills was very fruitful. It gave me the opportunity to experiment with different approaches and strategies and to see what worked best for my learners. I was able to gain valuable feedback from the facilitator/researcher and from the learners themselves, and I was able to refine my approach over time. In addition, the experience of presenting multiple lessons helped me to build my confidence and sharpen my skills as a creative teacher."*

Kim: *"Yes, it gave me an opportunity to use different Educational Technologies, and I was able to see the importance of these Educational Technologies in teaching and learning. Most importantly, I was able to identify which Educational Technologies are appropriate for my classroom and how I can utilise them to benefit my learners."*

Educational technologies as enablers of creative teaching

The transforming of teaching and learning through the integration of educational technologies

The in-service teachers' narratives highlight that integrating educational technologies for creative teaching presents significant opportunities for pedagogical innovation. These technologies enable teachers to design and deliver lessons that foster active and collaborative learning, thereby supporting the development of essential skills including creative and critical thinking. This perspective is substantiated by participant responses as illustrated in the following excerpts:

Calton*: "Yes, in a nutshell, the use of Educational Technologies has transformed teaching and learning experiences, made them more engaging, interactive, and effective though activities. It offered opportunities for creativity and personalised learning that assisted learners and me in developing crucial 21st-century skills such as Creative Thinking Skills and critical thinking skills."*

Jolie: *"Yes, it helped me realise that there is more research in having to create lessons to be presented, unlike when using the traditional way of teaching. Also, it is vital to identify the correct educational Technology tools that will benefit the learners and enabling them to respond/perform activities with much ease."*

Judith: *"Absolutely, the use of Educational Technologies can be very valuable in Creative Teaching. It can be used to break down barriers to learning, create more inclusive learning environments, and encourage [the] creativity and innovation of learners. By incorporating educational Technology like YouTube into the curriculum, teachers can make learning more accessible, engaging, and relevant for learners of all backgrounds and abilities. In addition, by using Technology to facilitate Creative Teaching, teachers can help learners develop the 21st-century skills that they will need to succeed in the modern world … Yes, creatively integrating Educational Technologies in the lesson accommodate[s] different learning styles and allow[s] learners to learn independently."*

Deflective practice in developing creative teaching with technology

The teachers' responses underscore the vital role of reflective practice in their professional development, particularly when integrating educational technologies into classroom practices. By critically evaluating their lesson presentations, teachers not only identify strengths and areas for improvement but also develop a more intentional and effective approach to technology use. This is supported by the following participant responses:

Lebrone: *"Yes, as a teacher, you must reflect on each presentation of a lesson. It is critical to note the lesson's highs and lows. In my case, lesson reflection sessions really assisted me with the development in Creative Teaching. By reflecting on lessons presented, I had to evaluate what worked and what did not work during the lesson in order to improve my teaching approach. Moreover, reflection aids in developing innovative strategies for imparting knowledge to learners in a way that is more relatable and understandable."*

Jude: *"Yes, the reflection sessions were very valuable in helping me develop my skills in Creative Teaching. By reflecting on my lesson, I was able to identify areas for improvement and make changes to my approach. In particular, I learnt about the importance of using a variety of methods to engage learners such as incorporating videos, audio clips, and interactive activities. I also learnt about the value of providing opportunities for learners to apply their knowledge in real-world contexts. These insights have helped me to develop more engaging and effective lessons that meet the needs of my learners."*

Judith: "*Yes, reflecting on the lesson helped me identify different ways I can creatively integrate Technology in the lesson and also maintain teacher and learner engagement. It also helped me to gathering resources and planning future lessons, which promotes creativity, collaboration, and appropriate communication with clear instructions."*

Kim: *"Yes, the lesson reflection helped me to explore my teaching style and it also assisted in exploring each learner's learning style. I was able to improve, explore, and develop my Creative Teaching Skills using different educational Technology tools."*

Importance and value in integration of Educational Technologies

The teachers' responses highlight the instrumental role of educational technology in enhancing classroom practices. By fostering key attributes for creative teaching, its value becomes clearly evident as demonstrated by the participants' feedback below:

Calton: "*Yes, the use of Educational Technologies in Creative Teaching is indeed of great importance and value. Here are a few reasons why. It enhances engagement between the teacher and amongst [learners]; it promotes personalised learning; it promotes creativity; it promotes access to resources; it enhances collaboration and communication between the teacher and learners."*

Jolie *"Yes, lessons become more engaging and dynamic as a result of the innovation and involvement it brings about into the learning process. The ability of Educational Technologies to personalise learning, help the teacher to expose learners to an abundance of resources, encourage collaboration, and provide real-life feedback, which enables teachers to encourage critical thinking and creativity from their learners. Additionally, it helps the teachers to enhance the development of learners – the essential digital skills they need to be prepared for the future. Beyond the obvious benefits, using Educational Technologies in Creative Teaching, as teachers, I can design and present lessons that enables [*sic*] learners to collaborate, apply their knowledge to real-world problems, and think creatively and critically, developing a generation of flexible, creative problem-solvers prepared to survive in a world that is always changing."*

Kevin: *"Yes, the use of Educational Technologies holds significant importance and value in the teaching and learning process. It can enhance engagement, facilitate interactive learning experiences, and provide dynamic ways to convey information. The integration of Technology aligns with contemporary educational needs and promotes a more interactive and learner-centred approach."*

Challenges and implications for technology integration

Addressing challenges and maximising the benefits of educational technologies in the classroom.

The narrative highlights that while the integration of technology in the classroom offers significant potential to enhance teaching and learning, it also presents challenges that can disrupt a teacher's plans. These challenges may arise due to unforeseen technical issues, learner distractions or a lack of preparedness in managing technological tools effectively. However, with careful planning, proactive troubleshooting and a well-structured approach to incorporating technology, these limitations can be minimised or even prevented, ensuring a smooth and productive learning experience. As evidenced by the following participant accounts:

***Calton**: "Yes, overall, the first lesson had shortcomings such as poor internet connectivity, at [for] which Creative Teaching served as guidance to come with a solution. Firstly, I planned a lesson with simulations, which were downloaded to the local drive away from the internet. Learners were able to see the simulations as videos without the requirement of internet connectivity."*

***Judith:** "Yes, educational Technology tools can promote a learner-centred classroom. It enables one to design and present creative activities that allow learner[s] to collaborate, interact and actively participate in their learning, as well as fostering creativity. However, as much as they can effecting [be effective] in enhancing teaching and learning, educational technological tools can also be disruptive, as most learners tend to be over excited when Technology is integrated in the lesson*."

The responses provided above clearly indicate that the teachers' perceptions regarding the integration of educational technologies for creative teaching in the classroom are significantly influenced by their experiences leading to significant improvements in instructional practices. The teachers recognised the value of aligning educational technologies with learning objectives, fostering engagement and creativity, managing potential challenges and reflecting on their teaching experiences. The integration of educational technologies in creative teaching has proven to be a transformative experience for teachers as evidenced by the responses of the participants during the semi-structured interviews. The discussions revealed that teachers recognised the value of integrating educational technologies into their lesson planning and presentation, leading to enhanced engagement, collaboration and instructional effectiveness.

During the interviews, the participants' narratives revealed that their teaching experiences were enhanced through the integration of educational technologies, leading to observable improvements in instructional practices. Transforming teachers' perceptions of educational technologies through the design and presentation of multiple creative lessons proved to be an effective approach. This shift in perception emerged as a key factor in fostering the adoption of educational technologies for creative teaching and learning in their classrooms. Furthermore, the teachers replicated the effective pedagogical practices demonstrated in the intervention programme facilitated by the researcher.

The integration of educational technologies enabled the implementation of innovative strategies and techniques for the creative teaching of technology, thereby reinforcing positive perceptions, attitudes and beliefs regarding their use. Consequently, these shifts contributed to the development of meaningful teaching and learning experiences for both teachers and learners. As highlighted by Dinc (2019), Adegbenro *et al*. (2017) and Lawrence and Tar (2018), teachers' perceptions and beliefs play a crucial role in determining their willingness to integrate educational technologies consistently into their classroom practices.

Even better teachers have embraced social constructivism and conceptual teaching as frameworks for using technology to facilitate interaction, collaboration and conceptual understanding. Additionally, aligning educational technologies with learning objectives and instructional strategies has been recognised as a crucial factor in optimising their effectiveness in the classroom. Apart from that, the adoption of educational technologies has contributed to the promotion of development of 21st century skills among learners such as creative and critical thinking skills. Teachers conducting multiple lessons have benefited from reflecting on their lesson presentations, allowing them to refine their teaching approaches and adapt to the diverse needs of learners. The process of hands-on experimentation with educational technologies has further enabled teachers to gain confidence in their use of technology, reinforcing the value of continuous professional development. This resonates well with the articulations by Haleem *et al.* (2022) and Owusu-Cole *et al.* (2025) that educational technologies offer teachers' significant opportunities to enhance instructional efficiency, learner engagement and professional development while promoting creative teaching practices in their classroom.

However, challenges such as potential classroom disruptions and technical limitations must be carefully managed to ensure the successful integration of educational technologies. Teachers must develop strategies to mitigate these challenges and maximise the benefits of educational technologies in creative teaching (Nkosi & Mtshali, 2024). This relates to the articulation by Flaniga and Babchuk (2022) that educational technologies hold significant promise for enhancing pedagogical practices and learning outcomes. They also have the potential to divert attention or inadvertently hinder the instructional process in the classroom. Therefore, the judicious integration and management of educational technology tools are imperative to mitigate risks and optimise their educational value.

CONCLUSION

The insights from this research underscore the importance of continuous professional development and support for teachers to effectively integrate educational technologies into their pedagogical practices. The findings demonstrate the transformative potential of educational technologies in fostering creative teaching and improving learning outcomes. To sustain this progress, ongoing research and targeted professional development initiatives will be crucial in equipping teachers with the necessary skills and knowledge. By doing so, the benefits of technology can be maximised, ultimately enhancing educational experiences for both teachers and learners.

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