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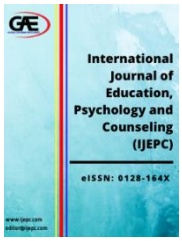

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TEACHERS' CREATIVITY FOSTERING BEHAVIOR: A SYSTEMATIC LITERATURE REVIEW FOR COMPARISON OF RESEARCH AT THE GLOBAL LEVEL AND CHINA

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Abstract:

This systematic review explores research trends and gaps on teachers' creativity fostering behavior (CFB) between China and the rest of the world from 2012 to 2022. It finds that CFB is crucial for developing creative talents, but teachers face challenges in fostering creativity due to Industrial Revolution 4.0 and the COVID-19 pandemic. Research focuses on influencing factors, evaluation, and instructional strategies. Chinese scholars emphasize influencing factors(61.6%) and evaluation (34.6%), while global research prioritizes instructional strategies (43.8%) and evaluation(37.5%). Individual factors like self-efficacy and creative thinking dominate Chinese research, while global research explores a broader range of factors. Chinese research on instructional strategies is insufficient (3.8%), suggesting a need for more practical strategies to guide teachers. Future research should deepen the understanding of CFB's relationships with other factors and propose effective instructional strategies tailored to local teaching realities.

Keywords:

Creativity Fostering Behavior; Influencing Factor; Evaluation; Strategy; Systematic Review

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Introduction

Creativity is seen as one of the key capabilities of the 21st century (Lille & Romero, 2017) and a globally important issue in education (Liu et al., 2022; Xiong & Wang, 2023). Creativity is also one of the agendas for global education reform (Tirri et al., 2017). Cultivating creative talents has become an important task for the development of education in the 21st century. As artificial intelligence will replace traditional ways of working, work will shift to a high degree of intelligence and creative ability will become an important professional quality for workers. However, developing teachers' creativity fostering behavior is a major challenge. Influenced by the Industrial Revolution 4.0, the educational process has changed radically (Wahab et al., 2022). Teachers and experts are no longer the only contributors of curriculum development as professionals with current knowledge in the field of production and management will be important players in curriculum development as curriculum content which applies to real-life situations is needed. Vocational education and professional practice will become an important educational model for developing learners' competencies for employment and entrepreneurship; and reflective, critical and creative skills will be important competencies for learners (Huang, 2020). Coupled with the spread of the COVID-19 pandemic, the traditional form of face-to-face teaching has been impacted, and teachers had to face major challenges in adjusting effective teaching to foster creativity among students in order to cultivate creative talents.

The successful development of creativity in education largely depends on teachers (Bereczki & Kárpáti, 2018). Promoting students' creativity by having creativity fostering behavior has become a necessary skill for teachers. Teachers who have creativity fostering behavior can create a dynamic teaching environment and process and can help students better develop the necessary cognitive and emotional skills.

In recent years, scholars in both China and other parts of the world have paid general attention to topics related to teachers' creativity fostering behavior, and have made progress. For example, some scholars try to analyze the factors that influence the creativity-fostering behaviors among teachers (Chang et al., 2020; Dikici, 2014; Lee & Kemple, 2014; Li, 2021; Sheng, 2015; Yue, 2018; Zhang, 2012; Zou, 2020). Other scholars try to explore and evaluate teachers' creativity fostering behavior in related topics (Abdulla & Cramond, 2017; Ayyildiz & Yilmaz, 2021; Konstantinidou & Zisi, 2017; Paek et al., 2020; Paek & Sumners, 2019; Sahin, 2021; Wu et al., 2015; Zhai, 2012; Zhai & Zhang, 2013). In addition, some researchers also investigated on how teachers' creativity fostering behaviors can cultivate students' creativity (Albar & Southcott, 2021; Harris, 2018; Olivia, 2012; Oskay, 2015; Soh, 2017; Wang, 2016; Wu, 2019). However, these research findings are somewhat scattered and the results do not help us clarify the focus of teachers' creativity fostering behavior, the development trends, and gaps in knowledge either in China or in other countries in the world. Therefore, the purpose of this paper is to investigate the focus of research on teachers' creativity fostering behavior in China and other countries in the world by determining the research trends and gaps that exist, to provide some ideas for the following academic research. This systematic review was

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conducted under the guidelines issued by Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA).

Methods

The Review Rrotocol – PRISMA

Page et al. (2021) developed and updated PRISMA from on PRISMA (2009) to ensure currency and relevance and to reflect advances in systematic review methodology and terminology. The update to PRISMA (2021) is intended to complement the report, enabling readers to evaluate the appropriateness of the methodology and the credibility of the results. In addition, presenting and summarizing study characteristics that contribute to synthesis enables policymakers to evaluate the applicability of research findings. According to Sierra-Correa et al. (2015), PRISMA also offers three unique advantages which are as follows: 1) defining clear research questions that permit systematic research; 2) it identifies the inclusion and exclusion criteria; and 3) it attempts to examine the large database of scientific literature in a defined time (Sierra-Correa & Cantera Kintz, 2015). The PRISMA statement allows for a rigorous search of terms related to creativity fostering behavior. This guideline consists of four processes: identification, screening, eligibility and included, as shown in Figure 1.

Systematic Searching Strategies

Four systematic techniques (identification, screening, eligibility and included) are used at this stage to accurately search for relevant papers. Authors have the ability to use these techniques to retrieve all relevant literature and conduct comprehensive research to produce a well-organized and transparent systematic literature review.

Identification

Identification process is the initial phase in the systematic reviews according to the PRISMA guidelines. In this phase, creativity fostering behavior is the key term. Synonyms are chosen to supplement the term. Referring to the keywords used in previous studies, relevant terms and variations were employed. According to the research question, a literature search was conducted on the selected database with teacher's creativity fostering behavior and teacher's creativity teaching behavior as the subject headings. Considering that this research focuses on the creativity fostering behavior among Chinese teachers, two authoritative databases in China were selected, namely China National Knowledge (CNKI) and Wan Fang Data Knowledge Service Platform. At the same time, in order to ensure the comprehensiveness and international perspective of the research, this research also takes the Web of Science (WOS) database. The initial searching result showed that there were a total of 152 possible articles, of which 51 were preliminarily screened from CNKI, 23 were preliminarily screened from Wan Fang Data Knowledge Service Platform, and 78 were selected from WOS.

Table 1: The Search String Used For The Systematic Review Process

Database	Keywords used
CNKI	TITLE-ABS-KEY= ([‘teaches’ creativity fostering behavior*’ OR ‘teachers’ creativity teaching behavior*’])
Wan Fang	TS= ([‘teaches’ creativity fostering behavior*’ OR ‘teachers’ creativity teaching behavior*’])

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WOS	TS = (['teaches' creativity fostering behavior*' OR 'Fostering creativity through teacher behavior*' OR 'Creativity fostering teacher behavior*' OR 'Creativity nurturing behavior for teachers *'])

Screening

After the articles were identified, the selected articles were screened against a specific set of criteria (see Table 2). First, journals (systematic reviews), book series, books, book chapters, and conference proceedings are excluded. Second, drawing on the concept of research maturity mentioned by Kraus et al.(2020), the screening process is only for articles published in the ten years from 2012 to 2022. Research articles from this time period are adequate to achieve a representative systematic review of research.

Articles written solely in Chinese or English are acceptable in this phase and articles whose subjects were Chinese were excluded in WOS. This process excluded 66 articles because they did not meet the inclusion criteria. As a result, 86 articles were found suitable for further screening, and after screening, 17 duplicate articles were removed. According to the inclusion and exclusion criteria, the remaining 69 articles were evaluated in the results phase.

Table 2 The Inclusion And Exclusion Criteria

Criterion	Eligibility	Exclusion
Literature type	Journal (Research articles)	Journals (systematic review), book series, chapter in book and conference proceeding
Language	Chinese, English	Non-Chinese, Non-English
Timeline	Between 2012 and 2022	Before 2012
Country	China (CNKI), the other countries in the world (WOS)	China (WOS)

Eligibility

According to PRISMA guideline, the eligibility process is the third stage after the screening process. To ensure that all remaining articles were relevant to the teachers' creativity fostering behavior, the authors manually performed physical observations of the screened articles. During this process, 27 articles were excluded because they did not focus on the creativity fostering behavior of teachers. Finally, 42 articles were included in the systematic literature review.

Included

This systematic review article revolves around teachers' creativity fostering behavior. Based on the criteria in Table 2, 42 articles were selected from CNKI, Wang Fang and WOS databases. These databases are selected because CNKI and Wan Fang contain high-quality academic articles in China, including the field of education, and WOS contains global educational academic information resources. See Figure1.

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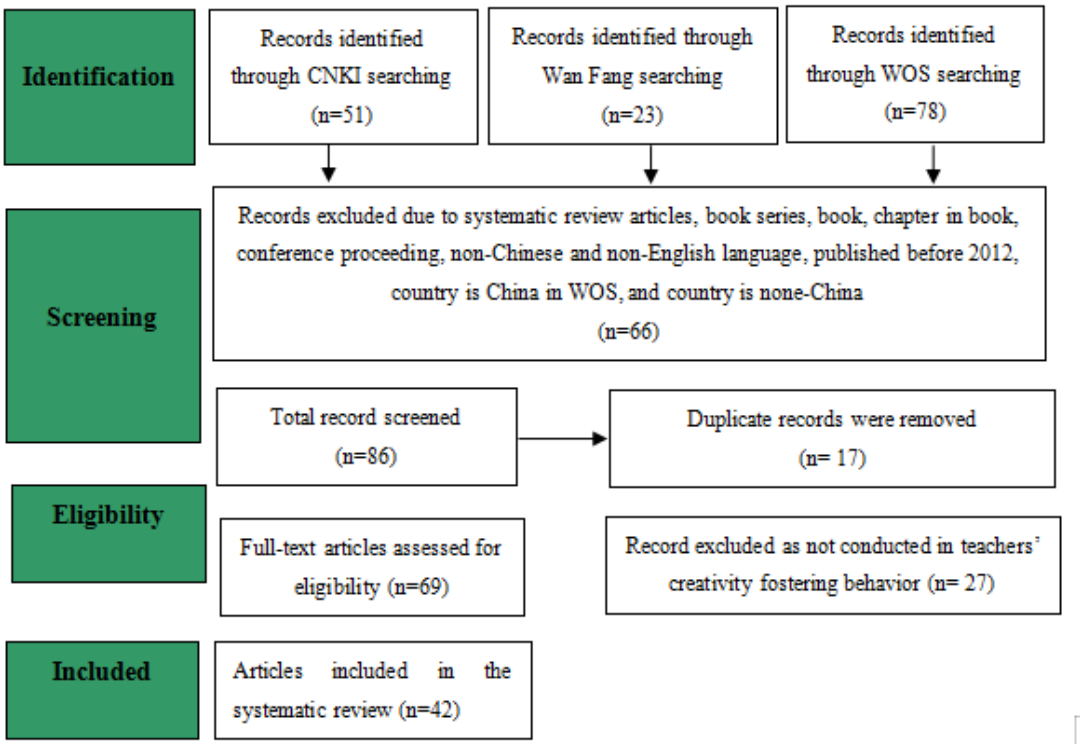

Figure 1: PRISMA Systematic Review Adapted From Page et al. (2021)

Results

Among the 42 selected articles, 26 were indexed in CNKI, 16 were in WOS, and there was no repetitive article. The themes emerging from the analysis of the articles indicated that influencing factors, evaluation, and strategies that elaborate or encourage creative behaviors were prominent. These themes are compared and discussed further.

Influencing Factors

Most of the 42 included articles were on the factors influencing teachers' CFB. This was seen in CNKI where almost half of them focused on the factors influencing CFB. Among the 26 articles included in CNKI, 16 had themes on influencing factors, accounting for about 61.6% of the total (see Table 3), and among the 16 articles included in WOS, 3 articles had themes on influencing factors, accounting for about 18.7% of the total (see Table 4). Now, we give a descriptive analysis of factors influencing the CFB separately according to the articles listed in the table below. The categories suggested by Thurlings et al. (2015)were employed. These are demographic, individual, and organizational factors. Individual factors were the most frequently studied factors with a total of 16 factors, followed by an organizational factor with a total of 1 factor. There are no related articles focusing on the demographic factors.

Individual factors

Table 3 summarizes the results of previous studies in CNKI related to individual factors affecting teachers' CFB. Seven factors were successfully identified from 16 previous studies. These individual factors are also known as intrinsic factors that affect teachers' CFB (Wang, 2016). According to the analysis, self-efficacy was investigated in 6 out of 16 studies, emphasizing the importance of self-efficacy in the implementation of active teaching in the

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classroom. Research results show that self-efficacy has a significant positive impact on creative teaching (Chang et al., 2020; Li, 2012; Sheng, 2015; Yue, 2018; Zhang, 2012; Zou, 2020). In addition, Chang et al. (2020) pointed out that enhancing teachers' self-efficacy can help improve teachers' creativity fostering behavior. In this respect, 3 out of 16 studies reviewed in CNKI indicated that creative thinking is also a factor that influences creativity fostering behavior. It was found that teachers who are aware of the importance of creative thinking in implementing creative teaching would promote students' creative thinking (Wu, 2019; Yang, 2015; Zhang, 2017).

Other studies have investigated factors that influence teachers' creative teaching and had a significant impact on teachers' CFB. Among these are psychological factors (Wang, 2016; Zeng, 2019), teaching styles (Wang, 2016; Yang, 2015) pedagogical beliefs (Liu, 2020), attitudes (Wu, 2019) and personality traits (Cai, 2019).

Table 3. The Individual Factors Influencing CFB Included Articles in CNKI

Individual factors influencing creativity behavior	Number of studies	Authors
Self-efficacy	6	Chang et al. (2020); Li(2012); Sheng(2015); Yue(2018); Zhang (2012); Zou(2020);
Creativity thinking	3	Wu(2019); Yang(2015); Zhang(2017);
Psychology	2	Wang(2016); Zeng(2019);
Teaching style	2	Wang(2016); Yang(2015);
Pedagogical beliefs	1	Liu (2020)
Attitudes	1	Wu (2019)
Personality traits	1	Cai (2019)

Table 4 summarizes the results of previous studies in WOS related to individual factors affecting teachers' CFB. Dikici(2014) showed that there is a significant relationship between thinking style and creativity-cultivating behavior. Lee & Kemple (2014) indicated that teachers' creative self-efficacy may affect their creative teaching performance. Teachers' self-efficacy and internal aspects of teacher effectiveness predict creativity in fostering teacher behavior, while external aspects of teacher effectiveness are not obvious. In addition, Cayirdag(2017)conducted a study among 302 teachers and found that personality traits were important factors influencing creative behavior. He showed that teachers who scored higher on the Openness to Experience personality trait were more likely to engage in creativity-related experiences while those who scored higher on the Openness to Experience trait had more creativity-related experiences and were more likely to have pedagogical styles that support creativity. His research also shows that teachers' own creativity-related experiences moderated the relationship between openness characteristics and their beliefs about specific creativity-building pedagogical practices.

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Table 4. The Individual Factors Influencing Creativity Behavior Included Articles In WOS

Factors	Number	Study	Country
Thinking Styles	1	Dikici(2014)	Turkey
Teachers' personality traits,engagement and beliefs	1	Lee & Kemple (2014)	American
Teacher's creative self-efficacy	1	Cayirdag(2017)	American

Organizational Factors

Table 5 shows the teaching autonomy that can be identified as factor influencing teachers' CFB. It was found in the previous 16 studies in CNKI. Luo(2020)surveyed 282 college teachers and 3764 college students in Jiangxi Province using a questionnaire to investigate the influence of teachers' teaching autonomy on their innovative teaching behaviors. The research indicates that innovative teaching behaviors are at a moderate level among college teachers and there are significant differences in factors such as teachers' qualification and the nature of the subjects they teach. In addition, the teaching autonomy among college teachers has an impact on innovative teaching behaviors(Luo, 2020).

Table 5. The Organizational Factors Influencing Creativity Behavior In Included Articles In CNKI

Organizational Factors Influencing Creativity Behavior	Number of Studies	Authors
Teaching autonomy	1	Luo (2020)

The analysis based on systematic reviews showed that creativity seems to have a positive impact on teaching and learning. There are a variety of factors that influence teachers' creative teaching. These factors can be divided into the following: demographic factors, personal factors, and organizational factors. However, research seemed to be focused mainly on self-efficacy and creative thinking.

The analysis of research trends in the past decade indicated that research in China seemed to focus on investigating the factors influencing teachers' creativity fostering behavior. These research attempt to determine factors that could be used to encourage teacher's creativity fostering behavior. Teachers' traits and beliefs seem to be an influence in cultivating students' creativity(Cai, 2019; Lee & Kemple, 2014). In addition, teachers' self-efficacy also influenced their creativity fostering behaviors (Cheung et al., 2019; Zou, 2020). However, the analysis of these databases indicates that there are gaps in the research focus. In the CNKI database, research has focused on both teachers and students. An example is when the effect of teachers' behavior on students' outcomes is Guo's (2022)research on the relationship between teachers' creativity fostering behavior and the student's critical thinking tendency. On the other hand, in the WOS database, the focus seems to be on teachers and none on the effect of teachers' behavior on students.

Instructional Strategy

When it comes to instructional strategy, we find that scholars from other countries in the world have done far more research on this topic than China. Among all the 16 studies screened and included in WOS, 7 articles are about the instructional strategy on teachers' CFB, accounting

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for about 43.8% of the total (See table 6) while only 1 article in CNKI is about the instructional strategy for teachers' CFB, which is only 3.8% of the total (See table 7).

Judging from the research trends in the past ten years, the time-axis analysis shows that the depth of research in this area is continuously increasing. In the early stage from 2012-2015, research in the United States and Turkey focused on teachers' creative behavior and cognition on strategies to promote creativity (Olivia, 2012; Oskay, 2015), and from 2017-2019, research began to focus on the teacher and the external creative environment (Harris & Bruin, 2018) and stimulating teachers' creative research with tools (Soh, 2017). Recent research seem to focus on how Play is seen as a mediating role of teachers' creative behavior for promoting students' creative behavior strategies (for example,Albar & Southcott, 2021). The focus of research in instructional strategy has changed from cultivation of teachers' creative behavior to the use of external tools to stimulate teachers' creativity fostering behavior and then ensuring teachers' creativity fostering behavior as an established factor and use for exploration on how to play a role in promoting students' creativity. Secondly, from the perspective of the distribution, research in the past ten years has gradually spread from the United States to Turkey, Australia and other countries with a much wider research scope and richer areas of focus.

On the other hand, documentary evidence indicates that there is a huge gap between China and the rest of the world related to instructional strategies for CFB. The related research in this area in CNKI last appeared in 2015. There seems to be a huge gap in research in this this area which may reflect a problem due to the lack of research on teachers' creative behavior strategies in China. This article by CNKI is how to stimulate teachers' creativity fostering behavior (Lu, 2015). The research remains superficial and lacks in-depth exploration of teachers' CFB. WOS articles pay more attention to how to use external factors to promote teachers' creativity fosteing behaviors to stimulate students' creativity (Albar & Southcott, 2021; Alkan & Yücel, 2019; Harris, 2018; Oskay, 2015; Schoevers et al., 2019; Soh, 2017)

Table 6. The Strategies Focus Of Included Articles In WOS

Key topic	Article	Country	Number
How teachers can use strategies to enable elementary-ready children to express creative thinking behaviors in classroom settings	Albar & Southcott (2021)	Australia	1
Strategies for developing future teacher behavior using epistemological beliefs and creativity	Alkan et al.(2019)	Turkey	1
Promoting pupils' creative thinking in primary school mathematics	Schoevers et al.(2019)	Netherlands	1
Strategies for fostering a creative ecology in Australian secondary schools to foster creative behaviour	Harris & Bruin (2018)	Australia	1
Using CFTIndex as an instructional tool of creativity fo stering in the classroom context	Soh(2017)	Singapore	1
How pre-service chemistry teachers' creativity fostering	Oskay(2015)	Turkey	1

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behaviors and their perceptions of their technology skills predict their success in Project Based Educational Technology and Material Development course			
How teachers' perceptions and behaviors promote creativity	Olivia(2012)	American	1

Table 7. The Strategies Focus Of Included Articles In CNKI

Key topic	Study	Number
Teachers' Creativity Stimulation Strategies	Lu(2015)	1

Evaluation

Evaluation seems to be the second most frequent research topic in the WOS and CNKI databases. From the screened and included articles in WOS, 6 articles focus on the teachers' evaluation of creativity fostering behavior, accounting for 37.5% of the total (See Table 8) while there were 9 papers in CNKI on research on the evaluation of teachers' creativity fostering behavior, approximately accounting for 34.6% (See Table 9).

Although both of these databases are focused on the evaluation of teachers' CFB, they have different presentation methods and discussion focus. A descriptive elaboration is done separately and an analysis and comparison conducted. All of the 6 evaluation-themed articles included in WOS are from the United States. The measurement or evaluation can be divided into two aspects. The first concern is to evaluate the impact of teachers' creative personality traits on students' creative thinking (Ayyildiz & Yilmaz, 2021; Sahin, 2021); evaluating the influence of teachers' self-efficacy on students' creative potential (Paek & Sumners, 2019) and evaluating teachers' perceptions of the characteristics of creative children (Paek et al., 2020). Another focus of evaluation is to study whether a certain subject teacher can foster students' creativity (Konstantinidou & Zisi, 2017). In the 9 articles in CNKI, the research was focused into two categories: firstly. to evaluate the influence of teachers' creativity fostering behavior on a subject or a factor, which was seen in 8 of the 9 selected articles and secondly, on evaluation of a situation. This may mean that there is a relatively deep academic understanding of the impact of teachers' creativity fostering behaviors on a subject or factor in China. The other category is current situation evaluation, such as the problem of evaluating the creative behavior of primary school teachers (Wu et al., 2015).

We analyze the research trends in the past ten years with time as the axis. First of all, evaluative research focusing on teachers' factors has always been the main line of research in the past ten years, but in addition, we can also find subtle research changes, such as the research methods on teachers' creativity fostering behavior in China which has gradually shifted from evaluating the teacher-centered quality and factor research (Zhai, 2012; Zhai & Zhang, 2013) to evaluating the impact of creative behavior on student-centered learning. A series of evaluation studies focusing on external factors on CFB in the past two years were investigated (Cai, 2020; Li, 2021; Wu et al., 2015; Yuan, 2019) . From a horizontal perspective, evaluating the teachers' personality or character, ideas or beliefs, enthusiasm or self-efficacy to CFB remains a frequently researched topic. However, the problems of creative behavior itself and the determination of creative behavior have become the focus of secondary research. Compared

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with China, from the perspective of time, foreign research on the evaluation of creativity fostering behavior is mainly concentrated on indicators (Abdulla & Cramond, 2017), evaluation of traits of teachers' creative behavior and creative beliefs (Paek et al., 2020), self-efficacy (Paek & Sumners, 2019), creative personality traits (Ayyildiz & Yilmaz, 2021) and impact of creativity on students' creativity (Sahin, 2021). From the cross-sectional distribution of research topics in the last decade, it can be seen that the evaluation of teachers' personality characteristics has received more attention.

Although the research on evaluation of creativity fostering behavior has been conducted both in China and abroad, gaps still exist. This is mainly reflected in two aspects. One is the depth of research. Through the descriptive and trend analysis, we found that Chinese scholars tend to focus on broader topics of CFB evaluation, such as the influence of creativity fostering behavior on students' homework (Yuan, 2019) and the influence of teachers' creative thinking on creativity fostering behavior (Zhai, 2012; Zhai & Zhang, 2013). While the researchers at the global have focused in-depth on specific topics such as evaluating creative personality traits and creative thinking in creative behavior (Ayyildiz & Yilmaz, 2021; Sahin, 2021), research in China is more board-based. This is because in the 9 articles, there are related research on the innovation ability of students in primary, secondary, and university; The subject of the evaluation also focuses on many aspects related to the impact of teachers' creative fostering behaviors. For example, evaluating the impact of school climate on teachers' creative fostering behavior (Cai, 2020), evaluating how junior middle school English teachers' implicit view of creativity affects creativity fostering behavior (Kang, 2019) and evaluating the impact of teachers' creativity fostering behaviors on homework (Yuan, 2019), etc.

Table 8. The Evaluation Focus Of Included Articles In WOS

Key Topic	Study	Country	Number
Evaluating the influence of creative personality traits on creative thinking tendencies	Ayyildiz & Yilma(2021); Sahin(2021)	American	2
Evaluating the effect of teachers' fixed creative thinking on teaching creativity self-efficacy	Paek & Sumners(2019)	American	1
Evaluate the creativity	Abdulla & Cramond(2016)	American	1
Evaluating teachers' beliefs about the characteristics of creative children	Paek et al. (2020)	American	1
Find out if PE teachers can boost students' creativity	Konstantinidou & Zisi(2017)	American	1

Table 9. The Evaluation Focus of Included Articles In CNKI

Key topic	Number	Study
Evaluation of "5+3" integrated medical talents' scientific research and innovation ability	1	Liu et al.(2021)
Problems existing in primary school teachers' creativity fostering behavior	1	An(2021)
Evaluating the influencing factors of primary school music teachers' creativity training behavior	1	Li(2021)

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Evaluating the influence of school organizational climate and self-directed learning ability on teachers' creativity fostering behavior	1	Cai (2020)
Evaluating the Impact of Teachers' creativity fostering behavior on Students' Homework	1	Yuan(2019)
Evaluating the influence of junior high school English teachers' implicit view of creativity on creativity fostering behavior	1	Kang(2019)
Evaluating the influence of teachers' creativity fostering behavior on creative problem solving of middle school students	1	Wu et al.(2015)
Evaluating the impact of primary school teachers' teaching styles on creativity fostering behavior	2	Zhai(2012); Zhai&Zhang(2013)

Discussion

Based on the above analysis, we can rank the research priorities of creativity fostering behavior in China and the rest of the world. Countries around the world are concerned with teachers' creativity fostering behavior based on the ranking of topic concerns: instructional strategy (about 43.8%), evaluation (about 37.5%), and influencing factors (about 18.7%). While China focuses on the teachers' CFB based on the ranking of topic concerns: influencing factors (about 61.6%), evaluation (about 34.6%), and strategy (about 3.8%).

Table 10. Ranking Of Related Topics In China And Countries In The World

Topics / Countries	China	Countries in the world
Influencing factors	61.6%	18.7%
Evaluation	34.6%	37.5%
Strategy	3.8%	43.8%

As we can see from the data comparison, scholars from China and other countries around the world pay almost equal attention to the topic of evaluating teachers' creativity fostering behavior. However, there are significant disagreements on the topic of influencing factors and instructional strategy. In contrast to scholars in other parts of the world, Chinese scholars place a greater emphasis on the relationship between teachers' creativity and their behavior. That is to say, over the past ten years, Chinese scholars have devoted more attention to evaluating whether teachers' creativity fostering behaviors have an impact, and what kind of impact those strategies have had; whereas scholars from other countries have studied teachers' creativity fostering behavior strategies more extensively. Taking these two themes together, it is not surprising to find that other countries view the influence of teachers' creativity fostering behavior and the kind of influence it produces as an established theory, and they recognize this objective existence, and based on this, they discuss the stimulation of creativity. In contrast, Chinese scholars are still in doubt over the effect of teachers' creativity fostering behaviors and

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in what aspect; there is a need for further exploration of cognition, which also leads to a lack of research on instructional strategies to promote creativity.

Limitations

Although researchers have defined strict search criteria to search different sources and types of literature and to synthesize relevant literature on findings from as wide a range of qualified literature as possible, the evidence presented above may not be complete for reasons. For example, the acquired data in this review represent researchers' self-reported opinions. Furthermore, the date or geographical criteria of the search may have excluded important studies that were either published before 2012 or published in countries that were not included. This makes this research somewhat restrictive.

Conclusion

This systematic review aimed to investigate the focus of research on teachers' creativity fostering behavior in China and other countries around the world, identifying research trends and gaps. By analyzing 42 articles from the China National Knowledge (CNKI) and Web of Science(WOS) databases, we found that research on teachers' creativity fostering behavior is diverse but with notable differences between China and the rest of the world.

In China,research has predominantly focused on the influencing factors of teachers' creativity fostering behavior, accounting for approximately 61.6% of the articles analyzed. Individual factors,particularly self- efficacy and creative thinking,were highlighted as key drivers influencing teachers' behaviors. Additionally, research in China has shown considerable interest in evaluating the impact of teachers' creativity fostering behavior, accounting for about 34.6% of the articles. However, there is a lack of in-depth exploration into instructional strategies to promote creativity, with only 3.8% of articles addressing this topic.

In contrast, research conducted in other parts of the world demonstrates a more balanced distribution of topics. Instructional strategies accounted for the largest proportion at about 43.8%, followed by evaluation at37.5%, and influencing factors at18.7%.This suggests that while the importance of evaluating teachers' creativity fostering behavior is recognized globally, there is a greater emphasis on developing and implementing instructional strategies to stimulate creativity in students.

The comparison between Chinese and international research highlights a significant gap in the focus of studies. Chinese scholars tend to focus more on understanding the impact and influencing factors of teachers' creativity fostering behavior,whereas international research has progressed to exploring and implementing instructional strategies.This disparity may reflect different educational priorities and research cultures between China and other countries.

Despite the comprehensive search strategy employed, this review has limitations. The data analyzed represent self-reported opinions and may not fully capture the breadth and depth of research in this field. Additionally, studies published before 2012 or from countries not included in the search criteria were excluded, which may have resulted in the omission of relevant findings.

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In conclusion, while research on teachers' creativity fostering behavior is gaining momentum globally, there are notable differences in research focus between China and other countries. Future research in China could benefit from exploring instructional strategies to promote creativity, building on the existing knowledge base of influencing factors and evaluations. Collaboration and knowledge sharing across borders could further enrich the field and enhance educational practices worldwide.

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