

Creativity as a Class Room Practice: A difference in the Perception of Public and Private Secondary School Teachers in Pakistan

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Abstract

The research examines and compares public and private secondary school teachers' perceptions about creativity as a skill that can be cultivated in their class room practices. The researcher adopted PBA, a psychological model of professional behavior analysis for analyzing professionals' perception. Any professional expert's positive perception is essential regarding the strategies, to handle the task properly and achieve its maximum objectives. In the present study secondary school teachers of Malir district were taken as population of the study and were divided into two clusters; public and private. For selecting the sample of 560 sizes, each sub group of the sample remained equal by using probability technique. All the clusters were collected randomly. Mixed Method was the adopted research method; quantitative analysis contributes 80% and qualitative analysis contributes 20%. Survey was the research design to collect the data. Close ended questionnaire was developed for collecting quantitative data. In-depth Interview was developed for collecting qualitative data. Independent sample t-test was used to compare the groups quantitatively and thematic analysis for qualitatively. The data triangulation determined the degree of strength of their perceptions. Obtained findings depict that private school teachers' perceptions are stronger than public school teacher regarding the issue.

Keywords: *Creativity, Creative teacher, Creative student, Creative school*

Introduction

Creativity in education is a foundation of inspiration for teachers and students. It provides source through which a very important basis is provided to a traditional and an outdated method of teaching. It's an irony that we are not able to provide a better system of Education in Pakistan even after seven decades. As a developing nation Pakistan needs to make changes in its system of education too because for the last seventy- two years, we have been following the same pattern of methodologies of teaching in schools, colleges and universities. We could not have good engineers, doctors and other professionals. We are also missing the world-wide acceptance of our system of education. Activity based education is missing and quality of education is not up to the mark, teachers are not able to teach properly (Education policy2017) Some of the researchers and scholars' opinions unveil that there has been a remarkable rise in the number of schools in Pakistan over the last few decades but the quality has dropped drastically and the schools failed to meet the least amount quality criteria especially public schools due to rote learning and traditional methods of teaching. There is lack of instructional techniques, lack of originality, novelty innovation and newness. Most of the teachers are not trained to teach. It's one of the factors that teachers don't know how to help their students. After passing through rote learning, students do not outshine when they join higher education. Rote learning and memorization should be replaced with creative skills and the system of education should be made supportive for all students.

Shaheen (2010) conducted research in which one thousand and eight students participated. With the help of survey, she wanted to know whether the system of Pakistan is in a position to provide a creative system of Education to our students or not. Her study finds that the curriculum of Pakistan's educational system does little to encourage students. Teachers of English can use creative teaching as a strategy to develop language skills alongside imparting the prescribed curriculum. Right mix of creativity with curriculum makes lessons more interesting and interactive, helps students to be inventive. As it is indirectly related to sensory cognitive, emotional, motor and social developments, these developments are improved and the students apply them in their daily lives. Students become good communicators; they love to have creative activities with their curriculum without the pressure of learning. Conventional teaching methods do not give them goodness, satisfaction and happiness. They want to learn freely without any boundaries. Hands-on learning, open ended questions, brainstorming sessions and other activities reduce their tension and anxiety and they prepare well to excel in exams.

Creative Skills

Creative skills are expansively prominent as the best way for students to survive with the ever-increasing challenges of life. Creativity is measured as one of the most important characters in human beings. Tsai (2012) asserts that creativity is perceived as the tendency to be new and unique, distinct and apart. Shao (2019) states that creativity is a result of human consideration that operates on a set of accessible representations concepts, items, signs, regulations or ideas. Every nation needs creative thinkers in the form of scientists, engineers, doctors, artists, writers, educators etc. Lucas (2019) stresses that creativity plays a vital role at an individual as well as at a group level. According to the author the entire World is very much provoked and inspired by the unusual intellect or we may call it creativity and believe that it should be part of syllabi of all schools in England as well as in other countries. Alberto (2019) claims that creativity helps thinking in new, unique, innovative and practical ways and shows itself in different context. Every next second we can confront a problem which might require unique, out of the box solutions. Creativity is perceived as an important tool for the advancement and productivity in today's world of competition.

Adopted Model

PBA model analyzes teachers' practice of teaching in the secondary school to foster learners' creativity. This model explores three dimension of teaching practices those are; perception, believe in specific and relevant strategies and adopting the believed teaching strategies. The adopted model is derived from the models used for examining professional attitude to observe the degree of adequacy of a professional expertise with the assigned task. Firstly, this model assumes that professional expert handles the assigned task properly and achieves its utmost objectives when he or she has positive perception for it as well as perceives it beneficial and progressive for the organization or masses.

Literature Review

Creativity involves innovation and generation of new ideas. It is quite evident that the main pillar of progressive nations is creativity. In Pakistan the question of creative work in different sectors is quite debatable. Huge talent goes to dustbin because of the lack of quality education and creativity. If only the state focused on these aspects, one would have had different results. The researcher guesses students are very creative. They just need a platform to explore themselves. They are skillful and creative in every aspect. They have amazing ideas to overcome the problems. Dr. Aijaz 2018, in his book "Learning Achievement in Primary Schools of Pakistan" states that there are limitless numbers of schools in Pakistan in urban and rural areas, but the Government of Pakistan has failed to provide creative facilities due to

untrained teachers and traditional methods of teaching. He also mentions some other reasons that are creating hurdles in providing creativity among students of Pakistan.

According to Yu-Cheng Chien, Ming-Chi Liu, Ting -Ting Wu (2020), creativity not only affects originality and development but also increases the expediency of thoughts and numberless dreams of human beings. Accordingly, creativity helps in promoting action which in return is beneficial for the promotion of education. Kaplan (2019) claims that creativity is very important to modernization uniqueness and nourishment of the students. His research from beginning to the end was particularly for the teachers' training program.

Wilson and Brown (2019) considered creativity as a developmental capacity and believed that pedagogic practices can be polished to meet the hopes and needs of existing practitioners and educational contexts. Boden (2019) states that creativity generates new concepts and ideas that can be easily understood; clear to the mind and are also worthwhile. Since schools and colleges are said to be the exact places for enhancing and creating creativity among students. The author points out that educational institutions offer chances for interaction and sharing of ideas. They are considered the horizon of novelty as creativity only depends upon socialization.

Kupers and van Dijk (2020) understands creativity as essentially social in the context of education as personified and entrenched between student and teacher relations. Creativity makes students involved in their studies fully. Mohnen and Ostermaier (2013) suggest that creativity develops and strengthens teaching in performing arts and sports. They attain higher creative qualities in business management and marketing. In their opinion creativity is the source of intrinsic information. It increases the performance of the students.

Kenett, et al., (2018) believe that creativity and intelligence are elevated cognitive constructs and involve multifaceted and numerous processes. Kupers, and van Dijk (2020) inform how teachers make possible the progress of creativity during music and art classes and also how creativity emerges interface between teachers and students.

Bryant (1995) points out that creativity aims to guide students and equips them out of the mind-set of the Knowledge. It helps them in novelty and Creativity. He indicates potential for students to work professionally. Creativity focuses on the benefits, for individuals and society. Fleury, et al., (2020) studied the special effects of visual movement on creativity and noticed that physical activity arouses certain cognitive functions and creativity increases from the awareness of movement. Bilal points out that the teachers of Pakistani schools have limited word bank; are not trained to use free flow of ideas: cannot usually weave words and ideas together to form associations. Most of the times they reproduce memorized contents

without internalizing meaning. Vazir and Ismail (2009) investigate how a teacher chooses an inappropriate methodology to teach creative writing skill to young children. According to them Pakistani educational system is based on cramming. This cramming system is detrimental to student creativity. However, situation seems to be quite different in modern private educational system. Students are encouraged to be more creative in their thinking.” Jabeen and Akhtar (2013) lament that the system of our education does not provide any help regarding novelty; instead, it provides a system that generates more complex communication system for the students. The students lack communicative skill due to customary methods and some are the weaknesses of teachers too. Butt, Khan and Jehan (2012) discloses that teachers do not give any importance to those methods that enhance the creative abilities of students instead they use traditional methods of teaching. Bilal (2013) criticizes that creativity is being ignored in Pakistan. She praises that high profile schools are trying their level best to promote creativity to some extent but simultaneously expresses sorrow that public and low-profile schools are not able to provide any chances to students to enhance their creative abilities.

Research Objectives

- To explore the degree of strength of perception of English language teachers of public secondary schools in district Malir.
- To explore the degree of strength of perception of English language teachers of private secondary schools in district Malir.
- To compare the degree of strength of perception of public and private English language teachers of secondary schools in district Malir.

Research Question

What perceptions do the teachers of public and private schools have about creativity in their class room practices?

Research Hypotheses

There is significant difference in the perceptions of private and public English language teachers about creativity at secondary Schools

Research Methodology

Researcher took Secondary school English language teachers of Malir district as population of the study. She took 560 Secondary school English language teachers as a sample. She adopted cluster random sampling to divide into two clusters; public and private. For selecting the sample, each cluster of the sample remained equal in size of 280 by using

probability technique. All the clusters were collected randomly. Researcher adopted Mixed Method in which quantitative analysis contributes 80% and qualitative analysis contributes 20%. She selected Survey as the research design to collect the data. She developed close ended questionnaire for collecting quantitative data regarding the teachers’ perceptions. She conducted In-depth Interview for collecting their own words regarding the issue to understand the themes of their views qualitatively. For qualitative data she developed probing questions for in-depth interviews. When she became saturated by the responses of respondent, she had gone to next respondent on identification of the previous respondent. For qualitative purpose she adopted snowball sampling technique to find the respondents. The items of all the instruments were drawn from the relevant content field in consultation with the experts and review of related literature. This procedure ensured the content validity of the questionnaire. Instruments contained 20 items. Internal consistency for questionnaire for teachers was found to be 0.73. Thematic analysis was used to compare the groups qualitatively and independent sample t-test for quantitatively. This test ideally compares the two groups’ means to report whether their scores are similar or different. This also highlights insignificant or significant results respectively. The two types of data were combined in the end to see the association and connection in teachers’ perspectives about creativity.

Research Findings & Discussion

Independent Samples Test

Hypothesis	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
There is significant difference in perception of private and public school teachers about creativity	0.822	0.365	195.437	558	0.000	15.80357	0.08086	15.64474	15.96240

The table represents results of independent sample t-test for testing Hypothesis. *“There is significant difference in perception of private and public-school teachers about creativity The hypothesis was framed to compare the perceptions of private School English Language Teachers and public-school teachers about creativity as a cultivated skill”*

In this regard, Description of the hypothesis is in column 1. The table contains Levene's test for equality of variance in columns 2 and 3. The Levene's test for equality of variance depicts that both groups have equal variance and considered similar to be compared. T-value is given in column 4. Degree of freedom is in column 5. Value of significance is in column 4. Mean difference is in the column 6. Mean difference is in column 7. Standard deviation is in the column 8. Standard Error of Mean is in column 9. Interval of the difference with 95% confidence is in the columns 10 and 11. Positive mean difference 15.80357 (highlighted value in column 7 depicts that obtained mean for private school teachers is greater than the mean for public school teachers and it explains that the alternative hypothesis is accepted. The Positive t-value in column 4 also supports the acceptance of alternative hypothesis and P- Value (highlighted value in column 4) is 0.00 expresses that the findings are significant enough to accept the inference of hidden meanings so the null hypothesis has been rejected and the alternative hypothesis "Private school teachers are different from public school teachers in perceiving that creativity is a cultivated skill" has been accepted.

Findings

The researcher reports some successes in the implementation of creativity in the private schools but it remains foreign to all public schools. This implies that creative concepts have not been cognitively internalized and learners are very much confused and perplexed outside and inside class rooms therefore it is necessary to include creative skill in everyday life experiences. The researcher found that teachers who work in the school run by private management perceive more strongly than teacher who work in the school run by government bodies of management about creativity as cultivated skill. More researches are required to explore the phenomena but a simpler cause was seemed among them for the issue. Government doesn't provide them any opportunity to upgrade or update their knowledge.

Conclusion

There is a need to bring an effective pedagogy in our educational system of Pakistan. Research is needed for documenting the impact of creativity on students' learning. This research would helpful for teachers in the development of teaching learning process. This study would provide good reasons to the implementation of creativity-based learning method within and across the schools.

Recommendations

In the light of the above-mentioned findings, the study recommends the need for supporting rich and supporting classroom and school environments with teachers showing trust in their selves and students' creative ability.

Teachers should cultivate creativity by creating conducive environments which afford first hand touch of the concepts taught in the class; and by using motivational and reinforcement strategies such as assigning marks, remarks, putting up students' work on the notice-board, giving individual feedback, awarding most creative work of the week awards, and appreciating students' work in front of their peers.

Teachers as the most important literacy facilitators must be trained to explore an array of more effective, engaging and exciting writing tasks that can spur students' interest in creative skills. It is also their duty to appreciate those teachers daily who are dedicated and imparting creative skills among students. Parents should be taken in confidence

Parents are requested to develop children's creativity while at home by providing them a safe environment where they are allowed to exercise self-sufficiency and take risks. A home should be a supportive place for them.

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