



## TEACHERS' HUMANISTIC ROLE IN STUDENTS' CREATIVITY

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**Abstract-** Creativity is essential for research, creation, production and promotion of facilities, food, health, transplantation and colourful life for humans living across various boundaries in the world. The current study focused on teachers' perceptions about teachers' humanistic role concerning students' creativity. The study was conducted in the higher Secondary Schools situated in the jurisdiction of District Dera Ismail Khan, Khyber Pakhtunkhwa. The total population of the study was 368 subject specialist teachers and a sample of 259 SS teachers was selected through simple random technique. The data was collected through questionnaire and the calculated results revealed that the respondents' perceptions were without significant difference about the topic under study. Their perceptions were mostly negative about the use of all variables of creativity which revealed that teachers had neglected creativity at school level because they were making students bookish. It was suggested that creativity must be incorporated in curriculum, classroom and teaching learning process to prepare students for serving humanity in the matchless way.

**Key words:** teachers, students, humanistic approach, creativity, perception

### I. INTRODUCTION

Human beings are creative naturally as they have the capacity to see things through new eyes with innovative and creative ideas and creative work puts emphasis on inspiration, planning, process, involvement and connectivity because creativity is essential for research, creation, production and promotion of facilities, food, health, transplantation and life colours for humans living across various boundaries in the world (Gulish, & Elfstrom, 2017). It is a naked reality that schools, colleges and Universities are turning heavy bulk of graduates out but most of them have competency in reading, writing, memorization and reproduction so they cannot prove themselves beneficial to their society and humanity. In other words, these institutes are producing unemployed graduates as the unemployment is increasing with the spread of education hence real education is to produce innovative and creative minds with artful and skilful hands to be the beneficial member of their respective societies and servers of all humanity by providing facilities, remedies, food and comfort (Cropley, 1997).

To foster creativity in students is the goal and soul of education and educational process. Students may be given opportunities to develop their potential to the brims; prepare them for the productive life; foster effective communicative skills in them; sharpen their minds to generate innovative ideas; encourage their freedom of expression; allow them to ask questions freely & openly; provide them goal orientation; produce curiosity; enrich their imaginative power; involve them in role playing to make them beneficial for themselves, advantageous for society and fruitful for all humanity (Wyse, & Ferrari, 2015). It is difficult for teachers to identify, assess creativity in students so they often remain unable to recognize, teach and develop creativity in their students. It is believed by some teachers that creativity may be developed in all students while some others have the opinion that only charismatic students are gifted with creative skills. It is essential to keep in focus that the role of creativity is very important to assist any nation to attain higher employment (Burnard, & White, 2008), keep pace with the developed nations and to become stable and thrive the ever-changing world (Parkhurst, 1999).

Creativity is the start of building 'human capital' at school level but the teachers have been charged for spoon feeding, only knowledge acquisition, cramming, reproduction and killing creativity of students (Kaila, 2005). They contribute nothing to make students creative to meet the needs of the nation so the present study was accomplished in higher secondary schools to know and compare the perceptions of Subject Specialists and suggest recommendations accordingly.

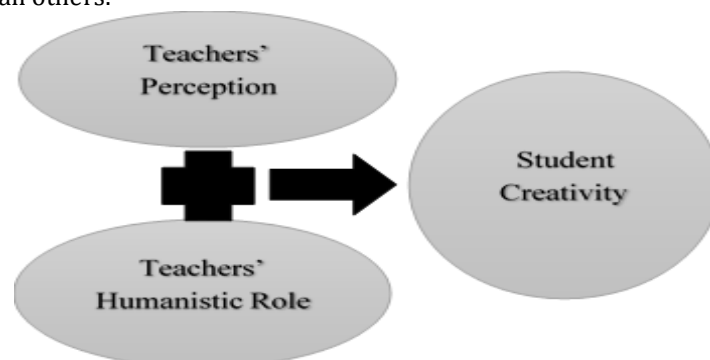
Schools may encourage creativity to polish human potential by enhancing communication skills; inculcating creative thinking; giving freedom of expression; asking questions freely; providing goals orientation; boosting curiosity; improving imagination; assigning various roles to students to make them

valuable human potential to serve society and humanity. The construct of creativity has been overlooked as formal education with more marks is the ultimate goal of all students, teachers and parents (Shaheen, 2010)

It is a bare fact that creativity is the most important factor of human stuff development; lifelong learning; future success and human service. It is the opinion of experts that creative teachers can produce creative students so teachers must be skilled in creativity (Trnova, 2014). They may inculcate effective communication skills in their students and these skills are the first step of students' creativity. Communication skills are essential for problem solving, innovative thinking and creative skills of humans so teachers may develop this aspect of their students at school level to make them creative, effective, productive and good human for the whole humanity scattered in various parts of the globe.

Creative thinking is need of the day as it leads towards new paths of creativity to enrich life with facilities, comforts, colours, health and pleasures. It is the aim of education that teachers help their students to become creative thinkers to solve the problems effectively and fulfil their needs by thinking changes and implementing them. If education does not make students creative thinkers then it is futile activity (Kowalewska & Sołtysik, 2017). Teachers make students creative thinkers by applying famous worldwide techniques like "Odyssey of the mind"; "creative warm up activities"; "problem solving techniques" and "mind map" (Buzan & Abbot, 2005) to stimulate students' way of thinking and make them creative thinkers for the service of all humanity (Osborn, 2009).

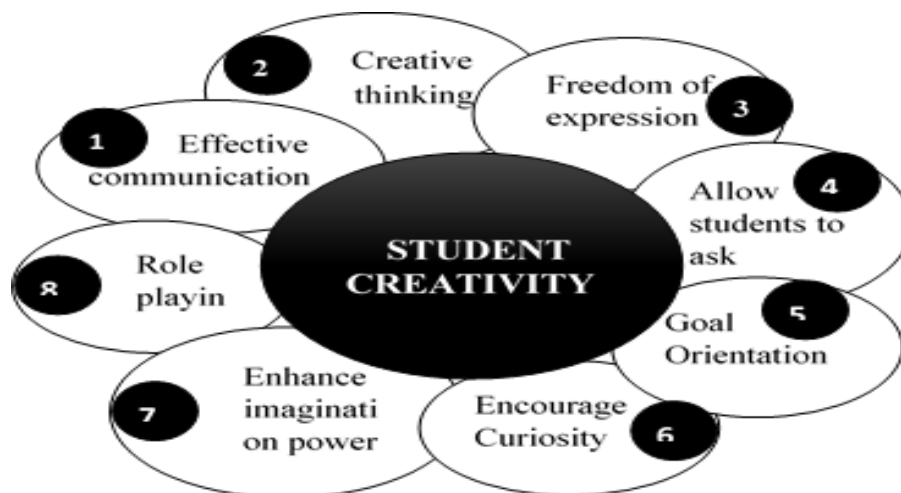
Humans share their feelings, passions, thoughts and ideas with receivers through expression and speech. Freedom of expression is the basic right which human beings require on their birth till death to remain creative for human development (Moran, 2010). Freedom of expression is the first condition of liberty; it is helpful to attain self-efficacy; it assists to discover truth; it supports the individuals in decision making; it urges individuals to study social changes; it makes appropriate planning about them and it helps humans to share their ideas with other humans freely. It is need of the day that teachers provide guidance to their students about freedom of expression as well as listening patiently the views of other humans to remain beneficial to all others.



Students learn effectively if they develop skill to ask questions from teachers to make their concepts clear and make their thinking process mature too. Questioning is correlated with critical thinking which is essential for the creative activities in educational process (Golding, 2011). Inquiry learning activities are part of critical thinking so learners may be provided guidance about inquiry and questioning to make them creative to meet the needs of the modern world. Inquiry teaching or teaching through question-and-answer technique supports students to become analytical and critical (Browne & Keeley, 2012) but majority of students remained reluctant to ask questions from teachers during classes as they often discourage their inquiry activities (Katchevich, & Hofstein, 2013).

Goal orientation is essential to keep students motivated to do something new and useful for humanity with creative hands so teachers must provide goal orientation to their students at school level (Schunk, Pintrich, & Meece, 2007). The motivation declines at adolescence so the technique of goal orientation is adopted to keep students motivated toward academic achievements but sometimes teachers do not follow this technique to make students creative. It is important that goal orientation provides a useful explanatory frame work that is linked with personal traits of students as well as teacher. The environment shapes goals to keep students motivated and creative to do productive and innovative activities for human facilitation across regions and ages (Keys, Conley, Duncan, & Domina 2012).

Curiosity is associated with creativity which is an essential element for the betterment of global economy and better life standard (Livio, 2017). It is the force that is necessary for personal development and self-efficacy. It provides vision and road map in the process of creativity to reach the destination (Collins, Litman, and Spielberg, 2004). Creative humans are curious by fault so it is defined that curiosity is the pre requisite of creativity (Berlyne, 1954).



### Problem Statement

The study was conducted to find out the perceptions of teachers-teaching in higher secondary schools about teachers' humanistic role in students' creativity because teachers were the masons of the Nation so it was worthy to study to measure their perceptions that how good and positive their perceptions had been about the problem under study.

### Research Objectives

The objectives of the study were as under:

The following were the objectives of the current study:

1. To know the perception of male higher secondary school teachers of District Dera Ismail Khan regarding teachers' humanistic role in students' creativity.
2. To know the perception of female higher secondary school teachers of District Dera Ismail Khan regarding teachers' humanistic role in students' creativity.
3. To compare the perceptions of male & female higher secondary school teachers of District Dera Ismail Khan regarding teachers' humanistic role in students' creativity.

### Research Questions and Hypothesis of the study

The following lines contain the questions and hypothesis of the study:

1. What was the perception of male higher secondary school teachers of District Dera Ismail Khan regarding teachers' humanistic role in students' creativity?
2. What was the perception of female higher secondary school teachers of District Dera Ismail Khan regarding teachers' humanistic role in students' creativity?
3. There was no significant difference between the perceptions of the respondents regarding teachers' humanistic role in students' creativity.

### Significance of the study

Creativity is the soul of all educational process going on in schools and students can become creative if teachers are competent enough to teach them properly. Memorization and simple reproduction are not education so teachers may be given trainings to make them competent and creative to hand over creative skills to their students to serve humanity across the world.

### Limitation

Limitation of the present research study was:

- Response rate was not 100% because some respondents did not deliver back the received questionnaire for further research process.

### Research design

The current study was conducted to perceptions of higher secondary school teachers so the descriptive research design was used because the study was related with the existing situation about inculcating creativity in students at school level.

### Research population

An aggregate or totality of all objects or individuals that confirm to a set of specifications or characteristics so 41 higher secondary schools were included in the research study and the total population of the study was 368 teachers as shown in the table below)

Gender	Schools	Teachers
Male	28	264
Female	13	104
Total	41	368

(‘REMIS, 2017-18’)

### Sample

A true and representative sample is selected from the entire population as it is very helpful for the researcher to diminish the chances of error so 259 SS teachers were selected through simple random technique to make the path clear as shown in the table below.

Gender	No of Schools	Teachers
Male	28	168
Female	13	91
Total	41	259

### Sampling technique

The sampling technique used for sample selection in the study was termed as simple random technique. This technique was helpful to minimize the chances of error in the study. The researcher dispensed 168 questionnaires among male respondents and 91 among female respondents and received back 254 questionnaires from the respondents to be used for data analysis.

### Research Instrument development

The tool to collect the data from the derived sample was encircling the following variables:

- Effective communication
- Creative thinking
- Freedom of expression
- Allow students to ask question
- Goal Orientation
- Encourage Curiosity
- Enhance imagination power
- Role playing

### Validity of research tool

The content validity of the tool was drawn with the opinion-analysis of 28 subject experts and the items were shaped and modified according to the opinion of them.

### Reliability of research tool:

Questionnaire	No. of Questions	Alpha
Teachers’ humanistic role regarding student creativity	08	0.753

### Statistical Analysis

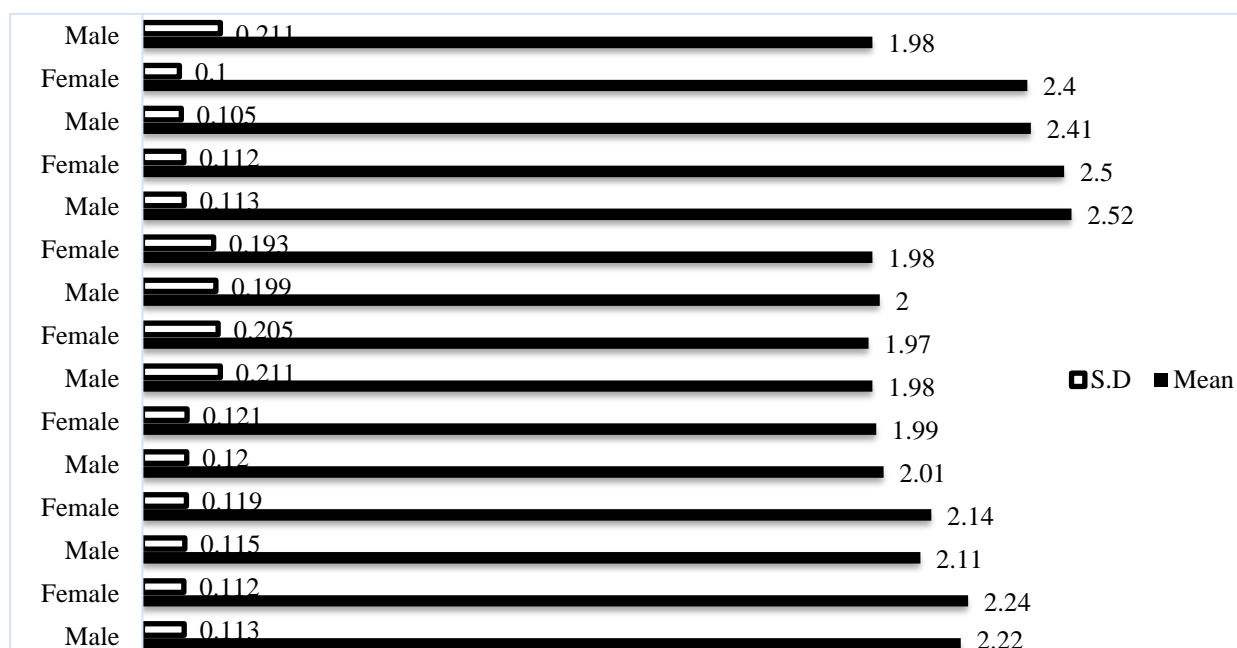
Data was collected by the researcher and the mean scores formula was used to make decision about occurrence of cases of disruptiveness among university students. The cut-off point was 2.5. To indicate the factors of disruptiveness among Universities students Percentage was used. At the final stage, t-test calculator brought out the difference between the means of respondents’ perceptions,

## II. RESULTS AND INTERPRETATIONS

Table represented that all factors of disruptiveness exist in Universities with percentage of agreement.

### Detailed description of results regarding teachers' humanistic role in students' creativity

S#	Teacher	Gender	N	Mean	S. D	t <sub>cal</sub>	t <sub>tab</sub>	P-value
1.	Effective communication	Male	165	2.22	0.113	-1.394	1.96	0.1784
		Female	89	2.24	0.112			
2.	Creative thinking	Male	165	2.11	0.115	-	1.96	0.0512
		Female	89	2.14	0.119			
3.	Freedom of expression	Male	165	2.01	0.120	1.8946	1.96	0.0592
		Female	89	1.99	0.121			
4.	Encourage students to ask question	Male	165	1.98	0.211	0.364	1.96	0.7162
		Female	89	1.97	0.205			
5.	Goal Orientation	Male	165	2.00	0.199	0.7723	1.96	0.4406
		Female	89	1.98	0.193			
6.	Encourage Curiosity	Male	165	2.52	0.113	1.3494	1.96	0.1784
		Female	89	2.50	0.112			
7.	Enhance imagination power	Male	165	2.41	0.105	0.7361	1.96	0.4624
		Female	89	2.40	0.100			
8.	Role playing	Male	165	1.98	0.211	0.3616	1.96	0.7180
		Female	89	1.97	0.209			



1. The calculation of the arranged data about item no 1 showed that the mean values for male higher secondary school teachers were 2.22 with SD 0.113 and for female higher secondary school teachers were 2.24 with SD 0.112 respectively. These values showed that the perceptions of teachers were not positive that showed that teachers were not giving due attention to effective communication skills in students at school level instead they were focusing on cramming and reproduction. The result of the t test was -1.394 with P-value 0.1784 that indicated that there was no significant difference between the perceptions of male & female teachers and both have nearly same perception about teaching effective communication to their students to make them creative.

2. The calculation of the arranged data about item no 2 showed the values of mean for male higher secondary school teachers were 2.11 with SD 0.115 and for female higher secondary school teachers were 2.14 with SD 0.119 respectively. These values showed that the perceptions of teachers were not positive that showed that teachers were not giving due attention to creative thinking in students at school level

instead they were focusing on cramming and reproduction. The result of the t test was -0.9597 with P-value 0.0512 that indicated that there was no significant difference between the perceptions of male & female teachers and both have nearly same perception about teaching creative thinking to their students.

3. The calculation of the arranged data about item no 3 showed the values of mean for male higher secondary school teachers were 2.01 with SD 0.120 and for female higher secondary school teachers were 1.99 with SD 0.121 respectively. These values showed that the perceptions of teachers were not positive that showed that teachers were not giving due attention to freedom of expression in students at school level instead they were focusing on teachers' unquestionable authority. The result of the t test was 1.8946 with P-value 0.0592 that indicated that there was no significant difference between the perceptions of male & female teachers and both have nearly same perception about giving freedom of expression to their students for creativity development.

4. The calculation of the arranged data about item no 4 showed the values of mean for male higher secondary school teachers were 1.98 with SD 0.211 and for female higher secondary school teachers were 1.97 with SD 0.205 respectively. These values showed the perceptions of half of the respondents were nearly negative. Teachers were not encouraging students to ask questions in the class at school level instead they were focusing on cramming and reproduction. The result of the t test was 0.364 with P-value 0.7162 that indicated that a bit difference between the perceptions of respondents. Nearly, all teachers had same perception about encouraging students to ask questions to make them confident and creative for the betterment of all humanity.

5. The calculation of the arranged data about item no 5 showed that the mean values for male higher secondary school teachers were 2.00 with SD 0.199 and for female higher secondary school teachers were 1.98 with SD 0.193 respectively. These values that teachers were not giving goal orientation to students in the class at school level instead they were focusing routine teaching. The result of the t test was 0.7723 with P-value 0.4406 that indicated no significant difference between the perceptions of respondents and both have nearly same perception about giving goal orientation to students to make them creative for the betterment of all humanity.

6. The calculation of the arranged data about item no 6 showed that the mean values for male higher secondary school teachers were 2.52 with SD 0.113 and for female higher secondary school teachers were 2.50 with SD 0.112 respectively. These values showed negative perceptions of teachers that teachers were not encouraging curiosity in students at school level instead they were focusing on rote memorization. The result of the t test was 1.3494 with P-value 0.1784 that indicated a little difference between the perceptions of male & female teachers and both have nearly same perception about encouraging curiosity in students to increase their confidence and creation level.

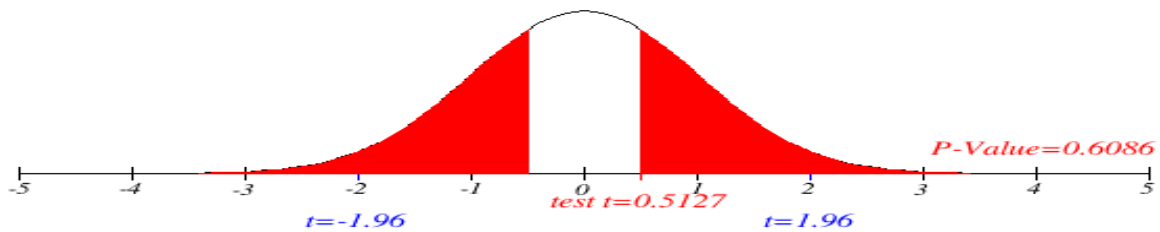
7. The calculation of the arranged data about item no 7 showed that the mean values for male higher secondary school teachers were 2.41 with SD 0.105 and for female higher secondary school teachers were 2.40 with SD 0.100 respectively. These values showed that teachers were not enhancing imaginative power in students at school level instead they were focusing on reproduction. The result of the t test was 0.7361 with P-value 0.4624 that indicated a very small difference between the perceptions of male & female teachers and both have nearly same perception about enhancing imaginative power in students to make them powerful in the field of creativity.

8. The calculation of the arranged data about item no 8 showed that the mean values for male higher secondary school teachers were 1.98 with SD 0.211 and for female higher secondary school teachers were 1.97 with SD 0.209 respectively. These values showed that teachers were not teaching students through role playing at school level instead they were focusing on cramming. The result of the t test was 0.3616 with P-value 0.7180 that indicated a trivial difference between the perceptions of respondents. They had same opinion that role playing was very essential to make students creative.

#### Teachers' humanistic role in students' creativity

Response	Gender	N	Mean	S.D	A	t <sub>cal</sub>	t <sub>tab</sub>	P-value
Teachers' humanistic role in students' creativity	Male	165	2.16	0.149	0.05	0.5127	1.96	0.6086
	Female	89	2.15	0.147				





It became clear after the calculation of mean values of both gender respondents regarding all eight items of students' creativity were 2.16 & 2.15 with SD. 0.149 & 0.147 respectively which made clear that teachers' perceptions were negative about students' creativity. For gender difference, the result was 0.5127 with P-value 0.6086 which showed a little bit difference between the perceptions of respondents about the topic under study.

### III. CONCLUSION

Creativity is the end of all educational process but the current study revealed that teachers' perceptions were negative about teachers' humanistic role in students' creativity which showed that teachers were not making students creative rather they were making them educated.

The respondents had nearly the same perceptions about this important aspect of education that is ignored nearly in the whole educational process.

#### Guideline for future Researchers

The future researcher may conduct this type of research study under the umbrella of other demographic variables. The research may be carried out in other educational institutes like universities, colleges and professional educational institutes and in other countries as well. The next research study may be conducted by using qualitative method and design. The next study may be conducted to find out the perceptions of teachers, students and head of the schools about creativity and its various aspects.

### IV. RECOMMENDATIONS

It was recommended that teachers may be provided proper trainings to make them aware about creativity. They may be provided expertise to make students creative which is the ornament of all human beings. Important elements of creativity like effective communication, freedom of expression, role playing and enhancement of imaginative power may be included in the curriculum in the magnified manner to improve the human potential by making humans creative to face the challenges of life and serve the humanity in an ideal way.

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