

International Journal of Advance Research in Computer Science and Management Studies

Research Article / Survey Paper / Case Study

Available online at: www.ijarcsms.com

A Study on Factors Affecting Creativity and Teachers Impact on it: Students Perspectives

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Abstract: *One of the most common goals of the education systems throughout the world refers to the development of a creative personality that could easily adapt to the fast changes that the modern society. As students with creative personalities are essential for basic survival in the world which keeps changing in a larger pace the researcher has made an attempt to study the factors which contribute to creativity. A significant influence factor of the creativity concept has its foundation in two key areas, home and educational environment. Next to parents and family, teachers have a great impact on the growth of the students. Therefore the researchers have also made an attempt to discuss the impact of teachers on the creativity of students. The results highlight the importance of the attitudes of the teachers in shaping the creative attitudes of the students, which in fact have to be exploited in order to achieve the educational goal.*

Keywords: *creativity, impact, attitude, goal.*

I. INTRODUCTION

Due to technological progress and globalization, the modern society undergoes deep and rapid changes. This fact creates new problems that the individuals are confronted with and in order to deal with these problems one needs a well-developed capacity to adapt to new situations and to find new ways to do things. In this context, creativity proves to be a very important resource that might help individuals to deal in a better way with social and technological changes. Creativity is a multidimensional process of interaction between the organism and its environment which results in the emergence of new and unique products. It is a divine gift and each individual has a certain amount of this gift. Creativity is not simply bizarre ideas. Strange ideas that do not relate to the subject at hand or provide a solution to the problem in question are not creative. Creativity is bound in two ways, must be both novel and useful, and cannot be entirely separated from the social context within which norms are formed. Creativity requires a proper setting through which it can be displayed. This is possible through educational programming, and accurate and proper teaching and education. Teachers, as one of the most important training and education elements, have a key role in nourishing creativity. The teachers' attitude toward creativity, their level of understanding of it, and also their type of attitude and teaching method have a direct relationship on enriching the class environment for students' growth of creativity. People generally feel more fulfilled and motivated if they are able to be creative. If higher education is about helping people to develop their full potential then helping students in inside class to understand and develop their unique creativities is a worthwhile higher education goal. It means, enabling students to be a creative, should be part of a higher education experiences and missions.

II. RESEARCH OBJECTIVES

All people who are capable of constructing knowledge are capable of developing their creativity. Assuming that the vast majority of students have the potential to improve their creative capabilities, the role of the teacher is significant to help them to

identify and embark them in real life situations. Therefore this paper examines student creativity and teaching practices which enhance creativity in college students from the students' perspective.

III. RESEARCH DESIGN

Qualitative research was undertaken to identify the aspects which would promote creativity among college students. Open ended interviews were used to gather data from post graduate students of various Art and Science Colleges in Tiruchirappalli. The interview transcripts were utilised to generate a list of items that would kindle creativity among students. A set of contextual variables were also identified that can moderate the impact of teachers on student creativity.

IV. RESEARCH OF LITERATURE

Creativity is a key tool used to solve multidimensional, complicated problems, especially those on a global scale (Beghetto, 2005; Martinsen, 2003). Although teachers may express a value that supports creativity, they often hold attitudes or perform behaviors that demonstrate a bias against creative thought. This occurrence is both unintentional and prevalent. For example, creative thought includes the asking of novel or unexpected questions.

One study reported that teachers frequently dismiss this type of question (Beghetto, 2007). Beghetto argued, "Dismissals clearly discourage students from investing intellectual energy in their learning". In some instances teachers may actually reprimand these students for asking questions and consider them inappropriate.

A cross-cultural study performed by Torrance (1963) found that regardless of country or culture most teachers "may be unduly biased against creative children". The study asked both teachers and college students to rate fictitious case studies of different students. The teachers rated highly creative students as more disruptive than average creative students. Finally, the researcher found that teacher lists of least favourite students often included their most creative pupils.

Kendal and Kinder (2005) emphasized that such strategies and approaches are harnessed so as to address a concern with student disengagement (inside classroom) as one of the challenges. Samkhanian and et al (2002) emphasized on four definition of creativity in education including, cognitive, on basis of personality, environmental and on basis of production, we can suppose CIC should cover all of personality, mental processes and new production which are interacted to social environment.

Creativity is integral to be an historian, biologist, teacher, lawyer, engineer and any other disciplinary field of endeavour. But being creative means different things in these different contexts. The world gets ever more complex. Barnett (2000) emphasizes that higher education not only is faced with preparing students for a complex world, but also for a super complex world. Also, Barnett and Coat (2005) raised question whether the current emphasis on skills and measurable outcomes in higher education are really developing students in ways that will enable them to engage fully with this complex ever changing world.

According to Biggs (2002) creativity involves the extended abstract outcomes of learning like hypothesizing, synthesizing, reflecting, generating ideas and working with problems that do not have unique solutions.

Chu-ying Chien and Anna N.N. Hui, (2010) investigated the perceptions upon the factors that play a significant role in the young children's creativity development from environmental perspective, in teachers coming from three different Chinese societies – Shanghai, Hong Kong and Taiwan. Although no significant differences were found between teachers from the three cultural areas studied, they proved that creative teaching is closely related to creative learning and creative skills and attitudes of teachers have an important catalytic role upon young children's creativity level, a positive correlation existing between the two variables

The results of the survey conducted by Maria Fatima Morais and Ivete Azevedo, (2009) on a sample of 576 teachers from Portugal indicate significant gaps in the social representations of creativity as an attribute of a student, a teacher, a curriculum or an educational institution, stressing an urgent need of training teachers on the concept of creativity.

V. DISCUSSIONS

The researcher has identified seven forces that influence the development of creativity. These include: intellectual abilities, styles of thinking, personality, motivation, family, education and environment. Intellectual ability includes a high level of abstract reasoning and thinking skills, the ability to acquire knowledge and problem-solving abilities. They are needed to perform mental activities usually involving thinking and reasoning. is measured by performance on an intelligence test. It is also sometimes used in the context of discussing the performance of someone in an academic or real world setting. Mental activities can be measured by intelligent quotient (IQ) tests that are designed to ascertain one's general mental abilities

Thinking styles differ from person to person, among them, synthesists are usually creative thinkers who perceive the world in terms of opposites and tend to be challenging and sceptical. They are people who think out of the box in any situation.

Personality is individual differences in characteristic patterns of thinking, feeling and behaving. People with creative personality are remarkable for their ability to adapt to almost any situation and to make do with whatever is at hand to reach their goals.

Motivation is the reason for people's actions, desires, and needs. Intrinsic motivation enhances creativity and extrinsic motivation inhibits creativity. People will be more creative when they feel motivated primarily by the interest, satisfaction and challenge of the work itself not by external pressures i.e. doing something for its own sake and creativity. The higher the creator's intrinsic motivation, the more creative and original he/she will be. Conversely, the more person is focused on extrinsic motivation — rewards or punishments for doing well or badly — the less creative he/she will be.

Family, Education and Environment also have significant influence on the creativity of students. Home as well as educational institutions can be a wondrous place for creative adventure and growth when stimulated and prepared by good parental attitude and family culture. They are the prime influence for any person to develop themselves into a person they are in the future. From analysing things in the perspectives of the student community they feel that the staff should be stimulating and imaginative rather than dull and routine when presenting, they are expected to be more organized and business like. Respondents confirmed that assigned work tasks e.g. assignments should design to facilitate learning. Because research activities when incorporated in academic assignments have to have proper aims so as to facilitate learning if students understand and appear to accept their importance and necessity. In fact through this activity process of teaching, learning will be flexible and student oriented and also with contribution of students in this process, the creativity will enhance.

All the students suggested that during presentations of staff members should use witticisms other words and sentences to make the learning session lively for better psychological atmosphere inside the class. Because using examples during the teaching help the students to understand properly and carefully. In fact through these activities the complexity of some content will reduce and teacher and students can interact to each other easily regarding to the content. An active teacher can make the students deep learners rather than being surface learners which would not contribute to their personality growth. The creativity and enthusiasm of the staff generates the same attitude in the students through their involvement in creative teaching learning process. The interviews reflect that many of the creative attitudes of the teachers are positively transmitted to the pupils. For instance, if a teacher acts with self-confidence in the classroom, his or her students are more likely to demonstrate the same attitude than the students that are interacting with teachers who lack self-confidence. Teachers are role models with a very strong impact upon their pupils' personalities, their creative attitudes play a very significant part in shaping the creative attitudes of the students. In this context, the first step to take in order to stimulate creativity in the classroom is to structure the creative attitudes of the teachers.

VI. CONCLUSION

Student creativity is enhanced with instructions to “be creative “tasks which call for creative production and opportunity to experiment without strict evaluation, stereotyping and pressure to conform to stifle creativity. Teachers are a key element in the

education process, despite the transformations the human society went through and they can contribute up to a great extent to fostering and shaping a creative and independent individual that not only would be able to adapt to various environmental changes, but could also be able to find solutions to social problems

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