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Examining the impact of teacher's creativity on learning motive and students' improvement

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Abstract

The aim of the present study is to examine the impact of teacher's creativity on learning motive and students' improvement and moreover, the aim of the present study is to study the impact of teacher creativity in classroom and its consequences on students and to provide the results of study for other people. The research is qualitative and has been performed with narrative research method; therefore its results have the capability of predictive extension. This article narrative has formed based on observations acquired from some observations and hear says of a teacher student at school and the information has been collected by library method. Special objectives of the study include: the impact of teacher creativity on students interest to school and classroom, the impact of teacher creativity on students creativity inflorescence and the impact of social environment on students learning motive and improvement. Regarding to the collected data, teacher creativity influences on learning motive and students' improvement. But, in spite of this issue significance, as yet less attention has been paid to fundamental research and study and planning in the ground of students' creativity training for various reasons while we strongly need a creative and innovative generation.

Keywords: creativity, learning motive, improvement

Introduction:

Deep seated ideal of every society is improvement and eminence of that society people and having thoughtful and educated citizens and it is obvious that every improvement requires having creative and inventive people and this depends on existence of an active and dynamic education system. Then, surely we can say that every progress originates from an efficient and accurate education system of societies and this fact depends on several factors such as alteration of methods and teaching patterns for utilization of active and modern methods (Ahmadi & Abdolmaleki).

Creativity can be described with pointing to some mental abilities which lead to production of creative works. Therefore, creativity is the ability to pass from data border – which has a usual span- for reaching uncharted border (Seif).

In regard of Persian language grammar, motive is a noun and motivation is a gerund from verb motivate. Motive means cause, reason and what persuades someone doing something. Motive is an internal factor which moves human or generally beings.

Learning: some psychologists have introduced several types of learning. Among those, we can name learning through insight, hidden learning and observational learning. In learning through insight, the real relation between events is discovered suddenly not through trial and error. Hidden learning doesn't have a response at the learning moment i.e. it is apparently learnt without enforcement. Observational learning can explain a great deal of our learning. For this act, attention to others behavior would be enough. The intent from learning in this study is all three types of learning.

Research method

The present study is an applied research of qualitative type which is stated in narrative research format. Its design is individual narratives and data collecting is performed with library method. Narrative research is one of methods of report writing and logging and its stages are:

1- Setting down all subject matters acquired from observation, interview and narrative scanning

2- Rewriting of notes

3- Editing of rewritten subjects

4- Coding of data based on data resource, data collecting instrument and codes 1to 3 (code1: the researcher, code2: the students, code 3: the teacher) like table 1 of data coding

5- Entering to data registration table

6- Data retrieval

7- Data analysis based on their content and frequency

8- Concluding

Findings

Problem statement:

As I entered the school, some children were standing in queue waiting for morning program. I went to classroom. Some students were in class and greeted me with smile. I greeted them too and put my bag on the chair. At 7:30 in the morning, the students were ready to go to classes. The weather was a little cold. Training assistant constituted morning program and after exercising with sport teacher, students went to classes queue by queue. When I entered the class, the teacher was talking to one of parents and immediately after my entrance greeted me warmly. After greeting with children and the teacher, I sat at the end of class and tried to concentrate on teacher teaching. The teacher asked students to put 10 things on the desk to start math lesson. They were asked to act quickly and not to waste class time. When I looked at children face, I didn't see any delight. Then, the teacher draws the summation on the board as blank spaces. She asked them to say numbers whose total is ten regarding to instruments on the bench. The students didn't cooperate with the teacher. The teacher found it out and said I want energetic girls; those who are napping can go out of class.

Mobina was one of very weak class students and regarding to her friends sayings in the previous session, I found out that she has been in the second grade for two years. In this class, she was playing with her tools and didn't notice teacher teaching at all. In another side of class Aylin and Mobina was talking. After teaching, they were asked to write what was written on the board in their notebooks. The break time started. The students picked up their meals and went to yard. I exited the class with students to be among them.

Class time began. Sara who was sitting beside me at the end of the class told me sadly that today their teacher was going to work math with them for three hours. I noticed that she was going to work math instead of Persian and Quran. She wrote the book exercise on the board and asked one of students to solve it. After finishing, the teacher asked: who knows a solution to reach the answer faster? The class was quite, as if nobody knew the answer and anybody didn't wish to think about it. The teacher herself told them the easy answer. After completion of the second class, they worked in math in the third hour too, in this hour the teacher asked students to solve the book questions on the board.

The forth class was Quran. I yearned to know if after multiple sessions on working with slabs, the teacher had a new plan today or not. As usual, she shortly explained the new lesson topic and worked it on slabs. I noticed Mobina who didn't cooperate with others. She was drawing something in her notebook. In this class, the teacher undertook all activities and she was class axis.

The last hour, they had written Persian. The teacher specified an exercise for students to write it and started correcting homeworks herself. This was the routine of writing classes. Other than solving exercises, no responsibility was assumed by students in this class. During this session, I noticed that no growth or inflorescence was observed in this class. The students didn't attend zestfully in activities. All class students worked individually. The teacher has seated Mobina separately to talk less. There was no grouping in the class and no color of participation and cooperation.

Then, when I thought with myself, concluded that how teacher creativity could be effective in learning motive and students' improvement to the extent that causes students interest and delight to learning and following that their talents inflorescence and class mobility.

General aim of this study is examining the impact of teacher creativity on earning motive and students' improvement. Partial aims are: the impact of teacher creativity on students' interests to class and lesson, the impact of teacher creativity on students' creativity inflorescence and the impact of social environment on learning motive and students' improvement. Then, I tried to search and collect data in this ground to find a solution and answer these questions:

1- What are multiple definitions of creativity in psychologists' point of view?

2- What are effective factors on learning motive?

3- What is the role of teacher in students' creativity and academic improvement?

4- What are the features of creative teachers?

Table1. Data coding

codes	**propositions**	**main contents**
1	After greeting with the teacher and students, I sat at the end of class. I tried to concentrate on teacher teaching.	attendance in elementary school and familiarity with teaching method of a teacher
2	When I looked at children face, I didn't saw any delight in them. The students didn't have required cooperation with the teacher. The students were deenergized and perhaps they were napping. At the side of the class Aylin and Mobina were talking. When the teacher asked a question the class was quite. As if nobody knew the answer and anyone didn't wish to think about it too. I noticed Mobina. She didn't cooperate with others and was drawing something in her notebook. The students didn't participate zestfully and there was no color of participation in the class.	students behavior during teacher teaching
3	The teacher asked to be quick and didn't waste class time.	teacher traditional teaching

	The teacher went to board herself and draw the blank spaces relating to question solving, and then asked them to write what was written on the board in their notebooks. I noticed that she is going to work math instead of Quran and Persian today. All responsibilities were undertaken by the teacher and she was the class axis. The teacher seated Mobina who was one of class weak students in a separate bench to listen more to lesson.	

Data collection

The term creativity was actually introduced in 1950 when its notion became subject of significant studies in U.S. this noticeable effort whose aim was universalization and deepening of preliminary and common notion of creativity, gave this word a special altitude but at the same time its fast and widespread utilization in all ground caused it to be considered an important and introducible word in all scientific circles. Creativity relates with genetic and inheritable factors but we can't deny the role of parents, teacher and educational setting in providing potential conditions for creativity accession in students learning (Cheraghchashm). Creativity is one of the most obscure and ambiguous terms in today psychology and education (Zvbl , 1978). Creativity is a collection of abilities and characteristics which cause creative thinking (Dguldfor, 1950). Creativity is offering new qualities of meanings and notions (Gyzlyn, 1954) (Hosseini).

Creativity in science training is in this form that many tools and things should surround the student till induce her to creative thinking about things and this matter is realized under different conditions such as experience, parents and teachers guidance(Ahmadi & Abdolmaleki). Whatsoever this training relates to learner basic needs, her learning motive will become more, whatsoever, this relation is clearer, learning motive reinforces too and perpetually causes increasing of learner effort and activity (Fradanesh). Creativity is an evolutionary process which forms during individuals' evolution process such as education period which undoubtedly type of taught subjects, the teacher training method and as result educational assessment style can't be ineffective on student creativity in the course of teaching learning process (Mosavi & Maghami).

In educative ground, teachers and mentors can identify learning and improvement motive in students by applying suitable methods and grow it and with awareness about this motive and its effective role in students' academic improvement, learning, self-respect, effort and perseverance, they can regularly guide the students. If people improvement motive is not noticed, great human power which form shiny future of a country, would be wasted (Gotek, translated by Pakseresht).

Our educational system requires fundamental evolution for breeding children and adolescents creativity and teachers are from key elements of this system. For this purpose, teachers should acquire necessary cognition, attitude and skills for training students' creativity. Teachers as one of the best factors of students' growth or destruction have a special position in educational system. Then, the teacher role has been considered by researchers. These researches have often been in the axels of teachers' cognition from creativity and the effect of teacher personality traits on students' creativity (Hosseini).

For creating a creative space in classroom and training students' capabilities, teachers should know creativity and have a positive attitude toward it (Hosseini). In fact, class atmosphere, teacher features and his management and leadership in class influences on students' creativity and academic improvement and can grow students' creativity (Hamz & Nash, 1996). Trained teachers have a considerable impact on creative function, academic improvement and cognitive growth of students and this important effect includes apt and inapt students (Paradv, 2002) (Mashaeikh & Barzideh).

Teachers grow learners creativity with behaviors like asking open ended questions, enduring obscurity and its toleration, offering creative thinking behavior , prizing students who give unexpected answers (Jingo,2003)(Mashaeikh & Barzideh). Existence of such classes along with creative and facilitating teachers increases training quality and motivates people for thinking. By training students and reinforcing their spirit in accepting new thoughts and also encouraging learners to use regular self-assessment and explaining notions for their other classmates ,they value learning through learning and cause growth of students creative thinking.

The interaction between teacher and student is very likely to accelerate creativity atmosphere in classroom. Teachers who respect those students who ask unexpected questions and have opposed believes often use various methods and continuously state their support from students believes, thought and emotions have an important role in creativity enforcement. These teachers create class atmosphere based on mutual respect and attention so that aim and meaning of their teaching gives a meaning beyond described role of teachers (Mashaeikh & Barzideh).

In creative classes, thinking has more value than memory. The teacher establishes a balance between mental security and freedom so that the students can make a risk; the teacher is director and facilitator. While in a non-creative class, the teacher is dominant, highly captive of time, insensitive to students' emotional needs and bound to order and giving information (Hosseini).

The performed studies show that the learner in class is restricted to educational book framework and is obliged to learn special topics and activities which are taught in the book and by the teacher and less opportunity is provided for students to test what they have learned with enough time and critical and creative thinking (Ahmadi & Abdolmaleki). Mcclelland believed that improvement motive in people is not a hereditary feature and in its creation training and generally education and family and social environment have important roles (Saatchi). Herron indicated that most students show less craving for meaningful learning since without true motive, they won't have tendency for endeavoring for this type of learning (Kalbadi et al).

A creative teacher's characteristics:

In modern era which is introduced as learning age and knowledge organization, teachers should base the following activities as the basis of their action (Shoarinejad).

1- Thought renovation

2- Tolerate ideas even when they are opponent of his opinion

3- Have high improvement motive

4- Have mental precipitation

5- Have thought and learning transfer rate

6- Have divergent thinking and enjoying divergent thinking

7- Consider question making encouragement in classroom

8- Are engineers and designers of motivating questions

9- Encourage questioning and questioner children

10- Have tendency to unknown experiences

11- In training prefer simplicity to complexity

12- Consider thought and opinion directing with centrality of student thought

13- Encourage themselves and the students to indulge thought

14- Are flexible

15- Have handmade technology

16- Have original teaching

17- Like creative teaching

18- The students love him

19- Don’t fear of change

20- Are thirsty for learning and teaching

21- Have high self confidence

22- State their learning with excitation

23- Use music and poem in his class

24- Have an effective and attractive relation

Some ideas for problem solving:
1- Always start and finish the lesson with the name and memory of God
2- Never think that students silence means understanding

3- Emphasize more on delight enforcement in learning and creativity breeding

4- Emphasize more on increasing learning quality and creativity breeding

5- Utilization of mental precipitation, that is the teacher propounds a question and allows the students to state all opinions that reach their mind. Their opinions are not evaluated at all. Finally, their answers which are written on paper are collected and the teacher by comparing all solutions selects the best answer and in this way the mind led to mobility.

6- Use yours and your students' creativity and innovation in teaching

7- Don't forget diversity in training method

8- For activating students and crating learning motive, use their zeal, taste and talent more.

9- Never teach consecutively and steadily and keep students active during teaching

Analysis

The most important factor in creative learning and students' academic improvement is the role of teacher in training and this is the teachers who create good learning environments and then teacher work quality at the head of affairs relates to creative learning and teaching. So that effective teaching is always his own class manager since he is learning technique manager and learning is effective when one of its main factors which is the teacher to be experienced, motivated, interested and creative so that to be able to facilitate creative learning in the light of effort for fundamental teaching to an inexperienced human with his techniques and causes increasing improvement of students. As a result in the third millennium AD and data explosion era that continuous and speedy evolution is among the major streams governing on human life and its most important characteristics, creativity process underlies deep evolution and alteration.

Discussion and conclusion

The teacher has a very important and undeniable role in education process. A good teacher should be truly aware of all creative teaching skills and techniques. The teachers as causers of conditions and facilitators of students learning can train creativity in children and adolescences through modernism, flexibility, non-imposition of students to mental memorization and accumulation, jocundity, avoiding from guidelines and stereotyped methods of training, grounding for students entity expression and increasing their self-confidence, simulation of learners curiosity and finally accompanying teaching and research with creative teaching and increase learning motive and their academic improvement. A creative

teacher should make an atmosphere in the class which is open, challenging, supportive and trusty , energetic, happy and participatory and prizes creative behaviors and allows students to freely state their believes through delightful, amusing and fearless methods.

Suggestions for next researchers

1- More detailed examining of creative methods in teaching

2- Repetition of this same study with qualitative methods

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