

A study to investigate the importance of Creative Learning among Students and Teachers at Primary School level of Lahore District

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The present study was designed to investigate the importance of creative learning among students and teachers at primary school level of Lahore district. Creativity is the act of turning new and imaginative ideas into reality. It involves two processes: thinking, then producing. Innovation is the production or implementation of an idea. If you have ideas, but do not act on them, you are imaginative but not creative. So, by creativity we can learn new things, can think beyond other's thoughts by producing own innovative ideas. A sample of 100 available primary schools male/ female teachers were selected and out of them 50 respondents attempted questionnaires whereas remaining 50 were orally interviewed. On the basis of result it was concluded that, teachers were aware of 'Creative Learning', but on the other hand, they were not professionally trained. There was no training given to them. This research study revealed that the importance of creative learning is to be highlighted in our society. It would help the teachers to learn new strategies which will prove valuable in enhancing the learning of the students. The basic purpose of this research was to discourage the copied work among students, which can become a hindrance in the way of creativity.

Key Words: Creativity, Creative Learning, Primary School Teachers, Primary School Students

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In simple words creativity means doing something new or the old thing in a new way. It has to be one's own idea or something which no one has done before. For example, in the process of teaching using an imaginative approach in order to make learning more interesting,

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exciting and effective is known as creative learning. This teaching context and material is generally designed according to children's needs. It is distinct by questioning acts and making links among different subjects.

On several levels, creativity can be defined as cognitive power, power of mind in a social manner with careful management, pertaining to moral feelings. All Students are able to build up capabilities of creativity if they could reach their abundant chances to learn within surrounding conditions which would nourish as well as endure without overcoming their creative passage to mature stage.

- **Power of Mind, Act of Creation:** The first action is using power of mind, the ability that we all have to see something in the mind's eye. Creativity is then using that power of mind to resolve difficulties known as applied imagination. Then newly produced idea is putting that power of mind into actual performance as applied creativity.
- **Creative Capabilities:** Creative capabilities can be developed into students by helping and supporting them in learning in such a way that it would polish their aptitudes and acts that lead them towards a creative work, new and novel ideas as well as fresh thoughts. The process of creativity includes declaring an issue, then getting a lot of ways for solving that issue, having courage to admit the risk of getting fail when finest solutions are collected by others. All students can develop their creative capacities if they have access to rich learning opportunities in environments that nurture and support their creative development.

Rationale of the Study:

Recently, the application of creativity is not in a way in which it should be. No doubt, creative learning is now a part of our studies especially in private institutions but the problem is that either most of the students instead of doing creative work, try to copy material from the internet and other sources, or teachers themselves dictate the creative portions of lessons for saving their time and to prevent them from hectic efforts of motivating students to use their minds for creative part of their work. Others may avoid this activity by giving their work to someone else at home. In this way the students are unable to get the benefits of creative learning, in spite of adding creative work in their courses.

In addition to this, my target was to make students, parents and teachers aware of the importance of creative learning as it makes students independent, and also makes them able to do creative writing. Students will only show their interest in creative learning when they understand its value. As it is the age when a child starts developing personality and grows up.

Parents need to realize that they should motivate their children to do their own work and use their own minds, efforts, and full attention to prevent them from depending on others in future.

It is the responsibility of teachers and parents to teach students to use their abilities for creative work and say 'NO' to dependency. They have to give time to them for using their brains, and for finding their hidden talents as it is the duty of teachers to help students look for their qualities and unique skills that makes them special from others. Teachers also need to guide their students and polish their already existing capabilities to help them being creative.

Statement of Problem:

The current study was planned to investigate the creative learning and application among students and teachers at primary schools of Lahore district.

Objectives of the Study:

- To make school administration and teachers aware of the importance and need for creativity and thus promote creativity in schools and in our educational system
- To find out the awareness and formal training of creativity among primary school teachers
- What methods and technologies are used to promote creative learning?
- To find out the strategies which teachers are using to enhance children's creative learning?

Research Questions:

- Do the teachers focus on rote memorization or do they also teach creative learning?
- What teachers are doing to make children creative?
- What are the effects of creative learning on students' minds?
- What are administration and teachers doing to get training as creative teachers?

Literature Review

Introduction of Creativity:

"Creativity is defined as the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others". (Robert E. Franken, 2001).

Creative and Intellectual Behavior:

Every child is born creative. The urge to find out, to invent is bounded to human behavior. Creativity is generally supposed to have a quality of optimistic value. The individual who scores well on IQ tests may also do well on tasks of creativity in some cases. Creativity

tests try to measure different thinking, where there is no right answer. Creative children have to be sharp enough to handle the creativity in constructive directions. The creative arts are very crucial in our educational system because they promote imagination, originality, unusual and different ideas from the crowd.

Schools and Creativity:

Creative development seems to perform on distinct number of designs than to do other scope of behavior. Pleasing and obedient children are usually rewarded in the class whereas creative children should also be encouraged because of their development of imagination, different ideas and creative thinking. The creativity needs to be nourished in specific type of environment. The development of creative thinking should be an essential part of every educational program. Creativity and Assessment:

We all depend on creative people for the development of our nation, but unfortunately we don't encourage creativity in classrooms.

The youngsters who are bored, show eagerness in looking out of the window or just talks too much, may be thought of as uninterested. Whereas they are bored because they have finished the assignment given by the teacher before time and now do not know what to do. It is probable to think that such children are creative. Many of the tests have been unfold to motivate the creative individual to get the guidance and situation they need to bestow to the society. The creative thinking is the capability to develop a maximum number of ideas. The more ideas one can put on the paper evidently the freer flowing one is. Creativity consists of both verbal and nonverbal tests. A child starts creativity in a school atmosphere using gadgets that are usually considered school gadgets.

Methods of Developing Creative Potential:

There are some projects, planned essentially for basic school, that are assumed to enlarge the creative skills of the children. There is a little approving that a collected plan can only be put into the program to make the children more creative, dynamic and inventive thinkers. It might be helpful to observe a few programs which were formed or created for the adults, with the idea that some of recommended procedures might be adjusted accordingly for use with a secondary school population. The adolescent people who are acknowledged as creative may become fruitful, creative adults.

Creativity can be explained as, the skill for problem solving with new techniques, use

of intelligence in a group where all people gather for same purpose and then share their ideas representing their intellectual level. Imaginations are also included where imagination power has much value as it leads to creative thinking. Creativity is characterized by ‘novelty, effectiveness and ethicality’.

The fundamental points, that represent the creativeness includes:

- To generate a new thing
- To produce variety or something different
- To present something which is unique
- To see old things in a new relationship

To generate means to create something. Creativity is generally perceived as to make, or create anything new and novel and bring it into existence. Whereas, create means to translate thoughts into some production. In start, creativity brought a change especially in new generation and focused on students that they should be creative. Students can be experimented by putting them in different groups with different topics so that they could talk on various angles and share their thoughts; giving them chance to speak whatever they want, which is very important to bring their creativity in light.

Creativity is ‘an act by which effectual surprise is produced’. Creativity is rareness that can leave a great impact on others and surprise them when they see it. Rareness or newness means to present variety of novelty or might be old idea in new relationship.

Creativity is valuable if it shows newness, inventiveness and distinctiveness. Creativeness is important as it includes people’s acquaintance and familiarity with novelty. This novelty mixes newness in lives. Those, who try to bring novelty, could face many challenges like others may not take interest in or support their new idea. They might not get respect or honor for their innovation.

The mental activity is mostly known as imagination. The term imagination is used when term creativity takes place. In this process of mental activity which is linked to imaginary power, a person can produce anything which is unique for all. This term reflects to a lot of meanings. Imaginations can easily be formed by using mind in order to use such potentials which lead towards creativity. Imagination enables the mind to represent the imagery and the ideas, so that creative thinking can take place. Imagination is both productive and reproductive which helps

us in creative thinking.

With the use of imaginary powers, one can get control over the world. People can imagine anything in their fantasies, they can perceive anything as they want, they can think freely without any boundaries, and can do whatever they desire in their imaginations. Creativity can fill up many colors in lives as when a person feels curiosity in anything; he/she starts thinking about it uncontrollably.

It is important to appreciate others for their creativity as well as their talent to create something new, especially encouraging students to be creative is significant. Through this, teachers would be able to make their students to become creative, identify their skills, and polish their qualities and helping them in getting success. In this way they could support students and also give them value for their efforts.

Workings on Creative Learning all over the world and the steps taken in our country to include creativity on part of students:

Majority of students, remember those teachers from their school days whose opinions and dealings were creative and open ended. Most probably, their teaching content along with teaching; their thoughts and what they think about that content, were balanced. So, teachers should teach creativity not only by telling their students about creativity but by showing them and by being creative themselves in their class.

In our country, teachers are rarely trained by seminars or workshops to develop creative syllabus and creativity among students. Teachers are unable to become a role model to support creativeness, unless they themselves imagine and educate creatively. So they should consider their morals, objectives and thoughts about creativity to show them in their actions carefully.

The major restriction on students is that they are not allowed to do what they believe they can. Every student has his or her own capability to be creator and to enjoy that experience, related to creating something innovative, but firstly teachers should furnish them with powerful creativity base. In some cases, parents and teachers unconsciously bound youngsters of only what they can do already, thus avoiding new things and experimentations. Their restrictions limit the students' potential activities.

Teachers need to build up the confidence level of their students so that they can focus on their own themes. Let them be free to choose and create, which are important fundamentals of creativity. They also need to help the students to generate new ideas and help them if they need improvement and encourage them to gain confidence.

Teachers need to give homework and assignments which promote creativity instead to copying work from internet or books. They also need to teach their students how to promote self-regulation in themselves because it is difficult for them to pay attention to every student during the creative process. So, students must be taught about how they could control their powers.

In this way, every student could move together in their groups with coordination. Experience also plays a vital role in students' creative thoughts. Teachers need to support their students in such a way that they could feel the value of perceiving others' viewpoints. Many brilliant and creative students could not attain success just because they do not learn to get along with others and to observe things as others can see them. They also need to focus on their students' interests to check in which activity they show their excitement level. As well as, they need to help students in identifying their talent and organize such events for them in which they use their talents and abilities.

Teachers also need to teach their students to use their powers and identifying their potentials so that they could exhibit their talents. They need to support students to recognize their skills. Teachers need to appreciate their students' efforts, when they try to overcome an obstacle whether the student is successful or not.

Suggestions for Promoting Creativity:

It is one of the best skills of teachers to encourage creative expression and understand their individuality. There are several techniques through which creativity can be promoted in class room by teachers, such as:

Embrace Creativity as Part of Learning:

Set up a classroom in such a way that identifies creativity. Teachers may decorate class room with handmade items that might be provoking for students to use their skills also for creating something like that. Teachers may also arrange for creative work competitions and exhibition to encourage students to participate and show their talents.

Think of Creativity as a Skill:

Creativity and innovation is considered as less a quality and more a skill which can be taught.

Participate in or Create a Program to Develop Creative Skills:

Students have to be involved in such programs that could develop creative skills in them. For example, art competitions can be held in which participants could show their creativeness in their drawings and artwork. On the other side, exhibitions can be held encourage as well as giving creative people an opportunity to exhibit their creativeness. It is the best way to promote and encourage their creative work and enhance their motivation level with others' appreciations.

Convergent and Divergent Thinking in Class Assignments:

Identical assessments play vital role to measure the convergent thinking that contains logical thinking or reasonable answers having one accurate reply. Divergent thinking reflects on different ways which are used by a learner to understand and tackle a difficulty. Teachers need to plan such assignments that would consider both varieties of thinking models.

Be Familiar with the Standards:

Teachers need to be familiar with the standards set by the administration that could help them in finding out the creative solutions to approach during class. The staff needs to be accustomed with such seminars to adapt and try to apply the newly learnt skills within their existing institution.

Creativity Flourishes in a “Congenial Environment”:

Creative thinking develops in natural comfortable environment where students are encouraged and free to do whatever they want to create;

- They are not afraid of any strictness or boundaries
- They are not restricted or bounded to a single topic
- They are free to express or share whatever comes into their minds

Establish Expressive Freedom:

Make the classroom surroundings such a place where students feel safe for sharing new thoughts and practicing creativity. Some topics allow them for flexibility and use of creative approaches.

Gather Outside Resources:

There are a number of resources to promote creativity. Teachers can collect these outside resources to teach their students by using different ways to promote and maintain their interest.

Allow Space for Creativity:

Arrange some classroom space with the purpose of exploring, such as a thinking table; where students can get together for thinking new ideas, a drama stage, where they can perform, a drawing table, where they sit together to draw creatively, or a space for groups to discussion, where they can share their ideas.

Creativity Builds Confidence:

When students try new things and succeed and get appreciation for their work, they are encouraged to do it over and over again which builds their confidence. As creative work is any individual's own ideas and creation, it is almost always right.

Methods and Procedures

My aim behind this research was to examine the understanding of teachers regarding creative learning in primary schools of Lahore city. Numerous research methodologies exist for researchers currently whereas the researcher only selected a qualitative, quantitative or mixed method.

Research Design:

The nature of this study is mixed method. In 1970s, the preamble of idea of 'triangulation' mixed method was launched. "Mixed Method is more than simply collecting and analyzing both kinds of data (qualitative and quantitative); it also involves the use of both approaches so that the overall strength of a study is greater than either qualitative or quantitative research (Creswell & Plano Clark, 2007). The common three types of mixed method research designs are:

- The QUAL-quant model
- The QUAN-qual model
- The QUAN-QUAL model

I adopted QUAN-QUAL model for my study which is also recognized as triangulation mixed method design. I implemented this design for the reason that my quantitative and qualitative data are uniformly weighted. The quantitative data was compiled by using questionnaires and qualitative by interviews.

Population:

The population of this study was consisted of male/female teachers of 10 primary schools of Lahore District.

Sample:

By using convenient sampling, the study included a sample of 100 available primary schools male/female teachers in which 50 of them attempted questionnaires whereas remaining 50 were orally interviewed.

Instrument:

Self-developed questionnaire and teachers interview protocol was practiced in this study to accumulate data. The instruments were developed by researcher herself after that, it was pilot tested to verify the validity as well as suitability.

Self-developed Questionnaire:

Data was gathered from 50 primary school teachers, consisted of details related to qualification, training, and their perception about creative learning, resources available to them and their recommendations about promoting creative awareness and creative learning in the students.

In-depth Interviews:

In-depth interview is an open-ended, innovation oriented process. The major aim of in-depth interviews is to explore in-depth viewpoint of respondents. In-depth interviews were performed to collect data from 50 primary school teachers.

Delimitations of the Study:

The researcher delimited the study to only primary private schools of Lahore District.

Pilot Study:

These instruments were firstly tested by pilot study on six respondents. The researcher required to verify the soundness of these instruments. After inspecting the reaction in pilot study, researcher made essential modifications and finalized these instruments.

Selection of Participants:

The researcher started participation selection process by getting school authorities' consent to obtain data from their staff members. Some schools did not allow collecting data from their school because of their busy schedules. For conducting interviews methodically, time, place and date was arranged beforehand and discussed with the interviewees for convenience.

Data Collection:

Survey method was used to gather data. The questionnaires were individually directed by the researcher to the primary school teachers. The researcher provided questionnaires to the administration of the schools because researcher had no direct access to teachers. Most of the schools did not return the questionnaires because of their busy schedules.

Then the researcher took minutes of the meetings from teachers of primary schools to gather in-depth details. For opening up the appropriate meetings, researcher assured to be reasonable with the contributors, the place of meeting, time of interview and essential equipment like tape recorder and notebook for field notes. Semi-structured interviews were carried out by the researcher herself. The questions were set casually to chase participants understanding on creative learning. The interviews were audiotaped to make easy and exact analysis. Then interpretive paradigm was used for data analysis.

Data Analysis:

Qualitative data was analyzed by means of interpretive paradigm; moreover quantitative data was analyzed by SPSS, version 17.0. Means, Frequencies and Pie Charts were processed.

Findings of the Quantitative Analysis:

It includes close ended, open ended as well as multiple choice questions.

Frequencies of Closed Questions:

Table 1: Have you had any official teachers training?

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	“Yes”	18	35.3	36.0	36.0
	“No”	32	62.7	64.0	100.0
	Total	50	98.0	100.0	
Missing	System	1	2.0		
Total		51	100.0		

This table shows the frequency and percentages of the teachers about their training, whether they have any official teachers’ training or not.

As, it is shown in the table, the frequency of the response; “No” is greater than “Yes”, having Frequency of 32 which is 62.7 %

Table 2: Have you applied the techniques of training in your class?

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	“Yes”	21	41.2	42.0	42.0
	“No”	29	56.9	58.0	100.0
	Total	50	98.0	100.0	
Missing	System	1	2.0		
Total		51	100.0		

This table shows the frequency and percentages of the teachers whether they are applying any technique of their training in class or not.

As, it is shown in the table that, the frequency of the response; “No” is greater than “Yes”, having Frequency of 29, which is 56.9 %.

Table 3: Does your institute provide any training courses for teachers?

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	“Yes”	25	49.0	50.0	50.0
	“No”	25	49.0	50.0	100.0
	Total	50	98.0	100.0	
Missing	System	1	2.0		
Total		51	100.0		

This table shows the frequency and percentages of the teachers about the courses that whether their institute is providing any training courses or not.

As, it is shown in the table that, the frequency of the both responses; “Yes” and “No” is equal, having Frequency of 25 which is 49.0 %

Table 4: Was this training beneficial?

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	“Yes”	25	49.0	50.0	50.0
	“No”	25	49.0	50.0	100.0
	Total	50	98.0	100.0	
Missing	System	1	2.0		
Total		51	100.0		

This table shows the frequency and percentages of the teachers about their training that whether it was beneficial to them or not.

As it is shown in the table that, the frequency of the responses; “Yes” and “No” are equal, having Frequency of 25 which is 49.0 %

Table 5: Do you mark your students’ art work?

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	“Yes”	34	66.7	68.0	68.0
	“No”	16	31.4	32.0	100.0
	Total	50	98.0	100.0	
Missing	System	1	2.0		
Total		51	100.0		

This table shows the frequency and percentages of the teachers about their art assessment, whether they mark their student’s art work or not. This question was designed to find out, how many of teachers know about grading art work and give grades to their students.

As it is shown in the table that, the frequency of the responses; “Yes” is greater than “No”, having Frequency of 34 which is 66.7 %

Frequencies of Optional Questions:

Table 6: Have you attended any of the courses for promoting creativity?

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	“Short Courses”	12	23.5	24.0	24.0
	“Workshop”	26	51.0	52.0	76.0
	“Seminars”	12	23.5	24.0	100.0
Total		50	98.0	100.0	
System	Missing	1	2.0		
Total		51	100.0		

This table shows the frequency and percentages of the teachers that illustrate, have they attended any of the short courses, workshop, or seminar.

As it is shown in the table that, Frequency of the response; “Workshop”, is greater than others, having frequency of 26 which is 51.0 %

Table 7: What type of drawing books do you use for students in art?

	Frequency	Per cent	Valid per cent	Cumulative per cent
Valid "Dotted drawing books"	9	17.6	18.0	18.0
"Colouring books"	22	43.1	44.0	62.0
"Sketch book"	19	37.3	38.0	100.0
Total	50	98.0	100.0	
Missing System	1	2.0		
Total	51	100.0		

This table shows the frequency and percentages of the teachers that illustrate, what type of drawing books among these; dotted drawing books, coloring books, or sketch book, they use for their students in art.

As it is shown in the table that, the frequency of the response; coloring books, is greater than others, having Frequency of 22, which is 43.1 %

Table 8: What type of art work you give to your students?

	Frequency	per cent	Valid per cent	Cumulative percent
Valid " Use dotted drawing books"	5	9.8	10.0	10.0
"Copy from somewhere"	14	27.5	28.0	38.0
"Colouring books"	7	13.7	14.0	52.0
"They do themselves"	24	47.1	48.0	100.0
Total	50	98.0	100.0	
Missing System	1	2.0		
Total	51	100.0		

This table shows the frequency and percentages of the teachers that illustrate, what type of art work among these; use dotted drawing books, copy from somewhere, coloring books, or they do themselves, they use for their students art work.

As it is shown in the table that, frequency of the response; they do themselves, is greater than others, having Frequency of 24, which is 47.1 %

Table 9: Have you ever asked your students to copy art work; if yes was it because of?

	Frequency	Per cent	Valid Per cent	Cumulative Percent
Valid "You have less time"	16	31.4	32.0	32.0
"You wanted to do better and neat work"	19	37.3	38.0	70.0
"You wanted them to get good grades"	15	25.5	26.0	96.0
Total	50	98.0	100.0	
Missing System	1	2.0		
Total	51	100.0		

This table shows the frequency and percentages of the teachers that illustrate that have the teachers ever support their students to copy art work because of any of these reasons; you have less time, you wanted to do better and neat work, or you wanted them to get good grades.

As it is shown in the table that, frequency of the response; you wanted to do better and neat work, is greater than others, having Frequency of 19, which is 37.3 %

Means:

Table 10:

Report			
Qualification	Mean	N	Std. Deviation
BA	16.1875	16	1.79699
"MA"	16.7727	22	2.50584
"M.PHIL"	17.5000	12	2.06706
Total	16.7600	50	2.20907

The above table is showing 'Means' of questions, depending upon qualification; B.A, M.A, and MPhil of respondents.

As it is shown in the table that the respondents with the qualification of M.Phil have the maximum mean; 17.5000

Findings of the Qualitative Analysis:

Overall interviews were conducted with teachers of primary schools of Lahore. These interviews

were documented. The interview questions were concentrated on consciousness of teachers about creative learning in primary schools. The key conclusions of this study were transcribed and summed up by withdrawing themes.

Professional Background:

As the interview was conducted with 20 teachers, their maximum age group was ranging from 25 years to 40 years and over with the highest teaching experience of 22 years. Graduates were occupying the greatest part; leading towards Master Level, furthermore the minority was M.Phil.

Some teachers were doing job because of their likeness and enthusiasm for teaching as well as because they wanted to transfer their knowledge to the next generation; while majority were in teaching profession as they wanted any job. Yet few teachers were teaching for passing their time. They were much experienced since they changed three to four schools for the reasons like any unpleasant experience, low pay, and travelling long distances to work etc.

For example one teacher said, “I was keen to transfer my knowledge to the next generation and wanted to be a reason behind their success”. (School Teacher)

Awareness and Training Related to Creative Learning:

All through the interview, researcher came to know that teachers are aware of creative learning but not all the teacher practice it in their class. On the other side, not a single one had a professional training regarding ‘creativity’. Their trainings were restricted to Subject Specialist Training, Curriculum Training, Creative Curriculum Inset, Student Related Issues, Certificate of Teaching, Child Psychology Training, Refresher Courses, PGCE, and based upon Teaching Strategies Courses.

When the teachers were asked about their trainings, some of them replied that training helps them to implement curriculum and facilitates them to understand curriculum as well as teaching pattern, which helps them to teach in a better way. Many teachers asked for training through workshops. Few teachers emphasized on Student-Teacher relationship, for strong teaching bonding.

The question about whether they found the training sufficient for teaching in an effective way or not. The most repetitive reply was:

“No, our training was not enough; it was insufficient to fulfill the needs of the students

and we didn't learn anything regarding teaching creative skills".

Resources Availability:

The majority of the schools either have insufficient resources or if they have, the teachers don't have free access. They have to inform a week or so prior to get consent from the authority to use the resources.

Resources are helpful in enhancing learning which includes projectors, interactive worksheets, A-V aids, reading books, flip chart, library, activity room, story books, stationary etc. These resources save time and help students to understand easily.

Nearly all teachers also shared their problems concerning student strength and classrooms size. The school administration was neither conscious nor worried about these matters. Their vision with reference to such circumstances was:

"We try to get benefit of these scarce resources to their maximum and make maximum use of whatever is available".

Importance of Training of Creative Learning:

Researcher raised such questions in front of participants by which she can analyses importance of trainings of creative learning among them. And she found that there was no training specifically related to creative learning that was available, rather there were only refresher courses that were usually held at the end of the year. The training courses mostly focused on usage of English language and English speaking. The administration was not giving much importance to the training related to creative learning. One of the teachers said that:

"If we are given some training courses regarding 'creative learning and teaching', we would get new ideas to teach students effectively".

Strategies for Creative Development:

Through interviews researcher got to know that teachers themselves try to use some strategies to promote creative learning among their students and introduce new techniques; on try and error bases, such as there were group activities, use of flash cards, discussion methods like group work and pair work for sharing ideas, demonstration method, assigning them summer work, AV aids and use of references for videos to visualize different things, giving them chart model and arranging students in classroom in the way that weak students can sit with good ones so that their learning can be improved and they could also show their interest in those creative

activities that they noticed in their fellows.

When they were asked whether they allow their students to draw anything they like and colour it of their choice? Their mutual view related to art work was:

“We use dotted drawing books for students at primary level and they are usually told which color to use”.

Teachers’ Aptitudes:

Teachers’ aptitudes play a vital role in students’ achievement and their capacity building. During interview, the teachers were asked about qualities that a good teacher should possess. Some of them replied, “Teachers’ behavior should be polite and they should be hard working. Students may lose confidence if the teacher is strict because they may be afraid to express or share their new thoughts that will lead to creativity”. So, they were in the favor of giving the students free comfortable environment. Most of their views lead to this statement:

“Teachers should understand the nature of students; it would be very helpful for them to sort out students’ issues individually to improve their performances”.

Utilizing Free Time:

To check that whether teachers use extra time for encouraging their students to do any creative work or not, researcher asked such questions and got many replies like, some teachers said that they give time to their students to refresh themselves in free time, others replied that they engage students in some kind of written work, in learning or reading, in curricular or co-curricular activities, quiz, competitions, games, creative art activities, storytelling, question answer session, encouraging discussions, extra classes for absentees, constructive and healthy activities, enacting role plays, as well as showing documentaries.

Most repetitive response was:

“We use our free time by allowing students for revision of the lessons and then listening previous work orally”.

Experience of Applying Creative Strategies:

During interviews, it was assessed that how many teachers prefer copied work and how many of them apply creative strategies. Some of the teachers said that by applying creative strategies, students got new ideas for effective performance, enhance capabilities, showed more interest in studies, students gained more knowledge and they developed analytical skills with

strong learning abilities to make themselves independent and confident learners.

Few of them realized that copied work blocks creativity and results in lack of innovations, whereas to move beyond books and other readymade material, leads towards fruitful results and positive response from students. Those teachers who were in the favour of copied work responded that:

“We prefer copied work due to shortage of time and we still can check the level of creativity in students who try to do something different even while copying”.

Suggestions to Promote Creative Learning Awareness:

When teachers were asked to give some suggestion for promoting ‘Creative Learning’ they said that school administration needs to arrange seminars, workshop, refresher courses and conferences about creativity for the existing staff members. Several teachers recommended that school administration needs to employ skilled teachers and favour qualified over inexperienced teachers. They also suggested restricted class strength to be able to pay individual attention in case of promoting creativity. They require library facilities and permission for free access to resources for class activities. A number of them gave suggestions on teachers dealing with their students; with tolerance and affection. One of the teachers suggested for a positive change at greater level as well:

“Such matters must be given importance nationwide along with innovative strategies for teaching to promote creative learning”.

Summary, Findings, Conclusions, Discussion and Recommendations Summary:

The main purpose and objective is to make school administration and teachers aware of the importance and need for creativity and thus promote creativity in schools and in our educational system. The purpose of carrying out this study was to investigate the awareness or training of teachers regarding ‘Creative Learning and Teaching’, and to find out the schools’ contribution in any training towards their teachers for creating awareness related to Creative Learning. Mixed method research design was used. QUAN-QUAL model was implemented as both quantitative and qualitative data are uniformly weighted. Instruments of two types; Questionnaires and Interviews were used for gathering data. For collecting quantitative data, questionnaires were used whereas; ‘Teacher Interview Protocol’ was used for getting qualitative data. Interviews were tape recorded. Both instruments were self-developed by the researcher

herself. The aims of both instruments were to collect information about teachers' awareness or training related to creative learning, their existing resources, and the functions performed by schools for their training. The target population of the study included, all the male/female teachers of primary school of Lahore District. Total 100 male/female teachers were considered as a sample which was again divided in two parts. 50 of them filled up the questionnaires while remaining 50 involved themselves in interview session. SPSS was used to analyze data gathered from questionnaires and data collected from interviews were analyzed by withdrawing themes.

Conclusion

On the basis of result it was concluded that, teachers were aware of 'Creative Learning', but on the other hand, they were not professionally trained. There was no training given to them, workshops or seminars conducted in the schools that specifically emphasize on 'Creative Learning', trainings or increasing their awareness about 'Creative Learning'.

Now a day's creative learning techniques have become the need of students to bring creativity in them. Teachers have insufficient awareness about creative learning strategies because of that, students are unable to use their talent at their highest potential level.

Teachers are not ready to keep themselves up-to-date with new creative learning techniques, which is also a prominent issue. It is more sadistic that those who even know about creative learning techniques and are aware of its importance don't apply strategies because of lack of interest or shortage of time etc.

This research study reflects that the importance of creative learning is to be highlighted in our society. It would help the teachers to learn new strategies which will prove valuable in enhancing the learning of the students. The basic purpose of this research was to discourage the copied work among students, which can become a hindrance in the way of creativity.

Discussion

Results of the study have clearly shown that creative learning strategies are not applied by teachers particularly because they are not trained. There is lack of training on teachers' part, that's why they are unable to apply those strategies in their class that could be supportive for creative learning. Their institutions are not providing any opportunity of creative learning training, due to which they could not get benefits of such trainings. They have not even attended any seminar, workshop or short course about creative learning. Most of them are not aware of

art assessment styles and using marks instead of grading them, which are degrading to their students. They were using dotted drawing books for their students which could build a boundary in the way to show their creativeness and they prefer copied work which would again result in a restriction towards creativity.

There is a severe necessity to organize such training programs by schools etc., for teachers that would help them to meet the future challenges related to creative learning. Teachers should be trained; it would definitely prove beneficial to them when they would apply those creative learning techniques into their class. In the result, they would get excellent outcomes by their students. There should arrange seminars, workshops etc, for awareness of creative learning. Teachers should be aware of it that grades are used to assess students' art work, which would play role in raising their motivation level. They should not restrict their students' to copied work like just to draw on the given pattern, and give them opportunities to use their abilities and skills.

In the current set-up, the aims and objectives of every school vary one another. Teachers are supposed to teach with more progressive creative learning teaching techniques and methods in order to help students to be creative. If we all wish for promoting creative learning, all of us should take steps for this purpose to bring about a positive change. If teachers are aware of creative learning, they could make next generation capable of showing creativeness.

Recommendations:

On the basis of research results, the researcher comprehends that some suggestions regarding this field should be taken into account for conducting a research similar to the current study;

1. Teachers should arrange educational trips, competitions, conferences, workshops, regarding importance of creative learning.
2. Special training courses related to creative learning should be provided. By whom for whom?
3. Role of schools to create awareness about creative learning should be focused.
4. Need for innovative researches in the field of creative learning should be fulfilled that would explain the importance of creativity.
5. A comparative study can be done, to check the performance difference between the results of those students which are being taught through using creative learning strategies and those

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which are being taught by simple teaching methodologies.

6. Teachers should become role models for their students in such a way that they show creativeness in themselves so their students try to be like them.
7. Arrange art competitions for public to participate, by which they could learn creativity as well as enjoy it.
8. Teachers should trust in their students' abilities and let them free to draw.
9. Teachers should not be much authoritative and instructive that students are compelled to copy them instead of doing something new.
10. Teachers should conduct their own research to make sure that they have appropriate resources, to promote creative learning among students.
11. Teachers should furnish powerful creative base of students so they would try to create novelty in their work and make their own ways.
12. Teachers should prepare students for future challenges in such a way that they should not think themselves perfectionist and to buck up themselves when they face any criticism by someone, on their innovative idea.

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