



Research Article

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Evaluate the Creative Teaching Skills of the Teaching Staff at the University

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Abstract: In order to achieve this research, the descriptive approach was adopted and a tool was prepared represented by a note card that included (24) items distributed over three dimensions, namely planning (5) items and implementation included (14) items and evaluation included (5) items that were confirmed to be true and stable and according to which (25) university teachers were observed and after collecting and analyzing the data the results showed the weakness of professors with creative thinking skills in general as well as their weakness in the dimension Planning and implementation in particular. While it showed that there is a rise in the level of creative implementation skills and in the light of the research output a set of recommendations and suggestions were presented.

Keywords: Creative Teaching, Teaching Skills, Creative Teaching Skills.

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THE DEFINING OF RESEARCH

The Problem of Research

The characteristic of the current era of scientific-technological revolution and the breadth of knowledge as well as the growth of basic and social needs of thought to the needs of presenting new ideas atypical and what the future carries with it of unforeseen possibilities for the learner to face them creatively and deal with them with originality and address them flexibly, so the teacher counts on the task of training students to think creatively and provide curricula that can be employed for this and provide opportunities for students to interact with each other and with the teacher.

In this regard, Al-Samarrai points out that the responsibility for nurturing creativity and development among student's lies with the teachers and those in charge of its curricula and books, especially if we know that the reality of teaching in the world in general is unsatisfactory. (Samurai, 2000, p. 62)

Specialists in the field of creativity confirm that the teacher who does not possess the skills of creative teaching will reflect negatively on his students because the development of creativity in the student is linked to the creative ability of the teacher to organize educational experiences within the classroom to create an appropriate learning environment that helps to train learners to think while emphasizing their participation and linking what is presented to the real reality of the student to achieve learning curricula and then form the ability to creativity during the educational situations and the associated learning outcomes.

The above-mentioned statement of the Amman Conference of 2000, in which many Arab countries, including Iraq, participated, is reinforced by the need to identify the needs of creative thinkers, their problems and methods of care and the development of special programs that help the teacher to develop their creative thinking. (Arab Council, 2000, p. 1)

Because of the importance of the above, a problem has arisen in the need to find research that answers the following question: What is the level of college teachers of creative teaching skills by university professors?

Importance of Research

The development of creative thinking occupies a prominent place in education in technologically developed countries, and therefore justifications are not hidden from anyone, as creative thinking is characterized by thinking in an open format that is not restricted by a protein or a new way that responds to a problem or an exciting situation and is characterized by unique characteristics characterized by innovative seriousness (originality), or by the rich diversity of ideas (flexibility), or by the comprehensive multiplicity of ideas related to the problem (fluency), or by improvement, development, exit from the narrow circle and familiar uses (expansion). (Al-Khalili *et al.*, 1996, p. 190)

Perhaps what Rogers pointed out is that the educational conditions that contribute to the development of creativity and enhance it are those that are based on the sense of psychological security resulting from the unconditional acceptance of the learner being a

learner and the harmony between principles and methods and empathy by interpreting the learner according to his frame of reference, the creative teacher is the one who facilitates learning and motivates him and he is the one who creates An educational environment that allows discovery and is characterized by realism, originality, a sense of trust and empathy (Al-Nahar & Hafez, 1992, p. 119).

The teacher has a great role in the care of creativity and development, no matter how typical the curriculum and its elements are integrated, it is not successful if it is implemented by a teacher who does not have the qualifications to do it, creativity is inherent in the student and a teacher must have a teaching behavior that provokes that creativity, students do not realize their inherent creative abilities and cannot interact with the safe educational situation during its excitement through educational situations.

In this regard, (Sobhi) emphasizes that the teacher has an important role in the development of creative thinking among his students through the development of teaching methods without relying on a single method, his use of exciting means of teaching, his respect for the mentality of students, his interest in them, encouraging them to present their own methods of solving, discussing and respecting their problems, and diversifying in problems and exercises (Sobhi, 1996, p. 193).

(Jaber) also stressed that finding a creative student requires the graduation of a creative teacher who possesses creative teaching skills that helps students to innovate and innovate (Jaber, 2000, p. 397).

The creator is the one who develops the student's ability to link and reorganize the various elements in new forms characterized by fluency, flexibility and originality, creative teaching is the set of non-traditional actions and movements carried out by the teacher within the classroom for the purpose of developing creativity in students, creative teaching achieves many educational goals, including the following:

- Make the student the focus of the educational process.
- Developing students' competencies in analysis and logical thinking.
- Caring for and developing positive self in students.
- Encouraging creativity and renewal in thought and style among students.
- Employ students' intelligence in practice by giving the appropriate response to situations.
- Develop the necessary mechanisms for creative enlargement.
- Arouse students' creative energies and creative talents by satisfying their personal needs.
- Develop students' social behaviors that enhance their creative abilities.

- Developing the skills of masterful and creative achievement (Shaheen, 2013, p. 4).

The ability of the creative teacher is manifested in making the student think and rethink in an unconventional way, participate and interact with his colleagues and practice a productive activity characterized by abundance, diversity and novelty in the shadow of a creative classroom environment that encourages creativity and development, and thus the pillars of creativity are represented by the presence of a creative non-traditional teacher who provides the opportunity to think and pushes his students to conclude and discover and the second pillar is the active and effective student who has the motivation to research, observe, think, analyze, criticize and deduce, that is, his possession of creative thinking, as creative thinking is defined as A complex and purposeful mental activity guided by a strong desire to seek solutions or reach original outputs that were not previously known and is characterized by comprehensiveness and complexity and consists of a set of skills are:

- **Fluency:** It is the ability to find a large number of ideas, alternatives or uses quickly and easily when responding to a particular stimulus and is in the forms of verbal fluency, fluency of forms or fluency of meanings.
- **Flexibility:** that is, breaking the rigidity and routine that surrounds old ideas and this leads to a change in attitudes and tendencies as behavior is modified.
- **Originality:** The most important skill associated with thinking except for a reason is the ability to produce unfamiliar ideas i.e. unexpected responses and results from the ability of the mind to produce distant and indirect links between knowledge within the cognitive system.
- **Elaboration:** The ability to add various solutions or ideas about a specific problem or situation even after they reach its solution, they keep it for the purpose.

Research Objective

The current research aims to find out the level of possession of creative teaching skills by university teachers.

Research Limits

The research was determined by the university teachers for the academic year 2021-2022.

THEORETICAL ASPECTS AND PREVIOUS STUDIES

The Concept of Creative Thinking and Its Characteristics

The definitions of creative thinking varied according to the angle through which the specialist looks, some of them knew it as a mental process that goes through several stages within the human brain such as the

processing of information and the perception of the relationship between its elements.

Some of them see it as a creative product characterized by scarcity, diversity, pluralism and originality, resulting in something new, whether it is an idea, a subject or a new form (Khairallah, 1981, p. 7).

Others argued that it was a personality trait of the individual, a reflection in thinking, breadth of imagination, and a decrease in social proximity (Zayyat, 1995, p. 494).

There are those who have seen creativity as an environment that creates the right conditions and motivating factors for creative thinking and that freedom and security are the appropriate climate for the environment of creative thinking.

Finally, the category that sees creative thinking as the individual's ability to respond to psychological tests is essentially the production of new ideas by associating them with old ideas (Khairallah, 1996, p. 89).

The creative thinking process has several characteristics, the most important of which is

- A mental process, not a mental product.
- Aims to achieve the good of the individual and the good of the group
- Produce new things that are different and distinctive, whether they are in a sensory or in-kind verbal form.
- Thinking is not synonymous with intelligence, which involves mental abilities added to thinking.
- Creative thinking results from thinking from the starting point of view and not from the paths
- Creative thinking is qualitative thinking linked to areas that are verbal, photographer, musical and artistic creativity
- Creative ability is one of the images of imagination set in the artistic, literary and musical fields.
- This thinking is rare and less frequent.
- It is characterized by flexibility and independence.
- Reflects the ability to relate cause to consequence and formulate hypotheses (Maadidi, 2010, p. 114).

The stages of the creative process. The creative process goes through four stages:

- **Preparation stage:** At this stage, the problem is identified, its aspects examined, the information about it is hungry and linked to it in different forms and in ways that identify the problem.
- **The stage of latency:** and incubation in which information and experiences related to the problem are organized and absorbed and known as the stage of arrangement and waiting
- **The stage of radiance and inspiration:** It is the stage of careful and decisive action that leads to the solution of the problem and includes the moment when the new idea is born.

- **Verification stage:** In which the creative idea is chosen to indicate whether it is a complete and useful idea or requires some refinement and refinement (Abdulhadi, 2003, p. 166).

Conditions for Thinking Creativity

- Provide an environment rich in stimuli for students.
- The teaching aids and teaching methods should be in harmony with each other and in harmony with the teachers.
- The programs offered to creators should be based on prior planning and subject to continuous evaluation.
- Allow the development of individual differences between people, so that these differences play a positive role in creating the right conditions for creativity.
- Prepare educational materials in a way that includes elements of attraction and suspense, and take into account in their preparation that they are not individual for individuals, but work to help them integrate into activities that lead to creativity.
- Minimizing the factors of anxiety and inconvenience in the classroom, especially those that come from the teacher.
- Dealing with individual differences as challenging factors and not as conflict situations.
- Search for factors that can be integrated into individual differences.
- Try to come up with concise formulas for concepts.
- Allow for exclusivity and differentiation within a unitary framework.
- Encouragement to promote positive aspects of the trends inherent in the cognitive and emotional fields of students (Qatami, 2007: 138)

Justifications for Interest in and the Need for Creative Thinking

Creativity and creative thinking are a necessity and not a recreational work, as the interest of human societies in creativity is due to a number of factors, including:

- What characterizes the current era of scientific and technological revolution and explosion in knowledge and rapid development.
- The growing basic and social needs of thought to the needs of presenting new and atypical ideas.
- The unforeseen possibilities of the future that the learner must face creatively, deal with them with originality, and address them flexibly, that is, he is required to be:
 - Looking forward to the distant horizons to come.
 - Able to look at the facts of reality and probability authentically.
 - Ready to deal with the expected obstacles, and to continue to perform under the strongest harsh conditions and challenges.
 - Forming a critical, non-hasty and non-superficial gaze.

- Able to exert effort, endure difficulties and continue to perform.
- The rapid change to which societies are exposed in the field of knowledge, population, technology, professions and literature.
- Meet the urgent need of creators, which is the tendency to independence, discovery and experimentation.
- It provides creative individuals with an internal motivation that exceeds in its quality and effectiveness all external motivations.
- The need for creative solutions to international conflicts.
- The urgent need of society to be free from the prevailing ideas.
- Facing social and economic problems.
- Try to eliminate the boredom arising from increased free time as a result of the use of modern technological methods .
- The quality of the individuals employed is more important than their number and more important than the tools available to them (Saadi, 2007: 126-127).

Aspects of Creativity

There are four basic aspects or manifestations of creativity:

- **The creative person: The view of the creative person** has multiplied due to the multiplicity of angles of view, some of them focus on the performative aspects and others on the mental aspects, and the creative person must be characterized by cognitive mental characteristics and emotional personality characteristics.
- **Creative productions: It is one of the aspects** by which man interacts with the environment and creativity is measured in one of its aspects by the amount of production and image, creative production is a test or measure of creativity.
- **Creative process:** A cognitive and mental process, in which the individual in this process is active and organized for experiences in order to respond to the new situation.
- **Creative attitude:** The repetition and multiplicity of creative situations contributes to the call of the individual the character of creator, and also that the individual is creative in one situation, and shows normal behavior in other situations, creativity is related to the situation with which the individual interacts and shows an unfamiliar solution (Al-Maadidi, 2010: 105-106); (Abdulhadi, 2004: 161).

Previous Studies

Carpenter Study 2012

It aimed to know the creative teaching skills possessed by the students/teachers of science at the Teachers College in Al-Qunfudha and their relationship to their academic achievement. The research sample reached 22 students/teachers and the researcher promised a list of skills amounting to 20 skills placed in the

observation card The results showed that almost all science teachers do not possess creative teaching skills and that they practice teaching them a traditional indoctrination practice and no relationship has been shown between their achievement and possession of creative teaching skills (Al-Najjar, 2012, p. 67).

Mahmoud's Study 2018

It aimed to identify the appropriate creative teaching skills to practice the standards of real teaching and reveal the effectiveness of the training program in the development of creative teaching skills suitable for real training 19 teachers have been identified as a sample for research and by following the descriptive approach to determine the appropriate creative teaching skills for the practice of real teaching has reached 6 main skills and 104 sub-skills The results also showed the effectiveness of the training program in the development of creative teaching skills suitable for the practice of real teaching as a set of recommendations and suggestions were made in Visibility of search results (Mahmoud, 2018, p. 2).

Abdelkader Study 2020

It aimed to identify the degree of awareness of the teachers of East Jerusalem schools of creative teaching skills The descriptive approach was used based on a questionnaire submitted to 65 teachers The study reached many results, the most important of which was that the degree of awareness of teachers of East Jerusalem schools was high for creative teaching skills and the percentage came high, especially in brainstorming, producing new ideas, drawing conclusions, fluency, curiosity, risk and flexibility, as the results showed that their orientation towards creative teaching skills was very good There are no differences attributable to gender and teacher experience, while there are differences attributable to the variable of educational qualification.

Balancing Previous Studies

- All the studies aimed to measure the level of teachers' possession of creative teaching skills.
- Previous studies varied in sample size ranging from 19 to 65 teachers.
- The studies included more than one goal, including linking skills to the achievement of student teachers or linking them to other variables such as gender, educational qualification and achievement such as the study of al-Najjar and Abdul Qadir, and some of them measured the extent to which they were achieved using a training program such as Mahmoud's study.
- The results of the studies varied, including those that proved that teachers possess skills and in high percentages such as the study of Abdul Qader, while the study of Al-Najjar proved the opposite, as its results showed a decrease in the level of knowledge of the student teacher of creative skills, while Mahmoud's study proved the effectiveness of the

training program in raising the level of creative teaching skills of teachers

RESEARCH METHODOLOGY AND PROCEDURES

Research Methodology

To achieve the objectives of the research, the descriptive research method was followed.

The Research Community and Its Sample

The research community was represented by the professors of the Faculty of Education, Mustansiriyah University for the academic year 2021-2022, which numbered (499) professors, a sample of whom was selected amounting to 25 (teaching), constituting (5%) of the research community.

Research Tool

After reviewing the literature, previous studies and theoretical aspects of the subject, the research tool was built represented by a note card that includes three dimensions of creative teaching skills, namely planning, implementation and evaluation, and it was included after degradation 5 paragraphs, while after implementation it included 14 paragraphs, while after evaluation it included 5 paragraphs, thus bringing the total paragraphs to 24 paragraphs that are monitored during the professor's observation and evaluated according to a three-step size as follows performs the skill with an excellent degree (3) Performs skill with a medium degree(2) Performs skill to a weak degree(1).

Authenticity of the tool

For the purpose of verifying the sincerity of the tool, it was presented to a group of experienced and competent people numbering 5 and all paragraphs have obtained their approval with some minor modifications.

Stability of the tool

The coefficient of stability was extracted by the method of the coefficient of agreement between the estimates of the observers, where five professors were randomly selected and viewed by the first and second researchers and according to the coefficient of agreement using the Cooper equation (Abdul Rahman and Abdul Hussein, 2016, p. 24) if it reached 0.85 for the first dimension, 0.87 for the second dimension and 0.84 for the third dimension.

Application of the Tool

After the tool became ready for application, it was applied on Monday, 15/11/2021 to 6/12/2021.

PRESENTATION AND INTERPRETATION OF RESULTS

View the Results

- In order to verify the first goal, which provides for the knowledge of the level of creative teaching

skills, the calculated value of Kay Square (5,8) appeared to be lower than the tabular value of Kay Square (5.99) at the level of significance (0.05) and the degree of freedom (2), which indicates the low level of creative teaching skills in general in the research sample.

- In order to verify the second goal, which provides for knowledge of the level of creative teaching planning skills, the value of Kay Square (4,87) appeared which is lower than the tabular value of Kay Square (5,99) at the level of significance (0.05) and the degree of freedom (2), which indicates a low level of creative teaching planning skills.
- In order to verify the third objective, which provides for the knowledge of the level of skills of implementing creative teaching, the value of Kay Square (6,32), which is greater than the tabular value of Kay Square (5,99) at the level of significance (0.05) and the degree of freedom (2), which indicates the high level of skills of implementing creative teaching.
- In order to verify the fourth goal, which provides for the knowledge of the level of skills of evaluating creative teaching, the calculated value of Kay Square (5,22) appeared to be lower than the value of the level of queer skills (5,99) at the level of significance (0,05) and the degree of freedom (2), which indicates a low level of skills of evaluation of creative teaching.

Interpretation of the Results

Since the results of the research showed the weakness of professors with creative thinking skills in general as well as their weakness in the dimension of planning and implementation in particular. While it has shown that there is a rise in the level of creative execution skills the output will go as follows:

- The result of the research that showed the weakness of creative teaching among university professors in general and after planning and implementation in particular may be due to the following:
 - The poor level of planning and implementation is due to the nature of the professional preparation of the professor and this indicates the weakness of the educational qualification of the university professor.
 - University professors prefer traditional methods that rely on diction without the slightest interaction between the professor and students.
 - Lack of knowledge of university professors in the skill of preparing behavioral goals, which is an essential aspect of planning.
 - The poor knowledge of university professors of the importance of behavioral goals and how to prepare them as one of the most important inputs to the teaching process led to their weakness in the level of planning, which in turn reflected on their weakness in the skill of evaluation, which is one of the outputs of the education process

depends on the translation of behavioral goals into test paragraphs.

- The poor level of students may be a disincentive for the professor to make poor use of creative teaching skills.
- Crowded classrooms weaken the professor's ability to show his creative skills in the field of planning and evaluation and use modern methods in this.
- The curriculum in the Faculty of Education may not be designed on the basis of the development of creative thinking, which makes the professor not show his creative skills.
- The second result, which showed the high level of implementation skills of university professors, may be due to the following:
 - The availability of material capabilities in the classroom environment represented by projectors and recording devices that help university professors to develop the level of their teaching and diversify the methods of presenting the material to arouse the attention and thinking of students if universities provide most of these technologies in the classrooms and distributed computers to university professors.
 - The accumulation of experience and the selection of professors of subjects in the subspecialties make the professor innovate in the field of implementation that depends on scientific and academic preparation in the dimension of implementation.

Recommendations

- Preparing training programs for university professors during the service that help them develop and develop their creative skills in teaching.
- Developing the classroom environment to motivate university professors to innovate.
- Establishing training courses that allow university professors to learn about modern trends.

Proposals

Conducting a study similar to the current research on professors in scientific faculties such as the Faculty of Science, Pharmacy and Medicine.

- Conducting a comparative study between the level of possession of professors in scientific colleges and professors in humanitarian colleges of creative thinking skills.
- Conduct a study to know the level of creative thinking of university students.
- Building a program and applying it to a sample of professors of the faculties of education to develop their creative thinking.

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