THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTION ON
CREATIVE TEACHING AND THEIR COMPETENCY, SELF-EFFICACY
AND ENVIRONMENTAL ENCOURAGEMENT IN ESL CLASSROOM

HO MEYI

A project report submitted in fulfilment of the
requirements for the award of the degree of
Master in Education (Educational Psychology)

School of Education
Faculty of Social Sciences and Humanities
Universiti Teknologi Malaysia

AUGUST 2021

DEDICATION

This project report is dedicated to my parents for the love and encouragement
that has inspired me to pursue and complete this research

ACKNOWLEDGEMENT

I would like to express my highest gratitude to my supervisor, Dr. Narina bt A. Samah for her supervision, guidance, care, love and support she has given to me throughout the completion of this research. I won't complete this work without her comments and suggestions. She helped me a lot especially when I was lost. She guided me to the right path in searching information for my study. I learned a lot from her.

I would like to thank my beloved mother, family and friends for their endless love and help. They always give me full support especially my husband. It was not easy to complete this study without him. He helped me to take care both of my precious when I was rushing my report.

I would like to extend thanks to the lecturers and my classmates of Master of Education (Educational Psychology) Kluang Section 17 for helping me since the beginning of the journey. They always support me whenever I feel to give up. Thank you for helping me a lot in finalizing this report.

Last but not least, million thanks to my friends and colleagues in Pontian District for helping me with data collection. To those who indirectly contributed to this study, your kindness means a lot to me.

Thank you.

ABSTRACT

Creative teachers develop original teaching materials and accept something new in their teaching. They like to discover something new and design the lesson plan in different way. They always bring something fresh to the teaching approach such as implement creative activities in their lesson. This study investigated the relationship between teachers' perception on creative teaching and their competency, self-efficacy and environmental encouragement in ESL classroom. This is a quantitative research. The questionnaires were distributed to 140 teachers from Pontian District, Johor. The data was analysed by using SPSS version 26. Descriptive analysis showed that the levels of teachers' perception, teachers' competency, teachers' self-efficacy and environmental encouragement on creative teaching were at the moderate level. Based on the analysis using Spearman's correlation test, there were significant relationships between teachers' perception on creative teaching and their competency, self-efficacy and environmental encouragement in the school. As a conclusion, teachers' perception contributes in implementing creative teaching among primary school teachers in ESL classroom.

ABSTRAK

Guru yang kreatif akan mengembangkan bahan pengajaran yang asli dan menerima sesuatu yang baru dalam pengajaran mereka. Mereka suka menemui sesuatu yang baru dan merancang rancangan pelajaran dengan cara yang berbeza. Mereka selalu membawa sesuatu yang segar dalam pendekatan pengajaran seperti melaksanakan aktiviti kreatif dalam pelajaran mereka. Kajian ini mengkaji hubungan antara persepsi guru terhadap pengajaran kreatif dan kecekapan guru, keberkesanan diri dan dorongan persekitaran dalam kelas Bahasa Inggeris di sekolah rendah. Ini adalah penyelidikan kuantitatif. Soal selidik diedarkan kepada 140 guru dari Daerah Pontian, Johor. Data dianalisis dengan menggunakan SPSS versi 26. Analisis deskriptif menunjukkan persepsi guru terhadap keupayaan, keyakinan guru dan galakkan persekitaran adalah sederhana. Berdasarkan analisis yang menggunakan analisis yang menggunakan Ujian Korelasi Spearman pula mendapati terdapat hubungan yang signifikan antara persepsi guru terhadap kebolehan, keupayaan, keyakinan guru dan galakkan persekitaran di sekolah. Secara keseluruhan, persepsi guru menyumbangkan guru menggunakan pengajaran yang kreatif dalam kelas Bahasa Inggeris di sekolah rendah.

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LIST OF ABBREVIATIONS

CEFR	-	Common European Framework of Reference
SPSS	-	Statistical Package for the Social Sciences
CPT	-	Cambridge Placement Test
ESL	-	English as Second Language
SJK (C)	-	Sekolah Jenis Kebangsaan (Cina)
SJK (T)	-	Sekolah Jenis Kebangsaan (Tamil)
SK	-	Sekolah Kebangsaan
ESL	-	English as Second Language
ERAS	-	Pengoperasian Educational Research Application System
JPNJ	-	Jabatan Pendidikan Negeri Johor
NACCCE	-	National Advisory Committee on Creative and Cultural Education

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CHAPTER 1

INTRODUCTION

1.1   Introduction

In the new phenomena in education, teacher is no longer a person who conveys his knowledge to a student. Among others, teachers play an important role in fostering creativity skills among the students. They implement creative teaching in the classroom. Creative teachers will develop original teaching materials and accept something new in their teaching. They like to discover something new and design the lesson plan in different way. They always bring something fresh to the teaching approach such as implement creative activities in their lesson.

In this 21st century classroom, teachers have to develop the creativity skills among the students. Students can survive better with creativity thinking skills. The world is unpredictable and it changes every day. Hence, teachers should encourage the students to think outside the box in all subjects such as art, music and language. English language is one of the most important language nowadays. Children in Malaysia have to learn English in the school since as early as preschool. They continue to learn English Language until tertiary levels of education. Students are not compulsory to pass the English subjects. Even so, it is an international language as everyone is using it and it is understandable all over the world. It is not an easy language to be mastered especially it is the second and third language for the students. Thus, creativity in teaching English becomes more essential in the classroom. When teachers are creative in their teaching approach, students have good motivation to learn English. As a result, they learn better.

According to Azhari and Zaleha (2015), "Creative teaching can be defined as a process of knowledge construction that is unique and meaningful in the context of learning" (p.1). In this context, a teacher plays a crucial role in guiding students in constructing knowledge. Creative teaching exits where teachers combine students' existing knowledge by using a new and unique approach to deliver the new knowledge to students (Mariani and Ismail,2015).

Teachers develop students to be a creative person too by applying their suitable, unique and flexible teaching approaches in the classroom. Creativity skill is important for students especially for their future. It prepares them to face different uncertain future (Akyıldız and Çelik,2020). In addition, The National Advisory Committee on Creative and Cultural Education (NACCCE, 1999) claimed that, "Creativity in education is necessary to prepare individuals for their future career; to bring them up responsible members of the society they belong to and empower them to adapt changing conditions as culturally tolerant ones" (p.3).

Teacher's competency in teaching English creatively is important in helping the objectives and quality of education. Recently, there is a transformation in English Language as the launch of English Language Education Roadmap for Malaysia 2015-2025 (Don et al., 2015). This roadmap is a guideline for teachers to ensure that students can attain their ability English level consistent with international norms (Azman,2016).

The purpose of the Common European Framework of Reference (CEFR) is to boost the English Level of Education in the country to international standards. Students in Malaysia can compete with students from other countries. They have the international level of proficiency in English Language.

On the other hands, if someone believes that he can complete a difficult task, he will try to complete it no matter how hard it is. Teachers who have high efficacy are those teachers who are capable in teaching confidently. They will not avoid the obstacles but they will try to solve it. They always take the obstacles as challenge in their teaching practice. Besides, they like to set challenging goals in

their teaching practice. If they failed to achieve the challenging goals, they will quickly recover their sense of self-efficacy (Bandura, 1997). As a result, teachers with high level of confidence or high self-efficacy can complete a task effectively. Teachers with high efficacy in creative teaching always think a different and special approach to deliver the lesson. They are not afraid of failure. They try and error in the classroom because they hope their students can learn the best through creative teaching.

Furthermore, teachers with low level of confidence or low self-efficacy, they always doubt their capabilities in doing their task. They always think that it is a mission impossible for them to do so. Bandura (1994) described those people with low self-efficacy as "they dwell on their personal deficiencies, on the obstacles they will encounter, and all kind of adverse outcomes rather than focus on how to perform successfully" (p.2).

In this context, teachers with low self-efficacy avoid to teach creatively in the classroom. They always find many excuses for them such as time consuming, overload of work and student's potential. These challenges will stop them for trying to teach creatively in the classroom. They look themselves as the victims of depression and stress.

Providing creative environmental encouragement is essential in creative teaching. Creative environments can foster the students' creativity skill. School is no longer a place for the students to gain knowledge only. In fact, school is a place where creativity skill is developed. A good environment support allows teachers to teach creatively freely and confidently in the classroom. On the other hands, a school without environment encouragement fails to support teachers to teach creatively in the classroom. Hence, the role of school is important as it enables children to develop their creative talents and potential (Al-Dababned et al., 2019).

In this context, teachers, who are the main individual to create an environment as creativity occurs in the classroom. They have the responsibility to encourage students' creativity through creative teaching classroom and find a better approach to convey knowledge and deliver the lesson in the classroom. In the other

words, in order to create a creative environment, teachers need to teach creatively in the classroom. Besides, teachers need to have high motivation to educate students in creative teaching classroom. They expect themselves can communicate and listen to their students in the creative classroom (ibid.)

Furthermore, administrational support is one of the important elements in environment encouragement. A supportive administration always supports teachers to be more creative. They give fully support to teachers as planning and delivering lesson creatively in the classroom. They will not stop teacher's creativity and imagination when teachers try to purpose something different. It helps to increase teachers' confidence level. Planning a creative lesson in the classroom is not an easy task. It is more challenging when it comes to a non-supportive administration in the school. Perhaps, it stops the motivation of teachers for being creative. As a result, it cannot foster creativity skills among students too.

1.1   Problem Background

Teachers are the main role in implementing creative teaching in the classroom. Their perception toward creative teaching is the most important to determine the effectiveness of creative teaching classroom. Mullet, Willerson et al. (2016) mentioned that teachers' perceptions of creativity related to teachers' experience. This statement proves that teachers' experience may affect the perception of a teacher to implement creative teaching in the classroom. For example, a newly teacher has passionate to carry out more creative activities in the classroom. They have extra energy and time to prepare all the teaching materials for creative teaching classroom. On the other hands, teachers with many years of teaching experience focus on the result of academic instead of the outcome of learning process.

In addition, teachers perceive creative teaching is challenging and it consumes a lot of time. Implementing creative teaching in the classroom encounters a number of difficulties such as school with limited support, lack of effective training, limited time etc. (Anagün,2018). All these challenges decrease positive perception towards creative

teaching among teachers. They rather to choose the traditional way to teach in the classroom due to the challenges. In short, teachers' perception affects the implementation of creative teaching in the classroom.

Malaysia Education Blueprint (2013-2025) emphasizes creativity as one of important elements in the curriculum. The main purpose of this blueprint is to empower education standard in Malaysia and increase the standard level internationally. The Ministry of Education (2014) claims that the aims of this curriculum are to produce a balanced, creative, innovative as well as well communication. The students are able to solve the problem creatively and think outside the box. However, teachers who lack of competency in creativity skill prohibit them to implement creativity in the classroom. Clarke (1986) suggested that students are able to learn effectively and meaningfully if the teachers are able to plan well in his classroom. A creative teacher recognizes and encourages creativity in students too. The evidence suggests that teacher skills and attitudes are important for creative teaching in the classroom (Davies, 2014). From this evidence, it proves that teacher's competency in creative teaching is crucial in the education. Quality of being creative teacher is essential for creative teaching in the classroom. Teachers apply creativity in teaching can produce creative students.

Malaysia Educational Blueprint (2013-2025) aims to produce students with qualities which can compete with other countries. Common European Framework of Reference (CEFR) is one of the new transformations in English Language. The purpose of CEFR is to develop students' English proficiency to the international level. Furthermore, teachers are the main role to deliver the lesson. Hence, they need to have sufficient knowledge in delivering lesson of the CEFR. The CEFR has six levels as A1, A2 (Basic User), B1, B2 (Independent User) and C1 and C2 (Proficient User). There are lists of 'Can Do' statements for listening, writing, reading and speaking.

English teachers in Malaysia must have C1 level of proficiency in teaching English. All English teachers in Malaysia have to undergo a test called 'CEFR Readiness Test'. The purpose of this test is to make sure the proficiency level of English teacher is up to the minimum level which is C1. However, many teachers are

not comfortable with the test because they do not have the professional knowledge in CEFR.

There are three phrases of the roadmap in the CEFR. Phase 1 was in 2013-2015 which focused on evaluating teachers' English proficiency in the school (Uri and Abd Aziz,2018). There were various training such as Professional Up-Skilling of English Language Teachers (Pro-ELT), the Native Speaker Programme, the Fulbright English Teaching Assistant Programme and the Expanded Specialist Coach (SISC) role for English (Uri and Abd Aziz,2018).

In addition, Phase 2 was in 2006. It set appropriate CEFR levels from pre-school to teacher education. At this Phase 2, teachers still attend series of trainings. The implementation of the new CEFR aligned curricula starting from 2017 to 2020 occurs in this phase.

Furthermore, the main purpose of Phase 3 is for evaluating, reviewing and revising the previous phases of the CEFR.(Uri and Abd Aziz,2018). In this Phase 3, there is evaluation part where the textbook and learning materials are being evaluated.

Teachers are undergoing many training courses of the CEFR. However, there are teachers still do not know the meaning and aim of the CEFR. Teachers are the most important person in the school to deliver the correct curriculum to the students. Some unresponsive teachers do not know the knowledge and do not put effort on it. Therefore, this will be a big issue in our education system.

The pedagogical skill in creative teaching is important criteria for teachers to teach creatively in the classroom. Teacher who is without the pedagogical skill cannot plan a creative or unique lesson plan. They cannot deliver the lesson with their own unique approach. According to Liao et al. (2018) stated that, creative teaching involves "being aware of information problems, reconstructing data, and providing solutions" (p.2). This proves that pedagogical skill must have the three important elements too.

Teacher who is capable in planning creative pedagogy encourages students to solve problem creatively, brainstorm students to learn creatively and care of their

learning performance instead of their academic performance (Liao et al., 2018). For instance, English teachers use creative pedagogy which involves speaking, reading, listening and writing. The creative pedagogy helps students to retain and recall knowledge in the future (Paivio, 2014). Teachers use different strategies, activities, materials and technique which will lead to creative thinking (Akyıldız and Çelik,2020). Hence, creative pedagogical skill is more effective in teaching and learning in the classroom.

Most of the teachers perceive the importance of creative teaching in the classroom. Creative teaching helps students to develop their thinking skills and become more independent learners. However, creative teaching is not encouraged by most teachers. Al-Nouh et al. (2014) called this discrepancy as creativity gap. Runco et al. (2017) mentioned "Creativity gap is the discrepancy between unfulfilled creative potential and actually expressed creative activity and achievement" (p.3). Based on the definition, teachers perceive about the advantages of creative teaching, but they fail to do so.

Due to teachers have to "teach to the test", teacher focuses on the exam orientated in the classroom. They tend to teach in academically instead of creativity. Students have to memorize the knowledge but not to apply those knowledge in the daily life (Runco et al., 2017). Teachers always teach for grade but not for the knowledge. They force themselves to finish the syllabus that they have planned in the early year. As a result, they forgot creative teaching approach and passion in the classroom (ibid.).

Due to time consuming in preparing and planning the creative lesson in the classroom, teachers' attitude towards creative teaching is getting lower. Teachers have overload of paperwork that they need to complete it. Their job is not only for teaching but a lot of paperwork have to do. As a result, they sacrifice preparation time of creative teaching. They rather complete paper works in a short time.

According to Bandura (1997), self-efficacy is someone's confidence level in doing something. If a teacher with self-efficacy, he/she tries hard to achieve his/her goal. Self-efficacy fosters positive commitment. For example, teachers who are with self-efficacy put a lot of effort to solve the obstacles of creativity in teaching. They will not give up easily in encountering obstacles (Sum et al., 2018).

However, there are many teachers do not have high level of self-efficacy especially in creative teaching. Creative teaching depends on teacher's creativity in delivering the lesson creatively in the classroom. Besides the part of teachers' creative thinking, teachers have to consider different abilities of students in the classroom. Students' performance in the classroom is the first consideration of teachers. Judith (2017) showed that teachers use creative teaching in the classroom depends on their own personal creativity. They consider and care about students' physical and mental development. They use differentiation in the classroom. Differentiation means teachers give instructions to meet students' needs. There are high and low performance of students. Teachers use different types of material such as novel methods, strategies, teaching aids, etc to carry out the creative teaching in the classroom. Hence, the teaching and learning become meaningful and effective.

On the other hands, teachers with low level of confidence or low self-efficacy, they always doubt their capabilities in doing their task. They always think that it is a mission impossible for them to do so. Bandura (1994) described those people with low self-efficacy as "they will on their personal deficiencies, on the obstacles they will encounter, and all kind of adverse outcomes rather than focus on how to perform successfully" (p.2). In this context, teachers with low self-efficacy avoid to teach creatively in the classroom. They always find many excuses for them such as time consuming, overload of work and student's potential. These challenges will stop them for trying to teach creatively in the classroom.

In addition, teachers' proficiency affects teachers' self-efficacy. Teachers do not have enough proficiency in teaching English Language. Malaysia Educational Blueprint 2013-2025 aims to produce students with qualities which can compete with other countries. Common European Framework of Reference (CEFR) is one of the new transformations in English Language. Teachers are the most important people in

this transformation. As a result, all English teachers have to take part in an exam which is called as 'CEFR Readiness'. This is an order from Malaysia Education Ministry as all English teachers have to take this CEFR Readiness Test. Besides, English teachers in Malaysia must have C1 level of proficiency in teaching English. The purpose of this test is to make sure the proficiency level of English teacher is up to the minimum level which is C1. However, many teachers are not comfortable with the test because they don't have the professional knowledge in CEFR. Most of the teachers do not have the ability to get at least C1 in the exam. In this context, they have low self-efficacy to prepare themselves in the creative teaching because they do not have enough knowledge in CEFR or in other words, they have low self-efficacy.

Creative teaching is affected by low environmental encouragement in the school. Al-Dababneh et al. (2019) stated that there is "an unsupportive environment for the growth of creativity" (p.2). Supportive environment are creative environmental freedom and administrational support. Some administrational do not support creative teaching in the classroom. Creative teaching for them is an ineffective strategy in the classroom. In this context, administrational in the school plays an important role as giving fully support to teachers to carry out creative teaching in the classroom. Administrational is more focus on academically instead of creativity. They care about the result of students in the examination rather than develop their creative thinking. However, many countries started to consider creativity is one of the important elements in the education (Al-Dababneh et al., 2019).

Creative environment does not exist in the school due to the perception of teachers towards creative teaching. Teachers who are the most important people to foster creativity among students. They have the responsibility to encourage students' creativity. Hence, creating a creative teaching environment is essential in the context of nurturing the students' creativity (Al-Dababneh et al., 2019). However, teachers have low perception towards creative teaching. Beghetto and Kaufman (2014) highlighted teachers' practices can impact on cultivate students' creativity within the classroom. Students' creativity skill can be fostering by creating creative environment in the classroom where students can develop their

unusual and creative ideas in the classroom. In this context, teachers' perception towards creative teaching is important because they can affect the creative environmental encouragement in the classroom. Therefore, teachers must have a good perception towards creative teaching. They must openness, confidence in themselves and have enough knowledge of creative teaching and also the language.

Creating a creative environment is not an easy task. To create a creative environment, teachers must well-prepared in themselves. For instance, they need to be familiar with different strategies that trigger students' curiosity and creativity in the classroom (Al-Dababneh et al., 2019). These different strategies use in the classroom to motivate students, prepare them to be active and to have creative thinking. Most of teachers think that it is very challenging for them to prepare lesson plan with different strategies. It is because teachers have to put a lot of effort in creating creative environment. As a result, they give up in creating creative environment in the classroom.

1.2   Statement of Problem

Teachers' perception towards creative teaching is essential in implementation of creative teaching in ESL Classroom. Teachers with positive perception will definitely implement creative teaching in the classroom while teachers with negative perception will refuse to try this method in the classroom.

Malaysia Education Blueprint (2013-2025) emphasizes creativity is one of important elements in the curriculum. The main purpose of this blueprint is to empower education standard in Malaysia and increase the standard level internationally. Teachers play an essential role in this blueprint. However, teachers who lack of competency in creativity skill prohibit them to implement creativity in the classroom. There are three main components in the element of competency such as knowledge, skill and attitude.

Teachers must have professional knowledge in delivering knowledge to students. English teachers must familiar with Common European Framework of Reference (CEFR). The CEFR is one of the new transformations in English Language. The purpose of CEFR is to develop students' English proficiency to the international level. Hence, teachers must master the CEFR knowledge so the new transformation is successful.

The pedagogical skill in creative teaching is important criteria for teachers to teach creatively in the classroom. A teacher is considered to be a competency teacher if he or she has effective pedagogical skill. They plan well their lesson every day. They have different strategies or technique to trigger students' creative thinking and curiosity to learn.

Teachers' attitude towards creative teaching is an important issue too. Teachers' attitude decides the decision of teachers to implement creative teaching in the classroom. Teachers have negative attitude towards creative teaching due to overwhelming of paperwork and they have negative thought in students. They always think that students cannot develop their creative thinking. Once they have this kind of negative thinking, this will prohibit them to implement creative teaching in the classroom.

Self-efficacy is another important element in implementing creative teaching because creative teaching is a challenging task for teachers. Teachers with high level of self-efficacy will put a lot of effort in planning the lesson. They will try to achieve their goal although it is challenging. However, the basic requirement of English teachers in Malaysia is they have to get C1 in the 'CEFR Readiness Test'. Many teachers cannot achieve the basic requirement. This causes them lack of self-efficacy if they cannot fulfil the basic requirement. As a result, they have low self-efficacy in creative teaching. On the other hands, teachers with low level of confidence or low self-efficacy, they always doubt their capabilities in doing their task. They are not confidence with the challenges and problems. In this context, teachers with low self-efficacy avoid to teach creatively in the classroom. They always find many excuses for them such as time consuming,

overload of work and student's potential. These challenges will stop them for trying to teach creatively in the classroom.

Supportive environment are creative environmental freedom and administrational support. A supportive administrational always supports teachers in the school especially in creative teaching. They always encourage teachers to be more creative in teaching, using different strategies and techniques to teach students. They can accept teachers' idea in using special way to teach. As long as students can learn out from the box.

Some of the administrational in the school do not support creative teaching in the school. The administrational such as headmasters are more concern about the result of examination instead of creativity. Creativity skills do not test in the examination. Hence, they disagree with creative teaching due to their perceptions towards creative teaching.

Creating creative environment is not an easy task. Teachers have to put a lot of effort in planning the lesson. They have to think different materials, techniques and strategies to suit every student. It consumed a lot of time. Hence, many teachers have bad perceptions towards creative teaching especially they have negative thoughts towards their students. They think that their students do not have potential to develop creative thinking in the classroom. Due to the negative perceptions, teachers choose not to implement creative teaching in the classroom. They rather to use traditional method which is 'Chalk and Talk' method because it is the most direct way to teach. It will not waste a lot of time in planning and doing some creative activities in the classroom. Most of teachers think that it is very challenging for them to prepare lesson plan with different strategies and activities. It is because teachers have to put a lot of effort in creating creative environment. As a result, they give up in creating creative environment in the classroom.

There were some researchers examined on the topic on creative teaching but they didn't focus on teachers' competency, self-efficacy and environmental encouragement in the school. Hence, in this study, the researcher focuses on these

three variables to determine the teachers' perception on creative teaching. Besides, it focuses in English classroom in Malaysia. English is the important language in the world. However, teachers' perception towards creative teaching in English classroom is still a question. Hence, the researcher examines among the relationship between teachers' perception on creative teaching and their perceived competency, self-efficacy and environment encouragement in the school.

1.4 Research Objectives

The objectives of this research are:

a) to determine the level of teachers' perception on creative teaching in ESL classroom.

b) to determine the level of teachers' competencies on creative teaching in ESL classroom.

c) to determine the level of teachers' self-efficacy on creative teaching in ESL classroom.

d) to determine the level of environmental encouragement in the school

e) to determine the relationship between perception on creative teaching and their competencies in ESL classroom among primary school teachers

f) to determine the relationship between perception on creative teaching and their self-efficacy in ESL classroom among primary school teachers

g) to determine the relationship between perception on creative teaching and environmental encouragement in the school

1.5   Research Questions

The questions for this research are:

a) What is the level of teachers' perception on creative teaching in ESL classroom?

b) What is the level of teachers' competencies on creative teaching in ESL Classroom?

c) What is the level of teachers' self-efficacy on creative teaching in ESL Classroom?

d) What is the level of environmental encouragement in the school?

e) Is there a significant relationship between perception on creative teaching and their competencies in ESL classroom among primary school teachers?

f) Is there a significant relationship between perception on creative teaching and their self-efficacy in ESL classroom among primary school teachers?

g) Is there a significant relationship between perception on creative teaching and environmental encouragement in the school?

1.6   Null Hypotheses

The hypotheses for this study are:

Ho1: There is no significant relationship between perception on creative teaching and their competencies in ESL classroom among primary school teachers.

Ho2: There is no significant relationship between perception on creative teaching and their self-efficacy in ESL classroom among primary school teachers.

Ho3: There is no significant relationship between perception on creative teaching and environmental encouragement in the school.

1.7   Theoretical Framework

In this research, it focuses on teachers' perception towards creative teaching in ESL classroom. The objective of this research is to identify teachers' perception towards creative teaching in ESL classroom. There are three main factors to be discussed in this study.

Firstly, the concept of Iceberg Competency Model by Spencer and Spencer (1993) will be discussed in this research. Based on Iceberg Competency Model (Spencer and Spencer, 1993), there are five elements of competency. There are knowledge, skills, attitudes, personalities and values. These components are essential for a competent individual to complete a task.

Next, self-efficacy theory by Bandura (1997) is another component which will be discussed in this study. According to Bandura (1997), self-efficacy is someone's confidence level in doing something. If a teacher with self-efficacy, he/she tries hard to achieve his/her goal. Self-efficacy fosters positive commitment. Teachers who are self-efficacy can solve their obstacles in creative teaching classroom.

In addition, Amabile (1998) stated on environmental encouragement in creative teaching classroom. Creative teaching is affected by low environmental encouragement in the school. Supportive environment are creative environmental freedom and administrational support.

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│  Teachers' perception towards│
│   creative teaching in ESL   │
│         classroom            │
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Iceberg Competency Model	Self-efficacy Theory by Bandura	Environmental Encouragement by Amabile's (1998)
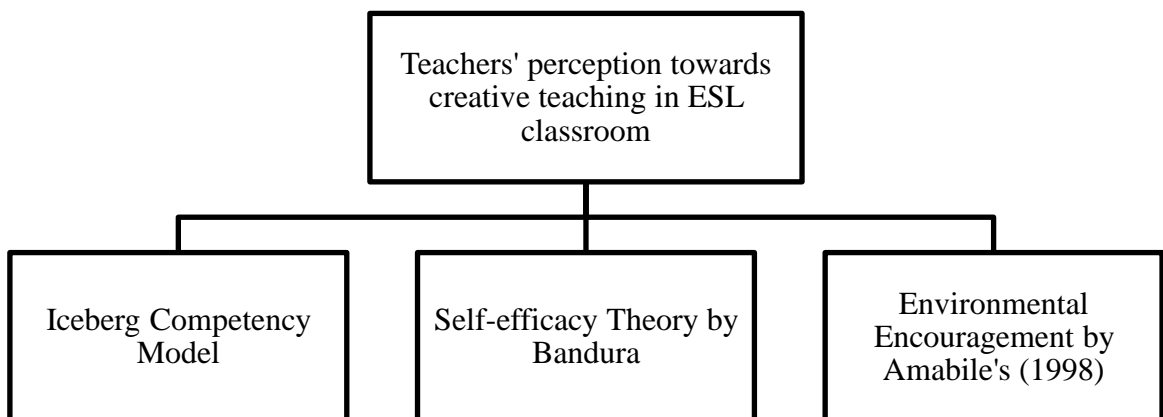
Figure 1.1 Theoretical Framework

1.7.1   Iceberg Competency Model
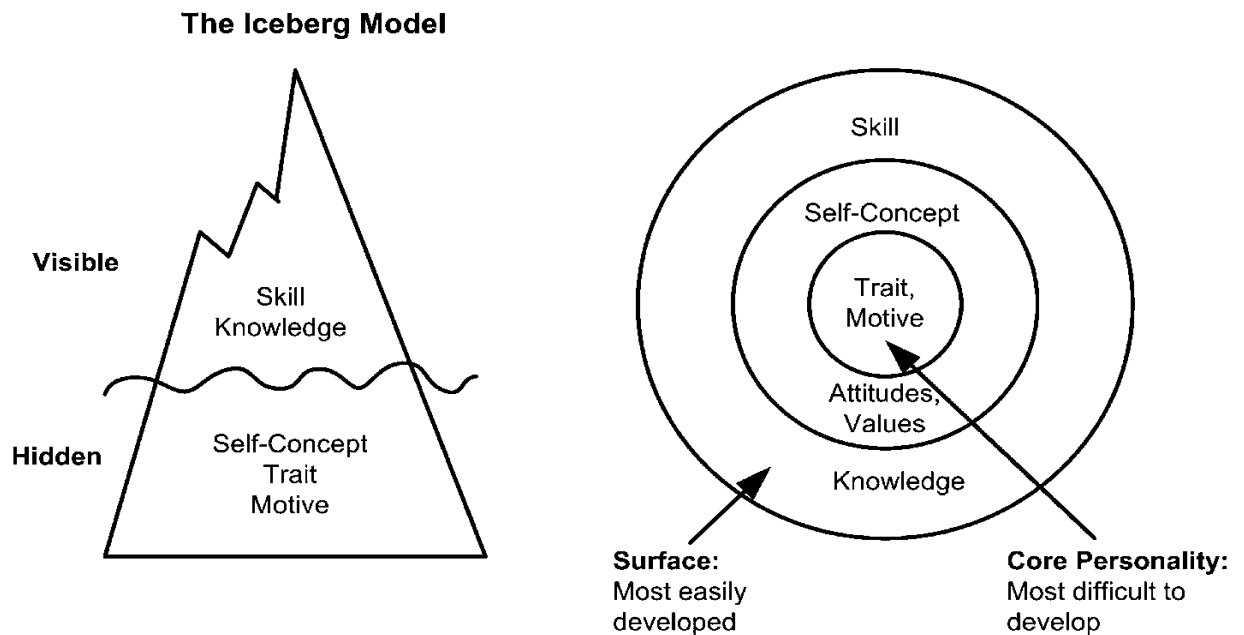
The Iceberg Model

Figure 1.2: The Iceberg Model of Competence (Spencer and Spencer, 1993, p.11)

Spencer and Spence (1993) introduced Iceberg Competency Model. McBer (1996) modified this model by describing teachers' abilities and expertise may also be gained through training courses and can be related to academic qualifications. It explains that skills and knowledge can be trained but attitude comes from inner part or personal characteristics.

Mohd Salim and Jamalul Lail (2016) stated that at the end of the iceberg, components of knowledge and abilities are above the water level that is elevated and can be seen with the naked eyes. This statement prove that people can see teachers' knowledge and skill by observing teachers' performance in the classroom. Teachers perform their duties and deliver a lesson well consider as a competence teacher. On the other hands, Mohd Salim and Jamalul Lail (2016) mentioned about people cannot see the part of attitude. Attitude comes from the person's inner soul. We cannot force someone to do something that they do not like to do. For instance, we cannot force teachers to implement creative teaching

if they do not have the awareness to do so. Hence, attitude is the part to prove the competence and excellence of a teacher instead of knowledge and skills.

1.7.2 Self-efficacy by Bandura

According to Bandura (1997), self-efficacy is someone's confidence level in doing something. If a teacher with self-efficacy, he/she tries hard to achieve his/her goal. Bandura stated that self-efficacy is very strong traits of human as in deciding someone's decision. For instance, teachers' self-efficacy affects teachers to implement creative teaching in the classroom.

Self-efficacy is very important to promote someone's motivation, achievement and self-regulation (Bandura, 1997). Hence, self-efficacy is important among teachers to promote their achievement in the school. Teachers with high self-efficacy put more effort to achieve their goals. They are willing to spend more time in achieving their goals. They will not stop due to challenges. For instance, teachers with high self-efficacy always try new strategies and techniques in the classroom. They show their enthusiasm for teaching and involve students' engagement in the classroom (Sharp et al., 2016).

In Social Cognitive Theory, self-efficacy is a big influence for environments and behaviour. Bandura (1997) stated that "people acquire information to gauge their self-efficacy from interpretations of actual performance, vicarious experiences, form of social persuasion and psychological index" (p.128). It means that teachers can acquire much knowledge about creative teaching based on how other teachers perform or apply creative teaching in the classroom. If teachers look at other succeed, it motivates them to try the creative teaching in the classroom too. Vicarious experience can increase self-efficacy of someone. Teachers can increase their self-efficacy level when they get positive encouragement from other colleagues. For example, colleagues praise teachers' work or give some encouragement like "You can do it.". All these positive messages can lead to succeed in creative teaching. In addition, emotional of teacher is essential. Teachers with anxiety and fear always cannot perform well in the

school. They always have negative thinking or emotion. On the other hands, a teacher who is happy and relaxed can manage thing well. They are capable in solving problem because they have positive thinking and dare to accept challenges.

1.7.3 Environment Encouragement

Environment encouragement is giving someone support, confidence or hope on certain issue. In the context, it means that someone is giving support and confident to teachers in creative teaching. School administration plays important role in creative teaching. School administration who gives fully support to teachers in implementing creative teaching always have a better effect than unsupportive school administration. Supportive administrational always encourage teachers dare to try. They will not blame for the bad result while they will ask teachers not to give up easily.

In addition, Amabile (1998) stated that "the importance of the organization environment, finding that the environment needs to provide a combination of challenge, freedom, resources, appropriate work-group features, supervisory encouragement, and organizational support for individuals to create" (p.134). Hence, creative environment is crucial in creative teaching classroom. Teachers have to create an environment where it is full of creative thinking skill. For instance, teachers need to plan activities involve creative thinking and creative problem solving. It is not an easy task. Teachers must have creative ideas to plan every day's lesson with different strategies, techniques and activities. Creative environment makes students learn better in the classroom.

1.8   Conceptual Framework
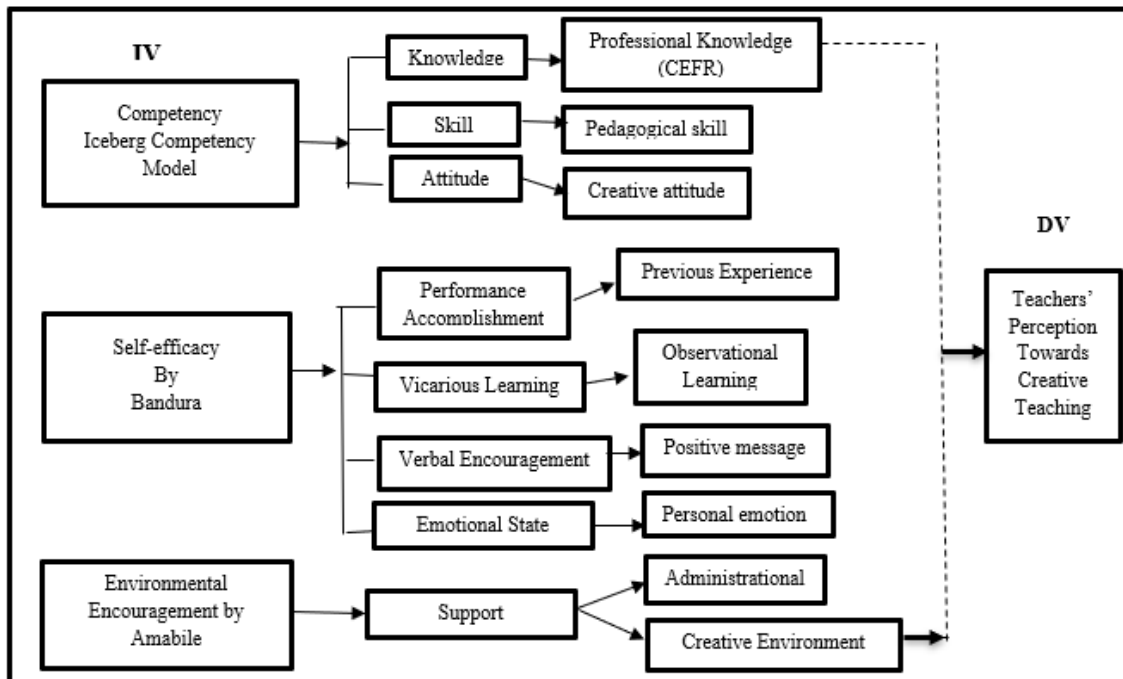
Figure 1.3: Conceptual Framework

According to Rylatt and Lohan (1995) there are many skills include in competence such as generic skills, basic skills, key skills and personal skills. Those skills are related to three basic elements which are knowledge, skill and attitude. These three basic elements are the important elements in a task or work performance. A teacher can do his/ her work well if he/she has the combination of knowledge, ability and experience. The ability of a teacher is based on his/her competency and the ability to achieve the goals (Osman et al., 2019). In this context, competence can affect the performance of someone in completing something.

Students' competence always reflects teachers' competence at the same time. Ibid. mentioned that the three main things take into consideration are knowledge (cognitive), skills (psychomotor domain) and attitude (affective domain). Iceberg's model stated that knowledge and skills can be identified easily compared to personality attitude. Attitude is more difficult to be seen because it

comes from inner part. On the other hands, attitude is the most important element to determine the competency level of a teacher.

Based on the definition of Iceberg Competency Model, "teacher competence in teaching practice is a combination of knowledge, skills and attitudes in carrying out the practice of teaching practice effectively" (p.65). A competency teacher is able to integrate knowledge, skills and attitudes in a special approach to produce good results. In this context of creative teaching in English, teachers are able to convey knowledge especially in CEFR with a non-traditional way or unique approach in the classroom. In other words, teachers must be capable and knowledgeable in delivering the content of CEFR to students. If they have less skill to apply this knowledge, they are considered as less competent in teaching field.

Knowledge is important to teachers. Teachers must have enough knowledge so they can use their professional knowledge to teach students. In this context, teachers gain knowledge by reading books and surf the internet to find references. Teachers have to improve themselves. In this context, teachers have to gain more knowledge in teaching the CEFR. The CEFR is the new transformations of English Language in the education. The CEFR is new for teachers. Hence, teachers have the responsibility to find the resources from the internet or books. From there, teachers can apply new knowledge in the classroom.

Pedagogical skill is important skill in implementing creative teaching in ESL classroom. Teachers who have high proficiency level of pedagogical skill can plan the lesson well. It doesn't need a lot of time for time in planning the lesson too. Besides that, they have the different strategies, techniques and activities in the classroom. They have their creative way to stimulate students' curiosity. Furthermore, they have the ability to foster students' creative thinking in the classroom.

Attitude is important in creative teaching. It means that attitude of teachers towards creative teaching determines their positive or negative actions in the creative teaching classroom. Attitude comes from inner part of a person. If a

teacher has the motivation in implementing creative teaching, he/ she will put effort in solving problems of creative teaching. Teachers will not give up easily although it is a challenging task for them.

Self-efficacy is very important to promote someone's motivation, achievement and self-regulation (Bandura, 1997). Hence, self-efficacy is important among teachers to promote their achievement in the school. Teachers with high self-efficacy put more effort to achieve their goals. They will try hard in implementing creative teaching in the classroom no matter how hard it is.

According to Bandura (1997), "self-efficacy is a consequence of four sources of personal information" (p.4). Sharp et al. (2016) claimed that performance accomplishment is one of the sources as how well educators perceive their achievements when performing instruction in literacy. It proves that teachers' self-efficacy is important especially when they deal with challenges. If they think that they can do it, they will try hard to perform it. However, if teachers who have low self-efficacy, they will find many excuses to avoid doing that thing.

The second source is vicarious experience. Bandura (1997) stated that vicarious experiences are "understandings gained when observing qualified others as they successfully perform literacy instruction" (p.11). This statement shows that people always observe and learn from others. They will gain and model the actions of successful people. By having vicarious experience, teachers observe and learn. For example, junior teachers always observe how senior teachers are teaching in the classroom. They always learn how the way senior teachers manage the class.

The third source of personal information is verbal encouragement. Verbal encouragement is the spoken language that speak by someone who is successful in the certain area. The verbal encouragement talks about strength and weakness of a person. It is a reflection of teacher's performance. It is a positive message to teachers to encourage them to do better in every lesson.

The fourth source of personal information is emotional state. The emotional state such as stress, relaxed, happy, sad etc. The emotional state is

important because it reflects teacher's competence. Bad emotional state affects teachers' emotion and performance. For instance, teachers with anxiety and fear always cannot perform well in the school. They always have negative thinking or emotion. On the other hands, a teacher who is happy and relaxed can manage thing well. They are capable in solving problem because they have positive thinking and dare to accept challenges.

Teachers' self-efficacy affects by these four main sources. These sources play important role because they affect how perspective teachers towards a plan or programs such as the CEFR program and creative teaching in the classroom.

Amabile (1998) stated that environmental encouragement is support from administrational. A supportive administrational like principal can give freedom to teachers to implement creative teaching. They can use their own idea and thinking in the classroom.

In addition, creative environment is essential in the creativity classroom. Teachers are no longer teaching in the classroom perhaps they have to create creativity behavior and attitude among students. Students should think outside the box and solve problem creatively. This is the aim of creative teaching in the classroom.

1.9   Research Scope

This research proposed includes three main domains which are teachers' competency, self-efficacy of teachers and environmental encouragement in the school. These three main variables will be examined to determine the relationship between teachers' perception towards creative teaching in ESL classroom and their competency, self-efficacy and environmental encouragement.

In this research, the researcher chooses English as the main subjects in creative teaching. The reason is English is the critical subject in Malaysia

especially in SJK (C). This is because English Language is second language or third language among students in SJK (C). Children in Malaysia have to learn English in the school since as early as preschool. They continue to learn English Language till tertiary levels of education.

English is an international language and it is one of the most important language nowadays but students cannot master the language. Thus, creativity in teaching English becomes more essential in the classroom. Students have good motivation to learn English. As a result, they learn better.

For the location, Pontian District will be chosen as the research site. Pontian is a rural area. English language is the second or third language. Besides, among its population, the majority of students are affected by their own dialects. Hence, they cannot master English well. Although they study English since kindergarten, they still cannot master the language.

1.10   Research Significance

This study will be a significant endeavour in implementing the elements of creativity among English primary teachers in Pontian district.

The result of this research will bring benefit to the following individual:

Teachers: Teachers are the people who will get the most benefit from this research. This is because teachers can reflect themselves about their competence and self-efficacy. This research can help them to identify their perception level towards creative teaching in ESL classroom. Through this research, it helps teachers to implement creative teaching in the ESL classroom.

Students: Teacher who can be creative in teaching will benefit to his students. A creative teacher will encourage students to be creative too. Teachers who can implement creativity in the classroom can produce students with high

order thinking and creative problem solving. As a result, students in Malaysia have the competency to compete with other students internationally.

Curriculum Planners: The result of this research helps curriculum planners to reflect the importance of creative teaching in ESL classroom. The reflection can help in planning the future Malaysia Education Blueprint. Curriculum planners could provide more environmental support to teachers in the school. Teachers who have the expert knowledge can convey their knowledge to the students.

1.11   Delimitations of the Study

This research employed quantitative approach. According to DeFranzo (2019), quantitative research is the research which generating numerical data and this data is useful in quantifying the problem. This quantitative approach, it involves descriptive correlational design as the researcher aims to measure the relationships between perception on creative teaching and their competency, self-efficacy and environmental encouragement in ESL classroom among primary school teachers.

The respondents for this study are focused on English teachers in Pontian district. Hence, the findings of this study will only represent the perception among English teachers in Pontian District. It will not represent the perception of other teachers in other states.

In addition, the questionnaire is developed after review of literature on teachers' perception in the classroom (Mullet et al. 2016). In this part, the researcher adopted the questionnaire from the research paper of (Anagün,2018).

To measure teachers' competency and environmental encouragement in the school, the researcher adapted the questionnaire from "Teaching for Creativity Scale" (Rubenstein et al., 2013). Furthermore, for self-efficacy part, the researcher

developed the questionnaire from "Teacher Sense of Self-Efficacy Scale" by Tschannen dan Woolfolk (2001) from Ohio State, University.

1.12 Operational Definitions

These are the operational definitions were used in this study. These terms are important to determine the relationship between teachers' perception towards creative teaching and their competency, self-efficacy and environmental encouragement.

1.12.1 Creative Teaching

Conceptual definition: Creative teaching can be defined as a process of knowledge construction that is unique and meaningful in the context of learning (Azhari and Zaleha ,2015)

Contextual definition: Creative teaching exits where teachers combine students' existing knowledge by using a new and unique approach to deliver the new knowledge to students

1.12.2 Perception

Conceptual definition: Perception is defined as "experience resulting from stimulation of the senses" (p.60) (Goldstein, 2019)

Contextual definition: The thoughts or mental images which teachers have about their professional activities and their students, which are shaped by their background knowledge and life experiences and influence their professional behaviour.

1.12.3 Competency

Conceptual definition: According to Kathryn (2008), competency refers to "a potential ability and/or a capability to function in a given situation. Competency focuses on one's actual performance in a situation" (p. 2).

Contextual definition: In this study, competency has some components which are visible like knowledge and skills but other behavioural components like attitude, traits, motives, personality traits, self-concepts, beliefs, values, and interests etc (Spencer and Spencer, 1993). In this research, it focuses on professional knowledge, creative attitude and pedagogical skill.

1.12.4 Self-efficacy

Conceptual definition: Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1997).

Contextual definition: In this study, self-efficacy focuses on performance accomplishment, vicarious experience, verbal encouragement and emotional state.

1.12.5 Environmental Encouragement

Conceptual definition: Amabile's (1998) defined environmental encouragement as "the importance of the organization environment, finding that the environment needs to provide a combination of challenge, freedom, resources, appropriate work-group features, supervisory encouragement, and organizational support for individuals to create" (p.134).

Contextual definition: In this study, environmental encouragement is giving someone support, confidence or hope on certain issue. It focuses on support from administrational and creative environment support in the classroom.

1.13   Summary

The main focus in this study is to determine the level of teachers' competency, self-efficacy and environmental encouragement in the school. In addition, this study is to identify the relationship between teachers' perception on creative teaching and their competency, self-efficacy and environmental encouragement in ESL classroom. This finding can help teachers and it brings benefits to students too.

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