

# The Relationship between Readiness and Teachers' Competency towards Creativity in Teaching among Trainee Teachers

Tajularipin Sulaiman, Siti Nurkhuzaimah Hamzah, and Suzieleez Syrene Abdul Rahim

**Abstract**— Readiness is the ability of an individual to begin teaching. Competence is the efficiency in the execution of an instruction to be more efficient. Creativity is the thinking process that encourages a person to generate new ideas for the implementation of teaching. The objective of this study is to identify the level of readiness and competency of trainee teachers towards creativity in teaching and to identify the relationship between readiness and competency of teachers with creativity in teaching. The design of this research is a descriptive and correlational study using a questionnaire as the research instrument. A total of 100 trainee teachers were involved as respondents in this study. The findings showed that the level of readiness, competency and creativity in teaching of trainee teachers were 4.13 for readiness, 4.01 for competence, and 3.99 for creativity in teaching. The findings also showed that there is a significant positive relationship between readiness and competency with creativity in teaching among trainee teachers.

**Index Terms**—Teachers readiness, teachers competency, creativity in teaching, trainee teachers.

## I. INTRODUCTION

Teachers play an important role in developing human capital who will be competent and skilled workers to help strengthen the the country's economy. Good lesson planning will create good teaching skills in order to arouse their interest in learning. Readiness is the capacity of an individual to start teaching activities which can be divided into cognitive readiness, willingness affective and psychomotor readiness. Sufficient knowledge in carrying out the responsibility as a teacher is important in implementing the curriculum. Problems arise when a teacher is not equipped or unwilling to carry out their responsibilities due to lack of knowledge. Hence, it will be difficult to achieve the teaching and learning objectives. Reference [1] explained that the skills and knowledge of a subject and an understanding of aspects of student learning are needed to make teaching more effective.

Competence is an individual's capability in an activity or task. In teaching it refers to the performance of the duties of the teacher to meet the demands of a particular task in

classroom activities. Competence includes knowledge, skills, attributes, abilities, and behaviors that enable these individuals to do or perform the duties and functions of a particular work [2]. Teachers must be competent in teaching so that teaching and learning objectives can be achieved in which the students acquire knowledge and skills.

A paradigm shift in the education system demands and urged the teachers to make an important change. One of the elements in these changes is creativity in teaching. Teachers should establish their teaching method to ensure that the best teaching and learning process will be motivating and meaningful [3]. To reach this level, the mechanism to create creativity in teaching is needed. In fact, [4] also stated that "creativity is ability to step away from an effort and return later with a fresh perspective"; He also insisted that whatever the reason, the most important factor in creativity is the motivation. Motivation is the key to creative production, and the most important motivators are intrinsic passion and interest in the work itself. In fact, teachers need to know the way to encourage creativity among students which include the originality of student ideas, divergent thinking and encourage students to be more creative [5].

The readiness of the teacher to enter the workplace is very important. Teachers who are not ready to perform their duties would lead to less effectiveness in teaching and students will also show a lack of enthusiasm. Therefore, trainee teachers should prepare themselves in advance in some aspects such as the level of knowledge and skills in their field of specialization.

In addition, the level of competency among trainee teachers is also important. Competency in teaching which includes efficiency in managing teaching, skilled in the use of information technology, as well as a good level of communication are necessary to reflect effective teachers. Reference [6] mentioned that delivery of the content will be easier to understand if the teachers have the ability to teach and have high creativity in delivering lessons. The main problem in teaching is when a teacher does not have sufficient knowledge and skills in teaching. Creativity in teaching is also necessary so that it can prevent students from becoming bored and distracted during the lesson. Creativity is one of the key factors that drive civilization and the development of a country, especially in a challenging environment [7-8]. Similarly, the teacher must be responsible for the preparation of the medium in which teaching can be accessed from various perspectives so that the learning process will be more meaningful and thus can contribute to the progress of the country [9]. Therefore, teachers should be creative in diversifying teaching methods and strategies as well as providing teaching aids so that the teaching and

Manuscript received December 30, 2016; revised May 1, 2017.

Tajularipin Sulaiman is with Faculty of Educational Studies/Sports Academy, Universiti Putra Malaysia, Serdang, 43400 UPM, Selangor Malaysia (e-mail: tajulas@upm.edu.my).

Siti Nurkhuzaimah Hamzah is with Faculty of Educational Studies, Universiti Putra Malaysia, Serdang, 43400 UPM, Selangor Malaysia (e-mail: khuzhamzah@yahoo.com).

Suzieleez Syrene Abdul Rahim is with the Faculty of Education, University Malaya, Lembah Pantai 50603 Kuala Lumpur, Malaysia (e-mail: suzieleez@um.edu.my).

learning activities will be more effective.

## II. OBJECTIVES AND HYPOTHESIS

The main objective of this study was to examine the relationship of trainee teachers' readiness and competency towards creativity in teaching. Specifically, the objectives of this study were to;

- 1) Identify the level of readiness, competency and creativity in teaching among trainee teachers .
- 2) Determine the relationship between readiness and creativity in teaching among trainee teachers.
- 3) Determine the relationship between competency and creativity in teaching among trainee teachers.

## III. METHODOLOGY

This study aimed to examine the relationship between trainee teachers' readiness and competency and creativity in teaching. In this study, the approach is a quantitative study and the research design is a descriptive and correlation study. The population used in this study is education students who take the Living Skills subject in Year 3 and 4. The total population for this study is 130 trainee teachers. The calculation of sample size from [10] shows that for a population of 130 the sample size is about 97 respondents. Similarly, with reference to the calculation formula samples by [11] for a total sample size of the population is a total of 87 respondents. The actual sample size of the study was about 100 respondents.

In this study, there are three sections in the questionnaire which comprised of readiness of the teacher which has 12 items, teacher competency has 10 items, and creativity in teaching has 9 items.

Based on a pilot study that was conducted, the results of the reliability of each variable in the questionnaire is as shown in Table I below.

TABLE I: REALIABILITY VALUE OF THE INSTRUMENT

Variable	Reliability value
Teachers' Readiness	0.934
Teachers' Competency	0.935
Creativity in Teaching	0.853

Table II below shows the classification of the mean score for the descriptive data.

TABLE II: CLASSIFICATION OF MEAN SCORE

Mean Score	Level
1.00 – 2.33	Low
2.34 – 3.67	Moderate
3.68 – 5.00	High

Table III below shows the classification for the level of correlation between variables.

TABLE III: CLASSIFICATION OF CORRELATION

r value	Interpretation
<0.20	Very weak correlation
0.20 – 0.40	Weak correlation
0.40 – 0.70	Moderate correlation
0.70 – 0.90	Strong correlation
>0.90	Very strong correlation

Source: [12].

## IV. FINDINGS

There were 100 respondents involved in this study. The distribution of respondents by education courses are 51 respondents from the Home Science course and 49 respondents from the Agricultural Sciences course. Below is the discussion of the findings from the data analysis as well as the interpretation of the data.

TABLE IV: MEAN, STANDARD DEVIATION AND INTERPRETATION

Construct	Mean	SD	Interpretation
Trainee Teachers' Readiness	4.13	0.382	High
Trainee Teachers' Competency	4.01	0.395	High
Trainee Teachers' Creativity in Teaching	3.99	0.391	High

Table IV above shows that all three constructs; trainee teachers' readiness, competency and creativity in teaching are at a high level. Of the three constructs, trainee teachers' readiness has the highest mean which is 4.13 and SD = .382. This is followed by trainee teachers' competency with Mean = 4.01, SD = .395. Creativity in teaching has the lowest mean score of 3.99 and SD = .391.

The findings indicate that for trainee teachers' readiness, respondents were willing to understand the level of students' achievement and provide appropriate teaching materials to enable them to teach effectively.

The majority of respondents have the skills to cope with difficult students and skilled in motivating students' so that they show interest to learn. In addition, respondents were also skilled in diversifying sources and creative in their approach to delivering instruction.

Respondents generally have the creativity to produce something new which can be seen as an indication that they are willing to try doing new things.

TABLE V: CORRELATION BETWEEN READINESS AND CREATIVITY IN TEACHING

Variable	Creativity in Teaching	
	R	Significant
Teachers' Readiness	0.584**	0.000

\*\*Significant at the level 0.01

Table V shows that the readiness of trainee teachers has a significant relationship with creativity in teaching (\*\* r = .584, p < .01). The findings of the analysis of the correlation test showed a moderately strong correlation level as in the interpretation of the correlation coefficient table classification by [12]. This means, there is a significant positive moderately strong relationship between trainee teachers' readiness with creativity in teaching at the .01 level of significance.

TABLE VI: CORRELATION BETWEEN COMPETENCY AND CREATIVITY IN TEACHING

Variable	Creativity in Teaching	
	R	Significant
Teachers' Competency	0.604**	0.000

\*\*Significant at the level 0.01

Table VI shows that the teaching competence variables significantly correlated with the variables of creativity in

teaching (\*\*  $r = .604, p < .01$ ). The findings of the analysis of the correlation test showed a moderately strong correlation level. This shows that competent teachers will be more creative in developing their teaching.

## V. DISCUSSION AND CONCLUSION

The focus of this study is to examine the correlation of readiness and competency of trainee teachers towards creativity in teaching. The results showed that the respondents who are trainee teachers, demonstrate a high level of readiness, competency and creativity in teaching. In addition, the findings also showed that there is a relationship of two variables, namely the readiness and competency of trainee teachers towards creativity in teaching.

Teachers should play an important role in teaching students how to think, how to give explanations and examples to make generalizations, analogies, and applying their knowledge to be more meaningful. The lessons delivered by teachers must be appropriate and effective so that students do not just memorize, but also understand what they have learnt. The teaching and learning process is dependent on the readiness of the teacher. This means that the readiness of the teacher is important so that the delivery of instruction is not interrupted during the process.

The findings showed that the respondents or trainee teachers involved in this study showed a high degree of readiness with a mean score of 4.13. This clearly shows that trainee teachers are adequately prepared and willing to plan lessons and covers aspects of knowledge and skills. In addition, with this preparedness, the teaching can be delivered by a variety of methods or approaches that are more robust, which in turn can have a positive impact on teaching. A variety of teaching and learning approaches that are student-centered give a positive impact to the pedagogy of teaching [13].

Competency which consists of knowledge, skills and personal characteristics are important in executing a task or responsibility. The findings showed that the mean value is high. Thus, the respondents are found to be competent in carrying out their duties and responsibilities. This proves that the trainee teachers in this study have the skills to use a variety of resources and ideas to create activities that are attractive to students. It is supported by [14] where Muin mentioned that the professionalism of the teacher can be measured by their proficiency in using various methods or teaching strategies in class. In addition, students can demonstrate the ability to highlight creativity, implement original ideas and learn to think logically and structured through an activity [15]. Those who have a high level of competence in teaching are more effective in delivering the lesson to students as well as able to overcome the problems encountered.

Creativity is a skill that is paramount in order to drive the development of a country, especially in an increasingly complex environment [7-8]. The next generation must apply what they have learnt with more creative ways so that it can be adapted in a challenging world. The ability to think and act creatively is more important [16-17]. Creative teachers will serve as a model for students to build and establish the characteristics of creativeness indirectly [18]. It also clearly

shows that the present generation can produce teachers who have the creativity in delivering lessons in accordance with the requirements of the education sector itself. Creativity has also been a major focus in the development of education in the country [19], [20].

Readiness and competency in teaching among trainee teachers have a positive relationship with creativity in teaching. A teacher's ability and competency will affect and influence the teaching that will be delivered. Creativity in teaching depends on the ability and skills of a teacher to deliver the knowledge and skills to students during lessons.

Creativity in teaching requires a high level of readiness and competency among teachers. Learning which is interesting and creative can attract students to continue to learn and also guide students to think critically and creatively.

The findings also showed a moderately strong and significant positive relationship between the readiness and creativity in teaching among trainee teachers. The findings also showed that the relationship between competency and creativity in teaching is moderately strong and significantly positive. Therefore, it can be concluded that the relationship between readiness and competency with creativity in teaching are related to each other. These factors are important and should be emphasized in applying creativity in teaching.

## REFERENCES

- [1] A. R. A. Rashid, *Nilai Nilai Murni dalam Pendidikan Menghadapi Perubahan dan Cabaran Alaf Baru*, Utusan Publication, 2001.
- [2] V. Thai-Ngam, *The Competency Standard Project*, The National Center For Higher Education Management Systems CHEA, 2007.
- [3] S. S. A. Rahim, S. Sulaiman, and T. Sulaiman, "Teacher professional development through lesson study in secondary schools," *Advanced Science Letters*, vol. 21, no. 7, pp. 2360-2364, 2015.
- [4] K. Adams, *The Sources of Innovation and Creativity*, Paper commissioned by the national center on education and the economy for the new commission on the skills of the American workforce, 2006.
- [5] K. Robinson, *Out of Our Minds: Learning to Be Creative*, John Wiley & Sons, 2006.
- [6] M. H. A. Bakar, *Cabaran Memperkasakan Pendidikan Teknik Dan Vokasional*, Prosiding Penyelidikan TVET Peringkat Negeri, 2011.
- [7] B. A. Hennessey and T. M. Amabile, *Creativity. Annual Rev. Psychology*, vol. 61, pp. 569-598, 2010.
- [8] A. J. Molly, "Managing the classroom for creativity", *Creative Education*, 6, pp. 1032-1043, 2015
- [9] P. L. Goethals, "The pursuit of higher order thinking in the mathematics classroom: A review," Tesis Sarjana, United States Military Academy, New York.
- [10] R. V. Krejcie and D. Morgan, "Determining sample size for research activities," *Educational and Psychological Measurement*, vol. 30, pp. 607-610, 1970.
- [11] W. G. Cochran, *Sampling Techniques*, 3<sup>rd</sup> ed New York: John Wiley & Sons, 1977.
- [12] J. P. Guilford, "The structure of intellect," *Psychological Bulletin*, vol. 53, no. 4, pp. 267-293, 1956.
- [13] M. Kalantzis and C. B. Cope, "Learning by design," *E-Learning and Digital Media*, vol. 7, no. 3, pp. 198-199, 2010.
- [14] F. Muin, "Perwujudan keperibadian guru menuju guru yang profesional," *Supremasi*, vol. 4, no. 2, pp. 128-135, 2011.
- [15] H. M. Y. Maizatul and M. Masuch, *Educating Children through Game Making Activity*, 2007.
- [16] T. M. Amabile, S. G. Barsade, J. S. Mueller, and B. M. Staw, "Affect and creativity at work," *Admin. Sci. Q.*, vol. 50, pp. 367-403, 2005.
- [17] M. Ott and F. Pozzi, "Towards a model to evaluate creativity-oriented learning activities," *Procedia – Social and Behavioral Sciences*, vol. 2, no. 2, pp. 3532-3536, 2010.

- [18] R. J. Sternberg, "The nature of creativity," *Creativity Research Journal*, vol. 18, no. 1, pp. 87-98, 2006.
- [19] A. Craft, *Creativity and Education Futures: Learning in a Digital Age*, Stoke-on-Trent, UK: Trentham, 2011.
- [20] Y. Cho, H. Y. Chung, K. Choi, C. Seo, and E. Baek, "The emergence of student creativity in classroom settings: A case study of elementary schools in Korea," *Journal of Creative Behavior*, vol. 47, pp. 152 – 169, 2013.



**Tajularipin Sulaiman** is an associate professor in the field of pedagogy and cognitive development, is a lecturer in the Faculty of Education at Universiti Putra Malaysia. His research specialization is related Theory of Multiple Intelligences, Thinking skills, critical thinking and alternative assessment. He has extensive experience in the field of teacher education and teaching enhancement often conducts courses for teachers and students. He is a consultant for several agencies such as the School Management Division, Examination Board and the Department of Social Welfare. He is also often invited as a facilitator for the development of programs for youth and adults, courses on motivation and teamwork. Among the agencies that had received consulting services such as Ministry of Education Malaysia, MARA, Veterinary Services Department and the Social Welfare Department.