

THE INFLUENCE OF SUBJECTIVE AND OBJECTIVE FACTORS IN THE RESTRICTION OF CREATIVE TEACHING

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Abstract

Creative teaching as a perspective and innovative approach presents a challenge not only for the teachers but for the students as well. The creative teaching as a complex educational process is characterized by a number of features, forms, methods, and factors.

A subject of the research in this work refers to the subjective and the objective factors which prevent the creativity and affect the quality of the students' creative abilities. The research in this work has theoretical and empirical character. In this research we used the descriptive method, the survey technique, and the questionnaire as an instrument. The goal of the research was to study the factors that prevent the students' creativity.

The influence of the subjective factors in restricting the creative teaching has been tested by the following categories: the fear of failure, conformism, low level of aspiration, weak motivation for creativity, the lack of curiosity and no initiative. However, regarding the limitation of the use of creative teaching, it is significant to study the objective factors such as the classical (stereotype) way of work, inadequate expert knowledge of the teachers, a great number of students in the classes, the lack of problem and research tasks, extensive curriculum, the frequent use of monologue – dialogue method, the teaching process being organized always in the same way.

Removing or reducing the negative impact of the subjective and the objective factors represents a meaningful component in the process of building modern conditions for implementation of this extremely successful and progressive teaching form (creative teaching).

Keywords: creativity, teaching, objective and subjective factors, teacher.

Introduction

When talking about creativity as a principle of work at school, we emphasize that in each activity the teacher should guide the student to research, experiment, and look for something new, perhaps for his own sake. The creative activity, motivated by the teacher, greatly helps students to overcome personal problems and fit into the school activity.

Teaching, in its essential sense, is a deeply human and noble work, but at the same time it's an extremely difficult undertaking for the development of humanity, and for those who teach and those who learn. By fostering unity in the name of knowledge and education, that is, of light and freedom, teaching enables us not only to become smarter, more capable and stronger, but also better persons who constantly rethink their attitudes, values, actions and behavior and thus humanize the world they live in. The key role in this process of continuous pursuit of humanity is played by the teacher, since he/she is the one who calls for thinking and change, and initiates, and to a large extent, suits the explicit and implicit call of the student *Teach me to be a man*. He/she does so with the realization of the teaching contents, with the methodical

organization of the teaching work, but also with direct upbringing through the modeling of moral patterns of behavior. (Miovska-Spaseva, C. 2009, p. 39).

In fact, the creative work takes place in altering the cramp and curiosity, failure and success, ups and downs, disappointments and enthusiasm, stagnation and euphoria, weakening and strengthening, decline and revival, abandonment and return, ultimately in all efforts for a man's happy ending.

Creative teaching is an approach whose realization requires not only preparation, but also many years of experience from teachers. In this process, of course, one should not neglect the leading role of the teacher as well.

Factors of Creative Teaching

“Creativity as a skill requires exercise and can be increased by learning”
(Paul Torrance)

Creativity in the educational process integrates several basic factors. These are primarily the following: teachers, students, environment, teacher education institutions, curricula and educational programs, educational technology, degree of development of pedagogical, andragogical, psychological and other disciplines that follow the development of the education and upbringing of the child, the material basis for creation and so on. (Stevanoviq, M., 2003, p.47).

In our paper, we will place the emphasis on the teacher and his/her work, the teaching process, and the students. The development of the creative abilities of students should not be limited to the work in the classroom. Creativity will become part of the personality of the students if applied within the overall work in the school. In that sense, we emphasize the need for it to become the principle of all the work at school, both curricular and extracurricular.

In that direction, it is necessary to start from the annual planning of creative activities at the level of the entire school, and then to switch to planning of the creativity by departments and finally for each teacher and student, in particular. It is also necessary to develop monitoring, coordination, information, controlling and evaluating measures. (Shefer, J., 2005, p. 25).

Also, the openness of the school and its teachers in the environment is an important determinant for achieving results in creative work.

Every student is an individual with his own abilities and restrictions. Only if the teacher performs his / her work in this way, he/she will have success in it. Such a requirement is at the heart of the endeavor to develop creative abilities in students. (Stevanoviq, M. Papotnik, A. Gumzej, G., 2002, p. 120).

However, the important role of the teachers should be emphasized as the main driver of this process. (Filipoviq, N.1969). We are confident that in our schools there are many enthusiastic teachers who carry original ideas and have already brought them into school and out of school work and whom therefore we might righteously call - creators.

The influence of subjective and objective factors in the restriction of creative teaching **The objective factors in the restriction of creative teaching**

Creative teaching as a complex educational process has many characteristics, forms, approaches, methods and factors. Basically, factors can be subjective and objective. In our research, the subjective factors are those indicators that are an integral part of the teacher's potentials, motives, and frustrations.

The obtained data from the survey are processed quantitatively. Data is firstly collected, grouped, tabulated in numbers and percentages. The statistical significance of differences in

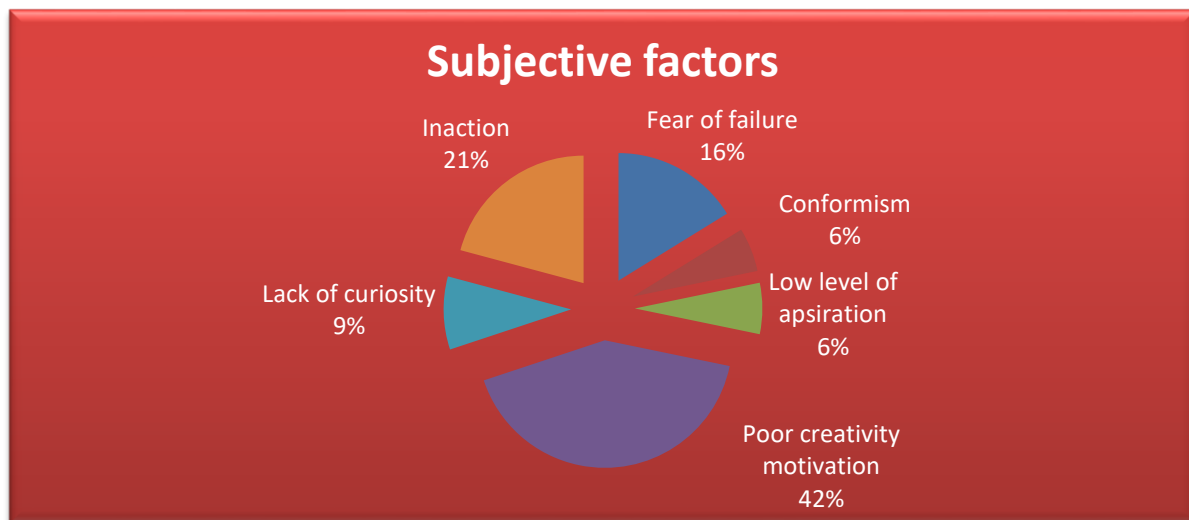
teachers' attitudes about the creativity of students as well as their attitudes and opinions in general about creativity is determined by the X^2 test.

Table 1. The influence of subjective factors in the restriction of creative teaching

| SUBJECTIVE FACTORS | F | % |
|----------------------------|----|------|
| Fear of failure | 35 | 28 |
| Conformity | 12 | 9,6 |
| Low aspiration level | 14 | 11,2 |
| Poor creativity motivation | 90 | 72 |
| Lack of curiosity | 20 | 16 |
| Inaction | 45 | 36 |

$$X^2 = 119,806 \quad df = 5 \quad p < 0,01$$

Figure 1. The influence of subjective factors in the restriction of creative teaching



We tested the influence of subjective factors in the restriction of creative teaching through the following categories: fear of failure, conformism, low level of aspiration, poor motivation for creativity, lack of curiosity and non-action. The category of fear of failure was supported by 35 or 28% of teachers, the category of conformism by 12 or 9.6%, the category of low level of aspiration by 14 or 11.2%, and the category of low motivation for creativity by 90 or 72% of the teachers. The category lack of curiosity was supported by 20 or 16% of the teachers, and 45 or 36% of them supported the category of inaction.

Studying the indicators, we may derive that the highest percentage of teachers (72%), think that the restriction in creative instruction lays in the poor motivation for creativity. This data imposes the need to extend the research to the study of the role and significance of motivation in limiting creative teaching first of all from the perspective of the existential and social drivers of the teacher in his life and in the process of teaching.

In the research, a significant number of teachers, as a restriction, stressed the inaction (36%) and the fear of failure (28%). Both indicators, as subjective factors, represent a breach in the realization of creative teaching which gives us space to request and suggest more sophisticated and more contemporary alternatives in the teaching work that will lead to overcoming these negativities.

The calculated chi-square indicates that the difference in teacher responses is statistically significant at a level of significance of 0.01. The results confirm the hypothesis that subjective factors influence the restriction in creative teaching.

Objective factors that restrict the creative teaching

As we mentioned in the previous chapter, the subjective restrictions of creative teaching lie primarily in the personality of the teacher who realizes this form of teaching. However, significant factors in restricting the use of creative teaching are important to be studied such as the objective factors: classical (stereotypical) way of working, inadequate professional preparation of teachers, a large number of students in the classroom, the traditional schedule of classes, lack of problematic and research tasks, overloaded program, the mostly applied monologue - dialogue method, the teaching usually organized in the same way.

Table 2. Objective factors that restrict creative teaching

| OBJECTIVE FACTORS | F | % |
|---|----------|----------|
| Classical (stereotypical) way of work | 46 | 36,8 |
| Inadequate professional qualification of teachers | 30 | 24 |
| Large number of students in the classroom | 60 | 48 |
| Traditional timetable | 35 | 28 |
| Lack of problematic and research tasks | 32 | 25,6 |
| Overloaded program | 92 | 73,6 |
| Mostly applied monologue - dialogue method | 40 | 32 |
| Teaching is usually organized in the same way | 38 | 30,4 |

$$X^2= 63,961 \quad df= 7 \quad p < 0,01$$

Objective factors are to the greatest extent considered as external factors which do not depend on the teacher personally, as a participant in the teaching process.

Figure 2. Objective factors that restrict creative teaching



The data presented in Figure 2 shows that as objective restrictions in creative teaching, teachers have initially marked the overloaded curriculum (73.60%) and number of students in the classroom (48%). This situation is not new in the Republic of North Macedonia, although efforts have been made for years to overcome this problem, but the situation hasn't changed at all or very little. This situation is reflected even more evidently in the realization of creative

teaching in which the spatial availability and the number of students are considered as even greater obstacles. All other indicators that have been studied as a restriction in creative teaching are of negligible percentage, with an average of 24-32%. The value of the chi-square test (63,961) with $df = 7$ indicates that there are statistically significant differences in teacher stands regarding the claim that objective factors influence the restriction in creative teaching. This indicates that the hypothesis has been proved right.

Conclusion

The restrictions in creative teaching by the subjective factors should be a serious matter that requires commitment not only from the teachers, but also from the relevant factors in the educational system, in their search for ways and conditions to overcome them. The elimination or reduction of the negative impact of objective factors is an important component in the process of building contemporary appropriate conditions in the realization of this highly successful and progressive teaching form (creative teaching).

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