

CHAPTER 4:

RESEARCH RESULTS

4.0 Introduction

This chapter presents the results of the data analysis of the influence of teachers' creativity, attitude and commitment on students' proficiency of the English language. The purpose of this study is to analyze how the teachers are able to teach creatively and improve the students' proficiency of the English language while the teachers are committed towards training to develop their creativity in their teaching method.

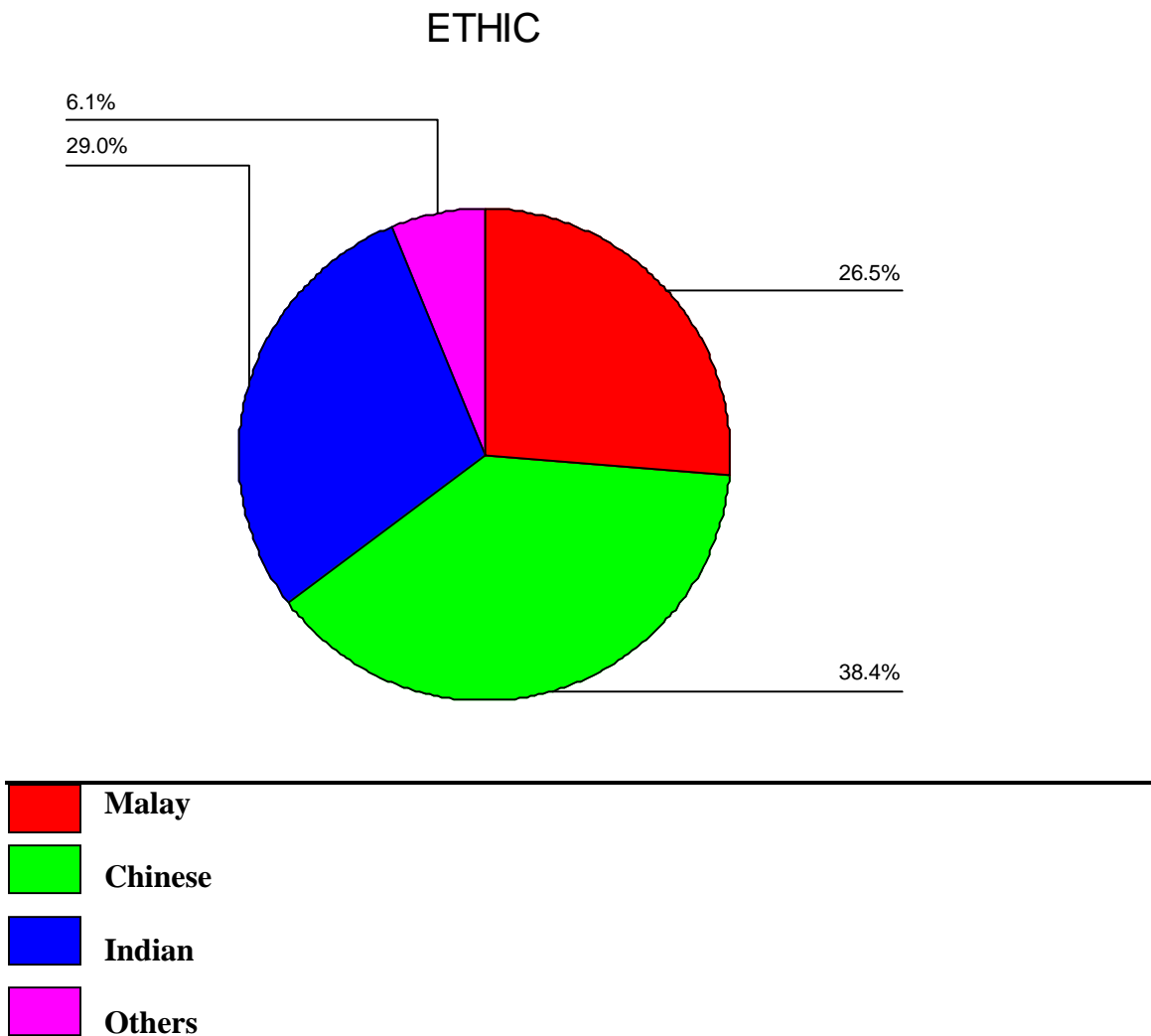
This chapter is consists of four main sections. The first section provides the summary statistics of the data analysis including the profile of the respondents in this study. The second section provides analysis of measures that is used in examining the influence of teachers' creativity, attitude and commitment on students' proficiency of the English language. The third section addresses the hypotheses testing of six hypotheses, which are constructed in the previous chapter. The fourth section summarizes the research results based on the previous sections. The combinations of these four sections are fundamental to understand the influence of teachers' creativity, attitude and commitment on students' proficiency of the English language.

4.1 Summary Statistics

4.1.1 Profile of Respondents

A number of demographic questions were asked in order to know the profile of the respondents of this study. From Figure 4.1, there are 200 (64.5%) female, and 110 (35.5%) male respondents, who responded to this study. Among the respondents, 26.5% are Malays, 38.4% are Chinese, 29.0% are Indians and 6.1% are others. The higher percentage shows the Chinese respondents who are working as English teachers at secondary schools and followed by other ethnics that are moderate of percentage.

Figure 4.1
Ethnic Groups of the Respondents



From Figure 4.2, the teachers are categorized into four major types of occupational groups: (1) the Level Head; (2) the Assistant Level Head; (3) the Centre Coordinator; and (4) English Teacher. Most of the respondents worked at the level of English teacher (84.2%), Assistant Level Head (6.1%), Centre Coordinator (4.2%) and Level Head (5.5%). From the occupation distribution, 33.5% of these teachers have been teaching at the current organizations for less than 2 years and 291 teachers had achieved at least a degree or professional qualification. Additional descriptive statistics of the group of teachers' are given in Table 4.1 (refer the Appendix 2: Descriptive Statistics – Respondents Profile).

Figure 4.2
Occupational Groups of the Respondents

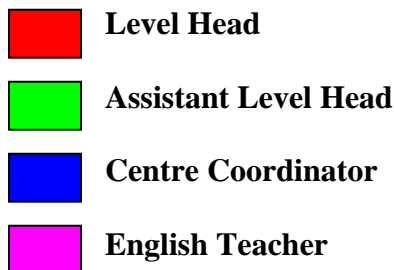
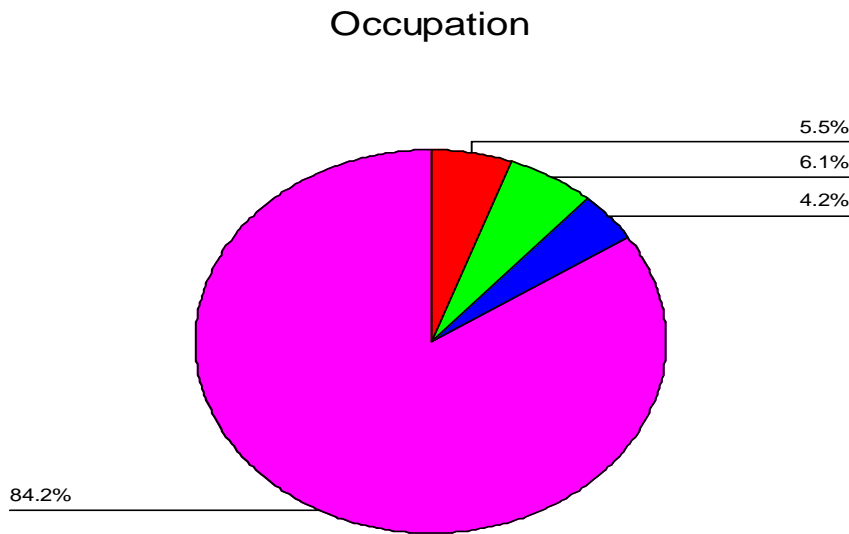


Table 4.1
Summary of Descriptive Statistics of the Respondents' Profile

	<u>Number</u>	<u>Percentage</u>
Total of questionnaire distributed	310	
Teachers' responding in the research	310	
Valid survey cases	310	100%
Gender		
Male	110	35.5%
Female	200	64.5%
Group of Ethnic		
Malay	82	26.5%
Chinese	119	38.4%
Indian	90	29.0%
Others	19	6.1%
Marital Status		
Single	150	47.9%
Married	155	49.5%
Divorced/Separate	5	1.6%
Education Level		
Degree/Professional certificate	291	93.0%
Diploma/A-Level	9	2.9%
Post Graduate	10	3.2%
Occupation		
Level Head	17	5.4%
Assistant Level Head	19	6.1%
Centre Coordinator	13	34.2%
English Teacher	261	53.4%
Years of teaching English at current organization		
Less than 2 years	105	33.5%
2 – 5 years	123	39.3%
6 – 10 years	63	20.1%
More than 10 years	19	6.1%
Hours of teaching English		
4 – 5 hours	23	7.3%
5 – 6 hours	5	1.6%
7 – 8 hours	113	36.1%
More than 9 hours	169	54.0%

Table 4.2
Summary of Descriptive Statistics of the Professional Training Course

	<u>Number</u>	<u>Valid</u>	<u>Mean</u>
Teachers' responding in the research	310	310	
Valid survey cases	916		
(More than 1 programme)			
Male	443		
Female	472		
Professional Training Course			
English Grammar and Rhetoric		139	1.50
Teaching reading and writing		189	1.52
ESL Training Programme		228	1.53
Practicum on English Teaching		30	1.50
Contrastive Analysis between English and Chinese		97	1.51
Teaching speaking and listening		218	1.51
Pragmatics and English Teaching		5	1.60
Others		9	1.56

The summary of descriptive statistics in Table 4.2 displays the mean of the teachers' who had been attending more than one programme in the professional training course: English Grammar and Rhetoric, Teaching Reading and Writing, ESL Training Programme, Practicum on English Teaching, Contrastive Analysis between English and Chinese, Teaching Speaking and Listening, Pragmatics and English Teaching and Others. From Table 2, the results show the mean on English Grammar and Rhetoric ($M = 1.50$), Teaching reading and writing ($M = 1.52$), ESL Training Programme ($M = 1.53$), Practicum on English Teaching ($M = 1.50$), Contrastive Analysis between English and Chinese ($M = 1.51$), Teaching speaking and listening ($M = 1.51$), Pragmatics and English Teaching ($M = 1.60$) and others ($M = 1.56$). Teachers' had attended training courses

more than one programme to develop their creativity to increase their students' proficiency of the English language. Pragmatics and English Teaching training course shows higher mean (M=1.60) because teachers think that programme is useful for their career. Additional descriptive statistics – median, mode and standard deviation of the teachers' professional training course are given in the appendix (refer the Appendix 2: Descriptive Statistics – Professional Training Course).

4.2 Analysis of Measures

4.2.1 Descriptive Statistics

The descriptive statistics in Table 4.3 displays the mean and standard deviation of the variables: Domain of knowledge and every school subject, Skill that can be applied in every domain of knowledge, Fundamental skill, Taught, Assessed, Inborn talent, Finding connections, Idea sharing and idea support, Image improvement and Effectiveness and efficiency (refer the Appendix 3: Descriptive Statistics and Scale Items – Variables).

Table 4.3
Summary of Descriptive Statistics of the General Creativity Issues

Variables	Mean
Domain of knowledge and every school subject	4.25
Skill that can be applied in every domain of knowledge	4.26
Fundamental skill	4.26
Taught	3.86
Assessed	3.82
Inborn talent	3.62
Finding connections	4.14
Idea sharing and idea support	4.26
Image improvement	4.24
Effectiveness and efficiency	4.31

N = 310

Estimated reliability of scale = 0.977

According to Table 2, the results show that the mean on creativity is about finding connections between things that have not been connected before is rather low (M = 4.14,

that is on scale from 1 = strongly disagree to 5 = strongly agree), same as the mean on creativity which is an inborn talent (M = 3.62, that is on scale from 1 = strongly disagree to 5 = strongly agree). As for creativity is connected with idea sharing and idea support, the mean is about average (M = 4.26), that is on scale from 1 = strongly disagree to 5 = strongly agree), and the mean on creativity is connected with image improvement is of lower amount (M = 4.24) compare to others. Additional descriptive statistics – mean, standard deviation and reliability of general creativity issues are given in the appendix (refer the Appendix 3: Descriptive Statistics – General Creativity Issues).

Table 4.4
Summary of Descriptive Statistics of the Professional Training, Teachers’ Commitment towards Training and Students’ Proficiency

	<u>Valid</u>	<u>Mean</u>	<u>S.D</u>
Teachers’ responding in the research	310		
Gender:			
Male	110		
Female	200		
Professional Training Course:			
English Grammar and Rhetoric		1.50	0.50
Teaching Reading and Writing		1.52	0.50
ESL Training Programme		1.53	0.50
Practicum on English Teaching		1.50	0.51
Contrastive Analysis between English and Chinese		1.51	0.50
Teaching Speaking and Listening		1.51	0.50
Pragmatics and English Teaching		1.60	0.55
Others		1.56	0.53
Teachers’ Commitment towards Training		16.64	2.97
Students’ Proficiency		54.07	10.97

N=310

The summary of descriptive statistics in Table 4.4 displays the mean and standard deviation of the variables. The professional training course that teachers have attended (more than one programme) has influenced the teachers' commitment towards training and students' proficiency. The total mean of professional training course is 12.23 and standard deviation is 4.09. The students' proficiency is 54.07 and teachers' commitment towards training is 16.64. According to analysis and previous study, teachers' are really committed to the training because they find that most of the training programs are able to fulfill their expectation of needs and it is also practical which is related to the actual work. So, the teachers' are able to use the training techniques in their daily teaching. There are four components (writing, reading, listening and speaking) to measure the students' proficiency.

4.2.2 Reliability Analysis

The reliability of the questionnaire is tested according to Cronbach's Alpha measurements. The reliability coefficients (Alpha) of teachers' creativity (creative thinking, creative learning, creative teaching, and teachers' attitude) and teachers' commitment (teachers' commitment towards training) influence on students' proficiency of the English language was presented in Table 4.5 (refer the Appendix 3: Reliability Analysis).

Table 4.5
Cronbach's Alpha (Reliability) of Dependent and Independent Variables

Variables	A set of items	Reliability
Students' Proficiency	16	0.989
Creative Thinking	5	0.954
Creative Learning	4	0.950
Creative Teaching	4	0.980
Teachers' Attitude	4	0.971
Teachers' Commitment	4	0.934
Teachers' Commitment towards Training	4	0.956
N = 310		

The alpha values of all variables are well above 0.80, which indicate 0.93 is teachers' commitment, 0.95 is creative thinking, 0.98 is creative teaching, 0.95 is creative learning, 0.97 is for teachers' attitude and 0.96 is for teachers' commitment towards training. However, teachers' commitment towards training shows a good reliability results which is 0.96 because teachers' are committed to the training to increase their creativity in their daily teaching. According to Cronbach (1946), reliability coefficient of above 0.80 is considered good indicator of internal consistency reliability that is used in this study. In addition, the reliability coefficient of students' proficiency, as dependent variable in this study, is 0.99, which is also well above 0.80.

4.3 Testing of Hypotheses

The responses obtained from 310 teachers are analyzed through correlation analysis in order to test Hypotheses 1 to 5.

4.3.1 Correlation Statistics

The correlation matrix in Table 4.6 (refer the Appendix 4: Correlation Statistics) displays correlation coefficients between the five independent variables (creative thinking, creative learning, creative teaching, teachers' attitude, and teachers' commitment) and the dependent variable (students' proficiency) by using multiple – item scales. The correlation coefficients indicate the strength of the association between the variables, where a coefficient is considered significant if the p – value is less than 0.05 (Schervish, 1996)

From Table 4.6, there are significant correlations between all the independent variables (creative thinking, creative learning, creative teaching, teachers' attitude and teachers' commitment) and dependent variable (students' proficiency), where all coefficients are larger than 0.40 and below than 0.80. So, according to Bryman and Cramer (1997), the Pearson's r between each pair of independent variables should not exceed 0.80, otherwise the independent variables that show a relationship at or in excess of 0.80 may be suspected of exhibiting multicollinearity. The highest coefficient of correlation is 0.704 of creative teaching and teachers' attitude, which is below the cut – off of 0.80 for the collinearity problem. As a result, there is a positive significant relationship between independent variables and dependent variables. While, the independent variables (creative thinking, creative learning, creative teaching, teachers' attitude and teachers' commitment) are influence positively through dependent variables (students' proficiency).

Table 4.6
Correlations Matrix of the Teachers' Creativity and Commitment and Students' Proficiency

		Creative Thinking	Creative Learning	Creative Teaching	Teachers' Attitude	Teachers' Commitment
Creative Thinking	Pearson Correlation Sig.					
Creative Learning	Pearson Correlation Sig.	0.620** 0.000				
Creative Teaching	Pearson Correlation Sig.	0.689** 0.000	0.689** 0.000			
Teachers' Attitude	Pearson Correlation Sig.	0.671** 0.000	0.704** 0.000	0.671** 0.000		
Teachers' Commitment	Pearson Correlation Sig.	0.599** 0.000	0.603** 0.000	0.592** 0.000	0.603** 0.000	
Students' Proficiency	Pearson Correlation Sig.	0.652** 0.000	0.590** 0.000	0.671** 0.000	0.635** 0.000	0.585** 0.000

**** Correlation is significant at the 0.01 level (1 – tailed)**
N=310

The results show that dependent variable – students' proficiency is most highly correlated with creative thinking and creative teaching, with correlation coefficient of 0.652 and 0.671. This shows that creative thinking and creative teaching are perceived as a dominant for students' proficiency. Teachers should be creative in their teaching materials to make sure the students can develop their proficiency of the English language. Creative thinking is also very important among teachers to make sure they can carry out new lessons and creative activities in their daily teaching. The significant results show

positive relationship between independent and dependent variables. This can increase the level of students' proficiency. Therefore, higher students' proficiency of the English language is also related with higher creative thinking, creative learning, creative teaching, teachers' attitude and teachers' commitment.

4.3.2 Factor Analysis

The factor analysis in Table 4.7 (refer the Appendix 5: Factor Analysis) displays correlation coefficients, total of variance, KMO and Bartlett's Test and significant between the five independent variables (creative thinking, creative learning, creative teaching, teachers' attitude and teachers' commitment) and the dependent variable (students' proficiency). Moreover, the determinant of this matrix and this option is vital for testing for multicollinearity or singularity. The determinant of the R-matrix should be greater than 0.00001; if it is less than this value then look through the correlation matrix for variables that correlate very highly ($R > .8$) and consider eliminating one of the variables or more depending on the extent of the problem before proceeding (Field, 2005).

From Table 4.7, there are significant correlations matrix between all the independent variables (creative thinking, creative learning, creative teaching, teachers' attitude and teachers' commitment) and dependent variable (students' proficiency), where all determinant of the correlation matrix are greater than 0.00001. The greater determinant of correlation matrix is 0.0007369 and its value is 7.369E-04 of creative teaching. As a result, there is a greater value between independent variables and dependent variables. While, the independent variables (creative thinking, creative learning, creative teaching, teachers' attitude and teachers' commitment) show good and great values because the values between 0.7 and 0.8 are good if the values between 0.9 above are superb so the independent variables show good values which is 0.7 above

through dependent variables (students' proficiency) that is 0.945, hence we should be confident that factor analysis is suitable for these data.

Table 4.7
Summary of Factor Analysis of the Teachers' Creativity, Attitude and Commitment on Students' Proficiency

Variables	Determinant of Correlation Matrix	KMO and Bartlett's Test	Sig.
Students' Proficiency	0.0005493	0.945	0.000
Creative Thinking	0.01539	0.859	0.000
Creative Learning	0.01229	0.861	0.000
Creative Teaching	0.0007369	0.836	0.000
Teachers' Attitude	0.001515	0.805	0.000
Teachers' Commitment	0.01517	0.747	0.000
N = 310			

The results show that dependent variable – students' proficiency is mostly great values with creative thinking, creative teaching and creative learning, with KMO and Bartlett's test of 0.859, 0.836 and 0.861. So, the value of KMO test should be greater than $p > 0.5$ if the sample is adequate. According to Kaiser (1974) the accepting value should be greater than 0.5 as acceptable (value below should lead you to either collect more data or rethink which variables to include). This shows that creative thinking, creative teaching and creative learning are perceived as a dominant for students' proficiency. Teachers should be creative in their teaching and learning materials to make sure the students can develop their proficiency of the English language. Creative thinking is also very important among teachers to make sure they can carry out new lessons, strategies and creative activities in their daily teaching. The significant results show positive relationship between independent and dependent variables. This can increase the level of students' proficiency if creative thinking, creative learning, creative teaching and teachers' attitude concern by all teachers. They can increase their creativity, attitude and

commitment if they are willing to attend training or workshop which can make them to learn more about the teaching strategies.

4.3.3 Simple Regression Analysis

Table 4.8
Summary of Simple Regression Analysis of the Teachers' Creativity, Attitude and Commitment on Students' Proficiency

Model	Adjusted R ²	F	B	t-value	Sig.
1 (Creative Thinking and Students' Proficiency)	0.76	239.40	2.20	38.65	0.000
2 (Creative Learning and Students' Proficiency)	0.61	120.86	1.71	0.18	0.000
3 (Creative Teaching and Students' Proficiency)	0.60	116.79	0.79	2.26	0.000
4 (Teachers' Attitude and Students' Proficiency)	0.68	162.42	0.85	0.16	0.000
5 (Teachers' Commitment and Students' Proficiency)	0.69	166.78	0.89	-2.593	0.000

N = 310

From Table 4.8, there are significant results of simple regression analysis of creativity dimensions (creative thinking, creative learning, creative teaching, and teachers' attitude), commitment and students' proficiency. Creative thinking positively influences students' proficiency, which explained 86.3% of the variation in students' proficiency and B – value is 2.20. Creative teaching is the lowest dimension of teachers' creativity that positively influences students' proficiency, which explained 94.4% of the variation in students' proficiency and B – value is 0.89. So, F – test for this study is significant because it is the significance test for R², when there is only one predictor variable is equivalent to simple test of correlation between independent variables

(creative thinking, creative learning, creative teaching, teachers' attitude and teachers' commitment) and dependent variable (students' proficiency).

4.3.4 Multiple Simultaneous Regression Analysis

From Table 4.9, the results shows multiple simultaneous regression analysis, where all independent variables (creative thinking, creative learning, creative teaching, teacher's attitude and teacher's commitment) against dependent variable (students' proficiency). This analysis was conducted to predict the percentage of dependent variable, where independent variables are entered simultaneously. The overall variance (students' proficiency) was explained by the independent variables (creative thinking, creative learning, creative teaching, and teacher's attitude and teacher's commitment) is 88.95%. Creative thinking ($B = 0.42$, $t - \text{value} = 6.18$) and creative learning ($B = 0.47$, $t - \text{value} = 7.42$) are significantly and positively influence students' proficiency. However, all independent variables show significantly results towards dependent variable.

Table 4.9
Summary of Multiple Simultaneous Regression Analysis

Overall Model			
Variables	B	t-value	Sig.
(Constant)	30.19	2.00	0.00
Creative Thinking	0.42	6.18	0.00
Creative Learning	0.47	7.42	0.00
Creative Teaching	0.42	4.61	0.00
Teacher's Attitude	0.21	1.06	0.00
Teacher's Commitment	0.40	5.23	0.00
Adjusted R²	0.67		
F – Value	164.74		
Significant	0.00		

N=310

From Table 4.10, the results of multiple simultaneous regression analysis is also indicate as a non-multicollinearity problem, wherever the multicollinearity statistics show that the tolerances for all elements of students' proficiency are greater than 0.1 and the

variation inflation factors (VIF) for all independent variables are less than 10 (Hair, et. al., 1998; O'Brien, 2007).

Table 4.10
Summary of Collinearity Statistics of Multiple Simultaneous Regression Analysis

Variables	Tolerance	VIF
Creative Thinking	0.14	7.27
Creative Learning	0.21	5.52
Creative Teaching	0.17	9.20
Teacher's Attitude	0.11	8.27
Teacher's Commitment	0.18	5.57

N= 310

4.3.5 Interviewees' Response

There are three selected respondents who are involved in this survey questions. Each of them answered according to their opinion and they held high position in the school such as Centre Coordinator and Assistant Head of English Department. There are four interview questions that should be answered by the respondents.

1. Do you think teachers' creativity can increase the students' proficiency?

The description of teachers' creativity is an ability to generate new ideas and art facts to increase the students' mentality (students' thinking). So, creative teachers' often may look deceptively ordinary or outright strange (Vasta, 1999). By screening everyday lessons from other perspectives teachers' perspective, they can gain new insights on how to develop different and often innovative ways to teach. Sharing other expertise or knowledge also can develop the teachers' creativity, while it increases the students' proficiency of the English language. These respondents state their agreement with relevant opinion:-

Centre Coordinator: Mrs. Jane Das

According to Mrs. Jane Das, she agreed that teachers' should be creative in their teaching because when a teacher is creative, she or he will look for ways and strategies to make his or her lessons interesting and enjoyable. For this to take place she or he must inject some fun activities in their lessons to make sure the students never feel bored and they can show their interest to learn more, while the students can increase their proficiency of the English language. For instance, speaking activities (small group conversation) can increase the students' speaking skills and they can speak fluently if we practice them to communicate with each other by assigning simple topic or asking them to make simple sentences.

Assistant Head of English Department 1: Ms. Susan Lee Yan Ping

According to Ms. Susan, she agreed that teachers should be creative to stimulate students' interest and captivate their attention to make sure they can follow the lessons and increase their level of proficiency of the English language. Only thus, the students will try to activate their pre-knowledge to interact therefore increase the students' proficiency of the English language in the long term.

Assistant Head of English Department 2: Ms. Jenny Lau Mee Shieng

According to Ms. Jenny, she agreed to the questions that teachers' creativity should be concerned to increase the students' proficiency of the English language because teachers' creativity can inspire and motivate the students' interest in their studies.

2. What is your opinion about teachers' commitment towards students' proficiency?

Teachers should be committed in their work by finding time to share the ideas and beat into the expertise and the creativity of others because they can carry out new lessons every day with the students to make sure the students always learn different skills and knowledge. Teachers' commitment is very important towards students' proficiency because teachers' have to be a certain level of emotional attachment to some aspect of teaching for teachers to be committed to their work, however teacher commitment as taking responsibility for imparting a body of knowledge to develop the students' proficiency.

Centre Coordinator: Mrs. Jane Das

Mrs. Jane Das's opinion is the teachers should make it a point to achieve a certain level of proficiency in their students. It does not necessarily they need to be 100% but at least a level of 60 – 80% should suffice to develop the students' proficiency.

Assistant Head of English Department 1: Ms. Susan Lee Yan Ping

Ms. Susan Lee stated that teachers' commitment is of paramount importance as this will be interpreted into commitment from the students. Students will normally react in equal proportions to their teachers.

Assistant Head of English Department 2: Mrs. Jenny Lau Mee Shieng

According to Mrs. Jenny, she stated that if teachers are committed to students' proficiency, the teachers are responsible and they are most likely to spend extra time and effort in teaching their students, while teachers who take their teaching career as only a job may not do so because of their personal reasons.

3. Do you think workshop or training can increase teachers' creativity and commitment?

Training or workshop is very important among teachers to increase their creativity and commitment. Training is usually used to reduce errors and to improve productivity and safety for the teachers to develop their work commitment. So, training or workshop is to train teachers to be more confident in their tasks that consequences in fewer mistakes, reduced rework and thus, higher productivity. This is a study of the teacher's perceptions in reflects of their commitment towards the training commitment that is provided by the organizations. The stronger commitment from the teachers is by attending conferences or seminars, or returning to school for a graduate course, or a willingness to work on a research project which can increase their creativity. Most training programmes are offered to fulfill the expectation of the teacher's needs because most of the training programmes are practical and relate to the actual problems arise in the work environment, so the teachers are able to test out the techniques which they have learned from the training programmes in their work tasks to develop their creativity and commitment towards students' proficiency of the English language. (Saiyadain, 1994).

Centre Coordinator: Mrs. Jane Das

Mrs. Jane Das agreed that workshop or training can increase the teachers' creativity and commitment. She mentioned that teachers can expose to ideas from others which they can use in their teaching lessons through workshops or training. So, workshops and trainings will also help the teachers who are less creative to acquire the techniques, strategies and ideas while applying them in their classroom.

Assistant Head of English Department 1: Ms. Susan Lee Yan Ping

Ms. Susan explained that relevant workshop or training can definitely improve the teachers' creativity if the teachers are really committed towards training. The teachers' commitment is the reflection of their professionalism. For a teacher to be committed, he or she needs to be totally interested in teaching line as the rewards reaped are normally non-monetary.

Assistant Head of English Department 2: Mrs. Jenny Lau Mee Shieng

According to Mrs. Jenny, she strongly agrees with this question because workshops or training is supposed to empower to the teachers who are inexperienced in terms of teaching skills so that teachers can be adequate and confident when they started to teach their lessons to the students. However, it depends on teachers whether they want to be committed or not.

4. Apart from speaking or reading, what other opinions or ideas you have that could increase students' proficiency of the English language?

Apart from speaking or reading, writing is one of the components that students should learn and implement in their daily life. So, teaching people to write is one of the chronic problems of American education, right next to teaching them to think, a closely related but even more problematic. The researcher further contends that periodically educators,

employers, and others in this country become aroused about writing performance of students. (White, 1994).

Centre Coordinator: Mrs. Jane Das

Mrs. Jane Das mentioned that apart from speaking and reading, students' proficiency of the English language can increase through listening activities and writing activities which can improve the students' skills. Proficiency of the English language can also increase non-academic classes such as Art classes and Physical Educator classes if they are conducted all the lessons in English.

Assistant Head of English Department 1: Ms. Susan Lee Yan Ping

She stated that the reading habit can be instilled in students through a gradual and subtle introduction to reading materials. However, proficiency in speaking can be enhanced through natural assimilation by being exposed to a favorable environment.

Assistant Head of English Department 2: Mrs. Jenny Lau Mee Shieng

Mrs. Jenny Lau stated that writing and listening can be apart of students' proficiency of the English language. She also mentioned that writing activities can increase students' proficiency. Personal writing, creative writing, and analytical writing are some of the activities to improve students' proficiency and students' creativity.

4.4 Summary of Research Results

The overall objective of this study is to examine the influence of four scopes of creativity (creative thinking, creative learning, creative teaching, and teachers' attitude) and teachers' commitment on students' proficiency. In addition, the purpose of this study is to analyze the teachers' commitment towards training in relation to students' proficiency.

The results of correlation statistics of this study reveal that teachers' perceptions towards the four scopes of creativity (creative thinking, creative learning, creative teaching, and teachers' attitude) and teachers' commitment are significantly influencing students' proficiency.

The results of reliability analysis of this study indicate that teachers' commitment towards training is perceived as dominant scopes of training because there is a strong relationship with students' proficiency. The consistency of teachers' commitment towards training indicates 0.956 as reliable results because teachers are really committed and agree to have training or workshop to develop their creativity. So, the top management should encourage the teachers' to involve in an appropriate training to make sure they can conduct their daily teaching by using the training techniques.

Teachers' commitment is also found to have significant influence towards students' proficiency of the English language. According to Day, 2004; Elliott & Crosswell, 2001; Fried, 1995; Nias, 1996, teaching is complex and demanding work and there is a daily need for teachers to fully engage in that work with not only their heads, but also their hearts. Furthermore, aspects of teachers' commitment such as with or without morale encouragement (e.g. public commendation), with or without material encouragement (e.g. cash rewards), teaching meets the students' needs and analyze the

tune of the best mental and physical conditions for teaching appear to influence students' proficiency.

The simple regression analysis also show better results from the three dimensions of creativity, attitude and commitment (creative thinking, creative learning, creative teaching, teacher's attitude and teacher's commitment) are positively and significantly influence students' proficiency.. The results of multiple simultaneous regression analysis indicate that teachers' creativity, attitude and commitment towards students' proficiency was perceived as a dominant dimension because there is a strong association with students' proficiency.

Other than that, interviewees' response is also very good because they stated their opinion and strongly agree with the questions. From this survey questions, the result has strongly show significant and positive relationship between teachers' creativity, attitude and commitment on the students' proficiency of the English language. So, four components are very important to measure the students' proficiency which is writing, reading, speaking and listening. The teachers should be creative and committed to their teaching material to make sure the students can increase their level of proficiency.