

CHAPTER 5

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The reason of this study is to examine the influence of teachers' creativity, attitude and commitment on students' proficiency of the English language and to review the teachers' commitment towards training in organization, which is reflected to teacher's creativity, attitude and commitment on students' proficiency. As affirmed in the first chapter, this study should be able to contribute to the existing literatures and also to analyze the commitment of teachers towards training given to the teachers. This chapter comprises three sections: (1) the first section provides discussions of the overall research results based on previous chapter, (2) the second section provides conclusion for overall study of the influence of teachers' creativity, attitude and commitment on the students' proficiency of the English language, and (3) the third section addresses recommendation which can be used for future research in reflects of this study.

5.1 Discussions of the Overall Research Results

From Table 5.1, the results can be summarized that if the teachers' creativity scopes are acted individually, (creative thinking, creative learning, creative teaching, and teachers' attitude) and teachers' commitment are strong, positive and significant then they can influence the students' proficiency of the English language. Therefore, if all of the teachers' creativity scopes and commitment are taken into consideration, then all of them are strongly, positively and significantly influencing the students' proficiency.

Table 5.1**Summary of Research Results for “The Influence of Teachers’ Creativity, Attitude and Commitment on Students’ Proficiency of the English Language.”**

Hypothesis	Findings
H₁: Teachers’ creative thinking positively influences students’ English language proficiency.	Supported
H₂: Teachers’ creative learning positively influences students’ English language proficiency.	Supported
H₃: Teachers’ creative teaching positively influences students’ English language proficiency.	Supported
H₄: Teachers’ attitude positively influences students’ English language proficiency.	Supported
H₅: Teachers’ commitment positively influences students’ English language proficiency.	Supported

The questionnaire provides useful perspective about the influence of teachers’ creativity, attitude and commitment on students’ proficiency of the English language in the school. It also shows the importance of teachers’ commitment towards training to increase the students’ creativity and proficiency. It is evident that the importance of training is attached to teachers’ commitment and performance, which the findings indicate teachers who received training in relation to their work tasks are able to perform adequately, to be committed to the responsibility of work tasks and also able to teach and think creatively to improve the students’ proficiency of the English language. The findings of this study indicate that Malaysian teachers do appreciate training which is given and developed by the organizations in reflects of their work commitment and

performance. So, this section presents the discussion for research analyses which are resulting from the descriptive statistics, the reliability analysis and the correlation statistics.

5.1.1 Results of Descriptive Statistics

The outcomes show that respondents are moderately agreed with creative thinking which influences the students' proficiency. The mean of creative thinking is 13.67 and this variable significantly influences the students' proficiency. Creative thinking is one of the independent variables that concerns to measure students' proficiency because creative thinking plays a major role for the teachers to think creative in their daily teaching. According to Vincent Ruggiero (1984), thinking is a mental activity that helps to create or solve a problem, make a decision, or fulfill a desire to understand. It is a searching for answers, and a reaching for meaning.

Creative learning is also analyzed to indicate whether it can positively influence the students' proficiency or not. Fortunately, creative learning shows a positive significant towards students' proficiency because teachers need creative learning to make sure they can exchange their ideas and opinion with other teachers. By sharing and exchanging the ideas, teachers can come out with new strategies to teach them. The mean of creative learning is 17.13 and other results such as standard deviation and reliability (see also Appendix 3: Descriptive Analysis and Reliability Analysis).

Other than that, creative teaching is also concerned in this study because it is a part of independent variable to measure the students' proficiency. 17.03 is a mean of creative teaching, so it refers to teaching that results from the teacher's creativity. It is not to teaching which is intended to develop and improve the learner's creativity. In this study, creative teaching refer to the teachers who are utilizing their own creativity to develop a systematic teaching solutions, adopt a suitable teaching techniques, and change

teaching methods or strategies and arrange the reasonable effective teaching activities while teaching. (Jon-Chao Hong, Jeou-Shyan Horng, Shih-Hui Chang, Lih-Juan Lin, Hui-Chuan Chu) – Professor of Taiwan.

Teachers' attitude is an important part to analyze whether the teachers can embark on self-learning and exploration of creativity. In this study, respondents are moderately agreed with the items in teachers' attitude because they should be confident on their own creative teaching and ability in solving problems. So, the mean of teachers' attitude is 16.87, which show a positive influence on students' proficiency in the correlation results.

In addition, teachers' commitment in teaching should be increased to make sure they can develop their creativity in teaching. The results show $M = 16.95$ for teachers' commitment. Teacher commitment is a highly personal way of viewing the self and its relationship to the education. According to Fraser, Draper & Taylor, 1998; Huberman, 1993, this study was intended for teachers with extended periods of teaching due to the concern about teachers' commitment levels changing over the course of teachers' careers.

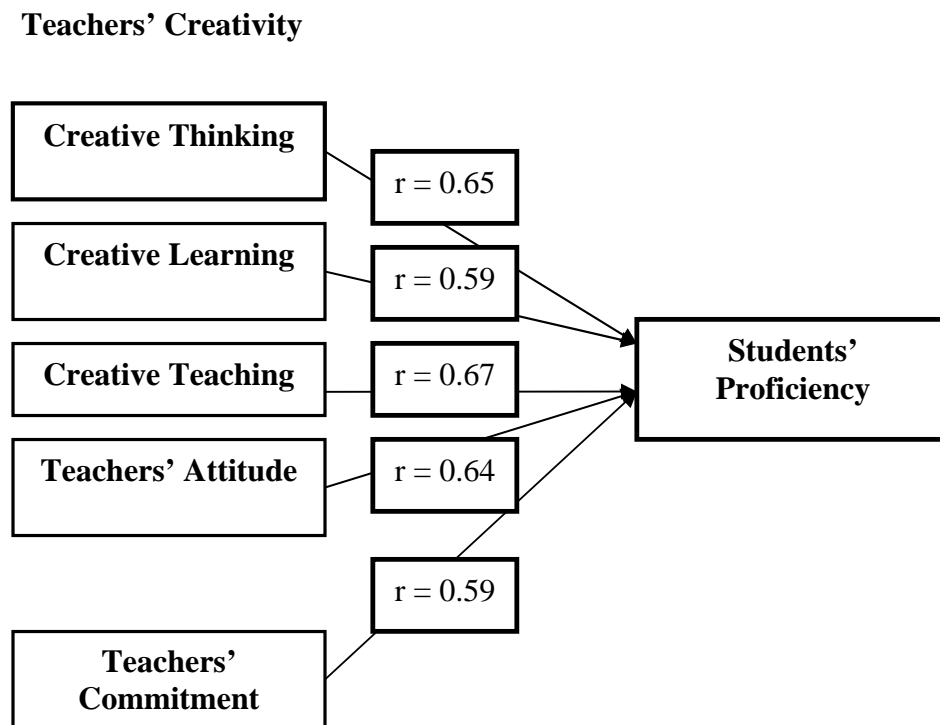
The results show that respondents moderately agreed that they as teachers are committed towards training when they are able to learn and obtain inputs from other participants in reflects of their work tasks. Besides that, most of training programmes are practical; therefore they are able to test out new training techniques and strategies in their work tasks. So, the mean of teachers' commitment towards training is 16.64 and the reliability is 0.956.

5.1.2 Results of Correlation Statistics

The results of hypotheses testing which analyzed through correlation analysis which shows a significantly and positively influence among dependent variables (students' proficiency). The results of this study provide some insight on the teachers' creativity (creative thinking, creative learning, creative teaching and teachers' attitude)

and commitment that influence the students' proficiency of the English language. The Pearson's correlation statistics report correlations between teachers' creativity (creative thinking, creative learning, creative teaching and teachers' attitude) and commitment and students' proficiency. The analysis of this study provides insight on the conceptual framework proposed in Chapter 2. Figure 5.1 demonstrates the conceptual framework for this study, which all four teachers' creativity dimensions and commitment are significantly influencing the students' proficiency of the English language.

Figure 5.1
The conceptual framework for the final model of “The Influence of Teachers’ Creativity, Attitude and Commitment on Students’ Proficiency of the English Language”.



(Design and Style of Measurements - Source: Hasniza Binti Hamidun (2003 & July 2009)).

The results show the positive and significant correlation between teachers' creativity (creative thinking, creative learning, creative teaching, and teachers' attitude) and teachers' commitment on students' proficiency of the English language. So, creative

thinking is the first extent of teachers' creativity that show positively and significantly correlate to students' proficiency of the English language, with $r = 0.65$. Then, the positive and significant correlation between creative learning and students' proficiency consistent with $r = 0.59$. Creative teaching is one of the dimensions of teachers' creativity that positively and significantly correlates to students' proficiency, with $r = 0.67$. Other than that, teachers' attitudes towards creativity is also included as independent variables which is positively and significantly correlates to dependent variables (students' proficiency) of the English language, with $r = 0.64$ and followed by teachers' commitment with $r = 0.59$ that positively influence students' proficiency.

Table 5.2
Summary of Findings of the Study Objectives

Study Objectives	Findings
To examine the relationship between teachers' creativity and students' English language proficiency.	Achieved
To determine the relationship between teachers' attitude and students' English language proficiency.	Achieved
To investigate the relationship between teachers' commitment and students' English language proficiency.	Achieved

Teachers are committed to attend and participate in training or workshop because they are able to achieve their own personal objectives. (Ooi and Arumugam, 2006 & Karia, 1999). The commitment that is being existed by teachers is positively related to students' proficiency with correlation coefficient is 0.59. Malaysian teachers are committed to attend and involve in training. This reflects their teaching commitment because they are able to learn and share new skills and knowledge, which acquire from

other teachers from different school. So, with new skills and knowledge gained from training, teachers are able to practice in their daily teaching.

Teachers' commitment towards training is positively influencing students' proficiency because they have implemented whatever they learned from training in their daily teaching. 166 respondents (53.5%) moderately agree that most of the training programs are able to fulfill their expectation of needs and it is useful for them to conduct the lessons in a proper way. So, teachers' commitment is very important in teaching and training because it can develop their capability in the work task and commitment on students' proficiency, with correlation coefficient is 0.59.

In addition, training is also very important to all employees to determine what knowledge, skills or abilities are necessary for teachers to be committed in classroom and to perform well in their work tasks. Teachers' who attended and involved in training, able to know the purpose of the training in order for them to achieve their goals in work tasks.

Professional training course such as 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 are provided by the management of school to make sure the teachers can increase their creative teaching and commitment. According to Day, 2000, teachers have to sustain their energy and enthusiasm for the work, so the teachers need to maintain their personal commitment to the job.

5.2 Conclusions of the Study

This study is developed to examine the influence of teachers' creative, attitude and commitment on students' proficiency of the English language, where teachers' creative contains four dimensions which are creative thinking, creative learning, creative teaching and teachers' attitudes towards training. According to the correlation analysis, teachers' creativity (creative thinking, creative learning, creative teaching and teachers' attitude towards training) and commitment have significant influence on students' proficiency of the English language. So, the findings of this study are considered achieved, because all of the objectives of this study are achieved (Table 5.2).

The outcomes of this study show that the most important reason for teachers to be creative in their teaching and their commitment to attend training or workshop is the needs of training for themselves – enrichment and able to maintain high performance and commitment in their work tasks and also in school. So, creative thinking, teaching and learning can be developed if the management of school can provide a prescribed training program which takes into account teachers existing skill levels and their goals that need to be achieved in their career.

Teachers are able to assess their creativity and commitment after they attend the training by looking at their capabilities in fully utilizes the knowledge and skills that are gained in training into their work tasks. So, creativity can improve if the teachers are really committed towards training because creativity is a term that is often used in education, but rarely defined. According to Amabile 1996; Feist 1998; Sternberg and Lubart 1999, creativity involves a combination of uniqueness and usefulness to create something which is very different than others. It can show how creative the person is. Hence, teachers' commitment in teaching and teachers' commitment towards training are

the most important dimensions to increase teachers' creativity, which reflects students' proficiency of the English language.

So, a good training program with a clear training objective and good informational contents can make teachers to think creatively and they can learn how to be creative if they are involved in an effective training program which will be useful in their daily teaching. However, it can also influence the teachers to attend and participate in the training. As a result, the best way to develop teachers' creativity and commitment is to let them be committed in training, which can influence their work commitment and performance in teaching. In addition, teachers can assess their understanding on new knowledge and skills into their work tasks.

This study is measured to make an input in developing the teachers' understanding by the development of a conceptual framework in order to see clearly the influence between the four dimensions of teachers' creativity (creative thinking, creative learning, creative teaching, teachers' attitude) and commitment on students' proficiency of the English language. (Figure 5.1).

5.3 Recommendations for Future Research

As a result of this study, teachers and students are likely to have a better understanding in knowing the importance of teachers' creativity, attitude and commitment on students' proficiency of the English language. So, the teachers should be aware that in their daily teaching they have to make sure they can come out with new knowledge and skills to develop their students' performance. Creativity is an inborn talent so commitment from teachers' towards training can develop their thinking ability easily; however they can share their opinion to the students in their daily teaching. From the findings of this study, some common problems were found among teachers and below are some recommendations:-

1. All teachers need to expose their innovation in general and thinking skills especially when they incorporate into the lessons through videos, workshop, talks, etc.
2. Continuous assessment and development should be carried out from time to time through observation and courses for the teachers.
3. Creativity competition or courses should be arranged for all teachers to make sure they participate and develop their self-enrichment.
4. Everyday and every time, teachers should carry out creative thinking lessons in the classroom through thinking activities (brain thinking games, Sudoku, Shakespeare's Hangman and Checkers games).

5.4 Chapter Summary

This study displays that creative thinking, creative learning, creative teaching, and teachers' attitude are the dimensions of teachers' creativity and commitment that influence students' proficiency of the English language. The results of the data analyses are discussed in this chapter thoroughly in order to see the relationship between independent variables (creative thinking, creative learning, creative teaching, teachers' attitude and commitment) and dependent variable (students' proficiency).

At the end of the discussion of the outcomes, this study comes out with the overall conclusion for the study, which can be used for better understanding of this topic, together with the existing literatures. In addition, recommendations are proposed in this study for consideration in future research, by looking the concept of teachers' creativity, attitude and commitment on students' proficiency of the English language that helps in private education.