



**GRADUATE SCHOOL OF BUSINESS  
FACULTY OF BUSINESS & ACCOUNTANCY  
UNIVERSITY OF MALAYA**

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## **Teachers' Creativity, Attitude and Commitment on Students' Proficiency of the English Language**

Dear Sir / Madam,

I am conducting a study on students' proficiency of the English language. The purpose of this research is to analyze the teachers' creativity, attitude and commitment and the level of students' proficiency of the English language. This study focuses on respondents who teach in private schools at Kuala Lumpur. This questionnaire is conducted as part of a research project, which shall be submitted in part completion of the Master of Business Administration from University of Malaya. Please be assured that all information will be treated with the **strictest confidentiality** and will be used for academic purposes only. It would be greatly appreciated if you could complete this survey. This survey will take not more than 10 minutes of your time.

Thank you for your co-operation and support.

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**Section A: General Creativity Issues**

**Instruction: Please indicate the degree of your agreement or disagreement with each statement by crossing (x) a number from 1 to 5 using the scale below: -**

1	2	3	4	5
Strongly Disagree	Moderately Disagree	Neutral	Moderately Agree	Strongly Agree

<b>General Creativity Issues</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Creativity can be applied to every domain of knowledge and every school subject.					
Creativity is a skill that can be applied in every domain of knowledge.					
Creativity is a fundamental skill to be developed in school.					
Creativity can be taught.					
Creativity can be assessed.					
Creativity is an inborn talent.					
Creativity is about finding connections between things that have not been connected before.					
Creativity is connected with idea sharing and idea support.					
Creativity is connected with image improvement.					
Creativity is connected with effectiveness and efficiency.					

**Section B: Creative Thinking**

**Instruction: Please indicate the degree of your opinion with each statement by crossing (x) a number from 1 to 5 using the scale below: -**

1	2	3	4	5
Always	Occasionally	Never	Seldom	Very often

<b>Teachers' responses towards creative thinking.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Do you practice creative thinking in the classroom?					
Do you hesitate to express your opinion in daily teaching?					
Do you teach thinking skills to your students?					
Do you carry out 'thinking' lessons in a different way to your students in daily teaching?					
Do you think that pupils seem to be more active in the classroom and enjoy themselves in the classroom because of the thinking lessons?					

**Section C: Creative Learning**

Instruction: Please indicate the degree of your opinion with each statement by crossing (x) a number from 1 to 5 using the scale below: -

1	2	3	4	5
Strongly Disagree	Moderately Disagree	Neutral	Moderately Agree	Strongly Agree

<b>Teachers' creative learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I believe I can learn valuable lessons from others' experiences and therefore often study benchmark cases for self-improvement.					
I enjoy using different channels and sources for learning.					
I use formal ways to help myself grow professionally, such as attending seminars and in-service training programs.					
I enjoy learning through new technologies and equipment to improve my teaching process.					

**Section D: Creative Teaching**

Instruction: Please indicate the degree of your opinion with each statement by crossing (x) a number from 1 to 5 using the scale below: -

1	2	3	4	5
Strongly Disagree	Moderately Disagree	Neutral	Moderately Agree	Strongly Agree

<b>Teachers' creative teaching</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
To help students learn effectively is what motivates me to implement creative teaching.					
To help students learn happily is what motivates me to implement creative teaching.					
I accept comments and suggestions about my creative teaching.					
I would do whatever I can to convince parents and supervisors to let me conduct creative teaching.					

**Section E: Teachers' Attitude**

Instruction: Please indicate the degree of your opinion with each statement by crossing (x) a number from 1 to 5 using the scale below: -

1	2	3	4	5
Strongly Disagree	Moderately Disagree	Neutral	Moderately Agree	Strongly Agree

<b>Teachers' Attitude</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Everyday objects and happenings often stimulate me to embark on self-learning and exploration of creativity.					
In the event of a situation, I often think about how to solve it first to make sure I can teach creatively.					
I am confident of my own creative teaching and my ability in solving problems.					
I like new things and would try out new functions and usages.					

**Section F: Teachers' Commitment**

Instruction: Please indicate the degree of your opinion with each statement by crossing (x) a number from 1 to 5 using the scale below: -

1	2	3	4	5
Strongly Disagree	Moderately Disagree	Neutral	Moderately Agree	Strongly Agree

<b>Teachers' Commitment</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
With or without moral encouragement (e.g. public commendation), I am still committed to the implementation of creative teaching.					
With or without material encouragement (e.g. cash rewards), I am still committed to the implementation of creative teaching.					
I always think about whether the teaching meets the students' needs and would seek improvement whenever I can.					
I would tune myself to the best mental and physical conditions for teaching.					

**Section G: Students' Proficiency**

**Instruction: Please indicate the degree of your opinion with each statement by crossing (x) a number from 1 to 5 using the scale below: -**

1	2	3	4	5
Strongly Disagree	Moderately Disagree	Neutral	Moderately Agree	Strongly Agree

Components	Measure the students proficiency	1	2	3	4	5
<b>Writing</b>	My student can respond to topics of personal interest and give simple formulated opinions about factual (and abstract) information.					
	My student makes errors in everyday vocabulary and grammar, but they do not hinder understanding.					
	My student is intelligible in spelling, punctuation, layout and consistent point of view.					
	My student has the ability to support, expand and conclude complex arguments.					
<b>Reading</b>	My student can scan for facts and details.					
	My student can follow lines of argument and identify main conclusions in argumentative texts.					
	My student can scan newspapers, articles and reports on a wide range of topics and decide what is relevant for further detailed reading.					
	My student is able to skim for general idea or gist.					
<b>Listening</b>	My student can process simple conversations.					
	My student is able to comprehend straightforward information and pick out main points of message.					
	My student is able to understand idioms and colloquial speech.					
	My student can understand standard pronunciation and clear speech.					
<b>Speaking</b>	My student is able to extract or understand the major points from conversations, and presentations.					
	My student is generally accurate, no significant errors and speech is fluent and effortless.					
	My student can tailor language to be appropriate in a wide range of contexts and situations.					
	My student can vary intonation and stress in order to express shades of meaning.					

**Section H: Teachers' Commitment towards Training**

**Instruction: Please indicate the degree of your opinion with each statement that represents training commitment by teachers' which provided by your organizations that reflects to your commitment by crossing (x) a number from 1 to 5 using the scale below: -**

1	2	3	4	5
Strongly Disagree	Moderately Disagree	Neutral	Moderately Agree	Strongly Agree

<b>Teachers' Commitment towards training</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Most training programs able to fulfill my expectation of needs.					
Most training programs are practical and are related to the actual problems at work.					
Most training programs able to obtain input from other participants.					
I am able to test out training techniques in my work so that the training objectives are achieved.					

### **Section I Respondent Background**

***Instruction: Please cross (x) the box that BEST describes yourself***

- Gender :  Male  Female
- Age:  21 – 25  26 – 30  31 – 35  36 – 40  
 41 – 45  46 – 50  51 and above
- Ethnic Group:  Malay  Chinese  Indian  Others
- Marital Status:  Single  Married  Divorced / Separated
- Education Level:  SPM  Diploma / A - Level  
 Degree / Professional Certificate  Post Graduate
- Years of service in your current organization:  Less than 2 years  2 to 5 years  
 6 to 10 years  More than 10 years
- How many years have you been teaching English:  Less than 2 years  2 to 5 years  
 6 to 10 years  More than 10 years
- Occupation:  Level Head of English Dept.  
 Assistant Level Head of English Dept.  
 Centre Coordinator of English Dept.  
 English Teacher
- Current Income Level:  Less than RM 2,000  RM 2,000 – RM 3,000  
 RM 3,001 – RM 4,000  RM 4,001 – RM 5,000  
 RM 5,001 – RM 6,000  More than RM 6,001
- What is the total number of hours you spend to teach English in an average work week?  2 hours or less  2- 3 hours  
 4- 5 hours  5- 6 hours  
 7 – 8 hours  9 hours

Professional Training course that you have attended.

- |   |   |
|---|---|
| <input type="checkbox"/> English grammar and rhetoric         | <input type="checkbox"/> Contrastive analysis between Chinese and English |
| <input type="checkbox"/> Teaching reading and writing         | <input type="checkbox"/> Teaching speaking and listening                  |
| <input type="checkbox"/> ESL training programme               | <input type="checkbox"/> Pragmatics and English teaching                  |
| <input type="checkbox"/> Drama in Children's English Teaching | <input type="checkbox"/> Nursery Rhymes and Songs                         |
| <input type="checkbox"/> Practicum on English Teaching        | <input type="checkbox"/> Others   |

**\*Cross more than one programme, if attended more than 1.**

Thank You for Your Time and Effort Participating in This Survey

## **Interview Questions**

### **Qualitative Method**

- 1. Do you think teachers' creativity can increase the students' proficiency?**
- 2. What is your opinion about teachers' commitment towards students' proficiency?**
- 3. Do you think workshop or training can increase teachers' creativity and commitment?**
- 4. Apart from speaking or reading, what other opinions or ideas you have that could increase students' proficiency of the English language.**



## Appendix 2: Descriptive Statistics - Respondents Profile

### Respondents Profile

1)

#### ETHNIC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malay	82	26.5	26.5	26.5
	Chinese	119	38.4	38.4	64.8
	Indian	90	29.0	29.0	93.9
	Others	19	6.1	6.1	100.0
	Total	310	100.0	100.0	

2)

#### GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	110	35.5	35.5	35.5
	Female	200	64.5	64.5	100.0
	Total	310	100.0	100.0	

3)

#### Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	150	47.9	48.4	48.4
	Married	155	49.5	50.0	98.4
	Divorced/Separate	5	1.6	1.6	100.0
	Total	310	100.0	100.0	

4)

**Occupation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Level Head	17	5.4	5.5	5.5
	Assistant Level Head	19	6.1	6.1	11.6
	Centre Coordinator	107	34.2	34.5	46.1
	English Teacher	167	53.4	53.9	100.0
	Total	310	100.0	100.0	

5)

**Education Level**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Degree/Professional certificate	291	93.0	93.9	93.9
	Diploma/A-Level	9	2.9	2.9	96.8
	Post Graduate	10	3.2	3.2	100.0
	Total	310	100.0	100.0	

6)

**Years of Service**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 2 years	101	32.3	32.6	32.6
	2-5 years	126	40.3	40.6	73.2
	6-10 years	63	20.1	20.3	93.5
	More than 10 years	20	6.4	6.5	100.0
	Total	310	100.0	100.0	

7)

**Years of Teaching English**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 2 years	105	33.5	33.9	33.9
	2-5 years	123	39.3	39.7	73.5
	6-10 years	63	20.1	20.3	93.9
	More than 10 years	19	6.1	6.1	100.0
	Total	310	100.0	100.0	

8)

**Hours of Teaching English**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4-5 hours	23	7.3	7.4	7.4
	5-6 hours	5	1.6	1.6	9.0
	7-8 hours	113	36.1	36.5	45.5
	More than 9 hours	169	54.0	54.5	100.0
	Total	310	100.0	100.0	

9)

**Income Level**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than RM2,000	103	32.9	33.2	33.2
	RM2,000 - RM 3,000	126	40.3	40.6	73.9
	RM3001-RM4,000	69	22.0	22.3	96.1
	RM4,001-RM5,000	10	3.2	3.2	99.4
	RM5,001-RM6,000	2	.6	.6	100.0
	Total	310	100.0	100.0	

10)

**Professional Training Course**

		English Grammar and Rhetoric	Teaching reading and writing	ESL Training Programme	Practicum on English Teaching	Contrastive analysis between Chinese and English	Teaching speaking and listening	Pragmatics and English Teaching	Others
N	Valid	139	189	228	30	97	218	5	9
Mean		1.50	1.52	1.53	1.50	1.51	1.51	1.60	1.56
Median		2.00	2.00	2.00	1.50	2.00	2.00	2.00	2.00
Mode		2	2	2	1 <sup>a</sup>	2	2	2	2
Std. Deviation		.50	.50	.50	.51	.50	.50	.55	.53
Sum		209	287	348	45	146	330	8	14

a. Multiple modes exist. The smallest value is shown

## Appendix 3: Descriptive Statistics and Scale Items – Variables

### 1) Summary of Descriptive Statistics and Reliability Analysis

#### General Creativity Issues

Variables	Mean	S.D.	Reliability
Domain of knowledge and every school subject	4.25	0.57	0.974
Skill that can be applied in every domain of knowledge	4.26	0.59	0.974
Fundamental skill	4.26	0.60	0.974
Taught	3.86	0.73	0.977
Assessed	3.82	0.79	0.976
Inborn talent	3.62	0.80	0.976
Finding connections	4.14	0.64	0.974
Idea sharing and idea support	4.26	0.69	0.974
Image improvement	4.24	0.66	0.973
Effectiveness and efficiency	4.31	0.68	0.974
N = 310			
Estimated reliability of scale = 0.977			

### 2) Summary of Descriptive Statistics and Reliability Analysis

Variables	Mean	S.D.	Reliability
Students' Proficiency	54.07	10.97	0.989
Creative Thinking	13.67	5.75	0.954
Creative Learning	17.13	2.55	0.950
Creative Teaching	17.04	2.57	0.980
Teachers' Attitude	16.87	2.54	0.971
Teachers' Commitment	16.95	2.34	0.934
Teachers' Commitment towards Training	16.64	2.97	0.956
N = 310			

**3) Summary of Descriptive Statistics of the Professional Training, Teachers' Commitment 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

#### 4) Dependent variable

Variables	Mean	S.D	A set of items	Reliability
<b>Students' Proficiency</b>			<b>16</b>	<b>0.989</b>
<b>Writing</b>				
<b>Personal interest and formulated opinion</b>	<b>3.31</b>	<b>0.57</b>		
<b>Errors in vocabulary and grammar</b>	<b>3.36</b>	<b>0.67</b>		
<b>Spelling, punctuation, layout and consistent point of view</b>	<b>3.45</b>	<b>0.68</b>		
<b>Support, expand and conclude arguments</b>	<b>3.34</b>	<b>0.66</b>		
<b>Reading</b>				
<b>Scan for facts and details</b>	<b>3.41</b>	<b>0.62</b>		
<b>Follow lines of argument and identify main conclusion in argumentative texts</b>	<b>3.37</b>	<b>0.69</b>		
<b>Scan newspapers, articles and reports</b>	<b>3.50</b>	<b>0.76</b>		
<b>Able to skim for general idea or gist</b>	<b>3.31</b>	<b>0.65</b>		
<b>Listening</b>				
<b>Process simple conversations</b>	<b>3.49</b>	<b>0.73</b>		
<b>Comprehend straightforward information and pick out main points</b>	<b>3.46</b>	<b>0.72</b>		
<b>Understand idioms and colloquial speech</b>	<b>3.34</b>	<b>0.69</b>		
<b>Standard pronunciation and clear speech</b>	<b>3.42</b>	<b>0.64</b>		
<b>Speaking</b>				
<b>Conversations and presentations</b>	<b>3.35</b>	<b>0.70</b>		
<b>Accurate, no errors and speech is fluent</b>	<b>3.40</b>	<b>0.72</b>		
<b>Language to be appropriate in contexts</b>	<b>3.27</b>	<b>0.73</b>		
<b>Vary intonation and stress</b>	<b>3.29</b>	<b>0.74</b>		
<b>N = 310</b>				

### 5) Independent variable

Variables	Mean	S.D	A set of items	Reliability
<b>Creative Thinking</b>			<b>5</b>	<b>0.954</b>
Practice creative thinking in the classroom	2.24	1.34		
Express opinion in daily teaching	2.54	1.01		
Teach thinking skills to your students	2.56	1.00		
Carry out thinking lessons in a different way	3.08	1.12		
More active and enjoy themselves	3.25	1.28		
<b>Creative Learning</b>			<b>4</b>	<b>0.950</b>
Learn valuable lesson and study benchmark cases	4.20	0.56		
Using different channels and sources	4.34	0.66		
Use formal ways to help to grow professionally	4.25	0.71		
New technologies and equipment	4.34	0.62		
<b>Creative Teaching</b>			<b>4</b>	<b>0.980</b>
Learn effectively	4.19	0.64		
Learn happily	4.26	0.64		
Accept comments and suggestions	4.29	0.64		
Convince parents and supervisors	4.30	0.65		
<b>Teachers' Attitude</b>			<b>4</b>	<b>0.971</b>
Embark on self-learning and exploration	4.15	0.62		
To solve in the event of a situation to teach creatively	4.23	0.67		
Confident of own creative teaching and solving problem	4.24	0.62		
New things and try out new functions and Usages	4.25	0.63		
<b>Teachers' Commitment</b>			<b>4</b>	<b>0.934</b>
Committed to the implementation (with/without morale encouragement)	4.12	0.53		
Committed to the implementation (with/without material encouragement)	4.15	0.62		
Teaching meets the students' needs	4.35	0.61		
Best mental and physical conditions	4.33	0.58		
<b>Teachers' Commitment towards Training</b>			<b>4</b>	<b>0.956</b>
Fulfill expectation of needs	4.10	0.74		
Practical and related to the actual problems	4.18	0.74		
Obtain input from other participants	4.17	0.78		
Test out training techniques	4.19	0.71		
<b>N = 310</b>				

## Appendix 4: Correlation Statistics

### Students' Proficiency with Independent Variables

		Students' Proficiency	Creative Thinking	Creative Learning	Creative Teaching	Teachers' Attitude	Teachers' Commitment
Students' Proficiency	Pearson Correlation Sig. (1 – tailed) N	1  310	0.652**  0.000 310	0.590**  0.000 310	0.671**  0.000 310	0.635**  0.000 310	0.585**  0.000 310
Creative Thinking	Pearson Correlation Sig. (1 - tailed) N	0.652**  0.000 310	1  310	0.620**  0.000 310	0.704**  0.000 310	0.671**  0.000 310	0.599**  0.000 310
Creative Learning	Pearson Correlation Sig. (1 – tailed) N	0.590**  0.000 310	0.620**  0.000 310	1  310	0.689**  0.000 310	0.704**  0.000 310	0.603**  0.000 310
Creative Teaching	Pearson Correlation Sig. (1 – tailed) N	0.671**  0.000 310	0.704**  0.000 310	0.689**  0.000 310	1  310	0.671**  0.000 310	0.592**  0.000 310
Teachers' Attitude	Pearson Correlation Sig. (1 – tailed) N	0.635**  0.000 310	0.671**  0.000 310	0.704**  0.000 310	0.671**  0.000 310	1  310	0.603**  0.000 310
Teachers' Commitment	Pearson Correlation Sig. (1 – tailed) N	0.585**  0.000 310	0.599**  0.000 310	0.603**  0.000 310	0.592**  0.000 310	0.603**  0.000 310	1  310

**\*\* Correlation is significant at the 0.01 level (1 – tailed)**



## Appendix 5: Factor Analysis

### Students' Proficiency with Independent Variables

#### 1) Summary of Factor Analysis

Variables	Correlation coefficient	% of Variance	KMO and Bartlett's Test	Sig.
Students' Proficiency	0.0005493	85.894	0.945	0.000
Creative Thinking	0.01539	86.289	0.859	0.000
Creative Learning	0.01229	87.436	0.861	0.000
Creative Teaching	0.0007369	94.407	0.836	0.000
Teachers' Attitude	0.001515	92.134	0.805	0.000
Teachers' Commitment	0.01517	84.460	0.747	0.000
N = 310				

#### 2) KMO and Bartlett's Test for Students' Proficiency

##### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.945
Bartlett's Test of Sphericity	Approx. Chi-Square	9943.607
	df	120
	Sig.	.000

#### 3) KMO and Bartlett's Test for Independent Variables

##### Creative Thinking

##### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.859
Bartlett's Test of Sphericity	Approx. Chi-Square	1280.796
	df	6
	Sig.	.000

## Creative Learning

### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.861
Bartlett's Test of Sphericity	Approx. Chi-Square	1349.717
	df	6
	Sig.	.000

## Creative Teaching

### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.836
Bartlett's Test of Sphericity	Approx. Chi-Square	2213.202
	df	6
	Sig.	.000

## Teachers' Attitude

### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.805
Bartlett's Test of Sphericity	Approx. Chi-Square	1992.033
	df	6
	Sig.	.000

## Teachers' Commitment

### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.747
Bartlett's Test of Sphericity	Approx. Chi-Square	1285.075
	df	6
	Sig.	.000

### 3) Results of Factor Extraction (Dependent Variables)

Variables	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
<b>Students' Proficiency</b>						
<b>Writing</b>						
Personal interest and formulated opinion	13.743	85.894	85.894	13.743	85.894	85.894
Errors in vocabulary and grammar	0.563	3.521	89.415			
Spelling, punctuation, layout and consistent point of view	0.463	2.894	92.310			
Support, expand and conclude arguments	0.250	1.563	93.873			
<b>Reading</b>						
Scan for facts and details	0.194	1.216	95.088			
Follow lines of argument and identify main conclusion in argumentative texts	0.179	1.121	96.209			
Scan newspapers, articles and reports	0.108	0.675	96.885			
Able to skim for general idea or gist	9.450E-02	0.591	97.475			
<b>Listening</b>						
Process simple conversations	8.450E-02	0.537	98.012			
Comprehend straightforward information and pick out main points	8.301E-02	0.519	98.531			
Understand idioms and colloquial speech	6.211E-02	0.388	98.919			
Standard pronunciation and clear speech	4.799E-02	0.300	99.219			
<b>Speaking</b>						
Conversations and presentations	4.237E-02	0.265	99.484			
Accurate, no errors and speech is fluent	3.612E-02	0.226	99.710			
Language to be appropriate in contexts	2.640E-02	0.165	99.875			
Vary intonation and stress	2.001E-02	0.125	100.000			
N = 310						
Extraction Method: Principal Component Analysis						

#### 4) Results of Factor Extraction (Independent Variables)

Variables	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
<b>Independent Variables</b>						
<b>Creative Thinking</b>				<b>3.452</b>	<b>86.289</b>	<b>86.289</b>
Practice creative thinking in the classroom	3.452	86.289	86.289			
Express opinion in daily teaching	0.307	7.668	93.957			
Teach thinking skills to your students	0.129	3.236	97.193			
Carry out thinking lessons in a different way	0.112	2.807	100.000			
<b>Creative Learning</b>						
Learn valuable lesson and study benchmark cases	3.497	87.436	87.436	3.497	87.436	87.436
Using different channels and sources	0.259	6.484	93.921			
Use formal ways to help to grow professionally	0.157	3.918	97.838			
New technologies and equipment	8.647E-02	2.162	100.000			
<b>Creative Teaching</b>						
Learn effectively	3.776	94.407	94.407	3.776	94.407	94.407
Learn happily	0.145	3.625	98.032			
Accept comments and suggestions	5.362E-02	1.341	99.373			
Convince parents and supervisors	2.510E-02	0.627	100.000			
<b>Teachers' Attitude</b>						
Embark on self-learning and exploration	3.685	92.134	92.134	3.685	92.134	92.134
To solve in the event of a situation to teach creatively	0.203	5.084	97.218			
Confident of own creative teaching and solving problem	8.842E-02	2.210	99.428			
New things and try out new functions and usages	2.286E-02	0.572	100.000			
<b>Teachers' Commitment</b>						
Committed to the implementation (with/without morale encouragement)	3.378	84.460	84.460	3.378	84.460	84.460
Committed to the implementation (with/without material encouragement)	0.405	10.133	94.593			
Teaching meets the students' needs	0.133	3.322	97.915			
Best mental and physical conditions	8.340E-02	2.085	100.000			
<b>N = 310</b>						
<b>Extraction Method: Principal Component Analysis</b>						