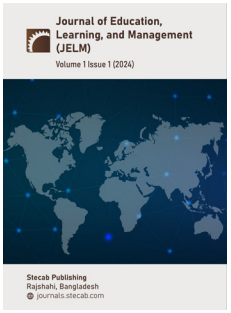

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Research Article

An Investigation of the Determinants of Creative Attitude Among Students in University of Agriculture, Faisalabad

*[1]Shahida Parveen, [1]Naina Nasir, [1]Umm-e-Habiba, [1]Jamil Haider, [1]Nosheen Naz

About Article

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About Author

[1] Institute of Agriculture Extension, Education and Rural development, University of Agriculture, Faisalabad, Pakistan

Contact @ Shahida Parveen
shahidakambooh786@gmail.com

ABSTRACT

Creative thinking was listed among the skills that are required for upcoming graduating students' entry-level careers which become more important to global industries. Due to the importance of this concept, the need to investigate undergraduate students' creative thinking has been rising. This article presents an overview of influential factors on undergraduate students' creative thinking. The influential factors were reviewed in two main aspects – contextual and individual levels. Special talents and intellectual abilities of students are characterized by diverse development dynamics. Abilities, in contrast to overall intelligence, reveal themselves in the early stages of development and are characterized by an individual rhythm, without being subject to specific phases of development. The main objective of this research is to investigate the determinants of creativity towards learning and examine the factors influencing student's reactivity, exam the role of teaching methodologies and learning environment in creative attitude development among students. The study was conducted in the district Faisalabad. Total sample size of this study was 160 students calculated through **www.surveysystem.com**. Using a proportional sampling 132 students from IAEERD and 28 students from institute of resource economics. Overall results showed that majorities (54.16%) of respondents were in middle age group and (14.16%) respondents between 21-30 years, majorities (55.83%) of the respondents were male and (44.16%) were female. From the student (48.33%) of respondents were studied in BSc Hons and (25.83%) respondents were studied in MSc Hons. While (18.83%) were studied in M.Phil.It is recommended that teachers duty and responsibility to involve students in practical sessions and training workshops and other learning activities. Students elaborating ideas and engaged them self in creative type work and assignments for learning. Creative activities help students reveal their creativity to write and produce as well as giving students ample chances to explore and understand value of writing.

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1. INTRODUCTION

Creative attitude is develop by students from thought and feelings, thoughts and impressions on the outside world by using imagination in an original, unusual, free and authentic way (Aboud, 2020). Studies defined creative writing as a way for writers to communicate their thoughts and feelings creatively in their own way (Annals, 2016).

Creative activities help students reveal their creativity to write and produce as well as giving students ample chances to explore and understand value of writing (Arslan *et al.*, 2014). Creative writing activities offer students chances to practice thinking, freedom of expression, design, creating a product, developing empathy, improving imagination, exploring different aspects of their lives and choosing writing topics and methods for themselves (Barr, 2011).

There are creative activities that offer students opportunities at university level like dreaming up, preparing content, expressing ideas and dreams freely, being active in writing process, having fun while writing and producing authentic content. Creative writing is considered as one of the most significant skills students can learn (Beaty *et al.*, 2014).There are numerous studies conducted by researchers concerning the impact of creative writing activities on students' attitudes towards writing, writing motivation and achievement. These studies usually cover a single grade and include a limited number of students. However, it is important that the students get acquainted with creative writing activities early in their school lives and it is important to study and analyze the effects of creative writing on students (Chen *et al.*, 2015).

2. REVIEW OF LITERATURE

Bratnicka *et al.* (2011) concluded for the development of the employee's creativity is also important: management by exception, style laissez - fair, initiating structure, superior attitude of mind for promotion, lack of unfavorable leadership. It is reasonable to also identify the determinants of leadership affecting the creativity. These include: (a) protection as the personal value; (b) the employee's focus on prevention; (c) identification with the creative role; (c) identification with the team; (d) the autonomy of the work; (e) the distance between the employee and the leader; (f) improving leadership (youth and adults); (g) encourage by the leader; (h) the innovative climate; (i) the employee's level of creative abilities; (j) close supervision.

Barry *et al.* (2011) concluded that contemporary data based economy; IT creative mind in a region is seen as the consequence of imaginative class information in the district. An imaginative class is a collection of people whose monetary capacity is to make novel contemplations and new fulfilled associated with IT. Understanding suggests the capacity to learn of a region, i.e., the limit of the locale to ingest information and empower the new development and usage of such IT data. IT creative mind can be dealt with by basic significance and extensiveness of data concerning potential IT capacities and the task spaces to which the IT is being applied. Such limit impacts creativity by influencing the degree of examination and the feasibility that more inventive decisive reasoning will be broke down. Preparing ads to building a locale's understanding through the improvement of instructed, gifted, and inventive people.

Darini *et al.* (2011) concluded that leaders give meaning to work through promoting values that are of a higher order. All of this helps the followers in achieving self-concordance and adaptive skills. Transformational leaders develop a psychological state through which activities are aligned with their values, i.e., extremely helpful for enabling employees' adaptiveness. Since, under transformational leadership, the employees are connected through their deep values and implicit self-esteem, it is quite common that they always have positive feelings that come along with changing work environments.

Nilsson *et al.* (2011) concluded that imperative to develop rubrics in creativity and management that really provide evidence of growth with creativity and management as foci in problem solving activities. This should align in the students' way of thinking on problem solving techniques, imaginative research projects, performance events, and artistic representation. Creativity can be measured using the platform presented on the taxonomy of a creative design. Nilsson postulated that such foci enable the analysis of a work in the context of its antecedents using the following stages imitation, variation, combination, transformation, and original creation.

3. METHODOLOGY

The main objective of this research is to investigate the determinants of creativity towardslearning and examine the factors influencing student's reactivity, exam the role of teaching methodologies and learning environment in creative attitude development among students. The study was conducted in the district Faisalabad. The University of Agriculture, Faisalabad was selected for this purpose. Population of the study was consisting of all postgraduate students enrolled in the Faculty of Social Sciences. Conveniently, (2) two institutes—the Institute of Agriculture Extension, Education and Rural Development (IAEERD) and institute of resource economics (IRE). There are total 435 students in the IAEERD and 81 students in institute of resource economics. Total sample size of this study was 160 students calculated through **www.surveysystem.com** Using a proportional sampling 132 students from IAEERD and 28 students from institute of resource economics.The study was conductedin university of agriculture Faisalabad and was followed by a multistage sampling method. In face-to-face survey was used to collect data from students.

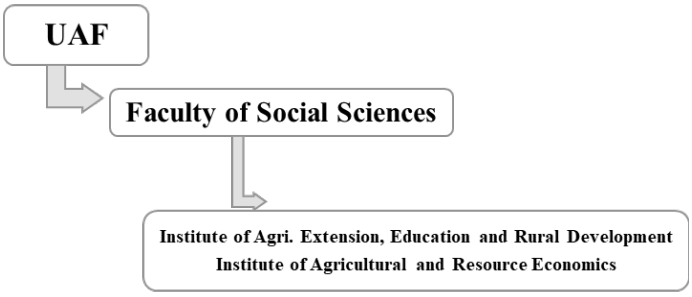

Figure 1. Research method design

4. RESULTS AND DISCUSSION

The Purpose of this chapter is to provide data analysis and interpretation of research issues under investigation.

A creative individual can perceive differences between needs and the possibilities of satisfying them and can organize activity by making significant changes in the external environment as well as in their own behavior.Contemporary research on the personality of individuals with a high level of creativity shows that they are characterized by the need for acceptance and a readiness for change.The non-mediocrity of a creative individual is not only associated with intellectual capacities, but includes the affective sphere, temperamental characteristics, motivation and relationships with other people. Creative skills, on the other hand, are the properties that allow the person to solve problems in a new, original and valuable way. Today, researchers lean towards the view that the level of creative ability depends on special abilities. Today, many authors use the term creative attitude. This term is used interchangeably with creative activity, inventiveness and personal creativity (Chruszczewski, 2009).

Table 1. Distribution of the respondents according to their demographic attributes

Age		
18-20 years	12	10.00
21 to 25 years	65	54.16
26 to 30 years	17	14.16
31 to 35 years	5	4.1
Gender		
Male	53	44.16
Female	67	55.83
Qualification		
BSc Hons.	58	48.33
MSc Hons.	31	25.83
M.Phil.	22	18.83
PhD.	9	7.50
Religion		
Muslim	120	100.0
Total	**120**	**100**

The data depicted in Table 1. indicate that majority(54.16%) of respondents were in middle age groupof 21 to 25 years while (14.16%) respondents were between 26-30 years of age,one tenth (10.0%) of the respondents were found in 18-20 years of age group and few (4.1%) respondents were found to be in the age group 31-35 years.

Results reveals that a majority (55.83%) of the respondents were female as compare to male respondents among the population studied and a good number of 44.16 percent were male among population. 3 indicate that majority (48.33%) of respondents were students of BSc Hons. Degree among the population as compare to others, while (25.83%) were students of MSc Hons. Degree while (18.83%) were student of M.Phil. degree program, whereas (7.50%) were students from PhD. Degree program. It is indicate that maximum(100%) of respondent population belongs to Muslim community.

Table 2. Weight score, means, standard deviation and rank order of the facilities regarding creativity towards students leaning

Statement	Weight Score	Mean	St. Dev.	Rank order
keep yourself motivated and interested in your study	611	4.13	1.321	1
Your personal life has influenced you to choose your career	532	3.76	1.232	2
Physical activity during university timing effect creative thinking	463	3.62	1.135	3
Creativity involves putting your heart and soul into your work	315	2.68	1.064	4
Fearlessness is a major factor having impact on one's creativity	286	2.52	0.831	5
Do you strive to be unique in your creative endeavors	260	2.43	0.712	6
Experiences are a key player in creative thinking	234	2.31	0.623	7
Personal space affect creative thinking in university students	213	1.57	0.521	8

Scale (1 = strongly disagree, 2 = disagree, 3 = neutral 4 = agree, 5 = strongly agree)

The data given in above Table 2 depicted that keep yourself motivated and interested in your study was ranked 1st with mean value 4.13 and standard deviation 1.321 as compare to other variables. Personal life has influenced to chosen career ranked as 2nd order with mean 3.76 and standard deviation 1.232. Physical activity during university timing effect creative thinking ranked ordered 3rd with weight score 463, mean value 3.62 and standard deviation 1.135.

Creativity involves putting heart and soul into work was ranked ordered 4th with weight score 315, mean value 2.68 and standard deviation 1.064. Fearlessness impact on creativity ranked ordered on 5th position with weight score 286, mean value 2.52 and standard deviation 0.831.

To be unique in your creative endeavors with ranked ordered 6th position, weight score 234, mean value 2.31 and standard deviation 0.623. Personal space affect creative thinking stands

on 7th position ranked ordered with weight score 213, mean value 1.57 and standard deviation 0.521 as compare to other determinants.

Table 3. Weight score, means, standard deviation and rank order of the behavioral factors affect creativity towards learning among university students

Behavioral factors	Mean	Weight Score	St. dev.	Rank
Parental responsiveness has a positive relationship with children's during creative factors	4.23	616	1.34	1
Social media effect creative attitude in students	4.17	603	1.21	2
Health conditions have impact on creative attitude	3.85	534	1.08	3
Friend circle activities impact on creative attitude	3.41	521	0.83	4
Influence of a substance or medication	3.22	505	0.75	5
Family system affect creative attitude in students	2.75	457	0.62	6
Life events affect creative attitude in students	2.64	421	0.58	7
Culture and tradition affect creative attitude in students	2.36	386	0.42	8

Scale (1 = strongly disagree, 2 = disagree, 3 = neutral 4 = agree, 5 = strongly agree)

The data given in the Table 3 depicted that Parental responsiveness has a positive relationship with children's during creative factors was ranked ordered 1st withmaximum weight score 616, maximum mean value 4.23 and standard deviation 1.34.Social media effect creative attitude in students Ranked as 2nd with weight score 603, mean value 4.17 and standard deviation 1.21. Health conditions have impact on creative attitude ranked ordered on 3rd position with weight score 534, mean value 3.85 and standard deviation 1.08.

Friends circle activities impact creative attitude on ranked ordered 4th with weight score 521, mean value 3.41 and standard deviation 0.83. Influence of substance or medication on ranked ordered 5th with weight score 505, mean value 3.22 and standard deviation 0.75. Family system affairs affect attitude in students ranked ordered 6th position with weight score 457, mean value 2.75 and standard deviation 0.62.

Life events affect creative attitude in students ranked on 7th position with weight score 421, mean value 2.64 and standard deviation 0.58. While Culture and tradition affect creative attitude in studentswith ranked ordered 8th position with minimum weight score 386 and mean value 2.36 and standard deviation 0.42.

Table 4. Weight score, means, standard deviation and rank order of Factors influencing student's reactivity as perceived by students

Statement	Weight Score	Mean	St. dev.	Rank
Creative attitude comes from self-discipline	510	3.46	1.56	1
Attributes of creativity to divine inspiration	476	3.37	1.52	2
Students tend to lose my sense of time when I am engaged in creative work	472	3.31	1.44	3
Kept a pen/notepad or pocket diary to record new ideas as they occur	461	3.28	1.37	4
Students often let mind wander to come up with new ideas	457	3.16	1.29	5
Student typically create new ideas by systematically modifying an existing idea	446	3.05	1.13	6
Student typically create new ideas by combing existing ideas	441	2.78	1.08	7
Students often gone back to ideas that have rejected before	437	2.63	1.03	8

Scale(1 = strongly disagree, 2 = disagree, 3 = neutral 4 = agree, 5 = strongly agree)

The data given in the Table 4 depict that creative attitude comes from self-discipline was ranked 1stwith weight score 510, mean value 3.46 standard deviation 1.56. Attributes of creativity to divine inspiration Ranked as 2nd with weight score 476, mean value 3.37 and standard deviation 1.52. Student tend to lose sense of time when engage in creative work ranked on 3rd position with weight score 472, mean value 3.31 and standard deviation 1.44. Kept a pen/notepad or pocket diary to record new idea ranked on 4th position with weight score 461, mean value 3.28 and standard deviation 1.37.

Students often led mind wander to come up with new ideas ranked on 5th position with weight score 457, mean value 3.16 and standard deviation 1.29. Students typically create new ideas by systematically modifying an existing idea ranked 6th position with weight score 446, mean value 3.05 and standard deviation 1.13. Student typically create new ideas by combing existing ideas ranked on 7th position with weight score 441, mean value 2.78 and standard deviation 1.08. Students often gone back to ideas that rejected before ranked order 8th position with weight score 437, mean value 2.63 and standard deviation 1.03.

RECCOMENDATIONS

Creative thinking was listed among the skills that are required for upcoming graduating students' entry-level careers which become more important to global industries. Due to the importance of this concept, the need to investigate undergraduate students' creative thinking has been rising. This article presents an overview of influential factors on undergraduate students' creative thinking. The influential factors were reviewed in two main aspects – contextual and individual levels.

Researchers have investigated the relationship between educational setting and parental factors affecting creative thinking in the contextual aspect, while in the individual level aspect, researcher has investigated the relationship between intelligence and personality affecting creative thinking. Based on various recent studies and related theories, key factors that influence undergraduate students' creative thinking are outlined along with a proposed conceptual framework.

Special talents and intellectual abilities of students are characterized by diverse development dynamics. Abilities, in contrast to overall intelligence, reveal themselves in the early stages of development and are characterized by an individual rhythm, without being subject to specific phases of development Overall results showed that majorities (54.16%) of respondents were in middle age group and (14.16%) respondents between 21-30 years, majorities (55.83%) of the respondents were male and (44.16%) were female. From the student (48.33%) of respondents were studied in BSc Hons and (25.83%) respondents were studied in MSc Hons. While (18.83%) were studied in M.Phil. Degree program while (7.50%) were studied in PhD. Majority of students (61.6%) of respondents from rural areas and (26.66%) were from urban areas while (11.62%) were living in peri-urban areas.

Majority of parents (37.70 %) were working in govt. sector while (11.66 %) were working in private sector,(26.65 %) parents belongs to farming community while (8.33 %) parents were businessman.

Creativity is an important aspect of learning, the student gains a positive attitude towards learning and becomes more fun to learn, student activates the passive information by converting it into a product. Overall results show that behavioral and emotional factors plays important role in developing creative attitude in students at university during classes and practical sessions. Students can more easily solve their daily life problems and become more productive in adulthood. This is one of the main aims of education: to make the students well equipped for their future life and to educate them as productive citizens.

It is recommended that teachers duty and responsibility to involve students in practical sessions and training workshops and other learning activities. Students elaborating ideas and engaged them self in creative type work and assignments for learning. Creative activities help students reveal their creativity to write and produce as well as giving students ample chances to explore and understand value of writing. Creative writing activities offer students chances to practice thinking, freedom of expression, design, creating a product, developing empathy, improving imagination, exploring different aspects of their lives and choosing writing topics and methods for themselves. Students need suggestion from teachers time to time for improving their working ability and capability, also some sports and field activities for training. Students learning plate e.g. conferences form and physical activities for weekly or monthly basis.

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