

Teaching for Creativity

Mansoorh Bakhtiari Fayendari¹, Mehri Bakhtiari Fayendari²

¹Master of Arts (MA) in educational management, Ferdowsi Mashhad University Iran, Khorasan Razavi, Torbat Jam

²Master of Arts (MA) in English Teaching, Guilan University, Iran, Khorasan Razavi, Torbat Jam

Received: May 14, 2015

Accepted: August 27, 2015

ABSTRACT

The most important factor in human development in all theme, innovation and creativity. Creativity is the process of generating new ideas and find new pathways to the problem sets. Creativity is a mental structures, Emotional, cognitive and social environmental extrusion. The organization fosters creativity and innovative ideas can be developed that will reduce the mind energetic and creative efforts of its members arising. Education as an institution fostering creative minds in the community with hard working teachers and administrators who share a lot of creativity in education. However, they must understand the definition of creativity, and even for those trained to educate and nurture the creative minds of our students take step effectively. Although the specific mechanisms to achieve creativity should be considered. How many entrepreneurs are the creative people who are trying to create and foster a creative environment. This paper examines creativity, structures, barriers and factors that have been investigated, while management has an important role in creativity education. Innovative and efficient system of education must embrace and use the Site and make arrangements, provide grounds for the application of creative people.

KEY WORDS: Education, creativity, managers

1. INTRODUCTION

Innovation is a very essential issue for people, organizations, and on the whole for every society. Kerr & Gagliardi (2003) believed that the most important factor in improving and developing human in all fields is innovation and creativity. For this reason, innovation is an important factor in organizations' survival in current competing environment [1]. Creativity is the ability of combining ideas in a unique way for establishing an unusual relation among different ideas, while innovation is the process of applying a creative idea and transforming it into a product, service or useful method [2].

If creativity and innovation is considered completely and in all aspects, it can cause improving people's talents, individual and professional and social success, increasing quality and quantity in productions and services, decreasing costs and wasting financial and human sources, increasing personnel motivation, improving emotional health and job satisfaction, improving usefulness and development, stimulating and encouraging healthy competitions in production, distribution and services, decreasing sitting at the table and ceremonies, and other benefits [3].

Gorji and Sajjadi (2005) in "investigating managers point of view towards effective factors on creativity and innovation of hospital managers of Isfahan" concluded that for enhancing creativity in managers it is essential to design a suitable paying system. For increasing innovation, it is needed that managers enhance their scientific and specific abilities and looking for more experiences [4].

In Hosseini research (2006), the results showed that curriculum of teachers' creativity has an impact on increasing creativity and instructional improvement of students, but no effect on students' self-estimation. Therefore, curriculum of teachers' creativity can be used as an appropriate sample for nurturing creativity and instructional promotion of students in all schools [5].

Klandt and Volkmann (2006) in a research "prospects and extension of instruction of entrepreneurship in Germany" found that entrepreneurship instruction in universities and colleges can be used as a hopeful method for stimulating entrepreneurship interest in students and extension of abilities and skills of specific [6].

2. Creativity

Creativity is the process of producing new ideas and finding new ways for solving problem [7]. It has been defined in various ways. Some of the definitions of creativity have been shaped based on creative product or creativity output, some on the process of creativity, and some on personal properties of creative individuals; but the common properties of these definitions are novelty, worthiness, and congruence. So, creativity can be known as employing mental abilities for creating a new thought or concept. Furthermore, it shouldn't been forgotten that in emerging creativity, it is possible that "lacking confidence", "fear of criticism and loss", "tendency toward

* **Corresponding Author:** Mansoorh Bakhtiari Fayendari, Master of Arts (MA) in educational management, Ferdowsi Mashhad university Iran, Khorasan Razavi, Torbat Jam, asal_mahi66@yahoo.com

conformity” and “lacking mental concentration” are deterrent factors that removal of these obstacles can increase potency of creativity and innovation [8].

In Weisberg opinion, creativity is made when a person uses a new solution for a problem he faced with. This definition has two elements: first, the solution; second, the novelty of the solution for the person. Therefore, a solution could be creative for a person and not creative for another person [9].

Innovation: It is the process of implementing creativity or in other words, put into practice new ideas and turning creativity into concrete results. Therefore, creativity is the offspring and essential condition of innovation [10].

Some of the researchers, see Entrepreneurship with creativity and innovation as two sides of a coin, for example, Deraker (1985) believes that creativity and Entrepreneurship are such related to each other that it can be said that Entrepreneurship has no effect without creativity and innovation, for this reason entrepreneurs lead things toward promotion and improvement. Entrepreneur introduces new products, uses new ways for doing things, and employs new methods of production, identifies new sources, and create new markets. Entrepreneur is a creative person that causes a revolution in daily life constantly [11].

3. Instruction and creativity

Teachers have a particular place in instructional system as one of the best elements in developing or destroying students' creativity. For this, teacher's role has been taken into consideration by researchers. Many of these researches have been about teachers' familiarity of creativity and the effect of personality traits of teacher on students' creativity. The findings of these studies showed that teachers do not know creativity. It has been claimed that intimate relation with interest and respect has an effective role in students' creativity. Torrance (1990) and Mallow (1996) criticize traditional instruction and emphasize the significance of change and evolution in traditional programs and leading instruction towards creative programs. These researchers believed that for realizing this issue, we should try to enrich the instructional environment and present creative program, therefore training creative teachers is important to train and have creative students [5].

Dorkim believed that scientific usage of education should be more distinct and suggested that this expression is used whenever “an effect that adult race make on those who are not ready for social life”, is taken into consideration. He presents a brief definition based on this expression: education is appropriate socializing youth. Theoretical viewpoints in relation between education and emphasizing on complete sociability, or criticizing this view and pay attention to education with an unfocused method based on liberties essential for developing individual innovations and creativities, are considerable in sociological theories in this district. Emil Dorkim with his conservatively viewpoint, believed in complete sociability of people through education. In his opinion, the government in new communities should undertake leading formal education and certify that education is a reflection of ideals and principles that are praised by society. In addition, he ensures that children are instructed for performing roles which have in their dividing roles and jobs in future. Dorkim admitted that the government should bear schools which doesn't undertake their running directly. But he should have the power to supervise on their curriculums [12].

Once international competing markets have been increased, a modern university should not only familiarize their students with theoretical knowledge but also practical knowledge in highest quality. An important conclusion of this knowledge should be increasing students capabilities for being independent entrepreneurs [13].

4. Creativity structures

Thought structure: It is cognitive dimension of creativity which has been emphasized on its traditional aspect that is reflection, and includes mobility, flexibility, innovation and extension.

Cognitive-emotional structure: It is the emotional dimension of creativity which is based on behavior of creative person and in close relation with his cognitive aspect; such as curiosity, risking, involvement in complexity and fiction.

Social-environmental structure: It is social dimension of creativity which is based on environmental conditions and the kind of relations between people. Sometimes this aspect reinforces or weakens the two previous dimensions. Subsystems of this structure includes: liberty, security, respect, not contesting, and not evaluation [14].

Robert Sternberg & Linda O'Hare (1997) identified six effective elements in individual's creativity in his investigations:

Knowledge: having fundamental knowledge in specified/ restricted field and getting experience and proficiency in long years;

Intellectual capability: the ability of presenting creative ideas through redefining and establishing new relations in problems. Thinking style;

Provocation: generally, creative people get stimulated for potentializing their ideas.

Personality: creative people have traits such as persistent, resistant against internal and external pressures

Environment: creative people usually attend more in supporting environments [15].

5.The role of management in instructing creativity

In education, school manager is the most important factor for changing and innovation in educational issue, because teaching and learning, the focus of all education activities, are accomplished mainly in schools. For this reason, evaluating effective elements on innovation and creativity among school managers is an inseparable principle in managing every dynamic system. Evaluating and learning about effective elements in innovation, increase efficiency of school, personnel and organization, and prevent from irregularity and disorder. Moreover, we are in a condition that educational leaders and politicians are worried about ensuring education's goals and it is possible whenever we have efficient and innovator managers []. Supporting continuity of creativity and Entrepreneurship in a working environment is indicator of "innovator organization" and managers have an active role in leading innovation in such organization. In an innovator organization, structure, strategy, culture, and authorities support innovation. In these organizations, strategies, insights, managers' values, policies, and organization's expectancies emphasize reinforcing Entrepreneurship's spirit [].

In fact, organizational innovation is the process of implementing organizational creativity or in other words actualizing and operationalizing novel organizational ideas and plans []. Academic Entrepreneurship, in its limited definition includes risking for creating jobs by university and academic professors, managers and students. In a broader sense, it is searching for establishing relations in systems, between student and university activities and between college and society. Entrepreneurship, provides courage, creativity and opportunity for innovation and introduction which stimulate entrepreneurs activities in working world, because the most valuable experience get the possible learning for students[.]

6.The obstacles of organizational and technical creativity and innovation

The barriers of creativity and innovation rarely related to technical system, but these barriers and tradition exist in a social system. There are six barriers for organizational creativity and innovation according to research proofs in a social system:

- norms and values which confine individual capabilities to change and creativity and innovation (cultural and environmental barriers)
- Top down management and little horizontal relation(formal structural barriers)
- Insufficient management skills (management barriers)
- Existence of specific instrument of power (informal structural barriers)
- Formal and lineal process of making decision for innovation (.....barriers) (.....)
-

7.Effective elements on technical and organizational creativity and innovation

There are various elements affecting on organizational and technical creativity and innovation processes:

- a. Developing and extending learning processes
- b. Developing and extending partnership processes
- c. Specialized management of innovation
- d. Shaping innovation and creativity nucleus
- e. Instructing innovation and creativity
- f. Extending self-designing and self-managing activities
- g. Reinforcing supporting and encouraging systems
- h. Establishing and extending organizational creativity and innovation systems

8.Conclusion

Creativity is shaped when there is a problem and referred to new and different solutions. To emerge creativity and develop it, we need a supporting environment. Teachers and managers should improve spatial creativity of students in order to create novel and new ideas. Creativity instruction is even essential for teachers and managers to be more effective in this domain.

9.REFERENCES

- [1] Niknami, M. Taghi poor zahir, A. Delavar, A and Ghaffari, M. (2009). Designing and evaluating causal model of creativity and innovation of Tehran city managers. *New way in educational management*. 2. 5. 1- 28.

- [2] Mahboobi, T. Toreh, N. (2008). Pathology of Creativity and innovation in university. *Journal of Islamic Azad university*. 37. 12. 1.
- [3] Tabarsa, Gh, Mahboob, S. Esmaeeli Givi, M and Esmaeeli Givi, H. (2010). Investigating the effect of entrepreneurship organization culture on creativity and innovation in country general libraries. *enouncement Researches and general libraries*.
- [4] Gorji, A. Sajjadi, H. (2005). The investigation of managers' attitude toward hospital managers' creativity and innovation. *Management and medicine announcement*, 8, 19.
- [5] Hoseini, A. (2007). The investigation of the creativity training program effect of teachers on academic progress creativity and students' self-esteem. *Journal of educational innovations*. 23. 6.
- [6] Klandt, H. and Volkmann, C. (2006). "Development and Prospects of Academic Entrepreneurship Education in Germany", *Higher Education in Europe*, 31, 2.
- [7] Golestan Hashemi, M. (2001). Technical and Organizational Creativity and innovation. *Rahyaft*. 26.
- [8] Hoseini, A. (2001). Innovation management and innovation in management. *Rahyaft*. 26.
- [9] Hoseini, A. (2001). Investigating the attitude of high school teachers toward innovation. *Rahyaft*. 26.
- [10] Gol Shokuh, F. Ahadi, H. Enayati, M. Asgari, P. Heydari, A and Pasha, Gh. (2009). The relationship between thought styles, progress motivation, academic progress and creativity with students Entrepreneurship. *New findings in psychology*.
- [11] Firuz Abadi, A. (2007). Similarity or difference authorities? *Developing instruction of social sciences*. 10. 3.
- [12] Teczke, J. and Gawlik, R. (2004). "The Implications of Academic Entrepreneurship for University Administration". *Higher Education in Europe*, No. 2.
- [13] Sadeghi Mal Amiri, M. Raeesi, M. (2010). Presentation of Conceptual model for creativity evaluation. *2 monthly human development of Police*. 7. 30.
- [14] Bardaglio, P. (2005). "Sustainability Thinking and Entrepreneurship: A Case Study, provost and vice president for academic affairs, Ithaca College".