

# Creative Education System at Secondary Level in Bangladesh: Teachers' and Students' Perspectives

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Received: April 19, 2020    Accepted: June 16, 2020    Online published: June 24, 2020

doi:10.5296/jpag.v10i2.17236

URL: <https://doi.org/10.5296/jpag.v10i2.17236>

## Abstract

The creative education system is introduced in different stream of Bangladesh education towards developing the ingenious capability of students. The study is an endeavour that tries to know the possibilities and difficulties in the creative education system at the secondary level in Bangladesh from the teachers' and students' perceptions. It is an exploratory type of research that used primary and secondary sources of information to look for the problems, underlying the system. To collect primary data, Ambarkhana Girls' High School & College; and Osmani Medical High School of Sylhet Sadar have been chosen as the study area. From the second tier of the chosen institutions; 60 students and 20 teachers are selected using a systematic random sampling method. The social survey method has been implied in this

research and data collected through face to face interview method; along with a few well responded and informed respondents' in-depth interview. Collected data from the respondents are then analyzed through a mixed research approach. The study findings reveal that most of the students signify the system enjoyable to study, memorizing reduced for textbooks learning, and appearance in examination turned easier. While others find the system confusing, difficult to understand questions and answer in examination hall within limited time. Besides, the system reciprocally encourages students to enrol in coaching centres for a vague idea about question pattern; lack of linkage between book and exam questions; and also, to get good marks. Findings from teachers' evaluation depict that though they welcome the system they are not well prepared to assimilate the system because of inadequate training facilities, absence of inquisitive seeking awareness program, dependence on the readymade question paper, challenges exerted on them to give students attention and proper guidance. The study recommends introducing well-researched textbooks avoiding mistakes, improving integrative classroom learning, controlling coaching business, increasing training facilities for teachers, providing awareness programs to make effective the creative education system in a competitive world of education.

**Keywords:** education, creative education system, students', teachers' and secondary schools

## 1. Introduction

Education is one of the fundamental needs of a person that helps rebuild the foundation of a society. It enables a person to develop a sense of right and wrong and to apply that learning in every aspect of life. From Socrates, Plato, and Aristotle to twentieth-century figures such as Bertrand Russell, Jhon Dewey, R.S Peters, Israel Scheffler as well as the western philosophers notably Augustine, Rousseau, Kant, Hegel, Mill, etc. addressed questions in the philosophy of education. The philosophy of education underlies how should knowledge be judged, changed, or modified? Do all the students' have a right to education, or should there be limits? Should all students be taught in the same manner? Should schools play a role in the development of character for an ethical citizen for the state? (Peters, Thesar & Locke, 2014). Fundamental issues of education such as the aims of education, indoctrination, moral and intellectual virtues, imagination, authenticity, and other educational matters have always been the locus of inquiry in the philosophy of education (Siegel, 2010). In consideration of philosophical view; and the significance of education in human's cognitive development article 17 of the constitution of Bangladesh signifies educational right and states- the state shall adopt effective measures to establish a uniform, mass-oriented and universal system of education and compulsory education to all the children for the certain stage; produce trained citizens to serve society's needs' through education; remove illiteracy within a definite time<sup>1</sup>.

Education is perceived as a cardinal tool for knowledge-based society (Asad, 2009) that would be able to face globalization challenges of the 21st century. It acts as an investment for creating human capital to bring about social change and overall development. The

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<sup>1</sup>The Constitution of the People's Republic of Bangladesh, [latest amendment April 2008] Part II, Article-17

development of human capital proceeds by several stages of the learning program offered by an educational scheme. In Bangladesh among the three tiers of education provision, the primary stage of education provides basic knowledge while the second stage of education acts as a bridge between the primary and tertiary levels of higher education. The constitution adopted after independence in 1972 was the first initiative to guarantee basic education for all to obliterate illiteracy within the shortest possible time. The constitutional commitment of Bangladesh government towards ensuring educational right furthered and firmed, as Bangladesh was a signatory in several declarations internationally, significantly World Conference on Education for All- (EFA, 1990), Millennium Development Goals-2000 (Goal no: 2), Sustainable Development Goals- 2016 (Goal no: 4). The education sector was one of the priorities of government under different regimes and brought about reforms in education policy by keeping pace with the targets and signatories. In a newborn state, to make effective the order of Sheikh Mujibur Rahman for progressive education policy, the Kudrat-E-Khoda commission published the first-ever education policy of Bangladesh in 1974 (Chandan, 2016). This is of the highest significance as the education policy of this commission has been the basis for all future endeavors. After that from 1988 to 2010, five education policies were formed without remarkable changes and overlooked to improve the traditional learning method. Consequently, radical changes were made by the education policy of 2010 for increasing the qualitative standard of the students to encounter global competition by recognizing their capabilities and potentials.

The creative education system is one of the creations of the latest education policy in which radical changes were made in the examination system. Student evaluation is conducted based on their analytical ability and self-understanding. It helps teachers to interact with the children in ways that promote development and learning, foster children's social competence, support children's learning through play, create rich environments for learning, and forge strong home-school connections. Scholars from creativity discourse raised concerns about the potentiality of schools, as they supposed to suppress creative expression and privilege sameness (Beghetto & Karwowski, 2018). The contentions behind the emergence of creative learning in Bangladesh are- students are accustomed to the rote learning process (Shawkat, 2014), dependent on guide books and coaching centers (Chandan, 2016), limited to the practice of memorizing answers and obtaining marks in an exam-oriented system (Khan, 2012) while founding such system would encourage students to enhance their capacity of pondering and learn problem-solving approach in a given context.

The curriculum is directed towards examining students thinking capacity on four stages and these are knowledge, understanding, application, and advanced skill while proper modifications were undertaken in the content of syllabus and question pattern of National Curriculum and Textbook Board (NCTB). Research conducted on creative education system demonstrates that incorporating creative thinking skill in education is a crucial demand for developing countries and should be boosted from the early years onward (Craft, 1999) for embodying their incoming orientations towards materializing reforms in political, economic and cultural areas (Oral, 2006). Countries all over the globe have given priority in creativity development scheme in education for instance; Japan included it in school curriculum since

Second World War, China considered creativity an important component since 2001, Singapore's Ministry of Education initiated 'Thinking Schools, Learning Nation' program as part of creative education (Shaheen, 2010). Compared to other developed and developing countries, the education system of Bangladesh is lagging to get in the race of innovative world where today's pupil is tomorrow's ingenious workforce. The inception of the creative education system since 2009 was an attempt to exit from a formal learning style to an imaginative and creativity-driven approach that can flourish youngsters exploring capability (Sathi, 2017). Though the introduction of an invention-based curriculum was a pre-requisite for nurturing students' capability development, the program is facing dense hardship at implementation from both teachers and students' sides.

The study conducted on primary school teachers has found that only 45% of the total researched teachers understand the creative method (Rab, 2016) while another study of RACE (Research for Advancement of Complete Education) found more than half of 100 primary school teachers are still superficial regarding the system although adopted several years back (Uddin, et al., 2016 and Azad, 2016). On the contrary, more than 40% of secondary school teachers cannot create a creative question and usually purchase questions from teachers' association, seek help from colleagues and notebooks, available in the market are investigated by the survey findings of DSHE (Directorate of Secondary and Higher Education) of the government (Habib, 2016). Findings gathered from the survey report published by the IMED (Implementation, Monitoring and Evaluation Division) under the Planning Ministry represents that, 34.5% of students are incapable of understanding creative questions while 59.8% think they require private tuition in this regard. Compilation of several studies has an observation that the introduction of PSC and JSC examination has induced the growth of coaching centers and guide book publishers and both the sources provide readymade questions having resemblance like final examination. These practices have transformed not only the students reluctant, to study the textbooks and gather in-depth understanding that helps figure out the answer by self-approach but also the teachers to develop their skills and creativity before preparing creative questions.

As the aforementioned circumstances are prevailing in most of the primary and secondary schools of Bangladesh; and has become an urgency to sort out the struggles of the teachers and students' in coping up the system. So, this study finds a way to identify the problems which create barriers to succession on the creative education system. Policymakers will get help from the outcome of the study, bring requires modification to the existing limitations of the system; and fulfill the objectives of the creative system as well. The academicians will also be benefited from this study to find their shortcomings, ways to teach, and properly able to set the creative question. The administrative body also finds the culprits who are responsible for question leaking based on teachers' and students' opinions. Above all, students, teachers, as well as relevant stakeholders of the country will be availed by this research.

## 2. Objective of the Study

Based on the literature discussed above, the research constructs the following objectives to study:

- ❖ **Broad Objective:** This study attempted to explore the possibilities and difficulties in the area of the creative education system at the secondary level in Bangladesh from the teachers' and students' perspectives.
- ❖ **Specific Objectives:** To fulfill the main objective, there were some specific objectives too which include the followings:
  1. To identify the suitability of the creative education system in generating merit.
  2. To investigate whether supporting facilities are provided to the students for developing creativity.
  3. To identify the level of competence teachers have to deliver lectures and formulate questions in a creative method.

## 3. Research Methodology

Research methodology demonstrates what systematic procedures and techniques are followed for the validity of the study being conducted. This is an exploratory type of research which tries to inquire into the perception of teachers and students' regarding the creative education system and the issues creating hindrances to their adaptation of the system. To conduct the study, two renowned secondary schools of Sylhet Sadar Upazila under Sylhet District have been chosen like: Amberkhana Girls' High School & College and Osmani Medical High School situated at Housing-estate and Mirer Moydan of Sylhet Sadar Upazila accordingly. The study pursues to use data from primary and secondary sources; primary data has been collected from a number of 80 respondents selected through a systematic random sampling method while secondary sources of data have been searched from electronic sources. The purpose of using such a sampling technique is to ensure the randomness of data and remove any kind of overlapping in answers, as we are trying to figure out several obstructing aspects of the creative education system. Besides, any source of bias will be mitigated that might happen if we use a purposive sampling technique. Here the target population is all the teachers' and students within class (6-10) studying in the aforementioned secondary schools. To determine the sample, the sampling frames of both category respondents that are the lists of all students at the secondary level studying in the chosen schools; and also, the teachers who work there are collected. After fixing the determined sample, social survey method has been implied then to the respondents, while interviewed them through face to face interview method. Besides, few wells responded and informed respondents are further taken in-depth interviews for a brief understanding of the shortcomings and incompatibility of the existing creative curriculum. The interview process is guided by an interview schedule in the design of a semi-structured questionnaire. The questionnaire is formulated following both close-ended and open-ended questions. A mixed research approach is followed to analyze the quantitative and qualitative data, gathered from the respondents. The quantitative data analysis is accomplished through SPSS (Statistical Package for Social Research) software while the qualitative data are incorporated with the numbered data for a complete

presentation of the problem studied. The data analysis process advances the stage of data presentation done through descriptive statistics and presented in the table in this paper.

#### **4. Operational Definition of Key Variables**

##### *4.1 Creative Education System*

Creativity means to develop ideas through imagination. It is the mechanism by which a person invents new things, generate a new dimension to a problem, or explain a phenomenon by a unique sense of understanding. Creativity is inaugurated in the education system of Bangladesh since 2009 as a reform initiative in the traditional method of learning. The introduction of Creative education is directed towards developing the capability of students' to contemplate beyond the boundary and find out a solution to a given problem on their own. In this system, students are taught and evaluated by creative lessons and question papers, therefore. On examination, the question paper is designed in such a way that it contains passages where answers are concealed. The students have to go through the passage and explain the answers to the given questions through their rational understanding.

##### *4.2 Secondary Level of Education*

The educational design of Bangladesh splits into three dimensions and these are General Education, Madrasa Education, and Technical and Vocational Education. Except for the third one, the other two types of educational schemes split into three stages: primary, secondary, and tertiary levels. The primary level of education consists of grades 1- 5; the secondary level of education is partitioned into two key sub-sections: secondary education (grades 6–10) and higher secondary education (grades 11–12). Moreover, tertiary education stage relates to the attainment of higher education and comprises Colleges under National University, Public and Private Universities, Medical Colleges, Institutions providing Graduation (Honors /Pass) degree, etc. In this study, the creative education system is evaluated on the secondary level of students i.e. selected students from class (6-10) have participated in this research and are the respondents of the study.

#### **5. Conceptual Framework of the Study**

In this paper, a conceptual framework is built up according to the research title, research objectives, and the study of relevant literature. The dependent and independent variables of the study are identified based on their causal relationship and is presented below by the following figure-

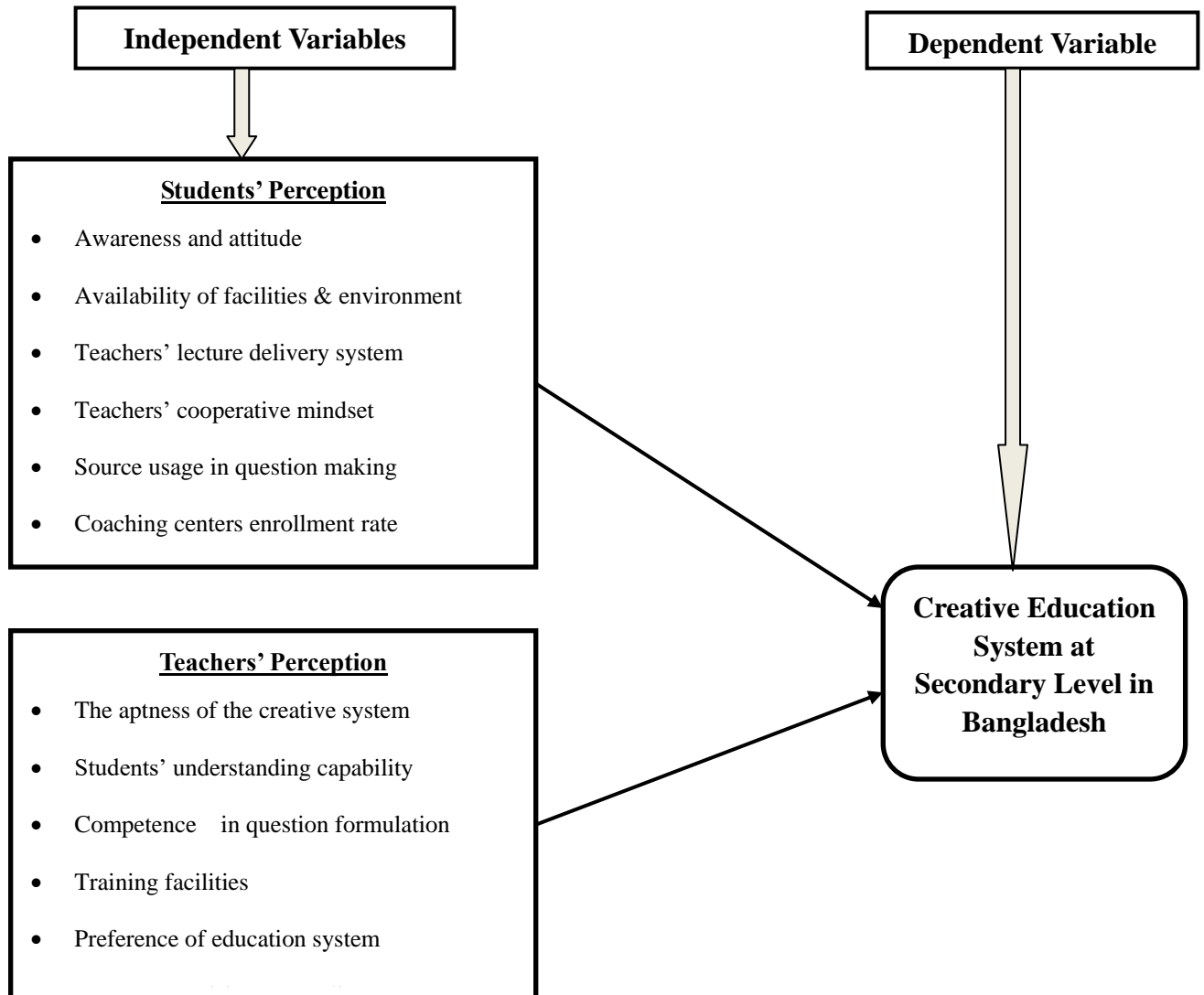


Figure. Interrelationship between Dependent and Independent Variables

The creative education system requires teachers' and students' capacity, skills, and benign outlook to assimilate the process and brings the best output. This study divides the independent variables into two segments where the students' perception' section composed of their attitudes towards the creative system, the learning environment of the school, teachers' attributes in helping students understand the system as well how far the students have contended towards that system. Furthermore, the teachers' perception' section comprises of their assessment about the aptness of the system, teachers 'competence in formulating creative questions, training programs availed the system, etc.

On the other hand, the perception of students and teachers are equally responsible to appraise the creative education system. In this research, the dependent variable creative education system is evaluated based on the indicators of independent variables. Apart from the independent variables depicted in the figure, some other intervening variables such as

reformation in education policies and supporting mechanisms from the government, recruitment of specialized teachers and qualified education staff, measures to create awareness of the system among guardians and students; also have significant roles to properly address creative education system.

## 6. Data Findings and Analysis

In this research, both face to face interview method and questionnaire method has been followed for data collection from the selected 80 respondents including teachers and students. Here students and teachers' opinions are identified concerning the perception towards the creative education system at the secondary level in Bangladesh.

### 6.1 Significance of Creative Education System

Education (which is one of the most important basic human rights) acts as a tool for socio-economic development and poverty reduction in Bangladesh (Khan, 2012). Education aims to make the nation and build a connection between knowledge and empowerment. A nation's politics, culture, and economy is directly influenced by the education of a nation (Prodhan, 2016). So, the development of creativity in the education system is a vital component in enabling students, teachers, and researchers to address and influence the direction of change. Creativity has got an important role in the early years of schools. In 2008, the idea of the creative education system was facilitated with the support of influential opinion leaders, and by 2015, in all national examinations, the government started to follow the implementation of creative questions (Tropical Paper, 2015). The creative curriculum encourages exploration and discovery as a way of learning and thus helping children to develop their confidence, creativity, and lifelong critical thinking skills.

This study revealed that among the teachers, (35%) respondents replied that creative education system helps students to get more information about the textbooks by reading the whole book to obtain more marks in the examination while (45%) respondents partially support this statement. But only (10%) said against this.

On the other hand, among the students', the majority of the respondents (80%) answered that the creative education system is important for increasing the creativity of students to erupt the dependency on coaching centers and guidebooks. They can enjoy the class and study in this method. And (11.67%) respondents support this statement partially but the most surprising fact is that only (8.33%) respondents said against this as they have little knowledge about the aim of this system (Table 6.1).



Table 6.1. Significance of Creative Education System (n=80)

Responses	Opinion of Teachers' (n=20)		Opinion of Students' (n=60)	
	No. of Respondents	Percentage (%)	No. of Respondents	Percentage (%)
Yes	07	(35%)	48	(80.00%)
No	04	(10%)	05	(8.33%)
Partially	09	(45%)	07	(11.67%)
Total	20	(100%)	60	(100%)

Source: Field Survey, 2018

As we are looking forward to a developed Bangladesh, that's why we should sign the process of creativity in our educational system. For assessing the creativity of the students as well as to eliminate the culture of memorizing information, the government of Bangladesh has introduced creative education system at the secondary level.

According to field data, from the perspective of teachers and students' side, it has been observed that a remarkable number of respondents have supported that creative education strategy contains importance for the education system. The study also shows that the majority of students fail to understand creative questions. Moreover, although negligible it is a matter of concern that few teachers and students expressed their negative perception regarding the necessity of the system because the system itself failing its objectives of reducing note and private tuition-based study which needs further consideration.

As one respondent puts it:

*"We require private tuition for a better understanding of creative questions as it has no association with the texts that we have to study. The most surprising fact is that maximum students have no clear idea about the meaning of creative questions. That's why they become dependent on guide books and coaching centers"* (Student, interview 2, June 2018).

## 6.2 Preference of Present Education System in Comparison to Past One

Creativity is an important aspect of human development. And the educational institution is the most important place to nourish the creative talents and abilities of students and also an important medium in the generation of creative minds of the students (Daud et al., 2011). The creative curriculum highlights the important balance between applying general knowledge of child development with the particular knowledge a teacher gains by forming a relationship with each child and family. But in our country, the majority of the teachers feel uneasy in taking innovative educational systems because they are afraid of the matter that following other systems may bring poor results in the examinations (Haider, 2014).

From the field survey, it is found that among the teachers, the majority of the respondents (70%) prefer the present education system and they said in support their answer that the present education system is more helpful than the previous one to increase the analytical

ability of students. But (20%) respondents partially support this and (10%) respondents said against this. They said in support their answer that the present education system is so much complex for which the cost of education becomes higher, as well as extra pressure, engulfs the mentality of students.

On the other hand, a maximum of the respondents (56.67%) among the students replied that they partially prefer the present system of education in comparison to the past one. But only (20%) respondents think that the present system is easier for them to think and write as they could easily appear at the examination by reading the main book only and they need not memorize questions. Questions were given directly from the textbooks with comprehension. But (23.33%) respondents said against this and they said that as the question pattern has changed and they do not know from where the question will be made, so they become confused. Moreover, for the students of the humanities group the answering of the question become very tough as well as the group of science and commerce students are also unable to solve the mathematical problems in the examination which can hardly be understood within a limited time (Table 6.2).

Table 6.2. Preference of Present Education System in comparison to Past one (n=80)

Responses	The opinion of Teachers' (n=20)		Opinion of Students' (n=60)	
	No. of Respondents	Percentage (%)	No. of Respondents	Percentage (%)
Yes	12	(70%)	12	(20.0%)
No	02	(10%)	14	(23.33%)
Partially	04	(20%)	34	(56.67%)
Total	20	(100%)	60	(100%)

Source: Field Survey, 2018

The field data shows that converse findings gathered when compared between two systems. Among the respondents, the dominant perception was in favor of the present system as they realized the advantage of the existing system. On the contrary, fewer perceptions preferred the previous one because of the simplification of studying and examining procedures according to their opinions.

In this study, one respondent commented:

*“It is a common culture that when any innovation is introduced, then some people always state that the previous system was better than the present one. Creative questions preparation and assessment of answers is not an easy task, hence some teachers frequently depend on readymade questions and some of them take their colleague's support or directly copy the questions from the note and guide books in case of creative questions preparation” (Teacher, interview 3, June 2018).*

### 6.3 Awareness Building Programs

Education, dissemination, and raising awareness have become a part of a strategy that enhances the motivation to create new intellectual property. And to promote education, dissemination and raising the awareness, it is essential to develop educators and human resources who can accomplish these tasks and it would take a considerable amount of time to increase the knowledge of the educators to a level where they can educate young people (Ogiya et al., 2018).

The field data shows that the majority of the respondents (50%) among the teachers replied that they arrange programs before or after three exams and at the time of the result shows. But (30%) respondents partially support this statement and (20%) respondents answered that they do not get enough time to conduct programs regarding the creative curriculum system.

From the side of students' it is found that (38.3%) respondents replied that no awareness-building programs are conducted by their institution and only (15%) respondents replied that teachers take an introductory class for discussing the methods of giving answers of the creative questions and way of reading the main textbooks. But (46.7%) respondents partially support this statement (Table 6.3).

Table 6.3. Awareness Building Programs (n=60)

Responses	Opinion of Teachers' (n=20)		Opinion of Students' (n=60)	
	No. of Respondents	Percentage (%)	No. of Respondents	Percentage (%)
Yes	10	(50%)	09	(15.0%)
No	04	(20%)	23	(38.3%)
Partially	06	(30%)	28	(46.7%)
Total	20	(100%)	60	(100%)

Source: Field Survey, 2018

It is the part of any system that before introducing a new method of learning, proper awareness should be canvassed to meet up the curiosity and questions that arise among the stakeholders. Regarding the awareness-building program, the study found that the awareness-raising programs are not sufficient and the programs are not conducted timely to mitigate inquisitiveness and to develop the students' intellectual capacity for different competitive examinations.

### 6.4 Enrollment at Coaching Centre

Coaching centers and private tuition have come up to give some relief to the students and guardians as the teachers become failed to make them understand the method of the creative education system. In most cases, students have lost their interest in the classroom as they hardly get the answers to their queries regarding creative questions (Billah, 2017). So, they

require private tuition to understand creative questions properly. And if they do not go for private tuition to a particular teacher, then they will not get good marks (Hasnat, 2017). Coaching centers are patronizing the culture of destroying the students' creativity and enthusiasm and that's why the government has taken measures to ban coaching abuses (Rashid, 2016).

The field survey shows that among the teachers, the majority of the respondents (60%) replied that students go to coaching centers as they have to solve so many questions that are given in the examination. Besides, for getting good marks in the exam they are bounded to go to a coaching center or appoint a tutor in the house. As a result, educational expenditure has been increased because of this system. On the other side, (10%) respondents said that students are not enrolled at coaching centers because they have tutors in their house instead of coaching alternation. But (30%) respondents partially support the statement.

And among the students' majority of the respondents (53.33%) replied that they are admitted into coaching to solve their problem and (20%) respondents replied negatively and (26.67%) respondents partially supported that students are now dependent on many coaching centers as they cannot understand the method of the creative questions (Table 6.4).

Table 6.4. Enrollment at Coaching Center (n=80)

Responses	The opinion of Teachers' (n=20)		Opinion of Students' (n=60)	
	No. of Respondents	Percentage (%)	No. of Respondents	Percentage (%)
Yes	12	(60%)	32	(53.33%)
No	02	(10%)	12	(20.00%)
Partially	06	(30%)	16	(26.67%)
Total	20	(100%)	60	(100%)

Source: Field Survey, 2018

Findings gathered from both types of respondents shows that enrollment in coaching center turns into an indispensable part of the system where teachers also acknowledge that students' couldn't rely on their students that's why they bestow their credence to the private tutor and coaching centers teaching which also indicates the failure of teachers' to keep hold of their students within the learning of school boundary.

One respondent explained:

*“As most of the students have a vague idea about creative questions that's why their dependency is increasing day by day on teachers, private tutors, and guidebooks and coaching center. He also added that there is no linkage between the creative questions method and the textbook. That's why we have to depend on the coaching centers” (Student, interview 3, June 2018).*

Another respondent pointed:

*“Many of our teachers have supported coaching centers as a source of additional income and in this way, education is now considered as a commodity where a group of teachers is acting as the sellers and students as well as their parents are treated as the buyers” (Teacher, interview 5, June 2018).*

Table 6.5. Opinion about Availability of Training Facilities, Ability in Question Making, Impose Extra Pressure, Infrastructural Facilities at School

Responses	The opinion of Teachers' (n=20)			Total
	Yes (%)	No (%)	Partially (%)	
a) Availability of Training Facilities	08 (40%)	12 (60%)	0 (0%)	20 (100%)
b) Ability in Question Making	10 (50%)	06 (30%)	04 (20%)	20 (100%)
c) Impose Extra Pressure on Students' and Teachers'	15 (75%)	02 (10%)	03 (15%)	20 (100%)
Responses	Opinion of Students' (n=60)			Total
	Yes (%)	No (%)	Partially (%)	
d) Infrastructural facilities at School	15 (25%)	20 (33.33%)	25 (41.67%)	60 (100%)

\*Figures in the parenthesis denote the percentage of row total. Source: Field Survey, 2018

#### 6.5 (a) Availability of Training Facilities (n=20)

Training may be the best way to gain and to reduce confusion about the creative education system. It plays an important role in supporting the development of the creative skills of children. Insufficient training for the creative knowledge education system is another barrier to its implementation. The take-up of formal teacher training remains low and largely absent which has been acknowledged as a barrier to ensure quality education (Sarkar & Chowdhury, 2018). As teachers can be a model of creative behavior by sharing their creative production with students. So, they should take the training opportunity for practicing creative teaching practices in the classroom which is an important element to achieve the objectives of educational institutions in the development of creative students to generate new ideas and explore areas in greater depth. Educators should be trained to adopt new art of teaching which allows the fostering of creative skills and increased interactivity as a source of discovery and concepts (Ogiya et al., 2018). Teachers require first hand experience of the creative process that demonstrates the impact of creative teaching and learning strategies on children (Downing et al., 2007). As teachers indeed have an important role to play in the development of creative learning environments to foster the creativity of learners, that's why it is important to provide them with opportunities to develop their creativity by taking training as the urgent

consideration within schools and this would allow teachers to explore the impact of creativity on the learners (Davies et al., 2014).

From this table, it has been found that the majority of the respondents (60%) among the teachers replied that they do not receive any training facilities from the education ministry to manage all the things properly. It is just for 4/5 teachers as well as 1 to 2 weeks and maximum for 3 months for a short tenure which is not enough to be skilled in the creative system. But (40%) respondents mentioned they received training on creative education system (Table 6.5 (a)).

Though the concerned authority should provide adequate training facilities to the teachers to get ready for the creative education system the short term training has been given by picking of few teachers on a specific subject to cope up with the system. So, the blame should not always be given only to the teachers' that they are incapable to make the students more creative and skilled.

One respondent pointed out that:

*“I got an opportunity to participate in the training session only for three days which was arranged for some selected teachers but it was not sufficient for a trainee to know about a new concept or idea. And in that training program, there were some practical sessions from where teachers got some ideas to conduct a class in the creative education system” (Teacher, interview 6, June 2018).*

Another respondent noted that:

*“Most of our teachers haven't enough knowledge to set or solve a question due to lack of training facilities” (Student, interview 4, June 2018).*

#### 6.5 (b) Ability in Question Making (n=20)

Though the target of the creative education system is to remove the practice of memorizing information, students become failed to understand the creative questions. But most of the students follow guidebooks as the main tools of their study because from guidebooks they get ready-made answers to exam questions (Uddin et al., 2016). The field study shows that the majority of the respondents (50%) of teachers answered that they are capable in case of question making as they get some training on the creative education system although it is not enough for them. And (30%) respondents said that they follow the different types of guidebooks for making questions. Every school has a little number of experts but it is not enough for making questions properly. But (20%) respondents partially support this statement (Table 6.5 (b)).

The field data shows that the quality of making creative question is not attainable due to the lack of familiarity and expertise of the teachers as well as for the availability of readymade question papers. The trend of copying questions must be stopped by applying strict intervention of concerned authority.

One respondent noted that:

*“We do not get any reference book and relevant literature from the school. And we can't make questions proficiently after taking only one training session” (Teacher, interview 7, June 2018).*

Another respondent pointed out that:

*“Most of the teachers of our school cannot set creative question papers that's why, in case of conducting exams, they either depend on outside question papers or take assistance from fellow teachers of other institutions for making questions” (Student, interview 5, June 2018).*

### 6.5 (c) *Impose Extra Pressure on Students' and Teachers' (n=20)*

Creativity is the method of doing something of one's way but only the use of stem in the question does not always talk about creativity. So, it turns into another kind of difficulty as the majority of the teachers fail to develop or determine stem appropriately. That's why some students feel pressurized with the creative education system. But to keep the passing grade higher, the students are given more marks without considering their merit and actual level of intelligence (Shawkat, 2014).

The field data represent that majority of the respondents among the teachers (75%) answered that the students are now more dependent on coaching centers as s/he has to solve so many questions and in the classroom, students are now losing their interest day by day as they scarcely get the answers of their questions that's why they are getting more pressurized. Moreover, this system also creates huge challenges for the teachers in terms of giving students enough attention and guidance in case of preparing the answers to their questions. That's why teachers are also losing their interest in this matter as it is tough and difficult. And only (10%) respondents said against this and (15%) respondents partially supported that the creative education system has extra pressure on both students and teachers through the numbers of students are many in comparison to teachers' ratio (Table 6.5 (c)).

According to field data, negative tendencies have developed among the teachers and the students as they are being unable to adapt to the system and the study found that both parties are in stress on how to encounter and mitigate the issues arise after the introduction of creativity in the curriculum system.

As one respondent said:

*“Creative education system makes us like a machine because we couldn't get enough time to spend on leisure activities and gossip with co-mates for mental refreshment. So, most of the time we engulfed by psychological inertia that creates mental depression” (Student, interview 6, June 2018).*

One of the respondents argued that:

*“Most of the parents are strict and want us to get GPA 5. So to get GPA 5, they give to their child into coaching centers' and private tutors that creates extra pressure on their children” (Teacher, interview 8, June 2018)*

### 6.5 (d) Infrastructural Facilities at Schools (n=60)

For the fulfillment of the objectivity of creative education system, the precondition is to maintain the availability of infrastructural facilities for ensuring a proper learning environment of the school within the classroom as well as its surroundings which is also important for increasing the analytical ability of students at secondary education in Bangladesh (Salahuddin, 2012). These facilities are also regarded as one of the important indicators of ensuring a conducive and favorable learning environment for the students. Children learn best when they interact in a rich environment with other people (Mooney, 2000; Rushton & Larkin, 2001). So, the classroom should be organized as a community in which children learn in collaboration with each other and their teachers. On the other hand, there is a serious adequacy problem at secondary level education in Bangladesh. There is also a shortage of teachers, learning materials, and other facilities needed for school. The money allocated for buying teaching-learning materials is not sufficient for the regular operation of the school (Dutta, 2015). So, the learning environments must support diverse ideas and allow students the opportunity to learn from trying new things (Sinay, 2017).

From the field survey, it is found that among the students (25%) respondents said that the existing infrastructural facilities are good in condition and (41.67%) respondents replied partially good but (33.33%) respondents said that the infrastructural facilities are not adequate for the fulfillment of the objective of creative curriculum system (Table 6.5 (d)).

The survey data shows that facilities provided by a school for the proper learning environment are conducive for students' betterment but findings depict a significant number of respondents have one observation in common that infrastructure and other logistic supports are provided inadequately which keep the impact on students' development in long run.

One respondent mentioned that:

*“We do not have sufficient teaching materials relevant to the creative education system. Although so many times we request schools to get repaired these are often ignored. And because of lack of accountability and transparency, allocated resources are repeatedly wasted which also negatively affects the quality of education” (Teacher, interview 8, June 2018).*

## 7. Concluding Remarks and Proposed Strategies

Education is the main component to execute the dream of the nation. As our young generation is the future of the nation, so it is very important to make them effective and skilled to cope up with the 21st century. So, it is a crucial time to bring changes to our education system and among the young generation, creativity must be initiated from the beginning. But aside from home, schools and classrooms may be an ultimate place for them to gather knowledge. At present, along with rote learning, creative learning is badly needed. That's why the Bangladesh Government has initiated to change the education system to boost the creativity of students by national education policy in 2010. The proper implementation of the creative education system will enable the students to flourish their analytical skills for changing the memorizing and exam-based system of education. Though creative education system has



been designed as a blessing for students but now it becomes a curse due to leak of question paper and the overabundance of textbooks which increase the dependency of students on guidebooks and coaching centers as well as the expansion of the degree of memorizing from guidebooks. The disparities between poor and rich students exaggerate day by day due to the above causes which are also a barrier in case of ensuring proper implementation of article 17 in the constitution of the People's Republic of Bangladesh. So, to enable the system to gain its desired target the above-mentioned limitations need to be reduced and for making the creative education system more acceptable to teachers and students some policy prescriptions may be taken into consideration like-

- Textbooks should be written, composed and edited by highly skilled personnel to avoid mistakes;
- Collection of question papers from outside must be forbidden and relevant reference books and literature must be provided. Besides, multimedia classes are to be introduced in all educational institutions;
- Coaching center, as well as guidebooks ownership, should be controlled by the ministry of education;
- Teachers should be more cooperative with students;
- Awareness of parents and children must be increased by arranging counseling programs;
- Moreover, a sufficient number of training programs should be introduced for teachers as well as allotment of the budget should be increased to ensure proper infrastructural facilities for making the creative education system more successful in Bangladesh.

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