

## The Relationship between Psychology, Creativity Practices and Teacher Commitment in Visual Arts Education

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### ABSTRACT

This study analyzes the relationship between creativity practices and commitment among Visual Arts Education teachers in the Bintulu district, Sarawak. A quantitative approach using a survey research design was employed, involving 190 teachers from national schools. The findings of the study indicate a high level of creativity practices and commitment among teachers. There is a significant positive relationship between creativity practices and teacher commitment had been detected. The study suggests the importance of teacher commitment in enhancing creativity in Visual Arts Education for meaningful learning. Future research should explore other factors that influence creativity practices and teacher commitment. Visual Arts Education teachers can utilize this study to improve both curriculum and pedagogy.

**Keywords:** Creativity Practices, Teacher Commitment, Visual Arts Education, Questionnaire

### 1. INTRODUCTION

Creativity plays an important role in generating new ideas and fostering innovation. It encompasses the ability to imagine, investigate, establish connections between information, think critically, and translate ideas into practical applications [1, 2]. In the context of Visual Arts Education, teacher creativity is crucial in utilizing diverse teaching styles, methods, and techniques to effectively engage students [3]. However, the practice of creativity among teachers still remains at a moderate level. To address this issue, guidelines for enhancing teaching quality with a focus on creativity are necessary. Previous studies have highlighted the positive impact of creativity practices on student learning outcomes and teacher pedagogical practices [4]. Therefore, it is essential for Visual Arts Education teachers to develop their creativity skills and align their teaching with curriculum requirements.

The COVID-19 pandemic has brought additional challenges to education, requiring teachers to adapt to online learning. This necessitates flexibility, creativity, and the integration of technology to deliver effective education [5, 6]. Teachers can utilize information and communication technology, gamification techniques, and creative materials to enhance student engagement and learning experiences. Furthermore, teacher commitment to adapting teaching methods to students' knowledge levels and providing a supportive learning environment is crucial for successful pedagogical practices [7].

Creativity is recognized as a fundamental aspect of education, particularly in the field of Visual Arts Education [8, 9]. It plays a crucial role in fostering innovation, originality, and critical thinking skills among students. Therefore, understanding the relationship between creativity practices and teacher commitment in the context of Visual Arts Education is important for improving teaching practices and promoting student success [10-13]. This literature review aims to explore existing research on the relationship between creativity practices and commitment among Visual Arts Education teachers.