



The Influence of Male and Female ESP Teachers' Creativity toward Learners' Involvement

Yudhi Arifani

Dr., English Department, Universitas Muhammadiyah Gresik, East Java, Indonesia,
yudhi_arif@umg.ac.id

Sri Suryanti

Mathematics Department, Universitas Muhammadiyah Gresik, East Java, Indonesia,
srisuryanti@umg.ac.id

Teachers' creativity becomes a perpetual issue in an educational setting. This study aimed to investigate the influence of teachers' creativity on learners' learning involvement between English for specific purposes (ES), teachers' creativity toward ESP learners' learning involvement and to seek whether there was any significant difference between male and female ESP teachers' creativity to enhance ESP learners' learning involvement. A sample of 435 ESP learners was randomly assigned and was rated both using learners' involvement survey (L-IS) from National Survey of Students Engagement (NSEE) checklist and teaching creativity scale (ELT-CS) of the teachers teaching creativity. With this objective, validated and reliable scale of assessing creativity and involvement were employed. After administering the questionnaires, the data were then analysed using structural equation modelling (SEM). The findings showed that all five parameters of creativity had a significant correlation with learners' involvement. The latent variable and supporting indicators of involvement were identified. The findings also asserted that female ESP teachers performed higher involvement scale than those males. Suggestion for a further researcher to investigate factors contributing to EFL learners' learning involvement in ESP class is worth pursuing.

Keywords: teachers' creativity, learners' involvement, male and female ESP teachers, learner, teacher

INTRODUCTION

Current studies investigating teachers' creativity become popular in an educational setting (Garza & Soto Huerta, 2014; Kimmelmeier & Walton, 2016; Langari & Parvin, 2017; Sato & Hodge, 2016; Tin, Manara, & Ragawanti, 2009). Several experts define teachers' creativity into several categories, namely producing a new and unique teaching

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method, variety strategies, and have strong commitments to promote learners' learning success through effective ways (Ayob, Hussain, & Majid, 2013; Craft, 2001; Hosseinnia, 2017; Khodabakhshzadeh, Hosseinnia, Moghadam, & Ahmadi, 2018; Richards & Jones, 2015). Most of the emerging issues toward the current studies of teachers' creativity lay on the essential aspect of teachers' role in promoting learners' success. (Khodabakhshzadeh et al., 2018), for example, they investigated the relationship between EFL teachers' creativity and teaching effectiveness as well as explored the difference between male and female creativity in the Iranian context. The results of the study revealed that teachers' creativity positively influences their teaching effectiveness and female teachers were considered as more creative than that male. Different views claim that teachers' personal trait, beliefs, and creativity are interrelated variables to describe the teaching effectiveness (Chi, Yeh, & Wu, 2014).

In Indonesian context, several studies on ESP domain has little attention been given to explore the effectiveness of ESP teachers' teaching practice. All studies elaborate pedagogical challenge, potential issues, and the future prospects of ESP teaching practice. A study conducted by (Poedjiastutie & Oliver, 2017) explored the pedagogical challenge in ESP teaching at Indonesian EFL context. She found out the existence of general English in ESP classroom contexts still dominate the content of ESP itself. Another study conducted by (Indrasari, 2016) focused on preparing pre-service ESP teachers using project-based as an attempt to address the needs of effective ESP teaching for the pre-service teachers. The next study by (Askar, 2013) investigated current issues in ESP teaching and the future prospect of ESP including ESP teachers' professional development. His findings described the prospects of ESP teaching in Indonesia but again they still failed to identify the essential factors determining the success or failure of ESP teaching in Indonesian EFL context. The studies conducted in Indonesian context were still distorted. One of the possible causes is the negligence importance of ESP status in Indonesian EFL teaching and little attention is given to enhance ESP teachers' teaching creativity through adequate teachers' professional development. Research findings revealed that teachers' creativity positively correlates with teacher professional development (Cimermanova, 2015; Davies et al., 2014; Park, Lee, Oliver, & Cramond, 2006) and teaching effectiveness. (Khodabakhshzadeh et al., 2018; Wang & Kokotsaki, 2018)

The aforementioned studies especially from the global view as stated in the first paragraph investigated teachers' creativity from the teacher' perspective and it just overlooked at 'product-based' such as the influence of ESP teachers' creativity, effectiveness, and beliefs towards learners' learning success. Meanwhile, from the view of "process-based approach" which is indicated by learning involvement, researchers do not address this issue yet so that there is a missing link between teachers' creativity and learners' learning involvement. Consequently, to bridge the above gap the researchers attempts to investigate from the ESP learners' point of view to draw teachers' creativity and learners' learning involvement in the ESP teaching and learning process which rely on 'process-based' approach rather than the 'product-based' so that equal and fair feedback can be drawn from the study.

REVIEW OF LITERATURE

Teachers' creativity

Two different terms initiated by several experts to address the notion of creativity were reviewed in this study. Those are teachers' creativity and teaching for creativity. Teaching creativity relies on an innovative approach to obtain effective teaching implemented by the teachers. It is more teacher-based rather than learner-based approach. Conversely, teaching for creativity seems to be more practical to develop learners' innovative ways of learning activities (Craft, 2008; Khodabakhshzadeh et al., 2018).

The term creativity is defined as the implementation of new ideas to achieve effective teaching (Khodabakhshzadeh et al., 2018). Historically, the term creativity has identical with two types of creativity tests developed in early 1965 and 1974 where (Wallach & Kogan, 1965) and (Torrance, 1974) developed Torrance Tests of Creative Thinking (TTCT) and Wallach-Kogan Creativity Test (WKCT). Those two types of test are mostly implemented by researchers who analysed teaching creativity.

Current researchers such as (Khodabakhshzadeh et al., 2018) in an attempt to examine teachers' creativity and teaching effectiveness among EFL men and women in Iran using adapted ELT-CS scale and SEM analysis reported that a five-subscale of creativity showed a significant relationship with the teaching effectiveness. Further results also assert there is a significant difference between gender and teachers' creativity. They also claim that EFL female teachers in Iran are more creative than those males. Also, (Richards & Jones, 2015) discusses three dimensions of creative teaching through review summary and interview with EFL teachers. Via his study, he elaborates the qualities of a creative teacher from their personal qualities and attributes, how teacher apply creativity in their teaching from the teaching strategies and how school exhibit teacher creativity. The findings of the first question assert creative teachers are knowledgeable, making use sociolinguistics knowledge, drawing pedagogical principles, require confidence, developing learners' confidence, following learners' progress, risk-taker, learning from mistakes, and helping learners' learning success. Meanwhile, the second findings from the second question clarify creative teaching is applied through eclectic method or using a blend of methods, mixing process and product, flexible teaching, link different skills, adapting the textbook, use technology, blogging, and creative collaboration. The third findings from the third research question show that the schools provide a creativity forum for the teachers, inspire creative partnership, collaborative planning, and provide rewards for the creative teachers. Next, (Tin, 2013) in search for transformation creativity of a language learning task into a creative task offered two situations that augment teachers' creativity, namely the use of multicultural experience and constraints.

Learners' involvement

Learners' involvement in classroom teaching and learning is very central. It is one of the determinant factors to measure the learners' success in classroom learning (Webber,

Krylow, & Zhang, 2013). If the learners engage in the learning process so they become active learners (Roberts & McNeese, 2010).

(Astin, 1984) defines learners' involvement as positive energy in the form of both physical and psychological aspects from the learners to obtain academic experience as part of classroom teaching and learning. Through learning involvement, it can create a conducive classroom atmosphere and it also provides an opportunity for the learners to explore their potential (Hu & Kuh, 2002; Kuh, Kinzie, & Whitt, 2011; Zhao, Kuh, & Carini, 2005). To stimulate learners' learning involvement, a tremendous effort has to be made such as improving teaching quality, teachers' role and learning activity. The increase of learners' learning involved in the process of teaching and learning activity also influences learners' retention and finally will affect toward learning outcomes and learners' quality (Mortenson, 2005).

In relation with learners' involvement, (Fletcher, 2003) describes six elements of involvements, namely: a) learning involvement should be able to develop learners' complex skills, b) build mutual partnership between learners and teachers, c) equity or learners' involvement should contribute equally among learners without any discrimination of race, gender, religion, status, economic and other discriminative elements, d) infusion or engagement has to change learners' learning attitude in comprehensive and coherent ways, e) quality of involvement has to enlighten essential issues, and f) involvement has a clear indicator and measurement and fulfil common standards of involvement.

On the other hand, (Trowler, 2010) distinguishes learners' involvement into three categories, namely positive involvement, no involvement, and negative involvement. Next, (Fredricks, Blumenfeld, & Paris, 2004) identify three involvement indicators from learners' attitude, emotion, and cognitive views.

Supporting the above notions, a comprehensive involvement indicator has been formulated by National Survey of Students Engagement (NSEE) as more acceptable instrument to measure learners' learning involvement. (NSEE, 2016) proposes 47 indicator items of learners' involvement. Further, the involvement indicator items were then elaborated into the following items, namely higher-order learning (4 items), reflective & integrative learning (7 items), learning strategies (3 items), quantitative reasoning (3 items), collaborative learning (4 items), heterogeneous discussion (4 items), learners-faculty interaction (4 items), effective teaching practice (5 items), quality of interaction (5 items), and supportive environment (8 items).

Research on the learners' involvement has been done by several researchers. (Roberts & McNeese, 2010), studied to explore learners' involvement based on the status of the learners whether they are categorized into regular or transfer status. He employed NSEE questionnaire to collect the data. The findings revealed that regular learners had higher involvement compared to the transfer learners. Another study by (Zhao et al., 2005) also validates the NSEE questionnaire to search learning community toward learners' involvement. The result of the study showed positive correlation toward learners' involvement.

Research Question

As this study is designed to measure the influence of ESP teachers' creativity toward ESP learners' learning involvement, the following question is addressed:

- Is there any significant influence on ESP teachers' creativity and ESP learners' learning involvement?
- Is there any significant difference between male and female ESP teachers' creativity to enhance ESP learners' learning involvement?

METHOD

The research subjects of this study were 435 ESP learners at Universitas Muhammadiyah Gresik, East Java Province, Indonesia from 10 departments, Mathematics (18), PGSD (49), Informatics (43), Industry (61), Electronics (14), Law (13), Psychology (25), Agro-technology (12), Accounting (83), and Management (117). The EFL learners had all enrolled one-year English for Specific Purpose (ESP) program as compulsory subject in the university.

Instruments

Two different instruments were administered in this study. An English Language Teacher Creativity Scale (ELT-CS) and Learners' Involvement Scale (L-IS) from the National Survey of Students Engagement (NSEE)

English Language Teacher Creativity Scale (ELT-CS)

English teacher creativity was measured using ELT-CS questionnaires initiated validated by (Pishghadam, Baghaei, & Shayesteh, 2012). The questionnaire items reside 60 multiple choices format interval from "always" to "never" range. The contents of the questionnaire cover 7 interrelated dimensions a) originality & elaboration, b) fluency and flexibility, c) teacher, d) environment and materials, e) motivation, f) autonomy, and g) brainstorming. In this study, the researcher does make any content changes. The items of this creativity scale were constructed into online version which should be filled by the learners. Therefore, the reliability of the instrument was not necessarily to be re-examined.

Learners Involvement Scale

To measure learners' involvement, a comprehensive involvement indicator proposed by National Survey of Students Engagement (NSEE) was utilized to attain learners' learning involvement. In this case, (NSEE, 2016) proposes 47 indicator items of learners' involvement. Further, the involvement indicator items were then elaborated into the following items, namely higher-order learning (4 items), reflective & integrative learning (7 items), learning strategies (3 items), quantitative reasoning (3 items), collaborative learning (4 items), heterogeneous discussion (4 items), learners-faculty interaction (4 items), effective teaching practice (5 items), quality of interaction (5 items), and supportive environment (8 items).

Procedures

At the beginning, the total numbers of ESP learners from the 10 departments at Universitas Muhammadiyah Gresik were calculated. From those departments, the respondents were selected randomly from each department. The researchers prepared the online version of the two existing questionnaires (ELT-CS) and (L-IS). Then, the researchers went through each ESP class to socialize the research program and ask them to fill out the two online questionnaires. The data were collected through two different types of questionnaires (English Language Teacher Creativity scale and Learning Involvement Scale). After the data were gathered, a Structural Equation Modelling (SEM) was used to analyse the correlation.

FINDINGS AND DISCUSSION

There were two vital variables (teachers' creativity and learners' involvement) in his study. A SPSS program was managed to scrutinize descriptive statistics, Pearson correlation, and an independent sample t-test. The mean, deviation standard, and correlation matrix of the two variables are presented in the Table 1.

Table 1

Descriptive Statistics summary of Teachers' Creativity and Learners' Involvement

| | N | Minimum | Maximum | Mean | Std. Deviation |
|-----------------------|-----|---------|---------|--------|----------------|
| Teachers' Creativity | 435 | 214 | 228 | 220.95 | 4.20 |
| Learners' Involvement | 435 | 51 | 57 | 53.13 | 1.62 |

The feasible score range for teacher' creativity attainment is between 60 and 300 and 47 and 235 for learners' involvement range score. As it was exhibited in the Table 1 above the mean score of teachers' creativities was 220.95 with standard deviation 4.20 and the mean score of the learners' involvement was 53.13 with standard deviation 1.62. The number of ESP learners was 435.

Research question 1: Is there any significant influence between ESP teachers' creativity and ESP learners' learning involvement?

Before addressing the first research question, the researchers conducted a model validity test to elucidate the influence between ESP teachers' creativity and ESP learners' learning involvement using LISREL 9.1. The results of validity basic model t-value test and estimation test between teachers' creativity and learners' involvement all and each parameter were exemplified in Figure 1.

After testing the validity estimation, the researchers did *Goodness of Fit* (GOF) test using LISREL 9.1 to uncover the correlation. From the measurement results, it was shown that Degrees of Freedom was 90, Minimum Fit Function Value was 4.11, Population Discrepancy Function Value (F0) was 3.67, 90 Percent Confidence Interval for F0 was (3.08 ; 4.34), Root Mean Square Error of Approximation (RMSEA) was 0.33, 90 Percent Confidence Interval for RMSEA was (0.03 ; 0.06), P-Value for Test of

Close Fit (RMSEA < 0.05) was 0.00. The value of **RMSEA ≤ 0,05** indicated the *close*

fit and the value of $0,05 < RMSEA \leq 0,08$ indicated the *good fit*. From the RMSEA, the calculated value was $0,03 \leq 0,05$. As a result, it could be affirmed that the fitness of all models belonged to *good fit*. Moreover, the Expected Cross-Validation Index (ECVI) was 4.40, 90 Percent Confidence Interval for ECVI was (3.81 ; 5.07), ECVI for Saturated Model was 1.06, ECVI for Independence Model was 21.19, Chi-Square for Independence Model with 45 Degrees of Freedom was 2183.93. Next, the value of ECVI was 4.40 and it was closer to the ECVI saturated model compared to the ECVI Independence Model. It indicated the good fit as well. Beside, 90 Percent Confidence Interval for ECVI was (3.81 ; 5.07), and the value of ECVI was 4.40 and it was situated on within the interval. It was a good indication for the estimated ECVI value. Then, the Independence AIC value was 2203.93, Model AIC was 457.83, Saturated AIC was 110.00 Independence CAIC was 2240.47, Model CAIC was 534.57, and the saturated CAIC was 310.97. The AIC value was 457.83, and it is closer to the value of AIC saturated model compared to the AIC Independence model. Last, the model CAIC value was 534.57 and it was closer to the value of CAIC if it was compared to the Independence CAIC value. It meant that the all models categorized into *good fit*.

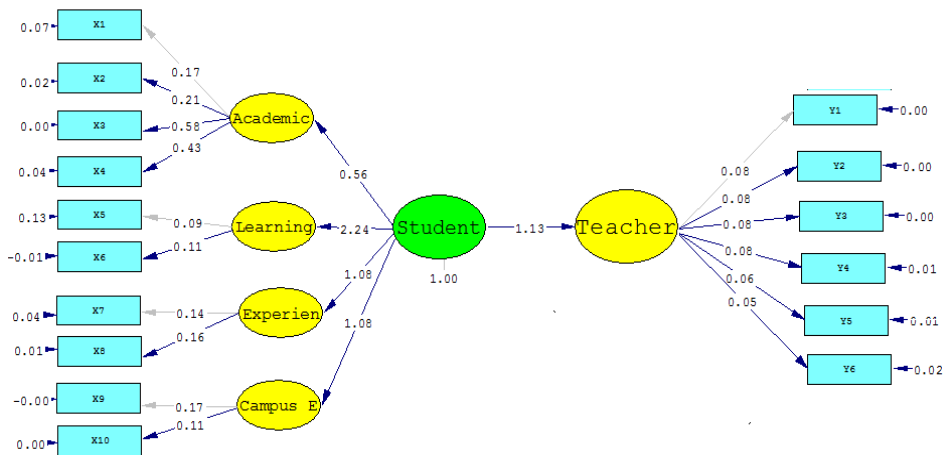


Figure 1 Basic model estimation between teachers’ creativity and learners’ involvement parameter

Figure 1 was the upshot of basic model estimation correlation between teachers’ creativity and learners’ involvement from each indicator and from all indicators. Firstly, the finding from all parameter’s correlation, it exemplified significant correlation between teachers’ creativity and learners’ involvement with the correlation coefficient was positive. Secondly, the finding from each parameter illustrated that the latent variable “Academic Challenge” significantly contributed 0.56 toward learners’

involvement with the biggest contribution was the X3 indicator (Learning Strategies) with value gain 0.58. Another latent variable "Learning with Peers" significantly donated 2.24 toward learners' involvement with the biggest donation was the X6 indicator (Discussion with Diverse Others) with 0.11. The following latent variable "Experience with Faculty" also significantly affected 1.08 toward Learners' involvement with the biggest effect was the X8 (Effective Teaching Practice) with 0.16. The last latent variable "Campus Environment" significantly offered 1.08 toward learners' involvement with the biggest effect was the X9 (Quality of Instruction) with 0.17.

The findings for the first research question explained whether there was any significant influence between ESP teachers' creativity and ESP learners' learning involvement. It was convinced that there was significant correlation between ESP teachers' creativity and ESP learners' learning involvement. Particularly, if we observed at the four latent learners' involvement variables, so we could aver that there were four parameters influenced learners' involvement as seen from the Figure 1 that lead to the discussion of this study. Students' involvement parameters had four latent variables, namely: a) Academic Challenge, b) Learning with Peers, c) Experience with Faculty, and d) Campus Environment. Each of those four latent variables was measured by indicator variables which had the sub-indicator variables. The first latent variable "Academic Challenge" were measured by 4 indicator variables (high order learning, reflective & integrative learning, learning strategies, and quantitative reasoning). The biggest contribution from the four indicator variables was learning strategies. The learning strategies itself was measured by three sub-indicator variables (*identified key information, review note after class, summarize course material*). It also meant that the ESP learners were engaged in learning mostly through identifying the *key information, reviewing note after class, and summarizing course material* or autonomous learning involvement.

The second latent variable "Learning with Peers" was measured by 2 indicators variables, namely: a) collaborative learning and b) discussion with diverse others. The biggest contribution was the discussion with diverse other. The discussion with diverse other itself consisted of four sub-indicators (*people from ethnic other, people from economic background other, people with religious belief other, people with political views other*). It meant that ESP learners were involved in the discussion with more heterogeneous group members.

The third latent variable "Experience with Faculty" was measured by 2 indicator variables, namely: a) learners' faculty interaction, and b) effective teaching practice. The biggest contribution was the effective teaching practice which was measured by five sub-indicators (*clearly explain course goal, taught course session, use example or illustration to explain difficult point, provide feedback on a draft, provide prompt and detail feedback*). It meant that ESP learners were involved in the ESP teaching and learning practice if the ESP teachers performed effective teaching.

The last late variable "Campus Environment" was measured by 2 indicator variables, namely: a) quality of interaction and b) supportive environment. The biggest contribution was the quality of interaction which had five sub-indicators (*interaction*

with learners, interaction with academic advisor, interaction with faculty, interaction with students' service staff, interaction with other administrative staff). It meant that ESP learners' involvement was shown mostly from the quality of interactions.

In today's educational setting in common, and in English language teaching context, teachers' creativity has become an asset for learners' success. The success of the learners in learning is determined by their involvement during the learning process. In fact, it is very hard to claim learners' involvement occurs without considering teachers' creativity. On the other hand, teachers' creativity is determined by their professional development experience, and the quality of their previous educational training program (Cimermanova, 2015; Khany & Boghayeri, 2014; Morais & Azevedo, 2011). Dealing with teachers' creativity and learners' involvement, this finding asserts that learners' creativity enhanced learners' learning involvement. It is in line with the previous study conducted by (Richards & Jones, 2015) which found the teachers' creativity correlates positively with learners' involvement. Further, he examined three dimensions of creativity that is urgent in engaging learners' learning involvement through teachers' personal attributes. He also mentions several influential findings of teachers' creativity scales such as fluency, flexibility, autonomy, motivation, environment, materials. It can also be said that teachers' creativity stimulates learners' learning involvement. In another research, (Webber et al., 2013) found that creativity, effectiveness, and involvement play crucial factors to measure the learners' success in classroom learning. If the learners engage in learning process so they become active learners (Roberts & McNeese, 2010).

Convincingly, the conception of teacher creativity due to its positive effect on teaching and learning process and learning outcomes, has been acknowledged (Khodabakhshzadeh et al., 2018). The objective of this research was to scrutinize teachers' creativity and its relationship with EFL learners' learning involvement. Another objective of this study was to narrate male and female ESP teachers' creativity toward learners' involvement. The findings also emerge the forms of the learners' involvement which is not addressed yet by other scholars. From this research, learners' creativity appears in the forms of positive growth of learners' independent or autonomous learning such as reviewing note after class, and summarizing course material, activity in groups discussion as an influence of teachers' ability in implementing creative teaching such as explaining clear learning objective, quality of interaction, prompt and detailed feedback.

Research question 2: Is there any significant difference between male and female ESP teachers' creativity to enhance ESP learners' learning involvement?

The objective of the second question was to clarify whether there is any significant difference between male and female ESP teachers' creativity to enhance ESP learners' learning involvement. To deal with this question, a descriptive statistic and an independent sample t-test were utilized. The results of the descriptive statistics and the independent sample t-test between male and female teachers' creativity and learners' involvement were presented in the Table 2 and Table 3 below.

Table 2

The Descriptive statistics of learners' involvement of the male and female teachers

| | N | Minimum | Maximum | Mean | Std. Error Mean |
|---------------------|-----|---------|---------|-------|--------------------|
| Female Teachers | 435 | 51.00 | 57.00 | 53.13 | 1.62 |
| Male Teachers | 435 | 47.00 | 53.00 | 50.02 | 1.57 |
| Valid N (list-wise) | 435 | | | | |

Based on the Table 2, the learners' involvement mean score between female and male ESP teachers was different. The finding described the learners' involvement mean score of the female ESP teachers were (53.13) higher than those of the male learners' involvement mean score (50.02). It also meant that ESP learners were more involved in ESP class taught by ESP female teachers.

Table 4

The Result of the Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|--------------------------|--------------------------------------|--|------|------------------------------|---------|------------------------|--------------------|--------------------------|---|--------|
| | | F | Sig. | t | df | Sig. (2- tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference Lower Upper | |
| Learners' Involvement | Equal variances assumed | 13,991 | .014 | .521 | 433 | .003 | .08138 | .00629 | .18857 | .22580 |
| | Equal variances not assumed | | | .521 | 423.825 | .002 | .08138 | .00611 | .18822 | .22546 |

Table 4 illustrated the results of independent sample test to see whether there was any significant difference of learners' involvement between the two different genders. Based on the Table 4, it was clearly stated that the significant value was .014 and it was smaller than the alpha value .05. It was also evident that there was a significant difference in term of learners' involvement between the two different genders of the ESP teachers (learners' involvement between male and female ESP teachers). It also held up the preceding finding as shown in the Table 1 where the learners' involvement in ESP class was higher when they were taught by the female ESP teachers. Conversely, the learners' involvement in ESP class was lower when they were taught by the male ESP teachers.

Research data depicted that there is a significant relationship between different gender of teachers (male and female ESP teachers' creativity) toward learners' learning involvement. According to the data, female ESP teachers have higher involvement scale than those male. Synonymously, the creativity of female teachers provide significant contribution toward learners' learning involvement or learners are more involved in their ESP learning if they are taught by creative female ESP teachers. It is reasonable to

claim that the more creative the teachers are the more involved the learners are without considering the types of gender. The issue is why the creative female teachers stimulate learners to be more involved in learning. One of coherent reasons was proposed by (Forisha, 2015) who distinguishes creativity between men and women. She wisely depicts creativity of woman teachers as having the ability to visualize imagery and men as having creative production. Meanwhile, (Khodabakhshzadeh et al., 2018) in their study found out those women teachers are more creative than those men. Although they do not afford any further enlightenment toward the above issue, but they illuminate the creative teachers in general as motivating, humorous, warm, flexible, and more objective which make learners more engaged in learning.

CONCLUSION AND RECOMMENDATION

The present research probed into the effect of teachers' creativity toward ESP learners' learning involvement. Also, the researchers determined the difference between male and female ESP teachers' creativity to enhance ESP learners' learning involvement. Overall, the results show that teachers' creativity positively correlates with learners' involvement. The findings also demonstrated that there was different influence between male and female ESP teachers' teaching creativity and ESP learners' involvement. The ESP learners who are taught by female ESP teachers show higher involvement than those taught by the male ESP teachers. Findings of this study facilitate teachers and researchers with theoretical and pedagogical implication to enhance their learners' learning involvement. It provides a framework for teachers and learners to investigate their own views on perceptions of creativity and involvement in the context of second language learning.

Noticeably, the restriction of this present study has to be prudently taken care as the involvement scale was originally established for teaching and learning in general. It is not designed for ESP within the context of English as a Foreign Language (EFL). Different context may cause different result of the study. Again, the participants involved in the research were not represented from all ESP class in Indonesian universities. Thus, transferability of the findings is more pertinent for similar sample and settings rather than the generalizability. Further studies are advocated to overcome the aforesaid restriction and evaluate teachers' creativity and their learners' involvement. Next, investigating factors contributing to EFL learners' learning involvement in ESP class is worth studying.

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