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# **Empower Teachers for Creativity By Motivation, and Positive Environment**

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**Empower Teachers for Creativity By Motivation,  
and Positive Environment**Abdullah Abdulaziz Alghamdi<sup>(\*)</sup>**Abstract** □

The study aims is to Empower Teachers for Creativity, Motivation, and Positive Environment by giving them more freedom in what and how they teach and more freedom in choosing the best curriculum and ways of teaching their children according to students' challenges and abilities. Empowering Teachers will solve most of education's challenges. For example, the most important challenge and main goal is to make all students good citizens and empowered teachers can do that because they are more flexible with all students. They can create good materials, lesson plans, and activities that can help students grow according to their abilities and needs. Empowering teachers is the way to empower students. Empowering teachers will make them responsible for their students' growth and solving their tasks. MOE will be able to see what education needs to improve because they will hear it from the teachers themselves. Empowering teachers will improve and develop curricula and methods of education and assessments; securing good, fair, and comprehensive education for all; improving recruitment, rehabilitation and development of teachers; improving of students' values and skills; improving educational environment, stimulating innovation and creativity; strengthening ability of education systems, and training to fulfill development requirements and labor market needs.

**Keywords:** Creativity- Motivation- Positive Environment.

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## تمكين المعلمين للإبداع متن خلال التحفيز والبيئة الإيجابية

عبدالله عبدالعزيز

### ملخص

تهدف الدراسة إلى تمكين المعلمين من الإبداع والتحفيز والبيئة الإيجابية من خلال منحهم مزيداً من الحرية في ماذا وكيف يعلمون ومزيداً من الحرية في اختيار أفضل المناهج وطرق تعليم أطفالهم وفقاً لتحديات الطلاب وقدراتهم. يؤدي تمكين المعلمين إلى حل معظم تحديات التعليم. على سبيل المثال، يتمثل التحدي الأكثر أهمية والهدف الرئيسي في جعل جميع الطلاب مواطنين صالحين ويمكن للمدرسين المتمكنين القيام بذلك لأنهم أكثر مرونة مع جميع الطلاب. يمكنهم إنشاء مواد جيدة وخطط الدروس والأنشطة التي يمكن أن تساعد الطلاب على النمو وفقاً لقدراتهم واحتياجاتهم. إن تمكين المعلمين هو السبيل لتمكين الطلاب. إن تمكين المعلمين سيجعلهم مسؤولين عن نمو طلابهم وحل مهامهم. سوف تكون وزارة التربية والتعليم قادرة على رؤية التعليم الذي يحتاج إلى تحسين لأنهم سوف يستمعون إليه من المعلمين أنفسهم. سيؤدي تمكين المعلمين إلى تحسين وتطوير المناهج وطرق التعليم والتقييم؛ تأمين تعليم جيد وعادل وشامل للجميع؛ تحسين توظيف وتأهيل وتطوير المعلمين؛ تحسين قيم الطلاب ومهاراتهم؛ تحسين البيئة التعليمية وتحفيز الابتكار والإبداع. تعزيز قدرة أنظمة التعليم والتدريب على تلبية متطلبات التنمية واحتياجات سوق العمل.

**الكلمات المفتاحية:** الإبداع للمعلمين - تحفيز المعلمين - البيئة الإيجابية.

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**Introduction**

When you send a group of soldiers, you make sure to train all of them very well about the weapons and tools you provided them with to make sure they succeed in their mission. Not only this, you keep in touch with them all the time to see what kind of support, tools, or help they need. The real soldiers of Ministry of Education (MOE) are teachers. But do Saudi Teachers get the right training, tools, and support they need to succeed in their mission?

Education nowadays faces new challenges everyday which task schools and teachers in particular to deal with each challenge with a correct response. From my visits to many schools in United States, I have noticed the power everyone in the school has, especially the teachers. In addition, they have a freedom in their classes and it seems that everyone is working to support the teachers in their mission from superintendent in the district to the smallest worker in the school. If Ministry Of Education (MOE) empowers teachers and gives them the autonomy and responsibility in their classes, most of the educational challenges will be solved. In addition, teachers will be more creative, passionate, and have strong positive responsibility feeling to their job as a teacher.

**Problem**

Students in western Saudi Arabia are not like students in the eastern part. There are regional differences between students in the northern, southern, and central parts of the country; all of them vary and have different challenges. Teachers get everything from MOE including curricula and ways of teaching with a lot of strict rules which is not bad

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for new teachers, but unfortunately, it kills the motivation, creativity, and gives negative feelings to experienced teachers. In addition, the MOE rules may solve so many problems in the central region, but it is not doing so well in western region or anywhere else.

Moreover, teachers feel they are not engaged at all. They just know the curricula in the beginning of the year, the new plans, and the ways of teaching. Doing this makes teachers confused and they need time to adapt to the new curricula and new ideas MOE added to teacher's duty. What if MOE made the teacher more engaged one year before applying the new curricula in action? They could have meetings with them, training and explaining, getting feedback before just doing any action. Making teachers informed about anything related to teaching will improve teacher engagement in the process of education and make these new things as if it were their choice. Engagement is in part empowering teachers to help in the process of teaching and learning. For that reason, MOE should empower teachers by giving them more freedom in what and how they teach and more freedom in choosing the best curriculum and ways of teaching their children according to students' challenges and abilities.

At the same time, MOE should encourage teachers to improve their skills by themselves with training and looking for higher education while they teach. "The best teachers are the best learners" (Kellahan, 2018, retrieved from: [reviled https://www.smh.com.au/business/workplace/the-best-teachers-are-the-best-learners-20180901-p5014u.html](https://www.smh.com.au/business/workplace/the-best-teachers-are-the-best-learners-20180901-p5014u.html)).

Empowering teachers is not an easy mission, but we can start step by step to reach that goal. First, teachers should have a union in every

district that can speak for them and solve their problems. This union's mission is to improve learning and teaching environments according to the teacher's perspective. Second, many teachers complain about not having rights. In response to that, MOE should take this seriously and solve this directly because taking someone's rights kills all kind of motivation and creativity and causes negative feeling about teaching.

Empowering Teachers will solve most of education's challenges. For example, the most important challenge and main goal is to make all students good citizens and empowered teachers can do that because they are more flexible with all students. They can create good materials, lesson plans, and activities that can help students grow according to their abilities and needs. Empowering teachers is the way to empower students.

### **Description of initiative**

Empowered teachers need steps and time to reach their most powerful teaching so MOE could be able to rely on them. In the meantime, with each step, MOE will notice the growth of motivation among teachers and improvements in the environments of education in general.

My capstone is empowering teachers because if we do that we will empower students at the same time. The list for empowering teachers is endless, but I will mention here the most common things I saw in schools in the US:

- **Giving a trusted voice for teachers**

Teachers need to have regular meetings to discuss their challenges in the teaching and learning process. Also, to share their ways of teaching and what is working best for them and share positive feelings

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between them. They need a voice between them and MOE for their needs as teachers and the needs for their students. A trusted voice is needed to be accepted by teachers and MOE. The voice for teachers will empower teachers and give them a positive feeling about their job, especially when they feel their voice has been heard.

- **Motivating teachers to get higher education.**

Training or having a higher degree such as Master's or Ph.D is very hard especially when someone already has a job and a family. Encouraging teachers to get a higher degree will help them improve their knowledge and skills in teaching and learning, which will help the students in the end. Nowadays, MOE gives a small number of teachers a scholarship to complete their studies which is a very hard process and it is difficult to get this chance. In contrast, teachers who complete their studies by their own efforts is not accepted or recognized by MOE which leads to negative feelings about justice and improving themselves. On the other hand, teachers in US are encouraged to get their higher degree by being more flexible in their schedule and giving them a higher salary for the degree. The process is very easy in the US, teachers need only to bring a higher certificate in education, and they will be promoted directly.

- **Motivating teachers to train themselves.**

Teachers need to train themselves every year to improve their skills, and it is very important that this training is according to their needs. Challenges becomes more difficult day after day and teachers should learn and train themselves according to these challenges and what else they need to learn to meet the needs of students. Unfortunately,

MOE only accepts the training programs given by them which are given in a particular place, time, and limited number of participants. Most teachers could not attend these training programs because of time, place, or it is full. If they find a time to attend, it might not be for their particular needs. I believe MOE should encourage teachers to improve themselves according to their needs anytime and anywhere. MOE should motivate and appreciate self training more than what comes from MOE.

- **Engaging teachers in all aspects of teaching and learning.**

If the teachers are not engaged or a part of choosing curricula, ways of teaching or any part related to teaching and learning, it can eliminate the motivation even if MOE gave them the best curricula or ways of teaching. Empowering teacher is defined as “investing teachers with the right to participate in the determination of school goals and policies and to exercise professional judgment about what and how to teach” (Bolin, 1989; p.82). Teachers should believe in all materials they use in their class. In some districts in the US, the teachers of one subject have several meeting to see what curricula work for them and their students’ needs and at the same time reach the State standards. When they do this, teachers are doing their best because they feel they chose it and need their choice to succeed. Teachers are the living tools that can make learning the most beneficial and enjoyable thing for the students or make it the opposite. MOE should create opportunities to have teachers more engaged and responsible for their choice.



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- **Choosing their tools of teaching**

Teaching aids and technology is very important to help the teachers make the process of teaching and learning more fun and professional. MOE should support teachers with all their needs.

- **Having their own place for teaching and learning**

Teachers need their space of teaching to prepare for their classes. This will give the teachers a way to be creative and belong to the school. It will refresh the students when they move from class to class. Students who are growing need to be able to stretch their bodies and allow more oxygen and blood to flow to their brains so they can focus on learning. Moving from class to class will allow students the opportunity to get oxygen and blood flowing between class times.

These are some of the things MOE should start doing to empower teachers and have a good education system. The most important step is to listen to teachers and make them see MOE heard their voices.

### **Evidence/Connections to BLECTSI Program Outcomes**

- **Academic and Instructional Leadership**

In relation to academic and instructional leadership, my initiative addresses all program outcome for this section. Encouraging teachers to get higher education and self training will give the teachers the chance to:

(1.1) Develop strong reading, writing, listening and speaking skills in English (at least a C1 score on the Common European Framework of Reference or its TOEFL or IELTS equivalent); (1.2) Develop strong knowledge of the approaches and methodologies related to language acquisition; (1.3) Use effective English language teaching strategies; (1.4)

Use assessment strategies that are aligned with the instructional strategies and the outcomes of the curriculum; (1.5) Create equitable learning environments that promote learning for all, including for students with special needs; (1.6) Build strong effective relationships with students (and stakeholders) to promote learning; (1.7) Develop deep understanding of the social and cultural context underlying English language use.

From emergent schools, teachers are required to get several hours of training programs every year by their choice. In addition, they have two paid days in a year to be able to attend full two days of training programs of their choice. Moreover, principals will suggest more training programs for teachers who may need more training programs. With all of these training programs, teachers are encouraged to get a higher degree in field of education. All of these programs are created to improve teachers' skills in all aspects of teaching and learning processes which will be a great chance to reach all of their outcomes.

#### ▪ **Classroom Management and Technical Leadership**

In relation to classroom management and technical leadership, my initiative addresses all program outcome for this section. When teachers able to share their experiences and at the same time ask for help for their need, they will be able to: (2.1) Manage the classroom effectively; (2.2) Appropriate technology effectively to support teaching and learning, professional development and communication with parents.

The mission of American Federation of Teachers (AFT) is “The American Federation of Teachers is a union of professionals that champions fairness; democracy; economic opportunity; and high-quality public education, health care, and public services for our students, their

families, and our communities. We are committed to advancing these principles through community engagement, organizing, collective bargaining, and political activism, and especially through the work our members do" (Sawchuk, 2012, retrieved from: [http://blogs.edweek.org/edweek/teacherbeat/2012/07/aft\\_approves\\_new\\_mission\\_state.html](http://blogs.edweek.org/edweek/teacherbeat/2012/07/aft_approves_new_mission_state.html)). From this statements, when teachers create a similar organization or regular meeting, they will reach these outcomes.

- **Change Leadership**

In relation to change leadership, my initiative addresses all program outcomes for this section. Empowering teachers and giving them the opportunity and trust to be creative and face the challenges by themselves will (3.1) Lead transformation of practice school-wide. In the same time, when teachers have regular meeting according to their majer they will be able to (3.2) Lead cultural transformations in their schools with particular focus on transforming professional collaborations among their peers through professional learning communities. Teachers should be given the chance and trust to create a environment at their schools and community. By doing these thing, MOE will generate immense leaders among teachers, students, and community.

### **Action Plan**

MOE is looking for improving the educational system to be one of the best system in the world. To do that, MOE should create powerful autonomy for teachers with powerful tools to be able to reach all the goals and objectives. According to Huanhuan & Chi (2017) “an autonomy supportive teacher nurtures and increases students’ inner

endorsement in classroom activity. It's also found that students show a strong, immediate, and positive engagement effect when teachers enact autonomy-supportive instructional behaviors” (p. 1022). Creating powerful autonomy among teachers will create powerful autonomy among learners. When teachers are empowered, it will affect teachers’ motivations, job satisfaction, and stress. The findings of a research study indicate a significant relationship between empowering teachers and teacher motivation. The more principals participate in empowering behaviors, the greater the impact teachers feel they are able to make by fulfilling work-related tasks, and the more likely they are to see they have choices in selecting actions that will lead toward positive outcomes (Joan & Sandra, 2000).

Empowering teachers will improve and develop curricula and methods of education and assessments; securing good, fair, and comprehensive education for all; improving recruitment, rehabilitation and development of teachers; improving of students’ values and skills; improving educational environment, stimulating innovation and creativity; strengthening ability of education systems, and training to fulfill development requirements and labour market needs (General Objectives of Education, 2020).

### Capstone Initiative Action Plan

<b>BLCTSI Candidate: Abdullah Alghamdi</b>	<b>Project Title: Empower Teachers for Creativity, Motivation and Positive Environment</b>
<b>Vision:</b> First step of empowering teachers is giving them a voice then listen to them.	<b>Why?</b> Because teachers are the best who know what is important for teaching and learning

<b>Target /Goal</b>	<b>Action Plan Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>BLCTSI Program Outcomes</b>
1- Getting Teachers Union approved	1- Create a whole explanation about the main rules and job of the union. 2- Convince Teachers' Supervisors about the importance of establishing this Union by meeting them individually. 3- Convince the leaders in the Districts about the importance of establishing this Union by meeting them individually. 4- Convince the Leaders of the Ministry of Education (MOE) about the importance of establishing this Union by sending emails to them to explain the benefits and get supports for the idea. 5- getting the approval	1- Teachers' Supervisors. 2- the leaders in the Districts. 3- the Leaders of MOE.	Six months.	
2- Establishing one main office for teacher's union for all districts around the kingdom at Riyadh.	The main purpose is listening to teachers' needs and challenges through their union around the kingdom.	Leaders At MOE	One month	

Target /Goal	Action Plan Steps	Person(s) Responsible	Timeline	BLCTSI Program Outcomes
<p>3- Establishing English teachers' union in Al-Baha city.</p>	<p>1- Contact all the English Language Teachers and Convince them about the importance of establishing and joining this Union by visiting them at schools and sending emails.                      2- convince at least one leader of MOE and district to attend the first meeting with as many English teachers as possible.                      3- the agenda should be clear                      4- give the teachers a clear idea about what they expect the union will add for them and what it will not add.                      5- listen to the teachers and make them sure the union is their real voice for each of them and their voice is respected and respected.</p>	<p>All English Teachers at al-Baha.</p>	<p>One month</p>	
<p>4- Establishing English teachers' union in all districts</p>	<p>1- Contact all the English Language Teachers and Convince them about the importance of establishing this Union by visiting</p>	<p>All English teachers</p>	<p>Three months.</p>	

<b>Target /Goal</b>	<b>Action Plan Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>BLCTSI Program Outcomes</b>
around the kingdom	them at schools and sending emails. 2- convince at least one leader of MOE and district to attend the first meeting with as many English teachers as possible. 3- the agenda should be so clear 4- give the teachers a clear idea about what they expect the union will add for them and what is not 5- listen to the teachers and make them sure the union is their real voice for each of them and their voice is respected and respected.			
5- Establishing teachers' union for all teachers in each district around the kingdom	1- Elect one leaders for each course subjects. 2- Have regular meeting, at least four regular meeting in a year.	All teachers	Three months.	
6- Evolution	1- Evaluate and get feedback from teachers regularly throughout the year.	Everyone Teachers, parents, children, community, ect..		

**Conclusion**

Many Saudi teachers have a feeling of injustice which leads to negative feeling about their job. They are not encourage to get any training program or get higher education without MOE permission. In addition, they have to teach a full textbook even if it is not suitable for their students level or needs. For all of that, it is time MOE trusts the teachers and give them a chance to be leaders by empowering them with everythings they need for teaching to help teachers to enhance learning of students. Empowering teachers will make them responsible for their students' growth and solving their tasks. MOE will be able to see what education needs to improve because they will hear it from the teachers themselves.



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