

Learning Through the Creativity: A Case Study of Gari Afghana Taxila, Pakistan

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Abstract:

Creative activity is a good platform to encourage the kids toward effective learning. In this study, students' academic competence is checked on a series of 3 levels: Attention, Memory, and Reproduction. The entire societal model agrees that creative activities like audio-video clips, book readings and coloring or drawing activities all boost students' confidence and motivation for education. They also agree on the point that audio-visual aids grab more attention and kids also recall animated cartoons more than any other activity like paintings and book reading.

Key words: Learning, observatory learning, creative activities, student, teacher

Introduction:

Since Albert critically say that, the eminence of individual's life is deeply prejudiced by the creative involvements of some definite societal models. Creativity has repeatedly been differentiated as a versatile construct. Depending on the content and context, creativity change human abilities, their process, or resulting behaviors (Mumford & Gustafson, 1988). Psychologists always prefer creative activities as Angela Hobday, had suggested 100 activities to promote creativity in different therapies (Hobday & Ollier, 1998). A large amount of this study has been accepted on this finding that these activities would lead to further valuable exercise of this social reserve (Taylor, 1964). In current times, this objective has become more significant because of the highest position on innovative talent in a globe of rapid communal and scientific revolutions (Deva, 1984).

The school children observe the individuals, who exist around them and these individuals behave in different manners. Every kid has 4 conditions to change their learning patterns; give attention to an activity which is performed in front of it, secondly try to memories what he/she observe in any activity, thirdly try to copy this activity and at last he/she motivate them self yes I can do it by myself alone. This is exemplified

throughout the experiment of famous Bobo Doll (Bandura, 1961). In Albert Bandura's Observational Learning theory these individuals are called "models". Kids observe these models are reproducing them in their behaviors and activities. Kids imitate those models which they think are more similar to them. According to this theory, kids built their own choice patterns (McLeod, 2011).

Even though the creative activities have customarily well thought-out fun ruffles, but they are in reality a fundamental part in the learning mystery. Drawing helped children to boost their self-confidence, get better their creative skills, get sharpen their reading ability, and their decisive thoughts too (Kear, 2010). In Pakistan, it is defined that the informed classroom teacher can play as a powerful central role in our educational sector. And they are front 'line change agent in education system (Dr. Siddiqui, 2012). In Pakistan where 6.5 million children are out of school we should try to motivate them toward education through low cost or free creative activities. Creative activities play a vital role to motivate the children toward education. And creative activities affect the observational learning which is later on discuss in literature review section. In Observational learning every person learns new things or behaviors through observing the other. For the first day of a kid, he/she gather all observing activities which take place around him/her then he/she learn how to behave in this world or how to act in this world. It is very important at the time of childhood when we never know anything and can't say this problem as well. Albert Bandura is the founder of this theory which tells four steps and its impact as well. The key step of this learning is 'attention' if a child is attentive towards you then he/she must imitate your behaviour otherwise the theory fails it's finding. For the purpose attention grabbing, Albert Bandura use models, which catch the kids' attention and teach them new learning patterns. These models are teachers, parents or any authoritarian personality. In this research, we find the relationship of creative learning activities and their link with attention, memorization and reproduction in specifically Fazilia Public Secondary School (FPSS), Gari Afghan Taxila Pakistan's educational patterns with our in-depth interview techniques. Creative activities in education transform the lives of children and enhance their achievements and skills. Fazilia Trust Pakistan believes that "an investment in education always pays the best interest". Fazilia Trust

Pakistan (FTP) has been successfully running a school in the Village of Ghari Afghana, Taxila since 2000. Fazilia Trust Pakistan's Chairman joined the government in the notion of moderation. He also formed first model school of Pakistan on 22-2-2000. Today that institute consists of an English medium schooling system, a well-equipped boarding facility and a degree college for women. The School has 384 students' strength. Further than 38% students are paying nominal fee, while the other kids are availing free schooling or subsidy under a child sponsor programme. Fazilia Public Secondary School system in collaboration with FUNKOR child art center also carries out various creative activities to enhance the confidence and abilities of the students.

Literature Review:

Learning is a change or modification that brings about growth and behaviors or capabilities of learner. Every learner has a tremendous variety of talents, capacities and potentialities. Individuals differ greatly in the amount and equality of a talent or capacity they possess (Robinson, 1999). Students promote self-regulation, or a process that activates and sustains cognitions, actions, and involvements, and that are leaning toward aim achievement for the successful adaptation of school requires (Zimmerman, 1989, 1990).

In current researches, cognitive theory researcher has move their interest to the practice whereas self-authoritarian skill is manifested and include how kids parched juveniles be trained to by yourself functioning from mingling peoples in a creative, acclimatizing and generative manner (Boekaerts, Pintrich & Zeidner, 2004). The B.F. Skinner theory is based upon the thought that learning is a purpose of change in apparent behaviors. Change in action or behavior is the result of a person's response toward any incident or motivation that occurs in his surroundings (Skinner, 2013).

Skinnerian learning theory emphasis the power of positive reinforcement and this reinforcement can have long-lasting. He believes that human progress depends on the a person's learning skills but now a day's developmental scholar are more concerned about Albert Bandura's cognitive brand of learning theory because he made his cognitive emphasis clearly on Observatory learning (Sigelman & Rider, 2014). Through observing the actions and behaviors of other, what we learn is called Observational learning. That type of learning doesn't need any underpinning to transpire, but instead requires a social model. Mostly in childhood, a model is someone who has any authority or has any higher status like a parent, sibling, friend or teacher is called a social model (Shaffer, 2009). Social learning happens by watching, memorizing, and imitating actions seen in others, it is also called observational learning (Bandura, Ross & Webb, 1961,2013).

In creative activities, visual activity has acknowledged extra attention in all subjects and a number of broad studies have been printed on that attention-grabbing activities (Macdonald 1970; Sutton, 1967; Field 1970). A current overview of main problems is given in Addison and Burgess. They connected the ideas of inspiration and innovation with creativity. Elliot can be extended this process in studying the response of creative art (Elliott, 1966). Aggravated learners and educators; suitable syllabus; and complete reachable environments, liberated from any type of unfairness are the keys for 'Quality education' (George, Arasu, Agrawal & Gupta, 2008). The creative activities cover the possibility to participate a diverse and distinctive responsibility in carrying the standards of 'Quality Education' into their performance; these innovative activities inspire cognitive growth, persuade innovative views and creativity, create the meaning of cultural assortment and underpin the behavior's blueprints original societal tolerance (Engelhardt, 2005). Creative art and activities is an excellent method for kids to create and find alternative ways and resolve different problems. In creative activities, each step engages in decision making proficiencies. Which color to apply, how to draw a stroke, and what is the best size to build a creative thing? With each choice, the kid becomes progressively in their own (Child Development Institute, 1999). Our recent education system gives importance on educational advancement. As an outcome, arts courses are being compact from classrooms to hold more improving teaching approaches (Reyner). Art connected kid's sanity in open-ended participate and build ups *cognitive, societal, exciting and sensory* proficiencies. Training in the painting and drawing is one of the greatest ways in which different modes of learning are involved like during art and creative activities, kids gain knowledge of intricate thinking expertise and skillful developmental assignments (Belden & Fessard, 2001). Creativity carries language and learning advancement. By appealing approach in innovative activities or projects, kids can learn new terms as well as be trained to relate photographs with new words. To improve kid's language expression and understanding try to play unusual music and design a discussion platform with the kid about how they feel (Brittany, 2014). In this study we identify on the basis of societal basis of kids' advancement of motivational and natural regulatory proficiency with particular highlighting on observational learning during the representation of modeling. Modeling transpires when kids blueprint their actions, policies, thinking, and ideas behind those of one model (Schunk, 1987).

Hanna & Meltzoff (1993) conducted three experiments to test the memory of 14-18 months old infant's imitation; the researches reveal societal learning from their society in childhood and also present the first data for child reproduction as of memory crosswise a transform in situation. In another study researchers find the positive & strong relation between attention and memorization and they also find the good facilitation is responsible for strong positive relation between

the attention and memorization with instructions to remember (Yussen & Steven.R, 1973). These researches integrate with another study in which the study found that the quantity of model's productions and oral regulation of actions influence imitation exactness during their result on cognitive portrayal. In this research, the outcomes explained that bigger introduction in the direction of action's representation improved the accuracy of both the cognitive portrayal and the behavioral imitation (Carrolla & Bandurab, 1990).

Taken together, these researches demonstrate the thought-provoking work that has already been done regarding the role of creative activities towards the educational system. Generally, the organization works as a facilitator where creative activities are supposed to be bringing the behavior change in the students of the society, therefore, the following researches provide the basis for studying the role of creative activities identifying the attention, memory and reproductions of the student's motivational level toward education. However, no substantial researches have studied the attention, memory and reproduction – approaches benefitting the educational organizations where organizations are benefited by the student's observational, learning and creative levels toward education. Therefore, the present study adds to the literature of creative activities' role who are responsible to benefit the students of any society are eventually making it possible to bring a behavior change in the educational organization while being part of the system. This study aims at providing an understanding of the role of a creative activity in the different educational organization to change their behaviors and motivational levels toward education. This research aims at inquiring the Observational Learning process in context with the creative activities for educational organizations. So, we will explore the impact of creative activities through Albert Bandura's predefined factors through which social model like teachers administer behavior change in students.

Research Question:

Q1: How the reading and learning skills are developed through creative story telling activities in schools.

Q2: How does enjoying these creative activities improve the results of the children?

Research Design:

In this study, we use a case study process, in which one observes an observable fact in its usual background, utilizing various methods of facts collection to assemble facts and details from one or few individuals. In the framework of Observational learning theory, we identified the assumptions related to observation and participation involvement. (Ceschin, 2012).

In an interpretive case study research authors believe so as to our understanding of the civilization is expand throughout societal structures, and try to comprehend and

make wisdom of the earth and we are not bound to clarify the logics of these expectation (Iivari, 2004). By using in-depth interview this interpretive research paper examines how the skills are developing through creative activities in schools specifically Fazilia Public Secondary School (FPSS) Gari Afghana Taxila Pakistan and how that enjoyment through creative activities gives better learning results. This study included qualitative methods (S.Brennen, 2013) specifically semi structured in-depth interviews conducted which convey the meaningful discussion of the respondents' personal verbal communication and acknowledge permission to the interviewer and respondent to discuss the purposes of question (Lindlof, 2010). In-depth interviews are a good tool in exploratory qualitative social research and a main tool for inquiring the objective of a research. In an exploratory study, particularly given the distinction in principled practice, in-depth interviews give an opportunity to investigate. Collection of the number of participants (FPSS, Taxila Teachers) is a critical thoughtfulness phase for in-depth interviews. The researcher conducts their 7 teachers' interviews from Fazilia Public Secondary School Garhi Afghana, Taxila Pakistan. The average duration of interview was 40-50 minutes. The interviewee acquired and recorded notes of all the interviews through participant's proper oral/recorded consent. . In the interview, teachers were asked about best creative activities which they use for their teaching assistance and were asked to provide specific example of ways they found that activities are effectively.

Before starting interviewing, the author called the teachers many times to clarify the research reason and to ask for their help. Though, there were many complications in finding interviewees. To understand more deeply the researcher visited their school at Gari Afghana Taxila, Pakistan. The question of interview consisted on two portions the 1st associated personal Info such as teacher's name, class or subject. The 2nd portion was linked by creative activities impact on their children. For example, what motivational level they saw in their school children's educational career? How much their kids show attention towards your organized creative activity? How many students of Fazilia Public Secondary School imitate these activities in their daily life or in school timing? Theories are used only as sensitizing devices; they are not aimed at being falsified, as is the case in the case studies of positivist nature.

Empirical Explorations:

Our research reveals different activities potential which increase the motivational level of Fazilia Public School Taxila. Firstly, we will consider the impact of different creative activities on Fazilia Public Secondary School's kids. Secondly, how teacher use creative activities for attention grabbing tool in educational institute? Thirdly, we looked at kids' memory pattern through different Fazilia Public School examples? Fourthly, we will observe their reproduction

pattern through their results, their creative paintings or examples?

Creative activity and their Impact:

Different type of creative activities has different impact. Through our in-depth interviews, we tried to gain a multifaceted approach to find different activities name which they use in their school and what is the main purpose of these activities in their school. In an interview, principal Fazilia Public Secondary School Taxila, Pakistan mentioned some activities name and their purposes. *She said;*

“Our school result is improving. Three years back it was 65% but now its 80%. And it is the impact of creative and fun activities which we arrange for kids. Now they think school is a place of happiness and they didn’t consider studies as burden. It leaves a positive effect on learning process”.

Teacher A, said; *“These activities are part of academic success. Now they show more interest in studies as compared to previous years. Due to these activities, the kids became confident. They learn to express themselves. And consequently, this confidence is reflected in their studies. They better understand the educational material and show better performance in their studies”.* Teacher B says that;

“These activities are showing substantial improvement in learning levels. In previous five years, our result of 8th class is improved from 45% to 80% in board exams. Our students are going in well reputed colleges (Commerce Colleges, F.G. Colleges) after completing their school education. It is a big achievement for us that they got the awareness and continue their studies”.

Creative Activity	Activity Process	Learning Concept
<i>Hanging Drawing</i>	Kids work inside the borders of large or small Paper, arrange the content.	structural relations
<i>Handcrafted Art</i>	Children use paper	Book knowledge and appreciation

	pieces, paper sacks, or subject collage	
<i>Audio-Video Cartoon</i>	<i>Kids sit in front of T.V screen</i>	<i>Patience, Attention</i>
<i>Book Reading</i> 1- Zarina 2- Aamai’s wish 3- Children of light 4- Sadako’s prayer 5- Trees are our friends	<i>Kids read different books in front of all kids.</i>	<ol style="list-style-type: none"> 1. Create confidence and improve Urdu reading skill 2. Promote Pakistani culture 3. All the children in the world are equally beautiful. 4. peace between India and Pakistan 5. peace 6. Nature conservation
<i>Audio-Video story animation</i> 1- Truth is the best policy 2- Education is essential 3- Power of education 4- God help those who help themselves	<i>Kids listen and watch moral stories on different topic</i>	<i>To educate moral values and enhance their vocabulary as well</i>

Attention:

Kids (observer) can't become skilled at unless they give attention to what is happened in their surroundings. This practice is affected by teacher's (model's) individuality, over and above how greatly the kids likes or identifies with the teacher (as model). It is also affected by personality of the children, such as the kid's beliefs or level of excitement. Teacher D are clearly point out that;

"During studies hours we struggle to make children sit quietly. We work to teach them to control their bodies. But during animated stories we surprised and happy to see that they willingly sit quit and show great interest in animations. It is very advantageous to make students to sit in and see moral based animations. Nothing can make children sit silently for one hour rather than cartoon based stories."

Principal of FPSS, mentioned that; *"Students show complete silence and attentiveness during cartoon animation. We feel very happy to see their silent and keen attention toward any innovative or creative video which gives them a good message or teach them new behavior"*.

Memory:

In Albert Bandura, observational theory's 2nd condition is memory. In which children have to not just identify or be aware of any practical activities, but also memorize it. This development depends on the kids' capability to regulate and arrange the content or context so that it is straightforwardly keep in mind.

Teacher C, said that; *"some kids have very sharp mind they didn't forget last story when every they see any next one they first asked us mam is it bird story, or blind kid story or plant story?"*

Teacher E, mentioned an example that; *"After activity day, one kid made three persons' drawing from their home, in which one don't have arms. Principle asked him what the meaning of this; he told her my father has died. I have two sisters and their responsibility is on my shoulders. My mother says I will fulfill the needs of my sisters"*.

Reproduction:

Children must be competent of producing or replicating the action in term of their mental of physical health. In many times, kids have their own replies, but at times of imitation the kid's actions may need expertise and that has not yet attained. Teacher F said;

"Their paintings are amalgamating of both what they observe in cartoons movies and what they feel and what they put up with in

their environment. Basically, we provide them a medium to express their feelings, which create confidence in them".

Teacher E says that; *"surely they draw what they see in cartoons and also what they learn from story books but along these things they also draw some things from their imaginations"*. Principle of FPSS, also mention an example that after our animated cartoon video which give them a message of equality and help what children depict very next day;

"Wajeeh was our student of 7th class when he suffered from a muscle disease. Now he is in 9th class and his muscles are too weak that he cannot walk or even write properly. But his class fellows always increase his hope. On seed day, they prepare a special plant pot for him and include him in this activity".

Discussion (Analysis):

The purpose of this study is to explore the attention-grabbing factors, memorizing patterns of kids and their ability to reproduce and provide a broader view of the behavior of the societal model like teachers within FPSS. This study critically analyzes and discusses the results found through in-depth interviews and secondary reports of the FPSS organization. The interviews revealed information which addressed the key phases of process of Bandura's Observational Learning theory (Bandura, 1971). The key findings of the interviews are discussed below along with supporting data from the organization. FPSS situated in Gari Afghana Taxila is providing educational facilities without any discrimination of social rank under the umbrella of Fazilia Trust Pakistan (FTP). Due to flood, unemployment and low economic status of this area, people didn't focus on their children education. To change their thoughts toward education, to create interest in learning and to drag out kids from rational trauma FPSS conduct different activities like animated cartoons, paintings, book readings activities, and audio-video stories.

In book reading activity teacher is a social model aimed at teaching moral values such as truth; kids of all over the world are equal, sympathy and peace, through pictures story books. Results indicated that after viewing picture story, mostly children learn the action they had seen in picture. We concluded the most influential concept which left impact on the little minds of kids is equality and awareness about the importance of education. Principal told that a big issue we had been facing in the previous years was that Kids from adverse family circumstances might come to think of themselves as incompetent. And kids from better background felt themselves inferior to poor or disabled children. According to interviewees after conducting such moral base stories they feel

sympathy and compassion to their unfortunate fellows. This is according to the observatory learning theory kids not only pay attention towards these activities but also learn the given message. It is only the motivation factor that creates sympathy behaviors, in spite of the differences in social class. Kids show great interest in animations and picture story books but they show less enthusiasm in reading books without pictures.

Like picture books, animated stories are also emphasizing on moral values. Observational learning (O.L) is considered to be specifically important in children. In order for O.L to occur, the viewer must pay attention toward an activity. The findings show that creative activities in FPSS not only increased the thinking and reasoning abilities of students but also made them expressive. The painting activities help the kids to express their emotions. We analyzed the most common change due to these creative activities is, their inclination toward education. The other most striking commonalities, we analyzed is students are reflexively learning the concept of equality and consequently empathy towards poor and deprived sector. Empathy helps them to build strong relationships within the school, where every individual care about others. Empathy creates collaboration, cooperation, and teamwork among students. Their paintings and behavior reflect that they have soft corner for deprived people. FPSS organizes class decoration competitions and give award to the winners. We detected, a reward “out of the blue” can be a powerful way to enforce the behavior. The children were offered short animated cartoons based on moral values.

It is find out that “Aamai” bird is also a favorite imaginary character of kids. Further analysis show that the kids are willing to imitate the action they had seen in books and they retain the story told by their teacher. It is verified that FPSS applied creative techniques to grab the attention of kids are appropriate and according to the level of children. To assess attention of kids towards creative activities we asked teachers about the evaluation of kid’s progress overtime. Analysis reflects that there is a remarkable increase in the regular attendance and expressiveness of students (Bandura, 1965). They showed better performance in studies over a year. According to principal of FPSS in extracurricular competitions between the schools of Gari afghan, their students not only participated but also won the “Competition of Qirat”. They showed best Performance in Drama and got “Best Debater Certificate”. Most of the information we used to classify the behaviour of children in class room is come from the teacher, and these observations are considered useful.

The paintings reflect the memory level of children. It is an interesting finding that they not only draw what they see in books and animated videos but also incorporate their own feelings in it. They relate what they learn in class room and what they think. These paintings are the good source of evaluating the feelings, fears and ambitions of students. Some students express their feelings in words with their teacher. A teacher told that;

“One of my students of class three made a painting in which she was flying with Aamai bird and there was water on the ground. On asking she mentioned that she is going in flood affected areas with Aamai bird, there she aims to share her lunch with deprived kids”.

We saw that the model was reinforced for her behavior and she is driven to respond towards sympathy. She incorporated what she learnt from picture story and associated it with animated bird. Empathy is an important skill and these activities are raising empathetic kids.

There are also some factors which contribute to children’s reluctance in the learning process.

A Lack of Social Models: Students consider their teachers as role models and according to Bandura, teachers are social models who are one of the key factors in bringing about change because kids observe and imitate their behavior. We observed that many educators at FPSS do not truly understand the essence and moral values of their work. Teachers in FPSS are nice enough but at least not to the degree that students would actually learn constructive values from them.

Socioeconomic Status: One reason behind this is that many teachers also belong to poor socioeconomic background. Many teachers do not understand the moral value of what they do. They don’t have great idea about modeling and the social learning theory that supports it. If teachers show a specific behaviour in their daily routine, then the students will become more concerned too because communications tools don’t work alone to put up specific behavior in kids’ learning process. The solution of this problem is teacher education program to show them how they can become more effective teachers.

Family Environment: Students learn from school activities but they also learn from family environment. The experiences may be encoded in memory as a set of beliefs about themselves and others and as expectations about future relationships with others. (Sattler & Hoge, 2003). Sometimes underprivileged environment also create hindrance in the way of learning moral values.

We observed that the current education system of FPSS is probably lacking change agents to some degree in this process of learning. They are not working to empower others to be “change agents” in future and build a culture of learning. A change agent can activate growth in a society. If a school embodies itself as a *true learning organization*, change will happen much quick.

It is concluded that FPSS used appropriate techniques to grab the attention of students. Their good strategies are bringing change in behavior of students and as well in attitude of parents. People are motivated to support and embrace change; they learnt the importance of education. Children learnt the

concept of equality and sympathy for others. But this positive change can be speed up by considering the role models, change agents and environmental factors.

Conclusion:

Our working is to find out the creative activities impact on FPSS students. This analysis displayed a unique trend and has exhibited interesting findings which could be generalized on the untraditional educational organizations. This is the basic strength of the study as it clearly demonstrates that creative activities are following the observatory learning process approach for bringing any behavior change in the educational organizations. The educational administrations clearly adapted themselves to changing environments, behaviors and motivations throughout the creative activity process. Problems were identified and solutions were implemented by social model (teacher) and FTP jointly via a process of observational learning. In addition, the process can be seen with a lens of educational organization's development framework where creative activities were effectively playing their role while keeping in mind their goals and knowledge of methods. However, it is crucial to note that despite being an untraditional educational organization, creative activities experienced a slight attitudinal backlash from few social models (teachers) of FPSS when they were intended to bring behavioral or learning change. This indicates the need of utilizing strategies for their shared vision and increasing the level of understanding before starting the creative activities process. In addition, call creative activities were able to address their attention-grabbing skills, memorizing goals while utilizing effective strategies, knowledge of reproduction and sense competencies within the educational organization. Also, educational institutes didn't take in consideration their potential competitors which could cause them to fall behind. Therefore, it is necessary for future projects to take into consideration their opponent educational organization for insights about their strategies, planning and systems.

These findings could be generalized on the newly established educational organizations that don't follow a strict pattern and have traditional pattern. This will contribute to a greater understanding that creative activities which are generally use for the betterment of the students of the society can also play their role for the betterment of the organization by using outside-in approach. As no study has explored the role of social model for bringing creative activities in an educational organization so it would be beneficial to explore the social model competence process as well. However, this study has not been able to examine the traditional educational organization following a strict hierarchical structure. Consequently, it cannot be concluded whether the traditional educational organization will have the same findings or not. Through comparison of the traditional and untraditional educational organizations, more accurate predictions can be given of the role and creative activity process by using observational learning approach.

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