



CREATIVITY WITH RESPECT TO GENDER, FAMILY TYPE, AND QUALIFICATION AMONG TEACHER TRAINING STUDENTS

S. Singaravelu, Ph. D.

*Assistant Professor, St.Xavier College of Education, Kumbakonam-612 402, Thanjavur,
Tamilnadu, India.*

Abstract

This study examines creativity of teacher training students. The sample of 200 teacher training students studying TTI from Thanjavur District of Tamilnadu, India was selected by adopting random sampling technique. Teacher training students' creativity was obtained with the help of creativity scale developed by the investigator. Statistical analysis of percentage scores was calculated. Three null hypotheses were tested at 0.05 levels of significance. The findings of the study reveal that 64% teacher training students have average level of creativity.

Keyword: Creativity, Teacher training students, Demographic variables.



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INTRODUCTION

Human being creates everything new from his things and ideas. According to Guilford (1950), creativity involves divergent thinking with respect to the traits of fluency, flexibility and originality of thought process. Every individual possesses some amount of creative abilities. Some people can show their abilities and some cannot due to lack of tolerance for ambiguity, fear to taking risk, quick judging, and lack of imagination. They need proper education, training and encouragement for expression of their creative abilities. According to Rogers (1961), creativity is an act of two parts, the first part consists of getting an idea and the second part involves articulating, i.e. putting each idea into form. The creativity varies from individual to individual. A creative person can take independent in thinking about the various problems. They have anticipated the problem which may emerge in future. Johnson (2004) mentioned some creative characteristics may be displayed by creative people. Those people may acquire deep and basic knowledge, prefer complication. Have the ability to form concepts and methods in a new way, have fluency in thinking, taking care of details, using unique solutions for problems, asking frequent questions, display the

ability for constructive criticism like risks, prefer reading mystery novels, have a sense of humour and joke and enjoy their time when they are alone.

Creative thinking is the task involves a clear formulation of an initially vague and unidentified problem. Using modern educational methods which are based on increasing fields of creative thinking is a necessity for educational system. Creativity contains curious, intellectual persistence, elaboration and independent. Some place emphasis on creativity as a product. Some place emphasis on creativity as a process. Still some others place emphasis on creativity as an experience. The creative children have high achievement motivation and extroverted. Creativity as a manipulate ideas for anything change new and innovation. Creativity is one of the cognitive functions which contribute to socio, biological adaptation. It can be defined as the ability that allows the production of new or unusual associations among known ideas or concepts. Creative mind in different field are assets to the society. Development and progress in various fields such as science, teaching, medicine, engineering, agriculture, business, and economics of country life depends on creative person. Arnold (1962) says that creativity involves the rearrangements of past experiences with possible some changes into new patterns to satisfy some experienced or implied needs. Creativity can be developed through activities and teaching strategies such as brain storming technique, self-instructional programme, active experimentation, encouraged thinking on the consequences of an action, and different approaches to a problem. According Ruseffendi (2006), to come up with creative abilities students need activities in which there are: (1) exploration for the broadest study material in accordance with the will of the students; (2) the invention positioned students to find their own theory learned or find their own ways of solving the problem; (3) discussion of means to position students in groups so they can share their opinions and knowledge; and (4) the project is a task to be completed and a problem solving activity in completing a given project.

REVIEW OF RELATED STUDIES

Lee & Seo (2006) conducted a study to examine elementary teachers' understanding of creativity, in particular those who teach the gifted students. Forty-two elementary teachers were surveyed with an open-ended questionnaire to identify their understanding of creativity. Their answers were analyzed based on cognitive, personal, and environmental components of creativity. Teachers who mentioned all three components were recognized to have a balanced view. However, one third of the teachers had a biased view, mentioning only 1 component. Many had an intermediate view, mentioning 2 components. Preference for the cognitive component, the disregard of the personal component, and the partial understanding of the

environmental component were also discovered. To successfully facilitate creativity in gifted education, teachers' balanced view is essential. Thus the personal component and the environmental component should be emphasized to improve their understanding.

Avdhesh (2012) investigated that creativity of the high school students in relation to certain variables. The objectives of the study comprised to know the levels of creativity, intelligence, achievement motivation, anxiety and self-concept of the high school students and to know the effect of their intelligence, achievement motivation, anxiety, gender, self concept, and area on creativity. The study was limited to Gujarati medium high school students of Ahmedabad district. The sample of 620 high school students was selected by cluster multistage sampling. The standardised tools available in Gujarati and survey method were used to collect the data. The analysis was conducted by correlation, and F-test. The results declare 46.8% of the high school students of Ahmedabad to bear more than the average creativity. Intelligence, anxiety, and self-concept affect the creativity. Creativity is positively correlated with intelligence, achievement motivation, and self concept. Negative correlation exists of anxiety with creativity.

Alia (2013) studied about creative characteristics and its relation to achievement and school type among Jordanian students. The sample of the study consisted of (176) male and female students with an age range (9 - 17 years), (127) of them are high achievers and (49) average achievers chosen purposefully from (11) schools, (7) private schools and (4) public schools. (67) Teachers participated in evaluating the creative characteristics in students regardless of the academic achievement of students. The creative characteristics inventory is used to identify the creative characteristic in students. By using (t) test to examine the differences between means, the findings showed that the differences were between high achievers and average achievers on the achievement variable within five domains: fluency, fantasy, problem sensitivity, originality and intuition for the favour of high achievers. Meanwhile, there were no significant statistical differences on the domains and other creative characteristics. With regard to school type, the findings showed significant differences on the means of the ambiguity, fantasy, curiosity, adventure and sense of humour for the favour of private schools.

IMPORTANCE OF THE STUDY

Primary schools can play important role in developing a positive thinking for the development of creativity in children. Today's teacher training students are the future teacher of primary school who can make this society better by making invention ability of students. To teach toward creativity is to teach toward the future of society (Brittain 1966). The

NCERT (1975) has suggested that one of the objectives of education is that the child should be able to express itself freely in creative activities and should acquire habits of self learning. Thus it is very important to foster creativity among teacher training students. Omkar (1993) in his study found that the creativity was found to be significantly correlated with family functioning. Farshid et al. (2011) found gender differences in creativity. More over it is possible that creativity may be affected by gender, family type, qualification related to the teacher training student.

OBJECTIVES OF THE STUDY

The following are the objectives formulated by the investigator for the present investigation:

1. To find out the level of creativity among teacher training students,
2. To find out the creativity of male and female teacher training students,
3. To find out the creativity of teacher training students from joint family and nuclear family,
4. To find out the creativity of teacher training students whose educational qualification was higher secondary course and graduation.

METHODOLOGY

Research design- The investigator adapted normative survey method to pursue his study.

Sample and sampling technique- The investigator had selected 200 teacher training students (D.T.Ed. students) studying in various teacher training institutions (TTI) in Thanjavur District, Tamilnadu, India as sample by random sampling technique.

Tool- Creativity scale constructed and validated by the investigator used for collecting the data. It included 36 items from strongly agree to strongly disagree; it measures in three dimensions such as curiosity, intuitive, problem solving confidence. For the present tool validity was established by taking the opinion of experts in faculty of education and teachers who were the psychology department and relevant changes were made hence the tool has got content and constructs validity. Reliability of the scale by split- half technique (consistency) followed by the use of Spearman-Brown prophecy formula was found to be 0.74 and tool was found to be reliable.

Delimitation- The present investigation is confined to selected teacher training institution from Thanjavur District, Tamilnadu, India. The study is conducted by considering some demographical variables.

Data analysis and interpretation- The data was analysed through descriptive as well as inferential statistics. The normality of data is assessed by calculating the values of mean,

median, S.D. In order to study the significant difference in creativity with regard to gender, family type and qualification t-test was employed.

Table-1 The percentage of teacher training students with respect to their different level of creativity

Level of creativity	Score rage	Percentage of teacher training students
High	156-180	16%
Average	96-155	64%
Low	36-95	20%

From the Table-1, it is inferred that the majority of the teacher training students have average level of creativity. The proportion of students in each category is detailed as follows: Out of the entire sample of teacher training students, 16.0% of them are having high level of creativity, 64.0% of them have an average level of creativity and 20.0% of them have low levels of creativity.

Table-2 Significance of the difference between the means of the creativity scores based on Gender

Variables	N	Mean	SD	‘t’ Value	Significance at 0.05 level
Male teacher training students	40	133.65	17.39	3.56	Significant
Female teacher training students	160	120.67	30.25		

It is evident form table-2 the calculated ‘t’ value is 3.56, which is significant at 0.05 level. Hence it is inferred that there is a significant difference between male and female teacher training students with respect to their creativity.

Table-3 Significance of the difference between the means of the creativity scores based on family type

Variables	N	Mean	SD	‘t’ Value	Significance at 0.05 level
Teacher training students from joint family	70	111.71	23.58	4.90	Significant
Teacher training students from nuclear family	130	130.20	29.17		

It is evident form table-3 the calculated ‘t’ value is 4.90, which is significant at 0.05 level. Hence it is inferred that there is a significant difference between teacher training students from joint family and nuclear family in respect of their creativity.

Table-4 Significance of the difference between the means of the creativity scores based on qualification

Variables	N	Mean	SD	‘t’ Value	Significance at 0.05 level
Higher secondary course	152	123.14	30.98	0.14	Significant
Graduation	48	118.67	19.43		

It is evident from table-4 the calculated ‘t’ value is 0.14, which is not significant at 0.05 level. Hence it is inferred that there is no significant difference between teacher training students whose educational qualification was higher secondary course and graduation in respect of their creativity.

IMPORTANT FINDINGS

The following are the important findings obtained from the present investigation:

- i. The entire samples of the teacher training students have average level of creativity.
- ii. There is a significant difference in creativity between male and female teacher training students. Moreover male teacher training students are found to be better than the female teacher training students in respect of their creativity.
- iii. There is a significant difference between teacher training students from joint family and nuclear family in respect of their creativity. Moreover teacher training students from nuclear family are found to be better than teacher training students from joint family.
- iv. There is no significant difference in creativity between teacher training students whose educational qualification was higher secondary course and graduation.

CONCLUSION

Teachers should essential of creative thinking as an important and find ways to enhance and promote the development in their students. So the TTI (teacher training institutions) provide opportunity for expression of ideas for the teacher training students. They should be motivated to pursue their interests through spontaneous activities. Teacher educators are within the classroom to develop imaginative abilities to enhance the creativity among the teacher training students.

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