

SECONDARY SCHOOL TEACHER'S ATTITUDE TOWARDS CREATIVE TEACHING

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Abstract

Attitude determines behavior. Attitude towards creative teaching may find expression in the teacher's behavior towards students and his methods of teaching. Teachers, who have a creative attitude towards teaching, are likely to vary their methods of teaching, encourage or stimulate youngsters to venture into the unknown world. According to Beghetto & Kaufman (2009) creative learning requires the creative teaching. Creative teaching helps the learner to use imagination in its various dimensions. Creative teaching is a mindset to enter into class consciously entering into what is called creative state. In this paper survey method under the descriptive method of research was used. All the secondary school teachers of districts Shimla of Himachal Pradesh constituted the population of the study. For the present paper a sample of 94 school teachers were selected randomly. Tool prepared and standardized Shukla was employed to analyze the attitude of teachers towards creative teaching. To find out the significance of difference between the various groups 't'-test was applied. The results indicated that school gender-wise and type of management of school, all school teachers do not differ significantly in their attitude towards creative teaching.

Keywords: Creative learning, Teaching, Attitude, Imagination and Encourage.



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Introduction

Education plays major role in the development of any country. It helps an individual to realize his potentialities. Basically education develops the human behavior and cognitive aspect of the individual. Earlier system of education in India was based on the profession. In education, teacher plays an important role. The teacher as an independent variable is more active in this function. He has to diagnose the entering behavior of the learner. There is need to have attitude towards creative teaching among teachers because if they have positive attitude towards creative teaching then only they can create supportive environment through effective strategies that will help the students to grow. Attitude is characteristics of personality that illustrates the likes and dislikes of an individual. Attitude may be instinctive or acquired. It may be learned in environment in course of development. The kind of environment in which an individual grows has an impact on his attitude. In psychology, an attitude is an expression of favor or disfavor toward a person, place, thing, or event (the

attitude object). Creativity is a phenomenon whereby something new and valuable is created (such as an idea, a joke, an artistic or literary work a painting or musical composition a solution, an invention etc.). According to UNESCO, "the encouragement of creativity from an early age is one of the best guarantees of growth in a healthy environment of self-esteem and mutual respect - critical ingredients for building a culture of peace." Every child is born with creative potential, but this potential may be stifled if care is not taken to nurture and stimulate creativity. Young children are naturally curious. They wonder about people and the world. Even before they enter primary school, they already have a variety of learning skills acquired through questioning, inquiring, searching, manipulating, experimenting, and playing. Children need opportunities for a closer look; they need time for the creative encounter.

Review of Related Literature

A review of any related literature is very helpful because it indicates the methodologies, which have been used by others in pursuit of knowledge in the concerned discipline. Review of related literature is an essential literature pre-requisite for actual planning and execution of any research work. A review of related study means the view of the problem, which has been dealt and is related to the problem undertaken by the investigator. It is a crucial aspect of the planning of the new studies. A careful review of available literature in form of encyclopedia, monograph, journals, periodicals, abstracts, books and other sources of information on the problem similar or related to the one being investigated is one of the important steps in the planning of any research. In this paper, an attempt has been made to examine the existing literature relating to the present problem. Reddy (1995) studied the attitudes of student teachers and success of student teachers, and reported that attitude of teachers do not significantly influence the success of student teachers. Mercy (1996) found that significant positive relationships exist between teacher experience, teacher locality, student attitude and achievement. Pigge and Others (1997) revealed that the development of attitude towards teaching does not follow same pattern for all teacher candidates and suggested a possible explanation for the sometimes apparent contradictions noted in the findings from previous research of teacher attitude development. Cornelious (2000) revealed that intelligence, attitude towards teaching profession, and academic achievement of teacher trainees are the discriminating factors of the different groups. Pratte (2001) found that the creativity of teachers affected the level of academic achievement of students by 70%, worked to overcome the theoretical routine side of school material, influenced students by 50% with their

charisma and practiced creative teaching skills which led students to respond and cooperate with the teacher to reach a higher level of excellence and creativity. Pushpam (2003) found significant and positive relationship between attitudes of women teachers towards teaching profession and job satisfaction. Suja (2007) in a study found that attitude towards teaching, interest in teaching, and teaching experience have significant main effect on job commitment of teachers. Siddiqi (2011) found that boys do not differ significantly in all the variables of verbal creativity, except the measure of originality from the girls. Kumar (2012) revealed that the private and government school children differ significantly in their creative abilities. The variation in the school environment was found to be the major factor that affected the creative abilities among government school students which is due to lack of opportunities, facilities and encouragement in government schools. Further, gender as a variable could not make any difference among students. Kumar (2013) in his study attitude of B.Ed. students found that B.Ed. students teachers of science stream have more positive attitude towards creative teaching than arts stream and female student teachers have more positive attitude than student teachers. Suhail Ahmed Khan (2015) found that there is high degree of teaching competency of B.Ed. trainees of Aurangabad City for both male and female trainees. Marchetti & Cullen (2016) reported that adopting a multimodal approach with conscious and critical awareness of how and what is being presented as input material, together with a flexibility and willingness to interact in the classroom can indeed lead to fruitful and creative learning.

Rationale of the Study

Creativity is a phenomenon whereby something new and valuable is created (such as an idea, a joke, an artistic or literary work or painting or musical composition a solution, an invention etc.) The idea or concept, so conceived can then manifest themselves in any number of ways, but most often, they become something we can see here, small touch, or test. Therefore, Creative teaching inspires imaginations of new ideas and lead directly to teaching for creativity. Teaching is considered as a creative process. When teachers are creative, they can achieve an integration of pillars of teaching learners Saphier and Gower (1987) saw teaching skills as a set of performances that should be available in the teacher in order to be able to implement the teaching process successfully and effectively. The planning skills of teaching include formulating the behavioral objectives of the lesson, determining the introduction to the lesson, identifying the range of references for the lesson, formulating the elements of the lesson, identifying the educational tools that will be used during the implementation of the

lesson, and preparing questions to evaluate it. These skills become evident in the preparation of an effective plan for the lesson, along with the skills of lesson implementation, classroom behavior management, and verbal and non-verbal interaction in classroom. Creative teaching skills have emerged from the prevailing environment in the society in general and the availability of administrative, technical, and physical circumstances and conditions in the school which encourage creativity and the nature of the school's curriculum. Also, creative teachers understand the nature of creativity in light of their abilities and the abilities of their students at the same time which is a major contributing factor to the choice of teaching materials, method of submission, and configuration of appropriate teaching-learning situations. Modern generation students respond to practical work very actively. Thus, this leads the teachers to be more competent in creative thinking. So this study is the need of the hour and an analysis of attitude of teachers towards creative teaching to help the children to grow as creative teaching takes full advantage of the availability of educational attitudes and directs them in line with the preparations and potential capacities of the learners.

Objectives

The following objectives were achieved in this study:

- To study and compare the attitude of government and private school teachers towards creative teaching.
- To study and compare the attitude of male and female teachers towards creative teaching.

Hypotheses

The following hypotheses were tested in this study:

- There will be no significant difference in the attitude of government and private school teachers towards creative teaching.
- There will be no significant difference in the attitude of male and female teachers towards creative teaching.

Delimitations of the Study

The study was delimited with regard to following aspects:

- The study was confined to only one variable i.e. creative teaching.
- The study was restricted to only school teachers.

Method and Procedure

Methodology used in any investigation or research is determined to be most useful. During research, number of method and procedure to be applied such as descriptive method, historical method and experimental method. In the present study data regarding attitude of teachers towards creative teaching was gathered, in order to make comparison between government verses private and male verses female teachers of secondary schools. Hence survey method under the descriptive method of research was used in present study. All the secondary school teachers of districts Shimla of Himachal Pradesh constituted the population of the study. It included the teachers teaching classes from 8th to 10th standard in government and private schools. In order to ensure high quality of research, selection of a good sample is must. A good sample must have three characteristics (i) freedom from bias (objectivity) (ii) representativeness and (iii) adequacy in terms of its size. For the present study sampling was done at two stages. At the first stage 16 secondary schools were selected out of the total schools in district Shimla. In the second stage a sample of 94 teachers were selected randomly from the selected schools. In the present study, standardized questionnaire for creative teaching by Dr. R.P. Shukla was employed to analyze the attitude of teachers towards creative teaching. To collect the data, investigator personally visited the sampled schools. The researcher personally administered the tool to each individual and collected the required information about the present study. The information was tabulated in a systematic manner to arrive at certain conclusions for the study. Since the data from the scale was available in the form of scores, so as to find out the significance of difference between the various groups 't'-test was applied.

Analysis of Data

Analysis and interpretation of data requires an adequate knowledge of techniques to be applied, interpretation is thus by no means a mechanical process. It calls for a critical examination of the analysis of data score conclusions. According to **Good (1973)** "The process of interpretation is essential one stating what the result show? What do they mean? What is their significance? What are the answers to original problem?" Hence analysis and interpretation in this study was as under.

Testing of Hypothesis– I, "There will be no significant difference in the attitude of government and private school teachers towards creative teaching"

Table 1 t-ratio between mean scores of Government and Private School Teachers towards Creative Teaching

Group	N	Mean	S.D.	df	t- value
Government School Teachers	47	109.04	5.68	92	0.889
Private School Teachers	47	110.02	4.99		

From table 1 we observe that the calculated t – value (0.889) is less than the table value even at .05 level of significance. This mean that government and private school teachers do not differ significantly in their attitude towards creative teaching. Hence the hypothesis, “There will be no significant difference in the attitude of government and private school teachers towards creative teaching” is accepted. This means that all the teachers possess almost same level of attitude towards creative teaching. It may be due to the fact that all the teachers irrespective of type of institution they serve, all teachers keep themselves updated and use teaching aids and others activity based instructional material to teach the students in class.

Testing of Hypothesis – II, “There will be no significant difference in the attitude of male and female teachers towards creative teaching”

Table2 t-ratio between mean scores of Male and Female School Teachers towards Creative Teaching

Group	N	Mean	S.D.	df	t- value
Male Teachers	39	108.78	6.99	92	0.283
Female Teachers	55	109.21	7.59		

From table 2 we observe that the calculated t – value (0.283) is less than the table value even at .05 level of significance. This mean that male and female school teachers do not differ significantly in their attitude towards creative teaching. Hence the hypothesis, “There will be no significant difference in the attitude of male and female teachers towards creative teaching” is accepted. This means that all male and female teachers possess almost same level of attitude towards creative teaching. It may be due to the fact that all the teachers irrespective of type of institution they serve, all teachers keep themselves updated and use teaching aids and others activity based instructional material to teach the students in class.

Findings

- Government and private school teachers do not differ significantly in their attitude towards creative teaching.
- Male and female school teachers do not differ significantly in their attitude towards creative teaching.

Education Implications

On the basis of above findings, it can be suggested that;

- This study can help to understand the reasons of positive/negative attitude of teachers towards creative teaching.
- If the teachers are creative, they can achieve a creative interaction between the teacher and learner as well as learning environment & learning material.
- Creative teachers understand the nature of creativity in light of their abilities of their students.
- They should use various activity based techniques to create interest among students.

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