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IMPACT OF INTELLIGENCE AND CREATIVITY ON KNOWLEDGE IN ART AMONG PROSPECTIVE TEACHERS

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ABSTRACT The present study is an attempt to explore the impact of Intelligence and Creativity on competencies in Art among prospective teachers. The Test of Group Test of General Mental Ability (Tandon, 1971),Verbal Creative Thinking Test (Baqer Mehdi, 1985) The sample population was prospective teachers of B.Ed. To find the effect of groups high and low on the variables, t-ratios were worked out. Insignificant difference in the Art Competencies of prospective teachers due to there low and high level of intelligence, low and high level of creativity was found. Findings will help Art teachers in planning strategies for students.

KEYWORDS : Intelligence, Creativity, Education, Prospective Teacher

Introduction

Competencies in art serves as a powerful instructional strategy for teachers to engage all students in learning, regardless of language, culture, and life experiences. Supporters of arts instruction for diverse learners believe that the arts make education more equitable because they transcend limitations and boundaries associated with diversity. Art provides a rich array of contexts in which learners can successfully derive and express meaning. Offering a variety of contexts, increases the likelihood that everyone can participate fully in education, including those who have struggled in the more traditional modes of teaching and learning. Competencies of art helps a teacher in learning and practicing teaching strategies for nurturing the global competence of pupils. The desire for attaining high level of competencies puts a lot of pressure on teachers, school, parents, including the educational system. The emphasis on the competencies of the students has raised many questions. What are the factors which can accelerate learning and promote competencies and achievement on the part of the learners? It is but obvious, therefore, that head of the institutions, curriculum planners. Teacher educators, teachers and others involved in the task of helping students to achieve better would like to have a thorough understanding of the extent of influence of those variables which exert on the achievement and competencies of learners. For the qualitative improvement of education and for helping the students to perform better- in their scholastic achievement, there is need of efficient and competent teachers who can utilize the instructional devices in better way and student can get appropriate skill and knowledge from such teachers as there is great link between the students ability, competencies and achievement with the teacher's own competencies.

However, out of large number of factors, investigator has selected two intellective factors such as intelligence, creativity of the prospective teachers and would like to identify the factors which can enhance the B.Ed. pupil teacher's competencies in the subject of art.

Burton et al (1999) used test scores from measures of creativity, fluency, originality, elaboration, and resistance to closure to compare middle school students in high-arts, versus low-arts, learning environments. Because students experiencing "high arts" scored better than their peers in "low arts" settings, researchers concluded that arts-based learning contributes to expression, imagination, risk taking, cooperation, and curiosity.

According to Eisner (2002), arts instruction introduces flexibility to standardized education environment through which teachers can promote diversity and individuality.

Prasad (2002) in his study stated significant positive correlation between the variable of mathematical creativity and mathematical achievement.

Kaur (2004) in her study on the relationship of emotional intelligence, intelligence quotient and academic achievement of IXth class students found that there is significant relationship among these variables.

Narula (2007) in her study on 700 students of IX Class concluded significant correlation between creativity and academic achievement.

Alter(2013) in his study concluded that visual education was not meeting the needs of the 21st century world of work. Key overarching problems identified in the report included: the importance of creativity and innovation to international competitiveness; and societal, employer and policy concern about the need for skills relating to innovation and creativity emanating from visual education.

Objectives: The objectives of the study were:

1) To study the difference in the Art competencies of prospective teachers due to high and low level of intelligence.
2) To study the difference in the Art competencies of prospective teachers due to high and low level of creativity.

Hypotheses: To achieve the above mentioned objectives, following hypotheses were formulated and tested:

1) There will be significant difference in the Art competencies of B.Ed. pupil teachers due to high and low level of intelligence.
2) There will be significant difference in the Art competencies of B.Ed. pupil teachers due to high and low level of creativity.

SAMPLE

In the present study purposive cluster sample is used, One B.Ed. classroom was taken as a cluster. Present study was conducted on a sample of 805 B.Ed. pupil teachers studying in the Govt. and Private recognized Colleges of Education affiliated to Guru Nanak Dev University, Amritsar, Punjab University, Chandigarh and Punjabi University, Patiala.

TOOLS USED

1. Group Test of General Mental Ability (Tandon, 1971)
2. Verbal Creative Thinking Test (Baqer Mehdi, 1985)
3. Test of knowledge of Art for Teachers (2010 developed by the investigator.

Results and discussion:

From the results entered in table 1,It was found that there was insignificant difference in the Art Competencies of B.Ed. pupil teachers due to low and high level of intelligence as t-ratio was and to be insignificant at.05 level (t 1.38). Moreover there was not much difference on the Art Competencies of two group. Reasons for the above results may be that in attaining Art competencies only intellectual ability is not sufficient. Therefore, hypothesis 1that there will be significant difference in the Art competencies of B.Ed. pupil teachers due to high and low level of intelligence was not accepted.

Table 1 Values of mean, SD and t-ratio to locate difference in the Art competencies of B.Ed. pupil teachers due to difference in the Intelligence

Vr. No.	Variable	Group	N	Mean	SD	df	t-ratio	Level of significance
1	Intelligence	Low	119	10.12	4.22	248	1.38	Not sig.
		High	131	10.87	4.35			

From the results entered in table 2,insignificant difference was obtained in the Art Competencies of B.Ed. pupil teachers due to low and level of creativity, as t-ratio was insignificant at .05 level (thigh 0.564). Also not much difference was found in the Art Competencies of both the groups formed on the basis of level of creativity. Therefore, hypothesis 2 that there will be significant difference in the Art competencies of B.Ed. pupil teachers due to high and low level of creativity was not accepted.

Table 2 Values of mean, SD and t-ratio to locate difference in the Art competencies of B Ed pupil teachers due to difference in the level of creativity.

Vr. No.	Variable	Group	N	Mean	SD	df	t- ratio	Level of significance
3	Creativity	Low	17	10.70	3.17	96	0.564	Not sig.
		High	81	10.20	3.32			

Conclusion:

Education is not merely imbibing of knowledge, information and technique but is the cultivation of inquiring mind, that is learning all the time. A teacher of today should be well equipped with various competencies to meet the needs of his/her students. Findings of the present study has revealed that both the variables of intelligence and creativity have no impact on the competencies of art. This shows that there may be some other factors that have an impact on the competencies of Art, which needs to be studied.

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