



Attitude of B.ed. Students Towards Creative Teaching in Relation to Certain Background Factors

KEYWORDS

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ABSTRACT *Teaching involves different skills and teaching can be made creative in order to grab the attention of the student and develop their potential. Creative teaching requires continuous efforts on the part of teacher as it is the development of new techniques and ideas of teaching. In today's fast changing world a teacher need to be creative and teach effectively in order to make students fit for the competitive world. The present study was conducted on a sample of 180 B.Ed. students and Attitude scale towards creative teaching (Shukla, 2012) was used for data collection. The analysis of data revealed that there is significant difference in the attitude of B.Ed students towards creative teaching with respect to locality i.e. urban and rural as well as stream of study i.e. arts and science whereas no significant difference was found between the attitude of male and female B.Ed students towards creative teaching.*

Creativity in learning is often highlighted as a skill essential for success in the 21st century. Creative thinking is increasingly necessary to accomplish goals in our complex, interconnected world, and education researchers and psychologists have the social, emotional, cognitive, and professional benefits of possessing creative abilities.

Despite this increased attention to creativity, there is little understanding of how to nurture and support creativity in current classroom contexts, particularly creative teaching. Teachers and administrators face the question of how to successfully integrate creativity into teaching practice when teachers have many pressures and little leeway.

As a part of research at Michigan State University, researchers have been developing ways to integrate creativity into classrooms and explore the role of teachers in enhancing students' creative skills (Mishra, Koehler, & Henriksen, 2011). Creative people have the ability to maintain a sophisticated knowledge of their field of expertise yet look outside the frames of that field to come up with new ideas. How do good teachers do this?

There are three key elements which define the creative teacher. The individual teacher's personal qualities are crucial. They need to possess curiosity and a desire to learn, a sense of humour and enthusiasm. They should have a "secure knowledge base" and understand children's needs and interests.

The second element is the pedagogy and teaching approaches. A creative teacher is likely to adopt a "questioning stance and will link ideas together, finding different ways of drawing pupils into the subject. This seems to be a two-way process as pupils are encouraged to be active participants, asking questions and stretching the teacher too. The final factor is the school's ethos. Creativity is only possible if risk taking is allowed and even encouraged. The best outcomes were seen when schools had opened their doors to outside influences such as Creative Partnerships and the wider community.

Review of related Literature

Hoeseni (2014) studied "Investigating the impact of the

creativity teaching program on teachers' knowledge, attitude, and skills". In order to assess how creativity is taught in elementary school period, 120 instructors were participating (60 instructors in a test group and 60 instructors in a control group). The test group became involved in "Teaching of creativity" program so that the impact of the program and training model on instructors' knowledge, attitude, and skill would be assessed. The results were examined through T test and showed that there is significant difference between the two groups – The "test group" and the "control group". The results stated the positive impact of the training period.

Kumar (2013) conducted a study on "Attitude of B.Ed. Students – towards creative teaching : A study of Science and arts streams teachers". The study was undertaken to evaluate and measure up to the outlook towards creative teaching of B.Ed student-teachers belonging to science and art streams. A sample of 200 B.Ed. student - teachers was drawn by using stratified random sampling technique from 5 colleges of Haryana district. Attitude towards creative teaching was assessed by employing Attitude Scale of Creative Teaching (Shukla, 2012). The study revealed that B. Ed. Student-teachers of science stream have more positive attitude towards creative teaching than their counterparts of arts stream where as the female student teachers also have positive attitude than the male student teachers.

Gupta & Jan (2013) made a study on "Attitude of B.Ed. Pupil-Teachers of Science and Arts Streams towards Creative Teaching: A Study". The study was undertaken to assess and compare the attitude towards creative teaching of B. Ed. Pupil-teachers belonging to science and art streams. A sample of 200 B.Ed. pupil- teachers was drawn by using stratified random sampling technique from 5 colleges of Sambhal district. Attitude towards creative teaching was assessed by employing Attitude Scale of Creative Teaching (Shukla, 2012). The study revealed that B.Ed. students of science stream have more positive attitude towards creative teaching than their counterparts of arts stream where as the female pupil teachers also have positive attitude than the male pupil teachers.

Justification of the study

Teacher as one of the most important training and educational element, have a key role in nourishing creativity through creative teaching. The teacher attitude towards creative teaching, their level of understanding of it, and also their type of attitude and teaching method have a direct relationship on enriching the class environment for student's growth of creativity. Therefore it is necessary to help the teacher gain the attitude and necessary skill for the growth of student. The B.Ed. students are taught various techniques of making teaching creative but what is their attitude towards creative teaching. This question made the investigator to choose the present topic for study.

Operational Definition of Key Terms**1. Attitude towards creative teaching:-**

Creative teaching is the use of innovate techniques while teaching in the class room and teacher should have positive attitude towards creative teaching. In the present study the attitude of B.Ed. students towards creative teaching is measured using an attitude scale (Shukla, 2012).

2. Background factors:-

Background factors are those previous circumstances of the B.Ed. students which affect their thinking, attitude, and aptitude. In the present study, three background factors of B.Ed. students are taken up like

- A) Locality- urban and rural
- B) Stream of study- science and arts
- C) Gender- male and female

3. Gender:-there are two type of gender- male and female. In the present study both male and female B.Ed. students were taken up in the sample.

4. Stream of study:-

There are mainly three stream of study i.e. Arts, science, and commerce. In the present study B.Ed. students of Arts and Science stream were taken.

5. Locality

Two types of localities are taken up- urban and rural.

- **Urban:-**Urban means concern with the town or city. In the present study B.Ed. students belonging to city or town were considered as urban.

• **Rural:**

Rural means concern with outside the town or city. In the present study B.Ed. students belonging to outside the city or town were considered as rural.

Objectives of the Study

1. To study the attitude of B.Ed. students towards creative teaching.
2. To compare the attitude of male and female B.Ed. students towards creative teaching
3. To compare the attitude of B.Ed. students belonging to arts and science stream towards creative teaching.
4. To compare the attitude of B.Ed. students belonging to urban and rural areas towards creative teaching.

Hypotheses of the Study

1. There is no significant difference in the attitude of male and female B.Ed. students towards creative teaching.
2. There is no significant difference in the attitude of

B.Ed. students belonging to urban and rural areas towards creative teaching.

3. There is no significant difference in the attitude of B.Ed. students belonging to arts and science stream towards creative teaching.

Research Methodology

The research methodology used in the present study is descriptive method.

Sample

The sample consisted of total 160 B.Ed. students of Ambala. The sample was selected using stratified probability sampling technique.

Tool Used

In the present study, Attitude scale towards creative teaching (Shukla, 2012) was used to collect data.

Description of scale

The scale is for the purpose of using by the teachers, and the quality of creative teaching might be existing to some extent or more in every teacher, and hence there is no bondage of age limit. The remaining instructions are given on the test paper itself.

Reliability

To reliability of the test has been scored by test re-test method over a period of three weeks on a sample of 200 B.Ed. students trainees of different colleges of education at Gwalior and in found to be 0.67.

Validity

The test is valid, as the items have been taken from Torrance 62 traits of students after trying out and calculating discriminating value of each statement. Torrance has studied these traits on four nations including India and hence the test items already have construct validity.

Scoring

The positive statements are to be scored as 5, 4, 3, 2, 1 and negative statements as 1, 2, 3, 4, 5 the test item no. 1, 5, 10, 15, 20, 25, and 30 are negative items. The remaining items are positive.

Results

Table showing significance of difference in the mean scores of B,Ed students on attitude towards creative teaching with respect to locality, gender and stream of study.

GROUPS	N	Mean	S.D	S.E.d	t-ratio
Urban	80	99.8	4.25	1.20	5.75**
Rural	80	92.9	3.12		
Male	80	96.8	4.25	1.20	1.33
Female	80	98.4	3.12		
Arts	80	95.6	2.25	0.298	2.68**
Science	80	96.4	1.45		

From the above table , it is evident that the calculated value of t' in case of locality and stream of study is greater than the table value of t' at both the levels of significance

i.e. 1.96 & 2.58. Thus the null hypothesis is rejected. It means that there is significant difference in the attitude of B.Ed students towards creative teaching with respect to locality i.e. urban and rural as well as stream of study i.e. arts and science. Whereas the calculated value of 't' in case of gender is less than the table value of 't' at both the levels of significance i.e. 1.96 & 2.58. Thus the null hypothesis is accepted. It means that there is no significant difference between the attitude of male and female B.Ed students towards creative teaching.

Discussion

The study revealed important results with respect to locality and stream on the attitude of B.Ed. student-teachers towards creative teaching. The results with respect to gender are not significant and negligible difference between means is just by chance factor but other demographical variables have significant impact on the attitude towards creative teaching of B.Ed. student-teachers. The locality is an important factor as urban teachers get more exposure as compared to rural teachers. Similarly science teachers use experimentation and activity based methods of teaching which adds to creativity in teaching.

Implications of the study

The findings of the study have far reaching utility for teachers:

- 1) Teachers must try to use creative techniques and not just because it helps the teacher in many areas like evaluation of student's performance, classification of children according to abilities, preparation of time-table and schedules, providing immediate feedback to students for better interaction and motivation etc.
- 2) Creative teaching helps the teacher to deliver instructions and fulfill student's needs more efficiently.
- 3) In Creative teaching, teachers feel more satisfied because they are able to teach better and also they are free to work and they collect a lot of information.

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