

IMPORTANCE OF CREATIVE TEACHING FOR B.Ed STUDENT-TEACHERS

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ABSTRACT:

The near 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 developed by Dr. R. P. Shukla . 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.

KEYWORDS: Attitude, Creative Teaching

INTRODUCTION:

The entire world around us is the creation of the inventor i.e. enormous. We find His glimpses of imagination in each and each thing. His master formation human beings also show the glimpses of sole attribute of their Creator. Although creativity is a God gift but it can be improved through the use of creative approaches. Creative teaching helps the learner to use thoughts in its various size. It can be defined in two ways-(1) Teaching creatively (2) Teaching for creativity. Creative teaching is a state of mind to enter into class deliberately toward the within into what is call a creative state. It's about how one presents himself as an important person who cares and enjoys teaching his subject: how he motivates his students to contribute and recognize; how he goes about making learning more enjoying or attractive. It is about encouraging students to take responsibility for their work in a way that doesn't feel like a burden (to teacher or the student) and attitude acting a important position in it. Attitude is the state of intelligence which determines how an individual interact with the world around him. Individual's approach towards his profession has an result on his presentation. It is also satisfactory for teaching profession because the approach and insight of a profession affects the insight of professional capability and achievement. Due to technical progress and globalization, the modern civilization undergoes deep and fast changes. This fact creates new problems that the individual's are confronted with and in order to contract with these harms one wants a well developed ability to adapt to new situations and to find new ways to do things. In this background, originality proves to be a very significant reserve that might help persons to contract in an improved way

with communal and technological changes. On the other hand, a variety of researches conducted so far have uncovered that human has a certain original possibility that can be urbanized in a good instructive environment. Abraham Maslow additionally introduced creativeness within the type of self actualization, that is universal, that manifests on a mental ground and in each field which may be taught in school just like other skills.

B.Ed. students are prospect teachers and their approach can definitely occupy you an important role in the growth of students whom they are going to teach. So it is essential to know the attitude of B.Ed. Student-teachers towards creative teaching. A number of researches have been conducted to assess approach of teachers towards originality and creative teaching. Some of them are given below.

LITERATURE REVIEW

Torrance found that teachers usually are not recognizable with creativity. The research results also explain that original teachers look after and expand more creative students. On top of this, teachers who have a temperate, genuine and compliant uniqueness increase the creativity likelihood among the students.

Pugh and Others tried to examine Pre-service Teachers' Attitude towards Theory and Practical Application in Teacher training. To decide program efficiency, students were surveyed at the end of the jump and drop semesters for 6 years, examining their attitudes towards theory and practical application in teacher education. The study renowned whether they feel capable about subject matter, audio-visuals, classroom management and custom, and announcement. Results establish their attitudes more positive in the drop on all four events.

White and others examined the belongings of teaching techniques and teacher attitude on math's Anxiety and establish that there is no result of anxiety on teachers' attitude.

Cornelius investigated the factors affecting teacher capability of teacher trainees at secondary level, and establish that intellect, attitude towards original teaching, professional and educational achievement of teacher trainees are the sharp factors of the different group subjects.

Puspam while investigative the approach of women teachers towards creative profession on a sample of 725 teachers found important and positive relationship between the attitudes of women teachers towards original teaching profession and job happiness.

Suja in a revise found that attitude towards creative teaching, attention in teaching knowledge have significant result on job promise of teachers.

All these study have been conducted in family member to various demographical variables and academic attainment. The investigator could not discover any study in relation to option of streams. The present study is an attempt in this track. It is meant at achieving the following objectives:

OBJECTIVES:

1. To evaluate attitude towards creative teaching of B.Ed. student teachers belonging to science and arts streams.
2. To evaluate attitude towards creative teaching of male and female B.Ed. student teachers.
3. To evaluate attitude towards creative teaching of male and female B.Ed. student teachers belonging to arts stream.
4. To evaluate attitude towards creative teaching of male and female B.Ed. student teachers belonging to science stream.

HYPOTHESES:

To attain the objectives, the hypotheses of this study are as follows:

1. There is no important difference between the attitude towards creative teaching of B.Ed. student teachers belonging to science and arts streams.
2. There is no important difference between the attitude towards creative teaching of male and female B.Ed. student teachers.
3. There is no important difference between the attitude towards creative teaching of male and female B.Ed. student teachers belonging to arts stream.
4. There is no important difference between the attitude towards creative teaching of male and female B.Ed. student teachers belonging to science stream.

RESEARCH METHODOLOGY:

In the near study, evocative survey method was used to assess the attitude towards original teaching of B.Ed. student-teachers. The sample of the near study was chosen by stratified random sampling from colleges located in different areas of Haryana district. The sample comprised of both male and female trainees of B.Ed belonging to science and arts streams. To gather the information from selected sample for this study, the investigator used the tool, —Attitude Scale of Creative Teaching developed by Dr. R.P. Shukla (1). The scale consists of 30 items and it is a five point scale. In this scale, item no. 1, 5,10,15,20,25 and 30 are negative for which sequentially 1,2,3,4,5 marks are provided and other items are positive, for them sequentially 5,4,3,2,1 marks are provided. To find out the score of an individual, the obtained marks on both of the negative and positive items are added. The amount of all items forms the total score of the respondents.

After collecting the information, the results were drawn by hand. The analysis was conducted on two levels. At the first level, basic statistics like events of central tendencies were

computed. At the second level, implication of difference between means was computed. The following tables and subsequent understanding presents a thorough description of the study.

ANALYSIS OF DATA & RESULTS:

Objective 1: to evaluate attitude towards creative teaching of B.Ed. student teachers belonging to science and arts streams.

Group	Number	Mean	S.D	S.E	t-Ratio	Level of significance
B.Ed student-teachers of arts stream	100	112.5	5.85	.875	2.865	.01
B.Ed student-teachers of science stream	100	115	6.5			

Table 1 Descriptive Statistics related to attitude towards creative teaching of B.Ed student teachers belonging to science and arts streams and significance of difference.

It is clear from the table I that the mean scores of B. Ed. Student-teachers belonging to arts stream is 112.5 and of their counterparts of science stream is 115. The standard error of mean difference is .875 and t value is 2.86 which is significant. Thus it shows that stream has a significant impact on attitude towards creative teaching of B. Ed. Student-teachers and difference between the attitude towards creative teaching of B. Ed. Student-teachers belonging to arts and science stream is not by chance. Thus the hypothesis that —There is no significant difference between the attitude towards creative teaching of B.Ed. student teachers belonging to science and arts streams is rejected. Further inspection of mean scores of student-teachers of both streams respectively (112.5, 115) revealed that student-teachers of science stream scored higher than their counterparts of arts stream so it can be concluded that B.Ed. student teachers belonging to science stream have more favorable attitude towards creative teaching than their counterparts belonging to arts stream. The figure I given below clearly depicts the mean scores of B. Ed. student-teachers belonging to science and arts stream on attitude towards creative teaching.

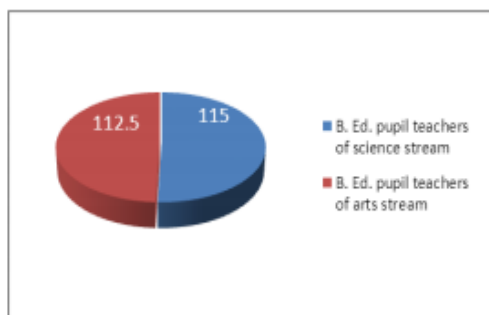


Figure I: Allocation of mean scores of B.Ed. student-teachers belonging to science and arts streams on attitude towards creative teaching

Objective 2: To evaluate attitude towards creative teaching of male and female B.Ed. student teachers.

Group	Number	Mean	S.D	S.E	T Value	Level of Significance
Male B.Ed student teachers	100	99.25	11.06	1.37	9.99	.01
Female B.Ed student teachers	100	112.94	8.14			

Table II: Descriptive Statistics related to attitude towards creative teaching of male and female B.Ed. student- teachers and significance of difference

Table II reveals that the mean scores of male & female B.Ed. student teachers are respectively 99.25 and 112.94. The standard error of mean difference is 1.37 and t value is 9.99 which is significant. Mean score of female B. Ed. student-teachers is higher than their male counterparts, which implies that the attitude of female student-teachers of B.Ed. Towards creative teaching is more favorable than their male counterparts. Thus the hypothesis that ‘There is no significant difference between the attitude towards creative teaching of male and female B.Ed. student teachers’ is rejected and it can be concluded that gender plays a significant role in creating favorable attitude towards creative teaching and female B. Ed. student teachers have more favorable attitude towards creative teaching than their male counterparts. The figure II given below depicts mean scores of male and female B. Ed Students-teachers on attitude towards creative teaching.

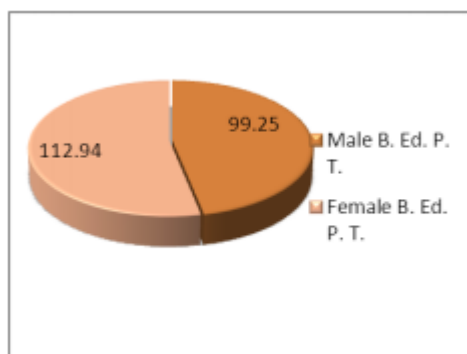


Figure II: Allocation of mean scores of male and female B. Ed. student-teachers on attitude towards creative teaching

Objective 3: To evaluate attitude towards creative teaching of male and female B.Ed. student teachers belonging to arts stream.

Group	Number	Mean	S.D	S.E	T Value	Level of Significance
Male B.Ed student teachers	50	100.3	14.37	2.54	4.76	.01
Female B.Ed student teachers	50	112.4	10.75			

Table III: Descriptive Statistics related to attitude towards creative teaching of male and female B. Ed. student- teachers belonging to arts stream and significance of difference

Table III shows that mean scores of male and female B.Ed. student teachers belonging to arts stream are 100.3 and 112.4 respectively. The standard error of mean difference is 2.54 and obtained t value is 4.76 which is significant. Then it may be concluded that gender affects the attitude towards creative teaching in relation to arts stream and significant difference between attitude towards creative teaching of male and female B.Ed Student teachers belonging to arts stream is not by chance. Thus the hypothesis that —There is no significant difference between the attitude towards creative teaching of male and female B.Ed. student teachers belonging to arts stream is rejected. Table III also shows that female B.Ed. student teachers have more favorable attitude towards creative teaching than male B.Ed. student teachers of same stream. The figure III given below depicts distribution of mean scores of male and female B. Ed. Student-teachers belonging to arts stream on attitude towards creative teaching.

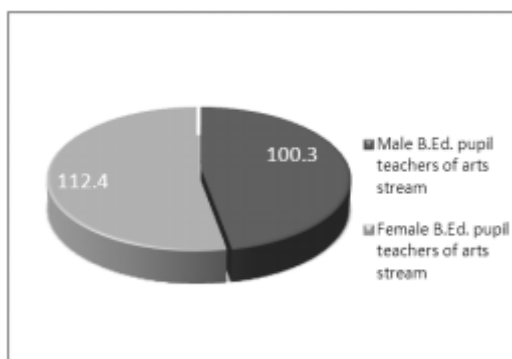


Figure III: Allocation of mean scores of male and female B. Ed. Student-teachers belonging to arts stream on attitude towards creative teaching

Objective 4: To evaluate attitude towards creative teaching of male and female B.Ed. student teachers belonging to science stream.

Group	Number	Mean	S.D	S.E	T Value	Level of Significance
Male B.Ed student teachers	50	109.5	10.8	4.26	1.76	Not significance
Female B.Ed student teachers	50	117	8.9			

Table IV: Expressive Statistics related to attitude towards creative teaching of male and female B. Ed. student teachers belonging to science stream

It is also clear from the table IV that mean scores of male and female B.Ed. student teachers of science stream are respectively 109.5 and 117. The mean value of female B.Ed student-teachers is higher than their male counterparts which implies that the attitude of female B. Ed. student-teachers of science stream is slightly higher than their male counterparts but obtained t' value is 1.76 which is not significant. Therefore, it can be concluded that there exists no difference among male and female student teachers of science stream and the difference in mean values is just by chance. Thus, the hypothesis that —There is no significant difference between the attitude towards creative teaching of male and female B.Ed. student teachers belonging to science stream is accepted.

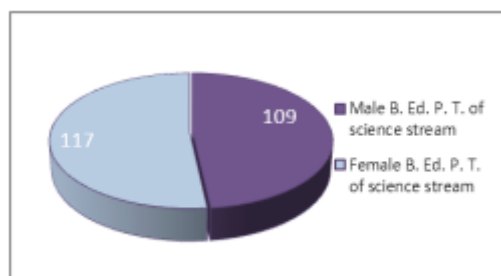


Figure IV: Allocation of mean scores of male and female B. Ed. student teachers belonging to science stream on attitude towards creative teaching

CONCLUSIONS: The paper has resulted in the following conclusions:

1- There is important difference in attitude towards creative teaching of B.Ed. student teachers belonging to science and arts streams. Student-teachers of science stream have more favorable attitude towards creative teaching than their counterparts of arts stream.

2-There is a important difference in attitude towards creative teaching of male and female B.Ed Student-teachers. Female B.Ed. student-teachers have more favorable attitude towards creative teaching than their male counterparts.

3- There is a important difference in attitude towards creative teaching of male and female B.Ed Student-teachers belonging to arts stream. Female B.Ed student-teachers of arts stream have more favorable attitude towards creative teaching than their male counterparts of same stream.

4- There is no important difference in attitude towards creative teaching of male and female B.Ed student-teachers belonging to science stream.

DISCUSSION: In general view of the study revealed important result of gender and stream on the attitude of B.Ed student-teachers towards creative teaching. Although gender in relation to science stream has non-significant blow on the attitude towards creative teaching of B.Ed student-teachers 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 findings of the study have far reaching utility for teachers, students and teacher trainees. Attitude of teachers towards creativity, their understanding level of the concept and their attitude towards using original methods may have direct relationship with the development of creativity among learners. Therefore, teachers should help the students to gain

the positive attitude towards creativity and he should develop necessary skills for the growth of creative abilities. It is true that creativity is an inborn endowment and each one of us has been bestowed with this gift by The vast, now it is up to society, parents and teachers to develop the gift as much as possible. The endurance of the society depends upon the growth of the aptitude among individuals. Though societies which have a greater number of creative people are considered as advanced or modernized but it is the duty of society, parents and teachers to provide the congenial environment for the nurturing this inborn gift. Teacher can engage in recreation a key role in wholesome creativity. Teacher should motivate the students of all streams to do their work in different and innovative way and inspire to look the bright as well as the dark aspects of things and try to modify them in useful way. Teachers who have residential their own creative competencies, and implement exact creative methods and techniques in their classrooms are more effectual than teachers who follow more traditional instructional approaches. Thus teacher should try to reach competency in their profession.

The result of the study may give a helping hand to students so that they may choose the stream of their own attention and may attempt to develop positive creative attitude. They should try to touch difficulties and challenge of life in a best likely way. They should not follow the pre strong-minded path of others while should try to make their own path to do any work. Creative individuals are the precious human resource of any country. They have the potential to generate novel ideas, processes and crop of valuable significance for the development of nation.

The result of the study are also helpful for teacher trainees as they are the future teachers so they should reach positive attitude towards original teaching and mastery over the methods of original teaching. Creativity is both positive and destructing, which can approve the world with the enjoyable fruits of development, progress and wealth therefore; the development of originality is wanted both to make easy the goal and to turn away the space wars and unsafe artillery which pose a great danger to the passive co existence of nations in the world and to survival of mankind. To attain a creative move forward to counter this danger, one creative brain won't be sufficient. Several creative geniuses should come jointly to work and training of such on large scale behavior only possible through education. The present study has been finished in relation to only a few variables. Further studies may be conducted by using other demographic, personality, intelligence variables. In today's rapidly-changing society, 'creativity'—with the ability to become accustomed quickly to change and changing needs has become necessary in the daily life and for it 'creative teaching ' is the first step to be taken. The goal of creative teaching is to increase students' information and wisdom, which means to tell knowledge in students. Hence, creative teaching aims to provide students with valuable knowledge through an better teaching process that better the quality of students' learning and increases their motivation to learn.

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