

Research Paper

## A Study on Attitude of Creative Teaching among B.Ed Teacher Trainees

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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 100 B.Ed teacher trainees and Attitude scale towards Creative Teaching (Shukla, 2021) was used for data collection. The analysis of data revealed that there is significant difference in the attitude of B.Ed teacher trainees towards creative teaching with respect to i.e. 1st and 2nd year B.Ed teacher trainees 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 teacher trainees towards Creative Teaching.

**Keywords:** *Creative Teaching, Attitude, Competitive World*

Education is the method of acquisition of knowledge ethics and values. It can also be defined as the process of bringing desirable changes into human beings. It is the base for the advancement of humans and plays a key role aspect of an individual and also the society. The concept of education was initiated by Cord Macaulay in 1835. Education is the primary right of every child in a democratic Society. Education can be observed as the significant factor for the development of any nation. The Indian education system produces some millions of graduates every year. As defined earlier education is the process of training people to acquire knowledge, Skills discipline, ethics etc. There is a change in Indian education System from ancient Gurukulas to the present education Scenario but still some changes are necessary to be one of the top most educational systems all over world. In India, most of the students are unemployed not due to lack of theoretical knowledge but due to lack of skills required. moreover, the higher education in India is growing to greater heights with more number of colleges and Universities. Most of the students are stepping in a pursue their higher education but the main drawback is that the current System is failing to provide quality education Even though most of the States are offering free education for graduate level in terms of free reimbursement, but the focus on the outcome has been missing. This will have a great impact on the quality of the student coming out from colleges which in turn

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affects their career. Further, students are not trained to reach the needs of an organization So that most of the graduates are unemployed. Faculty should encourage the students in the fields of research and the Students should develop leadership skills rather than followership skills.

Creative teaching is becoming essential in designing empowering learning experiences from games and apps to songs and hands-on activities, educators are finding innovative ways to creativity teach and engage their Students. Creative teaching is thinking about the necessary aspects of learning-the must do Content and skills that children need and turning them on their heels. Creative teaching makes both teachers and Students feel empowered. It is our main challenge as teachers to provide our Students with opportunities to take risks develop creativity and build confidence. Teaching Creatively is all about having students find knowledge independently and become young people nowadays have all the resources to help them get information, they do not necessarily need teachers to inform them.

Creativity is a phenomenon whereby something new and valuable is created. The idea on Concept so conceived can then manifest themselves in any number of ways, but most often, they become something we can see Therefore Creative teaching inspires imaginations of new ideas and lead directly to teaching for creativity. The planning Skills of teaching include formulating behavioural 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 lesson behaviour 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.

### *Significance of the Study*

Teachers are the national builders; they should inculcate the skills of teaching from their training itself. Many of the teacher trainees in India came to B.Ed by option. So everyone they don't have the great attitude towards teaching in the begging of the B.Ed training but in the B.Ed curriculum they came to know about the basic components of the teaching from Micro teaching skills to teaching practices. By these partial experiences every teacher trainees are became skilfully in their teaching. But the matter is in this 21<sup>st</sup> century how a teacher will be more creative than others. This creativity should develop from them self from their training. If they love the subject and teaching automatically new things come to their minds. Even many psychological aspects will effect on their teaching style and also on the way of creative teaching. Even the perceptions of attitude towards creative teaching may differ from both years of B.Ed because of more training and less training for both years. So in this present study researcher will going to study about the attitude of creative teaching among B.Ed teacher trainees.

## **REVIEW OF RELATED LITERATURE**

**Pushpam (2003)** while examining the "Attitude of women teachers towards Creative profession" found significant and positive relationship between attitudes of women teachers towards teaching profession and job satisfaction.

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**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.

**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.

**Hoeseini (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.

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**Sethi and Kaur (2015)** conducted a study on “Attitude of pre-service teachers towards Creative Teaching” and found that pre-service teachers of Science stream are more positive towards creative teaching as compared to pre-service teachers of Humanities streams.

**Kaur (2016)** study is experimental in nature to meet the objectives. A Pre Test (Attitude Scale of Creative Teaching) was employed to the pre service teacher trainees who were admitted to B.Ed. Course. After the regular classes of teachers education programme were scheduled, Macro and Micro teaching skill demonstration as well as theory was taught to pupil teacher as 47 a part of their curriculum. In the end of the session of the course a post test of the same scale was administered to find out the effect of Teacher Education Programme (B. Ed.). Significances of difference between pre and post score means was worked out to know the differences in the attitudes of pre service teacher trainees towards creative teaching. One way Analysis of Variance was used to know the differences within the groups of pre service teacher trainees of Science, Arts and commerce streams to know their attitude towards creative teaching. A significant difference exists between the scores of Pre Test and post test scores of attitude of pre service teacher trainees of science, Commerce

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and Arts streams towards creative teaching. The results of the study revealed that pre service teacher trainees of Arts stream had higher attitude towards creative teaching than that of Science and Commerce streams.

**Katoch (2017)** Attitude determines behaviour. Attitude towards creative teaching may find expression in the teacher's behaviour towards students and his methods of teaching. For the present study 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.

**Niwas (2018)** results in this study revealed that Teaching Competency and attitude towards creative teaching has difference exists in percentage of trainee-teachers. The teaching competency of trainee-teachers is found a 48 significance differences between the Pedagogical groups. Attitude of trainee-teachers towards creative teaching mean have significant difference exists in their Gender, Caste, and Qualifications bases. The influence of teacher training programme on attitude towards creative teaching of Science stream is highest with the comparison of Humanities streams trainee teachers. Find a positive relation in teaching competency with attitude of trainee teachers towards their creative teaching.

**Kunjalata Baro (2019)** study revealed that there is significant difference between the attitude towards creative teaching of B.Ed. student teachers belonging to science and arts streams. But it also found that there is no significant difference between the attitude towards creative teaching of male and female B.Ed. student teachers in the both stream.

**Afu (2020)** study concludes that the attitude of teacher towards creativity and creative students is negative. The study established also that the creative performance of students is below average which suggests that the attitude of teachers have the effect of students' creative ability. It was recommended that there is a need for the government make creativity an essential aspect of the curricula to come up with creative products and innovations amongst students in the Federal Capital Territory, Abuja; Teachers should improve their attitude towards creative students in senior secondary schools in the Federal Capital Territory, Abuja.

**Begum (2020)** findings of the results, it can be said that teacher's effective teaching is significantly related with the attitude towards teaching profession. From the results it is very clear that male and female teacher's attitude towards teachings have no significant difference as well as in teaching effectiveness between male and female have no significant difference. Therefore it can be concluded that between teacher effective teaching and attitude towards teaching has a significant relationship.

**Žydžiūnaitė and Arce (2021)** findings showed that the passion-driven professional duty integrates being an ambitious professional, being professional through ethical and moral actions, endeavouring to discover students' learning needs, designing learning environments, being coherent with school philosophy, and testing for improvement. Findings showed that a teacher's innovativeness and creativeness are directed to the self, professional actions, students, school, and professional development. Conclusions are focused on empirical facts that innovative and creative teachers experience the meaning of their practices through duties, which they perform with passion. Teachers' innovativeness

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and creativity are related to ethical, moral, professional, intellectual, social, institutional, individual, and profession needs.

### *Statement of the problem*

**“A study on Attitude of Creative teaching among B.Ed Teacher Trainees”**

### *Objectives of the study*

1. To assess the level of Attitude of creative teaching among B. Ed teacher trainees in Mysuru.
2. To Study the significant differences between male and female B. Ed teacher trainees with respect to their attitude of Creative of teaching.
3. To Study the significant difference between 1<sup>st</sup> and 2<sup>nd</sup> year B.Ed teacher trainees with respect to their attitude of Creative teaching.
4. To Study the significant difference between arts and science stream B.Ed teacher trainees with respect to their attitude of Creative teaching.

### *Hypothesis of the study*

1. There is no significant difference between male and female B.Ed teacher trainees with respect to their attitude of Creative teaching.
2. There is no significant difference between 1<sup>st</sup> year and 2<sup>nd</sup> year B.Ed teacher trainees with respect to their attitude of Creative teaching.
3. There is no significant difference between arts and science stream B.Ed teacher trainees with respect to their attitude of Creative teaching.

### *Variables of the study*

**Main variables:** Creative teaching

**Background variables:** Gender (Male/ Female)

Year (1<sup>st</sup> year/ 2<sup>nd</sup> year)

Stream (Arts/ Science)

## **METHODOLOGY OF THE STUDY**

For the present study researcher adopted Descriptive Survey method. The researcher personally visited the B.Ed College and administered the attitude of creative teaching to the selected sample of teacher trainee. The B.Ed teacher trainees were informed about the purpose of the study, they were instructed to fulfil in the tools and necessary clarification were given. Sufficient time was given to the B.Ed teacher trainee to fulfil the tool.

### *Sample of the study*

The teacher trainees studying in B.Ed Colleges approved by NCTE and Recognized by Government of Karnataka and affiliated to University of Mysore become the total population of the study .The population for the research was selected by using stratified random sampling technique.

### *Tool used for the study*

<b>Variables measured</b>	<b>Tool used</b>	<b>Developed by</b>	<b>Publication</b>	<b>Reliability</b>
Attitude of creative teaching	Attitude scale of creative teaching	Dr.R.P Shukla	National psychological cooperation Agra-282007	0.67

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### *Description of the tool*

The tool consisted of 30 items in the form of statements .out of the 30 items 23 are positively worded and 7 are negatively worded. The tool is likert type five point alternative answers.

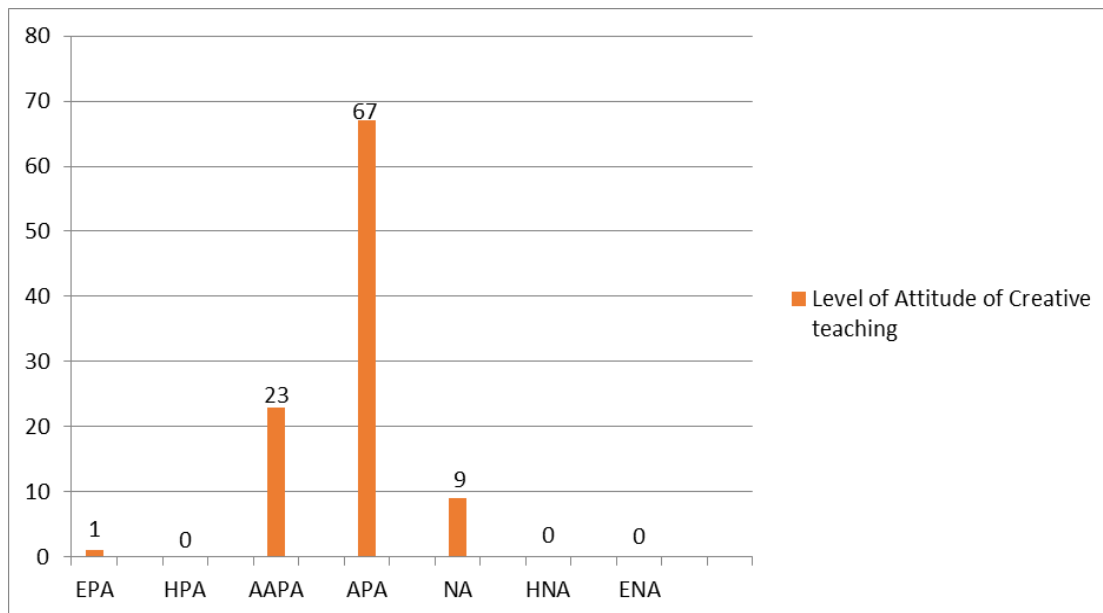
### *Statistical Techniques used*

The data will be analyzed to appropriate statistical technique manually and by using standard protocol.

- Descriptive statistical method: Mean, Standard deviation and percentage analysis.
- Inferential Statistics –T test

**Objectives 1: To assess the level of Attitude of Creative Teaching among B.Ed teacher trainees.**

Sl.No	Level of Attitude	Range of Raw Score	No of Students	Percentage
1	<b>Extremely positive Attitude</b>	131 &above	1	1%
2	<b>Highly positive Attitude</b>	119 to 130	0	-
3	<b>Above average positive Attitude</b>	107 to 118	23	23%
4	<b>Average positive Attitude</b>	90 to 106	67	67%
5	<b>Negative Attitude</b>	80to 89	9	9%
6	<b>Highly Negative Attitude</b>	67 to 79	0	-
7	<b>Extremely Negative attitude</b>	68 &below	0	-



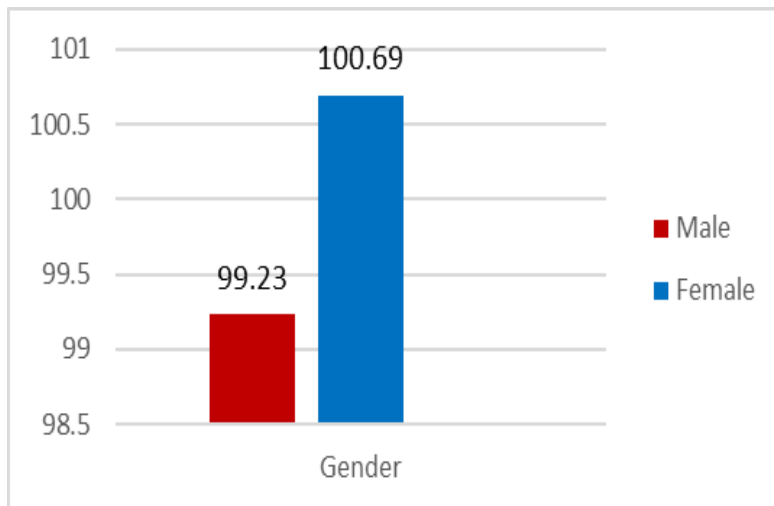
Among 100 B.Ed student teacher trainees the 1% have extremely high positive attitude, 23% have above average positive attitude, 67% have the average positive level of attitude and 9% have negative attitude and none of them have the highly positive, highly negative and extremely negative attitude.

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**H1: There is no significant difference between Male & Female B.Ed teacher trainees with respect to their attitude of creative teaching.**

SL.No	Type of Gender	N	Mean	SD	df	“t”	Remarks
1	Male	17	99.23	7.74	98	0.5678	Accept
2	Female	83	100.69	9.99			

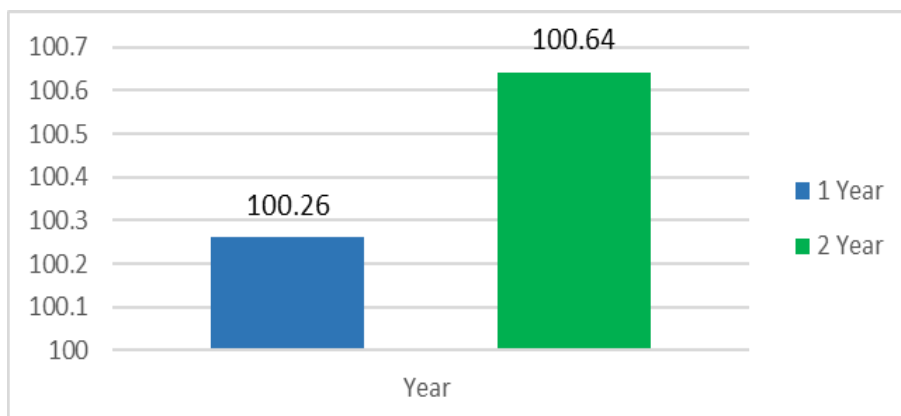
Above table shows that that obtained “t” value is less that “t” value of df 98 at 0.05 level of significant. That is the null hypothesis is accepted and it is concluded that there is no significant difference between male & female B.Ed teacher trainees with respect to their attitude of creative teaching.



**H2: There is no significant difference between 1<sup>st</sup> year & 2<sup>nd</sup> year B.Ed teacher trainees with respect to their attitude of creative teaching.**

SL.No	Year	N	Mean	SD	df	“t”	Remarks
1	1 <sup>st</sup> year	50	100.26	7.04	98	0.1964	Accept
2	2 <sup>nd</sup> year	50	100.64	11.73			

Above table shows that that obtained “t” value is less that “t” value of df 98 at 0.05 level of significant. That is the null hypothesis is accepted and it is concluded that there is no significant difference between 1<sup>st</sup> & 2<sup>nd</sup> year B.Ed teacher trainees with respect to their attitude of creative teaching.

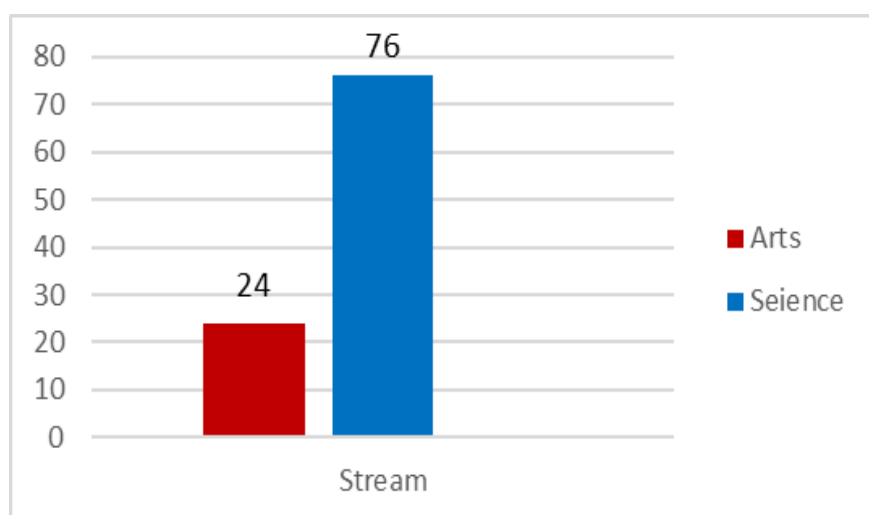


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**H3: There is no significant difference between Arts & Science stream B.Ed teacher trainees with respect to their attitude of creative teaching.**

Sl No	Type of stream	N	Mean	SD	df	“t”	Remarks
1	Arts	24	99.87	7.88	98	0.3355	Accept
2	Science	76	100.63	10.16			

Above table shows that that obtained “t” value is less that “t” value of df 98 at 0.05 level of significant. That is the null hypothesis is accepted and it is concluded that there is no significant difference between arts & science stream B.Ed teacher trainees with respect to their attitude of creative teaching.



### **Limitation of the study**

- This study was restricted only to B.Ed teacher trainees of Mysuru city.
- This study was restricted only to B.Ed teacher trainees of University of Mysore.
- This study was confined only to the arts and science stream.

### **Suggestions for further study**

- The present study could be undertaken at various teacher training programs.
- The present study could be conducted for In-service teachers also.
- The present study could be conducted with other psychological variables which effects on teaching.

## **CONCLUSION**

From the above analysis, majority of B.Ed teacher trainees having average level of attitude towards creative teaching and also all selected background variables concluded that there is no significant difference between those background variables. In this 21<sup>st</sup> century teacher should be more creative to reach the students effectively. As per technological changes even the teacher also change as per new changing era with new innovative and creative ideas. If a teacher is creative students will be more creative. Those skills should inculcate to the teachers from their training itself. To enhance the attitude of creative teaching among the teacher trainees NCTE, universities and also mother institutions should arrange make some special academic programs, capacity building programs to improve their attitude towards creative teaching. Even new teaching skills, techniques, methods should inculcate in the



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B.Ed curriculum and also teacher training institutions should end with traditional method of training process even from NCTE should take responsible to make over our Nation builders are more and more creative in their teaching.

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### Conflict of Interest

The author(s) declared no conflict of interest.

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