

THE ATTITUDE OF TEACHER TRAINEES TOWARD CREATIVE TEACHING

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ABSTRACT

To develop the innate potentialities of students' teaching requires a variety of talents and can be made creative. Creative teaching involves the creation of novel teaching strategies and procedures; hence it requires constant work from the side of the teachers. Today's world is changing rapidly, so a teacher needs to create interesting lessons and impart knowledge efficiently to prepare students for the competitive world. The present paper is based on the attitude of B.Ed. and B.Ed. in special education trainees towards creative teaching. This study aimed to investigate the attitude of teacher trainees toward creative teaching regarding some variables-gender, stream of study, and type of B.Ed. program. This study was conducted on 120 teacher trainees. A purposive sampling technique was used. To study attitude, the Attitude Scale toward Creative Teaching (Shukla, 2012) was used. The data analysis revealed that there is no significant difference in the attitude of teacher trainees regarding their gender, stream of study, and type of B.Ed. program. Further investigations are recommended.

Keywords: Creative teaching, the attitude of teacher trainee, teacher education program.

INTRODUCTION

Today we are living in the age of technology and innovation. New things are constantly being discovered that are changing our lives radically. The things which we once imagined are slowly becoming reality. So, it has to be believed that there are people who turn their imagination into reality, they are called creative. Previously it was believed that creativity is present among very few individuals, like- Einstein, Picasso, Gandhi, etc. But this concept has changed, many researchers (Davies and Newton, 2018) have stated that like any other mental ability creativity is also present in every human being and it can be nurtured (Torrance, 1979). Like any other aspect of development, creativity also needs some supportive factors like- personal factors, intellectual factors, and environmental factors. The environmental factors include all the facilities in the school, the home, the climate of the school, the teaching strategy, and the attitude of the teachers toward teaching.

A positive attitude from the teacher is needed to develop the innate potential

of students. The attitude of an individual determines his/her interaction with the environment. The teaching efficiency of a teacher is significantly related to his attitude toward teaching (Narayanappa and Akthar, 2007). The favorable attitude of teachers toward teaching is very essential for the betterment of the education process. Even pupils' achievement is significantly related to teachers' attitudes toward teaching (Goyal, 1984). In the age of social media, students are getting distracted very easily. It is very important to keep their attention on study. The traditional lecture method has become weak. So, teachers should adopt a more comprehensive teaching strategy which will enhance creativity in teaching. Creative teaching is a process of flexible teaching where the teachers use imaginative approaches in the classroom to make learning more effective and interesting.

NEP, 2020 stated that the role of a teacher is very crucial because it shapes the future of our country by making human resources. So, they need continuous professional development (CPD). To make the teachers more efficient and professional, NCTE runs a teachers' training program throughout the country, which is known as B.Ed. However, a teacher training program is also run by the Rehabilitation Council of India (RCI) which is known as B.Ed. in special education., though the second one is especially for those who want to teach children with special needs. Whether it may be B.Ed. or B.Ed. in special education, the teacher trainee should have a positive attitude toward teaching. Students who are pursuing B.Ed. have different types of attitudes regarding creative teaching. Kumar (2013) reported that trainees who are from the science stream have shown more positive attitudes toward creative teaching than the trainees of the arts stream. Regarding gender, he noted that the attitude of female trainees was more positive than that of male trainees. However, Kaur (2015) did not find any significant difference in attitude between male and female teacher trainees toward creative teaching. However, he reported that the attitude of urban trainees and science stream trainees was significantly higher than rural and arts stream trainees respectively. Kaur (2016) included the trainees who are from the commerce stream in his study and tried to compare the attitude of arts, science, and commerce stream teacher trainees toward creative teaching. He found a significant difference in the attitude of arts, science, and commerce stream teacher trainees toward creative teaching.

After the rigorous literature review, the present investigator has noticed that most of the studies have considered the gender, locality, and stream of teacher trainees to study their attitude toward creative teaching. Therefore, the present investigator is interested in studying whether there is any significant difference in attitude between trainees who are pursuing B.Ed. in general education and those who are pursuing B.Ed. in special education.

OBJECTIVES

1. To find out the attitude of teacher trainee toward creative teaching.
2. To find out whether trainees of General B.Ed. program and trainees of B.Ed. in special education programs differ in their attitude toward creative teaching.
3. To find out whether male and female teacher trainees differ in their attitude towards creative teaching.
4. To find out whether trainees of the science stream and trainees of the arts stream differ in their attitude towards creative teaching.

HYPOTHESES

H₀₁: Trainees of General B.Ed. program and trainees of B.Ed. in special education programs do not differ in their attitude toward creative teaching.

H₀₂: Male trainees and female trainees do not differ in their attitudes toward creative teaching.

H₀₃: Trainees of the science stream and trainees of the art stream do not differ in their attitude toward creative teaching.

METHODOLOGY

The Present investigator followed a quantitative research design. The survey method was used to assess the attitude of teacher trainees toward creative teaching. The survey was conducted in different teacher training institutes in Hooghly district, West Bengal.

Population

All the teacher trainees of Hooghly district are the population of the present study.

Sample

Sample is the representative of the population. A total of 120 trainees were selected from 5 teachers' training colleges of Hooghly district as the sample of the present study. For selecting the sample purposive sampling technique was used.

Variables

Independent variables

- Gender
- Stream of study
- Type of B.Ed. program

Dependent variable

Attitude toward creative teaching

Tool

To study the attitude of teacher trainees, the Attitude Scale of Creative Teaching was used (Shukla, 2012). This scale has 30 items. There are 7 negative items and 23 positive items. The test items numbered 1,5,10,15,20,25, and 30 are negative. The positive statements are to be evaluated as 5,4,3,2,1, and the negative statements as 1,2,3,4,5. The reliability of the scale is 0.67.

RESULTS

Table 1: t- the ratio between means scores of B.Ed. program's trainee and B.Ed. in special education program's trainee toward creative teaching

<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>	<i>t-value</i>	<i>Level of significance</i>
B.Ed. trainee	60	107.50	6.85	0.334	Not significant
B.Ed.(spl) trainee	60	108.43	6.92		

From Table 1, it can be noted that the t value is not significant at the .05 level. This means there is no significant difference in the attitude of trainees who are pursuing B.Ed. and the trainees who are pursuing B.Ed. in special education programs. Hence, the hypothesis "Trainee of a B.Ed. program and trainee of a B.Ed. in special education program do not differ in their attitude toward creative teaching" is accepted.

Table 2: t-ratio between the mean score of male and female training toward creative teaching

<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>	<i>t-value</i>	<i>Level of significance</i>
Male trainee	58	107.50	6.85	0.334	Not significant
Female trainee	62	108.43	6.92		

From table 2, it can be noted that the t value is not significant at the .05 level. This means there is no significant difference in the attitude of male and female teacher trainees. Hence, the hypothesis- "Male trainees and female trainees do not differ in their attitude toward creative teaching" is accepted.

Table 3: The ‘t’ ratio between the means score of the art stream’s trainee and the science stream’s trainee toward creative teaching

<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>	<i>t-value</i>	<i>Level of significance</i>
Arts Stream’s trainee	67	106.56	6.78	0.383	Not significant
Science stream’s trainee	53	107.72	6.23		

From table 3 it can be noted that the t value is not significant at the .05 level. This means there is no significant difference in the attitude of the art stream’s trainee and the science stream’s trainee toward creative teaching. Hence, the hypothesis, “Trainee of the science stream and trainee of the art stream do not differ in their attitude toward creative teaching” is accepted.

DISCUSSION

Teachers' attitude toward creative teaching is very crucial for the success of classroom learning. The present study reported that male and female teacher trainees showed almost the same attitude toward creative teaching. The present investigator did not find any significant difference in the attitude of male and female teacher trainees towards creative teaching. The same was found by Kour (2015) who did not find any significant difference in the attitude between male and female teacher trainees towards creative teaching. However, he reported that the attitude of urban students was significantly higher than the attitude of the rural students. Katoch (2016) conducted a study on the attitude of secondary school teachers toward creative teaching. He also noted that male and female teachers did not differ in their attitudes toward creative teaching. However, in his study, Kumar (2013) reported that female teacher trainees showed a more positive attitude than male teacher trainees toward creative teaching. In another study, female trainees got a higher score than male trainees on the Attitude Scale of Creative Teaching (Gupta and Jan, 2013).

In this study, the investigator has compared the attitude between the trainee of arts and the science stream. However, he did not get any significant difference in their attitude regarding the stream of study. But Kumar (2013) noted that teacher trainees in the science stream have shown a more positive attitude toward creative teaching than trainees in the art stream. Gupta and Jan (2013) also found that the attitude of science stream trainees was more positive than the attitude of art stream trainees toward creative teaching. The same was concluded by Kaur (2015).

The present investigator also made a comparison between the attitudes of trainees who are pursuing General B.Ed. and B.Ed. in special education. However, he did not find any significant difference in their attitude.

CONCLUSION

Teachers must make an effort to employ creative methods, because doing so helps them in various tasks like classifying students and evaluating their performance, creating timetables and calendars, giving kids quick feedback to improve interaction and motivation, etc. Creative teaching helps the teacher to deliver instructions and fulfill students' needs more efficiently. In Creative teaching, teachers feel more satisfied because they can teach better, and also, they are free to work and they collect a lot of information.

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