

A comparative study of attitude of pre service teacher trainees towards creative teaching

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Abstract

The present paper is based on the comparative study of attitude of pre-service teacher trainees towards creative teaching. The pre-service teacher preparation programmes remain the importance determinant of how teacher learns and succeed in dynamic circumstances of real classroom and school. The study was limited to 225 pre service teacher trainees of B.Ed. Programme. Attitude Scale of Creative Teaching Developed by Dr. R.P. Shukla (2012) was used to collect the data. The 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 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 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.

Keywords: Attitude, Pre service Teacher Trainees, Creative Teaching, Arts, Science and Commerce Streams

Introduction

The strength of education system largely depends upon the quality of teachers who sustain it. The teaching Profession is universally regarded not only as one of the most important profession of civilized life, but also the noblest of all. The Main function of teacher education programme is to provide appropriate inputs to the prospective teachers so that they acquire the necessary insight and skills which enable them to become effective teachers which Indian society needs so intensely. Dr. Radhakrishnan (1949) has aptly observed in this context, "The teacher's place in the society is of vital importance. He acts as the pivot for the transmission of intellectual, traditional and technical skills from generation to generation and helps to keep the lamp of civilization burning." It is the quality of teacher, which creates excellence in all walks of life. Thus, the teachers are the real architects of a nation. Therefore, teacher's performance is a crucial factor in the field of education. Importance of Teaching Profession is reflected in the words of Aristotle "Those who educate children well are to be honoured more than those who produce children give them only life but those who educate them give them the art of living well." The teacher is single most important factor responsible for the success, reforms and the advancements of educational programs.

Teacher education is no longer a training process but an education strategy for enabling teacher to teach and concern for their well-being. A sound program for professional education of teachers is essential for the qualitative improvement of education which is possible through creative teaching.

Creative teaching

Creative teaching is a state of mind to enter into class

deliberately toward with into what is call a creative state. It is about encouraging students to take responsibility for their work in way that doesn't feel like a burden (to teacher or the student) and attitude acting an important position in it. Attitude is the state of intelligence which determines how an individual interact with the world around him. Individual's approach toward his profession has a result on his presentation. It is also satisfactory for teaching profession because the approach and insight of a professional affects the insight of professional capability and achievement. Distinctions between creative teaching and teaching for creativity tend to highlight the teacher orientation of the former and the learner orientation of the latter. Creative teaching is seen to involve teachers in making learning more interesting and effective and using imaginative approaches in the classroom. Teaching for creativity by contrast is seen to involve teachers in identifying children's creative strengths and fostering their creativity.

Significance of the study

Education is the process of helping the child to adjust to the changing world. Since education is viewed as an instrument to develop the cognitive qualities and understanding of peoples should be fully equipment with certain skills of teaching as well as they might have knowledge of sociological, philosophical, as well as teaching learning process for this B.Ed course of teacher education programme is a very good programme for shaping teacher trainees into creative teachers.

It has been recognized that schools and initial education play a key role in fostering and developing people's creative and innovative capacities for further learning and their working lives. Moving now to look at student teachers and their creativity, we need to find out about their conceptualisations

of creativity, their sense of identity as creative individuals and their experience of creativity in schools. These are a vital concern in Teacher Education because they are the basis of their meaning making. In doing so, we also need to recognise that professional identity is not a stable entity – not fixed or unitary, but relational and situated.

NCTE (1998) has pointed out that teacher education programs should focus on competencies and commitment in much greater magnitude which can enhance the creativity among Pre-Service Teachers. The investigator is curious to find out the differences in the attitude of pre service teacher trainees towards creative teaching. The results of the present study can be used in this direction to enhance the creative potential among the pre service teacher trainees by introducing various curriculum modules that in turn may be helpful in enhancing creative potential among the students. In order to develop creative teaching learning approaches, it is crucial that teacher training prepares new teachers to become reflective practitioners able to discern how a teaching method or activity can stifle or trigger creativity among their students.

Statement of the study

A comparative study of attitude of pre service teacher trainees towards creative teaching.

Objectives of the study

1. To study the attitude of pre service teacher trainees towards Creative Teaching.
2. To compare the attitude of pre service teacher trainees of Science, Commerce, Arts streams towards Creative Teaching.

Hypotheses of the study

1. There exists no significant difference in the attitude of pre service teacher trainees towards creative teaching.
2. There exists no significant difference in the attitude of pre service teacher trainees of Science, Commerce and Arts streams towards creative teaching.

Delimitations of the study

1. The present study is restricted to 225 pre service teacher trainees of Science, Commerce and Art streams of Ludhiana District only.

Design of the study

The purpose of the present investigation was to find out the differences in the attitude of pre service teacher trainees towards creative teaching. The study was 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. In the end of the session of the course a post test of the same scale was administered. Significances of difference between pre and post score means was worked out to find out the difference in the attitude 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 regarding their attitude towards creative teaching.

Sample of the study

The present study was based on the purposive sampling

technique. A sample of 225 pre service teacher trainees (75 from Science, 75 from Commerce and 75 from Arts stream) from two colleges of Education from Ludhiana District was taken.

Tools used

Following tool was used in the present study for the purpose of data collection:

1. Attitude Scale of Creative Teaching Developed by Dr. R.P. Shukla (2012).

Statistical techniques used

Mean, Median, Standard deviation was used to analysis the data. To find out the difference of mean scores, ‘t’ ratio was employed. One way Analysis of Variance was used to find out the attitude of pre service teacher trainees of different streams towards creative teaching.

Analysis of the results

To investigate the significance of difference between the means, if any, in attitude of pre service teacher trainees towards creative teaching was assessed in terms of their scores in the test and t-test was employed.

Table 1: Significance of the Difference between Means of Pre Test– Post test scores of Attitude of Pre service teacher trainees towards Creative Teaching (N=225)

S. No.	Group	N	M	S.D	R	t-value
1.	Pre Test	225	106.80	9.39	0.90	36.82**
2.	Post Test	225	117.00	7.83		

**Significance at 0.01 level

Table 1 revealed that the mean scores of Pre Test and post test scores of attitude of pre service teacher trainees towards creative teaching as 108.80 and 117.00 respectively and correlation between them was 0.90. The t-ratio was calculated as 36.82 with $d_f = 224$ which is significant at .01 level of confidence. This revealed that a significant difference exists between the scores of Pre Test and post test scores of attitude of pre service teacher trainees towards creative teaching.

As the mean score of post test scores of attitude of pre service teacher trainees towards creative teaching was higher than that of Pre Test scores, it may be concluded that pre service teacher trainees have higher scores on creative teaching after completing their Teacher Training Course.

Therefore the hypothesis 1 stating that ‘there exists no significant difference in the attitude of pre service teacher trainees towards creative teaching’ is not accepted.

One way analysis of variance on post test scores was carried out to study the difference in attitude of pre service teacher trainees of science, commerce and arts streams towards creative teaching.

Table 2: Summary of One way Analysis of Variance on Difference in Effect of Teacher Education Programme on Attitude of Pre service teacher trainees of Science, Commerce and Arts stream towards Creative Teaching

Source of Variation	SS	df	MS	F-value
Between Groups	142.04	2	71.02	4.22*
Within groups	3733.15	222	16.82	
Total	3875.18	224		

*Significant at 0.05 level

Table 3: Showing Means of Gain scores of Attitude of Pre service teacher trainees of Science, Commerce and Arts stream towards Creative Teaching

S. No.	Stream	N	Mean
1.	Science	75	10.08
2.	Commerce	75	9.31
3.	Arts	75	11.24

Table 2 depicts the F-ratio after comparing the effect of teacher education programme on attitude of pre service teacher trainees of science, arts and commerce streams towards creative teaching in terms of their gain scores. The F-value obtained is 4.22 which is significant at 0.05 level of confidence which leads to the conclusion that the effect of teacher education programme on attitude of pre service teacher trainees of science, arts and commerce streams towards creative teaching differ significantly.

Therefore hypothesis 2 stating, “There is no significant difference in the attitude of pre service teacher trainees of science, arts and commerce streams towards creative teaching” is not accepted.

Further the Table 2 and 3 depict the mean of gain scores of pre service teacher trainees of science, arts and commerce streams towards creative teaching after completing the teacher education programme. As the mean gain scores of attitude of pre service teacher trainees of science, commerce and arts stream towards creative teaching respectively 10.08, 9.31 and 11.24 which indicates that attitude towards creative teaching of pre service teacher trainees of Arts stream is highest followed by the pre service teacher trainees of Science and Commerce Streams.

The results of the present study are in line with the study conducted by Srivastava (1989) that revealed that the trainee groups changed their teacher attitude positively and significantly after the completion of the training the trainees of teaching Social Sciences showed better teaching efficiency than those teaching Science and Mathematics.

Conclusions

The present research study revealed a significant difference exists between the scores of Pre Test and post test scores of attitude of pre service teacher trainees towards creative teaching. As the mean score of post test scores of attitude of pre service teacher trainees towards creative teaching was higher than that of Pre Test scores, it may be concluded that Teacher Education Programme has a significant effect on attitude of pre service teacher trainees 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 and Arts streams towards creative teaching. The attitude towards creative teaching of pre service teacher trainees of Arts stream is the highest followed by the pre service teacher trainees of Science and Commerce streams.

Educational Implications

The findings of the study revealed that there is a positive and significant effect of Teacher Education Programme on attitude of pre service teacher trainees of Science, Arts and Commerce streams towards creative teaching. The results further revealed that the effect of Teacher Education Programme on attitude towards creative teaching of pre service teacher trainees of

Arts stream is the highest followed by the pre service teacher trainees of Science and Commerce streams. The results might be so as the students of Art are subjective in nature and more intended towards the creative activities. On the other hand students of Science and Commerce streams are strict towards objectivity. The present study revealed that attitude towards creative teachings of pre service teacher trainees of Commerce stream is quite lower than pre service teacher trainees of Science and Arts streams. Therefore more efforts should be taken to develop attitude towards creative teachings among pre service teacher trainees of Commerce stream in the Educational Colleges. Results from this study show that teachers who were trained on creativity held more positive views about its relation to education. Teacher training programmes must be reviewed and revised to ensure that they promote diverse and innovative teaching methods, digital competence and teaching cross-curricular competences with plenty of hands-on classroom practice and efficient guidance.

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