

CREATIVITY ATTITUDE OF B.ED. STUDENT- TEACHERS

A. Vaiyadurai* & Dr. R. Anandarasu**

ABSTRACT

The sample of the study comprised of 170 B.Ed. student teachers from teacher education colleges in Erode. Creativity attitude scale developed by Carles E. Schaefer was used to assess the creativity attitude of student teachers. The result of the study revealed that all B.Ed., student teachers showed better level of creativity attitude and none of them belonged to low category of creative attitude. There was no influence of gender, qualification, group and medium on creative attitude of trainees. There exists significant difference in urban and rural residence trainees. The urban trainees have more creativity attitude than the rural trainees.

Key words: Creativity attitude, Student- Teachers, Teacher education institution

INTRODUCTION

Man has been endowed with many unique and uncommon powers. Among all the powers that man possesses, creative thinking and finding solutions to their problem are the supreme and the most important element of life skills. Creative thinking helps to promote mental well being and competence in children as they encounter real life situation. Creative thinking is a specific thought process which improves the ability to be creative, being in an optimal stage of mind for generating new ideas to think deliberately in way that improve the likelihood of new thought occurring, the ability to think of original diverse and elaborate ideas .It is a series of mental action which produce change and development of thought.

In today information age, creative thinking skills are viewed as crucial for students to cope with a rapidly changing world. It is the discovering of new ways to solve problems. It is developed best in a changing environment and is widely practiced by children, artist, writer, inventors and scientist. It is one of the most important skills students can acquire and develop in their early years. Creative thinking can be used within a number of learning contexts to enrich the acquisition of knowledge and skills. Crucially without the ability to think in a creative manner trainees would be unimaginative and

lacking in the necessary transferable skills to engage in personals and professional life.

STATEMENT OF THE PROBLEM

The investigator has selected the problem "Creativity attitude of B.Ed., trainees.

OBJECTIVES

The following objectives are formulated for the present study.

1. To find out the creativity attitude of B.Ed., trainees in Erode city.
2. To find out the significant difference if any in B.Ed., trainees attitude towards creativity with regard to
 - a. Gender
 - b. Students Residence
 - c. Group of Study
 - d. Academic qualification
 - e. Medium of study

HYPOTHESES

1. The B.Ed., trainees have favorable attitude towards creativity.
2. There exists no significant difference amongs the B.Ed., trainees creativity attitude with respect to their: a) Gender, b) Residence c) Academic qualification d) Medium of study and e) Subject studied

*Ph.D. Research Scholar cum Assistant Professor, Avinasi Gounder Mariammal College of Education, Erode (Tamil Nadu)

**Assistant Professor, Department of Education and Management, Tamil University, Thanjavur, (Tamil Nadu)

METHOD

The survey approach was used for the investigator. As the investigator were personally involved the process of data collection, the collected data were hundred percent true. The data were statistically analyzed, interpreted and concluded.

SAMPLE

The researcher selected a sample of 170 teacher trainees who are studying in teacher education colleges in Erode, Tamil Nadu, South India. The purpose of the present study is to find out the attitude of teacher trainees towards creativity.

TOOL

The creativity attitude scale by Carles E. Schaefer had been modified and translated in to Tamil by the investigator was used to measure the creativity attitude of B.Ed, trainees. It consists of 32 items (16 positive and 16 negative items) in the form of yea or no type, yes represent Agree and No represent Disagree

COLLECTION OF DATA

The teacher education colleges were selected as the source of the sample. The investigator approached the head of the institutions and got the permission for data collection. After getting permission from the head of the institutions, the investigator personally administrated the tool on the student teachers with the help of the teacher educators. Before administering the tool on the student teachers, investigator informed the trainees about the need and purpose of the data collection. They were also provided necessary information needed to answer the tool and about the confidentiality of the data supplied by them.

STATISTICAL TECHNIQUES

In this study the collected data were computing and analyzed by using appropriate statistical technique such as Percentage, Mean, Standard Deviation and 't' test.

RESULT AND DISCUSSION

Table:1 Frequency distribution of trainees according to their creativity attitude ability

Category	Frequency	Percentage
High	19	11.18
Medium	151	88.82
Low	0	0
Total	170	100

It is seen from the table-1 that majority of student teachers (88.82%) were in the category of medium creativity attitude ability group, 11.18 % were in high creativity attitude group and none of them belonged to low category of creativity attitude. Hence the statement hypothesis was accepted because all the trainees have favorable attitude towards creativity. The reason could be that at student teachers were exposed to the tasks such as album preparation, puzzle card preparation teaching aid preparation, psychological experiments and completing mind mapping based on lesson plans with their imagination were exposed to think critically and creativity. At institution an individual during the training period be given opportunities to explore, to build and make, watching creative activity through T.V. channels, creative writing to read and experience. This is the time for learning creative thinking skills and practicing the skills for finding alternatives.

Table-2: Analysis of student teachers by 't' value with respect to Gender, Residence, Group, Educational qualification and Medium

S No	Category	Sub Group	N	Mean	SD	t value	Level of Significance at 0.05 level
1	Gender	Male	90	17.20	3.03	1.73	No. Significant
		Female	120	18.00	3.82		
2	Residence	Rural	137	17.58	3.10	2.79	Significant
		Urban	33	19.06	3.17		
3	Group of studying	Arts	87	17.82	3.17	0.28	No. Significant
		Science	83	17.19	3.34		
4	Educational Qualification	UG	129	18.07	3.00	1.33	No. Significant
		MA	41	17.17	3.33		
5	Medium of study	Regional Language	102	17.50	3.04	1.73	No. Significant
		English	68	18.20	3.20		

As seen in table 1 the t value S.No.1 is 1.53. This t value is not significant at 0.05 level. Hence the null hypothesis is accepted. It indicates that there is no significant difference in creativity attitude of male and female teacher trainees.

As seen in table 1 the t value S.No.2 is 2.48. This t value is significant at 0.05 level. Hence the null hypothesis is rejected. It indicates that there is significant difference in creativity attitude of rural and urban residence student teachers. The mean difference indicates, the urban residence student teachers (19.06) have more creativity attitude than the rural residence student teachers (17.56). The reason could be that urban student teachers were exposed to the more creative works with media and other information and communication devices and creative work class undergone during his/her studies

As seen in table 1 the t value S.No.3 is 0.28. This t value is not significant at 0.05 level. Hence the null hypothesis is accepted. It indicates that there is no significant difference in creativity attitude of arts and science group student teachers.

As seen in table 1 the t value S.No.4 is 1.59. This t value is not significant at 0.05 level. Hence the null hypothesis is accepted. It indicates that there is no significant difference in creativity attitude of under graduate and post graduate qualified trainees.

As seen in table 1 the t value S.No.5 is 1.79. This t value is not significant at 0.05 level. Hence the null hypothesis is accepted. It indicates that there is no significant difference in creativity attitude with respect to trainees medium of study.

MAIN FINDINGS

The following findings are arrived out of this research investigation.

1. The B.Ed., trainees have above average level of attitude towards creativity.
2. There is no significant difference between male and female B.Ed., trainees with respect to their creativity attitude.
3. There is significant difference between rural and urban residence B.Ed., trainees with

respect to their creativity attitude. The urban B.Ed., trainees have favorable attitude towards creativity than the rural trainees.

4. There is no significant difference between arts group and science group B.Ed., trainees with respect to their creativity attitude
5. There is no significant difference between under graduate qualified and post graduate qualified B.Ed., trainees with respect to their creativity attitude.
6. There is no significant difference between regional language and English medium studying B.Ed., trainees with respect to their creativity attitude

CONCLUSION

Creativity is an independent phenomenon, which is not related with any occupation or availability of material things. It is an innate potential and can developed through positive reinforcement & motivation in trainees. The result of the present study showed no significant influence of gender, qualification, group and medium on creative thinking ability of trainees. The urban students have favorable attitude towards creativity than the rural residence trainees. The teacher Educator should engage more creative works to heir trainees. It will lead to develop better creative teachers and effective builder of our nation.

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