



A Study of Creativity among the Secondary School Teachers

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ABSTRACT

The present study has been designed to study the Creativity among the Secondary School Teachers. Various Indian and foreign studies were reviewed. Descriptive Survey method has been used in this study. The sample consists of 100 teachers working in secondary schools. The investigator used stratified random sampling technique for selecting the sample. Questionnaire was constructed for the teachers to find out the opinions on the Creativity among the Secondary School Teachers in Prakasam district. The data were analyzed using various statistical methods like mean, SD, 't' test and F-test were the statistical techniques used. The score obtained by different groups are compared across the variables like gender, age, educational qualifications, teaching experience locality and type of management. The results are discussed in light of previous research studied; suggestions and Recommendations for further research were also suggested.

Key Words: Creativity, Secondary School Teachers.

CREATIVITY:

The need for more and better creative thinking and production were felt before middle of the Century, but it was not until after that point in time that scientific research and technological development really got off ground. Education is not at all an exception to the above fact. It comprises of a positive science of learning and creative art of teaching. But in most of the formal teaching learning situations the essential aspect, creativity is neglected. As pointed out by Guilford (1955), 'teachers always want a correct answer but not clever answer'. In the past three decades there has been an enormous amount of research, which could answer the queries-What is Creativity? What are its dimensions? How to measure and predict them? What are they ways to foster creativity and what are characteristics of creative persons? What are the various creative dimensions find in various professionals like poets, artists, musicians, architect's etc. Many efforts are being made by a number of researches to identify and to classify the various dimensions of creativity.

Need and significance of the study:

This study responds to a global challenge to provide educators and schools with implementable and sustainable tools for enhancing creativity in secondary schools through observing and interpreting inter-disciplinary approaches teachers adopt and develop in enhancing creativity. Dismantling the cloak of obfuscation and confusion of vitally important skills required by educators, this study offers international comparative data for policymakers, curriculum and pedagogy specialists, schools, educators and teacher training institutions by offering a large-scale, mixed-method internationally comparative data. Creativity training in teacher education courses is an underdeveloped field, requiring greater inter- and trans-disciplinary understanding of creativity's role; this study establishes current data from which to build a framework for sustainable teacher-education in creativity. The education sector continues to grapple with a consistent and measurable definition of creativity, the appropriate methods to develop creativity, and approaches for training pre-service teachers to enter the workforce ready to develop student creative capacities. As Burnard (2011) evaluates, 'teachers are expected to act effortlessly, fluidly, to take risks, be adventurous, develop pedagogy and classroom creativity in order to develop their own knowledge and skills as creative professionals'. In highlighting interpersonal and collaborative actions and processes teachers engage in and develop, this study breaks down impediments to creative pedagogies negotiated by teachers. This critical research offers guidance and implications for developmental change in teacher pedagogies, and promotes the need for teacher education to better equip new teachers with 'creative pedagogical skills' that support creative, critical and innovative thinking practices in students. Hence, the investigator taken up this study on "A study of Creativity among the Secondary School Teachers in Prakasam District"

Objective of the study

1. To study the Creativity among the Secondary School Teachers in Prakasam District.

2. To study the significant difference among the perceptions of teachers based on their demographic variables i.e., gender, age, qualification, teaching experience, locality and management towards Creativity among the Secondary School Teachers in Prakasam District.

Hypotheses of the present study

1. There is no significant difference between the perceptions of male and female category teachers towards Creativity among the Secondary School Teachers in Prakasam District.
2. There is no significant difference among the perceptions of teachers based on their general qualification towards Creativity among the Secondary School Teachers in Prakasam District.
3. There is no significant difference among the perceptions of teachers based on their professional qualification towards Creativity among the Secondary School Teachers in Prakasam District.
4. There is no significant difference among the perceptions of teachers based on their teaching experience towards Creativity among the Secondary School Teachers in Prakasam District.
5. There is no significant difference among the perceptions of teachers based on their locality towards Creativity among the Secondary School Teachers in Prakasam District.
6. There is no significant difference among the perceptions of teachers based on their school management towards Creativity among the Secondary School Teachers in Prakasam District.

Review of Related Literature:

Ukoima Nkalo Ruth (2021) studied on “Influence of Teachers Creativity on the Academic Performance of Senior Secondary School Students in Port Harcourt Metropolis: Implication for Counselling”. The findings of the study revealed that Students learning with fun, have emotional development, enhancing thinking capability, boosts problem solving skills, and improves focus and attention are importance of creativity in the classroom thereby influencing or enhancing students’ academic performance. Teachers developing creative skills influence the academic performance of senior secondary school students.

Krystal Dawn Flanders (2019) studied on “Teachers and Creativity in the Classroom”. The findings revealed that teachers did understand creativity and how to cultivate in their classrooms through their instruction, curriculum, and environments. Additionally, significant findings emerged that included emotional connections, professional autonomy, teacher training, intrinsic motivation, and creativity stigmas. These findings can have important implications on how teachers might approach and/or embrace creativity in the classroom.

Design of the Study

The researcher followed the survey method of the descriptive research. For this investigation the questionnaire had been considered as a suitable tool for the collection of data. The questionnaire consisted of 78 statements as perceived by the Teachers.

Reliability and Validity:

For the purpose of the present study the split- half method was adopted. The split-half reliability co-efficient for the Creativity among the Secondary School Teachers as perceived by Teachers was 0.90 and for the validity of the scale it is based on the content and construct validity.

Administration of Tool:

The tool was administered among teachers, necessary instructions were given in filling the tool. All the respondents followed the instructions and filled the tool by reading the all the items carefully.

Data Collection:

The investigator personally visited the sampled schools and administered the tool among the sampled respondents. The data collected through questionnaire and Interview schedule were used for analytical purposes.

Statistical Techniques Used:

The statistical techniques used mainly for analytical purposes were means, standard deviations were used To study the significant differences in between the socio-economic variables, ‘t’-test and ‘F’-test (ANOVA) have been used by the investigator with the help of Statistical Package for Social Sciences (SPSS).

Table 1: Overall perceptions of teachers towards Creativity among the secondary school teachers in Prakasam district

N	Min. Score	Max. Score	Mean	Mean Percent	Std. Dev.
100	78	390	345.40	88.56	28.14

Table 1 shows that, teachers expressed high perceptions towards Creativity among the secondary school teachers in Prakasam district. The mean and percentages are found to be 345.40 which is 88.56% of their total score respectively.

Table 2. Significant difference among the perceptions of teachers based on their demographic variables towards Creativity among the Secondary School Teachers in Prakasam District

Variable	Category	N	Mean	Std. Dev.	t/F-value	p-value
Gender	Male	67	347.22	22.68	0.92 ^{NS}	0.36
	Female	33	341.70	36.98		
Age	Below 35	27	332.56	16.54	5.24**	0.00
	35 to 45	52	351.19	15.63		
	Above 45	21	347.57	12.84		
Academic Qualification	UG	15	333.93	57.21	1.48 ^{NS}	0.23
	Degree	71	347.35	20.13		
	PG	14	347.79	12.01		
Professional Qualification	D.Ed.	30	338.63	41.86	3.38*	0.04
	B.Ed.	52	349.31	20.83		
	M.Ed.	18	345.39	13.87		
Teaching Experience	Below 10	25	339.56	45.40	4.11*	0.01
	10 to 20	59	350.12	14.34		
	Above 20	16	337.13	30.24		
Locality	Rural	80	345.51	28.46	0.94 ^{NS}	0.56
	Urban	20	344.95	27.53		
School Management	Government	47	351.49	9.69	5.36**	0.00
	Municipal	25	330.24	51.24		
	Private	28	348.71	10.99		

There is no significant difference between the perceptions of teachers based on their gender, academic qualification and locality towards Creativity among the Secondary School Teachers in Prakasam District.

There is a significant difference among the perceptions of teachers based on their age group towards Creativity among the Secondary School Teachers in Prakasam District and 35 to 45 years age group teachers perceived high than that of the rest.

There is a significant difference among the perceptions of teachers based on their professional qualification towards Creativity among the Secondary School Teachers in Prakasam District and B.Ed. qualified teachers perceived high than that of the rest.

There is a significant difference among the perceptions of teachers based on their teaching experience towards Creativity among the Secondary School Teachers in Prakasam District and 10 to 20 years teaching experienced teachers perceived high than that of the rest.

There is a significant difference among the perceptions of teachers based on their school management towards Creativity among the Secondary School Teachers in Prakasam District and Government school teachers perceived high than that of the rest.

Findings of the study:

1. There is no significant difference between the perceptions of teachers based on their gender, academic qualification and locality towards Creativity among the Secondary School Teachers in Prakasam District.
2. There is a significant difference among the perceptions of teachers based on their age group towards Creativity among the Secondary School Teachers in Prakasam District and 35 to 45 years age group teachers perceived high than that of the rest.
3. There is a significant difference among the perceptions of teachers based on their professional qualification towards Creativity among the Secondary School Teachers in Prakasam District and B.Ed. qualified teachers perceived high than that of the rest.
4. There is a significant difference among the perceptions of teachers based on their teaching experience towards Creativity among the Secondary School Teachers in Prakasam District and 10 to 20 years teaching experienced teachers perceived high than that of the rest.

5. There is a significant difference among the perceptions of teachers based on their school management towards Creativity among the Secondary School Teachers in Prakasam District and Government school teachers perceived high than that of the rest.

Education Implications:

On the basis of above findings, it can be suggested that;

- This study can help to understand the reasons of positive/negative attitude of teachers towards creative teaching.
- If the teachers are creative, they can achieve a creative interaction between the teacher and learner as well as learning environment & learning material.
- Creative teachers understand the nature of creativity in light of their abilities of their students.
- They should use various activity based techniques to create interest among students.

Suggestions for further study:

- The present study is confined to probe into Creativity and Job Satisfaction of the selected science Teachers in Prakasam District. This may be organized in a broad manner is useful.
- This study may be conducted in Degree and Post-graduate institutions.
- A comparative study may be conducted between the Teachers working in Schools and Degree Colleges.
- A study of Creativity in relation to Teacher Effectiveness among the Secondary School Teachers may form another research study.

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