

TO STUDY THE RELATIONSHIP BETWEEN TEACHING COMPETENCY AND ATTITUDE TOWARDS CREATIVE TEACHING OF B.ED. TRAINEES IN AURANGABAD CITY

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The Quality of education depends on the quality of teachers. For nourishing the creative potentials of children, creative teaching is required. In this type of education, the available human and material resources are utilized in such a striking way that satisfactory results are ensured. Teachers using such methods can enhance their teaching competency. In the present study, an attempt is made to investigate the relationship between general teaching competency and the attitude towards creative teaching. The study was carried out on a sample of 120 B.Ed. trainees of Aurangabad City. The data was collected through the General Teaching Competency Scale (GTCS) developed by Passi and Lalitha and the Attitude Scale of Creative Teaching (ASCT) by Shukla. The result reveals that there is positive but low and negligible correlation between general teaching competency and attitude towards creative teaching. Results also portray that the degree of general teaching competency is high and attitude towards creative teaching is also positive.

KEYWORDS: General Teaching Competency, Creative Teaching

INTRODUCTION

The process of learning is continuous and is influenced not only by innate potential and the physical circumstances in which a person lives, but also by

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other people. This is because others, directly or indirectly, purposely or innocently exert their influence on the opportunities for learning that are available and on the behaviours they reward, ignore or punish. Schools are the learning places where formal learning takes place. In the school, teaching is the most important activity and our educational system emphasizes more on teaching.

Teaching is inherently dynamic but like any other system it faces the danger of becoming monotonous and then gradually degenerate. A large variety of factors keep the teacher's creative efforts low because of this, he has the constant tendency to remain where he is and his energy dissipates. The principal solution to this dangerous tendency would be to keep the teacher's creative efforts at a much higher plane. Ask them to enhance their teaching competency, arrange faculty development programmes which lead to enhancing their teaching competencies.

TEACHING COMPETENCY AND CREATIVITY

Teaching competency as defined by various authors includes more than mere teacher's effects or pupils outcomes. According to some authors it includes knowledge, attitude, skill and other teacher characteristics. Some others perceive teacher's competence as teacher's behaviour that produces intended effects.

Rama (1979) defines teacher competency as the ability of a teacher manifested through a set of overt teacher classroom behaviour, which is resultant of the interaction between the presage and the product variables of teaching within a social setting. In short we can say that 'teaching competency' means an effective performance of all observable teaching behaviour that bring about desired pupil outcomes.

Simpson (1922) defined creative thinking ability as the initiative, which one manifests by his power to break away from the usual sequence of thought into an altogether different pattern of thought.

The definition of creativity used by Stein (1964) is that a process is creative when it results in a novel work that is accepted tenable or useful or satisfying by a group at some time in time.

Fange (1959) observes that each creation involves a new association of existing elements, as far as the creator himself is concerned. This association might include an existing device or mechanism a 'fundamental law or a just discovered effect, or a change in an attribute' such as size, shape or colour. The essence of creativity has always been the forming of already existing things or attributes into a new combination. On the basis of an analysis of the diverse ways of defining creativity and the requirements of a definition for keeping a

programme of research focused on factors affecting creativity growth in context. Torrance defined creativity as a process of becoming sensitive to problem, deficiencies, gaps in knowledge missing elements, disharmonies, and so on; identifying the difficulty; searching of solution, making guesses, or formulating hypotheses about the deficiencies; testing and re-testing these hypothesis and possibly modifying and retesting them; and finally communicating the results.

CREATIVE TEACHING

The teaching of a creative teacher in which there is abundance of creative syndrome and makes use of it in various teaching learning situations can be labelled as 'Creative Teaching'. A creative teacher possesses qualities like originality, sensitivity to problems, curiosity, ideational fluency and power of imagination in abundance, he is pleased to find these qualities in other individuals too and tries his best to nourish these qualities. A creative teacher has adequate mastery over his subject and a strong desire to acquire more and more of it in fact, he is an explorer of 'truth'. He strives continuously to grow professionally, occasionally he does self-evaluation, analyses his shortcomings and tries his utmost to get rid of them.

SIGNIFICANCE OF THE STUDY

It is the bounded duty of schools to ensure that their students make a useful contribution for the advancement of the society and for the attainment of national goals. The future of our civilization and our very survival depends upon the quality of the creative imagination of our posterity. Ultimately this is the duty of schools to mould such individuals with the help of syllabi and human resources. The main human resource of the school is teacher and it is the duty of every teacher to develop the creative imagination of students. The teacher training institutions should train the budding teachers in creative teaching in the pre-service training courses. The ultimate effect of such training will be on our succeeding generations.

This study is an attempt to know the level of teaching competency and the attitude towards creative teaching. Moreover this study also throws light on the relationship between teaching competency and the attitude towards creative teaching of B.Ed. trainees in Aurangabad City.

REVIEW OF RELATED LITERATURE

Some of the important studies reviewed are as under:

Jain (1992) conducted a study of creativity in relation to the teaching aptitude, skills and personality variables of pupil teachers of Nagpur

University. She found that a) Positive and highly significant correlation was found between creativity and class room creativity, teaching aptitude & teaching skills and b) Out of the Sixteen personality factors, positive and highly significant relationship was found with factor C, G and Q1 and low but positive correlation was found with factor E.

Krishnegowda (1991) studied the impact of hemispherical dominance personality types and risk taking behaviour of B.Ed. students on their creativity. The results of the study were a) There was no significant difference in the level of total creativity of B.Ed. students belonging to high, moderate and low risk taking groups b) There was a significant difference in the level of total creativity of B.Ed. students belonging to left and right and integrated hemispherical dominance groups c) There was a significant difference in the levels of total creativity of B.Ed. students belonging to the introversion, extraversion and ambiversion groups d) There was a significant interaction effect of levels of risk taking and hemispherical dominance of B.Ed. students on their total creativity and d) There was a significant interaction effect of the levels of risk-taking and personality types of B.Ed. students on their total creativity.

Chowhan (1992) in her Ph.D. thesis studied the values, self concept, creativity and anxiety among professional college students. The findings reveal that a) There was a little difference in the values of engineering and medical students b) There was a little difference in the value of engineering and teacher-training students c) There was no difference in self concept and creativity between students of engineering and medical d) A significant difference existed in the anxiety of engineering and medical college students in comparison to students of teacher-training colleges and d) There was a difference in creativity between students of medical colleges and of teacher-training colleges.

Mathur (1988) studied on the attitude of teachers towards creative learning and teaching. The findings of the study show that a) Teachers at different stages had a favourable attribute towards creative learning and an unfavourable attribute towards creative teaching and b) Age, sex, teaching experience and academic discipline did not tend to affect the attribute of different levels of teachers towards creative learning and teaching.

Singh and Das (1989) studied the Attitudes of teachers towards creative learning and teaching. This study has assessed the attitudes of teacher of Pre-higher Secondary, Higher Secondary and Post Higher Secondary stages towards creative learning and teaching. The findings reveal that a) 90% of the Pre-higher Secondary and 84% of the Higher Secondary Teachers tend to have unfavourable attributes towards creative learning and b) Pre-higher Secondary and Higher Secondary Teachers tend to have unfavourable attitudes towards

creative teaching. But this was not so in the case of post-higher secondary teachers.

Jain (1977) studied the originality, intelligence and interest in scientific pursuits as correlates of teaching proficiency. The objective of the study was to find out the relationship between originality and teaching proficiency. The result of the study showed a significant relationship between originality and teaching proficiency.

OBJECTIVES OF THE STUDY

Following are the objectives of the study:

1. To find the relationship between general teaching competency and attitude towards creative teaching of B.Ed. trainees in Aurangabad City.
2. To measure the general teaching competency of B.Ed. trainees in Aurangabad City.
3. To measure the difference between the teaching competency of male and female B.Ed. trainees.
4. To measure the attitude of B.Ed. trainees of Aurangabad City towards creative teaching.
5. To measure the difference between the attitude of male and female B.Ed. trainees of Aurangabad City towards creative teaching.

SAMPLE AND DATA COLLECTION

120 B.Ed. Trainees from four B.Ed. Colleges were selected as the sample for the study. 30 Students were taken from each college of education with 15 male and 15 female students each. Hence, in the total sample there were 60 male and 60 female students. Stratified sampling technique was used for selection of the sample. The data for the study was collected using a) General Teaching Competency Scale by Passi and Lalitha and b) Attitude Scale of Creative Teaching by Shukla.

FINDINGS OF THE STUDY

The data from the sample is collected and interpreted as per the norms given in Table 1 and Table 2.

Table 1

Norms for Interpretation of Scores of General Teaching Competency.

Sr. No.	Range of Scores	Interpretation of Degree of Teaching Competency
1	21 - 62	Low
2	63 - 104	Average
3	105 - 147	High

Table 2
Norms for Interpretation of Scores of Attitude Towards Creative Teaching.

Sr. No.	Range of Scores	Interpretation of Attitude Towards Creative Teaching
1	0 - 50	Negative
2	51 - 100	Indifferent
3	101 - 150	Positive

Table 3
Correlation between General Teaching Competency and Attitude Towards Creative Teaching of Different Groups.

Group	Coefficient of Correlation
Male only	0.082
Female only	0.139
All (Male & Female)	0.113

Table 4
Mean Score for General Teaching Competency of Different Groups.

Sr. No.	Groups	Mean
1	Male Teachers	113
2	Female Teachers	111.42
3	All (Male & Female)	112.21

Table 5
Mean Score for Attitude Towards Creative Teaching of Different Groups.

Sr. No.	Group	Mean
1	Male Teachers	106.7
2	Female Teachers	108.034
3	All (Male & Female)	107.125

Table 6
Significance of the Difference Between Means on General Teaching Competency and Attitude Towards Creative Teaching.

Variable	Group	N	M	SD	df	t	Significance
General Teaching Competency (GTC)	Male	60	113	8.2	118	0.84	Not Significant
	Female	60	111.42	11.96			
Attitude Towards Creative Teaching (ACT)	Male	60	106.7	8.86	118	0.406	Not Significant
	Female	60	108.034	8.562			

Data presented in Tables 1 to 6 shows the following results:

- 1) It is evident from Table 3 that correlation between general teaching competency and attitude towards creative teaching of B.Ed. trainees in Aurangabad City is 0.113. For Male B.Ed. trainees the correlation is 0.082 and 0.139 for female teacher trainees. Thus there is positive and very low correlation between 'General Teaching Competency and Attitude towards Creative Teaching of B.Ed. trainees of Aurangabad City and so is the case with male and female trainees.
- 2) Table 4 portrays that the mean of General Teaching Competency of male B.Ed. trainees of Aurangabad City is 113, female B.Ed. trainees is 111.42 and for both male and female B.Ed. trainees is 112.21. All these three mean scores come under the category of high teaching competency. Thus, there is high degree of teaching competency of B.Ed. trainees of Aurangabad City for both male and female trainees.
- 3) Results in Table 5 shows that the mean score for attitude towards creative teaching of male B.Ed. trainees of Aurangabad City is 106.7, for female B.Ed. trainees is 108.034 and the collective score for all the B.Ed. trainees is 107.125. All these mean scores show positive attitude towards creative teaching. Thus, there is positive attitude of B.Ed. trainees of Aurangabad City towards creative teaching.
- 4) It is evident from Table 6 that there is no significant difference between the general teaching competency of male and female B.Ed. trainees of Aurangabad City as the t value is 0.84. There is also no significant difference between the attitude towards creative teaching of male and female B.Ed. trainees of Aurangabad City as the t value is 0.406. Thus both the male and female teachers show a similar kind of general teaching competency and attitude towards creative teaching.

CONCLUSIONS

From the results of the study it can be concluded that in the schools trained teachers are appointed who can enhance the creativity of schools students by their creative teaching. The teacher trainees need to be given adequate exposure to creative teaching in the teacher training institutes. A positive attitude towards creative teaching should be developed in the colleges of education as it would help in increasing the degree of competency of the teacher trainees and they would be well equipped to take up creative teaching in the schools. Creative teachers also contribute to the development of healthy learning environments in the school, which would help in fostering creativity in school students and enhance their learning skills.

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