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A Study of Creativity Among Prospective Secondary School Teachers in Relation to their Teaching Competencies and Academic Stream

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ABSTRACT

The present study focus on creativity among prospective secondary school teachers in relation to their teaching competencies and academic stream. A sample of 100 students of B.Ed were taken from Humanity stream and Science stream. They Were randomly selected from education colleges of Amritsar district for collecting data. The result found that there exist significant relationship between Creativity and Teaching Competency of prospective secondary school teachers. The result also showed that there exists significant difference in creativity among prospective secondary school teachers of science and humanity streams. It also showed that there exists no significant difference in teaching competency among prospective secondary school teachers of science and humanity streams. There exists significant difference in creativity of prospective secondary school teachers of urban and rural area. There exists significant difference in teaching competency among prospective secondary school teachers of urban and rural area. It also showed significant difference in creativity among prospective secondary school teachers of high and low teaching competency.

Keywords: Creativity, Teaching Competency , Teachers

Introduction

Teaching is a dynamic and interactive process of imparting knowledge, skills, and values to others. It involves the sharing of information and ideas to facilitate learning and understanding. Effective teaching involves the use of appropriate methods and strategies to engage learners, facilitate their learning, and help them to achieve their learning goals. Good teaching is essential for the development of individuals and society as a whole, as it helps to develop critical thinking, logical thinking, creativity, and innovation. It is essentially generative and may include physical, social, reflective, musical, aural or visual thinking, involving children in activities that produce new and unusual connections between ideas, domains, processes and materials. When children and their teachers step outside the boundaries of predictability and are actively engaged, this provides a balance to the sedentary and too often abstract nature of school education. Creative learning is often collaborative and uses mind, body, emotions, eyes, ears and all the senses, in an effort to face a challenge or solve a problem. In less conventional contexts, new insights and connections may be made through analogy and metaphor, and teachers become the 'meddlers in the middle' not the 'sage on the stage' of more transmissive modes of education. Modes of creative thinking, such as the 'imaginative generative' mode, outcomes, and the 'critical–evaluative' mode, which involves

consideration of originality and value , operate in close interrelationship and need to be consciously developed in the classroom.

Creativity has been described as 'a state of mind in which all our intelligences are working together', involving 'seeing, thinking and innovating' and as 'imaginative activity fashioned so as to produce outcomes that are both original and of value' Creativity is not confined to special people or to particular arts-based activities, nor is it undisciplined play. It is, however, notoriously difficult to define. It has been described as 'a state of mind in which all our intelligences are working together', involving 'seeing, thinking and innovating' and as 'imaginative activity fashioned so as to produce outcomes that are both original and of value' The term Creativity had been designed in a wide-ranging ways. These include descriptions of creative process as 'spiritual paths' or a seeming mystery and paradox which needs to be tamed in order to be underscored as the computational psychology of artificial intelligence or reflected in neurological processes. Creativity is a characteristic of someone or some process that forms something new and valuable. Mastur, M. and Zainuddin, Z.(2023) studied the Effect of Teacher's Professional Competence on Teacher Creativity in Elementary School and the results indicated a positive and significant influence between Teacher Professional Competence and Teacher Creativity. Ismayilova, k. and Bolander, k. (2022) investigated Teaching Creatively in Higher Education: The Roles of Personal Attributes and Environment and found that a qualitative case study was employed, interviewing 14 university teachers in three focus group interviews. The results showed that the university teachers' perceptions of creative teaching differed slightly, yet were interconnected. Gupta, D. (2011) investigated a study of creativity of B.ed teacher trainees The present study was aimed to study the creativity of B.Ed. teacher and found that Arts students were found to possess Fluency, Flexibility and Originality significantly higher than Commerce students. Grouabdul Rahim Hamdan (2010) conducted a study on teaching competency testing among Malaysian school teachers. There was no significant relationship between teaching experience and teaching competency. There was no significant relationship between academic qualification and teaching competency of Malaysian School Teachers. On the basis of many researches researcher selected the topic a study of Creativity among prospective secondary school teachers in relation to their Teaching Competencies and Academic stream.

STATEMENT OF THE PROBLEM

A STUDY OF CREATIVITY AMONG PROSPECTIVE SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR TEACHING COMPETENCIES AND ACADEMIC STREAM.

DELIMITATIONS OF THE PROBLEM

1. The present study was delimited to prospective secondary school teachers.
2. The present study was delimited to educational colleges of Amritsar district.

OBJECTIVES OF THE STUDY

The following were the objectives of the study:

1. To study the relationship between Creativity and Teaching Competencies among prospective secondary school teachers.
2. To study the Creativity among prospective secondary school teachers of Humanities and Science stream.

3. To study the Teaching Competencies among prospective secondary school teachers of Humanities and Science stream.
4. To study the Creativity among prospective secondary school teachers of Rural and Urban area.
5. To study the Teaching Competencies among prospective secondary school teachers of Rural and Urban area.
6. To study the creativity among prospective secondary school teachers of high group and low group teaching competencies.

HYPOTHESES

The following were the hypotheses of the study:

1. There exists no significant relationship between Creativity and Teaching Competencies
2. among prospective secondary school teachers.
3. There exists no significant difference in Creativity among prospective secondary school teachers of Humanities and Science stream.
4. There exists no significant difference in Teaching Competencies among prospective secondary school teachers of Humanities and Science stream.
5. There exists no significant difference in Creativity among prospective secondary school teachers of Rural and Urban area.
6. There exists no significant difference in Teaching Competencies among prospective secondary school teachers of Rural and Urban area.
7. There exists no significant difference in Creativity among prospective secondary school teachers of high group and low group Teaching Competencies.

SAMPLE AND DESIGN OF THE STUDY

A Sample of 100 students of B.Ed. were taken from humanity stream and science stream. They are randomly selected from education colleges of Amritsar district for collecting data. The Data was collected from two colleges of Amritsar district ie. Khalsa college of Eduaction G. T Road and Khalsa college of Education, Ranjit Avenue, Amritsar.

TOOLS USED

In order to collect the relevant data, the following tools were used.

1. The Battery of Creativity Test developed by Prof. A. Venkatrami Reddy (1989).
2. The General Teaching Competency Scale (GTCS) developed by Dr. B.K. Passi and Dr. M.S. Lalitaha (1977).

STASTICAL ANALYSIS

To find out the results of the study, the t-test and Correlation were used.

The first hypothesis stated, **"There exists no significant relationship between creativity and teaching competencies among prospective secondary school teachers."**

Pearson product moment correlation between creativity and teaching competencies scores was employed to test the hypothesis. The result of this analysis is being reported in table 1

Table 1

Showing correlation between creativity and teaching competencies of prospective secondary school teachers

Variables	N	r	Significance
Creativity	100	0.52	Significant
Teaching Competency	100		

The result showed in Table 1 that Value of r to be 0.52. Which is significant indicating that there is significant relationship between creativity and teaching competency of prospective Secondary school teachers. Hence the hypothesis 1:There exist no significant relationship between Creativity and Teaching Competency of prospective secondary school teachers , is rejected.

The hypothesis 2 stated, "**There exists no significant difference in creativity among prospective secondary school teachers of humanities and science stream."**

Mean , Standard Deviation was found and t-test was applied on the creativity scores obtained by prospective secondary school teachers of both humanities and science stream. The result of this analysis is being reported in Table 2 and Fig 1

TABLE 2

SHOWING MEAN DIFFERENCE SCORES AND T- RATIO FOR SIGNIFICANCE OF CREATIVITY OF BOTH HUMANITY AND SCIENCE STREAM.

Variable	STREAM	N	M	S.D	T-VALUE	SIGNIFICANCE
Creativity	Science	50	82.76	22.670	8.026	Significant at 0.01 level
	Humanity	50	55.69	11.148		

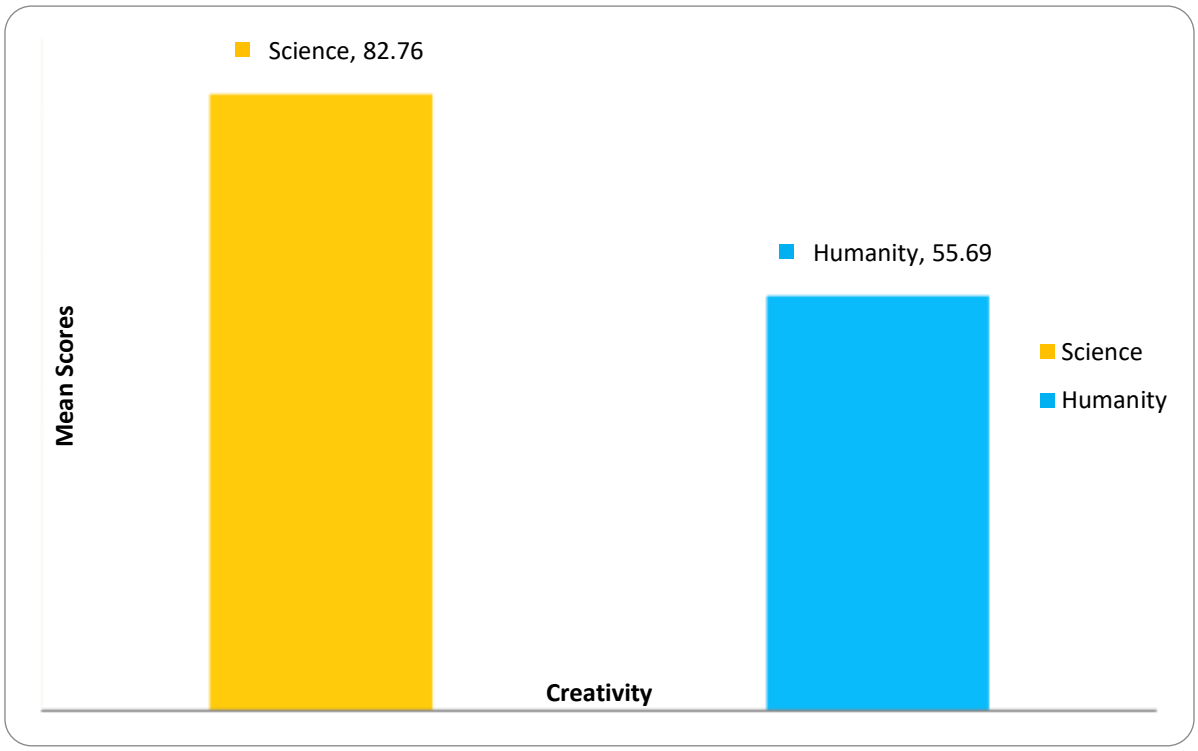

Table and Fig showed mean difference of Creativity of Science and humanity stream . It is revealed that mean score of Science Stream is 82.76 and S.D is 22.670. On the other hand mean scores of Humanity Stream is 55.69 and S.D.is 11.148. That Value testing the significance of mean difference score is 8.026 which was found significant. It is concluded that hypothesis 2: There exists no significant difference of creativity of science and humanity streams is rejected.

The third hypothesis stated, **"There exists no significant difference in teaching competencies among prospective secondary school teachers of humanities and science stream."**

Mean, Standard Deviation was found and t test was applied on teaching competency scores obtained by prospective secondary school teachers of both humanity and science stream .The result of this analysis is being reported in Table 3 and Fig 2

Table 3

SHOWING MEAN DIFFERENCE SCORES OF TEACHING COMPETENCY OF BOTH HUMANITY AND SCIENCE STREAMS.

Variable	Streams	N	Mean	Std. Deviation	Std.Error Mean	t-Value	Significance
Teaching competency	Science	50	131.30	30.772	5.351	1.837	Not significant
	Humanity	50	122.58	16.789	2.051		

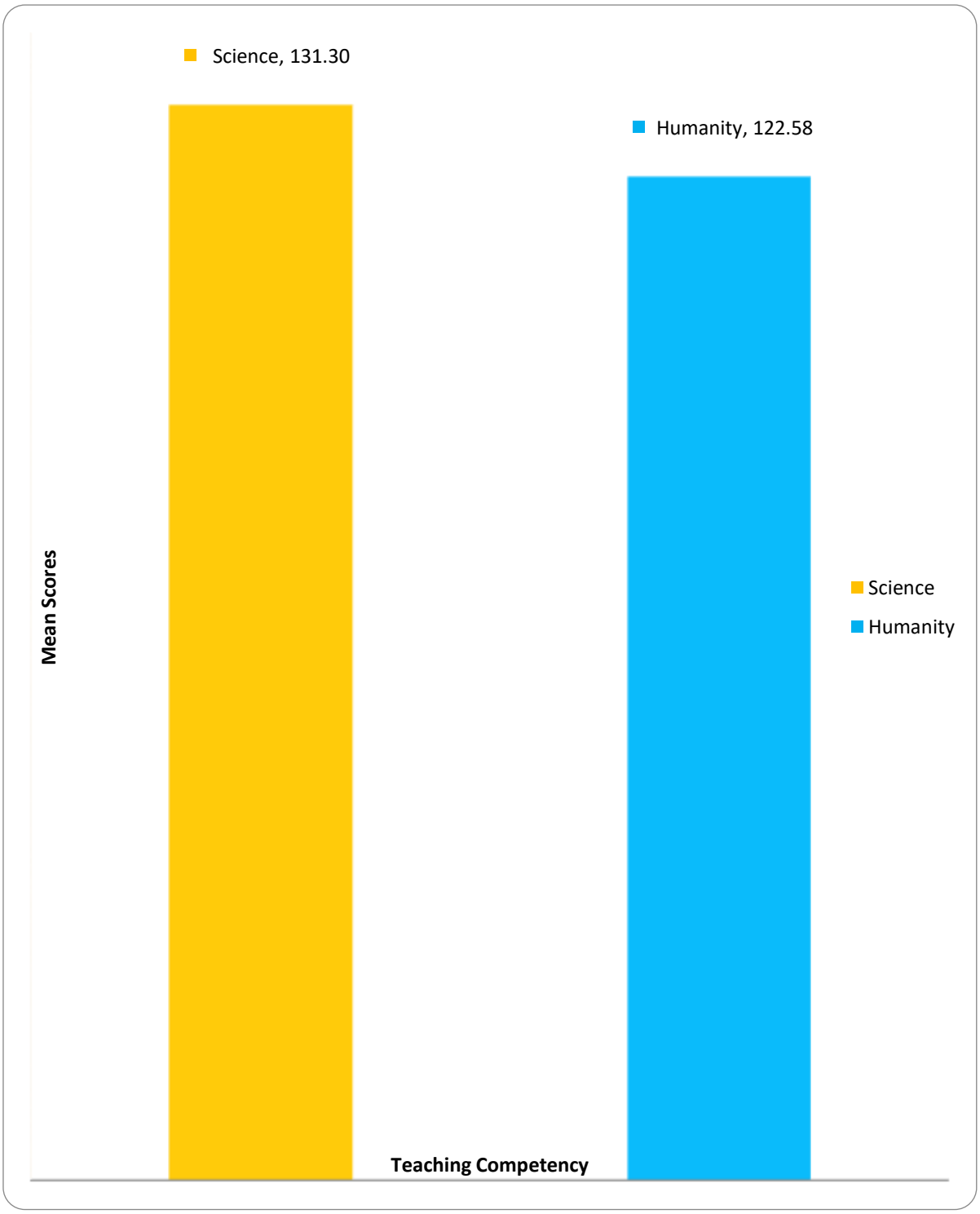

Table and fig.showed mean difference of teachings competency of science and humanity streams. It is revealed that mean scores of science stream is 131.30 and S.D is 30.739. on the other hand mean scores of humanity stream is 122.58 and S.D 16.789. That value testing significance of mean difference score is 1.837 which was not significant. It is concluded that hypothesis 3: There exists no significant difference in teaching competency among prospective secondary school teachers of science and humanity streams is accepted.

The fourth hypothesis stated ,**"There is no significant difference in creativity among prospective secondary school teachers of rural and urban area"** Mean , Standard Deviation was conducted and t-test was applied on Creativity scores obtained by prospective secondary school teachers of both Urban and Rural area .The result of this analysis is being reported in Table 4 and Fig 3

Table 4
Showing mean difference scores, t- ratio for significance of Creativity of both Urban and Rural Area.

Variable	Area	N	Mean	S.D	Std.Error Mean	t-Value	Significance
CREATIVITY	Urban	50	68.52	20.817	2.782	2.207	Significant
	Rural	50	59.66	18.729	2.824		

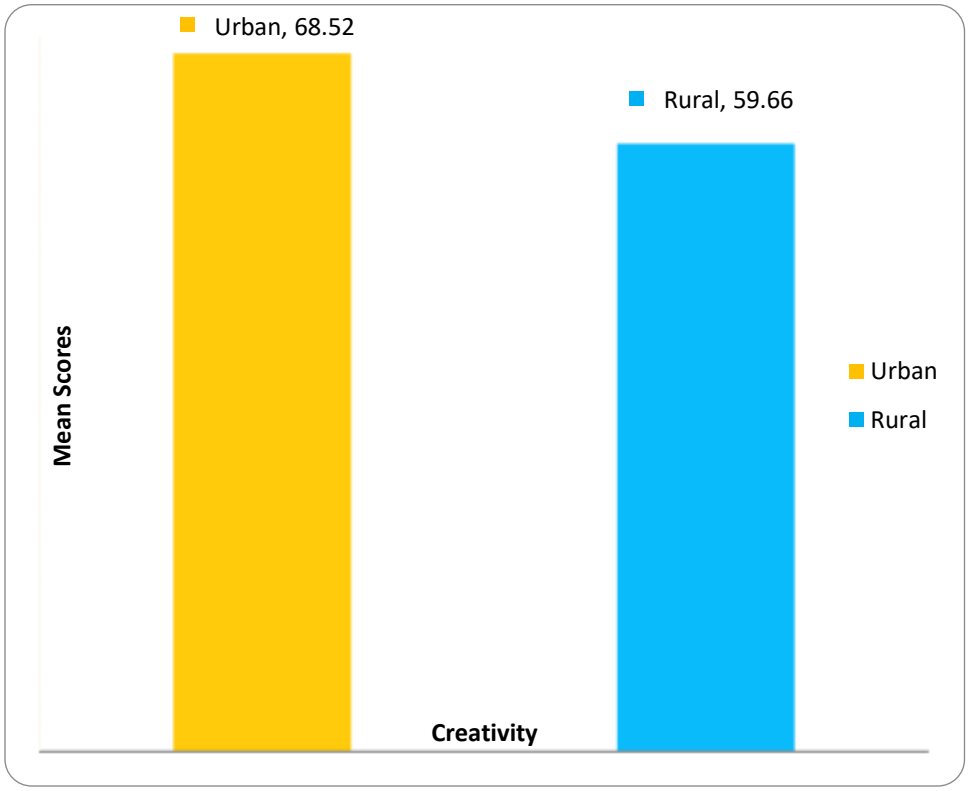

Table and Fig showed mean difference in creativity of among prospective secondary school teachers of both rural and urban area.It is revealed that mean scores of urban area is 68.52 and S.D 20.817. On the other hand mean scores of rural area 59.66 and S.D 18.729 . The t- value testing the significance of mean

score is 2.207 which was found significant. It is concluded that hypothesis 4: There exists significant difference in creativity of prospective secondary school teachers of urban and rural area is rejected.

The Fifth hypothesis stated, **"There exists no significant difference in teaching competencies among prospective secondary school teachers of rural and urban area."**Mean, Standard Deviation was conducted and t-test was applied on teaching competency scores obtained by prospective secondary school teachers of both urban and rural area .The result of this analysis is being reported in Table 5 and fig 4

Table 5

Showing mean difference Scores in Teaching Competency of both Urban and Rural Area.

Variable	Area	N	Mean	S. D	Std.Error Mean	t-test	Significance
TEACHING COMPETENCY	Urban	56	130.77	23.183	3.098	2.736	Significant
	Rural	44	118.70	20.103	3.031		

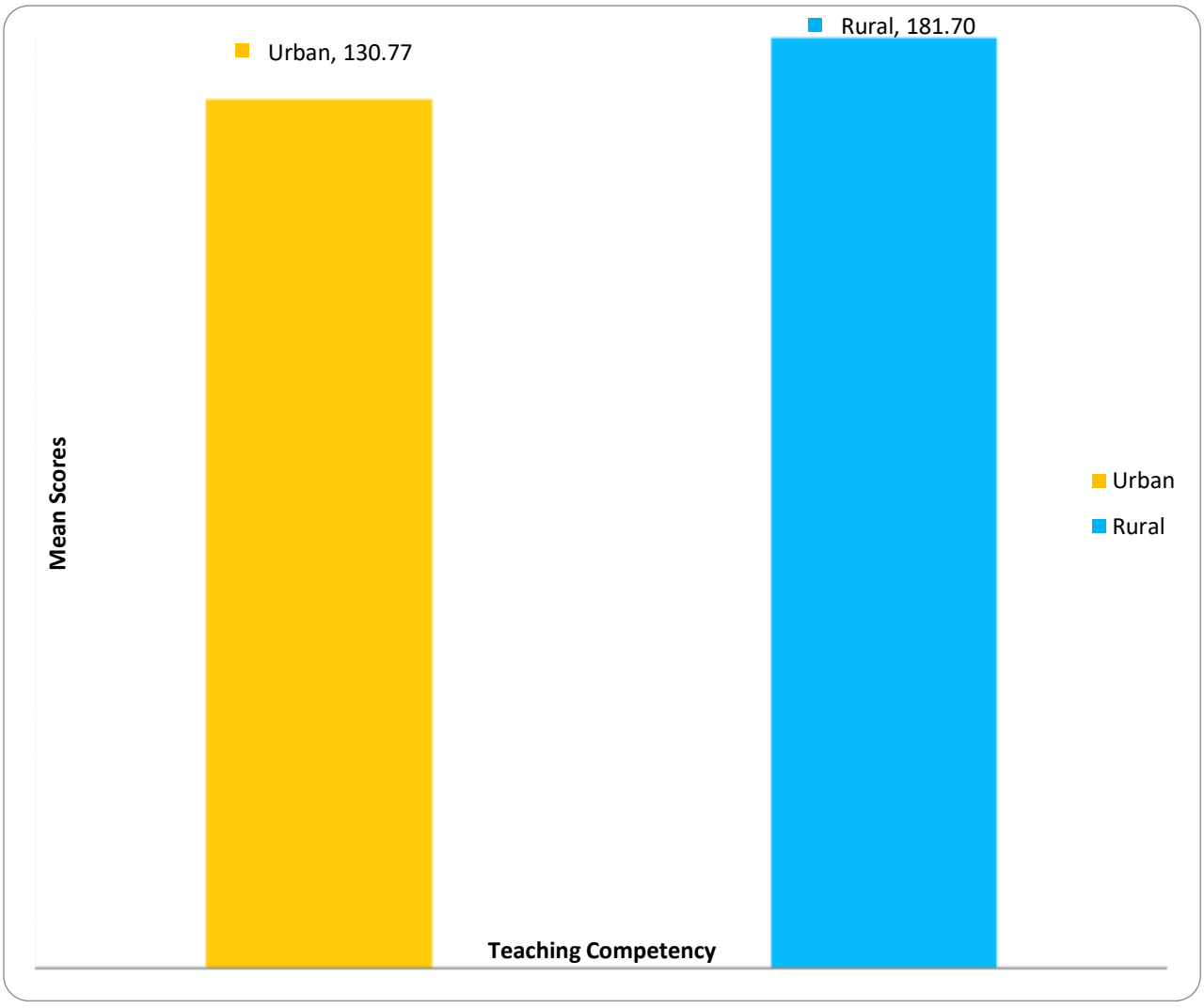

Table and fig. showed mean difference in teaching competency of prospective secondary school teachers of urban and rural area.It is revealed that mean scores of urban area is 130.77 and S.D 23.183. On other hand means scores of rural area is 118.70 and S.D 20.103. The t- Value testing the significance of mean scores is 2.736 . which was found significant. It is concluded that hypothesis 5: There exists significant difference in teaching competency among prospective secondary school teachers of urban and rural area is rejected.

The sixth hypothesis stated , **"There exists no significant difference in creativity among prospective secondary school teachers of high group and low group teaching competencies."** Mean , Standard Deviation was conducted and t-test was applied on creativity scores obtained by prospective secondary school teachers of both High Group and Low Group Teaching Competency .The result of this analysis is being reported in Table 6 and Fig 5

Table 6

Showing mean difference Scores for significance of Creativity of both High group and Low Group Teaching Competency.

Variable	Level of teaching competency	N	Mean	S. D	Std. Error Mean	t-test	Significance
CREATIVITY	HIGH TEACHING COMPETENCY	27	81.63	26.155	5.034	4.104	Significant
	LOW TEACHING COMPETENCY	27	59.41	10.378	1.997		

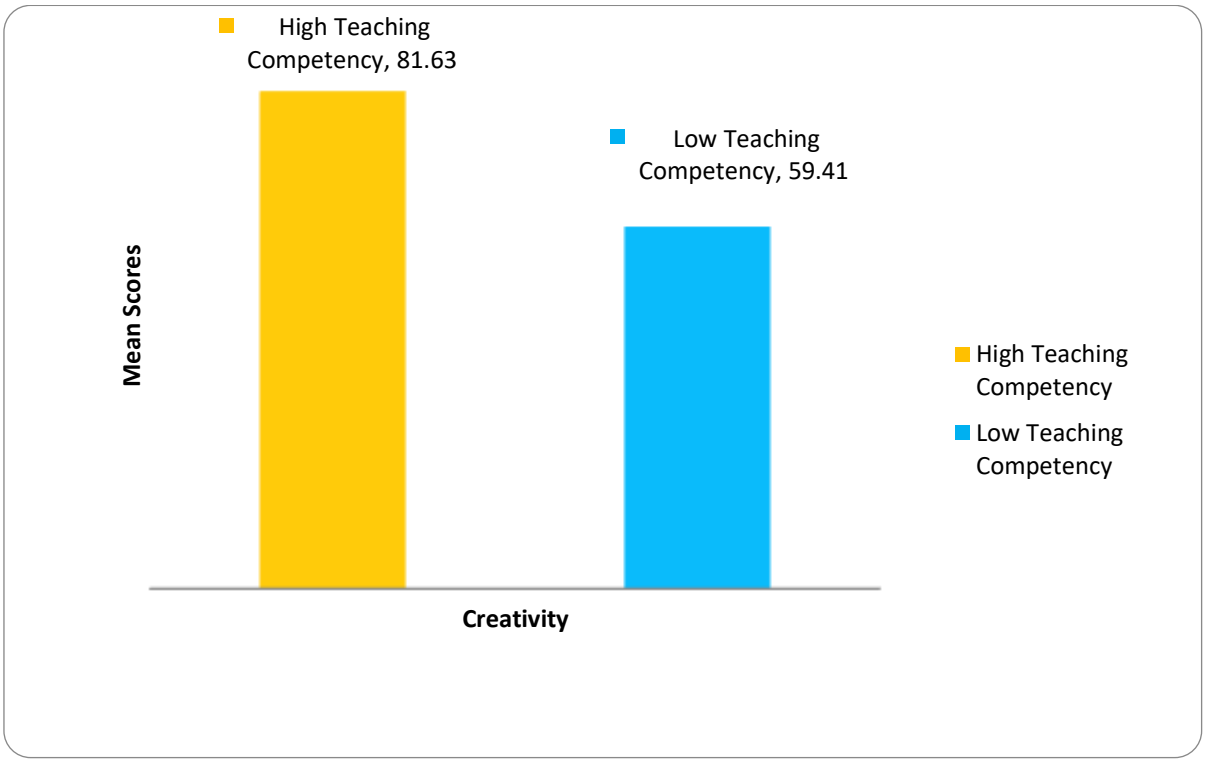

Table and fig. showed mean difference of creativity of high teaching competency and Low teaching competency. It is revealed that mean scores of high teaching competency is 81.63 and S.D 26.155 .On other hand means scores of Low teaching competency is 59.41 and S.D 10.378 . The t-Value testing the significance of mean scores is 4.104 which was found significant. It is concluded that hypothesis 6: There exists significant difference in creativity among prospective secondary school teachers of high and low teaching competency is rejected.

FINDINGS OF THE STUDY

1. 1.There exists significant relationship between Creativity and Teaching Competency of prospective secondary school teachers.
2. There exists significant difference in creativity among prospective secondary school teachers of Science and Humanity Streams.
3. There exists no significant difference in Teaching Competency among prospective secondary school teachers of Science and Humanity Streams.
4. There exists significant difference in creativity of Prospective secondary school teachers of urban and rural area.
5. There exists significant difference in teaching competency among prospective secondary school teachers of urban and rural area.
6. There exists significant difference in creativity among prospective secondary school teachers of high and low teaching competency.

EDUCATIONAL IMPLICATIONS

Teachers with deep understanding of creativity can foster an environment that encourages exploration, critical thinking and innovation. By integrating creative teaching methods, teachers can make learning more engaging and effective. Educational research on creativity reveals its importance for student development, highlighting the need for creative learning environments and teacher beliefs that foster creativity, ultimately impacting student abilities and educational outcomes.

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