

Effect of teacher education programme on attitude of pupil teachers towards creative teaching

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Abstract

The present paper is based on the study of effect of teacher education programme on attitude of pupil teachers towards creative teaching of pre-service teacher trainees. 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 Bachelor of Education students. 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 pupil teachers who were admitted to B.Ed. Course. After this 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 effect of Teacher Education Programme. One way Analysis of Variance was used to know the differences within the groups of pupil teachers of Science, Arts and commerce streams regarding effect of Teacher Education programme on their attitude towards creative teaching. The results of the study revealed that a significant difference exists between the scores of pre-test and post test scores of attitude of pupil teachers towards creative teaching. A significant difference exists between the scores of pre-test and post test scores of attitude of pupil teachers of science, Commerce and Arts streams towards creative teaching. The effect of Teacher Education Programme on attitude towards creative teaching of pupil teachers of arts stream is highest followed by the pupil teachers of science and commerce streams.

Keywords: Teacher Education Programme, Attitude, Pupil Teachers, Creative Teaching

Introduction

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 strength of education system largely depends upon the quality of teachers who sustain it. 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 Programme

Education recognize as one of elements of national development efforts and higher education, in particular, is of vital importance for the nations as it is powerful tool to build

knowledge based society. The pre-service teacher preparation programmes remain the importance determinant of how teacher learns and succeed in dynamic circumstances of real classroom and school. India has made concentrated efforts to modify and modernize teacher education curricula to suit the requirements of contemporary educational needs of the society and in till greater professionalism and commitment in programmes. 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 in their students. 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.

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

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.

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 equipped 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.

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. NCTE (1998) [4]. 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 results of the present study can be used in this direction. So the investigator is curious to know the effect of teacher education programme on the attitude of pupil teachers towards creative teaching.

Statement of the Study

Effect of Teacher Education Programme on Attitude of Pupil Teachers towards Creative Teaching

Objectives of the Study

1. To study the attitude of pupil teachers towards creative teaching.
2. To study the attitude of pupil teachers of Science, Commerce, Arts streams towards Creative Teaching.
3. To study effect of Teacher Education Programme on the attitude of pupil teacher towards creative teaching.

Hypotheses of the Study

1. There exists no significant effect of teacher Education Programme on the attitude of pupil teachers towards creative teaching.
2. There exists no significant effect of Teacher Education Programme on the attitude of pupil teachers of Science, Commerce and Arts streams towards creative teaching.

3. There exists no significant difference in the attitude of pupil teachers of Science, Commerce and Arts streams towards creative teaching.

Delimitations of the Study

1. The present study is restricted to 225 pupil teachers of Science, Commerce and Art streams of Ludhiana District only.
2. The Teacher Education Programme in present study is taken as B.Ed. Course of Panjab University, Chandigarh.

Design of the Study

The purpose of the present investigation is to find out the effect of Teacher Education Programme on attitude of pupil teachers towards creative teachings. The study is experimental in nature to meet the objectives. A pre-test (Attitude Scale of Creative Teaching) was employed to the pupil teachers who were admitted to B.Ed. Course. After this 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 effect of Teacher Education Programme. One way Analysis of Variance was used to know the differences within the groups of pupil teachers of Science, Arts and commerce streams regarding effect of Teacher Education programme on their attitude towards creative teaching.

Sample of the Study

The present study was based on the purposive sampling technique. A sample of 225 pupil teachers (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 were used in the present study for the purpose of data collection:

1. Attitude Scale of Creative Teaching Developed by Dr. R.P. Shukla (2012).
2. Teacher Education Programme (B.Ed. Course of P.U.Chd.) is taken as a treatment.

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 effect of Teacher Education Programme on attitude of pupil teachers of different streams towards creative teaching.

Analysis of the Results

To investigate the significance of difference between the means, if any, in attitude of pupil teachers towards creative teaching due to teacher education programme was assessed in terms of their scores in the tests in these variables, t-test was employed.

Table 1: Significance of the Difference between Means of Pre-test Post test scores of Attitude of Pupil Teachers 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 pupil teachers 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 0.01 level of confidence. This revealed that a significant difference exists between the scores of pre-test and post test scores of attitude of pupil teachers towards creative teaching. As the mean score of post test scores of attitude of pupil teachers 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 pupil teachers towards creative teaching.

Therefore the hypothesis 1 stating that ‘there exists no significant effect of teacher education programme on attitude of pupil teachers towards creative teaching’ stands rejected.

Table 2: Significance of the Difference between Means of Pre-test– Post test scores of Attitude of Pupil Teachers of Science stream towards Creative Teaching (N=75)

S.No.	Group	N	M	S.D	R	t-value
1.	Pre Test	75	106.45	9.83	0.92	23.03**
2.	Post Test	75	116.53	9.05		

**Significance at 0.01 level

Table 2 revealed that the mean scores of pre-test and post test scores of attitude of pupil teachers of science stream towards creative teaching as 106.45 and 116.53 respectively and correlation between them was 0.92. The t-ratio was calculated as 23.03 with $d_f = 74$ which is significant at 0.01 level of confidence. This revealed that a significant difference exists between the scores of pre-test and post test scores of attitude of pupil teachers of science stream towards creative teaching.

As the mean score of post test scores of attitude of pupil teachers of science stream 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 pupil teachers of science stream towards creative teaching. Therefore the hypothesis 2 stating that ‘there exists no significant effect of teacher education programme on attitude of pupil teachers of science stream towards creative teaching’ stands rejected.

Table 3: Significance of the Difference between Means of Pre-test– Post test scores of Attitude of Pupil Teachers of Commerce stream towards Creative Teaching (N=75)

S.No.	Group	N	M	S.D	R	t-value
1.	Pre Test	75	106.19	9.27	0.93	22.35**
2.	Post Test	75	115.49	7.80		

**Significance at 0.01 level

Table 3 revealed that the mean scores of pre-test and post test scores of attitude of pupil teachers of commerce stream towards creative teaching as 106.19 and 115.49 respectively and correlation between them was 0.93. The t-ratio was calculated

as 22.35 with $d_f = 74$ which is significant at 0.01 level of confidence. This revealed that a significant difference exists between the scores of pre-test and post test scores of attitude of pupil teachers of commerce stream towards creative teaching. As the mean score of post test scores of attitude of pupil teachers of commerce stream 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 pupil teachers of commerce stream towards creative teaching. Therefore the hypothesis 2 stating that ‘there exists no significant effect of teacher education programme on attitude of pupil teachers of commerce stream towards creative teaching’ stands rejected.

Table 4: Significance of the Difference between Means of Pre-test– Post test scores of Attitude of Pupil Teachers of Arts stream towards Creative Teaching (N=75)

S.No.	Group	N	M	S.D	R	t-value
1.	Pre Test	75	107.75	9.10	0.88	20.26**
2.	Post Test	75	118.99	6.03		

**Significance at 0.01 level

Table 4 revealed that the mean scores of pre-test and post test scores of attitude of pupil teachers of arts stream towards creative teaching as 107.75 and 118.99 respectively and correlation between them was 0.88. The t-ratio was calculated as 20.26 with $d_f = 74$ which is significant at 0.01 level of confidence. This revealed that a significant difference exists between the scores of pre-test and post test scores of attitude of pupil teachers of arts stream towards creative teaching.

As the mean score of post test scores of attitude of pupil teachers of arts stream 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 pupil teachers of arts stream towards creative teaching. Therefore the hypothesis 2 stating that ‘there exists no significant effect of teacher education programme on attitude of pupil teachers of arts stream towards creative teaching’ stands rejected. One way analysis of variance on post test scores was carried out to study the difference in attitude of pupil teachers of science, commerce and arts streams towards creative teaching.

Table 5: Summary of One way Analysis of Variance on Difference in Effect of Teacher Education Programme on Attitude of Pupil Teachers of Science, Commerce and Arts stream towards Creative Teaching

Source of Variation	SS	d_f	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 6: showing Means of Gain scores of Attitude of Pupil Teachers 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

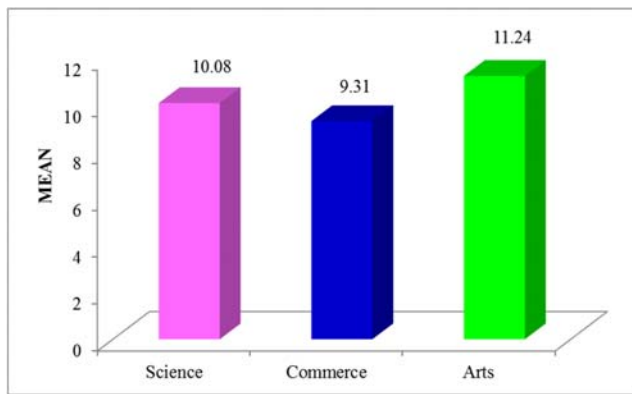


Fig 1. Showing Means of Gain scores of Attitude of Pupil Teachers of Science, Commerce and Arts stream towards Creative Teaching

Table 5 depicts the F-ratio after comparing the effect of teacher education programme on attitude of pupil teachers 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 pupil teachers of science, arts and commerce streams towards creative teaching differ significantly.

Therefore hypothesis 3 stating, "There is no significant difference in the effect of teacher education programme on attitude of pupil teachers of science, arts and commerce streams towards creative teaching" stands rejected.

Further the Table 5 and 6 and Fig. 1 depict the mean of gain scores of pupil teachers of science, arts and commerce streams towards creative teaching after teacher education programme. As the mean gain score of attitude of pupil teachers of science, commerce and arts stream towards creative teaching respectively 10.08, 9.31 and 11.24 which indicates that the effect of teacher education programme on attitude towards creative teaching of pupil teachers of arts stream is highest followed by the pupil teachers of science and commerce streams.

The results of the present study are in line with the study conducted by Srivastava (1989)^[9]. 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

- ❖ A significant difference exists between the scores of pretest and post test scores of attitude of pupil teachers towards creative teaching.
- ❖ As the mean score of post test scores of attitude of pupil teachers 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 pupil teachers towards creative teaching.
- ❖ A significant difference exists between the scores of pretest and post test scores of attitude of pupil teachers of science, Commerce and Arts streams towards creative teaching.
- ❖ The effect of Teacher Education Programme on attitude of pupil teachers of science, arts and commerce streams towards creative teaching differ significantly.

- ❖ The effect of Teacher Education Programme on attitude towards creative teaching of pupil teachers of arts stream is highest followed by the pupil teachers of science and commerce streams.

Educational Implications

The following educational implications may be made in the view of the conclusions drawn in the present investigation:

1. The findings of the study revealed that there is a positive and significant effect of Teacher Education Programme on attitude of pupil teachers of Science, Arts and Commerce streams towards creative teaching. The pupil teachers from various streams differ significantly.
2. The results further revealed that the effect of Teacher Education Programme on attitude towards creative teaching of pupil teachers of Arts stream is the highest followed by the pupil teachers 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.
3. The present study revealed that attitude towards creative teachings of pupil teachers of Commerce stream is quite lower than pupil teachers of Science and Arts streams. Therefore more efforts should be taken to develop attitude towards creative teachings among pupil teachers of Commerce stream in the Educational Colleges.

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