

## A COMPARATIVE STUDY OF ATTITUDE OF B.Ed. STUDENTS TOWARDS CREATIVE TEACHING AMONG MALE AND FEMALE STUDENTS

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### Abstract

*The present study aims to find attitude towards creative teaching among male and female B.Ed. students. Using purposive sampling technique a sample of 160 students was collected. Researcher used "Attitude Scale of Creative Teaching" developed by Dr. R.P. Shukla. Researcher used mean, SD, and t-test for the purpose of data analysis. Researcher found insignificant difference between male and female Arts and Science students.*

**Key Words:** *Attitude, B.Ed. Students, Creative Teaching.*

### INTRODUCTION

Education plays a vital role in the upgrade of the country and teaching is the base of education. Through teaching a teacher modifies the behavior of learners and provides opportunities that everyone realizes their potential and strength but the teacher also judges the interest of the students and determines their attitude towards learning.

Notwithstanding this expanded regard for creativity, there is close to nothing in the comprehension of how to sustain and uphold creativity in current settings, especially creative teaching.

The teacher is the main component in any educational program. It is the teacher who is answerable for the performance of the educational development at any level. This shows that it is basic to put resources into the planning of teachers, with the goal that the destiny of a country is secure. The significance of able teachers to the country's educational system is not the smallest moment but it is the biggest need of the educational system.

The National Curriculum Framework 2005 places demands and beliefs on the teacher, which need to be addressed by both pre-service and continuing teacher education.

Teacher education is as of now not a training interface however an education procedure for permitting the teacher to educate and be a concern for their success.

Creativity in learning is regularly presented as a skill necessary for success in the 21st century. Creative teaching is progressively important to achieve objectives in our difficult, interconnected world, and schooling scientists and analysts have the social, enthusiastic, psychological, and proficient advantages of having creative abilities. Educators and executives face the topic of how to effectively coordinate creativity into teaching practice when instructors have many demanding factors and little conscious space. An inclusive program for skillful training of teachers is essential for the subjective development of training which is possible through creative teaching.

Creativity is largely described as the development, curiosity, or the capacity to make something new, it is a commonly used term in teacher education.

Creativity used in teaching is called creative teaching. If a teacher follows an organized, strategic, and innovative approach only then he will be effective and his teaching will be able to produce self-motivation of learning among students. This is a well-known fact that teaching is an art and science.

Attitude is a psychological phenomenon for certain activities. It characterizes clear positions and human opinions. Attitude decides what a person will understand, receive, think and organize. Attitude means the persons' usual tendency to respond to satisfactory or unsatisfactory things. In an attitude, the process of motivation, feeling, and observation, and belief are present. Attitudes are terminologies of how much we like or dislike several things.

Creative teaching provides an opportunity for the students to create psychological capacities through play. Creative teaching is a work to assist students with enjoying movement-based learning. Creative teaching has a wide scope of provocative and action-based discovery that guides to assurance understanding and learning ideas completely.

Creative teaching gives scope for the formation of alternate learning appearance in the classroom. The authoritarian type of teaching will be replaced by a fair to liberal learning environment by taking on creative teaching techniques. Creative teaching is a teaching approach that breaks the normal model of learning, tests, schoolwork, and workout, responsibilities, etc.

B.Ed. students are future educators and their attitude can assume a huge part in the advancement of students whom they will teach. So it is vital for now the attitude of B.Ed.

Students towards creative teaching. Various studies have been completed on the attitude of B.Ed students towards creative teaching. Some of them are given below.

**Mundasa V.S** (2019) conducted a study on the creative teaching attitude of primary teachers concerning emotional intelligence. The attitude scale of creative teaching of R.P Shukla and the emotional intelligence scale of Sanjyot Pathe and Upinder Dhar was used to collect the data.

**Kaur Supinder** (2015) investigated a study on “Attitude of B.Ed students towards creative teaching in relation to certain background factors” Study was conducted on 180 students and investigated the attitude on the basis of attitude scale of creative teaching developed by R.P Shukla 2012. The investigation discovered that there is a huge difference in the attitude of B.Ed students towards creative teaching regarding the urban and rural areas. An investigation based on stream found out that no significant difference was found between the attitude of male and female B.Ed students towards creative teaching.

**Kumar, S. (2013)** studied the attitude of B.Ed. students towards creative teaching among Science and Arts stream teachers. He found that stream of study has nothing to do with the attitude of creative teaching.

### **Objective of the study**

1. To study the attitude towards creative teaching of B.Ed. students.
2. To compare attitude towards creative teaching of B.Ed. students of science and humanities streams.
3. To compare attitude towards creative teaching of male and female of B.Ed. students of science.

### **HYPOTHESES**

To achieve the objectives, the hypotheses of this investigation are as follows

1. There is no significant difference between the attitude towards creative teaching of male and female of B.Ed. students.
2. There is no significant difference between the attitude towards creative teaching of B.Ed. students of science and humanities streams.

### **RESEARCH METHODOLOGY:**

The descriptive method was used to evaluate the attitude towards creative teaching of B.Ed. students.

## **Sample**

Purposive sampling technique was used for data collection purpose from Aligarh Muslim University Aligarh. The sample concerned both male and female students of B.Ed. from the science and humanities stream.

Students were chosen based on the stream of the undergraduate subjects in which they have graduated. A student with a science subject in graduation (B.sc) was chosen for the science stream and students who graduated in arts and social science subject (B.A) were chosen in the humanities stream.

## **Sample size**

The total sample size was 160 (80 male B.Ed. students and 80 female B.Ed. students).

## **Tool**

To collect the data from a selected sample for this investigation, the researcher used the tool, "Attitude Scale of Creative Teaching" created by Dr. R.P. Shukla. The scale comprises 30 items and it is a five-point scale. On this scale, item no. 1, 5, 10, 15, 20, 25 and 30 (total 07) were negative for which sequentially 1, 2, 3, 4, 5 marks were given and remainder (total 23) items were positive, for them sequentially 5, 4, 3, 2, 1 marks were given. To find out the score of an individual, the marks on both of the negative and positive items were added. The amount of all items forms the total score of the respondents.

**STATISTICS TECHNIQUES** After collecting the data, the results were drawn manually. The analysis was managed on two levels. At the first level, simple statistics like measures of central tendencies were computed. At the second level, the mean of the difference between means was processed. As per the demand of the study, data analysis to the statistical techniques of Mean, SD, and t-value was calculated with the help of SPSS software.

**ANALYSES OF DATA & RESULTS:** To study the attitude towards creative teaching of B.Ed students.

A study about the attitude of B.Ed. students towards creative teaching is related to the level of attitude of the students. Researcher used the Z-score to evaluate the level of attitude towards creative teaching of B.Ed. students. Level of the attitude of B.Ed. students divided into seven categories from +2.01 and above to -2.01 and below.

$$Z\text{-score} = \frac{\text{Individual score} - \text{Mean}}{\text{Standard deviation}}$$

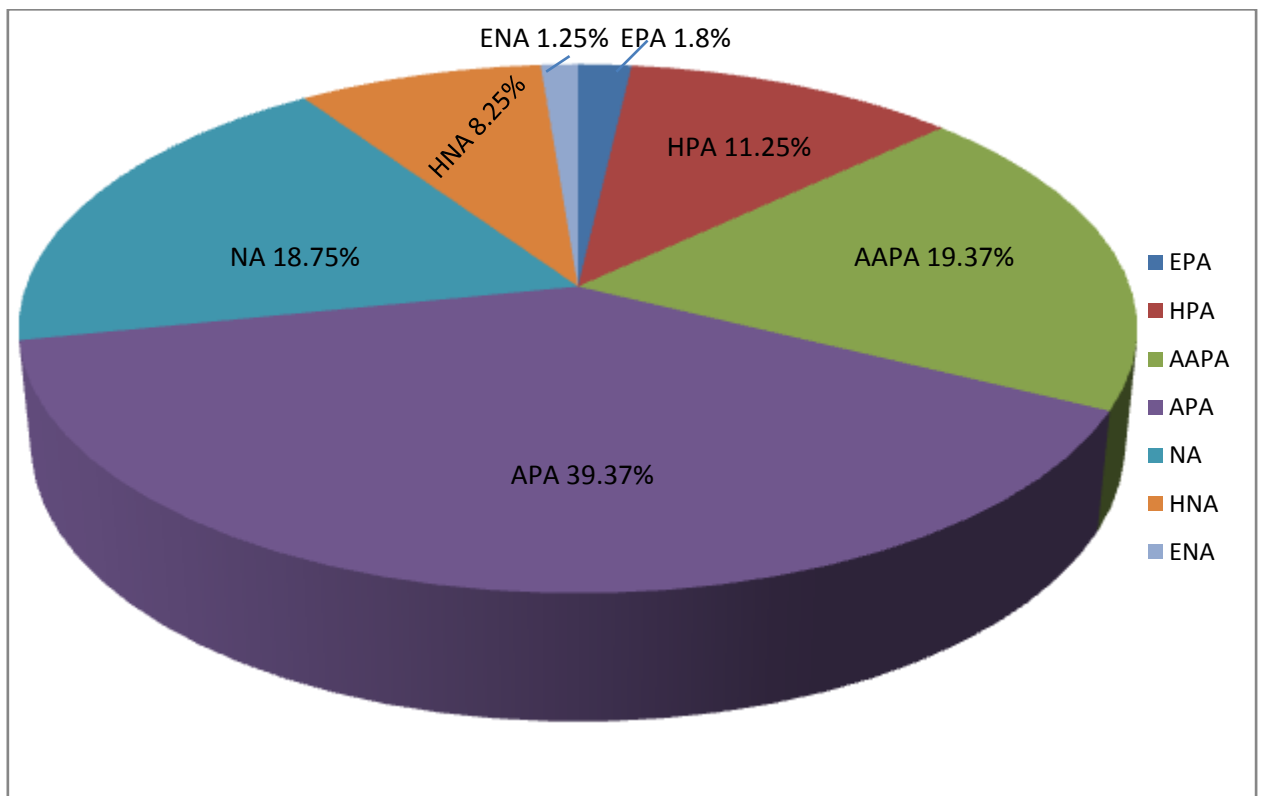
The level of attitude of B.Ed. students divided into seven categories.

Category of attitude level	Extremely Positive attitude	Highly positive attitude	Above-average positive attitude	Average positive attitude	Negative attitude	Highly negative attitude	Extremely negative attitude
Range of Z-scores	+2 and above	+1.26 to +2.00	+0.51 to +1.25	-0.50 to +0.50	-1.25 to -0.51	-2.00 to -1.26	-2.01 and below

Table I

Attitude level towards creative teaching	Extremely Positive attitude	Highly positive attitude	Above-average positive attitude	Average positive attitude	Negative attitude	Highly negative attitude	Extremely negative attitude	Total number of students
Number of Students	03	18	31	63	30	13	02	160

Table II



After the analyses of the level of attitude of B.Ed. students based on z-score of 160 students, 80 males and 80 females researcher calculated the individual z- score and found that only 3 students' attitude level was extremely positive attitude (EPA) out of 160 students and the percentage proportion is shown through the pie diagram, percentage of EPA students was found to be 1.8%.

18 students' level of attitude was highly positive withpercentage of (HPA) 11.25%.

31 students' level of attitude was above average positive (AAPA) and the percentage of above-average positive students was 19.37%.

63 students' attitude level was average positive (APA) and the percentage of above-average positive students was 39.37%.

30 students attitude level was negative and percentage of negative attitude (NA) percentage of negative attitude students was 18.75%

13 students' attitude level was highly negative and the percentage of highly negative attitude (HNA) students was 8.25%.

02 students attitude level was extremely negative and percentage of extremely negative attitude (ENA) students was found to be 1.25%.

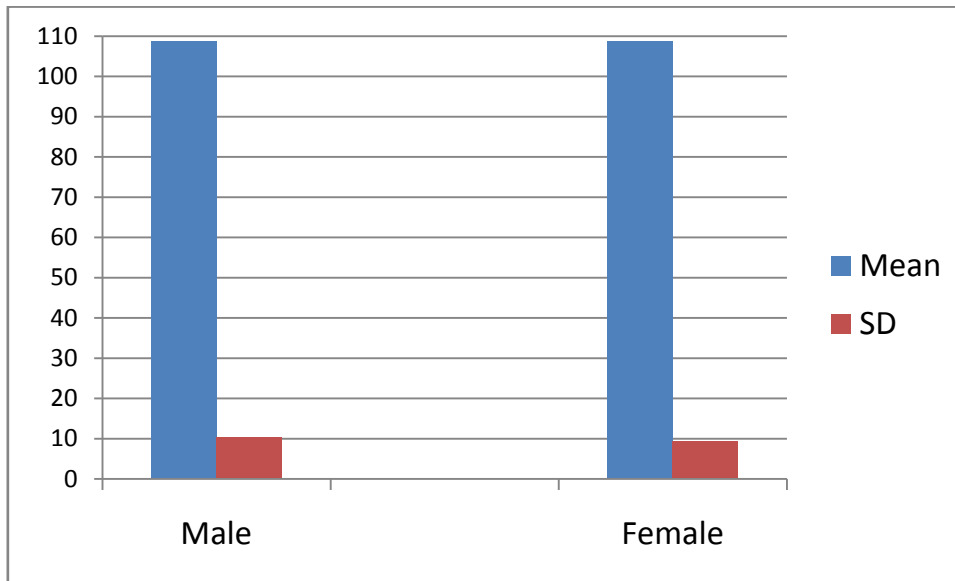
**1.**There is no significant difference between the attitude towards creative teaching of male and female of B.Ed. students.

Group	Number	Mean	SD	T value	Level of significance
Male	80	108.80	10.43	0.095	No significant at 0.05 level
Female	80	108.71	09.35		

Table III: Statistics analysis related to attitude towards creative teaching of male and female students of B.Ed. and significance of difference.

Table III: After data analysis, researcher calculated the mean scores of male & female B.Ed. which was found to be 108.80 and 108.71 respectively. The calculated t-value was 0.095 which is not significant on the basis of table. P-value was 0.923 meaning it accepted the hypothesis. The mean score of male and female students of B. Ed. was somewhat equal, which suggests that the attitude of male and female students of B.Ed. towards creative teaching is same and both show no difference in the attitude towards creative teaching.

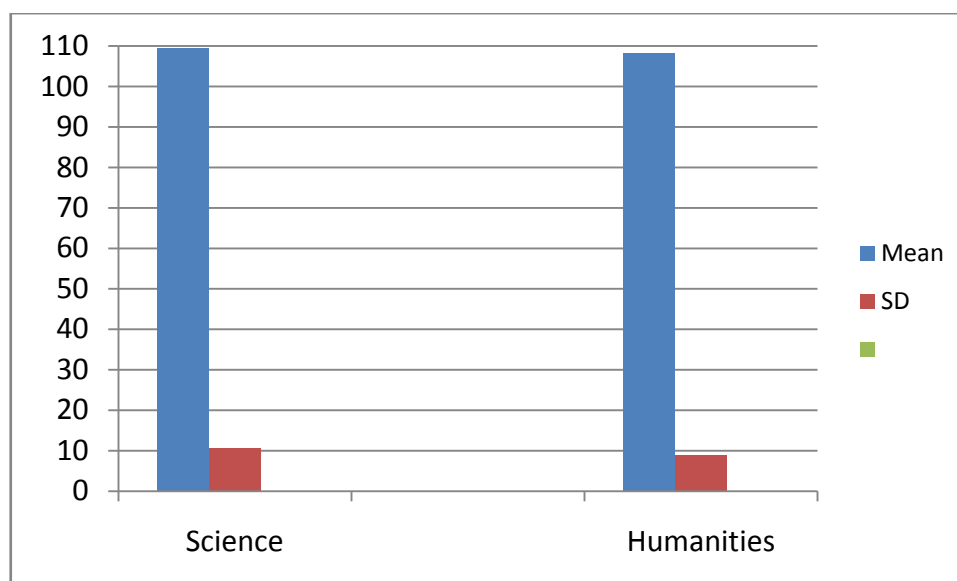
Male and female students of B.Ed. think similarly about the creative teaching as there is no significant difference (0.090 between the mean score).



2. There is no significant difference between the attitude towards creative teaching of B.Ed. students of humanities and science streams.

Group	Number	Mean	SD	T value	Level of significance
Science students of B.Ed.	80	109.40	10.71	0.78	No significant at 0.05 level
Humanities students of B.Ed.	80	108.17	10.90		

Table IV: After data analysis, researcher calculated the mean scores of science & humanities students of B.Ed. which were found to be 109.80 and 108.17 respectively. The calculated t-value was 0.78 which is not significant. P-value was 0.43 as shown in the table, meaning the P-value accepted the hypothesis. Mean score of science students and humanities students of B.Ed. show minor difference and suggests that the attitude of science students and humanities students of B.Ed. towards creative teaching have minor differences in the attitude. Science and humanities students of B.Ed. have similar approach about the creative teaching because 0.78 is not a significant difference between the mean.



## Findings

The findings of the research are as follows:

1. The study finds that 39.37% B.Ed. students of AMU show the average positive attitude towards creative teaching, 59.74 % of students show above positive attitude and average positive attitude and 1.80% of students show an extremely positive attitude towards creative teaching.
2. There is no significant difference in attitude towards creative teaching among male and female B.Ed. students of AMU. Male and female students show similar mean of attitude towards creative teaching.
3. There is no significant difference in attitude towards creative teaching among science and humanities B.Ed. students from AMU. Male and female students show same mean of attitude towards creative teaching.

## Educational Implications

- This study can help to understand the reasons for positive and negative attitudes of teachers towards creative teaching in B.Ed. students.
- If the teacher trainees are creative, they can provide a creative future to the students and they can teach creatively by providing a creative and learning environment along with learning materials in classroom to the learners.
- Creative students understand the nature of creativity in the light of the abilities of their teachers.



- Teacher trainees should use various activity-based techniques to create interest among students in the future.
- In the future, the student educators who can offer compelling support progressive from the difficulties of conventional limited thinking by the help of instructor's attitude towards creative teaching, have more advantages to the society; casually just as non-formal, they go about as social scientists.

## Conclusion

Overall, the study found that gender and stream do not show the impact on B. Ed. Students' attitudes towards creative teaching. The discoveries of the review are additionally valuable for teacher trainees as they are the future educators so they ought to achieve a positive attitude towards creative instructing and dominance over the strategies for imaginative instructing. Creativity is both valuable and destructing, which can favor the world with the wonderful products of advancement, progress, and flourishing in this way; the encouraging of creativity is required both to work with the objective and to deflect the space wars and perilous rockets which represent an extraordinary danger to the tranquil conjunction of countries on the planet and endurance of humanity. To accomplish an inventive development to counter this risk, one innovative mind will not be adequate. A few inventive prodigies should meet up to work and preparing of such for huge scope exercises just conceivable through schooling.

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