



Creativity Level of 21st Century B.ED Teacher Trainees In Chennai District

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Abstract

The creativity involve creating and evolving new ideas and it is nothing but innovation. It is one of the four learning skills (4 c's) of 21st century. The creativity is derived from creative thinking. The other skills are critical thinking, collaboration and communication. The present century is more competitive world, characterized by rapid science and technological development, industrialization, privatization and globalization. The education system today is revolutionized with digital information and others. Each and every students need these 21st century skills to succeed in their life. To face the challenges from the students that the teachers are expected to equip themselves with these skills. With an objective to find out the level of creativity skill among the B.Ed teacher trainees that the present research study was conducted with selection of a random sample of 1200 B.Ed teacher trainees from various colleges in Chennai district. The creativity scale constructed and validated by the investigators (2021) involving personal variables of Gender, Nativity and Type of management (college) was used to collect the data. The data collected was analysed using the appropriate statistical techniques such as mean, standard deviation and t- test. The findings revealed that there was significant difference between male and female teacher trainees with respect to creativity. The study also revealed that there was significant difference among teacher trainees of girls, boys and co-educational colleges with respect to creativity.

Keywords: Creativity, Teacher trainee, Gender, Year of study and Type of college

INTRODUCTION

The human civilization with the development in science and technology, engineering, medicine, literature, art and architecture have been achieved due to nothing but creativity. Hence creativity is the most highly valued qualities of human beings. The creativity emerge from creative thinking or curiosity or imagination under the thinking process is included in the 4 C's along with communication and other skills. The artistic accomplishments such as painting, music, dance, drama etc. are common examples of creativity. The creativity as a skill is needed to face 21st century challenges to survive and succeed. The WHO refer creative and critical thinking as one of the five life skills.

The creativity involve curiosity, openmindedness, imagination and problem solving using the right side of the human brain. A creative need basic qualities of imagining, assessing informations using technology, brainstorming, questioning, entertaining, improvising, problem solving and designing and creativity. (21st Century Skills A handbook, CBSE, 2020). Thus creativity is a mental and social process involve the generation of new ideas or concepts by confronting with the existing ideas. In general that the creativity occurs due to environmental, psychological and motivational process. The creative persons must have the characteristics include original ideas, good memory, good knowledge, ability to take independent decisions, creative imagination and fluency of expression. It is the positive relationship between intelligence and creativity. Hence intelligence among students must be nurtured and encouraged by parents and schools and also mass media.

The creativity can be incorporated in teaching process to encourage students to try and learn new things. To develop creativity among students that the easy approach is the habit of asking questions such as Why and How about ideas, information, beliefs which are normally accepted. The creativity can also help in alternative way of learning a lesson, asking a student to tell a story in their own version, correcting the mistake and imaginative talks. There are many methods in creativity which include project based learning involve students to investigate and analyse a question or a problem or a challenging issue to find out new solutions. Similar methods may be followed to enhance the thinking power of the students with an objective to improve their innovative skills. Infact the creativity among childrens begin from home. The importance of creativity in education is well known. The creativity is well developed as a policy making and classroom practice in education from middle of 1990's. According to Ruth Richards that creativity solves problems not only in education but also in everyday life to improve our physical and psychological health and satisfaction to our life. Hence the present study is attempted to find out the level of creativity skill among teacher trainees in Chennai district with respect to gender, year of study and type of college for the sake of future education.

MEANING OF CREATIVITY

According to 21st Century skills A Handbook CBSE(2020) that the creativity refer the skill to explore and create fresh ways of thinking. Stein (1960) says that the creation is an activity which bring something new which has utility. Creativity is an ability to generate new ideas by combining, changing or reapplying the existing ideas. Some of the ideas are astonishing while other ideas are simple that nobody seem to have thought so far (V. Govinda Reddy). In its process that the creativity has four components namely fluency, flexibility, originality and elaboration (building on other ideas). The creativity tries to find out a solution for a problem in an unusual way. It can produce a number of ideas on an issue to create or construct something new. Creativity can be predicted among elementary school children and the teacher who made a difference. (E. Paul Torrance)

RELATED LITERATURE

Abtahi and Nadri Khadijeh (2012) studied the relationship between creativity and the social adaptability and academic performance of teachers trainees. The sample consisted 202 boys and girls. Findings revealed that boys scored higher than girls in creativity and academic performance; The creativity dimensions of fluency and flexibility of girl's score was better than boys. **Michel Hansenn and Jessica Legrand (2012)** studied the relationship between creativity, emotional intelligence and academic achievement of 100 students (50 boys and 50 girls). Results revealed that creativity and academic achievement of boys were higher than the girls. **Irudayaraj (2013)** focused on the relationship between creativity and scholastic achievement of B.Ed. students in the Chennai District. The sample was limited to 307 B.Ed. students from government, aided and minority institutions and the samples were selected based on important demographic variables namely urban and rural. There was no significant difference between boys and girls with respect to creativity.

Orieux (2015) investigated the relationship between the correlation of creative ability and performance in B.Ed. students with a sample of 157 students from urban and rural colleges. The major findings of the study shown that the level of creative ability is moderate; there is significant difference between male and female students with respect to their creative abilities. **Raina (2016)** examined the relationship between psychosocial correlation and scientific creativity among teachers trainees. The sample consisted 800 student teacher trainees in the eight teacher training colleges in Gujarat. The findings of the study were: 1. The problem-solving ability was significantly related to three components of scientific creativity, viz. fluency, flexibility and originality. (ii) All the three components of scientific creativity were positively related with intelligence. (iii) Boys and girls "differed on the intelligence and fluency components of scientific creativity and girls scored higher than the boys and (v) Socio-economic status of the students did not affect their scientific creativity

SIGNIFICANCE OF THE STUDY

Creativity and innovation have been a component of an individual and social behaviour since time immemorial. The activity to organize themselves into effective social group by human being reveals the first attempt of creativity which played a vital role in development of society. The creativity is a long journey with uncountable series of creativities. The initial creativity list include making stone tools, Fire, wheel, cultivation

of crops, speech, Language and script, science and Technology. The unique difference between the human and animal being is the ability to think and to act. If there was no creativity then the man might have remained the same as animal.

. It is creativity that decides our success and failure in any situation. In this age of competitive world, it is therefore essential for any individual to exercise ones' own ability to think creatively. At times a creative action may lead to nothing other than a new insight or the liberation of a new thought. Moreover the study of creativity would be helpful for people, the college administrators, policy makers and teachers for designing their teaching methods according to today's competitive society as well. So, creativity is very important and need of our life. Therefore, the present study is aimed to know the creativity level of B.Ed teacher trainees in relation to gender, year of study and type of college.

OBJECTIVES OF THE STUDY

Following objectives were framed in the study:

- To find out if there was any significant difference in creativity among teacher trainees with regard to gender, year of study and type of college.

HYPOTHESES OF THE STUDY

Following hypotheses were tested in the study:

- There is no significant difference between the male and female teacher trainees in their creativity.
- There is no significant difference between the first year and second year teacher trainees in their creativity.
- There is no significant difference among the teacher trainees studying in different type of colleges in their creativity.

METHODOLOGY

In order to collect the data survey method under descriptive method of research was used. The teacher trainees of selected government, aided and private B.Ed. colleges of Chennai district constituted the population for the study. The random sample consisted 1200 teacher trainees.

TOOLS USED IN THE STUDY

For the collection of necessary information for the study, investigators used Creativity Scale developed and validated by the Investigator (2021). For the research tool, the investigator has constructed and standardized the first one and other two had already been standardized. **Data analysis** : The differences between two groups in the mean scores of variables using t- test and P - value of the statistical techniques are used to verify the hypotheses formulated for the study.

ANALYSIS AND INTERPRETATION OF DATA

Null Hypotheses - 1

There is no significant difference between the male and female teacher trainees in their creativity.

The creativity scores of male and female teacher trainees were analyzed and the details are given in table 1

Table- 1 Significant difference between male and female teacher trainees with respect to Creativity

Variable	Gender				t values	P Values
	Male (N=600)		Female (N=600)			
	Mean	SD	Mean	SD		
Creativity	145.64	34.82	150.61	32.90	2.540	0.011*

Note: ** denotes significant at 1% level

* denotes significant at 5% level

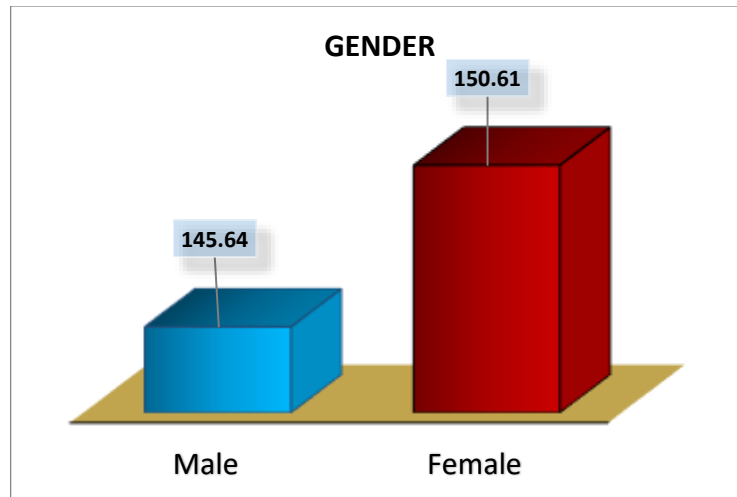
Different alphabet among type of school denotes significant at 5% level using Duncan Multiple Range Test (DMRT)

Since P- value is less than 0.05, null hypothesis is rejected at 5% level with respect to creativity. Hence, there is significant difference between male and female teacher trainees with respect to creativity.

Based on mean score, the female teacher trainees are having higher level of creativity as compared to the male teacher trainees.

It may be due to the fact that the female teacher trainees work hard with dedication but male teacher trainees are not doing so.

FIG- 1 MEAN DIFFERENCE BETWEEN THE TEACHER TRAINEES WITH RESPECT TO CREATIVITY BASED ON GENDER



Null Hypothesis: 2

There is no significant difference between the first year and second year teacher trainees in their creativity.

The creativity scores of first year and second year teacher trainees were analyzed and the details are given in table 2

Table -2 Mean score difference between first year and second year teacher trainees with respect to creativity

Variable	Year of study				t-value	P Value
	First year (N=600)		Second year (N=600)			
	Mean	SD	Mean	SD		
Creativity	152.58	35.36	159.35	35.55	3.485	0.001**

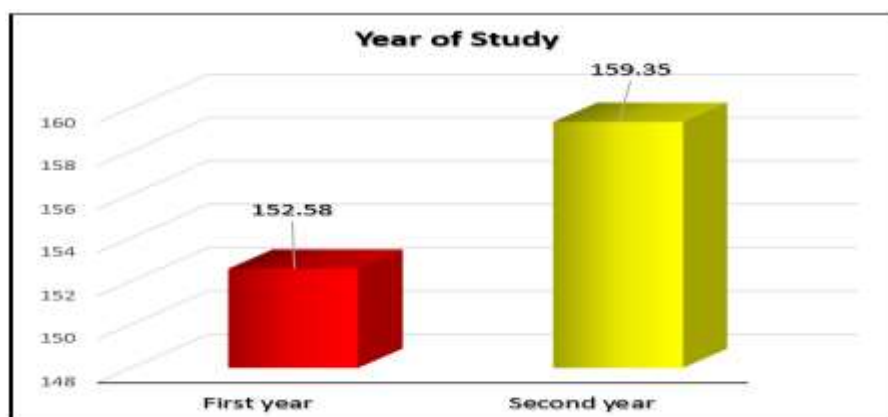
Note: ** denotes significant at 1% level

. * denotes significant at 5% level

Since P- value is less than 0.01, null hypothesis is rejected at 1% level with respect to creativity. Hence, there is significant difference between first year and second year teacher trainees with respect to creativity.

Based on mean score, the second year teacher trainees are having higher level of creativity as compared to the first year teacher trainees. It is due to the fact that the second year teacher trainees have maturity, capacity in understanding and more experienced when compared to first year teacher trainees.

FIG- 2 MEAN DIFFERENCE BETWEEN THE TEACHER TRAINEES WITH RESPECT TO CREATIVITY BASED ON YEAR OF STUDY



Null Hypotheses - 3

There is no significant difference among the teacher trainees studying in the different type of colleges in their creativity.

The P -value has been applied to find out whether there is any significant difference among the teacher trainees studying in the different type of colleges in their creativity and the details are given in table 3

Table- 3 ANOVA to analyse the significant difference among the teacher trainees studying in different type of colleges in Creativity

Variable	Type of college						F ratios	P values
	Boys (400)		Girls (400)		Co-Education (400)			
	Mean	SD	Mean	SD	Mean	SD		
Creativity	139.93 _a	31.94	152.59 ^b	37.34	151.86 _c	30.78	18.026	<0.000* *

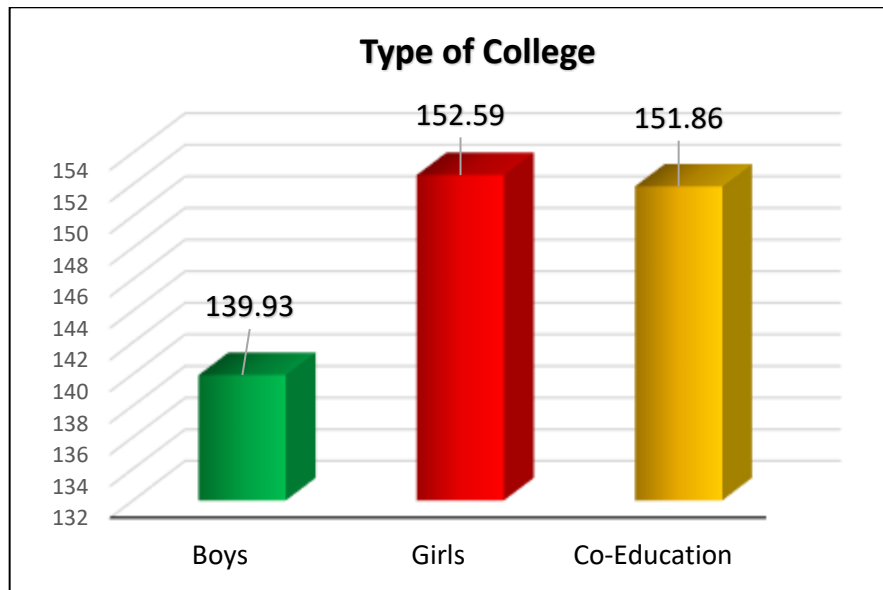
Note: ** denotes significant at 1% level

. * denotes significant at 5% level

Different alphabets among Type of School denotes significant at 5% level using Duncan Multiple Range Test (DMRT)

Since P value is less than 0.01, null hypothesis is rejected at 1% level with respect to creativity. Hence, there is significant difference among the teacher trainees studying in different type of colleges with respect to creativity. Based on Duncan Multiple Range Test (DMRT) teacher trainees of boys college are significantly differ from teacher trainees of girls and co-education college at 1% level. But there is no significant difference in creativity between teacher trainees of girls and co-education colleges. It is due to the reason that, the teacher trainees of girls and co-education colleges always observe those creativity concepts keenly in the classroom as they always understand easily by laying much effort. They are able to understand and perform better in problem solving, Critical thinking, Decision making, Stress management and creativity.

FIG- 3 MEAN DIFFERENCE AMONG THE TEACHER TRAINEES WITH RESPECT TO CREATIVITY BASED ON TYPE OF COLLEGE



FINDINGS AND DISCUSSION OF THE STUDY

- There is significant difference between male and female teacher trainees with respect to creativity. It was observed that the female teacher trainees are having higher level of creativity as compared to the male teacher trainees. It may be due to the fact that the female teacher trainees work hard with dedication but male teacher trainees are not doing so. The result of present study is supported by Dutta (2017), Raina (2016), Orioux (2015), Xiaoxia Ai (2014), Mishra (2014), Abtahi and NadriKhadijeh (2012), Michel Hansenn and Jessica Legrand (2012), Mohammad Iqbal (2011), Sharma (2007) and Goyal (2000). But the studies carried out by John & Joshi (2018), Irudayaraj (2013), John (2012), Pooja (2012), Agrawal (2008), Arora (2001) are contradict to the present finding.
- There is significant difference between first year and second year teacher trainees with respect to creativity. It was observed that the second year teacher trainees are having higher level of creativity as compared to the first year teacher trainees. It is due to the fact that the second year teacher trainees have maturity, understanding capacity and more experienced when compared to first year teacher trainees.
- There is significant difference among the teacher trainees studying in different type of colleges with respect to creativity. The teacher trainees of boys college are significantly differ from those girls and co-education colleges. It is because, that the teacher trainees of the girl and co-education colleges are used to observe those creative concepts keenly in the classroom since these teacher trainees understand easily by laying much effort.. These teacher trainees are able to perform better in solving problems, Critical thinking, Decision making, Stress management and Creativity. But the studies carried out by John & Joshi (2018) are contradictory to the present finding.

SUGGESTIONS FOR FURTHER RESEARCH

- A similar study may be undertaken for arts and science college students.
- Similar study may be conducted taking into account other variables and at higher secondary school and higher level of education institutions.
- A comparative study of creativity among adolescents in government educational institutions may be carried out..

CONCLUSION

The study aimed to know the creativity among the teachers trainees in relationship with gender, year of study and type of college. A random sample of 1200 teacher trainees have been selected from the Chennai district of Tamilnadu. After collecting the data, they were analysed using statistical techniques such as mean values,

standard deviation, t-test. The result revealed that there was significant difference between male and female teacher trainees with respect to creativity. Also, there was significant difference between first year and second year teacher trainee with respect to creativity. Also there was significant difference among the teacher trainees studying in different type of college with respect to creativity. The teacher trainees of the boys college are significantly differ with girls and co-education college teacher trainees. Rasool(1977) has recorded that all of us are born with creative potential and if given proper environment this can be recognised and nurtured. The seminars, workshops may be conducted to understand the importance of creativity. Hence the teacher education programmes must encourage the teacher trainees so as to develop creativity skill in their minds..

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