

A STUDY OF THE TEACHERS EFFECTIVENESS IN RELATION TO TEACHER CREATIVITY

*** Dr. B. Venkata Rao & ** Nagaraju Jalagam**

***UGC-PDF, Dept. of Adult and Continuing Education, S.V University Tirupati.**

****Principal, SLR Prathibha College of Education, Kalluru**

ABSTRACT

An attempt is made in the present investigation to study of the teacher's effectiveness in relation to teacher's creativity. The sample selected for the present investigation consisted 200 teacher's of different primary, upper primary and high schools in west Godavari District of Andhra Pradesh. Random sampling technique is followed to draw the sample for the present study. The teacher's effectiveness of the sample was assessed by a self-rating scale, it was developed and standardized by Dr.U.N.Rao and to measure teacher's creativity, a self rating scale was used. This scale was developed and standardized by Dr. Undurty's Viskha's Creative Dimensions Assessment Battery (CDAB). It was hypothesized that there is no significant relationship between the teacher's effectiveness and teacher's creativity and it was predicted that there is no significant relationship among several dimensions of teacher's effectiveness. The obtained data are quantitatively analyzed by using correlation by product moment method. An overall view that it is observed in the present study. There is a significant relationship between teacher's effectiveness and teacher's creativity.

keywords: Teacher's effectiveness & Teacher's creativity

Introduction

Teaching is a comprehensive phenomenon, which constitute thinking, planning and decision making of teacher's. Philip Jenson (1968) reported that results of one of the first studies that attempted to describe and understanding the mental constructs and process that underlie the teacher's behaviour. But this contribution to research and teaching is conceptual. A major goal of research on teaching is to understand how and why this process looks and works.

Out of many dimensions of teacher's effectiveness, five dimensions are considered in this study. They are (1) Activity based teaching (2) Child centered Practices (3) Teaching learning materials (4) Evaluation strategies and individual techniques and (5) Novel strategies. Activity based teaching includes concept teaching abilities, illustrations, practical approach etc. Child Centered practices refers to pupils needs, individual differences interpretations, child participation etc., are included. Teaching learning materials refers to selection and presentation of teaching learning material preparation, display etc., are included. Evaluation strategies include remedial measures, construction of test items different types of evaluation etc. Noval strategies refer to interpretation, teaching strategies, creative ideas etc. The above dimensions and areas of teacher's effectiveness differently influence the teacher's effectiveness is the conclusion drawn by most of the researches in the field of teacher's effectiveness.

Creativity is defined as the ability to bring something new into existence, creativity is distinguished by novelty, originality and is unusually inventive. Creativity was believed to be a heaven's gift, a rare quality of distinguished individuals within born talent. In present study an individual who is flexible in thought and action, which can produce novel ideas, express his ideas thoroughly and long with certain personality traits is said to be creative. The concept of creativity can best be explained clearly with the help of its dimensions of creativity can perhaps be meaningfully presented by considering its major dimensions. Psychologists addressed more than two dozens of such dimensions. For example – fluency, originality, flexibility elaboration, divergent thinking, convergent thinking, novelty, ability to produce greater and total number of ideas, uniqueness, usefulness, independent in Judgement, resourceful, independent in thought and action.

Dimensions of Teacher's Creativity

- (1) **Flexibility** : Teacher's flexibility includes solution to a problem, abstract thinking, giving various responses, giving a new interpretations, change of strategy, new meaning to a concept and using new fashion.
- (2) **Originality** : Teacher's Originality includes novel in thinking, producing remote ideas, independent in thought and action and making new things.
- (3) **Fluency**: Teacher's fluency including generating ideas very quickly, giving number of synonymous, using short sentences in a single idea.

Theoretically this conceptual framework may be sound but practically how far teacher's effectiveness is related with teacher's creativity ? If so to what extent ? Are these questions waiting answer, hence the investigator has taken up the present study to find out the relationship between teacher's effectiveness and teacher's creativity in context of school evaluation. After careful study of the above said conceptual framework, the investigator reviewed the related literature on teacher's effectiveness and teacher's creativity.

Review of related literature

Bhangoliwal,S(2004) conducted a study on personality characteristics associated with teaching effectiveness as seen through Rorsehach technique. Major finding of the study were, the more effective teacher's were characterized by having more of creative potential indicated by imaginable resource reflected in object and person relations whereas the less effective teacher's lacked productive resources.

➤ Sharma, S.K. (2006) studied A presage process – product study of teaching effectiveness of Hindi teacher's of higher Secondary Schools of Indore district. The finding of the investigation were, there was no significant relationship between the interest of teacher's teaching at the higher secondary level and their teaching competency, and there was a significant negative

correlation between the self perception of teacher's teaching at the higher secondary level and their teaching competency.

- Mathew, R. (1980) studied 'factorial structure of teaching competencies among secondary school teacher's. Opinions expressed by the students gave nineteen teaching behaviours liked by students they were creative interest and curiosity difficulty questions clear explanations. Keeping students attentive pace of teaching, experiments and interesting example.
- Qureshi, A.N. (1996) conducted a study on creativity in relation to intelligence, manifest anxiety and level of aspiration of high school girls. The main findings were, 1. Intelligence, manifest anxiety and aspiration indicated influence on creativity and its components fluency, flexibility tenability, originality – differently. Aspiration were related to creativity and its components. It correlated well with originality and creativity as a whole. However, it was not correlated with both fluency and flexibility.
- **Need of the study**

After the thorough review on the available related literature on teacher's effectiveness and teacher's creativity, the investigator smelt some groups hence a study has been taken up on teacher's effectiveness and teacher's creativity. The opinion of Indian Education commission (1964-66) that of all the different factors, which influence the quantity of education and its contribution to National development; the quality of the competency; character and adjustment of the teacher's are undoubtedly the most significant is the boon of the present study. Hence, the presents study is intended to explore relation between teacher's effectiveness and teacher's creativity.

The objectives of the present study are as follows.

1. To find the relationship between teacher's effectiveness and teacher's creativity.
2. To find the relationship between several dimension of teacher's effectiveness and the dimensions of teacher's creativity.

Hypotheses of the study

1. There is no significant relationship between the teacher's effectiveness and teacher's creativity.
2. There is no significant relationship among several dimensions of teacher's effectiveness.
3. There is no significant relationship among the dimensions of teacher's creativity.

Sample of the study

The sample selected for the present investigation consisted 200 teacher's of different primary, upper primary and high schools in west Godavari District of Andhrapradesh. Random sampling technique was followed to draw the sample for the present study.

Tools used: Two instruments were used

1. To measure the opinions of teaching with regard to teacher's effectiveness, a self-rating scale was used. It was developed and standardized by Dr.U.N. Rao. It consists of 35 items with five dimensions and against each item there are 5 alternatives ranging from strongly agree to strongly disagree.

2. In order to measure the opinions of teacher's with regard to teacher's creativity a self-rating scale was used. This scale was developed and standardized by Dr. Undurty's Viskha's Creative Dimensions Assessment Battery (CDAB). It consists of 25 items in three dimensions (fluency, originality and flexibility). All the 25 are positive items. Against each item there are 5 alternatives ranging from SA to SDA.

Scoring :-

The respondents are scores according to the key. For all positive items scores from 5 to 1 for five responses (SA to SDA) and for all negative items scores from 1 to 5 are given separately (SA to SDA).

Statistical analysis :

For testing the above hypotheses, Co-efficient of correlation were computed. The calculations of 'r' values are done by Product Moment Method (Garrett, 1981). The significance of obtained 'r' was tested against null hypothesis as given by Agarwal, Y.P.(1990).

Interpretation of the results :

Table-1: Showing the significance relationship between teacher's effectiveness and teacher's creativity.

Variable	N	αf	'r'	Level of significance
Teacher's Effectiveness	200	198	0.62	0.01
Teacher's creativity				

The value of 'r' is significant at 0.01 level. Hence the first hypothesis is rejected. There is significant positive relation is observed between teacher's effectiveness and teacher's creativity. So it can be said that higher the teacher's effectiveness greater will be their creativity. This substantiates the theoretical assumptions that teacher's effectiveness and teacher's creativity are independent and inter dependent.

Table-2: Showing significance of 'r' among dimensions of teacher's effectiveness in the form of inter-correlation matrix.

S.No	Dimensions	Activity based teaching	Child Centered practices	Teaching learning material	Evaluation	Novel strategies
1	Activity based Teaching	1.00	0.29	0.31	0.48	0.37
2	Child centered practices	-	1.00	0.22	0.41	0.56
3	Teaching learning material	-	-	1.00	0.38	0.37
4	Evaluation	-	-	-	1.00	0.39
5	Novel strategies	-	-	-	-	1.00

The data on verification of this hypothesis, "There is no significant relationship among the dimensions of teacher's effectiveness as shown in table-2 is rejected. The value of 'r' is significant. Hence, it can be concluded that all the dimensions of teacher's effectiveness are substantially correlated.

Table-3: Showing significance of 'r' between dimensions of teacher's creativity in the form of inter-Correlation Matrix.

S. No.	Dimensions	Flexibility	Originality	Fluency
1	Flexibility	1.00	0.65	0.48
2	Originality	-	1.00	0.59
3	Fluency	-	-	1.00

The data on verification of this hypothesis, there is no significant relationship between the dimensions of teacher's creativity as Shown in table-3 is rejected. As the value of 'r' is significant. Hence it can be concluded that all the dimensions of the teacher's creativity are substantially correlated.

Conclusion:

An overall view that it is observed in the present study, there is a significant relationship between Teacher effectiveness and teacher creativity. It can be said that there is a positive influence of teacher effectiveness on teacher creativity and vice versa. Hence it may be informed that teachers with favorable effectiveness towards their teacher effectiveness would have favorable effectiveness towards activity based teaching, child centered practices, teaching learning material, evaluation of the strategies and novel strategies abilities of the teaching.

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