

TEACHER EFFECTIVENESS IN RELATION TO ATTITUDE TOWARDS CREATIVE TEACHING

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ABSTRACT

The present study was conducted to examine the relationship between teacher effectiveness and attitude towards creative teaching of secondary school teachers. The sample comprised of 100 government secondary school teachers including 50 regular and 50 contractual teachers of Chandigarh, Union Territory. The tools used for conducting the present study were; Kulsum teacher effectiveness scale by Kulsum (2010) and Attitude towards creative teaching by Shukla (2008). The results of this research study show that there exists a non-significant difference between the teacher effectiveness of the regular and contractual secondary school teachers of the Chandigarh in all the dimensions of the teacher effectiveness. Study also found significant coefficient of correlation between teacher effectiveness and attitude towards creative teaching of secondary school teachers.

Keywords: Teacher Effectiveness, Attitude, Creative teaching, Regular, Contractual

INTRODUCTION

Education plays an important role in the progress of any country. It helps an individual to realize his potentialities and develops the cognitive aspect of the individual. In the whole process of education teachers play an important role. An attitude is a personal disposition common to individuals but is possessed by different individual in different degree. Attitude is a mental characteristic and determines behaviour. Attitude is the result of either direct experience or observational learning from the environment. In the words of Good (1973), “Attitude is a readiness to react towards or against some situations, person or thing in a particular manner to a particular degree of intensity”. The term “Attitude” has been defined in a number of ways by the psychologists. The simplest definition is that, it is a feeling for or against something (Allison, 2002). An attitude is also defined as a personal disposition common to individuals but is possessed by different individual in different degree. Continuous motivation manifests it in terms of appetites and aversions and through experience we develop favourable and unfavourable inclination towards various objects classes of objects (Ahmed and Jafiri, 2013).

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Effectiveness of every teacher is the life of every educational institution (Rao and Kumar, 2004). Dunkin (1997) state in their research that, *“Teacher effectiveness is a matter of the degree to which a teacher achieves the desired effects upon students”*. In another research study Sanders and Wenglinskys (2000) concluded that, *“Teacher effectiveness is single biggest contributor to the overall student development and outweighs all other factors, such as class size, socio economic status, and gender”*. Joubert (2001) in his research study stressed that creative teaching is a field of art and one cannot teach teachers didactically how to be creative; there is no fail-scale recipe or routine. Study also suggested important strategies for promoting creative thinking skills.

Check (2006) in another research study listed some traits to be essential for effective teaching. The traits suggested were; *“Proper dress and grooming, extensive use of examples, employment of humour, effective communication in teaching, valid testing techniques and availability for extra help”*. Cheung (2006) found that female teachers were significantly more efficacious than male teachers. Ferdinand (2007) concluded in his research that effective teaching entails a clearly formulated objective illustrated instruction and effective evaluation technique. Newa (2008) in the study entitled, *‘Teacher effectiveness in relation to work satisfaction, media utilization and attitude towards the use of information and communication technology among secondary school teachers of Nepal’* found teacher effectiveness to be positively related with work/job satisfaction, media utilization and attitude towards information and technology; more effective teachers exhibited better work satisfaction, attitude towards media utilization and attitude towards information and technology. Dabas (2018) found that teachers of elementary schools in Haryana are average in their level of teacher effectiveness.

Cornelious (2000) revealed that, *“Intelligence, attitude towards teaching profession, and academic achievement of teacher trainees are the discriminating factors in improving overall quality of education”*. Pushpam (2003) in their research found significant and positive correlation between attitude of women teachers towards teaching profession and job satisfaction. Grainger et al., (2004) in study entitled, *“A Study of Relationship among Teacher Efficiency, Attitude towards Teaching Profession and Adjustment of Teacher Trainees”* conducted in UK explored elements of creative teaching by observing the teaching of three different subjects: Geography, Music, and English. It has been concluded that

teachers employ creativity in their teaching methods and also make use of the multi-model teaching approaches, open-ended questions, audio-visual aids, and learner-centered teaching. Amandeep and Gurpreet (2005) in their research study concluded that female teachers are more effective in their teaching than male teachers. Suja (2007) in his research study found that attitude towards teaching, interest in teaching, and teaching experience have significant main effect on job commitment of teachers. Freund & Holling (2008) in their research indicated that classroom creativity is often discouraged. Kumar (2016) in their research study entitled, "*A study of predictors of academic achievement of student teachers in terms of aptitude, attitude, participation and human values*" reported that B.Ed. pupil teachers of science stream have more positive attitude towards creative teaching than arts stream. The teacher effectiveness is the base of the quality educational system. Teachers should always be creative as it is necessary in improving their teaching effectiveness. The favourable attitude of teacher's towards creative teaching help in increasing teaching effectiveness. The present study was conducted with an objective to research the relation between teacher effectiveness with attitude towards creative teaching.

OBJECTIVES OF THE STUDY

The present study was conducted to attain the following objectives:

1. To study the difference in the teacher effectiveness of the regular and contractual secondary school teachers.
2. To study the difference in the attitude towards creative teaching of the regular and contractual secondary school teachers.
3. To study the relationship between teacher effectiveness and attitude towards creative teaching of the secondary school teachers.

HYPOTHESES OF THE STUDY

The present study was conducted to test the below mentioned hypotheses:

1. There exists no significant difference in the teacher effectiveness of the regular and contractual secondary school teachers.
2. There exists no significant difference in the attitude towards creative teaching of the regular and contractual secondary school teachers.
3. There exists no significant relationship between teacher effectiveness and attitude towards creative teaching of secondary school teachers.

DELIMITATIONS OF THE STUDY

The study was delimited to the government secondary school teachers from the schools of the Chandigarh, Union Territory only.

DESIGN OF THE STUDY

The practical design of the study was set under the following broad headings:

Method of Study

Descriptive survey method has been used for the conduct of the present study.

Sample of the Study

In the present study a representative sample of 100 government secondary school teachers of Chandigarh including 50 regular and 50 contractual teachers was selected.

Tools used in the Study

1. Kulsum teacher effectiveness scale by Kulsum (2010).
2. Attitude towards creative teaching by Shukla (2008).

RESULTS & DISCUSSION

The results have been discussed in the light of the hypotheses of the study.

Teacher Effectiveness

Teacher Effectiveness of Regular and Contractual Teachers was measured with the Kulsum Teacher Effectiveness Scale by Dr. (Mrs.) Umme Kulsum (2010). The test had 60 items over the five areas i.e. Preparation and Planning for Teaching, Classroom Management, Knowledge of Subject Matter, Teachers Characteristic and Interpersonal relations.

TABLE 1: Difference in the Teacher Effectiveness of the Regular and Contractual Secondary Schools of Chandigarh

Teacher Effectiveness	Teachers	Mean	Std. Deviation	t-Value	p-value
Preparation for Teaching and Planning	Regular	90.86	16.897	.495	.622
	Contractual	89.10	18.627		
Classroom Management	Regular	114.84	26.530	.636	.526
	Contractual	111.72	22.359		
Knowledge of Subject-	Regular	59.78	10.697	.068	.946

Matter	Contractual	59.64	9.822		
Teacher Characteristics	Regular	133.62	29.746	-.995	.322
	Contractual	139.06	24.693		
Interpersonal Relations	Regular	89.32	20.566	.061	.952
	Contractual	89.10	15.276		

Table 1 depicts the difference in the Teacher Effectiveness of the Regular and Contractual Secondary School Teachers of Chandigarh.

Hypothesis – I

H₀₁: There exists no significant difference in the teacher effectiveness of the regular and contractual secondary school teachers.

To test the above hypothesis ‘t’ test was used and result show (Table 1) that there exists a non-significant difference between the teacher effectiveness of the regular and contractual secondary school teachers of the Chandigarh in all the dimensions of the teacher effectiveness. Hence H₀₁, “*There exists no significant difference in the teacher effectiveness of the regular and contractual secondary school teachers*” is accepted.

Attitude towards Creative Teaching

Attitude towards Creative Teaching of Regular and Contractual Secondary School Teachers was measured with the Attitude Scale of Creative Teaching by Dr. R.P. Shukla (2008). The test had 30 Items.

Table 2: Difference in the Attitude towards Creative Teaching of Regular and Contractual Teachers of Secondary Schools of Chandigarh

Variable	Teachers	Mean	Std. Deviation	t-Value	p-value
Attitude towards Creative Teaching	Regular	181.66	11.637	.668	.506
	Contractual	180.50	3.908		

Hypothesis – II

H₀₂: There exists no significant difference in the attitude towards creative teaching of the regular and contractual secondary school teachers.

Table 2 shows that the mean scores for the attitude towards creative teaching of the regular teachers as 181.66 and in the case of contractual teachers as 180.50, respectively with standard deviation 11.637 and 3.908. There exists a non-significant difference between attitude towards creative teaching of regular and contractual teachers of Secondary Schools as t-ratio ($t = 0.668$, $p\text{-value} = 0.506$) was found insignificant at 0.05 level. Hence H_{02} , “*There exists no significant difference in the attitude towards creative teaching of the regular and contractual secondary school teachers*” is accepted.

Table-3: Correlation between the different dimensions of Teacher Effectiveness and Attitude towards Creative Teaching of the Secondary School Teachers

Dimensions of the Teacher Effectiveness	N	Df	Correlation with Attitude towards Creative Teaching	Level of Significance
Preparation and Planning for Teaching	100	98	.005	Non Significant
Classroom Management	100		.037	Non Significant
Knowledge of Subject Matter	100		-.056	Non Significant
Teacher Characteristics	100		-.025	Non Significant
Interpersonal Relations	100		.224*	*Significant at 0.05 level

Table 3 show the correlation between the different dimensions of teacher effectiveness and attitude towards creative teaching of the secondary school teachers. In the case of the first four dimensions of the teacher effectiveness, i.e., i) Preparation and Planning for Teaching , ii) Classroom Management, iii) Knowledge of Subject Matter and iv) Teacher Characteristics and attitude towards creative teaching non significant relationship exist. Whereas in the case of fifth dimension of the Teacher Effectiveness scale which is interpersonal relations has a significant positive relationship with attitude towards creative teaching of teachers working in government secondary schools of Chandigarh with correlation coefficient 0.224.

Hypothesis – III

H_{03} : There exists no significant relationship between teacher effectiveness and attitude towards creative teaching of secondary school teachers.

To test the above hypothesis the coefficient of correlation was used. The result of the same is shown with the help of Table-4 given below.

Table-4: Coefficient of Correlation between Teacher Effectiveness and Attitude towards Creative Teaching of the Secondary School Teachers of Chandigarh

Variables	N	r- value
Teacher Effectiveness and Attitude Towards Creative Teaching	100	0.297*

** Significant at 0.05 level*

Table 4 reveals that coefficient of correlation between teacher effectiveness and attitude towards creative teaching of secondary school teachers is 0.297 which is significant at 0.05 level of significance. Hence the H_{03} : “*There exists no significant relationship between teacher effectiveness and attitude towards creative teaching of secondary school teachers*” is not accepted.

CONCLUSIONS

On the basis of the findings, we may conclude that:

- There exists no significant difference in the teacher effectiveness of the regular and contractual secondary school teachers.
- There exists no significant difference in the attitude towards creative teaching of the regular and contractual secondary school teachers
- There exists significant relationship between teacher effectiveness and attitude towards creative teaching of secondary school teachers.

EDUCATIONAL IMPLICATIONS

Findings of the study reveal that there exists significant positive relationship between teacher effectiveness and attitude towards creative teaching of secondary school teachers. The teacher effectiveness plays a major role in the development of the learners so the teachers should always try to enhance their teaching effectiveness. The study recommends that the teacher education and training institutions of the central and state government for promoting creative activities for enhancing the teacher effectiveness.

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