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CREATIVITY OF PRIMARY SCHOOL TEACHERS

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ABSTRACT :

In today's world, creativity is fundamentally important for our personal, social, economic and cultural well beings. For the individual, creativity is a central part of what it is to be human. Unless one helps young people to develop their innate desire to be creative and their capacity to create, one fails to educate them as whole and complete individuals. In this context, the study was aimed to find out the creativity of primary school teachers. Survey method was adopted. A random sample of 700 primary school teachers in Tirunelveli district was selected. Divergent Production Abilities (Creativity) Battery developed by K.N. Sharma (1987) was used to collect the data. Data was analyzed by percentage analysis and t-test. Findings showed that there is no significant difference between male and female primary school teachers in their creativity; and there is significant difference between Tamil and English medium primary school teachers in their creativity.

KEYWORDS : personal, social, economic and cultural.

INTRODUCTION

What makes an individual successful are not necessarily the wealth that he or she possesses or the community they are born into or the physical strength, but the intellectual superiority and the creative acumen. It is the creative minds that have ruled the world one way or other. It is the creative people who have survived the ages with a lasting impact upon millions of people to come. All the masterpieces in painting, sculpture, dance, drama, prose, poetry, music and architecture are the results of creative minds. But more than that, creativity benefits the individual himself. It develops an individual's personality. A creative person can easily become self-confident by building up other essential personality traits like initiative, originality and leadership. The education that is taught today appears to be content developing mere rote learning. As a result, thousands of graduates come out of the universities year after year, but without anything original to contribute to the society, not even to their families. According to Guilford (1974), "creativity is the key to education in its fullest sense and to the solution of most serious problems". Therefore, education to be more meaningful and relevant than what it is today, needs to inculcate creativity as a value and way of life to the students. If that is to be done, the teachers must be creative themselves.

NEED FOR THE STUDY

A creative teacher will not be satisfied with the students' grasp of facts and their recall, but the diverse ways of arriving at facts, by deduction, induction, problem-solving, discussion, experimentation and observation. Creative teachers will not be contented with merely telling the facts, but will require of them a

judgment on the facts and the use of these facts that can be put to use for the betterment of their own lives and that of others. They will try to make the pupils not just conformists or imitators, but as people who think for themselves. They will guide the students' creative efforts without imposing their will on them. Teaching is an inherently creative process. The most powerful way to develop creativity in the students is to be a role model. The teacher must create more opportunities for students to recognize and develop their creativity. To be a developed personality in all the dimensions of intelligence, one needs creativity.

A well equipped and a resourceful teacher can only create many opportunities to the tiny tots to exhibit their talents and creativity. Only a committed teacher can understand the needs of the students and provide the child ample and apt opportunities to exercise his/her creative talents. So a teacher's role is very crucial in molding the personality, thus shaping the career of the student. The teacher is the right person to understand the abilities of the child and assign duties. Only a teacher of committed nature can assist a child developing his/her creative side. If a teacher is ready to spend little more fruitful time with the child, he can become a very good inspiration to the child. Being very thoughtful of the above discussion, the investigator prepared his mind to study the creativity of primary school teachers

OBJECTIVES

- To find out the level of creativity of the primary school teachers.
- To find out the differences, if any, in the creativity of primary school teachers with respect to the following background variables: gender and medium of instruction.

HYPOTHESES

1. There is no significant difference between male and female primary school teachers in their creativity.
2. There is no significant difference between Tamil and English medium primary school teachers in their creativity.

METHODOLOGY

Survey method was used to study the creativity of primary school teachers. The population consisted of the primary school teachers of Tirunelveli district. 700 primary school teachers were taken for this study by using simple random sampling technique.

Tool

- Divergent Production Abilities (Creativity) Battery developed by K.N. Sharma (1987).

DELIMITATIONS OF THE STUDY

1. The study is conducted in higher secondary schools only.
2. The area chosen for conducting the study was only in Tirunelveli district.
3. The study was conducted on a population of 700 primary school teachers only.
4. Only the limited variables namely gender and medium of instruction were taken.

ANALYSIS OF DATA

Table 1: Level of Creativity of Primary School Teachers with respect to Gender and Medium of Instruction

Variable	Category	N	Low		Moderate		High	
			N	%	N	%	N	%
Gender	Male	245	39	15.9	151	61.9	55	22.4
	Female	455	48	10.5	316	69.5	91	20.0
Medium of Instruction	Tamil	455	53	11.6	285	62.6	117	25.7
	English	245	34	13.9	182	74.3	29	11.8
Total Sample		700	87	12.4	467	66.7	146	20.9

(Low = Below 40; Moderate = Between 40-60; High = Above 60 from the 'T' Scores)

From Table-1, it is inferred that 15.9%, 61.9% and 22.4% of the male teachers have low, medium and high level of creativity respectively. 10.5%, 69.5% and 20% of the female teachers have low, medium and high level of creativity respectively.

11.6%, 62.6% and 25.7% of Tamil medium school teachers have low, medium and high level of creativity respectively. 13.9%, 74.3% and 11.8% of English medium school teachers have low, medium and high level of creativity respectively.

12.4%, 66.7% and 20.9% of total primary school teachers have low, medium and high level of creativity respectively.

Table 2: Creativity of Primary School Teachers based on Gender

Creativity and its Dimensions	Male (N=245)		Female (N=455)		t-value	Remark
	Mean	SD	Mean	SD		
Word fluency	1.84	0.784	1.89	0.779	0.694	Not Significant
Ideational fluency	2.44	1.150	2.41	1.099	0.402	Not Significant
Associational fluency	1.84	0.784	1.89	0.779	0.694	Not Significant
Expressional fluency	2.44	1.150	2.41	1.099	0.402	Not Significant
Spontaneous flexibility	1.84	0.784	1.89	0.779	0.694	Not Significant
Adaptive flexibility	2.44	1.150	2.41	1.099	0.402	Not Significant
Originality	1.84	0.784	1.89	0.779	0.694	Not Significant
Elaboration	2.44	1.150	2.41	1.099	0.402	Not Significant
Creativity	17.16	5.964	17.19	5.572	0.060	Not Significant

(At 5% level of significance the table value of 't' is 1.96)

From Table-2, the t-values that there is no significant difference between male and female primary school teachers in their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous flexibility, adaptive flexibility, originality, elaboration and creativity.

Table 3: Creativity of Primary School Teachers based on Medium of Instruction

Creativity and its Dimensions	Tamil (N=455)		English (N=245)		t-value	Remark
	Mean	S.D	Mean	S.D		
Word fluency	2.00	0.832	1.64	0.614	6.339	Significant
Ideational fluency	2.51	1.132	2.25	1.067	3.071	Significant
Associational fluency	2.00	0.832	1.64	0.614	6.339	Significant
Expressional fluency	2.51	1.132	2.25	1.067	3.071	Significant
Spontaneous flexibility	2.00	0.832	1.64	0.614	6.339	Significant
Adaptive flexibility	2.51	1.132	2.25	1.067	3.071	Significant
Originality	2.00	.832	1.64	0.614	6.339	Significant
Elaboration	2.51	1.132	2.25	1.067	3.071	Significant
Creativity	18.04	5.834	15.58	5.104	5.790	Significant

(At 5% level of significance the table value of 't' is 1.96)

From Table-3, that there is significant difference between Tamil and English medium school teachers in their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous flexibility, adaptive flexibility, originality, elaboration and creativity. While comparing the mean scores of Tamil and English medium school teachers, Tamil medium school teachers have more creativity than English medium school teachers.

DISCUSSIONS AND RECOMMENDATIONS

1. It is learnt from the findings of the present investigation that the Tamil medium primary school teachers are better than the English medium primary school teachers in their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous flexibility and creativity. It is evident that the primary school

teachers who have chosen Tamil as their medium of instruction may be from Tamil medium schools in which they might have been given variety of activities in terms of vocabulary, creative projects, individual work, word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous flexibility and creativity. This may be due to the teachers who receive instructions in their mother tongue Tamil may understand the subject, concept and the terms clearly and express freely than the teachers who receive instructions in English.

2. Digital library, language laboratory and e-learning facilities may be provided for improving creativity of the primary school teachers. Teaching is reaching. It takes place when there is a mutually receptive mood. So the communication ability and expressions are very important. Constructing the sentences creatively to express one's view is very important in teaching. This is possible by having the above mentioned facilities in the schools.

3. Primary school teachers may be trained to prepare creativity skill-based software materials. Preparation of packages creatively according to the needs of the learners helps the teachers to develop their students' academic achievement and to acquire the skill of developing software.

4. Co-curricular and extra-curricular activities to express their creativity may be given to the primary school teachers. Utilization of language laboratory, training in spoken English, experiments, cultural programmes, sports and games, projects, community camps, extension lectures, SUPW work, library work, club activities, assignments are a few co-curricular and extra-curricular activities. This will obviously enhance their level of emotional maturity and creativity and directly influence their academic achievement.

SUGGESTIONS FOR FURTHER RESEARCH

1. Creativity and self-efficacy on the achievement of college students may be investigated.
2. Relationship between creativity and socio-psychological factors of higher secondary students may be studied.
3. Influence of creativity and cognitive styles on academic achievement of student teachers may be studied.

CONCLUSION

Teaching is a complex set of task which demands the ability to understand, to communicate, to inspire and to motivate the students. The teachers need to equip themselves with essential skills in developing values, maturity, intelligence, enthusiasm, friendliness, personality, creativity, sense of humor and empathy. Generally, the skill-based activities related to teaching are performed through creativity as the teacher assumes multifarious roles. The professional efficiency and professional ethics of a teacher is directly related to creativity. So the students' academic achievement needs creativity of their teachers for its quality and better outcome. The findings of the present study reveal that creativity of primary school teachers. This is an important area of investigation as it has implications for future researches and recommendations.

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