



# REVIEW OF RESEARCH

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## CREATIVITY AMONG SCHOOL TEACHERS OF SIRSA DISTRICT

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### ABSTRACT:

The study was undertaken to examine the creativity of school teacher of Sirsa district data was collected by random sampling technique from a sample of 100 teachers of rural and urban areas. The tool used in this study was Baqer Mehdi's test of creativity. The data analyzed by employing Mean, S.D. t test for find out the results. Result showed that all teachers have same quality of creative teacher. It was found that there is no significant differences between creativity of male and female background rural and urban areas according to there teaching effectiveness.



**KEYWORDS:** Creativity, Teaching, Teaching Effectiveness.

### INTRODUCTION:

The term Creativity may involve a highly rigorous and reflective activity as a scientist or a mathematician undertakes when he attempts to solve a complex problem. He may spend hours or days juggling mathematical formulas, drawing diagrams or viewing and reviewing the alternatives or merely imagining various ways in which the problem could be solved.

Creative may be defined as a new and unique way of conceptualizing the world around us. The emphasis on the word "new" is the essence of Creative. A creative thinker whether in

arts and language, science or technology intends to create something new. The visual artist may try to express emotional feelings, compassion and empathy in a new way through his product. Creative in arts and sciences involves a considerable amount of unconscious rearrangement of symbols. The thinker at first makes a little progress, he faces some obstacles in the way of carrying over the process, but then, perhaps triggered by a fortuitous set of circumstances a "new idea" seems to "bubble up" into the awareness (at conscious mind), in a seemingly spontaneous manner. The sudden appearance of new idea is called insight. It is the "Aha experience" or the "Eureka" – the Greek name as used

by Archimedes meant for "I have found it" – feeling of the scientist who suddenly thinks of the solution. In a similar way, a number of creative people report that after conscious thought has failed them, insight suddenly appears when they are doing something completely unrelated to the problem. Thus, insight seems to be significantly related to the process of Creative which blossoms in the field to which the problem of the thinker belongs.

### DIMENSIONS OF CREATIVITY

While diver gent thinking is similar to de Bono's lateral thinking, we need to understand better what capabilities are needed to engage in productive

divergent thinking. Several capabilities identified by researchers constitute creative intelligence. The dimensions of creative intelligence are:

- (i) Flexibility
- (ii) Fluency
- (iii) Originality
- (iv) Elaborations

### Flexibility

The ability to provide a large variety of solutions, to respond to a problem from a variety of viewpoints, and to use a variety of approaches in problem solving is another important ability. Another person may list a large variety of uses such as bricks as weapons, as stepping stones in mud, as doorsteps, as engraving material, as support for shelves, etc.

### Fluency

Fluency measures a person's ability to come up with a number of solutions to a given problem. Ideationally fluent persons tend to come up with a greater variety of solutions as well as with a larger number of unusual solutions than persons that are ideationally not fluent.

### Originality

It is the faculty that helps one see the possibilities for perspective painting by measuring the angles subtended in the eye by objects. And finally, it is the faculty that helps a poet to see neckties as the tethers of civilization, or rivers as the arteries of God.

### Elaboration

The ability to elaborate on a theme has been recognized as a significant creative ability. It is the difference between a legend and Shakespeare's dramatic version of it, or between an insight that capitalist economies get stuck with recessions and the full-fledged Keynesian general theory of economic equilibrium or between the idea that man has considerable creative potential and a full-fledged training programme for increasing creativity, or between the notes of a raga and its elaboration in the phase called *alaap*. The ability to elaborate is indispensable in putting a creative idea to work.

### Review of Related Literature

**Zheng Fang, Xianxuan Xu, Leslie W. Grant, James H. Stronge & Thomas J. Ward (2016)** The findings of this exploratory study highlight long-term orientation value from Hofstede's national culture dimensions and tradition versus secular-rational values from the WVS as the most significant predictors of student academic achievement. A series of 12 regression analyses indicated significant relationships among student achievement, creativity, and economic productivity with models explaining between 19.9% and 76.0% of the variance among countries.

**Lindsey Carruthers, Rory MacLean & Alexandra Willis (2018)** Results suggest that there is no consistent relationship between creativity and attention, and past studies that linked creativity to attention, having used just one or two measures, may be premature in their conclusions.

**Jiajun Guo, Shengjie Lin & Yawei Guo (2018)** Results indicated that only children exhibited significantly higher abilities in visual imagination (line meaning) tasks than children with siblings. Further, testing revealed that only daughters exhibited the highest abilities, both in visual imagination (line meaning) and creative problem solving (real-world problems), as compared to other sibling constellation groups. Specifically, only daughters scored higher than later daughters in visual imagination. They also showed higher abilities than first sons in both types of creative potential tests. Implications are further discussed in the paper.

### Justification of the Study

Although sufficiently large number of researches have been conducted on creativity in teachers, but a very few are being studied in India. Creativity also concerned with intelligence. In the present study the main objective is to explore the relationship between male and female, rural and urban teachers' creativity. The study will help the teachers and policy makers to the relationship of creativity. It gives the valid results of relationship between whether higher effective teacher is highly creative and vice-versa. It will also help to find out the factors responsible for creativity.

### Statement of the Problem

Creativity among School Teachers of Sirsa District

### Operational Definition of the Statement

**Creativity:** To creative or create new solutions to a problem. Whenever there is out of thinking it is called as exceptional creative thinking.

### Objectives of the Study

1. To study the significant difference in overall creativity of school teachers according to gender basis.
2. To study the significant difference in overall creativity of school teachers according to background (Rural and Urban) basis.

### Hypotheses of the Study

1. There is no significant difference in overall creativity of school teachers according to gender basis.
2. There is no significant difference in overall creativity of school teachers according to background (Rural and Urban) basis.

### Delimitations

1. The study was delimited to Sirsa district only.
2. The study was delimited to secondary teachers only.
3. The study was delimited to a sample size of 100 teachers only due to limited time availability.

### METHODOLOGY

Descriptive survey method was used to collect data.

### Tool Used

Baqer Mehdi Verbal Test of Creativity was used to calculate the data.

### Statistical Technique

Mean, S.D. and t test was used to analys the data.

### Analysis and Interpretations of Data

#### Hypothesis - 1

**There is no significant difference in overall creativity teachers according to gender basis.**

A comparison of mean scores of creativity of teachers according to gender basis was made. It was found that there is no significant difference in the scores of creativity on gender basis.

**Table-1**  
**'t' test on creativity on the basis of gender**

Gender	N	Mean	S.D.	t	Sig (2-tailed)
Male	33	147.030	21.733	0.486	0.628
Female	67	150.936	16.828	0.485	0.629

Not significant at the 0.05 level.

Table-1 shows difference between overall creativity of teachers based upon gender. It can be clearly seen that there is no significant difference in the creativity of teachers based upon gender. Thus, the hypothesis that there is no significant difference in creativity of teachers based upon gender can be accepted as the t-value obtained is less than 0.05 level.

### Hypothesis - 2

**There is no significant difference in overall creativity teachers according to background (Rural and Urban) basis.**

A comparison of mean scores of creativity of teachers according to background (rural and urban) basis was made. It was found that there is no significant difference in the scores of creativity on background basis possessed by them.

**Table-2**  
**'t' test on creativity on the basis on background (rural and urban)**

Background	N	Mean	S.D.	t	Sig (2-tailed)
Rural	44	309.636	28.38	0.989	0.325
Urban	56	306.89	27.70	0.907	0.369

Not significant at the 0.05 level.

Table-2 shows difference between overall creativity of teachers based upon background. According to table there is no significant difference in the creativity of teachers based upon background. Thus, the hypothesis that there is no significant difference in overall creativity according to background can be accepted as the t-value obtained is less than 0.05 level.

### MAIN FINDINGS

- On the basis of t-test, there is no significant difference in creativity of male and female according to their teaching effectiveness.
- On the basis of t-test, there is no significant difference in creativity according to their background (rural and urban).

### EDUCATIONAL IMPLICATION OF THE STUDY

The present study showed that effective teacher possesses high level of creativity. Researchers found that more creative teachers considered all learning activities valuable for fostering the creativity of children. Creative teacher uses new teaching methods and techniques for effective teaching. They develop new methods of teaching according to the children and their learning problems. Most creative teachers are very passionate about their work. More creation means more effective teaching. Every educational institute wants creative staff for their institution. The results of the study shows that teaching effectiveness of the teachers depend upon the creativity i.e. fluency, flexibility, originality and the total creativity. Educational planners and management should chalk out the program to nourish the creativity to teachers and to inspire them to come forward to lead the nation ahead.

### SUGGESTIONS FOR THE FURTHER STUDIES

- The present study was carried upon the 100 teachers of some specific schools of Sirsa Distt. In order to have more conclusive results, the study needs to be carried out a larger sample from various colleges or universities. Such efforts will help to confirm the results.
- The present study can be replicated by taking teachers of different age groups.
- The study can be calculated by taking into account rural and urban areas.

- A study of arts and science stream student can be carried out in relation to their creativity and teaching effectiveness.

## CONCLUSION

Creativity is not a process that can be learned in a single project. We think creativity is something that you have or don't have but it can also be learned step by step starting from kindergarten. The way of education in school has a big effect on person's creativity. Different projects and presentations give us a chance to improve our creativity skills. The most outstanding characteristic of any research is that contribute something to the development of the area concerned. The present study has its educational implications related to the creativity in relation to their teaching effectiveness. The finding of present study revealed that creativity is positively correlated with teaching effectiveness. The results of the study shows that teaching effectiveness of the teachers depend upon the creativity i.e. fluency, flexibility, originality and the total creativity.

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