

Attitude of Teachers Towards Creative Teaching in Wokha Town

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Abstract

Attitude navigates behaviour and teachers' attitude towards creative teaching is considered to bring significant change in teaching-learning process. This investigation has been carried out in Wokha District, Nagaland State, India with an objective to study the attitude of teachers towards creative teaching. All teachers, irrespective of Private school or Government schools in Wokha Town were considered as the population of the study, however, 115 Teachers were randomly selected as the respondents. Descriptive research design was adopted for the study, and data were collected by the use of questionnaire containing 24 statements. Statistical techniques like mean, standard deviation, t-test and ANOVA were used for the study. The findings of the study revealed significant difference between private and government schools in 'receptive' dimension of attitude of teachers towards creative teaching. Comparison of mean score revealed significant difference among the four pedagogies with regard to dimension on 'innovation' and 'empathy'. With regard to the overall calculated t-value, no significant difference was found in the attitude of teachers towards creative teaching on gender and management. The overall calculated F-value revealed no significant difference among the four pedagogies on attitude of teachers towards creative teaching.

Keywords: Creative, Teachers, Attitude, Teaching, Wokha, Nagaland

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1. Introduction

The importance of creativity cannot be ignored in every aspect of human life. Conceptually, creativity is the capacity to generate new ideas grounded on thoughts (Antonis, 2021). Torrance (1966) defined creativity as the capability to sensitively and originally face challenges. All invention and discoveries revolve around creative process. Creativity has propelled society to undergo rapid changes in every field, including education. As education serves as the most powerful tool in catering to the needs of society, the importance of creativity in teaching cannot be overlooked. Plucker et al. (2004) defined creativity as, "creativity is the interaction among aptitude, process and environment by which an individual or group produces a perceptible product that is both novel and useful as defined within a social group." Many researchers have proved that human beings have the tendency to develop creative potential if provided with the right kind of educational environment.

The accomplishment of any education system rest on the ability and commitment of a teacher, who is the foundation arch of education. "The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage." (NCTE,1998). The education commission (1964-66) also rightly emphasized the role and significance of a teacher in the following words, 'of all the different factors that influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly significant.' Teaching is not only considered to be the noblest of all profession but also treated as one of the most important professions of a civilized society. Radhakrishnan has rightly quoted, "Teachers place in the society is of vital importance. He acts as

the pivot for the transmission of intellectual, traditional and technical skills from generation to generation and helps to keep the lamp of civilization burning.” Therefore, teacher’s role in the society cannot be ignored. The responsibility of teachers stretches across students’ success, reformations and advancement of educational programs. Teachers’ role in today’s milieu has gone beyond teaching. It is multifaceted which implies that besides teaching he should also be aware of learner characteristics, learning process and requisite skills to be able to obtain fruitful educational outcome fostering holistic development.

Attitude which governs the actions of a person strongly influence diverse occupations including teaching. Allport (1935) defined attitude as, “Mental or neural state of readiness, organized through experiences, exerting a directive or dynamic influence upon the individual’s response to all the objects with which it is related.” The way a person communicate with the world can be judged by his attitude. In fact, attitude supplies principles on the basis of which choices are made which eventually regulate our attractions or repulsions towards a thing or an object. Thurstone (1946) defined attitude as degree of negative or positive affect associated with some psychological object. Teachers attitude directly impacts students cognitive, affective and social development (Kahveci,2023). The prominence of attitude in teaching therefore cannot be ignored as it plays a key factor in nurturing students learning.

In teaching and learning process, creative teaching is considered to be a necessity. It is a process where teachers deliver curricula that are innovative, maintain positive relationship with students and adapt teaching strategies that cater the needs of the students so that meaningful transfer of knowledge and experiences can take place. Ismayilova & Laksov (2022) regarded creative teaching as a skill to retain students’ attention in learning, in solving problems during difficult settings and to bring in innovation into their teaching. Creating a fun and exciting environment for the students in learning is creative teaching according to Bendangyapangla & Kiso (2023). It makes learning interesting, realistic and stimulating. A teacher, in order to retain the attention of the students and to remain motivated in the classroom, needs to be creative in teaching. Teachers creative teaching can trigger students creative thinking.

In creative teaching, learning the subject is considered secondary instead learning how to learn is considered to be the primary focus. Creative teaching will give less prominence on syllabus that are rigid, fixed set of textbooks and examinations that are based on routine system. It allows students to take initiative of their learning where necessary guidance and directions will be provided. The 21st century demands teaching to be more than just an instructor. Today’s classroom is filled with learners who need someone to look out for them, give them advice, motivation and a listening ear and in order to fulfill this, a teacher needs to relentlessly update his knowledge and skills with current educational trends and be receptive to new ideas. Qualities of creative teaching includes originality, curiosity, fluency in ideas, imagination power and empathy. Creative teachers will therefore teach in a way that will ignite not only the curiosity level of the students but will also present genuine and unique content thereby giving different kind of experience to the learners which will eventually nurture students’ creativity. Creative teacher will resort to divergent thinking encouraging students to view problem from many perspectives and to come up with different ideas and solutions.

Teacher’s attitude towards creative teaching sets the quality for the entire learning progress. To Nurture and utilize the capabilities of the students to the fullest, the creative urge of the students must be stimulated and cultivated by the teacher, and for this to happen, the teacher should have an attitude that ignites the creativity of the students bearing in mind their needs and interest. Every learner encompasses an urge to know and learn; they just need to be molded and directed on the right track. NEP 2020 clearly emphasized that children should be taught not only how to learn, but more importantly to learn how to learn (NEP 2020, p iii). Warm and sincere teacher’s upturns creativity possibility among the learners (Gupta & Jan, 2018). Teachers attitude directly impacts growth of creativity (Kaur,2015). As teacher’s attitude plays a huge role in the teaching and learning process, it is important to assess the attitude of teachers towards creative teaching.

Kaur (2015) investigated ‘attitude of B. Ed students towards creative teaching in relation to certain background variables.’ Significant differences were found in attitude of B. Ed students towards creative teaching with regard to

locality and stream of study whereas no significant difference was found with respect to gender. Katoch (2017) conducted a study on 94 secondary school teachers to find out their attitudes towards creative teaching and the result showed no significant difference in attitude towards creative teaching with regard to gender and management. Sharma & Yadav (2021) revealed no significant difference in secondary school teacher's attitude towards creative teaching with regard to gender and management. Muhammad, Shah & Saleem (2022) conducted on curiosity and teacher's creativity where data was collected using Likert 5-point scale. The results revealed that curiosity has a link to creativity of teachers in schools. Bendangyapangla & Tepusa (2023) investigated 'school teachers' attitude towards creative teaching' and findings revealed that majority of school teachers have average level of attitude towards creative teaching and no significant difference were found with regard to gender, management, age and teaching experience.

2. Objectives of the study

- i. To know the level of attitude of teachers towards creative teaching.
- ii. To compare the attitude of teachers towards creative teaching on the basis of gender, management and pedagogy.

3. Hypotheses

- i. There is no significant difference in the attitude of male and female teachers towards creative teaching.
- ii. There is no significant difference in the attitude of teachers from government and private schools towards creative teaching.
- iii. There is no significant difference in the attitude of teachers towards creative teaching belonging to different pedagogies.

4. Methodology

The population of the study comprised of all teachers from Wokha district. Descriptive survey method was employed and 115 teachers were randomly selected (45 teachers from government schools and 70 from private schools). Self-constructed tool on 'Attitude towards creative teaching' was developed by the researcher and split-half reliability was established for the whole inventory through odd and even method and the reliability coefficient were estimated by using cronbach alpha (α). Likert 5-point scale was used in preparing the items and the final item consists of 24 statements which comprised of 23 positive items and 1 negative item respectively. The scores of 'positive statements were scored as 5, 4,3,2,1 and to the negative items as 1, 2,3,4,5 sequentially. Statistical techniques such as mean, standard deviation, t-test and ANOVA were used to find out the significant differences with regard to gender, management and pedagogy.

5. Analysis and interpretation of data

The analysis and interpretation of data is presented according to the objectives of the study.

Objective 1: To know the level of attitude of teachers towards creative teaching.

Table 1: Distribution of the total sample of attitude of teachers towards creative teaching

	Attitude towards creative teaching			
	Low	Average	High	Total
Male	0(0)	2(9.09)	20(90.90)	22(100)
Female	0(0)	8(8.60)	85(91.4)	93(100)
Total	0(0)	10(8.7)	105(91.3)	115(100)

Figure in the parenthesis indicates percentage.

Table 1 reveals the overall attitude towards creative teaching indicating that 91.3% of teachers have high level of attitude towards creative teaching where 90.9% of the male teachers and 91.4% of the female teachers have high level of attitude towards creative teaching. From the result obtained it has been observed that majority of both male and female teachers have high level of attitude towards creative teaching.

Objective 2: To compare the attitude of teachers towards creative teaching on the basis of gender, management and pedagogy.

Table 2: Gender Wise-Mean, SDs, and t-value of attitude towards creative teaching dimensions

Dimensions of Attitude towards creative teaching	Gender	N	M(SD)	t-test	Remarks
Motivation	Male	22	25.05(2.554)	.197	Not sig
	Female	93	25.16(2.464)		
Inquisitiveness	Male	22	15.95(2.149)	.673	Not sig
	Female	93	15.65(1.886)		
Continuous assessment	Male	22	21.27(2.051)	1.68	Not sig
	Female	93	20.42(2.159)		
Empathy	Male	22	24.82(2.630)	.819	Not sig
	Female	93	25.28(2.314)		
Receptive	Male	22	7.91(1.337)	.062	Not sig
	Female	93	7.89(1.078)		
Innovation	Male	22	8.18 (1.332)	.491	Not sig
	Female	93	8.31(1.063)		
Attitude towards creative teaching	Male	22	103.87(9.343)	.230	Not sig
	Female	93	102.71(8.487)		

Table 2 shows the calculated t-value of the dimensions of attitude towards creative teaching of secondary teachers and no significant differences were found in the mean scores. This implies that the hypothesis, **“There is no significant difference in the attitude of male and female teachers towards creative teaching”** is accepted. It infers that gender does not play any significant role on the attitude of male and female teachers towards creative teaching.

Table 3: Management Wise-Mean, SD, and t-value of attitude towards creative teaching dimensions

Dimensions of Attitude towards creative teaching	Management	N	M(SD)	t-test	Remarks
Motivation	Government	45	25.60 (2.209)	1.615	Not sig
	Private	70	24.84(2.597)		
Inquisitiveness	Government	45	15.49(1.93)	.958	Not sig
	Private	70	15.84(1.94)		
Continuous assessment	Government	45	20.31(2.44)	1.084	Not sig
	Private	70	20.76(1.95)		
Empathy	Government	45	24.98(2.47)	.772	Not sig
	Private	70	25.33(2.31)		
Receptive	Government	45	7.56(1.216)	2.664*	sig
	Private	70	8.11(1.209)		
Innovation	Government	45	7.93(1.195)	1.056	Not sig
	Private	70	8.51(1.004)		
Attitude towards creative teaching	Government	45	101.87(8.823)	.931	Not sig
	Private	70	103.40(8.491)		

* Value of significance at 0.05

Table 3 reveals the calculated t-value of the dimensions of attitude towards creative teaching. The comparison of mean scores suggests no significant difference between government and private schools with respect to motivation, inquisitiveness, continuous assessment , empathy and innovation dimensions of attitude towards creative teaching whereas with regard to dimensions of ‘receptive’ there is significant difference between private and government schools with private schools having higher mean scores (M=8.11) suggesting that teachers teaching in private schools exhibits higher level of receptivity than teachers from government schools (M=7.56). The last section of the table presents the calculated t-value of overall attitude of teachers towards creative teaching

which is not significant (t - test =.931). Therefore, the hypothesis, **“There is no significant difference in the attitude of teachers from government and private institutions towards creative teaching”** is accepted. It implies that management does not play any significant role on attitude of teachers towards creative teaching.

Table 4: Pedagogy Wise-Mean, SD, and F-value of attitude towards creative teaching dimensions

Dimensions of Attitude towards creative teaching	Pedagogy	N	M(SD)	F- value	Remarks
Motivation	Science	19	25.53 (2.6)	0.25	Not sig.
	S/S	63	25.54 (9.1)		
	Mathematics	3	24.67 (8.1)		
	English	30	25.20 (7.3)		
	Total	115	25.14 (8.6)		
Inquisitiveness	Science	19	15.47 (2.6)	0.73	Not sig.
	S/S	63	15.56 (2.1)		
	Mathematics	3	16.0 (1.7)		
	English	30	16.13 (1.5)		
	Total	115	16.7 (1.9)		
Innovation	Science	19	8.89 (0.73)	2.6*	Sig.
	S/S	63	8.35 (0.97)		
	Mathematics	3	8.33 (1.52)		
	English	30	8.83 (1.02)		
	Total	115	9.57 (0.98)		
Continuous assessment	Science	19	20.42 (2.4)	1.4	Not sig.
	S/S	63	20.30 (2.2)		
	Mathematics	3	21.67 (1.2)		
	English	30	21.17 (1.9)		
	Total	115	20.58 (2.2)		
Empathy	Science	19	25.11(2.2)	2.8*	Sig
	S/S	63	24.71(2.5)		
	Mathematics	3	26.67 (3.1)		
	English	30	26.10 (2.1)		
	Total	115	25.19 (2.4)		
Receptive	Science	19	7.89 (1.1)	1.09	Not sig.
	S/S	63	7.75 (1.2)		
	Mathematics	3	8.00 (1.1)		
	English	30	8.2 (1.1)		
	Total	115	7.90 (1.2)		
Total score	Science	19	102.47(8.86)	1.5	Not sig.
	S/S	63	101.54(9.1)		
	Mathematics	3	104.67(8.2)		
	English	30	105.47(7.3)		
	Total	115	102.80(8.6)		

*Value of significance at 0.05

Table 4 shows the calculated F-value for attitude of teachers towards creative teaching with pedagogy. With regard to various dimensions on attitude of teachers towards creative teaching, the findings revealed no significant difference among the four pedagogies with the various dimensions namely motivation, inquisitiveness, continuous assessment and receptive. Comparison of mean score revealed significant difference among the four pedagogies with regard to dimensions on ‘innovation’ ($F=2.6$, $Sig=.054$) ‘empathy’ ($F=2.8$, $Sig=.041$).

The last section of the table reveals the calculated F-value of overall attitude towards creative teaching with respect to pedagogy which is not significant. Therefore, the hypothesis, **“There is no significant difference in the attitude of teachers belonging to different pedagogies towards creative teaching”** is accepted. It may

be inferred from the study that pedagogy does not play any significant role in the attitude of teachers towards creative teaching.

6. Findings

Attitude of teachers towards creative teaching in Wokha Town has been presented in this paper. The study reveals that:

- i. Majority of male and female teachers have high level of attitude towards creative teaching.
- ii. There is no significant difference in the attitude of male and female teachers towards creative teaching.
- iv. No significant difference was found between government and private schools with respect to motivation, inquisitiveness, continuous assessment, receptive and innovation dimensions of attitude towards creative teaching whereas significant difference was found between private and government schools with regard to 'receptive' dimension. The overall calculated t-value shows no significant difference in the attitude of teachers from government and private institutions towards creative teaching.
- iv. Comparison of mean score revealed a significant difference among the four pedagogies with regard to dimensions on 'innovation' and 'empathy'. With respect to various dimensions namely motivation, inquisitiveness, continuous assessment and receptive, no significant difference was found. However, the overall calculated F- value revealed no significant difference in the attitude of teachers belonging to different pedagogies towards creative teaching.

7. Discussion and conclusion

The present study reveals that teachers' attitude towards creative teaching in Wokha Town is high. The study also reveals that no significant differences were found in attitude of teachers towards creative teaching with regard to gender and management. However, significant difference between private and government schools with regard to dimensions of 'receptive' with private schools having higher mean scores ($M=8.11$) suggesting that teachers teaching in private schools exhibits higher level of receptivity than teachers from government schools ($M=7.56$). The study also exhibited that significant differences were found among the four pedagogies with regard to dimensions on "innovation" and 'empathy'.

The way students learn relies on the attitude of teachers towards teaching. Teaching has to be done in a way that inspires and motivates students to learn. It is said that "Great teachers are not born, but made" (Candal, 2015). To be creative in teaching a teacher has to continuously put effort to bring out useful ideas so that he can stimulate the interest and curiosity of the students.

There are various tasks defying the teachers, such as dealing students with different capabilities and abilities, classroom management, initiating and participating in other activities, pressure to finish the syllabus on time, evaluating students' progress, etc. All these have become a challenge for the teacher but with right attitude and with dedication towards teaching, a teacher can find ways and means to cultivate a habit that will develop interest in learning and eventually enhance learning of the students. Educational institutions, policy makers and practitioners should not turn a blind eye to the contextual characteristics and challenges and intervene as per the needs and suitability of the environment. Encouraging teachers to attend workshops and seminars and also by actively participating in open discussions and debates where curiosity and questioning are valued can enhance the attitude of teachers towards creative teaching. Right kind of motivation and encouragement from the teachers/educators will enable the students to come out of their comfort zone despite their challenges. Innovative ways of teaching should also be introduced by teachers by giving priority to activity-based learning and should enable learning with observation and experience. Administrators should see to it that teachers are properly remunerated to boost the motivation level of the teachers. Administrators should also create safe and conducive environment for both teachers and students for smooth functioning of the institutions.

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