



A STUDY OF ATTITUDE TOWARDS CREATIVE TEACHING OF SCHOOL TEACHERS IN RELATION TO THEIR GENDER AND LOCALE

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Abstract: This research aims to determine the relationship between gender and locale on secondary school teachers' attitudes toward creative teaching. A sample of 100 secondary school teachers from the Ballia district (Uttar Pradesh) was selected through a stratified random sampling method. The **Attitude Scale of Creative Teaching (ASCT)** questionnaire constructed by **Dr. R.P. Shukla** was used to identify the Attitude Toward Creative Teaching of school teachers. Data analysis was done using **SPSS (16)**, and the t-value was employed to analyze and interpret data. Results revealed that there was no significant difference between male and female secondary school teachers of the Ballia district in scores of Attitudes Towards Creative Teaching ($M=103.32$, $M=104.94$, $t = - 0.669$, $P<.01$). In the present scenario, the secondary school teachers (male and female) do not affect scores of Attitudes Towards Creative Teaching. Both Genders were equal in their working and visioning style, so the education system should not be gender biased in the school teachers. The selection procedure should de-emphasize gender factors in the appointment of school teachers. Secondly, the Mean and S.D. of the Attitude Towards Creative Teaching having urban and rural area school teachers were found to be ($M=113.48$, $M=94.78$, $t=12.25$, $P<.01$). This reveals that rural and urban school teachers significantly differ in their Attitudes Towards Creative Teaching. It indicates that urban area secondary school teachers' mean values are higher than rural area school teachers. Further, it means that urban secondary school teachers have a better Attitude Towards Creative Teaching and are more efficient and professional than rural secondary school teachers. The study will help improve the quality of schools/colleges and the education system.

Keywords: Attitude scale of creative teaching (ASCT), Gender, Locale and School Teachers.

Introduction -

Education is the backbone of a progressing nation, and the teachers are the pivot in any education system as he has a pivotal role to perform in this whole process. The success of an educational process depends mainly on the character and ability of the teacher, who is the cornerstone of the arch of education. Education has been recognized as a fundamental right, and it is viewed as a process of human resource development where the knowledge, skills, and capabilities are sharpened to achieve a wide range of objectives. In a democracy, education can be used to give training in good citizenship. It can produce leaders from different walks of life. Under democracy, education makes individuals capable of independent thought, judgment, self-expression, originality, and initiative.

The Education Commission (1964-66) in India has emphasized the importance and role of the 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. Nothing is more important than securing a sufficient supply of high-quality recruits for the teaching profession, providing them with the best possible professional preparation, and creating satisfactory conditions of work in which they can be fully effective. The teacher is said to be a history writer and a nation-builder. Teachers have a significant role to play in any system of education. An ideal teacher takes education as a vocation. He aims at the child's all-around development and prepares him for life. An Effective Teacher To identify an effective teacher, the role and contribution of the teacher to the product of education need to be examined. This implies that a good teacher should know learners' characteristics, learning process, classroom management, and requisite skills to contribute significantly to the educational process's outcome, which is students' growth in the right direction. The role of a Teacher today is to guide and make pupils not merely more informed but better persons and wiser human beings. It is the teacher who cultivates reverence towards the tradition and rich culture of our country. The teacher shows the avenues of reaching spiritual heights and leads to the emancipation of the individual. Teachers educate youth to develop social consciousness, democratic temper, and positive attitudes. Their role is confined to stimulating intellectual faculties and teaching high ideals and thoughts that affect their attitudes and aspirations.

Attitude towards Creative Teaching – Attitudes determine behaviour. A creative attitude towards teaching may be expressed in the teacher's behaviour towards students and teaching methods. The attitude of teachers toward teaching plays a vital role in shaping students' attitudes toward learning. A teacher's attitude toward creativity could influence his actions in the classroom, which becomes critical to student learning. The teacher's attitude regarding creativity and students is relative to attitudes toward learning, which, in turn, has a powerful impact on the atmosphere within the classroom. A favourable attitude towards creativity is likely to prove

helpful to teachers in maintaining harmonious relations with their pupils, characterized by sympathetic understanding and affection. A creative teacher's positive attitude towards the teaching occupation is likely to endorse the creative potentiality of students, while unfavourable ones may demote it. How a teacher performs his duty depends on his attitudes, values, and beliefs. A positive attitude makes the work easier, smoother, more pleasing, and professionally satisfying. A negative attitude makes the creative teaching task harder, more tedious, and distasteful. In addition, a teacher's attitude dramatically affects his behaviour in the classroom and influences the behaviour of his students and colleagues.

The creative teacher's attitude towards the subject and the student is considerable in creating a craving to learn in the students. Gender and type of training are the supreme factors influencing the attitude of the teacher (Oral, 2004; Bozdogan et al., 2007)

Gender is an essential demographical variable considered in school administration. The term gender denotes ascribed roles assigned to a male and female based on their biological differences. Some studies involving gender have suggested that the physical differences between males and females are reflected in their personalities, social relations, and roles. Thus, gender relations can be location-based, meaning that what is acceptable in one society may not necessarily be permitted in the same manner and degree in another culture.

Locale - A place or locality, especially when viewed about a particular event. An area or place, especially one where something extraordinary happens, such as the action in research or characteristic. A rural area or countryside is a geographic area located outside towns and cities. Cities, towns, and suburbs are classified as Urban areas. Typically, Urban areas have high population density, and rural areas have low population density. This article is essential from the perspective of getting a clear distinction between Urban and Rural areas.

Review of Literature –

The research review gives the researcher an idea about the variables to consider along with the research's significance. The researcher reviews the periodicals, abstracts, thesis, research reports, encyclopedias, monographs, research journals, book material, and websites available on the World Wide Web.

Roy. M. (2005) conducted a study on the effect of the Creativity Appreciation Training Programme (CATTP) on the Teachers' attitudes toward creative teaching and learning, and it found that Teachers of High and Higher secondary schools had poor perceptions of creativity and an unfavourable attitude towards creative teaching and learning.

Belagali (2011) study of teacher's attitudes towards the teaching profession in secondary schools in relation to their gender and locality results found that (i) Female teachers have a higher attitude towards the teaching profession in comparison to male teachers, (ii) The urban teachers have a higher attitude towards teaching profession as compared to rural teachers. (iii) Urban teachers have a higher attitude towards the teaching profession dimension of academic, social and psychological compared to rural teachers. **Kaur (2013)** conducted a study on the "Attitude of B.Ed. students towards creative teaching in relation to certain background factors". The study revealed significant results concerning locality and stream on the attitude of B.Ed. Student-teachers towards creative teaching. The results relating to gender are not the significant and negligible difference between means, just by chance factor. Still, other demographical variables significantly impact the attitude towards creative teaching of B.Ed. Student-teachers. Locality is vital as urban teachers get more exposure than rural teachers.

Nautiyal and Kumar (2015) studied the Attitude towards Creative Teaching of Prospective Teachers through teacher education programs About Their subject Stream. They undertook near research to evaluate and measure up to the outlook towards creative teaching of the prospective teacher. Teacher Education Programs impacted male prospective teachers but were insignificant for Female Prospective Teachers. **Gupta, S., & Jan, A. (2013)** assessed and compared the attitude toward creative teaching of B.Ed. Pupil teachers belong to the science and art streams. His resulted in the following conclusions: **1)** There is a significant difference in attitude towards creative teaching of male and female B.Ed. Pupil-teachers. Female B.Ed. Pupil teachers are more favourable to creative teaching than their male counterparts. **2)** There is a significant difference in attitude towards creative teaching of male and female B.Ed. Pupil teachers belonging to the arts stream. Female B.Ed. Pupil teachers of the arts stream have a more favourable attitude towards creative teaching than their male counterparts. **3)** There is no significant difference in attitude towards creative teaching of male and female B.Ed. Pupil teachers are belonging to the science stream. **Sandhu, S. S.)2018(,** a study was undertaken to investigate the significance of differences in attitude towards creative teaching based on the study stream and prospective teachers' locale. The study's results revealed no significant difference in attitude toward creative teaching of rural and urban prospective teachers. **Mundase-Gaur, V. S. (2019)** studied Teachers of the 21st century need to adopt creative teaching methods in the classroom. An increased classroom size, the inception of ICT in teaching, and the status of learners' learning outcomes emphasize the use of creative teaching approaches by teachers. The study revealed an insignificant correlation between CTA and EI of primary teachers. Gender, curriculum type, school locality, type of school, and length of service of primary teachers don't offer any scope for difference in correlation in variables under investigation.

OPERATIONAL DEFINITIONS OF THE VARIABLES –

Attitude towards creative teaching –

According to **Shukla (2012)**, Teachers who have a creative attitude towards teaching are likely to vary their methods of teaching, encourage or stimulate youngsters to venture into the unknown, give problem-solving and application types of examinations, reward creative kinds of responses in class assignments, think of different things for the pupils to do, stimulate their interests and appreciate a sense of humour on the part of students. Attitude towards creative teaching is operationally defined as the total scores obtained by the individual on the **Attitude Scale of Creative Teaching (ASCT)** developed by **Dr. R. P. Shukla (2016)** in the present study, which includes a Likert-type five-point alternative answers tool. It has positive and negative types of items. This inventory consists of 30 items. The reliability coefficient of this tool is 0.67.

Gender

The gender of the proposed investigation shall be referred to as the sex of an individual. In the present research, gender was male and female.

Locale-

An area or place, especially one where something extraordinary happens, such as the action in research or characteristic. A rural area or countryside is a geographic area that is located outside towns and cities. Cities, towns, and suburbs are classified as Urban areas. This research selects the locale from urban and rural area secondary schools of Ballia (Uttar Pradesh) District.

Objectives of the study –

I: To study the effect of gender (male and female) on the Attitude Towards Creative Teaching of school teachers of the Ballia district.

II: To study the effect of locale (urban and rural area schools) on the attitude toward creative teaching of school teachers of the Ballia district.

Hypotheses of the study –

H₀₁: There would not be any significant difference between male and female school teachers of the Ballia district on the score of Attitude Towards Creative Teaching.

H₀₂: There would not be any significant difference between the locale (urban and rural area school) of school teachers of the Ballia district on the score of Attitude Towards Creative Teaching.

Delimitations of the study –

The research study is limited to school teachers of Urban and rural area secondary schools of the Ballia district (Uttar Pradesh) only.

Research Methodology –

Population: This study will be performed on school teachers of urban and rural schools in the Ballia district (Uttar Pradesh) only.

Sample: The sample will be collected by stratified random sampling. A hundred school teachers of urban and rural schools of the Ballia district from the total population will comprise the sample for the present study. The school-wise distribution of the sample is presented in Table 1 below –

Table No: - 1

LOCALE			
URBAN SCHOOLS		RURAL SCHOOLS	
50		50	
MALE	FEMALE	MALE	FEMALE
25	25	25	25

Tools: Tools used for the study will be as follows: -

1) **Dr. R.P. Shukla constructed the attitude scale of creative teaching (ASCT).**

This inventory comprises 30 items; the minimum and maximum possible score range is 30 to 150. The reliability coefficient of this tool is 0.67.

Statistical Analysis

Data analysis was conducted through **SPSS (16)**, which was performed using **t-value**.

Analysis and Interpretation of Data

We have investigated and analyzed data collected concerning these hypotheses using **t-value**.

The summary of this analysis has been presented in Tables 2,3 & 4 below:

I: Summary of t –value for gender on attitude towards creative teaching of school teachers -

Table No. 2 shows the mean scores, standard deviation, and t-value of male & female school teachers on attitudes toward creative teaching.

Table No. – 2

	Gender	Mean	Standard Deviation	N	t - Value
Attitude Towards Creative Teaching	Male	103.32	11.69	50	- 0.67 ^{NS}
	Female	104.94	12.51	50	

NS= Not Significant, (df = 98)

Table No. 2 also depicts that the t-value of - 0.67 (df =98) for gender was not found to be significant. Table No. 2 unveils no significant difference between male and female Principals of the Durg district in scores of personalities (**M=103.32, M=104.94, t = - 0.669, P<.01**). Therefore, the null hypothesis, "There would not be any significant difference between male and female school teachers of the Ballia district on the score of Attitudes Towards Creative Teaching." It is not rejected. So, it is concluded that male and female principals do not show a significant difference in scores of attitudes towards creative teaching. Hence, gender is insignificant in scores of attitudes towards creative teaching of secondary school teachers.

II: Summary of t-value for locale (urban and rural area school) on attitude towards creative teaching of school teachers -

Table No. 3 shows the mean scores, standard deviation, and t-value of locale (urban and rural area school) on Attitude Towards Creative Teaching of school teachers.

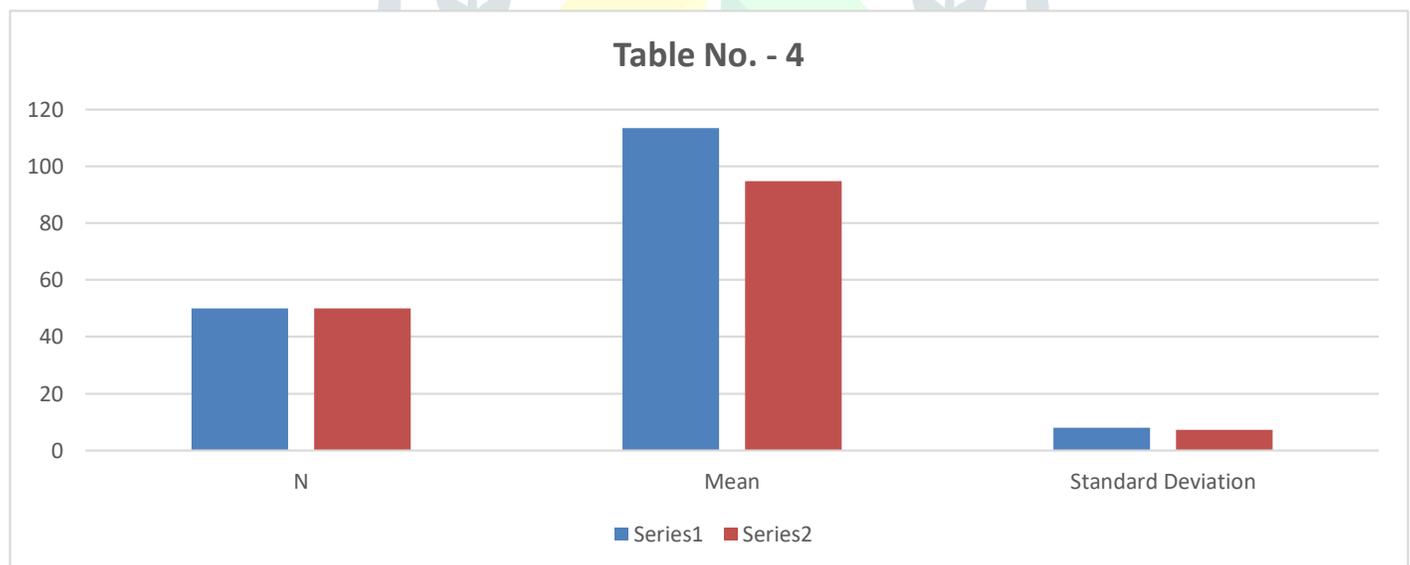
Table No. - 3

	Locale	Mean	Standard Deviation	N	t - Value
Attitude Towards Creative Teaching	Urban	113.48	7.99	50	12.25*
	Rural	94.78	7.25	50	

*Significant level at 0.01, (df=98)

Table 3 also depicts that the t-value of 12.25 (df = 98) for locale (urban and rural area school) was significant at a 0.01 level. It reveals a significant difference between urban and rural area schools on the score of Attitudes Towards Creative Teaching of school teachers ($M=113.48$, $M=94.78$, $t=12.25$, $P<.01$). It indicates that the urban school teachers have higher mean values than rural school teachers. This shows that the urban and rural area school teachers differ significantly in attitude towards creative teaching scores. It indicates that both the means differ significantly. Therefore, the null hypothesis, "There would not be any significant difference between the locale (urban and rural area school) of school teachers of the Ballia district on the score of Attitudes Towards Creative Teaching." is rejected. Thus, it is concluded that urban and rural area school teachers show a significant difference in their scores of attitudes toward creative teaching. Hence, the locale (urban and rural area schools) is significant in the scores of attitudes towards creative teaching of school teachers.

Dependent Variable: Attitude Towards Creative Teaching



Graph **Table No. 4** shows that the mean and S.D. of the teacher's attitude towards creative teaching in urban and rural area school teachers were found to be **113.48 (S.D. =7.99, N=50)** and **94.78 (S.D. = 7.25, N=50)**, this reveals that the attitude towards creative teaching of school teachers with an urban area was higher than with a rural area teachers. It shows that attitudes towards creative teaching are more prevalent among school teachers in urban areas than in rural schools. It can also be concluded that the rural area secondary school teachers'

attitude towards creative teaching was found to be the lowest. Further, the result shows that the attitude towards creative teaching of rural and urban secondary school teachers is unequal. It means urban secondary school teachers have a better attitude towards creative teaching than rural secondary school teachers.

CONCLUSION

We assert that a more precise picture has emerged concerning gender and locale. The research shows that male and female secondary school teachers do not significantly differ in the Attitudes Towards Creative Teaching scores of secondary school teachers. Gender factors should be de-emphasized in the appointment of school teachers as no significant differences existed between male and female school teachers in Attitude Towards Creative Teaching. Secondly, it found that rural and urban secondary school teachers show a significant difference in their scores of Attitudes Towards Creative Teaching school teachers, and it indicates that urban area school teachers' mean values are higher than the mean values of rural area school teachers of Ballia district. This result may lead to the conclusion that urban area secondary school teachers are more efficient than rural area school teachers because the former have to implement the policy.

DISCUSSION -

The school teacher's attitude towards creative teaching constitutes a significant role in the educational system, and the school teacher's attitude towards creative teaching will affect the smooth running of the school. The research shows that male and female secondary school teachers do not significantly differ in attitudes towards creative teaching. There is no evidence to suggest that females had a less positive attitude towards the creative teaching of school teachers. **Kaur (2013)** observed no significant difference in attitudes towards creative teaching among male and female school teachers. **Mundase-Gaur, V. S. (2019)** study that gender groups (male and female) teachers don't offer any scope for difference in correlation in variables under investigation. **Kaur (2013), & Mundase-Gaur, V. S. (2019)** also support the same result. Society should think about gender inequality by ensuring that growth in the education system is not reserved for males but for both males and females. It will allow women to compete with menfolk and build competence in education. Secondly, it found that urban and rural area secondary school teachers show a significant difference in their scores of attitudes towards creative teaching. Urban and rural area school teachers have entirely different standards. So therefore, a high possibility is to find variations in attitudes towards creative teaching in urban & rural area schools. There may be a reason why the administration influences urban secondary school teachers more than rural secondary schools. In our villages, the people are unaware of the power of education. Locality is vital as urban teachers get more exposure than rural teachers. It can affect the growth of any school. **Belagali (2011)** found that urban teachers have a higher attitude towards the teaching profession and its academic, social and psychological dimensions than rural teachers. **Kaur (2013)** studied the demographical variables that significantly impact the attitude towards creative teaching of B.Ed. Student-teachers found a significant difference between the school

teachers' attitudes towards creative teaching of urban and rural area school teachers. **Belagali (2011)** and **Kaur (2013)** also support our result.

Educational Implication of the Study –

In this study, gender, locale, and attitudes towards creative teaching scores variables positively affect any organization's growth and development. The research shows no effect of gender (male and female) school teachers on scores of attitudes towards creative teaching. Therefore, in the present scenario, there was equality in their working and visioning styles. So, the education system should not select school teachers based on gender. In short, there should not be gender bias in the selection procedure of school teachers because the attitudes towards creative teaching scores of both genders were to be similar. This research found that attitudes towards creative teaching scores of both genders were identical.

Contrary to past research, females are not passive, indifferent, or unconcerned about personality. Moreover, we believe these findings have justice, social action, and policy implications. The attitudes towards creative teaching scores of the urban and rural area secondary school teachers were found to be significant. Nowadays, urban area school teachers are more efficient and professional than rural area school teachers because job competition in urban schools is much better. The study will help improve the quality of schools and the education system.

Suggestions for Future Research -

The present study is limited to a population of 100 secondary school teachers of Ballia district (Uttar Pradesh) only. The same can also be done with a larger population. It will be extended to other parts of the country with other variables like age, marital status, social category, etc., and different other grades of educational institutions.

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