



# The Effect of Creativity Enhancing test on The Teachers Attitudes towards Creative Teaching and Learning

DR. CHANDRAKANT J. KONKANI

Shree Vaidhya Shree M.M. Patel College of Education,  
Ahmedabad, Gujarat (India)

## Abstract:

*The school curriculum is changing! Learning, Personal and Thinking Skills are a key part of the secondary curriculum, and cross-curriculum project based work is now central to teaching in schools. The government wants the endowment of creativity and critical skills in pupils to be a core mission of schools. Some significant strategies used by teachers, the creative learning experienced and the meaning that the experiences had for the students involved. We conclude that this research has laid the basis for a common discourse for further research in a comparative approach that will investigate commonalities to build an understanding of international creative pedagogy and investigate differences to enhance the conceptualisation of it. This research paper has been found out the effectiveness of Creativity Enhancing Test of Higher Secondary School Teachers towards creative teaching and learning.*

---

**Keywords:** *Attitude, Creative teaching, Creativity Enhancing Test, Effectiveness*

---

## 1. Introduction

Creativity refers to the invention or origination of any new thing (a product, solution, artwork, literary work, joke, etc.) that has value. "New" may refer to the individual creator or the society or domain within which novelty occurs. "Valuable", similarly, may be defined in a variety of ways. In a summary of scientific research into creativity Michael Mumford suggested: "Over the course of the last decade, however, we seem to have reached a general agreement that creativity involves the production of novel, useful products" (Mumford, 2003, p. 110). Creativity can also be defined "as the process of producing something that is both original and worthwhile". What is produced can come in many forms and is not specifically singled out in a subject or area. Authors have diverged dramatically in their precise definitions beyond these general commonalities: Peter Meusburger reckons that over a hundred different analyses can be found in the literature.

## 2. Aspects of Creativity

Theories of creativity (particularly investigation of why some people are more creative than others) have focused on a variety of aspects. The dominant factors are usually identified as "the four Ps" - process, product, person and place. A focus on process is shown in cognitive approaches that try to describe thought mechanisms and techniques for creative thinking. Theories invoking divergent rather than convergent thinking (such as Guilford), or those describing the staging of the creative process (such as Wallas) are primarily theories of creative

process. A focus on creative product usually appears in attempts to measure creativity (psychometrics, see below) and in creative ideas framed as successful memes. The psychometric approach to creativity reveals that it also involves the ability to produce more. A focus on the nature of the creative person considers more general intellectual habits, such as openness, levels of ideation, autonomy, expertise, exploratory behavior and so on. A focus on place considers the circumstances in which creativity flourishes, such as degrees of autonomy, access to resources and the nature of gatekeepers. Creative lifestyles are characterized by nonconforming attitudes and behaviors as well as flexibility.

An article by R.J. Sternberg in the Creativity Research Journal reviewed the "investment" theory of creativity as well as the "propulsion" theory of creative contribution, suggesting that there are eight types of creative contribution; replication - confirming that the given field is in the correct place - redefinition - the attempt to redefine where the field is and how it is viewed - forward incrementation - a creative contribution that moves the field forward in the direction in which it is already moving - advance forward movement - which advances the field past the point where others are ready for it to go - redirection - which moves the field in a new, different direction - redirection from a point in the past - which moves the field back to a previous point to advance in a different direction - starting over/ re-initiation - moving the field to a different starting point - and integration - combining two or more diverse ways of thinking about the field into a single way of thinking.

### **3. Objectives of the Study**

1. To study the effectiveness of Creativity Enhancing Test of Higher Secondary School Teachers towards creative teaching and learning.
2. To study the effectiveness of Creativity Enhancing Test of Male Higher Secondary School Teachers towards creative teaching and learning.
3. To study the effectiveness of Creativity Enhancing Test of Female Higher Secondary School Teachers towards creative teaching and learning.
4. To study the effectiveness of Creativity Enhancing Test of Higher Secondary School Teachers with experience < 10 years towards creative teaching and learning.
5. To study the effectiveness of Creativity Enhancing Test of Higher Secondary School Teachers with experience > 10 years towards creative teaching and learning.
6. To study the effectiveness of Creativity Enhancing Test of Rural habitat Higher Secondary School Teachers towards creative teaching and learning.
7. To study the effectiveness of Creativity Enhancing Test of Urban habitat Higher Secondary School Teachers with towards creative teaching and learning.

### **4. Sample of the Study**

The sample of 125 High and Higher Secondary School Teachers has been properly drawn from Ahmedabad districts employing suitable sampling techniques, namely, stratified random sampling and cluster sampling.

### **5. Tool and Techniques**

Creative Teaching and Learning to measure the attitude of teachers towards creative teaching and learning, and Creativity Enhancing Test constructed by the investigator, were the tools employed for the study.

## 6. Research Design

Single group pre-test – post-test experimental design has been employed to study the effectiveness of the treatment. Four hour training on Creativity Enhancing Test was conducted systematically by distributing printed instructional material on Creativity Enhancing Test to each teacher under session.

## 7. Data Analysis

Percentage, mean, SD, Coefficient of correlation and t-test were the statistical techniques appropriately employed to analyze the data.

Hos	Name of Group	N	Mean	SD	Sed	t-value
1	Pre-Test( Total Sample)	125	46.87	7.404	1.443	6.627
	Post-Test( Total Sample)	125	56.43	7.17		
2	Pre-Test( Total Male)	82	45.77	7.231	1.439	8.172
	Post-Test( Total Male)	82	57.53	7.31		
Hos	Name of Group	N	Mean	SD	Sed	t-value
3	Pre-Test( Total Female)	43	47.64	7.526	1.445	5.551
	Post-Test( Total Female)	43	55.66	7.072		
4	Pre-Test( Exp < 10 Yrs)	56	48.92	7.728	1.45	3.89
	Post-Test( Exp < 10 Yrs)	56	54.56	6.933		
5	Pre-Test( Exp > 10 Yrs)	69	47.71	7.537	1.446	5.574
	Post-Test( Exp < 10 Yrs)	69	55.77	7.086		
6	Pre-Test( Rural)	78	49.66	7.845	1.452	2.865
	Post-Test( Rural)	78	53.82	6.839		
7	Pre-Test( Urban)	47	48.92	7.728	1.45	3.89
	Post-Test( Urban)	47	54.56	6.933		

From the above Table, it is evident that the obtained t-value is 6.627( $6.627 > 2.58$ ) with 1.443 standard error of mean which is significant at 0.01 level of significance. Thus, mean score of total sample on post test are found significantly higher than the mean pre test on Creativity Enhancing Test. So hypothesis-1 is rejected which is stated as “There will be no significant difference between mean score of total sample on pre test and post test of on Creativity Enhancing Test”

From the above Table, it is evident that the obtained t-value is 8.172( $8.172 > 2.58$ ) with 1.439 standard error of mean which is significant at 0.01 level of significance. Thus, mean score of male teachers on post test are found significantly higher than the mean pre test on Creativity Enhancing Test. So hypothesis-2 is rejected which is stated as “There will be no significant difference between mean score of male teachers on pre test and post test on Creativity Enhancing Test”

From the above Table, it is evident that the obtained t-value is 5.551( $5.551 > 2.58$ ) with 1.445 standard error of mean which is significant at 0.01 level of significance. Thus, mean score of female teachers on post test are found significantly higher than the mean pre test on Creativity Enhancing Test. So hypothesis-3 is rejected which is stated as “There will be no significant

difference between mean score of female teachers on pre test and post test on Creativity Enhancing Test”

From the above Table, it is evident that the obtained t-value is 3.89(3.89>2.58) with 1.45 standard error of mean which is significant at 0.01 level of significance. Thus, mean score of experience of teachers less than 10 years teachers on post test are found significantly higher than the mean pre test on Creativity Enhancing Test. So hypothesis-4 is rejected which is stated as “There will be no significant difference between mean score of on pre test and post test on Creativity Enhancing Test teachers having less than 10 years of experience”

From the above Table, it is evident that the obtained t-value is 5.574(5.574>2.58) with 1.446 standard error of mean which is significant at 0.01 level of significance. Thus, mean score of experience of teachers greater than 10 years teachers on post test are found significantly higher than the mean pre test on Creativity Enhancing Test. So hypothesis-5 is rejected which is stated as “There will be no significant difference between mean score of on pre test and post test on Creativity Enhancing Test teachers having greater than 10 years of experience”

From the above Table, it is evident that the obtained t-value is 2.865(2.865>2.58) with 1.452 standard error of mean which is significant at 0.01 level of significance. Thus, mean score of rural teachers on post test are found significantly higher than the mean pre test on Creativity Enhancing Test. So hypothesis-6 is rejected which is stated as “There will be no significant difference between mean score of rural teachers on pre test and post test on Creativity Enhancing Test”

From the above Table, it is evident that the obtained t-value is 3.89(3.89>2.58) with 1.45 standard error of mean which is significant at 0.01 level of significance. Thus, mean score of urban teachers on post test are found significantly higher than the mean pre test on Creativity Enhancing Test. So hypothesis-7 is rejected which is stated as “There will be no significant difference between mean score of urban teachers on pre test and post test on Creativity Enhancing Test”

## References

1. Aggarwal, J.C. (1996). Landmarks in the History of Modern Indian Education. Vikas Publishing House Pvt. Ltd, New Delhi.
2. Best, John W. and Khan, James V.(1989). Research in Education.(Sixth Edition) New Delhi : Prentice Hall of India private Limited.
3. Parekh, B.U. and Trivedi, M.D. (1994). Statistics in Education, Fourth Edition. : University Granth Nirman Board, Ahmedabad, Gujarat State.
4. Patni, U. (1983). The values Held by college girls and their relation with achievement motivation, Ph.D., Edu. M.S, Uni. Baroda.
5. Sanehy, S.P. (1984). A comparative study of Personality Adjustment and values of delinquents and non-delinquents. Ph.D. Psy. University: PAN. University.