



Effect of Creativity Appreciation Training Programme (CATP) on the Teachers Attitudes towards Creative Teaching and Learning

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Abstract:

Most of the scientists have experimented and invented of new thoughts had come before the age sixteen and rest of the inventions and principles are a mortal forms. Thus, to identify the creative child in the young age and inspires as well as develops child's creativity atmosphere in the age adults. It is very necessary for the progress of a person, society, nation and the world. It is also very necessary to identify the main creative power from the students and give a chance to inspire and develop it. This is an important responsibility of education. This study focus on the current training programme which is arranged by our Govt. of Gujarat.

Keywords: Attitude, Creativity, CATP, Teaching & learning

1. Introduction

Man's creation is one of the most powers which part him from man's world. Because of this power, man uses the main places in the living world. Man's creation has given the excellent place in the history of revolution. Man's scholastic development and progress is due to power of creation. Today's children are the maker of tomorrow's nation, so the children's creativity is the precious capital.

2. Statement of the problem

Effect of Creativity Appreciation Training Programme (CATP) on the Teachers Attitudes towards Creative Teaching and Learning

3. Objectives

1. To study the effectiveness of Creativity Appreciation Training Programme (CATP) of Higher Secondary School Teachers towards creative teaching and learning.
2. To study the effectiveness of Creativity Appreciation Training Programme (CATP) of Male Higher Secondary School Teachers towards creative teaching and learning.
3. To study the effectiveness of Creativity Appreciation Training Programme (CATP) of Female Higher Secondary School Teachers towards creative teaching and learning.
4. To study the effectiveness of Creativity Appreciation Training Programme (CATP) of Higher Secondary School Teachers with experience < 10 years towards creative teaching and learning.
5. To study the effectiveness of Creativity Appreciation Training Programme (CATP) of Higher Secondary School Teachers with experience > 10 years towards creative teaching and learning.
6. To study the effectiveness of Creativity Appreciation Training Programme (CATP) of rural habitat Higher Secondary School Teachers towards creative teaching and learning.
7. To study the effectiveness of Creativity Appreciation Training Programme (CATP) 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 from Ahmedabad districts employing suitable sampling techniques, namely, stratified random sampling and cluster sampling.

5. Tools and Techniques

Torrance Opinionnaire on Creative Teaching and Learning to measure the attitude of teachers towards creative teaching and learning, and CATP 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 CATP was conducted systematically by distributing printed instructional material on CATP 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.

Ho's	Tests	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		
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,

1. 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 Appreciation Training Programme (CATP). 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 Appreciation Training Programme (CATP)"
2. 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 Appreciation Training Programme (CATP). 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 Appreciation Training Programme (CATP)"
3. 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 Appreciation Training Programme (CATP). 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 Appreciation Training Programme (CATP)”
4. 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 Appreciation Training Programme (CATP). 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 Appreciation Training Programme (CATP) teachers having less than 10 years of experience”
 5. 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 Appreciation Training Programme (CATP). 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 Appreciation Training Programme (CATP) teachers having greater than 10 years of experience”
 6. 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 Appreciation Training Programme (CATP). 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 Appreciation Training Programme (CATP)”
 7. 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 Appreciation Training Programme (CATP). 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 Appreciation Training Programme (CATP)”

8. Conclusion

From the above research it is conclude that the mean score of post-test is found that : Mean score of Posttest are found significantly higher than the mean score of pre-test on Creativity Appreciation Training Programme (CATP) on the variable of the total sample, male, female, experience of teacher with less than 10 years, experience of teacher with greater than 10 years, rural and urban category, so it is conclude that Creativity Appreciation Training Programme (CATP) is significant.

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