



TEACHER'S EFFECTIVENESS IN RELATION TO THEIR CREATIVE TEACHING STRATEGY IN SECONDARY LEVEL TEACHER EDUCATION

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ABSTRACT

Present the investigation an attempt has been made to find out the teacher's effectiveness in relation to their creativity of male & female, Government. & Private School teachers. The sample consists of 145 secondary school teachers of Kurnool district Andhra Pradesh. Present random sampling method used in this study. The teacher effectiveness scale was developed by Dr.U.Nageswara Rao, method of summated rating techniques is adopted his technique. In this study has decide to take 35 items are prepared according to the aims and objectives of the tool. The creativity scale was prepared and standardized by Dr.Undurty s' Vishaka. The study has decided to take 25 items all are positive items were used in this study. This clearly indicates that there is significant difference between the above categories the mean value of 135.89 obtained by the male teachers is > the mean value of 127.5 obtain by female teachers. As the obtained critical ratio value 9.70 is more than 1.96 and 2.58 which is significant at 0.05 levels and 0.01 levels. Hence the null hypotheses No-1 that —there is no significant difference between male and female teacher in relation to teacher's effectiveness in relation to creative teaching, is rejected. This clearly indicates that there is significant difference between the above categories the mean value of 135.09 obtained by the government. school teachers is the mean value of 133.7 obtain by private school teachers. As the obtained critical ratio value 2.78 is more than 1.96 and 2.58 which is significant at 0.05 level and 0.01 level. Hence the null hypotheses No-2 that —there is no significant difference between Government. and Private school teachers Teacher's effectiveness in relation to creative teaching is rejected.

Introduction

The quality of education, which we provide to the children, depends in large measure upon the quality of teachers, quality of curriculum, quality of school programme. Other things remaining equal, the quality of teachers, in its turn depends on the quality of effective teaching and the quality of divergent thinking and problem solving ability of teachers. As Chanakya the great Indian Philosopher and educationist rightly pointed out that 'education is nothing but training the men for the country and love for the nation'. This Herculean task of training the individual for better citizen and to useful the nation is primarily possible in classroom and through effective teaching learning process only. Secondary education commission (1952-53) stated that 'the destiny of the nation is being mould in the classrooms only'. Similarly the Indian Education Commission, 1964-66 corroborates that of all the different factors, which influence the quality of education and its contribution to national development, the quality, competency, character and adjustment of teachers are undoubtedly the most significant. From this it is clear that teachers are endowed with effective teaching and good character and clever thinking which has been already recommended by the committees and commissions on education, to improve the educational standards and to produce useful citizen and to shape the destiny of Nation. Teacher should not only be committed and adjusted but also effective and creative. There as been enormous efforts paid as teachers' effectiveness and teacher competency but unfortunately sufficient attention is not focused on teacher effectiveness in relation to teacher creativity.

Teachers Effectiveness

Through teacher effectiveness has been recognized as important component of teaching learning process relatively little efforts made to define the term. A brief into the literature of Teacher effectiveness as one finds many related terms such as teaching success, successful teacher, teaching efficiency, teacher performance, and teacher competency. In educational process, good and effective teacher occupies a place of tremendous importance. An effective teacher may be understood as one who helps in development of basic skills, understanding, proper habits desirable attitudes, and children development.

Creative Teaching

Creativity defined as the ability to bring something new into existence, creativity is distinguished by novelty, originality and is unusually inventive. Creativity was believed to be a heaven's gift a rare quality of distinguished individuals with in boron talent. In the present study an individual which is flexible in thought and action, who can produce novel ideas, express his ideas thoroughly and long with certain personality traits is said to be creative.

Relation between Teacher Effectiveness and Teacher Creativity

The quality of education is mainly depends on the quality of teacher and effective teaching learning process. Indian education commission (1964-66) rightly pointed out that of all the deferent factors which influence the quality of education and its contribution to national development, the quality of the competency; character and adjustment of teacher are undoubtedly the most significant. Form this it can be concluded that the

quality of education; the quality of teaching learning process and accomplishment of educational aims are possible only when the teachers are effective teaching and creative in their profession.

Statement of the Problem

Teacher's Effectiveness in relation to Creative Teaching an Innovative Strategy of Teacher Education
Secondary Level Education

Purpose of the Study

The present study aims at investigating the Teacher effectiveness in relation to creative teaching of secondary school teacher in Kurnool district Andhra Pradesh.

Need of the Study

The teacher's effectiveness is very important in teaching and guiding the children, especially the secondary school level because it is the state of their future in the educational level. So there is a need to get training, learning, and experience in effective teaching for the teacher's at secondary school level.

Objectives of the Study

Objectives are nothing but tasks to be achieved they clearly indicate what a person should be able to do.

- ❖ To study the significant difference between male and female teachers in regard with teacher's effectiveness and teacher creativity.
- ❖ To find out difference between the teachers of government and private school teachers in regard with teacher's effectiveness and teacher creativity.

Hypothesis of the Study

For the present investigation the investigation formulated "NULL HYPOTHESIS" for the purpose of deriving conclusion about the present investigation.

- ❖ There is no significant difference between male and female teachers in relation to teacher effectiveness and teacher creativity.
- ❖ There is no significant difference between the government teacher and private teachers in relation to teacher effectiveness and teacher creativity.

Variables of the Study

The Independent variables of the study is creativity and the dependent variable is teacher effectiveness.

Limitations of the Study

The present study was confined teachers working in Kurnool district, Andhra Pradesh.

1. The study is limited to teachers working in Kurnool District only
2. Of many dimensions' of effectiveness only Activity based teaching, Child centered practice, Teaching learning material display, Evaluation strategies and remedial technique, Noval strategies are considered in this study.

3. Of many dimensions of creative teaching only Flexibility, Originality, Fluency are considered in this study.

Methodology of the Study

A survey methodology with structured questionnaire followed by interviews with the teacher effectiveness in relation to creative teaching administrated as appropriate tools of obtaining needed data from different secondary school teachers. The relevant data collected get classified, tabulated and then statistically treated to draw inferences. Besides that a number of information sources were also consulted so as to achieve the survey objectives. The study was conducted on a sample of 145 of Kurnool district, Andhra Pradesh. Random sampling procedure was employed to collect information.

Tools of the Study

- ❖ Teacher Effectiveness a self –rating scale is used. This is developed by Dr.U.Nageswara Rao, method of summated rating techniques is adopted hid technique. In this scale 35 items are prepared according to the aims and objectives of the tool.
- ❖ Teacher Creativity a self –rating scale is used. This scale is previously developed and standardized by Dr.Undurtys’ Vishaka. The reason for selection of the revised version of their tests was that it was specifically designed to measure the components of teacher creativity. The investigator has decided to take call all the 3 aspects of fluency, originality and flexibility. Measure with the help of 25 items all are positive items.

Statistical Techniques used:

Mean, standard deviation, critical ratio value were calculated for statistical analysis of the data.

Hypothesis:-1

Table showing the comparison between Male and Female teachers in relation to teacher effectiveness and teacher creativity.

Category	No. samples	Mean	S.D	C.R
Male Teachers	73	135.89	8	9.70**
Female Teachers	72	127.5	10.8	

** Significant

The above table discloses the difference between Male and Female teachers in relation to teacher’s effectiveness in relation to creative teaching.

This clearly indicates that there is significant difference between the above categories the mean value of 135.89 obtained by the male teachers is $>$ the mean value of 127.5 obtain by female teachers. As the obtained critical ratio value 9.70 is more then 1.96 and 2.58 which is significant at 0.05 level and 0.01 level. Hence the null hypotheses No-1 that **“there is no significant difference between male and female school teacher in relation to teacher’s effectiveness in relation to creative teaching”** is rejected.

Hypothesis:-2

Table showing the comparison between government school teachers and private school teachers in relation to teacher effectiveness and teacher creativity

Category	No. Samples	Mean	S.D	C.R
Government. School Teachers	85	135.09	9.8	
Private School Teachers	60	133.7	9.2	2.78**

** Significant

The above table discloses the difference between Government. school teachers and private school teachers in relation to teacher's effectiveness in relation to creative teaching.

This clearly indicates that there is significant difference between the above categories the mean value of 135.09 obtained by the government school teachers is > the mean value of 133.7 obtain by private school teachers. As the obtained critical ratio value 2.78 is more then 1.96 and 2.58 which is significant at 0.05 level and 0.01 level. Hence the null hypotheses No-2 that **“there is no significant difference between government. school teachers and private school teachers in relation to teacher's effectiveness in relation to creative teaching”** is rejected.

Major findings of the Study

- ❖ There is significant difference between male teachers and female teachers. The mean value of male teachers (135.89)>female teachers mean value (127.5), in relation to teacher's effectiveness in relation to creative teaching.
- ❖ There is significant difference between male teachers and female teachers. The mean value of government teachers (135.09)>private teachers mean value (133.7), in relation to teacher's effectiveness in relation to creative teaching.

Conclusion

The male trainee teachers have higher creativity scores compared to female teachers. The government teachers have high scores compared to private teachers.

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