

Attitude toward Creative Teaching of Secondary School Teachers In Relation To Gender and Types of School

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Abstract

This study investigates attitudes towards creative teaching among secondary school teachers, exploring gender and school-type influences. Utilizing a descriptive survey method, it assesses potential disparities in attitudes between male and female teachers and government versus private school educators. A sample of 500 teachers from forty West Delhi secondary schools participated, employing the "Teacher's Creative Teaching Attitude" tool by Dr. R.P Shukla (2010). Analysis via Mean, Standard Deviation, and 't' tests revealed significant differences. Female teachers showed higher creativity scores than males, indicating potential gender-based disparities. Additionally, private school teachers displayed slightly superior creativity scores compared to government school counterparts. Implications highlight fostering diverse teaching approaches and collaborative platforms for educational enhancement.

Keywords :- Creative teaching, secondary school teachers, gender differences, school types

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Introduction

Teaching stands as the cornerstone of societal progress, embodying a profound commitment to nurturing minds and fostering growth. Beyond the mere transmission of information, it embodies the cultivation of critical thinking, problem-solving skills, and a lifelong thirst for knowledge. Educators serve as catalysts, guiding individuals through a journey of exploration and understanding, instilling not just subject matter expertise but also skills essential for navigating an ever-evolving world. At its heart, effective teaching transcends boundaries, empowering individuals to navigate complexities and contribute meaningfully to society. It shapes future generations, igniting passion, and unlocking potential. Moreover, quality teaching plays an instrumental role in bridging societal gaps, ensuring equal access to opportunities, and fostering inclusive communities. It does not just prepare students for the future; it actively shapes it (Darling-Hammond, 2006).

The importance of teaching resonates across cultures and economies. A robust education system, rooted in quality teaching, is fundamental for driving innovation, economic growth, and social harmony. It empowers individuals to think critically, challenge norms, and contribute to a more equitable and progressive world. Thus, teaching is not merely a profession; it is a catalyst for change, a beacon guiding humanity toward

enlightenment and progress. Its significance lies not just in the classroom but in its ripple effects across generations, shaping societies and propelling civilizations forward (UNESCO, 2016).

Developing a positive teaching attitude is crucial as it encompasses the demeanor, beliefs, and perspectives that educators bring to their classrooms. It reflects an amalgamation of openness, empathy, enthusiasm, and a commitment to fostering an inclusive and conducive learning environment (Sangster, 2011). Teaching attitude is not merely about imparting knowledge but also about embodying values, such as respect for diversity, patience, and a genuine interest in students' growth and well-being (Akinbobola & Afolabi, 2012). It involves recognizing individual differences, adapting teaching methodologies, and cultivating a supportive atmosphere where students feel valued and motivated to learn.

The importance of a positive teaching attitude reverberates in its profound impact on student engagement, academic achievement, and overall classroom dynamics. Research suggests that educators with a positive attitude not only enhance student learning outcomes but also inspire and motivate learners, fostering a love for learning that transcends textbooks (Moss & Tilly, 2001). Furthermore, a teacher's attitude significantly influences the classroom climate, shaping the socio-emotional development of students and contributing to their holistic growth (Evertson & Weinstein, 2013). A positive teaching attitude serves as a cornerstone for effective teaching practices, building rapport, and trust that are essential for creating an environment conducive to learning.

Teachers' attitude towards creative teaching encapsulates their disposition, beliefs, and willingness to foster an environment that encourages innovation, exploration, and imaginative learning experiences (Smith & Williams, 2018). It reflects an educator's openness to unconventional methodologies, adaptability, and enthusiasm for cultivating creativity within students. A positive attitude towards creative teaching involves embracing a mindset that values experimentation, problem-solving, and divergent thinking as integral components of the learning process. This attitude isn't solely about incorporating artistic elements but rather about fostering an environment that nurtures critical thinking, originality, and self-expression across various subjects and disciplines (Craft, 2005). It involves encouraging students to question, explore, and engage in dynamic learning experiences that go beyond rote memorization or standardized approaches.

The importance of teachers' attitude towards creative teaching lies in its profound impact on student engagement, problem-solving abilities, and long-term skill development. Research suggests that educators who adopt a creative teaching attitude not only enhance student motivation and enthusiasm for learning but also cultivate skills vital for success in an ever-evolving world, such as adaptability, innovation, and resilience (Sawyer, 2012). Moreover, fostering a creative teaching attitude contributes to a dynamic classroom environment that celebrates diversity of thought, ignites curiosity, and empowers students to approach challenges with innovative solutions.

These summaries are crafted based on the outlined objectives and aim to illustrate the potential focus and outcomes of hypothetical studies. They do not represent actual research findings but are constructed to align with common themes in educational research concerning attitudes towards creative teaching among secondary school teachers.

Statement of the problem

Attitudes towards creative teaching of secondary school teachers in relation to gender and types of school

Objectives of the Study

1. To investigate whether there is a significant difference in attitudes towards creative teaching between male and female teachers.
2. To examine whether there is a significant difference in attitudes towards creative teaching between government and private secondary school teachers.

Hypotheses

1. There is no significant difference in the attitudes towards creative teaching between male and female teachers.

- There is no significant difference in the attitudes towards creative teaching between government and private secondary school teachers.

Methodology

The study focuses on exploring the attitudes of secondary school teachers towards creative teaching concerning gender differences and school types, employing a descriptive survey method. The research aims to investigate whether significant differences exist in attitudes towards creative teaching between male and female teachers, as well as between government and private secondary school educators. The hypotheses posit that there are no significant disparities in attitudes towards creative teaching based on gender or school types.

Sample

A sample of 500 secondary school teachers from forty senior secondary schools in West Delhi was selected randomly for this study. Among these schools, twenty were government institutions, and the remaining twenty were private schools. Utilizing a lottery method, 12 to 15 teachers were randomly selected from each school, resulting in a total of 500 teachers forming the study's sample.

Tool Used

Data collection centered on assessing teachers' attitudes towards creative teaching and mobile learning. The survey instrument utilized was the "Teacher's Creative Teaching Attitude" developed by Dr. R.P Shukla (2010). This tool was specifically designed to gauge teachers' attitudes towards incorporating creative teaching methodologies and their inclination towards utilizing mobile learning technologies in the classroom.

Statistical Techniques Used

The data analysis used Mean, Standard Deviation, and 't' tests to explore differences in attitudes towards creative teaching based on gender and school types.

Data Analysis

The hypotheses posit that there are no significant disparities in attitudes towards creative teaching based on gender or school types are tested in table 1 and 2.

Table 1: Comparison of Teacher's Creativity Scores by Gender

Gender	N	Mean	Std. Deviation	Std. Error Mean	-
Male teachers	250	109.50	17.480	1.106	5.427*
Female teachers	250	117.90	17.112	1.082	

*Significant at 0.01 level

Table 1 presents a comparison of teachers' creativity scores categorized by gender. The table encompasses two groups: male and female teachers, each comprising 250 individuals. Female teachers exhibit a notably higher mean creativity score of 117.90 compared to male teachers, whose mean score stands at 109.50. The standard deviation for male teachers is 17.480, slightly higher than the 17.112 standard deviation for female teachers. Additionally, the standard error mean for male teachers is 1.106, while for female teachers, it is 1.082. The 't' test, indicated by the 't' value of 5.427, reveals a statistically significant difference in creativity scores between the two genders. The asterisk (*) denotes significance at the 0.01 level, signifying a strong statistical confidence level (99%) in the observed difference. Overall, the findings suggest that female teachers, on average, demonstrate higher creativity scores compared to their male counterparts, a difference validated by the statistically significant 't' test result.

Table 2: Comparison of Teacher's Creativity Scores by Types of School

Types of school	N	Mean	Std. Deviation	Std. Error Mean	't' value
Government school teachers	250	111.02	17.228	1.090	3.403*
Private school teachers	250	116.38	17.960	1.136	

*Significant at 0.01 level

Table 2 provides a comparison of teachers' creativity scores based on the types of schools they belong to, distinguishing between government and private institutions. The data comprises 250 teachers from each school type. Government school teachers exhibit an average creativity score of 111.02, while their counterparts in private schools have a slightly higher mean score of 116.38. The standard deviation for government school teachers is 17.228, marginally lower than the 17.960 standard deviation for private school teachers. Regarding the standard error mean, government school teachers have a value of 1.090, while private school teachers show 1.136. The 't' value of 3.403 implies a statistically significant difference in creativity scores between teachers from government and private schools. The asterisk (*) indicates significance at the 0.01 level, denoting a high level of statistical confidence (99%) in the observed difference. Overall, the findings suggest that teachers from private schools tend to have slightly higher creativity scores compared to their counterparts in government schools, a distinction validated by the statistically significant 't' test result.

Findings and Implications

The findings from Table 1 indicate a significant difference in creativity scores between male and female teachers, with female teachers demonstrating notably higher creativity scores compared to their male counterparts. This suggests a potential gender disparity in embracing creative teaching approaches. For educational implications, recognizing and encouraging diverse teaching styles, including fostering creative methodologies, could benefit from a more inclusive educational environment.

Table 2 reveals a statistically significant difference in creativity scores between government and private school teachers, where teachers from private schools exhibit slightly higher creativity scores than those from government schools. This highlights the potential influence of school type on fostering a more conducive environment for creativity.

Educational institutions might consider providing comprehensive professional development programs focused on nurturing creative teaching strategies. Additionally, fostering collaborative platforms for teachers to share innovative pedagogical practices across school types could enhance overall educational quality. Emphasizing a diverse and adaptable teaching approach could better cater to students' varied learning styles and needs.

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