

CREATIVITY AND TEACHING COMPETENCY OF PROSPECTIVE B.ED TEACHERS

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ABSTRACT

The present study Creativity and Teaching Competency of prospective B.Ed teachers was probed to find the relationship between Creativity and Teaching Competency of Prospective B.Ed Teachers. Data for the study were collected using self made Teaching Competency Scale and Creativity Scale. The investigator used stratified random sampling technique for selecting the sample. The sample consists of 242 Prospective B.Ed Teachers. For analyzing data; 't' test and Pearson's product moment co-efficient were the statistical techniques used. Finding shows there was no significant relationship between Creativity and Teaching Competency of prospective B.Ed teachers.

Keywords: Teaching Competency, Creativity, Prospective B.Ed teachers

INTRODUCTION

The prime function of education is to draw out the potentialities of the child and develop them to meet the challenging situation in life. Proper education will keep the child to understand the society and to adjust with the social environment. For the development of the child we are providing education to adjust this world. Where as the school education can be better through proper teacher education; it can be nurtured through teacher education. Teacher education is providing quality education to their prospective teachers in educational philosophy, educational psychology and educational technology apart from the techniques of teaching.

SIGNIFICANCE OF THE STUDY

Today we are living in a world of science and technology, where an explosion of knowledge is taking place and stepping into the modern technocratic age. For a meaningful life of an individual needs academic excellence to adjust to his environment. Education is the process of helping the child to adjust to the changing world. Therefore, we can say "education as the reconstruction or reorganization of experience, which adds to the meaning of experience and which increases the ability to direct the course of subsequent experiences". In the technologically sophisticated modern work fields, one should aware to make something creatively and explore creatively. Creativity is the dynamic in the process of life that enables us to find ever new ways of living together in and with the world. A creative person is someone who finds ways of doing this which play with the texture of our perceptions and show us that there are other worlds, for good and ill and other ways of doing things and being human.

Creativity is a mental and social process involving the discovery of new ideas or concepts, or new associations of the creative mind between existing ideas or concepts. Creativity is fueled by the process of either conscious or unconscious insight. If the prospective teacher is creative then he or she can lead out a better teaching, teaching competency is important to handle better learning of an individual.

Teaching competencies are applicable to express aims and behavioural objectives of teaching; to specify assessment appropriate to the objectives of teaching; to select and prepare appropriate equipment and materials for teaching; to consider individual differences between students in planning of teaching; to organize teaching-learning activities to achieve the objectives and also plan activities to contribute personality development of students. It is an important part of the private and life of the people as well as their teachers.

Since the teacher can interact with students of different ages from infants to adults, students with different abilities and students with learning disabilities. If a student is to be prepared for their future, then it's an essential attribute of effective teacher is awareness of the realities of the world in psychology and technology.

Then only the prospective B.Ed teachers can mould future generation. So the investigator wants to study the variables Creativity and Teaching Competency of prospective B.Ed teachers.

STATEMENT OF THE PROBLEM

Statement of the problem is entitled as "Creativity and Teaching Competency of prospective B.Ed teachers". The investigator adopted the following definitions for the terms used in this title.

CREATIVITY

***Creativity* is the emergence of a novel, relational product, growing out of the uniqueness of the individual.**

TEACHING COMPETENCY

Teaching Competency is the competency of the teacher and their planning and preparation of lessons for teaching, class room management, knowledge of subject, interpersonal relationship, attitude towards the children, usage of teaching aids and time management during their teaching – learning.

PROSPECTIVE B.Ed TEACHERS

Prospective B.Ed Teachers are the student-teachers who undergo a pre-service training on teaching learning process that provides experiences for development towards good teaching. B.Ed is skill process, undergoing training in teaching skills at the colleges of Education.

OBJECTIVES

To find the relationship between Creativity and Teaching Competency of Prospective B.Ed Teachers.

NULL HYPOTHESES

- There is no significant difference between age above 22 and age below 22 Prospective B.Ed Teachers in their Creativity.
- There is no significant difference between married and unmarried Prospective B.Ed Teachers in their Creativity.
- There is no significant difference between rural and urban Prospective B.Ed Teachers in their in their Creativity.
- There is no significant difference between age above 22 and age below 22 Prospective B.Ed Teachers in their Teaching Competency.
- There is no significant difference between married and unmarried Prospective B.Ed Teachers in their Teaching Competency.
- There is no significant difference between rural and urban Prospective B.Ed Teachers in their in their Teaching Competency.
- There is no significant relationship between Creativity and Teaching Competency of Prospective B.Ed Teachers.

METHOD

Teaching Competency Scale and Creativity Scale developed by the investigators were used for the data collection. Content Validity was found through educational experts and reliability of the tools was found through test-retest method. The reliability of Teaching Competency Scale and Creativity Scale were 0.88 and 0.79 respectively. The investigator has adopted survey method for this study.

Population for this study were Prospective B.Ed Teachers studying in colleges of Education affiliated to the Tamilnadu Teachers Education University, Chennai at Tirunelveli, Thoothukudi and Kanyakumari districts.

The investigator used stratified random sampling technique for selecting the sample. The sample consists of 242 Prospective B.Ed Teachers.

For analyzing data; 't' test and Pearson's product moment co-efficient were the statistical techniques used.

DATA ANALYSIS AND FINDINGS

Findings based on the hypotheses and followed by data analysis are given as follows;

Table: 1
Difference between Creativity of Prospective
B.Ed Teachers by their age

Creativity	Age	N	Mean	S.D	't' value	Remarks
	Above 22	96	50.23	5.182		
	Below 22	146	49.94	5.266		

(Table value of 't' at 5% level of significance is 1.96)

Table: 1 shows that; there is no significant difference between age above 22 and age below 22 Prospective B.Ed Teachers in their Creativity.

Table: 2
Difference between Creativity of Prospective B.Ed Teachers by their Marital Status

Creativity	Marital	N	Mean	S.D	't' value	Remarks
	Married	41	50.71	5.866		
	Un Married	201	49.92	5.089		

(Table value of 't' at 5% level of significance is 1.96)

Table: 2 shows that; there is no significant difference between married and unmarried Prospective B.Ed Teachers in their Creativity.

Table: 3
Difference between Creativity of Prospective B.Ed Teachers by their Locality

Creativity	Locality	N	Mean	S.D	't' value	Remarks
	Rural	204	49.89	5.127		
	Urban	38	51.32	5.740		

(Table value of 't' at 5% level of significance is 1.96)

Table: 3 shows that; there is no significant difference between rural and urban Prospective B.Ed Teachers in their in their Creativity.

Table: 4
Difference between Teaching Competency of Prospective B.Ed Teachers by their age

Dimensions	Age	N	Mean	S.D	't' value	Remarks
Classroom Management	Above 22	96	12.69	5.147		
	Below 22	146	15.59	4.822		
Teaching Aids	Above 22	96	16.30	6.000		
	Below 22	146	19.70	5.295		
Extra Curricular Activities	Above 22	96	6.58	2.904		
	Below 22	146	7.94	2.021		
Curricular Activities	Above 22	96	12.23	4.787		
	Below 22	146	15.33	5.196		
Communication	Above 22	96	16.33	6.558		
	Below 22	146	20.01	6.028		
Teaching Methodology	Above 22	96	14.71	6.649		
	Below 22	146	18.56	5.642		
Ethics of Teaching	Above 22	96	9.40	4.318		
	Below 22	146	11.69	4.468		
Rapport with Students	Above 22	96	3.19	1.531		
	Below 22	146	3.99	1.472		
Teaching Competency	Above 22	96	89.81	35.159		
	Below 22	146	111.18	32.359		

(Table value of 't' at 5% level of significance is 1.96)

Table: 4 shows that; there is a significant difference between age above 22 and age below 22 Prospective B.Ed Teachers in their Classroom Management, Teaching Aids, Extra Curricular Activities, Curricular Activities, Communication, Teaching Methodology, Ethics of Teaching, Rapport with Students and Teaching Competency.

Table: 5
Difference between Teaching Competency of Prospective B.Ed Teachers by their Marital Status

Dimensions	Marital	N	Mean	S.D	't' value	Remarks
Classroom Management	Married	41	14.85	6.031	0.567	Not Significant
	Un Married	201	14.35	4.956		
Teaching Aids	Married	41	17.66	6.122	0.836	Not Significant
	Un Married	201	18.49	5.758		
Extra Curricular Activities	Married	41	7.73	2.941	0.932	Not Significant
	Un Married	201	7.33	2.397		
Curricular Activities	Married	41	13.68	5.497	0.556	Not Significant
	Un Married	201	14.18	5.211		
Communication	Married	41	18.22	7.627	0.361	Not Significant
	Un Married	201	18.62	6.247		
Teaching Methodology	Married	41	16.88	7.356	0.172	Not Significant
	Un Married	201	17.06	6.128		
Ethics of Teaching	Married	41	10.59	5.445	0.302	Not Significant
	Un Married	201	10.82	4.349		
Rapport with Students	Married	41	3.66	1.892	0.049	Not Significant
	Un Married	201	3.67	1.467		
Teaching Competency	Married	41	102.39	40.299	0.062	Not Significant
	Un Married	201	102.77	33.966		

(Table value of 't' at 5% level of significance is 1.96)

Table: 5 shows that; there is no significant difference between married and unmarried Prospective B.Ed Teachers in their Teaching Competency.

Table: 6
Difference between Teaching Competency of Prospective B.Ed Teachers by their Locality

Dimensions	Locality	N	Mean	S.D	't' value	Remarks
Classroom Management	Rural	204	13.90	4.930	3.822	Significant
	Urban	38	17.47	5.669		
Teaching Aids	Rural	204	18.18	5.805	1.133	Not Significant
	Urban	38	19.41	6.199		
Extra Curricular Activities	Rural	204	7.23	2.503	1.933	Not Significant
	Urban	38	8.12	2.319		
Curricular	Rural	204	13.60	5.010	3.063	Significant

Activities	Urban	38	16.53	6.041		
Communication	Rural	204	18.03	6.383	2.807	Significant
	Urban	38	21.38	7.007		
Teaching Methodology	Rural	204	16.54	6.263	2.466	Significant
	Urban	38	19.41	6.448		
Ethics of Teaching	Rural	204	10.38	4.382	3.384	Significant
	Urban	38	13.15	4.998		
Rapport with Students	Rural	204	3.49	1.487	4.083	Significant
	Urban	38	4.62	1.557		
Teaching Competency	Rural	204	99.59	38.069	3.039	Significant
	Urban	38	119.09	37.933		

(Table value of 't' at 5% level of significance is 1.96)

Table: 6 shows that; there is a significant difference between rural and urban Prospective B.Ed Teachers in their in their Classroom Management, Curricular Activities, Communication, Teaching Methodology, Ethics of Teaching, Rapport with Students and Teaching Competency

Table: 7
Relationship between Creativity and Teaching Competency of Prospective B.Ed Teachers

Sample	Calculated 'γ' value	Table 'γ' value	Remarks
Total (242)	0.017	0.113	Not Significant

Table:7 shows that; there is no significant relationship between Teaching Competency and Creativity of Prospective B.Ed Teachers.

CONCLUSION

Based on findings; study shows that there is no significant difference between the Creativity of Prospective B.Ed Teachers by their age, marital status and locality. In teaching competency; Age below 22 Prospective B.Ed Teachers are better than age above 22 in their Classroom Management, Teaching Aids, Extra Curricular Activities, Curricular Activities, Communication, Teaching Methodology, Ethics of Teaching, Rapport with Students and Teaching Competency.

There is no significant difference between the Teaching Competency of Prospective B.Ed Teachers by their marital status. Urban area Prospective B.Ed Teachers are better than rural area Prospective B.Ed Teachers in their Classroom Management, Curricular Activities, Communication, Teaching Methodology, Ethics of Teaching, Rapport with Students and Teaching Competency. But there is no significant relationship between Teaching Competency and Creativity of Prospective B.Ed Teachers.

So the findings conclude that Creativity have to be improved; where as younger prospective B.Ed teachers are good in their Teaching Competency; shows better future of education.

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