TEACHER'S ATTITUDE TOWARDS CREATIVE TEACHING STRATEGIES FOR ENHANCING STUDENTS' ACADEMIC ACHIEVEMENT AT HIGHER SECONDARY LEVEL

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Abstract

In this paper the investigator to explicit the creative teaching strategies for enhancing the students' academic achievement atthe higher secondary level.The Innovativeness is a different reasoning capacity that performs on the familiarity, adaptability, and uniqueness of speculation, affectability to issues, and reclassifies and fines existing thoughts. To find out teacher's attitudes towards creative teaching strategies for enhancing students' academic achievement at the higher secondary level.The investigator adopted the Survey method of Research. The investigator is consulted with his guide prepared a questionnaire consisting of 25 questions. To establish the content validity their liability value is 0.69. The population for survey research for the present study constitutes about 145 teachers of both higher secondary schools of Sivaganga District.Adequate creative teaching aids, textbooks, should be provided in every school. Creative, learning activity of teachers will help them to update their knowledge. The findings of the study the Null hypothesis is accepted to the attitude of the urban school teachers and rural school teachers both are not significant.

Keywords: Creative teaching, Teaching Strategies, andstudentachievement.etc.

I. Introduction

Creative thinking is crucial for conveying and maintaining high greatness of training (Biester, Duggan, Perkins, Powers, and Classick, 1999; Gilmartin, 1999). Understudies instructed by innovative instructors might just go to better, be progressively inspired, participate in all the more reasoning and critical thinking, and essentially

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appreciate class more. These components may, thus, add to gains in understudy learning. As of late, a union of studies has recognized instructors as the essential powerful answerable for expanded understudy accomplishment (Haycock, 1998; Jordan, Mendro, and Weerasinghe, 1997; Rivkin, Hanushek, and Kain, 2001; Sanders and Horn, 1995, 1998; Schacter and Thum, 2004). the reason for this examination is to build up a connection between innovative showing practices and understudy accomplishment. Doing so not exclusively may turn out understudies who find out more and can think and act innovatively, yet additionally may advise educators on how to show all the more successfully. To quantify how instructors educate in manners that encourage understudy imagination, we built up a system of innovative educating practices. These practices depended on a juncture of components that have been found to improve the probability of innovative yield (Amabile, 1983, 1996; Csikszentmihalyi, 1996).

II.   Review of Related Literature

Jennifer L. Rinkevic's(2011) accentuation of the Current examination demonstrates that imagination in instructing can and ought to be upgraded to master bit understudy learning. This article starts by focusing on the significance of imagination in training and the manners by which innovative showing benefits understudies. Next, it promotion dresses key focuses for better understanding homeroom innovativeness by distinguishing basic obstructions that check or ruin educator inventiveness. In the wake of recognizing the attributes of instructors who are viewed as imaginative teachers, this article finishes up with general proposals, just as explicit procedures, for expanding the degree of inventive educating in the present study hall.

Trevor Davies(2006) The tides of globalization and the insecure floods and twists in the advancement of the European Union are making characters and societies be in a condition of motion. Instruction is utilized by legislators as a significant switch for political and social change through small scale the board, yet it is an unrefined device. There can be that as it may, be openings inside the instructive experience for singular students to increase solid, reflexive, different personalities and numerous citizenship through the commitment of their innovative energies. It has been contended that the twenty-first century needs another sort of inventiveness described by unselfishness, mindful sympathy—despite everything including money related riches, however bringing about a solid planet and sound individuals. Imagination and its monetarily determined connection, advancement, have become 'popular expressions' of our occasions.

Strategies for creative instructions

The techniques of imaginative directions are closed from the meeting, perception, and examination of exercise plans of Integrated Activities. The subjects utilized understudy focused methodologies in their innovative directions. The job of educators is as a facilitator instead of teacher, helping understudies with self-reflection, bunch conversation, pretend, dramatization introduction and gathering exercises. Inquiries for bunch conversations and introductions are readied. Understudies are offered the opportunity to look over what point of view they will examine an issue. All through the class, educators go about as a learning accomplice, inspirer, pilot and sharer, while understudies change from uninvolved audience members to spectators, entertainers and cleaners. The subjects

permit understudies to pick their points for individual or gathering ventures. In the guidance, innovativeness is urged to investigate thoughts that understudies find intriguing. Collins and Amabile20 accept kids' characteristic inspiration and inventiveness may be upgraded if their instructors draw in them in conversations about the inherent fervor and delight of learning. Numerous examinations indicated that agreeable adapting successfully assists understudies with creating autonomous intuition just as a creative mind and imagination. The demonstrated that before gaining better than average information on new guidance methodologies, instructors will neglect to address understudies' issues. Along these lines, adequate information and cautious structure must be made before execution. The subjects consistently educated their understudies regarding rules to be watched and the errands to complete before the class occurred. This ensured the proficiency and viability of helpful learning.

Creative thinking ability

AnjaBockers et al. (2014) viewed inventiveness as the capacity to see the deficiencies of an item, structure, and test new speculations, and impart results. Innovativeness is a different reasoning capacity that performs on the familiarity, adaptability, and uniqueness of speculation, affectability to issues, and reclassifies and fines existing thoughts (de la Torre, 2011). Sheu and Chen (2014) viewed it as the capacity to discover reality, find issues, discover thoughts, and look for arrangements.

Jianxia Cao and Akinori Nishihara (2012) proposed adhering to approaches for Creative Thinking Instruction.

1. Conceptualizing: Jones (2011) viewed Brainstorming as the most immediate and regular way to deal with preparing imaginative showing capacities; it was the abrupt appearance of thoughts and tasteful inclination, which would invigorate the accomplices to initiate reverberation.

2. Characteristic Listing: Attribute Listing was to recorded old considerations, thoughts, and standards for recombination or adjustment to get novel. The formation of new items for the most part was the redesigning of old articles, and the renovating was to change the characteristics.

3. Morphological Analysis: Attribute Listing worried about change, while Morphological Analysis focused on mixes.

4. Synectics: Developed by Gordon, Synectics used relationship and representation for helping masterminds break down issues to frame different perspectives (Kui& Kun, 2014).

5. Surveys of 6 w: It is expected to audit current guidelines or items from 6 points of (1) Why, (2) What, (3) Who, (4) When, (5) Where, and (6) How.

Multi-teaching aids assistance

The three subject's investigations are acceptable at utilizing multiteaching helps to help their guidelines. They astutely utilized imaginative showing helps, for example, paper smasher, toy square, and sled, understudy composing content, power-point, PC and interactive media to energize understudies thinking, expand the perspectives and empower further conversation. After survey recordings, understudies are given open inquiries, for

example, 'What will be your response if you were the character?' Tan26 indicated that recordings are demonstrated to adequately improve understudies' inventiveness. As per Strom and Strom,25 exercises encouraged with recordings are progressively alluring, intriguing and simpler for understudies to recollect. PCs, recordings, slide shows, transparencies and advance coordinators are viewed as invigorating and appealing. Furthermore, the well-known animation 'Doraemon' and film 'Harry Potter' can trigger understudies' inclinations in learning. Present-day understudies grow up with PCs and innovative gadgets. Simplicio18 stressed training by methods for present-day innovation. The Ministry of Education in Taiwan is redesigning instructors' PC proficiency, schools' web access, just as elevating information tech applications to training and net-open exercise plans. PC proficiency is essential for inventive educators and an entrance to rich instruction assets on the web.

Class management strategies

The subjects indicated complex administration, made cordial associations, and rewarded understudies with acknowledgments of their singularities and necessities. They are progressively similar to companions to their understudies, talking with delicate tones and non-verbal communication. At the point when understudies express thoughts, they would not hinder nor give decisions right away. Rather, they gave direction, increasingly open inquiries, or passed on their encounters as references. All through the class, humor overcomes any barrier among educators and understudies, giving a casual learning environment.the overall examinations stress that learning situations as key to effective imaginative instructions. The capacity to make amicable associations with understudies is the most significant quality for inventive teachers, who as a rule hold fast to the way of thinking of humanism.

Influences on Achievement

A portion of the significant effects on accomplishment is as per the following. We realize that impetuses are significant which seem to excite discernments and feelings. Individuals break down, deliberately, the benefit of achieving the objective recommended by the motivating force. Ongoing exploration shows that impetuses move inspiration whenever prompt achievement prompts esteem future chances. Motivators excite recollections that impact assumptions regarding the likelihood of arriving at the objective, differed perceptions and related feelings summon some level of accomplishment inspiration. They may evoke nerves related to disappointment as well as progress as well. In any event, when inspiration is ideally high and tensions are low, achievement depends somewhat on an individual's vitality, insight and aptitudes. Scholarly accomplishment implies the degree to which the student has learned in the subject over time of the study. The accomplishment thought processes originate from requirements to seek after greatness, achieve elevated objectives or prevail on troublesome undertakings. The fulfillment of individual possibilities the accomplishment intention might be explained as a decent thought process.

Need and Significance of the study

Creative teachers don't "Instruct to the focus:" They utilize a wide range of modalities to arrive at every individual student. Some imaginative instructors utilize the Multiple Intelligence Theory to show understudies the best way to become familiar with a similar idea, however in various ways. For instance, when showing a particular math idea, the inventive instructor will show their understudies outwardly, physically, and phonetically. Different

instructors may decide to utilize the "Understudy decision" technique to arrive at all understudies. This is the place the understudy gets the choice to pick how they will become familiar with the idea. Innovative instructors realize that training is perpetually developing, so they keep awake-to-date with the entirety of the most recent instructive news. They do this since they realize how significant is it to attempt new things. Consistently, the training scene is making new techniques and strategies to all the more likely to arrive at all students. Inventive instructors follow these patterns to guarantee that their understudies are continually learning.

Inventive instructors are not only imaginative in the field of training, they are additionally innovative outside of the study hall. They follow their interests and draw from their inclinations. They use what persuades and interests them and join them into their instructing. For instance, an educator who cooks sounds and activities a great deal may consolidate nourishment into their exercises. Or on the other hand, an instructor who paints in her time may fuse craftsmanship into her exercises. Imaginative instructors have the energy for finding the positive qualities in each circumstance. They don't worry over instructing to the measures, rather they take a gander at the gauges and attempt to see a route for understudies as imaginative inside them. They utilize the guidelines as a manual to assist them with making new creative approaches to arrive at their understudies. This may imply that they consolidate play, learning focuses, or understudy decisions into their educational plan. They will take the necessary steps to be innovative rather than focused with regards to the ever-changing instructive guidelines. While innovative reasoning is certifiably not a trademark that everyone may have, with a little thinking ahead and creative mind, you can turn into an imaginative instructor - you simply need to realize where to discover it. Once in awhile motivation and thoughts may appear unexpectedly, and it is dependent upon you to follow up on those minutes and incorporate those thoughts into your everyday plans.

Objectives of Study

i. General Objectives

To find out teacher's attitudes towards creative teaching strategies for enhancing students' academic achievement at the higher secondary level.

ii. Specific Objectives

1. To find out the level ofteachers' attitude towards creative teaching strategies to gender.

2.To find out the level ofteachers' attitude towards creative teaching strategies to type of school.

3. To find out the level ofteachers' attitude towards creative teaching strategies to the location of School.

The hypothesis of the Study

1. There is no significant difference between the teacher's attitude towards creative teaching strategies to gender.

2. There is no significant difference between the teacher's attitude towards creative teaching strategies to type of school.

3. There is no significant difference between the teacher's attitude towards creative teaching strategies tothe location of the School.

Method Adopted in the Present Study

The investigator adopted the Survey method of research because he wanted to know the condition that was prevailing in the schools regarding the application of teachers' attitudes in his/her life situation.

Preparation and Validation of Questionnaires

The investigator is consulted with his guide prepared a questionnaire consisting of 25 questions. The investigator gave the questionnaire to the experts. The questionnaires can be answered by the respondents with agree, undecided, disagree.

Establishing Content Validity

To establish content validity, the prepared tool was given to experts in the field of education. They reviewed the tool in the presence of the investigator and gave their suggestions to the improvement of the questionnaire.

Establishing Reliability

To establish the reliability of the inventory, it was administered to a sample of 50 teachers belonging to various schools; the responses were collected and scored. After 2 weeks, the same test was administered to the same group of teachers. Again the responses were collected and scored. The product-moment coefficient correlation was used to find out the reliability of the questionnaire. The reliability value is 0.69.

Population and Sample

The population for survey research for the present study constitutes about 145 teachers of the higher secondary school of Sivaganga District.The investigator stratified the teachers in Sivaganga District.

Differential Analysis

Objective: 1

To find out the level ofteachers' attitude towards creative teaching strategies to gender.

Table 1

LEVEL OF TEACHERS ATTITUDE TOWARDS CREATIVE TEACHING STRATEGIES TO GENDER

Background variable	Low		Average		High	
	No	%	No	%	No	%
Male	23	33.3	38	55.1	8	11.6
Female	7	9.2	61	80.3	8	10.5

It is inferred from the above table 33.3%, 55.1%, 11.6% of male teachers have low, average, high level of attitude towards creative teaching strategiesrespectively. Regarding female teachers, 7%, 80.3%, 10.5% of them have low, average, high level of attitude towards the attitude of creative teaching strategiesrespectively.

Objective: 2

To find out the level ofteachers' attitude towards creative teaching strategies to type of school.

Table2

LEVEL OF TEACHERS ATTITUDE TOWARDS CREATIVE TEACHING STRATEGIES TO TYPE OF SCHOOL

Background variable	Low		Average		High	
	No	%	No	%	No	%
Government	24	23.5	64	62.7	14	13.7
Private	7	16.3	35	81.4	1	2.3

It is inferred from the above table 23.5%, 62.7%, 13.7% of government school teachers have low, average, high level of attitude toward creative teaching strategies of teachersrespectively. Regarding private school teachers 16.3%, 81.4%, 2.3% of them have low, average, high level of attitude toward creative teaching strategies of teachersrespectively.

Objective: 3

To find out the level ofteachers' attitude towards creative teaching strategies to the location of School.

Table 3

LEVEL OF TEACHERS ATTITUDE TOWARDS CREATIVE TEACHING STRATEGIES TO LOCATION OF SCHOOL

Background Variable	Low		Average		High	
	No	%	No	%	No	%
Urban	29	23.8	70	57.4	23	18.9
Rural	3	13.0	19	82.6	1	4.3

It is inferred from the above table 23.8%, 57.4%, 18.9% of urban school teachers have low, average, high level of attitude toward creative teaching strategies of teachersrespectively. Regarding rural school teachers 13.0%, 82.6%, 4.3% of them have low, average, high level of attitude toward creative teaching strategies of teachersrespectively.

Testing hypothesis

Null hypothesis 1

There is no significant difference between the teacher's attitude towards creative teaching strategies to gender.

TABLE 4

DIFFERENCE BETWEEN THE TEACHERS ATTITUDE TOWARDS CREATIVE TEACHING STRATEGIES TO GENDER

Variable	Mean	SD	't' value	Remark
Male	149.90	8.44	0.13	NS
Female	149.68	10.95		

(At 5% level of significant the table value of't' is 1.96)

It is inferred from the above table that the calculated 't' value for an attitude of creative teaching strategiesis lesser than the table value (1.96) at 5% level of significance, Hence the Null hypothesis is accepted. The attitude of the male teacher and female teachers both are not significant.

Null hypothesis 2

There is no significant difference between the teacher's attitude towards creative teaching strategies to the type of school.

TABLE 5

DIFFERENCE BETWEEN THE TEACHERS ATTITUDE TOWARDS CREATIVE TEACHING STRATEGIES TO TYPE OF SCHOOL

Variable	Mean	SD	't' value	Remark
Government	148.70	8.27	2.22	S
Private	155.57	14.39		

(At 5% level of significant the table value of 't' is 1.96)

It is inferred from the above table that the calculated 't' value for the attitude of creative teaching strategiesishigher than the table value (1.96) at 5% level of significance, Hence the Null hypothesis is rejected. The attitude of a government school teacher and private school teachers both are significant.

Null hypothesis 3

There is no significant difference between the teacher's attitude towards creative teaching strategies tothe location of the School.

Table 6

DIFFERENCE BETWEEN THE TEACHERS ATTITUDE TOWARDS CREATIVE TEACHING STRATEGIES TO LOCATION OF SCHOOL

Variable	Mean	SD	't' value	Remark
Rural	148.75	8.52	1.72	NS
Urban	152.23	12.00		

(At 5% level of significant the table value of 't' is 1.96)

It is inferred from the above table that the calculated 't' value for an attitude of creative teaching strategiesis lesser than the table value (1.96) at 5% level of significance, Hence the Null hypothesis is accepted. The attitude of an urban school teacher and rural school teachers both are not significant.

III.   Results and findings

It is inferred from the above table 33.3%, 55.1%, 11.6% of male teachers have low, average, high level of attitude towards creative teaching strategies respectively. Regarding female teachers, 7%, 80.3%, 10.5% of them have low, average, high level of attitude towards the attitude of creative teaching strategies respectively.

It is inferred from the above table 23.5%, 62.7%, 13.7% of government school teachers have low, average, high level of attitude toward creative teaching strategies of teachersrespectively. Regarding private school teachers 16.3%, 81.4%, 2.3% of them have low, average, high level of attitude toward creative teaching strategies of teachersrespectively.

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IV.   Conclusions and recommendation

The investigator has studied the attitude of creative teaching strategiesin terms of background variable, gender, location, Nature of the school.To overcome the problems, the following suggestions are recommended.Adequate creative teaching aids, modern Textbooks, should be provided in every school.Creative, learning activity of teachers will help them to update their knowledge and effective to the students.

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