

# **A Study of Creativity and Self-confidence of D.El.Ed. Pupil-Teachers**

## **SUMMARY**

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## SUMMARY

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### INTRODUCTION

Education is the most potent weapon to bring about change in society. It has the power to revolutionize any society. No country can achieve sustainable socio-economic development without a proper education system. Education not only enriches people's understanding of the world but also improves the quality of their lives and leads to social benefits. As John Locke stated, plants are developed by cultivation and men by education. Thus every country must have a concrete and broad vision of education. The quality of education lies on the teacher's shoulders, who are the foundation stone to the educational process.

Teaching and learning have been a well-established tradition in our country, and this tradition has continued to retain its strength even in the adverse circumstances. After independence, tremendous efforts were directed to nurture and transform the teacher education system in our country. Initially, the teacher education model was adopted from Britain, but after independence, continuous efforts were directed towards modifying it according to the need of our tradition and culture. With the growth and expansion of school education, the teacher training institutes came under tremendous pressure to build quality teacher.

In India, there are various teacher training programmes like N.T.T., B.T.C., D.El.Ed., B.El.Ed., B.Ed. and M.Ed.. These programmes are directed towards training prospective teachers to teach at various stages of the education system, like in pre-primary, primary, secondary and senior secondary schools and at colleges and universities. Skill and confidence are the demand of the modern era, and the field of education is no exception. With the change in the education system, expansion of school education, and universal elementary education, the demand for skilled and confident teachers has increased enormously. Thus, the prime responsibility of teacher training institutes is to train their pupil-teachers effectively.

## **CREATIVITY**

Creativity, in a literal sense, stand for the ability to create or produce something. It should not be confused with talent, skill, or intelligence. It is not doing something better than others; instead, it is about thinking, exploring, discovering and imaging. It is a way of seeing and responding to things differently. Creativity is not confined to any specific age, gender, creed, colour and religion. It resides in every human in some quantity.

According to **Drevhal (1956)**,"creativity is a person's ability to create compositional goods based on concepts that are fundamentally unique or novel and previously unknown to the creator. Among people and includes chiefly the factors of seeing problems, fluency, flexibility, originality persistency".

## **MEANING AND DEFINITION OF SELF-CONFIDENCE**

According to **Burton & Platts (2011)**, confidence is the willingness to take responsible and successful actions in any circumstance, however difficult it might seem. Confidence is a feeling that makes one believe that one can do something with ease and tranquility. It makes an individual optimistic and happy about themselves.

The oxford dictionary describes self-confidence as trusting one's abilities, values, and judgment.

## **TEACHER EDUCATION**

It is accepted at the global level that the chief aspect of education is the transmission of knowledge to the next generation, making them proud of our nation and teaching them to respect human dignity. Therefore, the fundamental purposes of teacher education are to make a powerful education system. Today we talk about globalization and knowledge exchange with other nations. Education plays a prominent role in doing so. It is widely accepted that teacher education has immense potential to influence the education of children, teachers, teacher educators, and others and provide newer and more effective ways of mitigating some of the challenges being faced by our country's educational system.

NCTE has defined teacher education as a program of education, research, and training to teach from pre-primary to higher education level. The teacher education programme is focused on enhancing teacher's efficiency and capabilities for empowering skills.

The D.I.E.T. is an important area for research in elementary pre-service teacher education in the country as it covers all the districts and, at the same time, recognizes the decentralized structure of each D.I.E.T.. This conjunction makes it possible to analyze the general aspects of the elementary pre-service teacher education system, particularly local circumstances and distinct factors inherent in each district. It is an accepted fact that the D.I.E.T. system and its elementary pre-service teacher education malfunction according to the **District Institutes of Education and Training: A National Evaluation (2001)**, conducted by the National Institute of Educational Planning and Administration (NIEPA, presently NUEPA), more than a decade after its first establishment. It affirms that the pre-service teacher education programme is not offered in some states and asserts that this absence has 'serious implications for staff structure and no attention seems to have been directed in this context' (NIEPA, 2001). Furthermore, infrastructure and educational equipment available to each DIET are inadequate and unable to deliver quality pre-service teacher education.

## **STATEMENT OF THE PROBLEM**

**“A Study of Creativity and Self - confidence of D.El.Ed. Pupil -Teachers”**

## **NEED AND JUSTIFICATION**

The schools in India are generally interested in encouraging students to gain higher academic scores. At each level of education, whether primary, secondary or higher, teachers never think beyond it. The world we live in is changing rapidly, giving birth to various new kinds of problems. In such a scenario, it becomes society's social and moral obligation to make our forthcoming generations aware and armed to deal with any kind of problem in any situation. In such circumstances, a huge responsibility lies on the shoulders of our educational institutions, which needs to focus on encouraging creativity and self-confidence among students. As stressed by the ministry of education report (Govt. of India-2002), self-confidence is crucial for students. Self-confidence is a

behavioural attribute of students and an essential factor for accomplishing success in academics and life. A student can be self-confident and creative only when he receives proper guidance, motivation and encouragement during his years of education. To inculcate such skills in students, they need quality teaching. A teacher himself needs to be confident and creative to develop such skills among his students. Therefore this study is focused on under training pre- services teachers. Creativity and self-confidence are the two most essential qualities for pupil-teachers and the demand of the present era. Only a creative and self-confident teacher can fulfill the country's needs. They are the only ones who can devise and select proper tactics for teaching. Since only creative and self-confident teachers can change the students. Thus the present study aims to investigate pupil-teacher's creativity and self-confidence levels. This study also seeks to reveal the relationship between self-confidence and creativity.

## **OPERATIONAL DEFINITION OF THE TERMS USED**

The important term used in this study are defined as follows:

### **Creativity**

In this research, creativity means pupils ability to keep their minds open and modify their ideas to achieve a creative result. It is focused mainly on four dimensions (1) Fluency, (2) Flexibility, (3) Originality, (4) Elaboration.

### **Self-confidence**

In this research, self-confidence refers to an individual's perceived ability to act effectively in a situation to overcome from problems and to find the right solution.

### **D.El.Ed.**

In this research, Pre-service teachers are those would be teachers who are pursuing a Diploma in Elementary Education in Uttar Pradesh.

## **OBJECTIVES OF THE STUDY**

1. To study the relationship between Creativity and Self-confidence of D.El.Ed. Pupil-Teachers.
2. To study the relationship between Creativity and Self-confidence of D.El.Ed. male Pupil-Teachers.
3. To study the relationship between Creativity and Self-confidence of D.El.Ed. female Pupil-Teachers.
4. To study the relationship between Creativity and Self-confidence of D.El.Ed Arts stream Pupil-Teachers.
5. To study the relationship between Creativity and Self-confidence of D.El.Ed. Science stream Pupil-Teachers.
6. To study the relationship between Creativity and Self-confidence of D.El.Ed Arts stream male Pupil-Teachers.
7. To study the relationship between Creativity to study and Self-confidence of D.El.Ed Art stream female Pupil-Teachers.
8. To study the relationship between Creativity and Self-confidence of D.El.Ed. Science stream male Pupil-Teachers.
9. To study the relation in Creativity and Self-confidence of D.El.Ed. Science stream female Pupil-Teachers.

## **HYPOTHESES OF THE STUDY**

1. There is no significant relationship between Creativity and Self-confidence of D.El.Ed. Pupil-Teachers.
2. There is no significant relationship between Creativity and Self-confidence of D.El.Ed. male Pupil-Teachers.
3. There is no significant relationship between Creativity and Self-confidence of D.El.Ed. female Pupil-Teachers.
4. There is no significant relationship between Creativity and Self-confidence of D.El.Ed. Arts stream Pupil-Teachers.
5. There is no significant relationship between Creativity and Self-confidence of

D.El.Ed. Science stream Pupil-Teachers.

6. There is no significant relationship between Creativity and Self-confidence of D.El.Ed. Arts stream male Pupil-Teachers.
7. There is no significant relationship between Creativity and Self-confidence of D.El.Ed. Arts stream female Pupil-Teachers.
8. There is no significant relationship between Creativity and Self-confidence of D.El.Ed. Science stream male Pupil-Teachers.
9. There is no significant relationship between Creativity and Self-confidence of D.El.Ed. Science stream female Pupil-Teachers.

## **SCOPE AND DELIMITATION OF STUDY**

In this research, a detailed study of the creativity and self-confidence of pupil-teachers has been conducted. In addition, an attempt was made to explore the correlation between creativity and self-confidence of the pupil-teachers.

### **Delimitations-**

1. The present study is delimited to D.El.Ed. pupil-teachers only.
2. The present study is delimited to finding out the inter-relationship between two dependent variables, i.e. creativity and self-confidence of pupil-teachers only.
3. The Study is further delimited to 250 pupil-teachers of D.El.Ed. Course only.

## **RESEARCH METHODOLOGY**

As the nature of the study is concerned, it requires descriptive analysis of the creativity and self-confidence of D.El.Ed. Pupil-teachers Thus the researcher had followed the descriptive survey method.

## **POPULATION OF THE STUDY**

**The population of the present study included all the pupil-teachers studying in D.El.Ed. colleges of Sitapur district.**

## **SAMPLE & SAMPLING**

The researcher followed the following steps:

1. **Defining the Population:** In the present study, the population has been described as the pupil-teachers of D.El.Ed. of Sitapur District U.P.
2. **Listing of all the units in the population:** The researcher had identified all units in the population and numbered them accordingly.
3. **Selection of Sample Size:** In this study simple random sampling technique has been used. First of all, a list of all D.El.Ed. Institutions of the Sitapur district was prepared. After that, the institutions were randomly selected from a simple lottery method. Then the sample of pupil-teacher was selected randomly from each selected institution. The present study was conducted on two hundred and fifty pupil-teachers from the humanities and science group in equal numbers from the five institutions located in the district. The logical chorology of this sample structure was fifty pupil-teachers from each of the five institutions ( $50 * 5 = 250$ ).

## **STATISTICAL TECHNIQUE USED**

The researcher has used Pearson's Product –Moment for the correlation.

## **FINDINGS**

### **HYPOTHESIS-1**

**There is no correlation between Creativity and Self-confidence of D.El.Ed. pupil-teachers.**

The value of the coefficient of correlation (r) computed between creativity and self-confidence of pupil-teachers obtained was 0.344. To be significant at 0.01 levels, the value of the coefficient of correlation(r) should be 0.181 or more. The obtained value of r was more than the table value. Therefore the null hypothesis stands rejected. Thus, it was found that the creativity and self-confidence of D.El.Ed. Pupil-teachers were positively correlated.

## **HYPOTHESIS-2**

**There is no correlation between Creativity and Self-confidence of D.El.Ed. male Pupil-Teachers.**

The value of the coefficient of correlation( $r$ ) between creativity and self-confidence of D.El.Ed. male pupil-teachers obtained was 0.410. To be significant at the 0.01 level, the value should be 0.228 or more for  $df = 123$ . Since the value of  $r$  obtained is more than the table value, the null hypothesis is rejected. It was found that creativity and self-confidence were positively correlated in the case of D.El.Ed. male pupil-teachers

## **HYPOTHESIS-3**

**There is no significant correlation between Creativity and Self-confidence of D.El.Ed. female Pupil-Teachers.**

The value of the coefficient of correlation( $r$ ) between creativity and self-confidence of D.El.Ed. female pupil-teachers obtained was 0.275. To be significant at the 0.01 level, the value should be 0.228 or more for  $df = 123$ . Since the value of  $r$  obtained is more than the table value, the null hypothesis is rejected. It is concluded that creativity and self-confidence were positively correlated in the case of D.El.Ed. female pupil-teachers.

## **HYPOTHESIS-4**

**There is no significant correlation between Creativity and Self-confidence of D.El.Ed. Arts stream Pupil-Teachers.**

It was revealed that the coefficient of correlation between creativity and self-confidence of D.El.Ed. pupil-teachers of arts stream was 0.295. To be significant at 0.01 level of significance, the value of  $r$  should be 0.228 or more for  $df = 124$ . Since the obtained value of  $r$  is greater than the table value, the null hypothesis stands rejected. Therefore, it is inferred that there exists a positive and significant correlation between creativity and self-confidence of arts stream pupil-teachers.

### **HYPOTHESIS-5**

**There is no significant correlation between Creativity and Self-confidence of D.El.Ed. Science stream Pupil-Teachers.**

It was seen that the coefficient of correlation between creativity and self-confidence of D.El.Ed. pupil-teachers of science stream. The value of  $r$  obtained was 0.331. To be significant at 0.01 level of significance, the value of  $r$  should be 0.228 or more for  $df$  122. Since the obtained value of  $r$  is greater than the table value, the null hypothesis stands rejected. Thus it is concluded that there exists a significant and positive correlation between creativity and self-confidence of D.El.Ed. science stream pupil-teachers.

### **HYPOTHESIS-6**

**There is no significant difference between Creativity and Self-confidence of D.El.Ed. Arts stream male Pupil-Teachers.**

For  $df$  60 the table value at 0.01 level of significance was 0.325. The obtained value of  $r$  is more than the table value. Therefore the null hypothesis is rejected. It was found that there exists a significant and positive correlation between creativity and self-confidence of D.El.Ed. male pupil-teachers of arts stream ( $df=60$ ,  $r=0.426 > 0.01$ ).

### **HYPOTHESIS-7**

**There is no significant difference between Creativity and Self-confidence of D.El.Ed. Arts stream female Pupil-Teachers.**

It was seen from the above table that the coefficient of correlation between creativity and self-confidence of D.El.Ed. female pupil-teachers of arts stream. The value of  $r$  obtained was 0.146. To be significant at the 0.05 level, the value of  $r$  should be 0.250 or more for  $df$  62. Since the value of  $r$  obtained is less than the table value, the null hypothesis is accepted. It is concluded that creativity and self-confidence were not correlated in the case of female pupil-teachers of the arts stream.

## **HYPOTHESIS-8**

**There is no significant correlation between Creativity and Self-confidence of D.El.Ed. Science stream male Pupil-Teachers.**

It was revealed that the coefficient of correlation between creativity and self-confidence of D.El.Ed. The science stream male was 0.344. To be significant at the 0.01 level, the value of  $r$  should be 0.325 or more. The value of  $r$  obtained is 0.344, which is higher than the table value; hence, the null hypothesis stands rejected. It is found that in the case of male pupil-teachers of science stream creativity and self-confidence were significantly and positively correlated.

## **HYPOTHESIS-9**

**There is no significant correlation between Creativity and Self-confidence of D.El.Ed. Science stream female Pupil-Teachers.**

It was seen that the coefficient of correlation between creativity and self-confidence of D.El.Ed. female pupil-teachers was 0.344. To be significant at the 0.01 level, the value of  $r$  should be 0.325 or more. The value of  $r$  obtained is higher than the table value and significant at 0.01 level of significance; hence the null hypothesis is rejected. It can be concluded that there exists a positive and significant correlation between creativity and self-confidence of female pupil-teachers of the science stream.

## **CONCLUSIONS**

This study is focused on pre-services teachers who are taking the training. Creativity and self-confidence are the two most important variables for the pupil-teachers. The study aims to reveal the correlation between self-confidence and creativity variables as positive, negative or zero.

1. It was revealed that there was a significant and positive correlation between creativity and self-confidence of D.El.Ed. pupil-teachers. In other words, the students who have a good level of creativity also possess a high level of confidence, and the students showing a low level of creativity also show a low

level of confidence. Therefore, it seems natural that a person with good self-confidence does possess a high level of creativity.

2. It was found that there was a significant and positive correlation between creativity and self-confidence of D.El.Ed. male pupil-teachers, which means that the more creative pupil-teachers possess a good level of self-confidence, and the pupil-teachers who are comparatively lower in creative abilities are low in their self-confidence.
3. A significant and positive correlation was seen between creativity and self-confidence of D.El.Ed. female pupil-teachers, which means that the female pupil-teachers who are more creative possess a better level of self-confidence, and the pupil-teachers who possess a low level of creative abilities are also low in their self-confidence.
4. A positive and significant correlation between creativity and self-confidence of pupil-teachers of arts stream was revealed. In other words, creativity and self-confidence correspond with each other in the case of D.El.Ed. pupil-teachers of arts stream.
5. There was a significant and positive correlation between creativity and self-confidence of D.El.Ed pupil-teachers of science stream. So it follows that the pupil-teachers with good capability of creativity will also have the self-confidence of higher order. On the other hand, the pupil-teachers with a low level of creativity will also have a comparatively low level of self-confidence.
6. It was found that there exists a positive and significant correlation between creativity and self-confidence of D.El.Ed. arts stream male pupil-teachers. So it also follows that the pupil-teachers with higher-order creativity will also be having a good level of self-confidence, and the pupil-teachers who are comparatively less creative will be having a lower level of self-confidence.
7. There was no significant relationship between creativity and self-confidence. In this case of the creative ability of female pupils-teachers had no bearing on their self-confidence.
8. It was found that there was a significant correlation between creativity and self-confidence of male pupil-teachers. So it can be said that the pupil-teachers who

possess better creativity will also possess a high level of self-confidence. On the other hand, the pupil-teachers who have low levels of creativity are comparatively low in their self-confidence.

9. It was seen that there was a significant and positive correlation between creativity and self-confidence of D.El.Ed. female pupil-teachers of science stream. So it also follows that creative abilities and self-confidence correspond with each other.

## **RECOMMENDATIONS**

1. The present research clearly indicates that there exists a positive and significant correlation between creativity and self-confidence of D.El.Ed. pupil-teachers. Hence it is recommended that administrators and teachers should focus on the development of both creativity and self-confidence.
2. Every opportunity should be given to students to express their views/thoughts, enhancing their self-confidence. Organizing debate and elocution competitions can help a lot in this matter.
3. Pupil-teachers should be provided with every opportunity to express their creativity by organizing exhibitions and educational fairs.
4. Collaborative and co-operative methods, constructivist approach & project method can be well applied to enhance the creativity and self-confidence of students.
5. Provision should be made in teacher education programmes to encourage creativity and enhance the self-confidence of pupil-teachers.

## **EDUCATIONAL IMPLICATIONS**

The present research study provides concrete evidence of the correlation between creativity and self-confidence. Therefore, in National Education Policy, 2020, the importance of the development of creativity and self-confidence of students is significantly highlighted.

The results of this study clearly indicate that creativity and self-confidence are complementary to each other. These are not to be seen in isolation. An integrated

approach can be adopted for the developments of both of these are important factors. In view of this, the present research study can be of great help in developing an integrated curriculum for pre-service and in-service teacher training programmes.

The findings of the present study may have a practical contribution for policymakers, learning institutions, parents, teachers, administrators and students. That is, from the present findings, they can know and understand that there are several factors which can affect creativity and self-confidence.

Thus this study can provide a good contribution to the field of education in general and teacher education in particular.

## **SUGGESTIONS FOR FURTHER RESEARCH**

- An investigation should be designed to investigate the development trends of creativity from pre-primary to the collegiate level.
- An investigation should be designed to study other variables like academic achievement, reading abilities, co-curricular activities, etc.
- Studies should be designed to investigate their gender difference in the creativity of higher and secondary levels.
- An investigator should be done to explore the relationship between creativity and self-confidence at the secondary level.
- An investigation should be done to explore the creativity levels of urban and rural students at the university level.
- An investigation should be done to explore the creativity levels of urban and rural areas students at the secondary level.
- An investigation should be done to explore the relationship of creativity and self-confidence of science and art stream at the university level.
- An investigation should be done to explore the relationship of creativity and self-confidence of science and art stream at the secondary level.
- An investigation should investigate the relationship between creativity and other affective variables like values, level of adjustment, and social and economic status.

- An investigation should be done to studies the effect of ICT on the creativity of students.
- An investigator should be done to study the effect of ICT on the creativity of pre-service teachers at the primary level.
- An investigation should be done to study the effect of ICT on the creativity of pre-service teachers at the secondary level.
- An investigation should be done to study the effect of ICT on the creativity of pre-service teachers at the university level.
- An investigation should be done to study the effect of ICT on the creativity of post-service teachers at the primary level.
- An investigation should be done to study the effect of ICT on the creativity of post-service teachers at the secondary level.
- An investigation should be done to study the effect of ICT on the creativity of post-service teachers at a higher level.
- An investigation should be done to study the effect of library hours on creativity.
- An investigation should be done to investigate the effect of ICT on the self-confidence of post-service teachers.
- An investigation should be done to study the role of ICT in enhancing creativity levels.
- An investigation should be done to study the effect of ICT on the creativity of post-service teachers.
- An investigation to study the ICT on pupil -teachers self -confidence.
- Studies should be designed to investigate the role of co-curriculum activities in enhancing creativity.
- Studies should be designed to investigate the role of co-curriculum activities in enhancing self-confidence.
- Studies should be designed to investigate Govt. school teachers and private school teachers in relation to creativity.
- Studies should be designed to investigate Govt. schools teachers and private schools teachers' self-confidence levels.