



CREATIVITY AMONG ELEMENTARY SCHOOL TEACHERS IN RELATION TO GENDER, SOCIAL CATEGORY AND EMOTIONAL MATURITY

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Abstract

The present study investigated the creativity among elementary school teachers in relation to gender, social category and emotional maturity. Descriptive research design was used to accomplish the objectives of the study. A random sample of 400 elementary school teachers was taken from four districts of Himachal Pradesh namely Bilaspur, Shimla, Sirmour and Solan. Statistical technique ANOVA was employed to analyse the collected data. The findings of the study revealed that there is no significant difference between male and female elementary school teachers of open and reserve category on creativity. However, a significant difference was found between highly emotionally mature and low emotionally mature elementary school teachers on creativity. Further, it was found that gender and social category, gender and emotional maturity, social category and emotional maturity, and gender, social category and emotional maturity taken together had no significant interactional effects on creativity among elementary school teachers.

Keywords: Creativity, Emotional Maturity, Elementary School Teacher.



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Creativity:

Creativity involves thinking in a novel way to arrive at original ideas. It extends our knowledge and experience which take us from known to novel. It includes flexibility, divergent thought, originality and the ability to organize perceptions and emotions. Quality education and ample opportunities for creative expressions inspire as well as stimulate the creative mind for a substantial contribution to the society. Therefore, the educational process should be aimed at developing creative abilities among children.

Torrance (1967) defined creativity “as the process of becoming sensitive to problems, deficiencies, gaps of knowledge, missing elements, disharmonies, and so on; identifying the difficulty, searching for solutions, making guesses, or formulating hypotheses about the deficiencies; testing and retesting hypotheses and possibly modifying and retesting them; and finally communicating results”.

Creativity has also been defined as the ability to see the things in a new and unusual light, to see problems that no one else may even realize exist, and then to come up with new, unusual, and effective solution Paplia and Olds (1987).

There are two perspectives of creativity i.e. product or process. Product perspective defines creativity in terms of output or product of creative effort, whereas process perspective of creativity emphasizes the thinking process involved in creating the novel and value product. Creativity can be fostered by openness to experience, high motivation, a set toward change and improvement, and social encouragement of innovation (Coleman, 1969).

Singh (1986) explored that male and female trained graduate teachers did not differ significantly either in their creativity or its factors of fluency, flexibility and originality. Reddy, Reddy and Geethanati (1999) also found no significant difference between male and female teacher-trainees with regard to their creativity. However, Topno (2011) explored that female teachers were better than male teachers in their creativity. Gupta (1995) found that advantaged group students were more creative than disadvantaged students. Non- scheduled caste urban students maintained their significant superiority on the rural group in all dimensions of verbal creativity and figural creativity Kumar and Singh (1999). Sharma (2012) in a study observed that social category of high school students does not have any significant effect on verbal, non-verbal and total creative thinking. Jabeen (2013) investigated teaching effectiveness of emotionally mature teachers which was found much superior than that of emotionally immature teachers. Lata (2012) found significant positive relationship between teacher effectiveness and teacher creativity. Shakir (2013) in a study reported that principals' effectiveness increases with the increase in emotional maturity and male principals are emotionally immature as compared to their female counterparts. Kumari (2013) found no significant difference between male and female prospective secondary school teachers on emotional maturity and total teaching competency and its dimensions. Female primary school teachers were found to possess more emotional maturity than the male teachers by Saner and Baviskar (2013). The findings of Kapoor (2014) indicated that extremely emotionally mature male-female and urban-rural secondary school teachers were more effective than extreme emotionally immature secondary school teachers. The study supports that emotional maturity plays a significant role in increasing the teaching effectiveness of secondary school teachers.

Objectives

- 1 To compare male and female general and reserve category elementary school teachers having high and low levels of emotional maturity on creativity.
- 2 To study the interactional effects of gender, social category and levels of emotional maturity of elementary school teachers on creativity.

Hypotheses

- 1 There will be no significant difference among male and female general and reserve category elementary school teachers having high and low levels of emotional maturity on creativity.
- 2 There will be no significant interactional effects of gender, social category and emotional maturity on creativity among elementary school teachers

Delimitations of the Study:

The present study was delimited to the elementary school teachers of four districts of Himachal Pradesh, teaching first to fifth classes in Government Elementary Schools, affiliated to H.P. Board of School Education, Dharamshala.

Operational Definitions

1. **Creativity-** refers to the verbal creativity comprising of three elements fluency, flexibility and originality as measured by 'Passi Test of Creativity' by B. K. Passi.
2. **Elementary School Teacher-** refers to the teachers who teach elementary classes from 1st to 5th in Government Elementary Schools affiliated to H.P. Board of School Education, Dharamshala.
3. **Gender-** refers to male and female elementary school teachers.
4. **Social Category-** refers to Government Elementary School teachers belonging to open and reserved category.
5. **Emotional maturity-** refers to perceived emotional maturity as measured by 'Emotional Maturity Scale' by Singh and Bhargava.

Methodology

Main objectives of the present study were to investigate creativity of elementary school teachers in relation to gender, social category and emotional maturity. Therefore, to achieve these objectives descriptive survey method of research was used.

Sample

Out of twelve districts of Himachal Pradesh, four districts namely Bilaspur, Shimla, Sirmour and Solan were selected at random. Three educational blocks from each selected district were selected at random. Further, from each selected education block, five clusters were selected randomly. Thereafter, whole of the population of elementary school teachers working in the schools under selected clusters was taken. Thus the total sample comprised of 664 elementary school teachers. Then the sample of elementary school teachers was classified on the basis of obtained scores on the Emotional Maturity Scale. The two groups were framed i.e. high emotionally mature and low emotionally mature on the basis of $M \pm \frac{1}{4}\sigma$. A total sample of 549 government elementary school teachers was retained. In the last stage, from 549 elementary school teachers, a sample of 400 school teachers with 50 teachers in each group was taken randomly.

Tool Used

In accordance with the requirements and objectives of the present study, following tools were used:

- 1) Verbal Test of Creative Thinking by Baqer Mehdi (2009).
- 2) Emotional Maturity Scale by Singh and Bhargva (2010).

Statistical Technique Used

2X2X2 Analysis of Variance, involving two levels of gender i.e. male and female, two levels of social category i.e. open and reserve and two levels of emotional maturity i.e. highly emotional mature (HEM) and low emotionally mature (LEM), was employed for the analysis of the data.

Analysis and Interpretation

The means and standard deviations on the creativity at different levels were computed which are given in Table 1 as under:

Table-1: Means and Standard Deviations for Creativity at Different Levels of Gender, Social Category and Emotional Maturity

		Gender						Combined		
		Male			Female					
Social Category		HEM	LEM	TOTAL	HEM	LEM	TOTAL	HEM	LEM	TOTAL
Open	MEAN	147.51	159.23	153.37	151.19	151.99	151.59	149.35	155.61	152.48
	SD	28.29	23.83		28.80	27.36				
Reserve	MEAN	144.18	154.29	149.24	151.59	154.61	153.1	147.89	154.45	151.17
	SD	18.48	27.41		26.78	20.52				
Total	MEAN	145.85	156.76	151.3	151.39	153.3	152.35	148.62	155.03	151.83

The complete summary of 2X2X2 ANOVA is given in Table 2 as under:

Table-2: Complete Summary of 2X2X2 ANOVA

Sources of Variation	Sum of Square	df	Mean Square	F	Sig.
Gender	2.588	1	2.588	0.004	NS
Social Category	18.324	1	18.324	0.03	NS
Emotional Maturity	3057.776	1	3057.776	4.31	*
Gender X Social Category	375.314	1	375.314	0.53	NS
Gender X Emotional maturity	1305.55	1	1305.55	1.84	NS
Social Category X Emotional maturity	53.428	1	53.428	0.08	NS
Gender X Social Category X Emotional Maturity	338.979	1	338.979	0.48	NS
Within Groups	278355.9	392	710.092		
Total	283507.9	399	710.546		

NS- Not significant at 0.05 level of significance for 1/392 df.

* - Significant at 0.05 level for 1/392 df.

Main Effects

Gender

Table 2 reveals that F-value corresponding to the effect of gender on creativity among elementary school teachers has come out to be 0.004, which is not significant at 0.05 level of confidence for 1/ 392 df. In the light of this, it can be said that there is no significant difference on the creativity among elementary school teachers with respect to gender. Further, it can be seen from Table 1 that mean score of male elementary school teachers on creativity is 151.30 and that of female elementary school teachers is 152.35. Although, the difference in the mean scores is not statistically significant, yet the trend of mean scores shows that male elementary school teachers are low on creativity as compared to female elementary school teachers. From the above analysis it may be interpreted that male and female elementary school teachers do not differ significantly from each other on the creativity.

Social Category

Table 2 is indicative of the fact that F-value corresponding to the effect of social category on creativity among elementary school teachers has come out to be 0.03, which is not significant

at 0.05 level of confidence for 1/ 392 df. In the light of this it can be said that there is no significant difference in the creativity of elementary school teachers with respect to social category.

It can be seen from Table 1 that mean score of open category elementary school teachers on creativity is 152.48 and that of reserve category elementary school teachers is 151.17. Although, the difference in the mean scores is not statistically significant, yet the trend of mean scores shows that open elementary school teachers are a little bit high on creativity as compared to reserve elementary school teachers. From the above analysis it may be inferred that open and reserve elementary school teachers do not differ significantly on the creativity.

Emotional Maturity

It can also be seen from Table 2 that F-value corresponding to the effect of emotional maturity on creativity among elementary school teachers has come out to be 4.31, which is significant at 0.05 level of confidence for 1/ 392 df. It shows that there is a significant difference on the creativity of high emotionally mature and low emotionally mature elementary school teachers. Further, it is evident from Table 1 that mean score of high emotionally mature elementary school teachers on creativity is 148.62 and that of low emotionally mature elementary school teachers is 155.03. Since, the mean score for the high emotionally mature elementary school teachers is low to that of the low emotionally mature elementary school teachers; it shows that low emotionally mature elementary school teachers are high on creativity as compared to the high emotionally mature elementary school teachers.

It can be said from the above analysis that high emotionally mature elementary school teachers and low emotionally mature elementary school teachers differ significantly on creativity and low emotionally mature are more creative than highly emotionally mature elementary school teacher.

Two Way Interactions

Gender X Social Category

It is also evident from Table 2 that computed value of F for the interactional effect of gender and social category on the creativity among elementary school teachers has come out to be 0.53, which is not significant at 0.05 level of confidence for 1/ 392 df. It shows that there is no significant interactional effect of gender and social category on creativity of the elementary school teachers. In the light of this it can be said that there is no significant interactional effect of gender and social category on the creativity of elementary school teachers. It can be inferred from the above analysis that gender and social category taken together have no significant interactional effect on creativity among elementary school teachers.

Gender X Emotional Maturity

Table 2 further reveals that the computed value of F for the interactional effect of Gender and emotional maturity on creativity among elementary school teachers has come out to be 1.84, which is not significant at 0.05 level of confidence for 1/ 392 df. It shows that there is no significant interactional effect of gender and emotional maturity on creativity of the elementary school teachers. In the light of this it can be said that there is no significant interactional effect on creativity of elementary school teachers with respect to gender and

emotional maturity. From the above analysis, it can be inferred that gender and emotional maturity taken together have no significant interactional effect on creativity among elementary school teachers.

Social Category X Emotional Maturity

Table 2 also shows that the computed value of F for the interactional effect of social category and emotional maturity on creativity among elementary school teachers has come out to be 0.08, which is not significant at 0.05 level of confidence for 1/ 392 df. It shows that there is no significant interactional effect of social category and emotional maturity on creativity of the elementary school teachers. In the light of this it can be said that there is no significant interactional effect of social category and emotional maturity on creativity of elementary school teachers. From the above analysis, it can be interpreted that social category and emotional maturity taken together have no significant interactional effect on creativity of elementary school teachers.

Three Way Interactions

Gender X Social Category X Emotional Maturity

It can be seen from Table 2 that the computed value of F for the interactional effect of gender, social category and emotional maturity on creativity among elementary school teachers has come out to be 0.48, which is not significant at 0.05 level of confidence for 1/ 392 df. It shows that there is no significant interactional effect of gender, social category and emotional maturity on creativity among the elementary school teachers. In the light of this it can be said that there will be no significant interactional effect on creativity of elementary school teachers with respect to gender, social category and emotional maturity. From the above analysis, it can be inferred that gender, social category and emotional maturity taken together have no significant interactional effect on creativity of elementary school teachers.

Educational Implications

Creative teacher can handle individual differences effectively to promote harmonious development of pupils and can create congenial environment in the classroom. Though the difference is not statistically significant in the present study but trend of mean scores shows that female in comparison to male and open in comparison to reserve category elementary school teachers are high on creativity. Therefore, it is necessary to promote creativity among teachers in accordance to their gender and socio-cultural background, so that they may connect themselves with the process of cultivating creative abilities among them. There should be special creativity promoting activities for teachers where they can show their creative abilities and get acquainted with the latest creative trends in education process. There creative ideas and practices should be encouraged and appreciated

Further, the results of the study reveal that low emotionally mature elementary school teachers are high on creativity as compared to high emotionally mature elementary school teachers. Since, creativity plays a significant role in harmonious development of a child; there should be specially designed crash courses to improve creative abilities among teachers. It must be given due emphasis in pre and in-service teacher training programmes, as it is teacher's creativity which decides effectiveness of his teaching methods, strategies and tactics to explore full capabilities of pupils. Creative teachers can use variety of novel activities to motivate, generate opportunities, inculcate values and establish emotional relationship with students to bring best out of them.

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