



EFFECTIVE TEACHING STYLE IN HIGHER EDUCATION: A NEED TO ENHANCE CREATIVITY

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Abstract

In cohering the statement under new National Education Policy (NEP-2020) in India, a common guiding set of National Professional Standards for Teachers (NPST) has to setup in coming years. In which General Education Council (GEC) has given the responsibilities to frame expected learning outcomes along with professional standard setting. The purpose of this study is to draw an attention how teachers' teaching styles at higher education level dominates the creativity of their students. While, the student-centered teaching style outweighs the teacher-centered teaching styles at college and university level of teaching. Moreover, the study examined the traditional teaching style over the didactic teaching style in the context of creativity.

Keywords: Teaching Styles, Higher Education, Creativity.



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Introduction

Higher Education plays a vital and critical role in the development of every nation. As it focuses on knowledge, life skills, inculcates values and create responsible human capital. In the 21st century, the need of sustained growth and diversification of higher education systems created a challenge to meet students' perceptions and compete with latest advancements in the job market, for the growth and survival. In this present scenario, the students had become the clients while university teachers or lecturers are the service-provider (Tjeldvoll, 1997). Hence, the latter has to meet the dynamic demands of the clientele to an optimum by adjusting the learning environment. The need to adopt and execute an effective teaching style is a never ending schema. Although, new researches, publications and innovative practices, in dissemination of knowledge have now become new agenda. Hence improvement in the existing teaching-learning paradigm in higher education and effective teaching has become

the need of the day. It has become essential to identify the gaps in the teaching learning process and adopt an effective teaching style for the survival of the students as a product.

According to National Education Policy (NEP-2020), In India National Higher Education Regulatory Council (NHERC), will regulate higher education, including teaching, research, exacting applied work. Higher Education, recognized as tertiary (Post school) level, in other words education at university level, needs more competency, skill, diligence and insight than the teaching at other levels. Teaching styles develop understanding, skills and values relative to the subject. A teaching style represents those enduring personal qualities and behaviors that appear, how one conducts his classes. The constructive style of teaching as an effective teaching style is based on the notion that learning is an active process. It stimulates students to generate their own novel ideas and link it with previous knowledge. The Componential Theory on Creativity given Amabile ('Creativity in Context' 1996) pronounced the three important components: Domain-relevant skills (*expertise in the relevant domain or domains*), creativity-relevant processes (*cognitive and personality processes conducive to novel thinking*) and task motivation (*specifically, the intrinsic motivation to engage in the activity out of interest, enjoyment, or a personal sense of challenge*); are essential components of creativity, where teacher's personal behavior to deliver knowledge remains a focal point.

Amabile (1983), Mumford (2003), Sternberg and Lubart (1999) have beliefs that *Creativity* has its roots in the Latin term *creō*, refers to the ability to generate ideas or problem solutions that are original (i.e., novel) and useful (i.e., effective). Creativity has not only been recognized in the sciences and the arts but has also been shown to play an important role in everyday problem solving.

For evaluating teachers' effectiveness researches indicate that students often have little expertise in knowing and are the most reliable sources to report, whether learning experience was informative, productive, satisfying, or meaningful. While the judgments on these matters are not surely measures of teacher or course effectiveness, but these are considered to be legitimate indicators of students' satisfaction and considerably such researches link students' satisfaction to effective teaching. For instance, Centra (1993), defines effective teaching as "that which produces beneficial and purposeful student learning through the use of appropriate procedures". Braskamp and Ory, (1994, p. 40) include both teaching and learning in their definition, defining effective teaching as the "Creation of

conducive situations in which appropriate learning occurs, adaptation to those situations is what successful teachers have learned to do effectively”.

Teaching Styles and Creativity

The most effective teachers vary their styles depending on the nature of the students, subject matter, course and other factors. It is essentially important to foster creativity in higher education, as the teachers at this level have to recognize potentials, preparing young minds for the uncertain and complex nature of world, so that students can express their innate abilities and utilize in their environments. So the teachers’ awareness towards their style and its impact on teaching and learning environment impact creativity expression and also nurture it for future adaptations.

Teacher-Centered Styles and Creativity

From the old-fashioned authoritarian style to the contemporary collaborative one, a teacher’s teaching style comes from combinations of their education, teaching philosophy, self-efficacy, interest in subject matter and experience. Educationists around the globe are emphasizing to creativity and improving the existing learning methods and also experimenting with new teaching styles. The traditional teaching style i.e. teacher-centered approach, involves one-way transmission from teachers to students. This traditional teaching style focuses on the teachers’ stature as fundamental source of transmission of information and knowledge. The responsibility of teaching learning activities, curricular design and development belongs to the teacher, including mode of instructions, content analysis and evaluation procedures. This authoritarian teaching style does not seek student involvement in either construction of knowledge or decision-making about, how that knowledge about students’ learning; it does not stress development of skills like cooperative work. It focuses on competence rather than cooperation, with minimal and one-way interaction between student and teacher. Instructions will only be occasionally two-way, in order to draw students’ attention or to ensure understanding of the content treated, in order to resolve questions. Ordinarily, such classes are based on lecture method, while students remain busy in note-taking and memorization so that they can repeat the knowledge later. Consequently, students are evaluated through the traditional examination system.

Lecture style is recognized as an authority style, since it contains teacher talk about a topic, students listen, memorize and take notes according to their caliber. Teaching styles are the approaches that teachers use during lectures. The coaching style is called demonstrator

method which tries to sustain authority in classrooms, consequently it influence learners' creativity on Cultural and Social Capital. Where Cultural capital refers to learners' access to cultural goods such as computers, books, dictionaries, painting, and picture and Social capital is related to student's relationships with peers, siblings, parents, and teachers. As it is found that there exist high correlation between these factors and learners' creativity.

Student-Centered Styles and Creativity

Among teachers there are some believers that the goal of education is to produce inventive, original, critical and adaptive minds in directing and meeting changes. The Facilitator style is like the activity method encourages self learning. Which develops the necessary component of creativity i.e. elaboration, which means developing ideas to produce many details. Similarly, the delegator style is a popular style same like group methods are adopted in group work and labs. It is important to keep in mind, when guiding students through creation and experimentation in the classroom. Teachers work to enhance students' domain-relevant creative skills: providing opportunities for enrichment in creative writing, painting or even model-building or problem solving will help students to build these skills and help others begin to acquire skills in these areas. Teachers also promote creativity-relevant thinking processes in students, such as openness and proper independent brainstorming techniques to help them think outside the box in an environment that often forces them to bubble in spreadsheets rather than engage in inventive thinking. The Hybrid style integrates personal preference of individual traits. They link learning with instructions to attain the specific outcomes or result. It is also extremely important to recognize how task-motivation drives each and every element of classroom work; it motivates the students, so that they will perform with their best. If such a goal is focus, then certain teaching styles are more conducive to conceptual development. However, many studies have accorded their results that teaching styles are also associated with achievement scores of the students suggest that employing cognitive techniques could be productive to facilitate creative thinking skills.

A teacher should consider each student as possessing unique ideas and personality characteristics that can be explored more by using creative and students-centered teaching styles. Chen & Yuan (2021) analyzed how teacher's creative teaching is affected by teacher's imagination. The knowledge of the process of learning is very essential for teachers to recognize the students' individual propensities. The need behind the development of students-centered teaching style is that all the students of the class participate and interact in the

classroom, instead of just listening passively and sitting idle so that learning could be maximized.

The facilitator style is characterized by a focus on the personal nature of the student-teacher interaction. Teachers who exhibit this style would offer a great deal of flexibility in their teaching and paired with a willingness to explore alternate ways of completing tasks. This style, in a positive and affirming manner leads to open and expressive atmosphere. The teacher-student interactive method proves the most effective teaching style over the teacher-centered approach. In reference to holistic teaching style for new teachers and it was observed that the majors of teachers use analytical style instead of holistic style. Where, the holistic style was same as formal style of teaching, i.e. flexible, and attention oriented, while Analytical style was more formal style in order, direct control, and structure and found that subjects under analytical style work more independently, conducive to more novel ideas. Where, the demographic variables like male-female and experience promote their ways of instruction. The studies based on various teaching styles like humanistic, behavioral and cognitive perspectives argued that in Humanistic style, a teacher acts as facilitator to inspire students in learning promote creative fluency, in Behavioral style endeavors to strengthen the expected behavior that students must need to produce originality, which is the ability to produce unique and unusual ideas that are infrequent and individual. The cognitive style utilizes the information logically. Which develops another necessary attribute of creativity i.e. Flexibility, in which novelty and variation in generating ideas are frequent.

Teachers are categorized with respect to teaching styles. At higher education level, the emphasis for effective teaching-learning experiences, places the student as center of learning, rather the accepting teachers' ideas and knowledge. The learning-centered style, in contrast, focuses on the student's learning. Where, knowledge is understood as personal construction, lays on cooperation between teacher and students. Although, the teacher is still responsible for the curricular design and development, this style needs joint efforts of the teacher and his/her colleagues, as well as assistance of the students. The students are invited to design their learning pathways and to entrust him - or herself actively in the process, such that the responsibility for smooth organization and transformation of knowledge can be successfully accomplished. The use of innovative teaching methods by teachers helps to augment the performance of students of diversity. The rapid pace of change in every field of lives i.e. offline or online work, usage of technology; culture lifestyle and environment; needs new skills and knowledge from the students. In order to enhance the creativity and perception

ability of the students, students –centered teaching styles has been adopted by many institutions of higher education.

In ‘Teaching with Style’ writer accepted that “Our teaching style represents those enduring personal qualities and behaviors that appear in how we conduct our classes” (Grasha, 2002, p. 1). Amongst the elements of teaching style, variations in teaching, roles and behaviour of teachers forms it and stated that “information about teaching style is only one-half the teacher-student interaction” (Grasha, 2002, p. 41). He advocated that the teaching at higher level, not only motivate the teachers and administrators but also enliven the whole teaching and learning process. The classroom teacher can be viewed as a resource for flowing of novel ideas and concepts. Since, the selections of courses have a significant effect on teaching styles in different academic disciplines and institutions. The intrinsic motivations of teachers, to engage in the teaching activities to large classes use expert or formal authority style. Following the demonstrator approach of teaching style, teacher teach by ‘showing’ and encouraging students to participate, take responsibility for their learning induces the creative process i.e. Preparation, Incubation, Illumination and Verification.

The studies on various “Teaching Styles and Creativity” has proved that the teaching styles impact the level of creativity. The differences in the ways students were taught are likely to exhibit energy in their activities. This energy incites them to think, out of the box i.e. divergent thinking. Divergent thinking involves production of ideas from given information, with an emphasis on variety and quantity of output. The studies show that traditional teaching style is efficient in the transfer of knowledge, but is not sufficient for deeper perception, problem solving and creativity. The focus of students-centered teaching style is based on the trust that every student has the capacity to learn and be successful in life. It is studied that students-centered teaching styles provide more innovative experience and help the students to tackle with problems.

Discussion

In the above investigation of teaching styles over the creativity of students suggests that a variety of styles blend together at the higher education level. Where, the expert, formal authority, personal model, facilitator and delegator style appears to be more popular among faculty, as it helps to engage students and to provide conducive environment for the flow of novel ideas, in the classroom. However the authoritarian style of teaching can be useful in the case of new teachers. An effective teaching style helps the students to question their

preconception and motivating. So, that they can utilize potentials of their lecturers or university teachers, who are expertise in their own fields. In the context of task motivation, the national and state level recognition is essential to the lecturer or professors; for motivating ideas, stimulating insight and who are passionate for effective teaching in the higher education. The authorities should promote professional standards by training faculty and provide resources, to regulate best strategic teaching style for expected learning outcomes in professional standard setting.

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