

a study of relationship between creative thinking skills and reflective teaching practices of teacher trainees

Turkish Online Journal of Qualitative Inquiry (TOJQI)
Volume 12, Issue 9, August 2021: 7325-7330

A STUDY OF RELATIONSHIP BETWEEN CREATIVE THINKING SKILLS AND REFLECTIVE TEACHING PRACTICES OF TEACHER TRAINEES

¹Ms. PRERNA VASHISTHA

¹Research Scholar, School of Education,
K.R. Mangalam University Delhi-NCR Gurugram, Haryana

²Dr. P. C. JENA

²Associate Professor, School of Education,
K.R. Mangalam University Delhi-NCR Gurugram, Haryana

ABSTRACT

The study, entitled "A Study of Relationship between Creative Thinking Skills and Reflective Teaching Practices of Teacher Trainees," is an attempt by the investigator to determine whether there is or not a relationship between Creative Thinking Skills and Reflective Teaching Practices used by teacher trainees. The main objective of research was to examine the relationship between Creative Thinking Skills and Reflective Teaching Practices of teachers Trainees. The data collected from 300 respondents through Random sampling technique. Data was obtained two self-made Questionnaires each having 18 and 25 statements respectively (each statement had 5 choices 1. Always 2. Often 3. Sometimes 4. Seldom 5. Never) and was scored for the use of establishing the relationship between the two variables. To arrive at useful inferences, the data is examined in Excel and R Studio software. Survey method and Correlation technique has been used for the present study purpose.

Keywords: Creative Thinking Skills, Reflective Teaching Practices, Teacher Trainees

1. INTRODUCTION

Educational institutions have a vital role in offering learning experiences that move students out of the darkness of ignorance and into the light of knowledge. Teachers are crucial workers of businesses that will play a critical part in making this transition. The most crucial part of any educational programme is the teachers. Teachers are largely responsible for ensuring that all stages of the learning process are carried out.

The National Curriculum Framework 2005 expects a teacher to be a facilitator and evaluator of children's learning in a manner that helps children to construct knowledge and meaning. Apart from instructional roles as collaborator and facilitator, a teacher functions today as a learner, counsellor, manager, assessor and innovator.

Reflective teaching is a process in which a teacher teaches and keeps a record of her teaching, then self-assesses the effectiveness of her teaching, re-thinks the teaching ideas and aids, as well as innovating new ideas to improve the teaching learning process and practising new techniques and methods of teaching. From teach to re-teach, it is a systematic cyclic process.

Dewey (1933) defined reflective thought as “active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends.”

NCFTE 2009 seeks to prepare humanistic and reflective teachers who have the capacity to produce more professional teachers and increase educational quality. Teacher educators must be able to participate in thinking and reflection, as well as be devoted to continual learning and knowledge growth in order to be up to date on the newest research, innovation, and improvement in the educational process.

According to Osterman & Kottkamp (1993): Reflective practice is viewed as a means by which practitioners can develop a greater level of self-awareness about the nature and impact of their performance, an awareness that creates opportunities for professional growth and development.

Reflective practise is a cyclic process of evidence-based inquiry that aspires to achieve goals and seeks to achieve outcomes through judgement and insight (Schon, 1996).

The capacity to experiment with new ideas is referred to as creative thinking. Every entrepreneur wants to hire someone who can think creatively and offer new insights to the workplace. Creative philosophy is concerned with developing new ways of doing things, overcoming difficulties, and confronting obstacles. Such thinking can help make sectors and companies more productive. Providing students with effective thinking skills is one of the main goals of education.

Creativity arises as a result of thinking and can develop creativity regardless of age. The school surroundings are an excellent part of teaching creative thinking, as long as this process is developed by the culture of thought and carried out with the support of a defined teacher. Torrance (1977) emphasizes the significance of teacher providing constructive surroundings in which they work with students and safe surroundings within which student be able to state themselves independently without judgment.

2. OBJECTIVES OF THE STUDY

The objective of the study was to examine the relationship between Creative Thinking skills and Reflective Teaching Practices of B.Ed. teachers Trainees.

3. HYPOTHESIS

The following Hypothesis is formulated to establish the relationship between the dependent variable reflective teaching practises and the independent variable creative thinking skills.

The null hypothesis in this regard has been formulated as:

H0: There is no significant relationship exists between creative thinking skills and reflective teaching practices.

H1: There is a positive co-relation between creative thinking skills and reflective teaching practices.

4. METHODOLOGY

Methodology used in the study is briefly described below:

a study of relationship between creative thinking skills and reflective teaching practices of teacher trainees

4.1 Type of the study

The study is survey by design and correlational by purpose.

4.2 Sample

The teacher trainees studying in teacher training institutions affiliated to Guru Gobind Singh Indraprastha University; located in GNCT of Delhi constitute the population of present study. The investigator has selected data from 300 teacher trainees from B.Ed colleges affiliated to Guru Gobind Singh Indraprastha university by using simple random sampling technique (lottery method)

4.3. Tools

Two self-made questionnaires were used for the purpose of data collection:

4.3.1. Reflective Teaching Practice Scale

This tool is used for identifying the reflective teaching practices and their uses by teacher trainees. It consists 25 statements, each statement had 5 choices 1. Always 2. Often 3. Sometimes 4. Seldom 5. Never.

Scoring

Scoring done is on 5-point scale from 5 to 1 for the positive response i.e. Always 5. Often 4. Sometimes 3. Seldom 2. Never 1. and for negative items scores are given in opposite order.

4.3.2 Creative Thinking Skill Questionnaire

This tool is used to assess teacher trainees' problem-solving skills. It consists 18 statements, each statement had 5 choices 1. Always 2. Often 3. Sometimes 4. Seldom 5. Never.

Scoring

Scoring done is on 5-point scale from 5 to 1 for the positive response i.e. Always 5. Often 4. Sometimes 3. Seldom 2. Never 1. and for negative items scores are given in opposite order.

4.4 Statistical Techniques

Pearson Product-Moment Correlation Method.

5. RESULT ANALYSIS AND FINDINGS

The data is analyzed in Excel and R Studio software to arrive at meaningful inferences. Descriptive Analysis of data has been done by using Measures of central tendencies and Normal distribution and Correlational analysis has been done by using Measures of Relationship.

5.1 Findings

Following are the types and frequency of Reflective Teaching Practice that were used by teacher trainees:

- 1. Make lesson delivery interactive by using new ideas and technologies.**

Out of 300 respondents, the identified Reflective teaching practice is being adopted Always by 70.67%, Often by 19.33%, Sometime by 8.67%, Seldom and Never by 0.33% and 1.00% respectively.

2. Make conscious efforts to modify my teaching according to need of class.

Out of 300 respondents, the identified Reflective teaching practice is being adopted Always by 66.33%, Often by 21%, Sometime by 11%, Seldom and Never by 0.33% and 1.33% respectively.

3. Promote brainstorming in classroom.

Out of 300 respondents, the identified Reflective teaching practice is being adopted Always by 49.33%, Often by 24%, Sometime by 17.67%, Seldom and Never by 2.67 and 6.33% respectively.

4. Promote innovative ideas in my instructional delivery.

Out of 300 respondents, the identified Reflective teaching practice is being adopted Always by 69.33%, Often by 20%, Sometime by 8.67%, Seldom and Never by 1.33% and 0.67% respectively.

To study the relationship between the creative thinking skills and reflective teaching practices, the null hypothesis has been formulated as:

H0: There is no significant relationship exists between creative thinking skills and reflective teaching practices.

H1: There is a positive co-relation between creative thinking skills and reflective teaching practices.

To check the relationship, Pearson correlation test is performed in RStudio software and correlation coefficient between these two variables is calculated. The result of the test is summarized in the table.

```
t = 13.523, df = 298, p-value < 2.2e-16
alternative hypothesis: true correlation is not equal to 0
95 percent confidence interval:
 0.5412278 0.6822695
sample estimates:
      cor 0.6166733
```

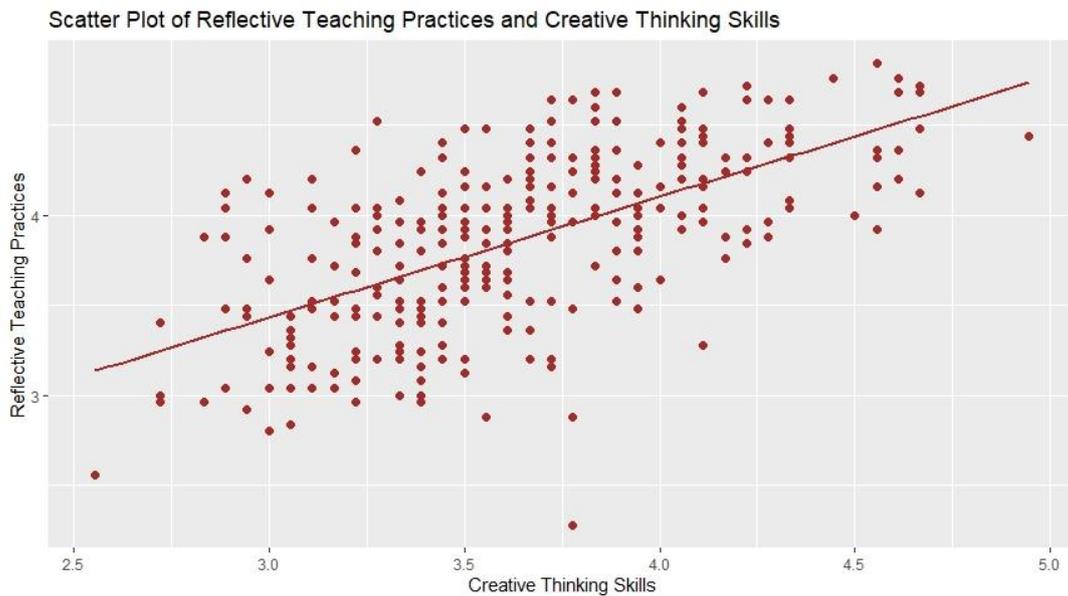
The result of correlation test shows that the calculated t value is 13.523 which is greater than the table value (1.96) of t. The p value as per the test is 2.2 e-16 which is less than 0.05. On the basis of t value and p value, Null hypothesis is rejected at 5% significance level and alternative hypothesis is accepted.

Therefore, we can say that there is a significant correlation exists between the independent variable creative thinking skill and dependent variable reflective teaching.

a study of relationship between creative thinking skills and reflective teaching practices of teacher trainees

The value of correlation coefficient calculated by the software is 0.6166, that shows a positive correlation between these two variables.

While investigating the relationship of two variables, it important to analyse the relationship graphically through scatter diagram, taking independent variable Creative Thinking Skills on x axis and Reflective teaching practices on y axis.



The scatter plot between the dependent variable Reflective teaching and independent variable Creative Thinking Skills suggests that there is a positive linear relationship between these two variables.

6. CONCLUSION

The value of correlation obtained after performing Pearson correlation is 0.6166 that shows there exist a positive correlation between the two variables. There is a significant, positive and direct relationship between the Creative thinking skills and Reflective teaching practices of the teacher trainees.

There is a positive linear relationship between these two variables. Therefore if the creative thinking skills are enhanced it will result in effective reflective teaching practices.

To encourage reflective teaching among teacher trainees, it is vital to improve their creative thinking skills, which will aid them in divergent thinking, innovative teaching, and making them more adaptable to changing time.

REFERENCES

1. Osterman, K.F. & Kottkamp, R.B. (1993). Reflective Practice for Educators. Improving Schooling through Professional Development. Newbury Park, Ca: Corwin Press.
2. Schön, D.A. (1996). Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions. San Francisco: Jossey-Bass, Inc
3. NCERT (2005). National Curriculum Framework. Retrieved from [http://www.ncert.nic.in/right side/links/pdf/framework/English/nf2005.pdf](http://www.ncert.nic.in/right%20side/links/pdf/framework/English/nf2005.pdf)

4. Teacher, H. National Curriculum Framework for Teacher Education. Retrieved from https://ncte.gov.in/website/PDF/NCFTE_2009.pdf
5. Rizvi, A. A., & Faisal, S. (2016). Relationship between Reflective Practices of Teacher Educators and the Creativity of the Prospective Teachers. *International Journal of Innovation in Teaching and Learning (IJITL)*, 2(1).
6. Razdorskaya, O. (2015). Reflection and creativity: the need for symbiosis. *Procedia-Social and Behavioral Sciences*, 209, 433-438.
7. Good, C. V. (1963). *Introduction to educational research: Methodology of design in the behavioral and social sciences*. Appleton-Century-Crofts.