



Creativity of B.Ed. students in relation to their scientific attitude

Dr. Kompal Wadhawan

Principal, Universal College of Education, Lalru, Mohali, Punjab, India

Abstract

Creativity is a unique mental power that expresses itself through different media. Scientists, technologists, artists, poets and even house-wives are endowed with this power which may remain dormant in the absence of proper stimuli. As different studies reveal that creativity is associated with personality traits, hence the B.Ed. students should be provided with ample opportunities through educational and co-curricular activities to develop the required personality traits in order to develop creativity. The main objective is to study the creativity of B.Ed students in relation to their scientific attitude. Sample of the study was 400 B.Ed trainees of Kurukshetra district. The survey method of research was used. Scientific Attitude study scale by S.C Gakkar & Dr Amandeep Kaur was used. Also verbal test of creativity by V.P Sharma & J.P Shukla was used. Mean and S.D was used to find out creativity of B.Ed. Students in Relation to their Scientific Attitude.

Keywords: creativity, B.Ed students, scientific attitude

Introduction

The National Common Minimum Programme of our Government underlies the importance of integrating science with society and fostering scientific attitude among the people so that we are able to deal with challenges at hand in a rational and reasonable manner.

Science is a great human enterprise, not only endless and faceless but also stable and fluid. It is a self-accumulating, self-accelerating, self-growing, self-pervading self-correcting. Which originated in the collective curiosity of man since time immemorial? It attempts to provide a body of knowledge through procedures that are demonstratively objective but often done in a subjective context. It is an objective as the prevailing conditions make it (i.e. don't challenge it). In every generation, it operates in a certain frame of reference, which yields imperceptibly to another. Later on, it moves forward on the wheels of dogmatism, curiosity, inquiry, collection of data, demand for verification and proof, statistical reasoning, suspended judgment, acceptance of warranted conclusions and willingness to change one's opinion in the light of new evidence are the ferments which characterize the scientific enterprise. It is an exciting challenge, which is a continuing one within the context of explosion of knowledge and 21st century, a colossal thrust of this century. If not understood and grasped, it is going to be a threat to our school education. Knowledge at school is therefore to be rather more covered rather merely covered. The stable as well unstable inquires must be resolved appropriately by using imaginative modes of teaching learning process.

Thus, principal goal of science education is to create a man who is capable of thinking for him and the word in which he is living. Further, science as a subject has three very important virtues peculiar to it. The study of science imparts training in scientific method and develops scientific attitude, and creative thinking. These qualities viz. scientific attitude, aptitude and

creativity are the major aspect to quality an individual to live as any efficient citizen in the present day of scientific society.

Statement

Creativity of B.Ed. Students in Relation to their Scientific Attitude

Objectives

1. To study the Creativity of Rural & Urban High Intelligent male students in relation to their Scientific Attitude.
2. To study the Creativity of Rural & Urban Low Intelligent male students in relation to their Scientific Attitude.
3. To study the Creativity of Rural & Urban High Intelligent female students in relation to their Scientific Attitude.
4. To study the Creativity of Rural & Urban Low Intelligent female students in relation to their Scientific Attitude.

Hypothesis

1. There is no significant difference in the Creativity of Rural & Urban High Intelligent male students in relation to their Scientific Attitude.
2. There is no significant difference in the Creativity of Rural & Urban Low Intelligent male students in relation to their Scientific Attitude.
3. There is no significant difference in the Creativity of Rural & Urban High Intelligent female students in relation to their Scientific Attitude.
4. There is no significant difference in the Creativity of Rural & Urban Low Intelligent female students in relation to their Scientific Attitude.

Delimitations

In the present study total 400 B.Ed. trainees (Male & Female) of colleges situated in Rural and Urban areas of Kurukshetra district, have been selected for data collection.

Research Methodology

A research scholar should know the meaning of the term method and strategy of research. In present study researcher has been used the survey method to collect to data. This method is scientific and reliable.

A sample is a small proportion of a population selected for

observation and analysis. In present study total 400 students have been selected from the different colleges of Kurukshetra District in which 200 are male and 200 are female. Stratified Random Sampling method has been used for collecting the data. Under this system, the universe is divided into a number of group or data.

Table 1

S. No.	Name of tools	Developed by
1.	Scientific Attitude Study Scale	S.C. Gakhar & Dr. Amandeep Kaur
2.	Verbal Test of Creativity	Dr. V.P. Sharma & J.P. Shukla

Selected data was analyzed by using Mean, Standard Deviation & C.R. Value

Analysis and Interpretation of Data

Hypothesis 1: There is no significant difference in the Creativity of Rural & Urban High Intelligent male students in relation to their Scientific Attitude.

Table 2: Related data of creativity of rural and urban high intelligent male students

Dimension	Group	N	Mean	S.D.	t-value
Fluency	Rural	50	26.40	3.674	0.41
	Urban	50	25.92	4.396	
Flexibility	Rural	50	21.40	3.916	0.85
	Urban	50	22.08	4.252	
Originality	Rural	50	23.50	5.42	0.67
	Urban	50	24.60	6.15	

(df=N₁+N₂-2=50+50-2=98)

Hypothesis 2: There is no significant difference in the Creativity of Rural & Urban Low Intelligent male students in relation to their Scientific Attitude.

Table 3: Related data of creativity of rural and urban low intelligent male students

Dimension	Group	N	Mean	S.D.	t-value
Fluency	Rural	50	25.76	5.525	0.70
	Urban	50	26.88	5.718	
Flexibility	Rural	50	21.40	5.715	1.22
	Urban	50	22.80	4.387	
Originality	Rural	50	22.40	6.290	1.44
	Urban	50	25.10	7.00	

(df=N₁+N₂-2=50+50-2=98)

Hypothesis 3: There is no significant difference in the creativity of rural & urban high intelligent female students in relation to their scientific attitude.

Table 4: Related data of creativity of rural and urban high intelligent female students

Dimension	Group	N	Mean	S.D.	t-value
Fluency	Rural	50	25.96	3.995	0.09
	Urban	50	25.84	5.006	
Flexibility	Rural	50	22.24	3.667	0.43
	Urban	50	21.56	5.148	
Originality	Rural	50	22.90	4.970	0.39
	Urban	50	22.40	5.39	

(df=N₁+N₂-2=50+50-2=98)

Hypothesis 4: There is no significant difference in the creativity of rural & urban low intelligent female students in relation to their scientific attitude.

Table 5: Related data of Creativity of Rural and Urban Low Intelligent Female Students

Dimension	Group	N	Mean	S.D.	t-value
Fluency	Rural	50	26.60	4.805	1.13
	Urban	50	28.24	3.632	
Flexibility	Rural	50	22.40	4.555	0.72
	Urban	50	23.32	4.451	
Originality	Rural	50	28.60	4.58	0.38
	Urban	50	28.10	4.57	

(df=N₁+N₂-2=50+50-2=98)

Finding and Conclusion

1. There is no significant difference in the creativity of Rural & Urban High Intelligent male students in relation to their Scientific Attitude. It represents the similarities between the all dimensions of Creativity (i.e. Fluency, Flexibility & Originality) of Rural & Urban High Intelligent male students in relation to their Scientific Attitude. This indicates that Rural and Urban region factor does not effect the Creativity and Intelligence of students. The Scientific Attitude of Rural and Urban high intelligent male students are equal. This is not affected by their region.
2. There is no significant difference in the creativity of Rural & Urban High Intelligent female students in relation to their Scientific Attitude This indicates that Rural or Urban region does not affect the Creativity of students. Scientific Attitude has different components like curiosity, open mindedness, faith in scientific method, critical mindedness, objectivity and suspended judgment. So Fluency, Flexibility & Originality does not affected by the various components of Scientific Attitude of Low Intelligent Rural & Urban male students.
3. There is no significant difference in the Creativity of Rural & Urban High Intelligent female students in relation to their Scientific Attitude. It reveals that there is no difference between dimensions of Creativity of Rural & Urban High Intelligent female students in relation to their Scientific Attitude. The data analyzed in this hypothesis are shown that the woman related to Rural & urban areas have the same Scientific Attitude and Creativity.
4. There is no significant difference in the Creativity of Rural & Urban Low Intelligent female students in relation

to their Scientific Attitude. This present concluded that Rural & Urban region and Intelligence factor does not affects the Creativity of Low Intelligent female students.

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