

Effectiveness Of Creative Thinking To Enhancing The Teaching Competency Of Prospective Teachers In Sri Lanka

S. Shanumugarajah Sudharshini¹, Dr. A. Catherin Jayanthi²,

¹Ph.D scholar, Alagappa University, Karaikudi, India.

²Assistant Professor, Department of Education, Alagappa University, Karaikudi, India

E-Mail: ¹sudharshini1976@gmail.com

Abstract

In this paper, the researcher explicit creative thinking to enhance the teaching competencies. The National Education Commission (NEC) has initiated a process of formulation of a set of policies on General Education. The professional development of teachers and teacher educators has been raised as an important issue towards transforming school education for the 21st Century. Educators who enable student creative expression navigate complex issues of both creative control and creative freedom. This research explores complex situations when educators encounter student voices that express reprehensible values or draw lines related to social values as they decide. Good teaching competence is required of a good teacher. Competent to represent the educational precession and his subject field in the school and the community. To find out the effect of creative thinking on enhancing the teaching competencies of prospective teachers in Sri Lanka. The investigator gave the tool to the experts in the field of education. The two scores were correlated and the correlation coefficient was 0.78. Thus, the reliability of the tool was established. There is no significant difference between the scores of control group students in pre-test and post-test scores of Teaching competency of the Prospective teachers in Sri Lanka” is rejected.

Keywords: Creative thinking and teaching competency and Prospective teachers etc.

1. INTRODUCTION

The National Education Commission (NEC) has initiated a process of formulation of a set of policies on General Education. As part of this process, the NEC identified the professional development of teachers and teachers. Educators as one of the research themes that could lead to the formulation of a Policy Framework on General Education in Sri Lanka. With this initiation, the NEC conducted two inception workshops with the participation of the stakeholders in the education sector in Sri Lanka, on 13th June and 5th November 2013 respectively. At the 1st workshop, the stakeholder’s group on teacher development discussed several issues and categorized them under five themes. The group emphasized that most of the issues that were discussed there had been pointed out repeatedly and that some practical solutions had been proposed through several reports including the report by the NEC published in 2003. In the 2nd workshop, the NEC appointed a research team to work on the above research field and the contract was signed in collaboration with the Sri Lanka Institute of Development Administration (SLIDA). The professional development of teachers and teacher educators has been raised as an important issue towards transforming school education for the 21st Century. The Chairman of the Standing Committee on General Education, NEC, requested the researchers to do their particular studies as a national task with special consideration to “build on the successes in the past and the present”.

1.1 Creative thinking

Amabile believes that in all areas of expertise, innovation is the result of a combination of domain skills, innovation skills, and mission motivation (Amabile, 1983). Among them, domain skills include basic knowledge in the professional field (principles, rules, examples, aesthetic standards, etc.), basic skills (experimental skills, operational skills, etc.) that should be mastered in the professional field, and other special talents required in the professional field; innovative skills Refers to the relevant techniques in the innovation activities and innovation process and the skills and methods to solve the problems, including cognitive style (the ability to break the mindset, flexible information classification skills, etc.), work style (focus ability, constructive forgetting ability) Etc., inspiring knowledge (any principle and method that helps to reduce the average difficulty of the problem), sensitivity to new things; task motivation refers to the individual's basic attitude toward the task and his or her cognition of the reasons for the task. Educators who enable student creative expression navigate complex issues of both creative control and creative freedom. As laptops, cell

phones and free or inexpensive digital tools make it easier and easier for all students to bring their voices into the classroom, creating media is becoming more and more a part of everyday school life.

1.2 Teaching competency

The teaching competence is required of a good teacher. Competent to represent the educational precession and his subject field in the school and the community. Thoroughly grounded in the theory and practice of his subject and has knowledge and skills necessary to teach theory and practice of his subject and has knowledge and skills necessary to teach theory and practice in an integrated manner. Able to contrive and use a variety of effective teaching – Learning procedures. Able to develop and use instruction and materials including audio – Visual arid. Able to select and organize subject matter for instructional purposes. Competency-based education (CBE) and assessment is not a new concept in teacher training and development. In the 1920s the Commonwealth Teacher-Training Study was conducted in the United States, to identify the activities and traits of a successful teacher. The goal of the study was to identify the specific duties teachers in training would be required to perform upon entry into the workforce, therefore providing a foundation for teacher education (Charters & Waples, 1929). Albanese (2008) argues that professional practice is heavily dependent upon the context of the workplace; as a result, the phrasing of general competencies must consider that applied context. Given the applied nature of learning, another fundamental feature of CBE is that it provides flexibility in the pace of delivery, and encourages individualization of learning (Spady, 1977). Post-secondary faculty who engages in online teaching and learning generally fall within a spectrum of ability; this pertains not only to their abilities as an instructor but also to working within the online context. As a framework for professional development, competencies provide the standards of scores within the context of the profession, and the flexibility needed to support learners at varying levels of proficiency.

1.3 Scope of the Study

The proposals for the professional development of teachers and teacher educators should cover all teachers and teacher educators in the entire general education system of Sri Lanka. Competency-based teaching becomes meaningful, purposive, and pin-pointed and also helped in resolving some of the problems by identifying the irrelevant and excessive learning load in the existing curriculum. The teachers are not adequately prepared for the effective execution of colleges. The competencies of prospective teachers influence the quality of teaching-learning abundantly, and hence sharpening and refining the competencies of prospective teachers is very imperative.

1.4 Delimitation of the study

1. The study has been limited to only Prospective teachers.
2. Sample for the study is limited to 40 Prospective teachers.
3. Even though there are many dimensions in teaching competency, the investigator has taken only eight dimensions of teaching competency.

Tool

Keeping in mind the various objectives of the study, the investigator used the following tools for data collection:

1. Personal Data Form
2. Teaching competency Scale

1.5 Reliability and validity

The investigator gave the tool to the experts in the field of education. Based on the suggestions given by the experts, the scales were finalized. Thus, the content validity of the tool was established. For establishing the reliability of the tool, the tool was administered to thirty students from Sri Lanka. After two weeks the same tool was administered to the same set of students. The two scores were correlated and the correlation coefficient was 0.78. Thus, the reliability of the tool was established.

2. OBJECTIVES OF THE STUDY

2.1 General Objectives

- i) To find out the effectiveness of creative thinking on enhancing the teaching competencies of prospective teachers in Sri Lanka.
- ii) To find out the level of teaching competency of the Prospective teachers in Sri Lanka.

2.2 Specific Objectives

- To find out the significant difference between the scores of the control group and experimental group in pre-test scores of Teaching competency of the Prospective teachers in Sri Lanka.

- To find out the significant difference between the scores of the control group and experimental group in post-test scores of Teaching competency of the Prospective teachers in Sri Lanka.
- To find out the significant difference between the scores of Experimental group students in pre-test and post-test scores of Teaching competency of the Prospective teachers in Sri Lanka.

3. HYPOTHESIS OF THE STUDY

- There is no significant difference between the scores of the control group and experimental group in pre-test scores of Teaching competency of the Prospective teachers in Sri Lanka.
- There is no significant difference between the scores of the control group and experimental group in post-test scores of Teaching competency of the Prospective teachers in Sri Lanka.
- There is no significant difference between the scores of Experimental group students in pre-test and post-test scores of Teaching competency of the Prospective teachers in Sri Lanka.
- There is no significant difference between the scores of Control group students in pre-test and post-test scores of Teaching competency of the Prospective teachers in Sri Lanka.

3.1 Testing the hypothesis

Hypothesis 1: There is no significant difference between the scores of the control group and experimental group in pre-test scores of Teaching competency of the Prospective teachers in Sri Lanka.

Table 1

Mean, standard deviation, and ‘t’ value of control group and experimental group in pre-test scores of Teaching competency of the Prospective teachers in Sri Lanka

Test	N	Mean	SD	t - Value	Level of Significance
Control	20	19.6	2.57	0.69	Not Significant
Experimental	20	18.95	3.36		

Not significant at 0.05 level
Df=20+20-40-2=38

table value=1.68

3.2 Interpretation:

Table 1 reveals that the control group and experimental groups are consist of 40 students each. For the control and experimental group mean scores obtained in a pre-test in teaching competency were 19.6 and 18.95 respectively. The difference in mean score is 0.7. The significant at 0.05 level, the computed t value 0.69. Since the calculated ‘t’ value is 0.69 is lower than table value 1.68. Hence the formulated hypothesis that there is no significant difference between the scores of the control group and experimental group in pre-test scores of Teaching competency of the Prospective teachers in Sri Lanka” is Accepted.

Hypothesis 2: There is no significant difference between the scores of the control group and experimental group in post-test scores of Teaching competency of the Prospective teachers in Sri Lanka.

Table 2

Mean, standard deviation, and ‘t’ value of control group and experimental group in post-value scores of Teaching competency of the Prospective teachers in Sri Lanka

Group	N	Mean	S.D	t-value	Significance
Control group	20	22.95	2.33	17.71	Significant
Experimental group	20	35.35	2.104		

significant at 0.05 level
Df=20+20-2=38

table value=1.68

3.3 Interpretation:

Table 2 reveals that the control group and experimental groups are consists of 40 students each. For the control and experimental group mean scores obtained in post-test scores were 22.95 and 35.35 respectively. Since the calculated value is 17.71 is higher than table value 1.68 at 0.05 level with the degrees of freedom 38. Both control and experimental group post-test are significant each other. Hence the formulated hypothesis that there

is no significant difference between the scores of the control group and experimental group in post-value scores of Teaching competency of the Prospective teachers in Sri Lanka is rejected.

Hypothesis 3: There is no significant difference between the scores of Experimental group students in pre-test and post-test scores of Teaching competency of the Prospective teachers in Sri Lanka.

Table 3

Mean, standard deviation, and 't' value Experimental group Learners in pre-test and post-test scores of Teaching competency of the Prospective teachers in Sri Lanka

Test	Group	N	Mean	S.D	t-value	Significance
Pre-test	Experimental	20	18.95	3.368	20.83	Significant
Post-test		20	23.2	2.315		

Not significant at 0.05 level
Df=20+20-2=38

table value=1.68

3.4 Interpretation:

Table 3 reveals that the pre-test and post-test values of experimental groups are consists of 40 students of each. For the pre-test and post-test means, scores obtained in experimental groups scores were 18.95 and 23.2 respectively. Since the calculated 't' value is 20.83 is higher than table value 1.68.at 0.05 level with the degrees of freedom 38. Hence the formulated hypothesis that "There is no significant difference between the scores of Experimental group students in pre-test and post-test scores of Teaching competency of the Prospective teachers in Sri Lanka" is rejected.

Hypothesis 4: There is no significant difference between the scores of Experimental group students in pre-test and post-test scores of Teaching competency of the Prospective teachers in Sri Lanka

Table 4

Mean, standard deviation, and 't' value of Experimental group students in pre-test and post-value scores of Teaching competency of the Prospective teachers in Sri Lanka

Test	Group	N	Mean	S.D	t-value	Significance
Pre test	control	20	23.2	2.315	17.60	Significant
Post-test		20	35.35	2.104		

Not significant at 0.05 level
Df=20+20-2=38

table value=1.68

3.5 Interpretation:

Table 4 reveals that the pre-test and post-test values of control groups are consists of 40 students of each. For the pre-test and post-test means, scores obtained in control groups were was 23.2 and 35.35 respectively. Since the calculated 't' value is 17.60 is higher than table value 1.68.at 0.05 level with the degrees of freedom 38. Hence the formulated hypothesis that "There is no significant difference between the scores of control group students in pre-test and post-test scores of Teaching competency of the Prospective teachers in Sri Lanka" is rejected.

4. RESULT AND FINDINGS

Table 1 reveals that the control group and experimental groups are consist of 40 students each. For the control and experimental group mean scores obtained in a pre-test in teaching competency were 19.6 and 18.95 respectively. The difference in mean score is 0.7. The significant at 0.05 level, the computed t value 0.69. Since the calculated 't' value is 0.69 is lower than table value 1.68. Hence the formulated hypothesis that there is no significant difference between the scores of the control group and experimental group in pre-test scores of Teaching competency of the Prospective teachers in Sri Lanka" is Accepted.

Table 2 reveals that the control group and experimental groups are consists of 40 students each. For the control and experimental group mean scores obtained in post-test scores were 22.95 and 35.35 respectively. Since the calculated value is 17.71 is higher than table value 1.68 at 0.05 level with the degrees of freedom 38.

Both control and experimental group post-test are significant each other. Hence the formulated hypothesis that there is no significant difference between the scores of the control group and experimental group in post-value scores of Teaching competency of the Prospective teachers in Sri Lanka is rejected.

Table 3 reveals that the pre-test and post-test values of experimental groups are consists of 40 students of each. For the pre-test and post-test means, scores obtained in experimental groups scores were 18.95 and 23.2 respectively. Since the calculated 't' value is 20.83 is higher than table value 1.68.at 0.05 level with the degrees of freedom 38. Hence the formulated hypothesis that "There is no significant difference between the scores of Experimental group students in pre-test and post-test scores of Teaching competency of the Prospective teachers in Sri Lanka" is rejected.

Table 4 reveals that the pre-test and post-test values of control groups are consists of 40 students of each. For the pre-test and post-test means, scores obtained in control groups were 23.2 and 35.35 respectively. Since the calculated 't' value is 17.60 is higher than table value 1.68.at 0.05 level with the degrees of freedom 38. Hence the formulated hypothesis that "There is no significant difference between the scores of control group students in pre-test and post-test scores of Teaching competency of the Prospective teachers in Sri Lanka" is rejected.

5. CONCLUSION

The emic definition of teaching competency and creative thinking should receive further attention in research on the cultural factors that influence teacher-student relationships and students' engagement in the classroom. Besides, more research should be conducted to explore the influence of different cultural beliefs relating to teaching and learning on teachers' teaching practice. Awareness of these contextual and cultural variations should guide the application and adaptation of all education models and approaches, thereby increasing the effectiveness and efficiency of creative thinking in teaching and ensuring that the prospective teachers are adequately included and supported.

References

- [1]. Abdous, M. H. (2011). A process-oriented framework for acquiring online teaching competencies. *Journal of Computing in Higher Education*, 23(1), 60-77.
- [2]. Bailey, C. J., & Card, K. A. (2009). Effective pedagogical practices for online teaching: Perception of experienced instructors. *The Internet and Higher Education*, 12(3), 152- 155.
- [3]. Bailie, J. L. (2011). Effective online instructional competencies as perceived by online university faculty and students: A sequel study. *Journal of Online Learning and Teaching*, 7(1), 82- 89.
- [4]. Bali, M. (2014). MOOC pedagogy: Gleaning good practice from existing MOOCs. *Journal of Online Teaching and Learning (JOLT)*, 10(1), 44-56.
- [5]. Baran, E., & Correia, A. P. (2014). A professional development framework for online teaching. *TechTrends*, 58(5), 95-101.
- [6]. Westrick, J. M., & Yuen, C. Y. M. (2007). The intercultural sensitivity of secondary teachers in Hong Kong: A comparative study with implications for professional development. *Intercultural Education*, 18(2), 129-145. <https://doi.org/10.1080/14675980701327247>
- [7]. Worthington, R. L., & Whittaker, T. A. (2006). Scale development research: A content analysis and recommendations for best practices. *The Counseling Psychologist*, 34, 806-838. <https://doi.org/10.1177/0011000006288127>
- [8]. Wright, A.F. (1962). Values, roles and personalities. In: A.F. Wright and D. Twitchett (Eds), *Confucian personalities*. Stanford: Stanford University Press. <https://doi.org/10.1086/ahr/69.1.144>
- [9]. Yuen, C. Y. (2004). The early experience of intercultural teacher education in Hong Kong. *Intercultural Education*, 15(2), 151-166. <https://doi.org/10.1080/1467598042000225014>
- [10]. Yuen, C. Y. M. (2010). Dimensions of diversity: Challenges to secondary school teachers with implications for intercultural teacher education. *Teaching and Teacher Education*, 26(3), 732-741. <https://doi.org/10.1016/j.tate.2009.10.009>
- [11]. Zhao, W. (2018). Cultural lessons learned: When a U.S.-trained Chinese professor meets home-grown Chinese pre/in-service teachers in a Hong Kong teacher education classroom. *Issues in Teacher Education*, 27(1), 28.