



## A STUDY ON PERCEPTION OF TEACHERS TOWARDS CREATIVE CHILDREN STUDYING IN VIII STANDARD STUDENTS IN TIRUVALLUR DISTRICT.

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### ABSTRACT

*This study examined the relationship between Perceptions of teachers towards Creative children studying in VIII standard students in Tiruvallur district. This study adopted normative survey method of research participants were 240 VIII Standard Students randomly selected from various schools vellore District. The Research Instruments used for data collection was Teacher perception on creative child designed by Dr. Roma pal (1985). Tested at 0.05 and 0.01 level of significance. The Results revealed that the Perception of teachers towards Creative children studying in VIII standard students is Moderate in nature. There exists a positive relationship between Government and Private perception of teachers towards Creative children studying in VIII standard students.*

**Keywords:** Perception Of Teachers, Creative Children, Gender, Sampling, Survey Random Technique.

### INTRODUCTION

Creation of man is the culmination of God's creative pursuit. The hidden and expressive endowment of this creativity in man reflects the creative endeavor of the Almighty creator. However, the true nature of creativity has not been fully understood as yet. Its nature is so complex that it still remains shrouded in mystery and efforts are to be made for unfolding its multi-dimensional character. The ways are to be paved for healthy expression of creative potentials with which human beings are endowed. Creativity has been recognized as a precious source of emergence, development, and survival of man's culture through ages. The functioning of the mind and the nature of human genius has been the centre of attention of psychologists and educationists for centuries.

Creativity is the ability to make or otherwise bring into existence something new, whether a new solution to a problem or a new method or device or a new artistic object or form. Ceres is the name of the Roman goddess of agriculture. Cereal, Procreate, Crescendo, all of these words are related to "Creare", the Latin root of the word "create" Create implies fruitfulness in making something of nothing. Creativity is the ability or power to create. The term creativity has been defined in the following different ways.

### CREATIVITY

**Drevidahl (1956)** defines that creativity is the capacity of a person to produce products or ideas which are new or novel, previously unknown to the producer.

**Gulford (1953)** explains that creative process is any process by which something new is produced, an idea or an object including a new form of arrangement of old element. The new creation must contribute to the solution of some problem.

### PERCEPTION

In order to develop Creative abilities in the children the Parents and Teachers need to possess a clear perception of the importance of developing creative abilities in their children. Perception is a complex mental process.

Perception means the physical act of receiving sense impressions and interpreting these impressions according to sargent S.S, Sensation and perception are separate. They are in fact two aspects of a single process. Perception is sensation plus past experiences, present needs, desires. The same situation may be interpreted in : different ways by different observers. Thus it is an active process, many additions and subtractions take place before the final image emerges.

### STATEMENT OF THE PROBLEM

Formally the problem can be stated as follows:

A study on Perception of teachers towards Creative children studying in VIII standard students in Tiruvallur district.

### OBJECTIVES OF THE STUDY

1. To find out the level of perception of teachers towards Creative children studying in VIII standard students.
2. To find out significant difference between the perceptions of teachers towards Creative children studying in VIII standard students based on their Gender.
3. To find out significant difference between perceptions of teachers towards Creative children studying in VIII standard students based on their Location.
4. To find out significant difference between

perceptions of teachers towards Creative children studying in VIII standard students based on their Type of school.

5. To find out significant difference between the perceptions of teachers towards Creative children studying in VIII standard students based on their Type of family.
6. To find out significant difference between the perceptions of teachers towards Creative children studying in VIII standard students based on their Medium of handling.
7. To find out significant between the VIII standard students perception of teachers towards Creative children based on their Type of management.
8. To find out significant relationship between the Government and Aided perception of teachers towards Creative children studying in VIII standard students.
9. To find out significant relationship between the Government and Private perception of teachers towards Creative children studying in VIII standard students.
10. To find out significant relationship between the Aided and Private perception of teachers towards Creative children studying in VIII standard students.

**HYPOTHESIS OF THE STUDY**

1. The level of perception of teachers towards Creative children studying in VIII standard students.
2. There is no significant difference between perceptions of teachers towards Creative children studying in VIII standard students based on their Gender.
3. There is no significant difference between perceptions of teachers towards Creative children studying in VIII standard students based on their Location.
4. There is no significant difference among perception of teachers towards Creative children studying in VIII standard students based on their Type of school.
5. There is no significant difference between perceptions of teachers towards Creative children studying in VIII standard students based on their Type of family.
6. There is no significant difference between perceptions of teachers towards Creative children studying in VIII standard students based on their Medium of handling.
7. There is no significant among VIII standard students perception of teachers towards Creative children based on their Type of management.

8. There is no significant relationship between the Government and Aided perception of teachers towards Creative children studying in VIII standard students.
9. There is no significant relationship between the Government and Private perception of teachers towards Creative children studying in VIII standard students.
10. There is no significant relationship between the Aided and Private perception of teachers towards Creative children studying in VIII standard students.

**RESEARCH DESIGN**

**METHODOLOGY**

The study was through normative survey method of research and it is most suitable for the present study.

**SAMPLE**

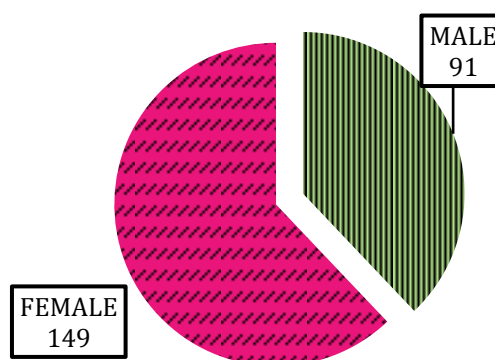
A stratified random sampling technique was adopted for the selections of Sample 240 VIII Standard Students were taken for the present study.

**Table - I**

**DISTRIBUTION OF SAMPLE BASED ON GENDER**

GENDER	SAMPLE	TOTAL
MALE	91	240
FEMALE	149	

**GRAPH SHOWING DISTRIBUTION OF SAMPLE BASED ON GENDER**



**RESEARCH TOOLS USED**

Teacher perception on creative child designed by Dr .Roma pal (1985). The questionnaire prepared for the teachers includes twenty five items. The items are related to three areas. They are 1) Provision of Creative Academic Atmosphere. 2) Provision of Creative Atmosphere through co-curriculum and 3) Provision of Creative Atmosphere through Social Interaction.

**STATISTICAL TECHNIQUES USED**

Suitable descriptive and inferential statistical techniques

were used in the interpretation of the data to draw out a meaningful picture of results from the collected data.

In the present study, the following statistical measures were used.

- Mean
- Standard Deviation
- t- test
- F-ratio
- Correlation

**MAJOR FINDINGS**

1. It is inferred that the low level of Perception of teachers towards Creative children studying in VIII standard students is 9.16%, High level is 13.75% and Moderate level is found to be 77.08%. Hence the Perception of teachers towards Creative children studying in VIII standard students is Moderate in nature.
2. It is inferred that there exists significant difference between the Male and Female Teachers on their Perception of teachers towards Creative children studying in VIII standard students mean scores.
3. It is inferred that there exists no significant difference between the Rural and Urban area Perception of teachers towards Creative children studying in VIII standard students mean scores.
4. It is inferred that there exists no significant difference among perception of teachers towards Creative children studying in VIII standard students based on their Type of school.
5. There exists no significant difference between the joint and nuclear family of Perception of teachers towards Creative children studying in VIII standard students mean scores.
6. There exists a significance difference between the Tamil and English medium Perception of teachers towards Creative children studying in VIII standard students mean scores.
7. There exists significant difference between Government vs. Private school teachers and Aided vs. Private school teachers based on their perception of teachers towards Creative children.
8. There exists a positive relationship between Government and Aided perception of teachers towards Creative children studying in VIII standard students.
9. There exists a positive relationship between Government and Private perception of teachers towards Creative children studying in VIII standard students.

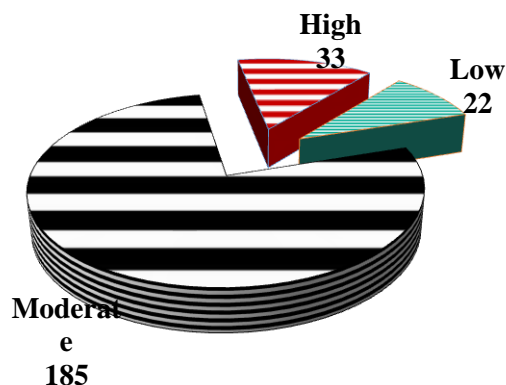
10. There exists a positive relationship between Aided and Private perception of teachers towards Creative children studying in VIII standard students.

**Table - II**

**Showing the Frequency and Percentage for the Variable Perception of teachers towards Creative children studying in VIII standard students**

Variab le	No. of Sampl es	Ran ge	Catego ry	Freque ncy	Percent age
Percepti on of teachers towards Creative children	240	Belo w 8	Low	22	9.16%
		8-20	Moder ate	185	77.08%
		Abov e 20	High	33	13.75%

**GRAPH SHOWING THE FREQUENCY FOR THE VARIABLE PERCEPTION OF TEACHERS TOWARDS CREATIVE CHILDREN STUDYING IN VIII STANDARD STUDENTS**



**EDUCATIONAL IMPLICATIONS**

Creative ability is an important quality. Every individual is creative to some extent or other. Educational psychologists are of the opinion that by providing proper conditions, the creative ability in the children can be identified nurtured and developed. The creative conditions are to be provided both at home and school. Home conditions are the responsibility of the parents and school conditions are the responsibility of the teachers.

The provision of conditions by itself will not help to develop creativity. Sometimes the home and schools may not be in a position to provide the conditions necessary to develop creative abilities among children. Generally the Indian schools are known to be poorly equipped and the Indian home conditions present a wide range of situations.

Inspite of the varying home and school conditions, the perceptions of teachers towards this important aspect of educational process shows a welcome trend. Though the conditions may not be really available to develop

creativity, it is highly encouraging to find that the parents and teachers hold positive perceptions towards conditions necessary to develop creative ability among the pupils.

For a teacher to hold positive perceptions towards this aspect are to be expected because he is continuously exposed to the pupils in his class, and knows the individual differences in terms of achievement, abilities, talents, and related educational dimensions. Surprisingly, the teacher's emphasis appears to be on curricular conditions. No doubt they have positive perceptions towards co-curricular and social interaction aspects. But it is suggested that the attitudes of teachers towards co-curricular activities for developing creative ability needs to be investigated in detail. India was never short of creative people as seen from its achievements in various fields. Tagore in his 'Shantiniketan' of a rural setting was creative. Great scientists and engineers like Sir C.V.Raman, Ramanujan, M.Visveswarayya all hail from rural backgrounds. Thus India with its predominantly rural setting appears to be more suitable to encourage creativity, if only the school and home play their roles properly.

## CONCLUSION

Parents and Teachers like to see that the children are free from the feelings of fear, guilt, shame, and threat. The children need to feel secure at home and school with a free mind. There must be less do's and don'ts. The wrong activities of the children are to be checked constructively. The children need to be given opportunities for intellectual conversation. Their doubts must be clarified without criticism and sarcasm. Their suggestions have to be taken whenever there is an opportunity.

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