



## **Relationship between Teaching Attitude and Teaching Creativity of B.Ed. Students: A Correlational Study**

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### **Abstract**

Teaching attitude and creativity are two crucial psychological and professional attributes that significantly influence the effectiveness of teaching–learning processes. In contemporary teacher education, the role of teachers is no longer confined to content delivery; rather, teachers are expected to be facilitators, innovators, and reflective practitioners. A positive teaching attitude enables teachers to approach their profession with commitment, enthusiasm, and responsibility, while teaching creativity empowers them to design innovative instructional strategies that promote active learning. The present study aims to examine the relationship between teaching attitude and teaching creativity among B.Ed. students through a correlational research design. The study was conducted on a sample of 100 B.Ed. students selected from teacher education colleges using a simple random sampling technique. Standardized tools were used to measure teaching attitude and teaching creativity. Data were collected through survey method and analysed using descriptive statistics and Pearson's Product Moment Correlation technique. The study seeks to determine the extent and direction of the relationship between the two variables. Understanding the relationship between teaching attitude and creativity has significant implications for teacher education programmes. If a positive relationship is established, it would emphasize the need to cultivate positive attitudes towards teaching to enhance creativity among future teachers. The findings of the study are expected to contribute to curriculum planning, pedagogical training, and professional development initiatives in teacher education.

**Keywords:** Teaching Attitude, Teaching Creativity, B.Ed. Students, Teacher Education, Correlational Study

### **1. Introduction**

Teacher education plays a vital role in shaping the quality of education by preparing competent, committed, and innovative teachers. In the contemporary educational context, teaching is no longer viewed as a routine transmission of knowledge; rather, it is considered a dynamic and creative process that requires positive attitudes, reflective thinking, and innovative instructional practices. Among the various psychological and professional attributes of teachers, teaching attitude and teaching creativity are regarded as two crucial determinants of effective teaching. Teaching attitude refers to the beliefs, feelings, and predispositions of teachers towards the teaching profession, learners, instructional processes, and professional responsibilities. A positive teaching attitude reflects commitment, enthusiasm, responsibility, and willingness to adapt to new educational challenges. Teachers who possess a favorable attitude towards teaching are more likely to engage



learners actively, experiment with new pedagogical approaches, and create a supportive classroom environment. On the other hand, a negative attitude may restrict professional growth and limit the effectiveness of classroom instruction. Teaching creativity involves the ability to use originality, flexibility, imagination, and innovation in planning and implementing teaching–learning activities. Creative teachers are capable of designing engaging lessons, using varied teaching strategies, integrating teaching aids and technology, and responding flexibly to students' needs and classroom situations. Creativity in teaching enhances students' interest, motivation, critical thinking, and deeper understanding of subject matter. In the present era of learner-centered and competency-based education, creativity is recognized as an essential professional competency for teachers.

B.Ed. students, as pre-service teachers, represent the future teaching workforce. The attitudes and creative abilities they develop during teacher education programmes significantly influence their professional practices. Teacher training institutions are expected to nurture positive teaching attitudes and foster creativity through appropriate curriculum design, pedagogical training, and experiential learning opportunities. However, it is often observed that teaching attitude and creativity do not automatically develop; they are influenced by training experiences, personal beliefs, and institutional practices. Understanding the relationship between teaching attitude and teaching creativity is therefore of great significance. If a strong relationship exists, it would indicate that fostering positive attitudes towards teaching may enhance creative teaching practices among pre-service teachers. The present study attempts to explore this relationship through a correlational approach, focusing on B.Ed. students. The findings of the study are expected to provide valuable insights for teacher educators, curriculum planners, and policymakers to strengthen teacher education programmes and promote the development of creative and motivated future teachers.

## **2. Need and Significance of the Study**

The rapidly evolving educational environment requires teachers who demonstrate not only strong subject knowledge but also positive professional attitudes and creative teaching skills. Teaching creativity enhances learner engagement and meaningful learning, while teaching attitude shapes commitment and professional behaviour. Since creativity is closely linked with teachers' attitudes, examining their relationship among B.Ed. students is essential for strengthening teacher education programmes.

1. Teaching attitude influences how future teachers perceive their role, responsibilities, and professional growth. Creativity in teaching, on the other hand, determines how effectively teachers design innovative learning experiences. Studying the relationship between teaching attitude and creativity helps to understand whether positive professional attitudes encourage creative instructional practices among B.Ed. students, thereby contributing to more effective teaching–learning processes.
2. Teacher education programmes aim to prepare competent and innovative teachers. Identifying the relationship between teaching attitude and creativity provides empirical evidence for improving training practices. If a positive relationship exists, teacher education institutions can focus on



nurturing favorable attitudes to enhance creativity, leading to improved pedagogical competence and better classroom practices among future teachers.

3. B.Ed. students enter teacher education programmes with diverse motivations and perceptions about teaching. While some view teaching as a noble profession, others consider it a secondary career choice. These differing attitudes may influence their willingness to adopt creative teaching methods. The study helps identify how such attitudinal differences affect creativity in teaching.
4. Creative teaching is essential for learner-centered education, critical thinking, and problem-solving skills. By examining the relationship between teaching attitude and creativity, the study highlights factors that promote innovative instructional practices. This understanding can guide teacher educators in designing activities that foster creativity through positive professional orientation.
5. The findings of the study can support curriculum planners in integrating attitude-building and creativity-enhancing components into teacher education syllabi. A curriculum that consciously develops both teaching attitude and creativity can prepare B.Ed. students to meet contemporary educational challenges with confidence and innovation.
6. Teaching attitude and creativity are key elements of teachers' professional competence. Understanding their relationship helps in designing professional development programmes that emphasize reflective practices, motivation, and innovation. This contributes to the holistic development of B.Ed. students as confident, creative, and committed future teachers.
7. The study adds to existing literature by providing empirical evidence on the association between teaching attitude and creativity among pre-service teachers. The findings can inform educational policy decisions, teacher training reforms, and future research aimed at improving the quality of teacher preparation and classroom instruction.

### **3. Objectives of the Study**

1. To study the level of teaching attitude among B.Ed. students.
2. To study the level of teaching creativity among B.Ed. students.
3. To find out the relationship between teaching attitude and teaching creativity of B.Ed. students.

### **4. Hypothesis of the Study**

**H<sub>0</sub>:** There is no significant relationship between teaching attitude and teaching creativity of B.Ed. students.

### **5. Review of Related Literature**

Review of related literature provides a theoretical and empirical foundation for the present study. It helps in understanding previous research findings, identifying research gaps, and justifying the need for the study. The following studies highlight teaching attitude, teaching creativity, and their interrelationship among teachers and student-teachers.

**1. Sharma and Gupta (2018)** conducted a study on teaching attitude among pre-service teachers and found that student-teachers with positive attitudes towards the teaching profession showed greater involvement in instructional activities. The study emphasized that favorable teaching attitude

enhances motivation, commitment, and openness to innovative teaching methods, which are essential for effective classroom practices and professional growth.



**2. Kumar (2019)** examined creativity in teaching among B.Ed. students and reported that creativity is influenced by training experiences and opportunities for experimentation. The study revealed that student-teachers exposed to activity-based and learner-centered approaches demonstrated higher levels of originality and flexibility in teaching, highlighting the role of teacher education in fostering creative competencies.

**3. Singh and Kaur (2020)** explored the relationship between teaching attitude and creative teaching practices among secondary school teachers. Their findings indicated a significant positive relationship between the two variables. Teachers with a positive attitude were more likely to use innovative strategies, interactive methods, and learner-centered approaches, thereby improving classroom engagement.

**4. Patel (2021)** conducted a survey study on teaching creativity among pre-service teachers and found moderate to high levels of creativity in lesson planning and classroom interaction. The study emphasized that creativity develops through reflective practices, supportive learning environments, and positive professional orientation, suggesting a close link between attitude and creative behavior.

**5. Mehta and Joshi (2022)** investigated teaching attitude in relation to professional competence of B.Ed. students. The study concluded that teaching attitude significantly influences instructional effectiveness, classroom management, and willingness to adopt innovative practices. The researchers recommended integrating attitude-building components into teacher education curricula to enhance creative teaching skills.

**6. Verma (2023)** studied creativity and attitude among pre-service teachers in the context of contemporary education. The results revealed that student-teachers with strong professional commitment and positive attitudes demonstrated higher creative engagement in teaching activities. The study highlighted the importance of nurturing both attitude and creativity during teacher training programmes.

## **6. Research Methodology**

Research methodology provides a systematic framework for conducting a scientific investigation. It explains the methods, design, tools, and procedures adopted to collect and analyze data. The present study employed appropriate methodological approaches to examine the relationship between teaching attitude and teaching creativity among B.Ed. students.

### **6.1 Research Method**

The present study adopted the survey method of research, as it is considered appropriate for studying psychological and educational variables such as teaching attitude and teaching creativity. The survey method enables the researcher to collect data from a large group of respondents within a limited time and in a systematic manner. Since attitude and creativity are internal characteristics that cannot be directly observed, the survey method helps in obtaining reliable self-reported data through standardized tools. This method allows for the analysis of existing conditions without manipulating

**Table 1:** Research Design and Method

Aspect	Description
Research Method	Survey Method
Research Design	Correlational Research Design
Nature of Study	Quantitative Study
Level of Significance	0.01 Level

## 6.2 Research Design

A correlational research design was employed in the present study to examine the degree and direction of relationship between teaching attitude and teaching creativity of B.Ed. students. The correlational design does not involve manipulation of variables; instead, it focuses on measuring the extent to which two variables are related. This design is appropriate when the objective is to determine whether changes in one variable are associated with changes in another. In the present study, teaching attitude and teaching creativity were measured as they naturally exist, and their relationship was analysed using statistical techniques.

## 6.3 Variables of the Study

The present study involved two main variables: Teaching Attitude and Teaching Creativity. Teaching attitude was treated as the independent variable, as it represents the psychological disposition of B.Ed. students towards the teaching profession, learners, and instructional responsibilities. Teaching creativity was considered the dependent variable, as it reflects the ability of student-teachers to use originality, flexibility, imagination, and innovative practices in teaching. The study aimed to examine how variations in teaching attitude are related to variations in teaching creativity among B.Ed. students.

## 6.4 Population of the Study

The population of the present study comprised 100 B.Ed. students studying at Shri Siddhivinayak College of Education, Nandgaon, District Nashik. All the students enrolled in the B.Ed. programme during the academic year formed the population of the study. The population included students with diverse academic backgrounds, experiences, and perceptions towards the teaching profession. Studying the entire population helped the researcher understand the general characteristics of teaching attitude and creativity within the institution and provided a clear framework for sample selection.

## 6.5 Sample of the Study

The sample of the study consisted of 50 B.Ed. students selected from Shri Siddhivinayak College of Education, Nandgaon, District Nashik using the purposive sampling technique. The sample was selected deliberately to include students who were regular, willing to participate, and actively involved in academic activities. Purposive sampling was considered suitable as it allowed the researcher to select respondents who could provide meaningful and reliable information related



**Table 2:** Variables, Population and Sample

Aspect	Description
Independent Variable	Teaching Attitude
Dependent Variable	Teaching Creativity
Population	100 B.Ed. students of Shri Siddhivinayak College of Education, Nandgaon, Dist. Nashik
Sample Size	50 B.Ed. students
Sampling Technique	Purposive Sampling

## 6.6 Tools Used for the Study

Two standardized tools were used for data collection in the present study. The Teaching Attitude Scale, consisting of 30 statements, was used to measure the attitude of B.Ed. students towards the teaching profession. It assessed aspects such as interest, commitment, responsibility, and perception of teaching. The **Teaching Creativity Scale** was used to assess creative teaching abilities such as originality, flexibility, imagination, and innovative instructional practices. Both tools were found to be suitable, reliable, and valid for measuring the respective variables.

## 6.7 Statistical Techniques Used

In the present study, appropriate statistical techniques were employed to analyze the collected data and to test the stated hypothesis. Mean and Standard Deviation were used as descriptive statistical measures to determine the average level and variability of teaching attitude and teaching creativity among B.Ed. students. The mean provided information about the central tendency of scores, while the standard deviation indicated the extent of dispersion of scores from the mean.

To examine the relationship between teaching attitude and teaching creativity, Pearson's Product Moment Correlation ( $r$ ) was applied. This technique helped in determining the degree and direction of relationship between the two variables.

**Table 3:** Tools and Statistical Techniques

Aspect	Description
Tools Used	Teaching Attitude Scale (30 statements) Teaching Creativity Scale
Data Collection Method	Classroom administration after prior permission with assured confidentiality
Statistical Techniques	Mean Standard Deviation Pearson's Product Moment Correlation ( $r$ )

## 7. Procedure of Data Collection

For the collection of data, the researcher first obtained prior permission from the authorities of Shri Siddhivinayak College of Education, Nandgaon, District Nashik. After securing permission, the researcher personally visited the institution and established rapport with the B.Ed. students. The selected tools were administered to the sample of 50 B.Ed. students in a regular classroom setting

during scheduled hours. Clear and detailed instructions were given to the respondents to ensure proper understanding of the items and to encourage honest and accurate responses. Adequate time was provided to complete the tools without pressure. The researcher assured the students that their responses would be kept confidential and used strictly for academic and research purposes only.

### 8. Data Analysis and Interpretation

Data analysis is a crucial stage in educational research as it helps in organizing, summarizing, and interpreting the collected information in a meaningful manner. In the present study, statistical analysis was carried out to examine the relationship between teaching attitude and teaching creativity among B.Ed. students.

**Table 4:** Descriptive Statistics of Teaching Attitude Scores of B.Ed. Students

Variable	N	Mean	Standard Deviation
Teaching Attitude	50	112.46	14.28

### Interpretation

Table 4 indicates that the mean score of teaching attitude among B.Ed. students is 112.46 with a standard deviation of 14.28. This shows that the students possess a moderately high level of positive attitude towards the teaching profession. The standard deviation suggests a reasonable spread of scores, indicating individual differences in teaching attitude among the students.

**Table 5:** Correlation between Teaching Attitude and Teaching Creativity

Variables	N	r-value	Level of Significance
Teaching Attitude & Teaching Creativity	50	0.62	Significant at 0.01 level

### Interpretation

Table 5 shows that the obtained Pearson's correlation coefficient ( $r = 0.62$ ) indicates a moderate to high positive correlation between teaching attitude and teaching creativity. The correlation is statistically significant at the 0.01 level, suggesting that B.Ed. students with a more positive teaching attitude tend to demonstrate higher levels of teaching creativity.

**Table 6:** Descriptive Statistics of Teaching Creativity Scores of B.Ed. Students

Variable	N	Mean	Standard Deviation
Teaching Creativity	50	118.32	13.75

### Interpretation

Table 6 reveals that the mean score of teaching creativity among B.Ed. students is 118.32 with a standard deviation of 13.75. This indicates that the students show a fairly good level of creativity in teaching practices. The variability in scores reflects individual differences in originality, flexibility, and innovative teaching abilities.

**Table 7: Correlation of Teaching Creativity with Teaching Attitude**

Variables	N	r-value	Level of Significance
Teaching Creativity & Teaching Attitude	50	0.62	Significant at 0.01 level





### Interpretation

Table 7 further confirms the positive relationship between teaching creativity and teaching attitude. The correlation coefficient of 0.62 indicates that as teaching attitude increases, teaching creativity also tends to increase. The significance at the 0.01 level supports the rejection of the null hypothesis and establishes a meaningful relationship between the two variables.

### 9. Hypothesis Verification

To verify the hypothesis, Pearson's Product Moment Correlation technique was applied to the scores obtained on the Teaching Attitude Scale and Teaching Creativity Scale.

**Table 8:** Relationship between Teaching Attitude and Teaching Creativity

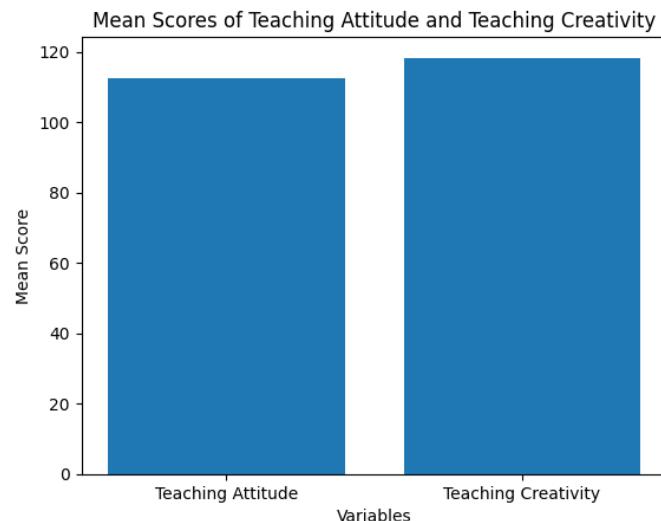
Variables Compared	N	r-value	Level of Significance	Decision
Teaching Attitude and Teaching Creativity	50	0.62	Significant at 0.01 level	Null Hypothesis Rejected

### Interpretation

The table shows that the obtained correlation coefficient ( $r = 0.62$ ) indicates a moderate to high positive correlation between teaching attitude and teaching creativity among B.Ed. students. The correlation is statistically significant at the 0.01 level of significance.

Since the obtained  $r$  value is significant, the null hypothesis stating that "*there is no significant relationship between teaching attitude and teaching creativity of B.Ed. students*" is rejected. It can therefore be concluded that B.Ed. students with a positive teaching attitude tend to exhibit higher levels of creativity in their teaching practices. This finding establishes a meaningful relationship between the two variables.

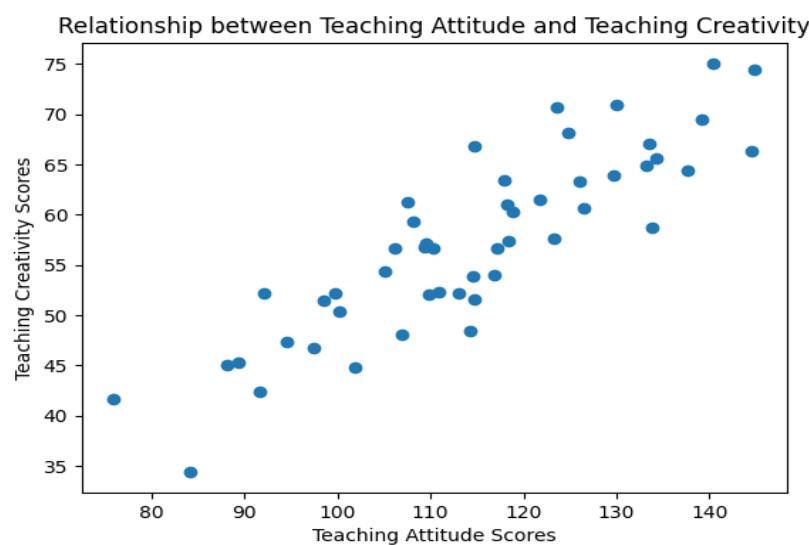
**Graph 1:** Mean Scores of Teaching Attitude and Teaching Creativity



### Interpretation:

The bar graph presents the mean scores of Teaching Attitude and Teaching Creativity of B.Ed. students. It is evident from the graph that the mean score of Teaching Creativity is higher than that of Teaching Attitude. This indicates that the student-teachers possess a comparatively higher level of

creativity in teaching than their professional attitude towards teaching. The result suggests that while creativity is fairly developed among B.Ed. students, strengthening positive teaching attitude may further enhance creative teaching practices.

**Graph 2:** Relationship between Teaching Attitude and Teaching Creativity

### Interpretation:

The scatter diagram illustrates the relationship between Teaching Attitude and Teaching Creativity among B.Ed. students. The upward trend of the plotted points indicates a positive relationship between the two variables. As the scores of Teaching Attitude increase, the scores of Teaching Creativity also tend to increase. This visual representation supports the statistical finding of a positive correlation and confirms that a favourable teaching attitude is associated with higher teaching creativity.

### 10. Discussion

The findings of the present study reveal a significant and positive relationship between teaching attitude and teaching creativity among B.Ed. students. The results indicate that student-teachers who possess a favourable attitude towards the teaching profession are more likely to demonstrate creative approaches in lesson planning, classroom interaction, and instructional strategies. This suggests that teaching attitude plays a vital role in shaping creative teaching behaviour.

The descriptive analysis shows that the B.Ed. students exhibit moderately high levels of both teaching attitude and teaching creativity. This reflects the effectiveness of teacher education programmes in fostering professional orientation and innovative thinking among pre-service teachers. The positive correlation obtained in the study supports the view that psychological disposition towards teaching influences creative engagement in instructional practices.

These findings are consistent with earlier research which emphasizes that motivation, interest, and commitment towards teaching enhance creativity in classroom practices. A positive teaching





The study highlights the need for teacher education institutions to consciously promote positive teaching attitudes through reflective practices, experiential learning, and supportive training environments. Strengthening teaching attitude during the training period may significantly enhance creativity among future teachers, thereby improving the overall quality of education.

## 11. Conclusion

The present study was conducted to examine the relationship between teaching attitude and teaching creativity among B.Ed. students. The findings provide valuable insights into the role of professional attitude in fostering creative teaching practices and highlight the importance of developing both qualities during teacher education programmes.

1. The study concludes that there is a significant and positive relationship between teaching attitude and teaching creativity among B.Ed. students. A favourable attitude towards the teaching profession is associated with higher levels of creativity in instructional practices.
2. B.Ed. students were found to possess a moderately high level of teaching attitude, indicating a generally positive orientation towards the teaching profession, responsibilities, and professional values.
3. The findings reveal that B.Ed. students demonstrate a good level of teaching creativity, reflected in originality, flexibility, imagination, and willingness to adopt innovative teaching methods.
4. Teaching attitude plays a decisive role in shaping creative teaching behaviour. Student-teachers with positive attitudes are more likely to experiment with new ideas and learner-centered approaches.
5. Teacher education programmes significantly influence the development of teaching attitude and creativity. Well-structured training experiences help student-teachers develop professional commitment and creative competence.
6. The study highlights the need to incorporate attitude-building activities such as reflective practices, discussions on professional ethics, and exposure to real classroom experiences in B.Ed. programmes.
7. Teaching creativity flourishes in a supportive and encouraging learning environment. Teacher education institutions should provide opportunities for experimentation, innovation, and collaborative learning.
8. Teacher educators must consciously promote positive attitudes and creativity by modeling innovative teaching practices and encouraging student-teachers to think independently and creatively.
9. The study contributes empirical evidence to educational research by establishing a clear link between teaching attitude and teaching creativity among pre-service teachers.
10. The study suggests further research involving larger samples, different regions, and additional variables such as teaching aptitude, emotional intelligence, and teaching effectiveness to gain deeper insights into creative teaching development.



## 12. Recommendations

Based on the findings of the present study on the relationship between teaching attitude and teaching creativity among B.Ed. students, the following recommendations are suggested for teacher education institutions, teacher educators, and policymakers:

1. Teacher education programmes should consciously include activities that foster positive teaching attitudes, such as reflective journals, value-based discussions, and interaction with experienced teachers.
2. Creative teaching strategies like project-based learning, role play, storytelling, and problem-based learning should be systematically integrated into the B.Ed. curriculum.
3. More opportunities for micro-teaching, simulated classrooms, and real classroom exposure should be provided to help student-teachers apply creative ideas in practice.
4. Teacher educators should be trained regularly to adopt innovative and creative instructional practices, as they serve as role models for student-teachers.
5. Teacher education institutions should encourage the effective use of digital tools and educational technology to promote creativity in teaching–learning processes.
6. A positive, open, and non-threatening institutional environment should be created to encourage experimentation, innovation, and independent thinking among B.Ed. students.
7. Assessment practices should focus not only on theoretical knowledge but also on creativity, attitude, and reflective teaching practices, supported by constructive feedback.
8. The B.Ed. curriculum should be periodically revised to include components that explicitly address attitude development, creativity, and innovative teaching competencies.
9. Group work, peer teaching, and collaborative projects should be promoted to enhance cooperative skills and creative thinking among student-teachers.
10. Educational authorities should encourage further research on psychological and professional variables related to teaching effectiveness and use the findings for informed policy decisions.

These recommendations, if implemented effectively, can contribute to the development of positive teaching attitudes and enhanced creativity among future teachers, thereby improving the overall quality of education.

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