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## Creativity Fostering Behaviour Among The English Pg Assistants Of Thoothukudi District

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### Abstract

This study explores creativity-fostering behavior among English Postgraduate Assistants in Thoothukudi District, examining differences across gender, school locality, type, and management. Using Cropley's (1997) self-rating scale, data were collected from 84 teachers and analyzed through t-tests and F-tests. Results revealed significant gender differences in the dimensions of Encouragement of Independence and Encouragement of Originality, with male teachers reporting higher levels. However, no significant differences were found concerning locality, school type, or management, suggesting equitable practices in these contexts. Moderate mean scores across dimensions such as motivation and integration indicate the need for enhanced strategies to strengthen collaboration, innovation, and emotional well-being. The study emphasizes the importance of professional development, recognition of creative teaching practices, and supportive policies to reduce gender gaps and foster originality. Recommendations highlight empowering teacher autonomy, promoting collaboration, enhancing motivation, and providing emotional support to create more innovative and inclusive learning environments.

### keywords

Creativity-fostering behavior, Teacher autonomy, Gender differences, Motivation, Integration, Emotional support, Professional development

### Introduction

Educators play a pivotal role in cultivating creative potential among students. Teachers empower learners as critical and creative thinkers and problem solvers. Teachers ignite passion for learning among learners and they are the catalyst of curiosity, interest and passion. Educators lay the groundwork for fostering creativity among learners. In the classroom opportunity is given to students for self-expression and divergent thinking. Teachers empower learners by way of giving open-ended assignments and collaborative projects. Their creativity is unleashed through multiple perspectives in the classroom. Teachers take the responsibility to create positive learning environment in the classroom to encourage creative thinking. Teachers can develop creativity among students by asking critical thinking questions. Each students is unique and teachers inspire students to showcase their talents and strengths. In a creative classroom every voice is heard and valued. Teachers integrate creative practices in their teaching strategies and engage learners in meaningful learning experiences to foster creativity and innovation. Creativity n children can be fostered by the ability to come up with multiple solutions to a problem and

generating different ideas. Teachers should encourage learners to discover new ideas in different dimensions.

When the teacher is creative inside the classroom, students can have success in variety of areas. They will be skilled in creating and executing original ideas and express themselves in a confident way. Students in a creative classroom are successful in solving problems, thinking critically, retaining information and making connections across the subjects. When students are engaged in tasks in the classroom they become energized. When students learn with fun their focus will be sustained and they get satisfaction in their learning. When the learning environment is more creative with innovation and problem solving they are prepared to be stronger and successfully in the later part of their life.

### Encouraging Creativity in Classroom

In a class where constructivism is followed students become more creative. The classroom layout can motivate students to give enthusiastic participation. A range of classroom activities can be done and different learning styles can be accommodated when the classroom has different layouts such as U-shaped, separate group tables etc., Reading should be encouraged among students. People who read have different ways of thinking. Since reading is the best workout for brain students can fantasize, think and use this imagination to create and cultivate new ideas.

Students should be empowered to map out new ideas in their own way to be original. Teachers can help students to create different types of graphic organisers such as concept map, mind map, venn diagram, T-chart, sequence chart, spider map, fishbone diagram etc., Reflective practices will help students to be more creative. Template can be used by teachers to promote creative thinking.

Teachers provide opportunities for learners in the classroom for collaboration and communication that in turn foster creative spirit. They help learners to develop personal interest, involvement and ownership of their work which make them autonomous learners. Research proves that the relationship between teacher and student is important to develop creativity among students (Amabile, Hennessey, & Grossman, 1986; Cropley et al., 2009). Cropley (1997) lists the following nine teacher behaviours that foster student creativity:

Independence	Encouraging independent learning of students
Integration	Facilitating co-operative and socially integrative teaching
Motivation	Emphasizing mastery of knowledge to enable divergent thinking
Judgment	Postponing judgment on students' ideas and encouraging them to more clearly formulate the ideas
Flexibility	Promoting flexible thinking
Evaluation	Encouraging students' self-evaluation
Question	Considering seriously students' suggestions
Opportunities	Creating opportunities for students to work under varied conditions with a variety of materials
Frustration	Providing a safety net to help students cope with frustration or failure

### Objectives of the Study:

1. To examine the level of creativity-fostering behavior among English PG Assistants in Thoothukudi District.
2. To investigate the relationship between creativity-fostering behavior and demographic variables such as
  - Gender
  - Locality of school
  - Nature of the School
  - Type of Management

## Methodology

The self-rating scale developed by Cropley(1997) was adopted in this study with the dimensions Encouragement of Independence, Integration, Motivation, Encouragement of Originality and Emotional Support. The rating scale was administered on 84 Higher Secondary School teachers handling English.

## Null Hypothesis

There is no significant difference in the level of creativity-fostering behavior among English PG Assistants based on demographic variables such as

- Gender
- Locality of school
- Nature of the School
- Type of Management

## Statistical Technique Used

T-test

F-test

## Review of Related Literature

Creativity in teaching plays a crucial role in enhancing students' learning experiences and academic success. Various studies have examined factors influencing creativity-fostering behaviors among teachers, including self-efficacy, teaching attitudes, training programs, and the integration of creative arts in education.

### Teachers' Self-Efficacy and Creativity in EFL Contexts

A study published by *Frontiers* (2022) examined the relationship between teachers' self-efficacy and creativity in English as a Foreign Language (EFL) classrooms. The findings suggest that educators who possess confidence in their teaching abilities and incorporate creative instructional methods significantly enhance students' academic performance. This study emphasizes the importance of fostering both self-efficacy and creativity among English teachers, as these qualities contribute to effective teaching and improved student engagement.

### Creative Teaching Attitude and Teaching Competence

Research published on *ResearchGate* (2022) compared prospective teachers with high and low creative teaching attitudes concerning their teaching competence. The study concluded that teachers who exhibited a strong inclination toward creative teaching demonstrated superior instructional skills. This underscores the significance of nurturing creative attitudes in teacher training programs, as they directly impact the effectiveness of teaching and learning processes. The study further highlights the need for structured interventions aimed at enhancing creativity among educators.

### SCERT's Training for Postgraduate Teachers

The *State Council of Educational Research and Training (SCERT)* launched a year-long training program in 2023 to improve the teaching methodologies of postgraduate teachers across various subjects, including English (*The Hindu*, 2023). The program aims to introduce innovative teaching strategies that foster creativity in classroom instruction. By equipping teachers with advanced pedagogical skills, such initiatives contribute to the development of a more engaging and dynamic learning environment. This study suggests that continuous professional development is essential for enhancing creativity-fostering behaviors among teachers.

### Fostering Creative Thinking Through Drama Education

A study published on *ResearchGate* (2023) explored how drama education can be utilized to enhance creative thinking in students. The research found that teachers who incorporated drama-based activities into their lessons reported increased flexibility and open-mindedness in both their teaching approaches

and student learning processes. These findings highlight the potential benefits of integrating creative arts into the curriculum, as they encourage innovation, critical thinking, and active student participation in the learning process.

### Variable-Wise analysis and interpretations based on gender

#### 1. Encouragement of Independence

- The calculated t-value (2.464) exceeds the table value (1.96), indicating a significant difference between male and female teachers.
- Male teachers (Mean = 42.21) perceive or receive more encouragement to work independently compared to their female

Variable	Gender	N	Mean	Std. Deviation	calculated 't' value	Table value	Remarks at 5% level
Encouragement of Independence	Male	24	42.21	3.623	2.464	1.96	Significant
	Female	60	39.83	4.788			
Integration	Male	24	22.25	1.871	1.293		Not Significant
	Female	60	21.65	2.040			
Motivation	Male	24	21.38	2.841	0.570		Not Significant
	Female	60	21.00	2.401			
Encouragement of Originality	Male	24	50.29	3.507	3.189		Significant
	Female	60	47.32	4.634			
Emotional Support	Male	24	27.96	2.368	1.252		Not Significant
	Female	60	27.17	3.158			

counterparts (Mean = 39.83).

- This suggests that female teachers may have fewer opportunities or less confidence in decision-making and leadership roles.
- #### 2. Integration
- The t-value (1.293) is below the table value, showing no significant difference between male (Mean = 22.25) and female (Mean = 21.65) teachers.
  - Both male and female teachers experience similar levels of collaboration and teamwork in their professional environments.
- #### 3. Motivation
- The t-value (0.570) indicates no significant difference between male (Mean = 21.38) and female (Mean = 21.00) teachers.
  - This reflects comparable levels of motivation among both genders. However, the moderate mean scores suggest there is room to further inspire and engage teachers in creative practices.

### Tabulation showing the significant differences in creativity-fostering behavior among English teachers based on gender.

#### 4. Encouragement of Originality

- The t-value (3.189) exceeds the table value, indicating a significant difference.
- Male teachers (Mean = 50.29) perceive more encouragement for originality than female teachers (Mean = 47.32).
- This highlights a potential gender gap in how opportunities for innovation and creativity are perceived.

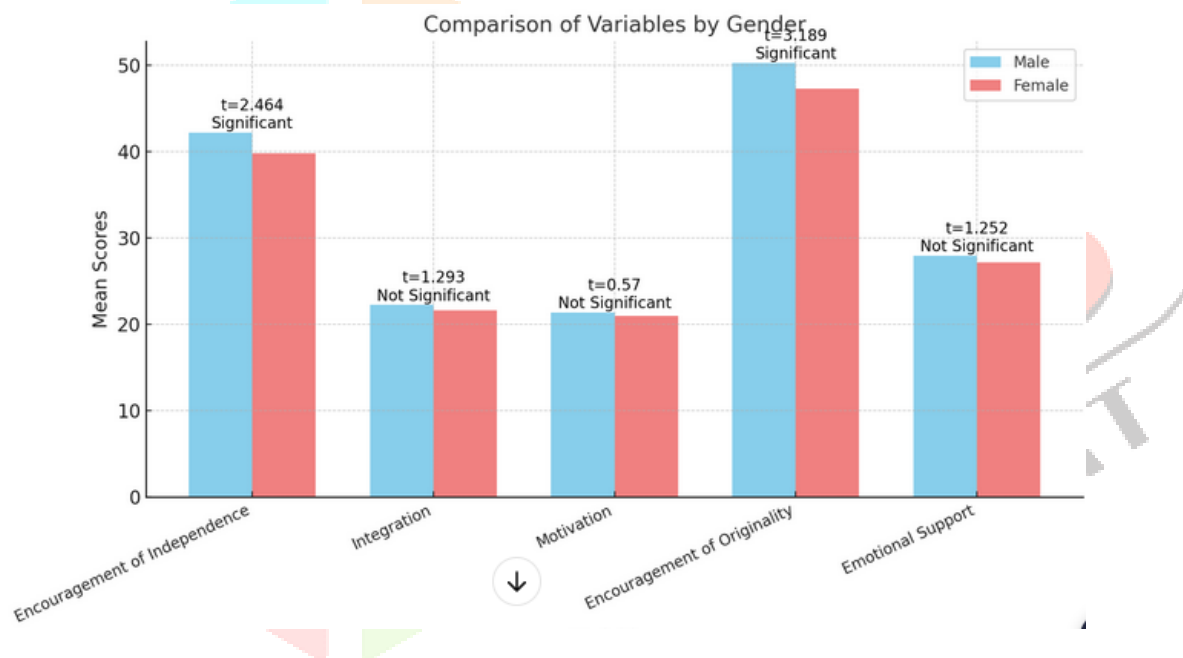
## 5. Emotional Support

- The t-value (1.252) is below the table value, showing no significant difference between male (Mean = 27.96) and female (Mean = 27.17) teachers.
- Both genders feel similar levels of emotional support, indicating a balanced and supportive professional environment.

## Interpretations

- Significant differences in **Encouragement of Independence** and **Encouragement of Originality** suggest gender biases in how creativity and autonomy are nurtured among English teachers. Addressing these differences is important to provide equal opportunities for both male and female teachers to grow and innovate.
- The absence of significant differences in **Integration**, **Motivation**, and **Emotional Support** reflects positive trends in equitable practices. However, moderate mean scores indicate there is chance to improve collaboration, engagement, and emotional well-being within the teaching community.

**Graph showing the significant differences in creativity-fostering behavior among English teachers based on gender.**





**Tabulation showing the significant differences in creativity-fostering behavior among English teachers based on locality of school.**

Variable	Locality of School	N	Mean	Std. Deviation	calculated 't' value	Table value	Remarks at 5% level
Encouragement of Independence	Rural	61	40.44	4.515	0.216	1.96	Not Significant
	Urban	23	40.70	4.894			
Integration	Rural	61	21.72	1.836	0.659		Not Significant
	Urban	23	22.09	2.410			
Motivation	Rural	61	20.93	2.676	1.154		Not Significant
	Urban	23	21.57	2.041			
Encouragement of Originality	Rural	61	48.02	4.541	0.492		Not Significant
	Urban	23	48.57	4.571			
Emotional Support	Rural	61	27.33	2.937	0.318		Not Significant
	Urban	23	27.57	3.087			

**Variable-Wise analysis and interpretations based on school locality**

**1. Encouragement of Independence**

- The results show no significant difference between rural and urban schools in encouraging independence among English teachers.
- Both rural (Mean = 40.44) and urban (Mean = 40.70) teachers feel supported in making decisions and being self-reliant.
- This indicates that schools in both localities are equally focused on fostering independence among their teachers.

**2. Integration (Collaboration and Inclusivity)**

- There is no notable difference between rural (Mean = 21.72) and urban (Mean = 22.09) schools in promoting collaboration and inclusivity among English teachers.
- Urban schools show a slightly higher mean, possibly due to greater exposure to diverse teaching environments and resources.
- Overall, schools in both localities create similar opportunities for teamwork and collaborative efforts.

**3. Motivation**

- Motivation levels are similar for English teachers in rural (Mean = 20.93) and urban (Mean = 21.57) schools, with no significant difference.
- However, the slightly lower mean scores indicate the need for more efforts to inspire teachers to set and achieve professional goals.
- Schools must enhance strategies to boost enthusiasm and goal-oriented behaviour in teachers.

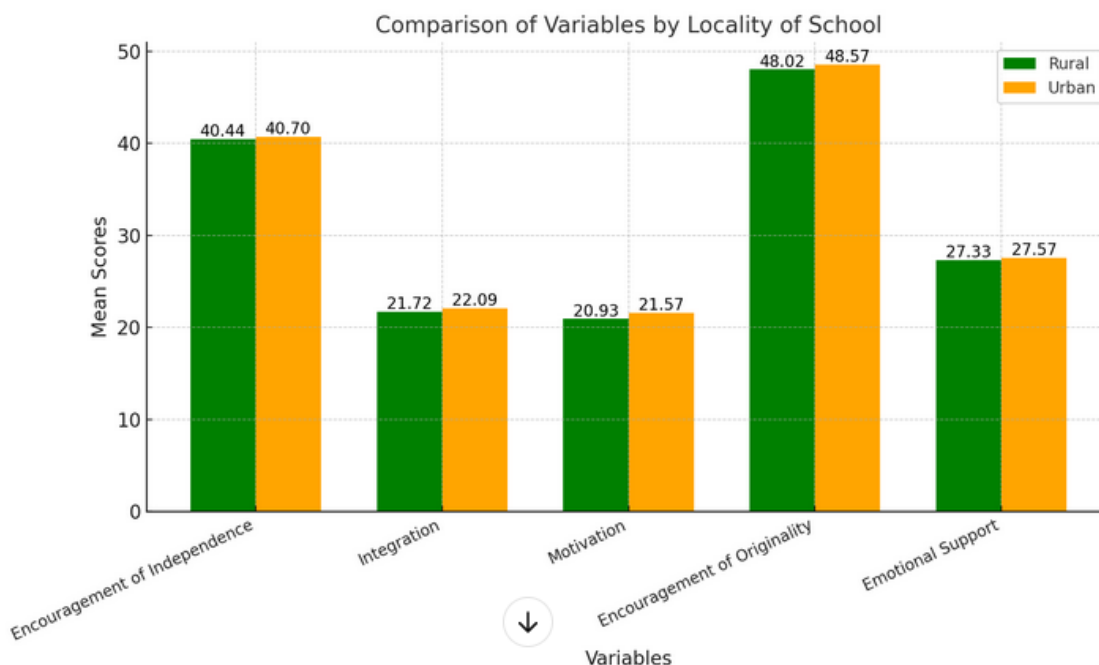
**4. Encouragement of Originality**

- Both rural (Mean = 48.02) and urban (Mean = 48.57) schools score highly in encouraging originality among English teachers.
- This reflects a strong emphasis on promoting creative teaching methods and innovative approaches across both localities.
- The high scores highlight the effectiveness of current practices in fostering creativity among teachers.

**5. Emotional Support**

- Rural (Mean = 27.33) and urban (Mean = 27.57) schools provide similar levels of emotional support to English teachers.
- This shows a balanced effort in addressing teachers' emotional well-being, contributing to their resilience and job satisfaction.

- Equal access to emotional support ensures fairness in meeting the needs of teachers across both localities.



**Graph showing the significant differences in creativity-fostering behavior among English teachers based on school locality**

Variable	Nature of the School	N	Mean	Std. Deviation	calculate d 't' value	Table value	Remarks at 5% level
Encouragement of Independence	Unisex	28	40.57	4.467	.085	1.96	Not Significant
	Co-Education	56	40.48	4.694			
Integration	Unisex	28	22.00	2.293	.537		Not Significant
	Co-Education	56	21.73	1.854			
Motivation	Unisex	28	21.21	2.363	.283		Not Significant
	Co-Education	56	21.05	2.618			
Encouragement of Originality	Unisex	28	48.89	3.745	1.134		Not Significant
	Co-Education	56	47.80	4.863			
Emotional Support	Unisex	28	27.39	3.178	0		Not Significant
	Co-Education	56	27.39	2.877			

**Analysis and Interpretation of Creativity-Fostering Behavior Based on the Nature of the School among English Teachers**

### 1. Encouragement of Independence

- **Non-Significance:** The calculated t-value (0.085) is below the table value (1.96), indicating no significant difference between unisex (Mean = 40.57) and co-educational (Mean = 40.48) schools.
- English teachers in both unisex and co-educational schools perceive similar levels of encouragement for independence.
- This reflects equitable practices across school types in fostering self-reliance and autonomous decision-making among teachers.

### 2. Integration (Collaboration and Inclusivity)

- **Non-Significance:** The t-value (0.537) shows no significant difference between unisex (Mean = 22.00) and co-educational (Mean = 21.73) schools.
- Both school types provide comparable environments for collaboration and inclusivity among teachers.
- Unisex schools may have a slight advantage in fostering teamwork among teachers.

### 3. Motivation

- **Non-Significance:** The t-value (0.283) indicates no significant difference between unisex (Mean = 21.21) and co-educational (Mean = 21.05) schools.
- Motivation levels are nearly identical, reflecting consistent strategies to inspire teachers in both school types.
- Moderate mean scores suggest that efforts to enhance motivation could be improved across both settings.

### 4. Encouragement of Originality

- **Non-Significance:** The t-value (1.134) confirms no significant difference between unisex (Mean = 48.89) and co-educational (Mean = 47.80) schools.
- Both school types emphasize creativity and originality in teaching approaches, with slightly higher scores in unisex schools.
- This parity highlights effective strategies in fostering innovative teaching practices, regardless of school type.

### 5. Emotional Support

- **Non-Significance:** The t-value (0.000) indicates no difference in emotional support between unisex (Mean = 27.39) and co-educational (Mean = 27.39) schools.
- Emotional support systems for teachers are equally effective across both school types.
- This consistency underscores the universal importance of emotional well-being for teachers' personal and professional growth.



### Variable-Wise Analysis and Interpretations

#### 1. Encouragement of Independence

- **Non-Significance:** The calculated t-value (0.587) is below the table value (1.96), indicating no significant difference between government (Mean = 40.26) and government-aided (Mean = 40.88) schools.
- Teachers from both management types perceive similar levels of encouragement for independence, reflecting

Variable	Type of management	N	Mean	Std. Deviation	calculated 't' value	Table value	Remarks at 5% level
Encouragement of Independence	Government	50	40.26	4.256	0.587	1.96	Not Significant
	Government - Aided	34	40.88	5.092			
Integration	Government	50	21.64	2.155	1.049		Not Significant
	Government - Aided	34	22.09	1.747			
Motivation	Government	50	21.04	2.507	0.293		Not Significant
	Government - Aided	34	21.21	2.579			
Encouragement of Originality	Government	50	48.12	4.226	0.110		Not Significant
	Government - Aided	34	48.24	5.003			
Emotional Support	Government	50	27.50	2.468	0.373		Not Significant
	Government - Aided	34	27.24	3.602			

parity in fostering autonomy among educators.

### Analysis and Interpretation of Creativity-Fostering Behavior Based on Type of Management among English Teachers

#### 2. Integration

- **Non-Significance:** The t-value (1.049) shows no significant difference between government (Mean = 21.64) and government-aided (Mean = 22.09) schools.
- Both management types provide comparable opportunities for collaboration and teamwork. Slightly higher scores in government-aided schools may indicate marginally better integration efforts among teachers.

#### 3. Motivation

- **Non-Significance:** The t-value (0.293) confirms no significant difference between government (Mean = 21.04) and government-aided (Mean = 21.21) schools.
- Motivation levels among teachers are nearly identical across both types of schools. Moderate scores indicate potential areas for improvement in inspiring teachers to set and achieve professional goals.

#### 4. Encouragement of Originality

- **Non-Significance:** The t-value (0.110) indicates no significant difference between government (Mean = 48.12) and government-aided (Mean = 48.24) schools.
- Both school types emphasize creativity and originality, with high and nearly identical scores. This reflects effective strategies in encouraging innovative teaching practices among educators.

#### 5. Emotional Support

- **Non-Significance:** The t-value (0.373) indicates no significant difference between government (Mean = 27.50) and government-aided (Mean = 27.24) schools.

- Emotional support systems for teachers are equitable across both management types. Effective support mechanisms contribute to teachers' well-being and resilience in their professional roles.

### F-test

Variable	F (Calculated)	Significance (p-value)	Remarks at 5% level
Encouragement of Independence	1.455	0.240	Not Significant
Integration	0.395	0.675	Not Significant
Motivation	0.874	0.421	Not Significant
Encouragement of Originality	1.359	0.263	Not Significant
Emotional Support	0.444	0.643	Not Significant

### Analysis and Interpretation:

#### 1. Encouragement of Independence

- The F-value of 1.455 and the p-value of 0.240 indicate that there is no significant difference in how English teachers are encouraged to be independent across the sample group. Teachers from various backgrounds or institutions experience similar levels of independence encouragement.

#### 2. Integration

- With an F-value of 0.395 and a p-value of 0.675, there is no significant difference in the level of integration or teamwork fostered among English teachers. This suggests that collaboration and inclusive practices are similarly promoted across the group of teachers being studied.

#### 3. Motivation

- The F-value of 0.874 and the p-value of 0.421 show that motivation levels among English teachers do not differ significantly. The motivation strategies used are equally effective or ineffective across the group, with room for improvement.

#### 4. Encouragement of Originality

- The F-value of 1.359 and the p-value of 0.263 indicate no significant difference in how originality is encouraged among English teachers. Teachers experience similar levels of encouragement in terms of promoting creative and innovative approaches to teaching.

#### 5. Emotional Support

- The F-value of 0.444 and the p-value of 0.643 suggest that there is no significant difference in the emotional support provided to English teachers. Emotional well-being support appears consistent across the teachers in the study.

### RECOMMENDATIONS

#### 1. Encouraging Independence

- Schools should organize professional development programs that allow teachers to make decisions independently, such as designing lesson plans or experimenting with innovative teaching and assessment methods.
- Government has to introduce project-based learning models where teachers take ownership of designing creative and innovative classroom activities.
- Encourage teachers to take up leadership roles in academic or extracurricular activities to enhance their confidence. Leadership opportunities for female teachers are to be provided to boost their confidence and decision-making abilities.
- Collaborate with administrators to create policies that empower teachers to experiment and make independent choices in their teaching styles.

- Promote teacher autonomy by encouraging self-directed projects and decision-making in curriculum design.

## 2. Promoting Integration

- Collaborative teaching projects and peer-learning sessions can be organized where teachers from different backgrounds work together to foster inclusivity and knowledge sharing.
- Encourage sharing of best practices to enhance collaboration.
- Create platforms for regular interaction and encourage team-based projects and cross-departmental activities like teacher forums or conferences, to share ideas and build collaborative networks.
- Organize inter-school exchange programs to provide teachers with exposure to diverse teaching environments and learn from each other.
- Encourage peer-learning initiatives, such as co-teaching or mentoring, to build stronger professional relationships and foster inclusivity among English teachers.

## 3. Enhancing Motivation

- Implement a system of recognition for innovative teaching practices and exceptional contributions.
- Recognize and reward teachers' creative efforts by acknowledging their creative efforts, effective teaching methods, and student achievements through awards, certificates, or public appreciation.
- Provide constructive feedback and regular opportunities for reflection and goal-setting to keep teachers motivated.
- Invite inspirational educators and experts or pair teachers with mentors or experienced colleagues who can provide guidance, to share their experiences and motivate teachers to innovate in their teaching practices.
- Provide opportunities for teachers to interact with role models in education through workshops, webinars, or guest lectures to inspire them.

## 4. Nurturing Originality

- Incorporate open-ended professional tasks, such as designing unique lesson plans, creating multimedia content, or conducting innovative teaching experiments.
- Conduct events like teaching innovation fairs, creative lesson plan competitions, and resource-sharing forums to encourage originality among teachers.
- Provide access to training on innovative teaching techniques, such as integrating technology, storytelling, and project-based learning.
- Use collaborative brainstorming sessions to generate and implement original ideas for the curriculum and classroom practices.
- Offer resources like creative teaching materials and digital tools to help teachers implement creative strategies in their classrooms.
- Encourage teachers to participate in seminars and courses on creative teaching strategies, fostering a culture of continuous learning.
- Set up innovation hubs or subject-specific teacher networks where educators can experiment with new methods and ideas.
- Conduct regular workshops, seminars, and conferences focused on creative pedagogical techniques and approaches.

## 5. Strengthening Emotional Support

- Foster a safe and inclusive environment where teachers feel comfortable sharing challenges and seeking help.
- Ensure schools, especially in rural areas, have access to counseling services for teachers to address stress and burnout.
- Train school leaders and administrators to recognize and support teachers' emotional needs effectively and provide timely interventions.
- Introduce peer-support groups or mentorship programs to create a sense of community among educators.
- Conduct regular feedback sessions and surveys to understand teachers' concerns and address areas that impact their emotional well-being.
- Ensure access to counseling services or stress-management workshops to enhance teachers' emotional well-being.

## Conclusion

This research sought to examine the creativity-enhancing practices of English Postgraduate Assistants in the Thoothukudi District. It is clear from the results obtained that there was some level of gender difference noted particularly in the self-sufficiency and originality factors, however, there was no comprehensive difference in the creativity self-fostering practices with regard to other socio demographic variables like place of residence, type of school, or type of management. The English teachers in rural and urban schools, as well as in single sex and mixed schools, all appear to do the same things in cultivating English teaching creativity.

Considerable gender gaps in elements such as independence and originality may raise issues like the prospects of female educators not being fully utilized. These inequalities should in part be an issue of policies such as improving the gender equity, increasing women head teachers, and increasing the enable form of policies towards creativity.

Additionally the study highlights the contribution of teachers' ongoing training, motivation, and emotional support in ensuring a creative atmosphere within schools. Suggestions for increasing collaboration, innovative methods of teaching, and emotional support are some of the elementary steps needed for further improvement. In whole, the findings highlight that while the overture for creativity is encouraging, there must be careful interventions to address such improvement for the good of male and female teachers and to foreground an optimal creative potential within educational settings.

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