

Creativity and Styles of Teaching of Hindi Medium and English Medium School Teachers – A Comparative Study

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ABSTRACT

Two basic types of schools are found in India-English Medium and Hindi Medium schools. The former are generally preferred by the elite class of our society. English Medium Schools are often labeled as 'better' when compared with their Hindi Medium counterparts. They are expected to use more modern methods and techniques to teach the students, where as Hindi Medium Schools are generally anticipated to continue the age old traditional methods of teaching. To find out the truth of this paradoxical situation, a humble attempt was made to study the creativity and styles of teaching of Hindi Medium and English Medium School teachers; an endeavor was made to find out the relation between teachers' creativity and their styles of teaching. Creativity and style of teaching of a teacher are the two eminent factors that distinguish one teacher from another. Thus, the difference between the two medium of schools could be studied on the basis of these two qualities of the teachers teaching in relevant institutions. The sample for the study comprised 260 teachers selected randomly from various Hindi Medium and English Medium Schools private as well as government. In order to achieve the objectives, tests of teaching and creativity were used. The study revealed that the teachers on Hindi Medium and English Medium Schools significantly differed in their styles of teaching but they did not show any significant difference in their creativity. The style of teaching of teachers of both mediums was not found significantly related with their creativity. The study concluded that every teachers, irrespective of his sex, medium of instruction or style of teaching (traditional or objective based) has to be creative and innovative to achieve his/her teaching aims. The study also makes suggestions for further researches to validate and generalise the results of the present research work.

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Introduction

Two basic types of schools are found in India-English-Medium and Hindi-Medium Schools. Both types of schools peacefully co-exist in this country without interfering in each other's activities. But there is a struggle going on in the minds of the parents and our society whether to select English medium or Hindi-medium schools for their children. There are many reasons for the conflict. Perhaps, if the Hindi-medium schools maintained the same standards of education and extra-curricular activities, there would not have been so much liking for English-medium schools. English Medium Schools generally have better education facilities than Hindi-Medium Schools, thus they are the first choice of the parents for their children. They opine that here a student gets more opportunity for developing his personality along with preparation for examination. These schools possess ample resources so that the students and teachers do not find any obstacle in their work. In comparison to these public schools the condition of other medium (Hindi, Urdu, etc.) schools is not so good, though some exceptions may be found. They are generally faced with many shortages. For them, the English-medium and convent schools serve the purpose of an ideal. When they achieve some outstanding results, they compare their achievements with the achievements of English – medium and convent schools. A very high percentage of guardians express their views that English-medium schools provide better knowledge of English language and literature. These schools provide better opportunities for the learning manners and better knowledge for success in professional life. These schools also recruit better qualified teachers for their students; better furnished buildings, atmosphere of better discipline, good hobbies to utilise their leisure time. Education in these schools is given according to the age of the child. They provide better opportunities for extra-curricular activities. So the large majority of guardians prefer English-medium schools for their wards. In another study Jha (1972) concluded that parents who themselves were students of English medium schools show favourable attitude for English-medium schools, so far as academic progress and development of their children is concerned. English-medium schools play a vital role in the socialisation of child, which is agreed upon unanimously by parents of Hindi-medium and English-medium students. English medium schools are lagging behind Hindi-medium schools in the sphere of cultural training. Parents consider English-medium schools better when

the question of future prospects is put in front of them. In the final comparison English-medium schools have got the better of the two. Rastogi (2006) through her study reveals that after the implementation of three language formula, the students speaking and studying in Malayalam find it difficult to read and speak in Hindi as compared to English. The structures of Malayalam and Hindi have been compared at phonological, morphological and syntactic levels. English, once a colonial language has captured the world market today. It has become the international language and the most powerful language, the official language of UN. It has become imperative to learn and master this language in order to compete for better job opportunity around the globe. Several studies have shown Hindi-medium students in higher or technical education face the problem of poor communication skills, low level of guidance, lack of exposure to formal environment, poor family background, poor educational background of the students, inferiority complex, lack of educational facilities such as libraries, books etc. Most of the students have opted to study through the Hindi-medium, mainly because they could not afford to go to English-medium private schools. Most interviews are held in English, where Hindi-medium students feel helpless. They also suffer from lack of confidence. Another cause is the ongoing struggle of these students to translate their thoughts from Hindi into English. Studies have shown that the students belonging to Hindi medium Schools (Saraswati Shishu Mandirs) have a more oriental based culture than the students of public schools. Public Schools students come from higher income group families. The Hindi medium students possess somewhat more positive attitudes towards teacher, parents discipline, country and religion than the public school students. The Hindi medium students had more respect for religious, social, democratic knowledge and power values whereas the public school students paid more regard to aesthetic, economic, hedonistic and health values. The Hindi medium students were better motivated towards academics than the public schools students.(Rastogi, 2006)

English medium schools in our country have also been bitterly criticised on various grounds. The main criticism against them being, that they are expensive and against the spirit of democratic ideology. English-medium schools are also blamed and held responsible for poor conditions of other general schools. Since the children of privileged section of the society study in these schools

and this class controls the finances and administration in the country, it is natural that the words of these schools carry weight with men who matter.

Whatever be the criticisms levied against both type of schools the fact is that both occupy an important place in our country. Thus it becomes very important to compare the abilities and skills of the teachers in these schools, because teacher is the real basic factor of our education system. Even if there are less resources, a teacher can make a difference by his/her novel ideas, creativity and the style of teaching that he followed in classroom situations.

Creativity and Styles of Teaching

Creativity is a mental and social process involving the generation of new ideas or concepts or new associations of the creative mind between existing ideas or concepts. Creativity is fueled by the process of either conscious or unconscious insight. An alternative conception of creativeness is that it is simply the act of making something new. From a scientific point of view the products of creative thought (sometimes referred to as divergent thought) are usually considered to have both originality and appropriateness. Creativity is the base of all arts, especially teaching.

Creativity of a teacher is reflected through the style of teaching. Creativity and style of teaching have their impact upon each other. Teaching requires different type of methods, techniques and teaching aids. The selection of these methods and techniques depends upon the nature of task, learning objectives and student's entering behaviour. A teacher organises the activities of teaching to bring about the desirable change in the behaviour of the learner – this is called the particular style of teaching of a teacher. Teaching styles can be classified under the following two types:

The traditional style of teaching is also known as autocratic style. These styles achieve different objectives than objective based style of teaching. The autocratic/traditional style is content-centred and teacher more active while the students are like passive listeners. The autocratic/traditional teaching style realises cognitive objectives while objective based teaching style tends to achieve affective objectives. The traditional styles do not consider the student's abilities, interests and personality of the learners. There is no freedom for the learner in teaching process. These are highly subjective and conventional in their approach. These styles

generally include lecture strategy, lesson demonstration, tutorials and programmed instructions.

The objective based style of teaching, also known as 'permissive style of teaching', is based upon 'modern theory of generalisation of task and relationship centred'. It is child centred, less conventional and focuses on achieving affective objectives. These styles create situations for student and teacher interaction and both remain active in teaching. Teaching is organised by considering student's interests, abilities and learning. The teacher plans the complete teaching in advance and formulates certain objectives, that are strived to be achieved through the lesson. The evaluation at the end of the lesson/teaching decides the degree to which the desired objectives have been achieved. If the objectives are evaluated as being 'almost' achieved the teacher passes on to the next portion or unit of the lesson; if not, remedial lessons are provided to achieve the same.

Review of Related Studies

Following research studies have been conducted on creativity and styles of teaching.

Roger et. al. (2000) throw light on ten blocks to creativity and suggested the thoughts one should avoid if he wishes to be creative.

Heilman (2003) observed that highly creative people have a high level of specialised knowledge, are capable of divergent thinking and have co-activation and communication between regions of the brain that ordinarily are not strongly connected.

Kaoru Yamamoto (2005) observed that institutions of higher education have not made enough adjustments or created diversified courses which might have helped in generating creativity in students or teachers.

Julie (2008) attempted to demonstrate through sustainable pedagogy that teacher's work required nourishment and strength and that creativity might be a suitable antidote to the broader educational landscape.

Marvin, B. (2008) concluded that limitations can be a good thing to motivate creativity.

Sullivan and Harper (2009) associated creativity with the fields of art and literature, and emphasised that originality is a sufficient condition for creativity.

Agastya (2009) observed that in India urban teachers have limited knowledge on how to motivate creativity in children.

Sheng Qunli, et. al. (2008) favours objectives based instructional design and summarises how to handle the relationship between the learning result and course.

Bruce (2008) does not attempt to promote one style over another because every form of integrated learning produces improved conceptual understanding.

Haviland (2012) argues that part of the work of educational leaders is to encourage and nurture creativity within their faculty. Every teacher should be transparently sharing with their students their own creative efforts.

Ferlazzo (2012) thinks, for creativity, we need to begin by admitting that the typical classroom is not set up to encourage creativity as “judgments for the favourite student were negatively co-related with creativity: judgments for the least favourite student were positively correlated with creativity. But we shouldn’t be so determined to enhance these mental skills that we discourage the mental strategies that make creativity possible.

Henriksen and Mishra (2013) put forth that despite our increased attention to creativity we still have little understanding of how to nurture and support creativity in current classroom contexts, particularly creative teaching. Teachers and administrators face the question of how to successfully integrate creativity into teaching practice when teachers have many pressures and little leeway. We have to resolve a fundamental dilemma about creativity – that even as it’s grounded in deep knowledge of the particular of a field, it requires stepping outside these particulars.

Hein, Ries and Pires (2012) study how teachers’ motivation to teach is related to different teaching styles. Teachers using more productive teaching styles can contribute more to the promotion of physical activity among students.

Reed (2012) has tried to define different learning styles and explain how people learn. He emphasises that an instructor needs to employ more on teaching styles.

Katsioloudis and Fantz (2012) in their study showed that while there was some variation within majors, the overall dominant learning style in the materials process course was the kinesthetic style. The dominant preferred teaching style of the faculty members was the kinesthetic style. In essence, faculty members are teaching the way they were taught.

Danielson (2013) has presented a model for teachers to follow in their teaching. The principal reason for releasing the 2013

edition of the framework for Teaching Evaluation Instrument was to respond to the instructional implications of the Common Core State Standards (CCSS). They envision deep engagement by students with importance concepts, skills and perspectives.

Need and Justification of the Study

If the fullest possible following of human potential is the business of education then comparing the level of creativity of Hindi Medium and English Medium school teachers shall certainly bring out the better of the two. The study also endeavours to study whether there is any significant difference in the styles of teaching of Hindi Medium and English Medium school teachers – do they prefer a traditional style or an objective based style. It is also important to know whether there is any relation between these teacher's teaching style and their creativity. The comparison of these eminent factors of teaching shall not only be helpful in suggesting quite useful inputs but shall also add a lot of value in the understanding of the actual position of the two types of schools. The finding of the study shall reveal important and significant relationships of various teacher activities for the teachers at the respective institutions, learners, planners, sociologists, philosophers, psychologists, economists and administrators to use them in practical situations.

Procedural Objective of the Study

To categorise Hindi Medium and English Medium school teachers in two groups of two types of teaching styles namely, Traditional style and Objective based style of teaching.

Research Objectives

- (i) To compare the teachers of Hindi Medium and English Medium schools on their teaching schools.
- (ii) To find the difference in the creativity of compared groups of teachers.
- (iii) To find the relation of teaching styles of teachers with their creativity.

Hypotheses of the Study

- (i) The teachers of Hindi Medium and English Medium schools do not differ in their styles of teaching.
- (ii) There is no significant difference in the creativity of compared groups of teachers.

- (iii) The teaching styles of teachers are not related with their creativity.

Population and Sample

The population for the purpose of study was defined as the teachers teaching in various Hindi Medium and English Medium schools in Bareilly, Uttar Pradesh. The schools, to which these teachers belong, are affiliated either to U.P. Board, Allahabad or I.C.S.E Board/ C.B.S.E Board.

For fulfilling the requirements of sample about 520 school teachers were selected randomly from Hindi Medium and English Medium schools of Bareilly. About 260 teachers from English Medium schools and about 260 teachers from Hindi Medium schools were taken. Out of 260 English Medium teachers' 130 are female and 130 are male. The sample subjects used in this study belong to urban background.

For the purpose of sample' ten English Medium schools were dotted, out of which five are reputed missionary schools of the city, one is run by Central Government school and the rest four are Privately administered. All the schools hold a respectable place in the scene of education in the city. The students from the nearby and adjoining areas (blocks, villages etc.) also study here. The appointment of teachers in these schools includes written tests, interviews, demonstrations lessons etc. Facilities like science laboratories, computer labs, sports and other curricular and extra-curricular activities are satisfactorily available in these schools.

For the purpose of selecting Hindi Medium schools, ten schools were chosen. Out of these six are government schools and four schools are privately run. Three of the government schools are only for girls, two are for boys and one has two branches – one each for girls and boys. All the four privately run schools are meant for co-education. Some of these schools have the same procedures for the selection of teachers as in English Medium schools, but some select the teachers just on the basis of interview. Most of these schools do not have well equipped science or computer labs and space for sports activities. Some of these are situated in busy, narrow residential and congested areas, with noisy, busy and unsafe surroundings. All these schools enjoy a fair reputation in Bareilly.

Tools

The study involves traditional and objective based style of teaching as independent variables and creativity as dependent variable. The tools used according to the variables are as under:

Table 1
Psychological tools used in study

S.No.	Variable	Measuring Tools
1.	Style of Teaching	How do you teach? By Dr. G. Kumar and Dr. Shipra Jain.(1987)
2.	Creativity	What type of person are you? (aap kis prakar ke vyakti hain?) By Dr. Badrunnisha and Dr. Kiran Gupta

The details of the tools are as follows:

1. How Do You Teach? Inventory

In order to ascertain whether students could identify criteria delineating teacher's style of teaching index was constructed on the lines of Palermo (1965). The thirty two statements that have been constructed for this purpose have content validity in terms of recognised characteristics of good teacher. Additionally the thirty two items were submitted to three independent judges in the field of creativity and all agreed unanimously that these items distinguished style of teaching that would foster the creativity of students. The higher score (above the value of median) on the inventory indicates the objective based teaching style and the lower score (at and below the value of median) indicate the traditional teaching style.

Among the 32 statements 23 statements are positive 9 items are negative.

Scoring

From the inventory separate scores can be obtained for each statement. On this inventory a rating of five indicated the particular teaching style occurred. "All the time" a four "Most of the time" a three "Some of the time" a two "Occasionally" and a one "Never". The scores on all the items will constitute the table scores of that individual on this inventory. The above matting's are for negative statements (9, 13, 15, 18, 19, 24, 25, 26, 27). For positive statements the ratings are one, two, three, four and five respectively. The minimum scores on the test can 32 and maximum 160.

Reliability and Validity of the Test

The most obvious method, for finding the reliability of the scores, is by repeating the same test on the same occasion. The reliability co-efficient in this case is simply the correlation between the score obtained by same person on the two administration of the same test. Product moment correlation of co-efficient was computed for this scale and was found. 98 (for 20 teachers) after one week and after fifteen days, 91 (for 15 teachers). The split half method of reliability was also used to ascertain the reliability co-efficient by this method.

The inventory was validated against the existing index of teaching style in English developed by Palermo.

2. What Type of Person are You? Test

What type of Person Are You? is a brief screening device for identifying creativity gifted adolescents and adults (Torrance and Khatena 1970). The rationale is that an individual has a psychological self whose structure incorporates both creative and non-creative ways of behaving. These ways may be discerned by the choices one makes to a 50 item forced choice checklist of alternatives (dichotomies) that are socially desirables or undesirable and relatively creative or noncreative. Torrance (1962) surveyed over 50 studies and identified a list of 84 characteristics which differentiated creative from non-creative individuals. Then Torrance reduced the list of 85 to 66 characteristics. Later he used these characteristics in a variety of studies to find out the general notion of the teachers and parents concerning that characteristics should hearten or dishearten in working with children and young individuals. Thirdly, he collected the ranking of these characteristics by a panel of ten advanced research students of creative personality. On the basis of ranking by judges 50 items were retained in the test constructed by pairing the differing characteristics of differing ranks. This test was adapted in Hindi by Nisha and Gupta. In the present research work Hindi version of the test was used for data collection.

The test in India was standardised on 1500 subjects from four districts of U.P. This test can be administered to individuals as well to group. The test can be easily administered. After collection of papers from subject the administrator should check, that all the items are attempted. There is no time limit for the test but most subjects complete the test in 10 to 15 minutes. The test can be scored rapidly by means of a punched key that is included together

with a list of the creative responses for which credit is given. A score of one (1) allotted for favourable response.

Reliability and Validity

The reliability coefficient of the test was estimated by spirit half, rational equivalence of test method. The split half reliability was computed on a sample of 200 subjects by using Spearman-Brown Prophecy formula. The reliability coefficient was obtained 96. In addition, the rational equivalence reliability or Kuder Pichardon reliability formula 21 (K_R_21), was computed for 200 subjects which came out to be 94. Computation of test retest reliability was done using data from several sources and a varying time interval. The reliability coefficients ranged from 0.86 to 0.90. The reliability coefficient on the sample of students is 0.90 for a retest on the same day. It was 0.82 for the time interval of a week and 0.68 for the time interval of a month between the first and second examination (for comparison with the results to Torrance and Khatena see Table 2. A sample of 200 subjects from the primary school teachers took the same test twice a time interval of one week and reliability coefficient of 0.86 reported.

Table 2
Correlation between scores on W.K.P.Y. Test in Two Situations with Variations in the Intervals

Group	N	Time Interval	r
Univ. of Minnesota	18	One week	.91
Univ. of Carolina	26	Same day	.97
Univ. of Carolina	47	One week	.71
Univ. of Carolina	27	One month	.73

The various approaches taken by researchers to find validation criteria for the test of creative thinking and mental functioning have led to the use of psychological tests, ratings by self and others, rating of products, biographical information derived from questionnaires, checking, inventories and so on. Several of these procedures have been used to obtain validity indices for the What Kind of Person Are You Test while realising the limitations of their frame of reference.

The validity coefficient of the Hindi version of the test was obtained against the original English version by Torrance and Khatena (1970). Both the test was administered to a group of 40 primary school teachers. The validity coefficient of 0.68 was found for two measures. One correlating the scores on this test with self

rating of one group of 100 psychology students and 100 college freshmen, validity coefficient of correlation were obtained 0.41 and 0.33 respectively.

Procedure of Data Collection

The researcher met the principals and teachers of various English Medium and Hindi Medium schools and cleared the objective of the research work. Questionnaires were duly filed, the data was thus collected and scores were tabulated.

Statistical Techniques Used

The obtained data was subjected to necessary statistical computation. The data were mainly analysed in the terms of mean, median, standard deviation and coefficient of correlation. The CR (Critical Ratio) was used to find the significance of correlation and was determined by reading the critical values 'r' from the table of Critical Values for Pearson's Product – Moment Correlation at various levels of significance.

Analysis, Interpretation and Discussion of Results

The present study tends to study the styles of teaching of Hindi Medium and English Medium schools and to find out whether there exists any difference between the teaching styles of both mediums of school teachers. To categorise the teachers into traditional and objective based styles the median of scores collected on the test for styles of teaching (How do you teach?) was calculated. The teachers scoring above the value of median (110.29) were marked as teaching through objective based style and teachers scoring below the median value were marked as teaching through traditional style. Following table shows the percentage of teachers thus selected.

Table 3
Style of teaching used by teachers

S. No.	Group (Teachers)	Total No.	Traditional Style		Objective Based Style	
			No.	%	No.	%
1.	English Medium	260				
(a)	Male	130	34	26.15	96	73.85
(b)	Female	130	50	38.46	80	61.54
2.	Hindi Medium	260				
(a)	Male	130	92	70.76	38	29.24
(b)	Female	130	87	66.92	43	33.08

The table 3 indicates that English Medium teachers, male as well as female mostly prefer objective based teaching while majority of Hindi Medium teachers adopt traditional styles for instruction. In English Medium schools, majority of teachers using objective based style are males (96%) though female teachers are also not lagging behind (80%). In Hindi Medium schools, majority of male teachers are using traditional style (70.76%) which is followed by female teachers (66.92%). Thus, we find that English Medium teachers show a preference for Objective based style while Hindi Medium teachers choose to follow Traditional style of teaching.

The first hypothesis of the study was stated thus, "The teachers of Hindi Medium and English Medium schools do not differ in their styles of teaching." Following comparisons were made to test the hypothesis.

Table 4
Significance of difference in the mean scores of teacher's style of teaching

S.No.	Groups	Number	Mean	S.D.	C.R.
1.	English Medium Male (T.S.) Hindi Medium Male (T.S.)	34 92	106.05 96.80	3.37 8.31	8.88**
2.	English Medium Male (T.S.) Hindi Medium Male (T.S.)	50 87	98.84 101.39	9.94 3.59	1.75(NS)
3.	English Medium Male (T.S.) Hindi Medium Male (T.S.)	84 179	101.76 99.03	8.73 6.86	2.52*
4.	English Medium Male (OBS) Hindi Medium Male (OBS)	38 96	118.42 123.76	4.52 9.58	4.36 **
5.	English Medium Male (OBS) Hindi Medium Male (OBS)	80 43	112.98 118.79	9.07 4.75	3.36**
6.	English Medium Male (OBS) Hindi Medium Male (OBS)	176 81	123.40 118.61	9.37 4.65	5.47**
7.	English Medium Male (T.S.) Hindi Medium Male (OBS)	34 96	106.05 123.76	3.37 9.58	15.56**
8.	English Medium Male (T.S.) Hindi Medium Male (OBS)	50 80	98.84 122.98	9.94 9.07	13.93**
9.	English Medium Male (T.S.) Hindi Medium Male (OBS)	84 176	101.76 123.40	8.73 9.37	18.25**

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10.	English Medium Male (T.S.) Hindi Medium Male (OBS)	92 38	96.80 118.42	8.31 4.52	19.04**
11.	English Medium Male (T.S.) Hindi Medium Male (OBS)	87 43	101.39 118.79	3.59 4.75	22.21**
12.	English Medium Male (T.S.) Hindi Medium Male (OBS)	179 80	99.03 118.61	6.86 4.86	26.901**
13.	English Medium Male (T.S.) Hindi Medium Male (OBS)	34 38	106.05 118.42	3.37 4.52	13.23**
14.	English Medium Male (T.S.) Hindi Medium Male (OBS)	50 43	98.84 118.79	9.94 4.75	12.618**
15.	English Medium Male (T.S.) Hindi Medium Male (OBS)	84 81	101.76 118.61	8.73 4.65	15.55**
16.	English Medium Male (T.S.) Hindi Medium Male (OBS)	92 96	96.80 123.76	8.31 9.58	20.62**
17.	English Medium Male (T.S.) Hindi Medium Male (OBS)	87 80	101.39 122.98	3.59 9.07	19.90**
18.	English Medium Male (T.S.) Hindi Medium Male (OBS)	179 176	99.03 123.40	6.86 9.37	27.95**

T.S. = Traditional style

OBS = Objective Based Style

* = 0.05 level of significance

**=0.01 level of significance

NS= Not Significant

The comparison made in Table no. 4 indicates that in almost every group, there is a significant difference between the teaching styles of both mediums of schools teachers. The first hypothesis is thus rejected. It is worth noticing that in almost every comparison made, the number of teachers using the traditional teaching method is high in Hindi Medium schools. Perhaps the social setting of Hindi Medium teachers encourages (or forces) them to follow traditional teaching style. Earlier studies also reveal that teaching style is related to teacher's conceptual level, type of institution attended and personal and social interactions and mutual relationships (Heikkinen, 1997; Robinson, 1983; Lipson, 1974; Sierra, 1976; Rodrigues, 1982; Albabtain, 1982). Teaching styles may vary with sex (Robinson, 1993; Albabtain, 1982), though some studies refute this observation (Hollis, 1976; Malhotra, 1981). The traditional teaching styles of female teachers of both medium schools do not allow any significant difference. All other comparisons made clearly indicate that the teachers are significantly different in using traditional as well as objective based styles of teaching.

To test the second hypothesis of the study i.e., “There is no significant difference in the creativity of compared groups of teachers”, following comparisons have been made.

Table 5
Significance of difference in the mean scores of teacher’s creativity

S.No.	Groups	Number	Mean	S.D.	C.R.
1.	English Medium Male (T.S.)	34	22.82	4.80	1.33(NS)
	Hindi Medium Male (T.S.)	92	21.57	4.26	
2.	English Medium Male (T.S.)	50	22.44	4.94	0.26(NS)
	Hindi Medium Male (T.S.)	87	22.67	5.08	
3.	English Medium Male (T.S.)	84	22.59	4.89	0.75(NS)
	Hindi Medium Male (T.S.)	179	22.11	4.71	
4.	English Medium Male (OBS)	38	21.89	4.72	0.25(NS)
	Hindi Medium Male (OBS)	96	22.13	4.79	
5.	English Medium Male (OBS)	80	21.73	4.54	0.75(NS)
	Hindi Medium Male (OBS)	43	21.09	4.52	
6.	English Medium Male (OBS)	176	21.82	4.64	0.38(NS)
	Hindi Medium Male (OBS)	81	21.58	4.68	
7.	English Medium Male (T.S.)	34	22.82	4.80	0.97(NS)
	Hindi Medium Male (OBS)	96	21.89	4.72	
8.	English Medium Male (T.S.)	50	22.44	4.94	0.81(NS)
	Hindi Medium Male (OBS)	80	21.73	4.54	
9.	English Medium Male (T.S.)	84	22.59	4.89	1.21(NS)
	Hindi Medium Male (OBS)	176	21.82	4.64	
10.	English Medium Male (T.S.)	92	21.57	4.26	0.62(NS)
	Hindi Medium Male (OBS)	38	22.13	4.79	
11.	English Medium Male (T.S.)	87	22.67	5.08	1.08(NS)
	Hindi Medium Male (OBS)	43	21.09	4.52	
12.	English Medium Male (T.S.)	179	100.37	21.41	1.37(NS)
	Hindi Medium Male (OBS)	81	102.87	19.30	
13.	English Medium Male (T.S.)	34	106.11	19.01	0.61(NS)
	Hindi Medium Male (OBS)	38	106.47	16.77	
14.	English Medium Male (T.S.)	50	104.60	14.01	1.37(NS)
	Hindi Medium Male (OBS)	43	99.69	20.78	
15.	English Medium Male (T.S.)	84	105.21	16.24	1.36(NS)
	Hindi Medium Male (OBS)	81	102.87	19.30	
16.	English Medium Male (T.S.)	92	105.29	21.38	0.48(NS)
	Hindi Medium Male (OBS)	96	101.27	22.85	
17.	English Medium Male (T.S.)	87	95.18	20.17	1.26(NS)
	Hindi Medium Male (OBS)	80	104.12	16.38	
18.	English Medium Male (T.S.)	179	100.37	21.41	0.58(NS)
	Hindi Medium Male (OBS)	176	102.85	18.71	

All the eighteen comparisons made to test the hypothesis observe that the difference in the creativity of the observed groups

of teachers is not significant. Thus, hypothesis No. is rejected. Indirect teaching styles expected to have a positive effect on the measures of creativity. Studies have suggested that they may be useful in evaluating the quality of teaching (Bennet and Jordan, 1975). Several research studies can be referred to state that creativity affects the teaching methods of a teacher (Palermo, 1965; Bennet and Jordan, 1975). No significant difference emerges in the creativity of teachers either on the basis of their sex or medium of instruction. Earlier studies also support the results drawn from this study that creativity of a teacher does not depend upon his sex (Sierra, 1976). Though certain expectations to this observation may be found (Deshmukh, 1979); but generally creativity of teachers is something that depends on their latent talent and approach rather than their sex or medium of instruction.

The third hypothesis states that the teaching styles of teachers are not related with their creativity. To test this hypothesis the correlation between teaching styles teachers and their creativity was observed.

Table 6
Correlation between Teacher's Style of Teaching and their Creativity

S. No.	Groups	S.O.T.	N	r	Significance
1	Hindi Medium Male	T.S.	92	-0.027	N.S.
		OBS	38	-0.0131	N.S.
2	Hindi Medium Female	T.S.	87	-0.117	N.S.
		OBS	43	-0.166	N.S.
3	Total Hindi Medium	T.S.	179	-0.0084	N.S.
		OBS	81	-0.15	N.S.
4	English Medium Male	T.S.	34	0.15	N.S.
		OBS	96	0.09	N.S.
5	English Medium Female	T.S.	50	0.21	N.S.
		OBS	80	-0.07	N.S.
6	Total English Medium	T.S.	84	0.136	N.S.
		OBS	176	-0.013	N.S.

S.O.T. = Style of Teaching

Table No. 6 indicates that there is a non-significant correlation between each group of teachers and their creativity. This proves that the styles of teachers do not affect their creative potential and vice versa. Thus the hypothesis is accepted.

Every teacher has a 'tailor-made' combination of methods and techniques to achieve his/her aim of teaching. When an attempt is made to study the relation of teacher's teaching styles with

their creativity, we often fumble with the notion that more creative teachers must be using a higher level of objective based style for teaching in classes; and teachers low on creativity scale must be more traditional in their style. But the present study, as well as earlier studies (Heikkinen, 1979; Parsisi, 1980) have brought forth that teachers' teaching styles do not have any noticeable correlation with learner achievement, information processing, behaviour modification and eclectic capabilities. Teaching styles have often been associated with the sex and age of teacher (Mayne, 1979; Hollis, 1976; Malhotra, 1981). Though some studies have observed that active learning processes are more productive than traditional teaching activities as lecture or homework but these activities take longer to complete (Horward J. et. al. 1986; Karl and James, 1970; Higgins and Lorrie, H. 1981). Objective based teaching styles have been highly acclaimed in the field of education (Ecole Polytechnique Federale De Lausanne, EPEL, 2010; Jonathan, 2003; Galton, et.al. 1980; Siedentop, 1991). Thus, the teaching styles may not be directly or significantly related with the creativity of teachers, it cannot be omitted that modern concept of education is child and activity centred, and each new activity requires and demands creativity.

Suggestions

A single research in a confined manner with a specific population cannot produce the conclusive result for validation and generalisation. A larger sample drawn from various colleges and universities may further investigate into the depths of teaching styles and creativity of teachers. A study of factors responsible for the development of a particular teaching style in a teacher is quite desirable. The role of teaching experience and training either pre-service or in-service may be considered in further research of this kind. Same research may also be conducted after a lapse of time.

Conclusion

Teachers may play the key role in the whole business of education having the psychological entity with ideas, thoughts, feelings, emotions, attitude etc., that come as driving forces on the way of their teaching profession. Every teacher develops his own style of teaching. The study indicates that the majority of teachers, irrespective of the medium of instruction they use, prefer objective based style. Though they make use of traditional teaching methods

like lecture, homework, lesson demonstration, tutorials etc. as and when the need arises. It cannot be said that a teacher preferring traditional methods shall never use modern methods for teaching and *vice versa*. In fact, every teacher requires an innovative idea or solution for every situation or task that challenges him/her in the classroom, there can be no rote solution for any situation though oft repeated. That is what teaching-learning is all about – choosing the right method at the right time, at the right place for a right cause. We may call it individuals ‘teaching style’, we may entitle it as individual’s ‘creativity’.

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