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EFFECT OF CREATIVE TEACHING AMONG SCHOOL CHILDREN

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ABSTRACT

The present paper was conducted to know the effects of Traditional and Creative teaching methods on spellings test among school children, how effective it could be to teach children using creative aids compare to traditional ways of teaching spellings. For this purpose descriptive survey method was used. Total 50 students comprising 25 each of Vth and VI grade school going children were selected, for the sample by adopting non probability sampling method of purposive sampling technique. The data was collected by using (A.C.E.R spelling test, 1967) and using standardized version of Creativity test: Developed by (Wallas&Kogan, 1965) and the data was analyzed by computing paired sample 't' test. The findings indicate that there is a significant difference on both the traditional and creative teaching method on spellings test among school children.

KEYWORDS: *Creative teaching, elementary school, knowledge*

[A] BACKGROUND

In the past century as elementary school became a widespread and in many countries, compulsory activity for children, various teaching techniques became an integral part for educators, teachers. Some educators such as Célestin Freinet (France) and Marie Montessori (Italy) called into question standard homogenized educational programs for the “average” student. Thus an alternative vision of schooling developed in which the individual student is placed at the centre of the learning environment. The goal is to enhance the fit between the student’s personal needs and ways of learning and the pedagogical activities. As each student operates in his or her “zone of proximal development”, a concept

proposed by the Russian psychologist and educator Lev Vygotsky (Wozniak, 1980).

According to Piaton, (1974) ‘each student advances at his or her own pace and the teacher provides help to those who need it and validates that a student has achieved a given level of learning. Freinet developed for example, a series of exercises in spelling, grammar, and mathematics that each student had to accomplish the speed with which students progressed can vary between students (inter individual differences) but can also vary across learning domains for a particular student (intra-individual variability).

Students correct their own exercises using the answer keys and teachers supervise each student’s progress daily or weekly, with providing exams at

certain points'. There were many changes in various educational settings and 'The idea of individualizing the educational experience has received growing attention' (Corno & Snow, 1986). For instance, Raymond Corsini (1977), with regard to the U.S. educational system, has detailed how individualized education programs (IEP) can be implemented at all levels of schooling (Nisan, 2003). Researchers like Snow (1986) 'envisions an individualized educational system in which (a) instruction is adapted to fit students' current capacities and strengths, which allows learning subject matter to proceed, and (b) students receive, in addition, focused training to improve directly weak abilities or overcome specific problems, such as test anxiety'. Theorists like Sibia & Raina (2001) stated that 'research on individualized, child-centered education in developing countries has been rare'. As cited by (Todd, 2004).

[B] STUDIES ON SPELLINGS, LINGUISTIC AND COGNITIVE ASPECTS

The Spelling connections word list is organized according to principles set forth by linguistic, cognitive, and developmental theoretical aspects. Researchers like Annie (2014) argue that spelling may be the missing link to reading success in America, where 66% of fourth graders read below proficiency levels. Other researchers state that there is a direct connection between poor spelling and poor reading (Adams; 2011; Gentry & Graham, 2010; Moats, 2005 & Reed, 2012; Dehaene & Cohen, 2011).

Therefore for any child to read well spelling becomes the necessary component, there are solid studies stating spelling is foundational for reading (Abbott, Berninger, & Fayol, 2010; Gentry & Graham, 2010; Moats, 2005; Reed, 2012) as well as for writing (Kandel & Perrett, 2015; Graham & Santangelo, 2014; McCutcheon & Stull, 2015; Gentry, 2004; Paulesue *et al.*, 2001; Willingham, 2015). Spelling connections also matters based on other cognitive processes such as information processing, memory and is widely connected, interlinked

Research clearly documents that knowledge of spelling is connected to reading, writing, and vocabulary among children (Gentry, 2004; Snow, Griffin, & Burns, 2005; Alstad *et al.*, 2015; Sharp, Sinatra, & Reynolds, 2008; Joshi *et al.*, 2008; Horn, 1960 *et al.*; Hollingsworth, 1965; Graves, 1981; Smith & Ingersoll, 1984; Thorndike & Lorge, 1944; Kucera, Francis, Carroll, & Waddell, 1967; Carroll *et al.*, 1971; Fry *et al.*, 1985; Venezky, 1999; Moats, 2005). In parallel there were other comprehensive review of spelling research validated the use of the language-based, standalone program with the pretest-study-posttest word lists, word sorting, teaching a few spelling rules and interleaved practice of meaningful

exercises offers correct balance and variety (Graham, 1983, pp. 563).

One of the successful programs run by Australian Council for Educational Research popularly known as (ACER) has been available for use in Australian schools since the 1970s. Following the model originally developed by the New Zealand Council for Educational Research, PAT Reading Comprehension and Vocabulary was first published by ACER (1973).

According to ACER (1973, 1986, 2001 & 2008) study assesses the pre-reading, reading comprehension, vocabulary and spelling skills of students for most of the grades.' There are two PAT spelling tests: dictated spelling and written spelling: Dictated spelling requires the teacher to administer and score. The teacher reads a sentence aloud containing a word that students then spell' as cited in ACER (2014, pp.4-8). Finally taking the cue from above studies the present researchers are interested to understand the teaching methods involved in spellings among school children.

NEED FOR THE STUDY

The present study is required to check the effectiveness and importance of creative method of teaching in Indian children compare to traditional ways of teaching. As there is a misconception among many school teachers, special educators that traditional teaching methods works best for school children compare to creative method of teaching. In traditional teaching methods or classroom intervention modules there is an inadequate motivation, reinforcing principles that are affecting school children to learn better. Also the teacher cannot address all the needs of children in a short duration of time. Here in traditional teaching methods it's very difficult for the facilitator to make individual educational plans (IEP) for each child, cater every gray areas of learning. In traditional teaching method educators won't have clear cut understating of every child's need as every child is unique, creative in their own ways of grasping; their learning capacities differ in nature.

The advantage of creative method of teaching is where school children's attention span is increased, able to learn better in creative ways of making them understand using puzzles, Art & crafts and helps in understanding, grasping them better of the following areas they lack in, well in return it can be addressed by creating the zeal to learn, as creative teaching works as a reinforcing principle at a regular pace, intervals. Not only this there are other positive results as well involved in creative method of teaching where every area of reading skills can be broken down into simpler target skills, can be presented in a systematic manner so that the child will not face the burden of overload in terms of understanding the concepts.

Creative method of teaching helps not only in teaching effectively but also records can be maintained in skill tracking files, every sessions teaching method and goals can be entered in creative teaching sheets, so that it helps for others to understand the child better, in terms of teaching. Respectively improve the child & train them to achieve complete success to gain mastery over their lacking areas. Finally it can be stated that if both creative and traditional teaching methods are incorporated among school children, goes hand in hand properly then there is more learning taking place, improvement results can be gained in a faster pace. Therefore this study is intended in order to clear the notion among professionals that creative method of teaching gives best results among school children compare to traditional ways.

STATEMENT OF THE PROBLEM

1. Do school children differ on traditional teaching method on spellings test?
2. Do school children differ on creative teaching method on spellings test?

OBJECTIVES OF THE STUDY

The present study is undertaken with the following broad objectives:

- To study the traditional teaching method on spellings among school children.
- To study the creative teaching method on spellings among children.
- To find out the spellings learnt out come of school children among both the teaching methods.

HYPOTHESES

1. There is no significant difference on traditional teaching method on spellings among school children.
2. There is no significant difference on creative teaching method on spellings among school children.

METHOD

RESEARCH DESIGN

Descriptive survey method of research was used in execution of the present study.

SAMPLE

The non probability sampling method of purposive sampling technique was applied for selecting the sample and handpicked in the investigation. Subjects are randomly assigned into two group's experimental (EI) class V students, experimental group (EII) class VI students. The overall sample size comprised of fifty school going children were carefully selected from mainstream schools boys and girls from the grade V-VI level, age range between 10 -13.5 years. Data is collected, tested from in and around Bangalore urban areas, India.

Later the two groups were given Pre-test for creativity & spelling tests. By using standardized version of Creativity test: Developed by

(Wallas&Kogan, 1965), and Australian council for educational research (A.C.E.R spelling test, 1967). Followed by Traditional teaching method treatment (T1), Creative teaching method treatment (T2). Finally Post-tests were conducted for both the groups (EI & E II) using (A.C.E.R spelling test, 1967).

PARTICIPANTS

Inclusion Criteria

Here normal mainstream primary school going children of both boys & girls were selected based on age group between 10 -13.5 years & grade V-VI level.

Exclusion criteria

Mental Retardation

Here according Diagnostic and Statistical Manual of Mental Disorders (DSM-IV), three criteria must be met for a diagnosis of mental retardation: an IQ below 70, significant limitations in two or more areas of adaptive behavior (as measured by an adaptive behavior rating scale, i.e. communication, self-help skills, interpersonal skills, and more), are excluded from this study.

TOOLS

Classroom setting is used for (Traditional teaching method) comprising of one-to-one teaching format. For (Creative teaching method) outdoor settings was held where in English alphabetic puzzles, drawing materials, flash cards were organized, used; later the recall of spelling ability was accessed for children using (A.C.E.R spelling test, 1967). & Creativity scores were calculated by using Creativity test: Developed by (Wallas&Kogan, 1965).

Classroom with proper ventilation

Teaching materials

Black board

Alphabetic Puzzles

Flash Cards

Writing materials

Scoring sheets for spelling

Coloring materials

Picture Charts

PROCEDURE

Pre-Administration Screening of Creativity & Spelling tests were given for both the groups (Experimental I & II) before the treatments.

Creativity Test

In this test children were asked to come up with as many as possible items that contain a specific component, such as with 'wheels' and write a sentence for the description of the component on a sheet of paper with adequate spacing one after the written responses were scored, followed by five minutes time period was given for the written responses. Later the following four areas (Originality, Fluency, and Flexibility & Elaboration) scores and the errors were analyzed quantitatively.

Spelling tests

The spelling word lists were clearly read to children based on their age & grade levels one at time, were asked to write the spelling for the dictated words on a sheet of paper with adequate spacing one after the written responses were scored for spelling accuracy and the errors were analyzed quantitatively.

Teaching methods procedure

Treatment (1) Traditional Teaching Method

Seat the child in a well ventilated class room one at a time ,class room instructions are incorporated using black board technique and was taught the incorrect spellings that the child had committed during spelling pre-test, along with few correct spellings. Each child is taught in this way for up to twenty spellings for the duration of forty five minutes. The same teaching method was incorporated for both the Experimental groups (EI & EII) for the same duration. Towards the end of the teaching session from both the groups (EI, EII) each child was informed to attend the spelling test next day, spelling test was administered for the learnt spellings task and scored. The same trial was followed for both the groups' children over a forty five minutes period of time.

Treatment (2) creative method

Here in this trial both the Experimental groups (EI&EII) were informed in outdoor activities such as arranging alphabetic puzzles, coloring pictures, flash cards display. Each group was called in, made to sit on the floor, then were given alphabetic puzzles, were asked to join & arrange the puzzles for the following words, Later they were again taught the spellings; words through alphabetic puzzles followed by few correct learnt spellings or mastered spelling tasks & verbally reinforced. The same teaching method was incorporated for both the Experimental groups (EI& EII), for forty five minutes duration. In the next series children were shown flash cards of the incorrect spellings, were taught the same by receptive method. Later informed to draw & color pertaining to some incorrect words. After completion of coloring children were again taught the spellings along with already learnt spellings or mastered spelling tasks, instructed to write the correct spellings. Next day both the two groups were called in and given spelling tests that they had learnt through puzzles, flash cards & drawings finally dictated written responses were scored and interpreted.

RESULTS AND DISCUSSION

Table1: A.C.E.R. Spelling Test results of both the groups (Experimental I & II) before the treatments.

A.C.E.R. SPELLING TEST RESULTS									
DESCRIPTIVE STATISTICS	Mean	Median	Mode	SD	Variance	Range	S.EM	Skewness	Kurtosis
A.C.E.R. Spelling Test Scores	14.28	16.00	16	4.522	20.451	18	.640	-.803	-.066

The table 1 gives us the overall descriptive summary of A.C.E.R. spelling test scores before the treatments were given among school children. The obtained values of Mean, Median and Mode are 14.28, 16.00 and 16 respectively. And the values of

Standard Deviation (SD), Variance and Range are 4.522, 20.451 and 18 respectively. The value of skewness is -.803 which shows that the curve is negatively slighted. And the kurtosis value is -.066 thus the curve is Platykurtic.

Figure1 showing A.C.E.R Spelling Test Results Graph

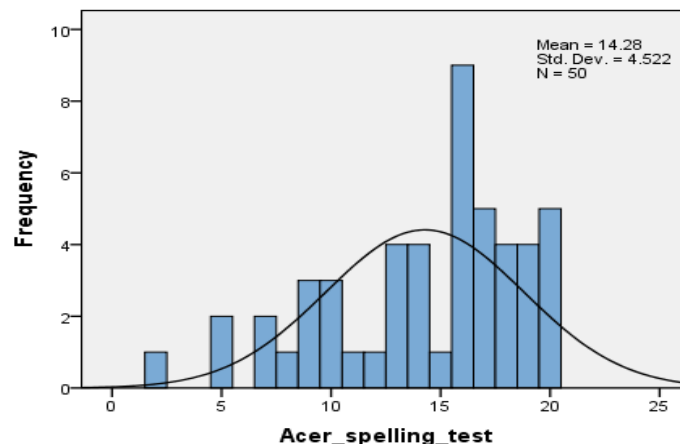


Table2:Creativity test results of both the groups (Experimental I & II) before the treatments.

CREATIVITY TEST RESULTS									
DESCRIPTIVE STATISTICS	Mean	Median	Mode	SD	Variance	Range	S.EM	Skewness	Kurtosis
Fluency	5.38	5.00	5	2.069	4.281	9	.293	.775	.355
Flexibility	.08	.00	0	.396	.157	2	.056	4.841	22.331
Originality	1.58	1.00	1	1.311	1.718	8	.185	2.991	11.302
Elaboration	4.62	5.00	0	3.901	15.220	14	.552	.324	-.770

The above table 2 shows Creativity test scores for all the four dimensions as follows;Fluency, Flexibility, Originality and Elaboration. The obtained values for Fluency Mean, Median and Mode are 5.38, 5.00 and5 respectively. And the values of Standard Deviation (SD), Variance and Range are 2.069, 4.281and 9 respectively. The value of skewness is.775 which shows that the curve is positively slighted. And the kurtosis value is .355which is normal distribution thus, the curve isLeptokurtic. In the next dimension Flexibility the obtained values for Mean, Median and Mode are .08, .00 and0 respectively. And the values of Standard Deviation (SD), Variance and Range are.396, .157 and 2 respectively. The value of skewness is 4.841which show that the curve is positively slighted. And the kurtosis value is 22.331, thus the curve is Leptokurtic. The third dimension Originality's

obtained values for Mean, Median and Mode are 1.58, 1.00 and1 respectively. And the values of Standard Deviation (SD), Variance and Range are1.311,1.718and 8 respectively. The value of skewness is 2.991which show that the curve is positively slighted. And the kurtosis value is 11.302,thus the curve is Leptokurtic.Finally the last dimension Elaboration obtained values for Mean, Median and Mode are4.62,5.00 and0 respectively. And the values of Standard Deviation (SD), Variance and Range are15.220,and 14 respectively. The value of skewness is .324which shows that the curve is positively slighted. And the kurtosis value is -.770which is normal distribution thus, the curve isPlatykurtic.

Figure 2 showing Creativity Test Results of Fluency and Flexibility Graph

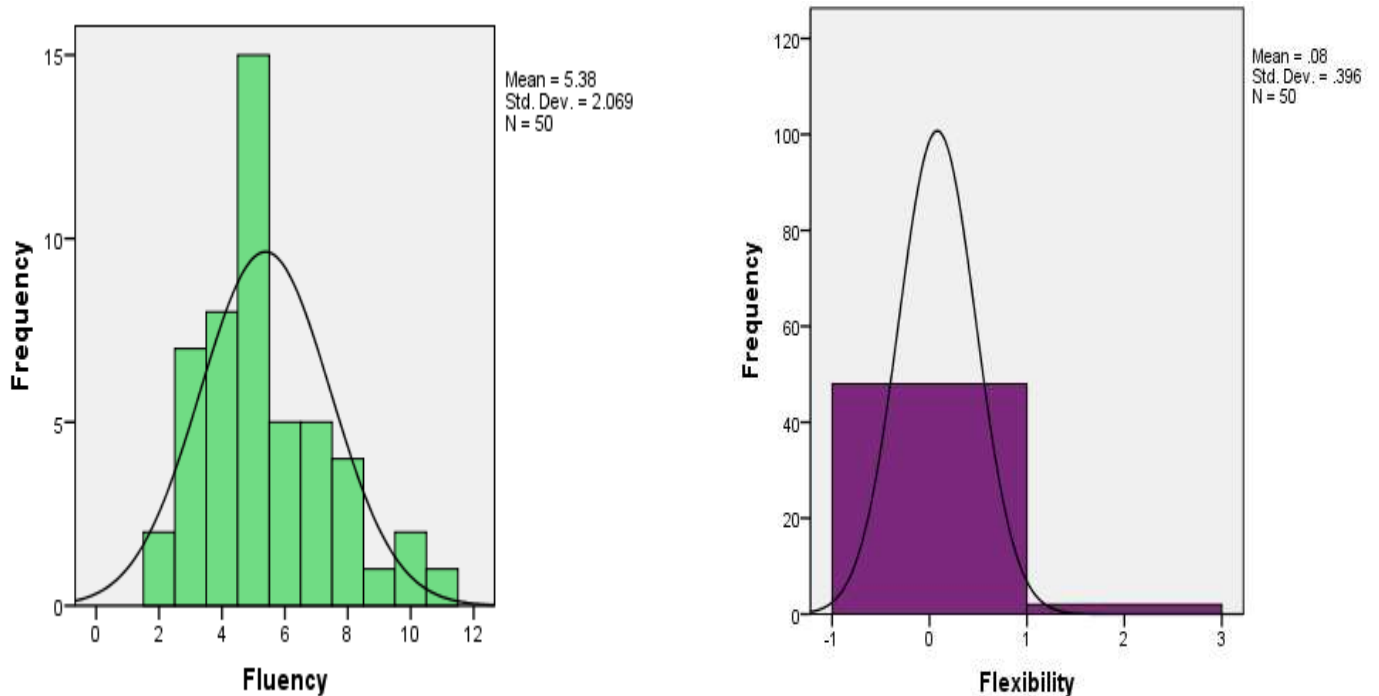


Figure 3 showing Creativity Test Results of Originality and Elaboration Graph

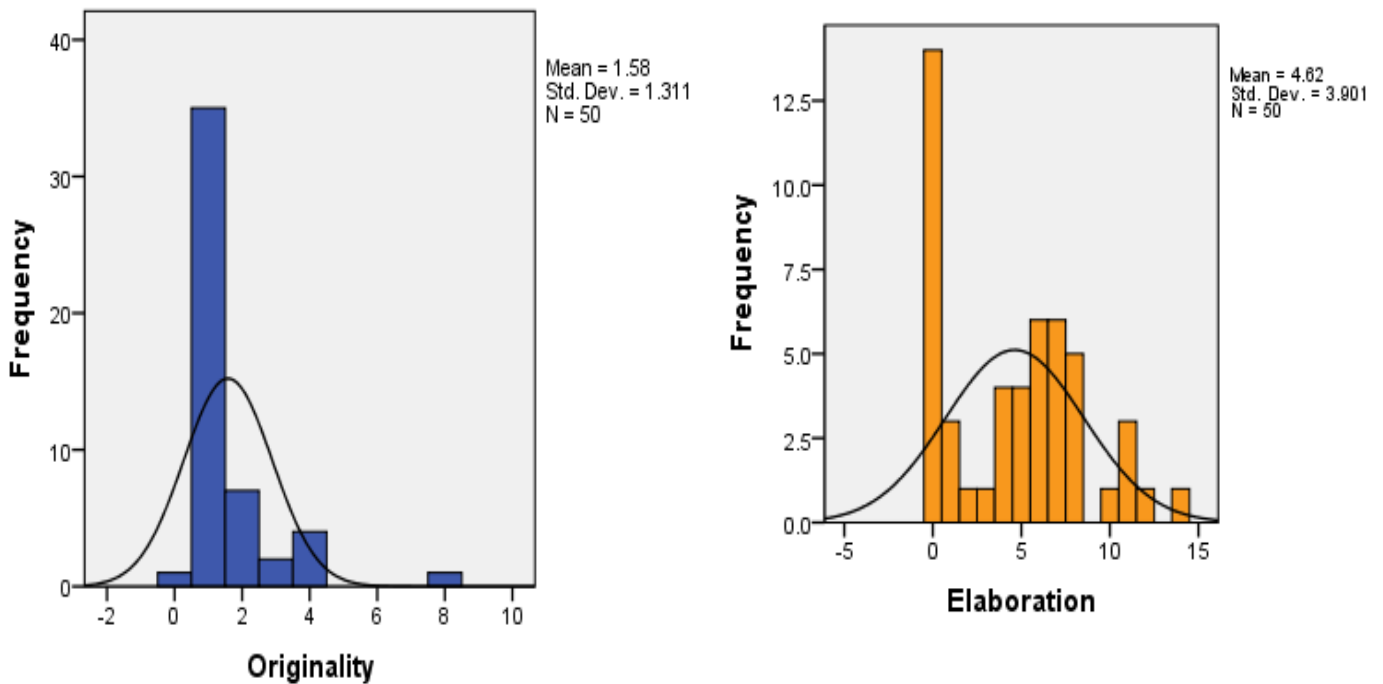


Table3: A.C.E.R. Spelling test results of Traditional Teaching Method & Creative Teaching Method of both the groups (Experimental I & II) post treatments.

Different Teaching Methods	N	Mean	SD	Std. Error of Mean
Traditional Teaching Method of A.C.E.R. Spelling Test	50	15.27	3.575	.506
Creative Teaching Method of A.C.E.R. Spelling Test	50	18.80	1.938	.274

Further table 3 shows the result of different teaching methods for Traditional Teaching Method of A.C.E.R. Spelling Test has a Mean, SD and S.E.M of 15.27, 3.575, .506. In Creative Teaching Method of A.C.E.R. Spelling Test has a higher mean score of

18.80, SD 1.938 and varies in distribution compare to traditional method of teaching and the S.E.M. 274 is lower compare to Traditional method of teaching A.C.E.R. Spelling test results.

Table4: Paired sample 't'-test results of A.C.E.R. Spelling test on Traditional Teaching Method & Creative Teaching Method.

Different Teaching Methods	N	Mean	SD	SEM	t	df	Levels of Significance (2-tailed)
Traditional Teaching Method of A.C.E.R. Spelling Test	50	-1.440	4.200	.594	-2.424	49	.019**
Creative Teaching Method of A.C.E.R. Spelling Test	50	-4.520	4.001	.566	-7.988	49	.000*

Note: **=0.01 level, *0.05 level of significance

Finally table 4 indicates that there exists significant difference between traditional method of teaching which has mean score of -1.440, SD of 4.200, S.E.M .594, the obtained 't' value of -2.424 which is significant at 0.01** level and rejecting the null hypothesis stating 'there is no significant difference on traditional teaching method on spellings test among school children'. Also there exists difference between creative methods of teaching which has the higher mean of -4.520 compare to the traditional teaching method, here we find SD of 4.001 which is however slightly lower compare traditional teaching method and find the distribution to be the same and has an Std. Error of mean score.566 which is lower compare to traditional teaching method, the obtained 't' value of -7.988 which is also higher than the previous traditional teaching method and hence finally we find the significance at 0.01** level. Hence accepting the alternate by rejecting the null hypothesis stating 'there is no significant difference on creative teaching method on spellings test among school children'. Finally we can summarize that both the teaching methods are significant at the same levels and there exists no comparison between both the methods.

CONCLUSIONS

On the basis of results the findings of the present study indicate that there is significant difference between both the teaching methods Traditional and Creative. Thus it may be concluded stating creative methods of teaching may be best suited for small group of students towards learning various academics tasks, to make teaching practice more effective for the learners to learn any given concepts.

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