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Attitude of Secondary School Teachers Towards Creative Teaching

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Abstract
Creative teaching has become an important aspect of school education because it provides teachers with opportunities to move beyond routine methods and create learning experiences that encourage curiosity, participation, originality and independent thinking. Teachers' attitudes towards creative teaching are therefore important for understanding their readiness to adopt creative approaches in classroom practice. The present study examined the attitude of secondary school teachers towards creative teaching in Angul, Odisha. A descriptive survey research design was adopted for the study. A sample of 50 secondary school teachers was selected through stratified random sampling. The Attitude Scale of Creative Teaching (ASCT) developed by R. P. Shukla (2012) was used for data collection. The data were analysed using mean, standard deviation and independent-samples t-test. The overall mean attitude score was 128.12 with a standard deviation of 11.39. The comparison by gender showed that male teachers obtained a mean score of 129.08 and female teachers obtained a mean score of 127.16. The difference was not statistically significant, $t(48) = 0.592$, $p = .556$. Similarly, teachers having up to 10 years of teaching experience obtained a mean score of 128.04, while those having more than 10 years of experience obtained a mean score of 128.20. The difference was not statistically significant, $t(48) = -0.049$, $p = .961$. Thus, the findings indicate that gender and teaching experience were not associated with statistically significant differences in teachers' attitude towards creative teaching in the present sample. The findings highlight the importance of creating professional environments in which teachers can explore, experiment and use creative approaches in classroom teaching.

Keywords: Creative teaching, teacher attitude, secondary school teachers, teaching experience.

I. Introduction

Education is not limited to the transmission of prescribed knowledge. It is also concerned with developing curiosity, imagination, critical thinking, problem-solving ability and the capacity to respond to new situations. In this context, creative teaching has an important place in school education. A teacher who uses creative approaches may present a concept through different examples, encourage students to ask questions, provide opportunities for exploration, and allow learners to express their ideas in different ways.

Creative teaching does not necessarily mean using expensive technology or unusual classroom activities. It may also involve simple changes in the way a teacher introduces a lesson, asks questions, organises classroom interaction, uses teaching-learning materials, or connects the content with students' experiences. For this reason, the teacher's attitude towards creative teaching deserves attention. A teacher may have access to teaching resources, but the extent to which such resources are used creatively can also depend on the teacher's beliefs, willingness and attitude towards creative classroom practices.

The National Education Policy (NEP) 2020 gives considerable importance to creativity, critical thinking, inquiry, discussion, problem-solving and experiential learning. Such emphasis places the teacher at the centre of efforts to make classroom learning more meaningful and engaging. Creative teaching therefore has relevance not only as an individual teaching style but also as part of the broader transformation envisioned for Indian education.

The attitude of teachers towards creative teaching has been examined by a number of researchers in different educational settings. Studies have considered variables such as gender, teaching experience, subject stream, management type, educational qualification, locality and teaching competency. The findings have not always been identical, suggesting that teachers' attitudes towards creative teaching may be influenced by the particular educational and institutional context in which they work.

The present study focuses on secondary school teachers in Angul, Odisha. The study seeks to understand the overall pattern of their attitude towards creative teaching and to examine whether

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differences exist according to gender and teaching experience.

II. Conceptual Understanding of Creative Teaching

Creative teaching refers to the use of flexible, imaginative and purposeful approaches in the teaching-learning process. It involves presenting learning experiences in ways that encourage students to think, question, explore and generate ideas rather than merely reproduce information.

Creative teaching may be reflected in several classroom practices, including:

- use of varied teaching methods;
- encouraging students to ask questions;
- providing opportunities for discussion and exploration;
- relating classroom content to real-life situations;
- using teaching-learning materials in innovative ways;
- encouraging multiple solutions to a problem;
- allowing students to express their ideas freely;
- using activities, projects and experiential learning; and
- creating a classroom environment that values curiosity and originality.

Creative teaching should therefore not be understood as a single teaching method. It is better understood as an approach in which teachers make purposeful use of flexibility, imagination and learner participation in order to enrich the teaching-learning process.

III. Review of Related Literature

A wider body of literature was reviewed for the present study. The review included studies dealing directly with teachers' attitudes towards creative teaching as well as research examining creative teaching in relation to teaching competency, teacher education, subject stream and other background variables. The studies discussed below were selected for detailed consideration because of their close relevance to the population, variables and instrument of the present investigation.

- **Bajram Kosumi and Shqipe Avdiu-Kryeziu (2025)** conducted a study entitled *"Teachers' Attitudes on the Impact of Creative Teaching for an Innovative Environment on the Achievement of Learning Outcomes."* The study aimed to examine teachers' attitudes towards creative teaching and its role in creating an innovative environment for achieving learning outcomes in primary schools. The researchers conducted semi-structured interviews with 15 primary school teachers from the Republic of Kosovo. The interview consisted of eight open-ended questions, and the responses were analyzed qualitatively. The findings revealed that teachers viewed creative teaching as an innovative process that contributes to the achievement of learning outcomes and promotes active thinking among students. The teachers also emphasized the need for a more creative classroom environment to achieve effective learning outcomes. The study further highlighted challenges associated with the implementation of creative teaching and the importance of appropriate conditions and support for fostering creativity in the classroom.
- **Kanhaiya Kumar Pandey (2023)** conducted a study entitled *"A Study of Attitude Towards Creative Teaching of School Teachers in Relation to Their Gender and Locale."* The study aimed to examine the relationship of gender and locale with the attitude towards creative teaching among secondary school teachers. The researcher selected a sample of 100 secondary school teachers from Ballia district of Uttar Pradesh through stratified random sampling. The sample consisted of 50 male and 50 female teachers from urban and rural schools. The Attitude Scale of Creative Teaching (ASCT) developed by Dr. R. P. Shukla was used for data collection, and the *t*-test was employed for analysis. The findings revealed that there was no significant difference between male and female secondary school teachers in their attitude towards creative teaching. However, a significant difference was found between urban and rural school teachers, with urban teachers showing a more favourable attitude towards creative teaching than their rural counterparts.
- **Bendangyapangla and Kiso (2023)** conducted a study entitled *"School Teachers' Attitude Towards Creative Teaching."* The study examined teachers' attitudes towards creative teaching in relation to gender, type of management, level of teaching, age, stream, and teaching experience. A sample of 72 teachers from secondary and higher secondary schools was selected through simple random sampling. The Attitude Scale of Creative

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Teaching developed by R. P. Shukla was used for data collection. Mean, standard deviation, *t*-test, and one-way ANOVA were employed for data analysis. The study reported no significant difference in attitude towards creative teaching with respect to gender, type of management, educational level, age, and teaching experience. However, a significant difference was reported between Arts and Science teachers. The majority of teachers were found to have an average level of attitude towards creative teaching. The authors also emphasized the importance of providing teachers with freedom to explore new teaching approaches, designing curricula that permit creativity, reducing unnecessary workload, and providing professional development opportunities related to creative teaching.

- **Sharma and Yadav (2021)** conducted a study entitled *"A Study of Secondary School Teacher's Attitude Towards Creative Teaching."* The study focused on secondary school teachers in Shimla district of Himachal Pradesh. A descriptive survey method was employed. At the first stage, 16 secondary schools were selected, followed by the random selection of 94 teachers. The study used a standardized questionnaire for creative teaching developed by R. P. Shukla. The researchers applied the *t*-test to examine differences between groups. The findings indicated that there was no significant difference in teachers' attitude towards creative teaching with respect to gender or type of school management. The study emphasized the importance of creative interaction between teachers and learners and suggested the use of activity-based teaching techniques to develop students' interest in learning.
- **Joseph (2017)** conducted a study entitled *"Attitude of Secondary School Teachers Towards Creative Teaching: An Inquiry."* The study examined the level of attitude towards creative teaching among secondary school teachers and investigated differences with respect to gender, medium of instruction, type of management, and educational qualification. The study employed a normative survey method. A stratified random sample of 200 secondary school teachers was selected during the academic year 2016–2017. The Attitude Scale of Creative Teaching developed by R. P. Shukla (2012) was used for data collection. The findings indicated that secondary school teachers had an average level of attitude towards creative teaching. The study also reported no significant differences in attitude with respect to gender, medium of instruction, type of school management, and educational qualification. The study concluded that secondary school teachers generally possessed an average attitude towards creative teaching and emphasized the importance of appropriate guidance and support for improving teaching practices.

Synthesis of the reviewed literature

The reviewed studies show that creative teaching has been investigated from several perspectives. Some studies have focused directly on teachers' attitudes, while others have examined creative teaching in relation to teaching competency, teacher education, subject stream and professional conditions. The findings concerning gender and teaching experience have generally not shown consistent significant differences across contexts.

However, much of the existing Indian literature has focused either on prospective teachers or on teachers in regions outside Odisha. There is comparatively less evidence specifically concerning secondary school teachers in Angul, Odisha. Therefore, the present study attempts to contribute context-specific evidence by examining the attitude of secondary school teachers towards creative teaching and by comparing their scores according to gender and teaching experience.

IV. Research Gap

The review of literature indicates that several studies have investigated attitude towards creative teaching among secondary teachers and prospective teachers. Gender, subject stream, teaching experience, management type, educational qualification and teaching competency have been considered in different investigations.

However, the findings across studies are not completely uniform, and educational context may influence the pattern of teachers' attitudes. In addition, the available literature provides limited context-specific evidence concerning secondary school teachers in Angul, Odisha.

The present study therefore focuses specifically on secondary school teachers in Angul, Odisha. It examines their overall attitude towards creative teaching and compares the attitude of

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teachers according to gender and teaching experience.

V. Need and Significance of the Study

Creative teaching has considerable relevance for contemporary school education. Secondary school students are expected not only to acquire subject knowledge but also to develop reasoning, problem-solving, curiosity and independent thinking. Teachers play an important role in creating classroom situations in which these abilities can develop.

Understanding teachers' attitudes towards creative teaching can provide useful information for teacher educators, school heads and educational administrators. If teachers have opportunities to experiment with teaching approaches, exchange classroom experiences and participate in meaningful professional development, creative teaching may become more closely integrated into everyday classroom practice.

The present study is significant because it provides empirical information about secondary school teachers in Angul, Odisha. It also examines whether teachers' attitudes differ according to gender and teaching experience. The findings may be useful for planning professional development programmes and for encouraging school environments that support creative classroom practices.

VI. Objectives of the Study

1. To study the attitude of secondary school teachers towards creative teaching.
2. To compare the attitude towards creative teaching of male and female secondary school teachers.
3. To compare the attitude towards creative teaching of secondary school teachers having up to 10 years and more than 10 years of teaching experience.

VII. Hypotheses of the Study

H_o1: There is no significant difference in the attitude towards creative teaching of male and female secondary school teachers.

H_o2: There is no significant difference in the attitude towards creative teaching of secondary school teachers having up to 10 years and more than 10 years of teaching experience.

VIII. Methodology

8.1 Research Design

The study employed a **descriptive survey research design**. The design was considered appropriate because the study aimed to describe the attitude of secondary school teachers towards creative teaching and to compare the scores of different groups of teachers.

8.2 Study Area

The study was conducted among secondary school teachers in **Angul, Odisha**. The study was limited to the selected secondary school teachers included in the sample.

8.3 Population

The population comprised secondary school teachers relevant to the selected study area. Since the study was conducted using a sample, the analysis was restricted to the teachers selected for the investigation.

8.4 Sample and Sampling Technique

A sample of **50 secondary school teachers** was selected through **stratified random sampling**.

The sample consisted of 25 male and 25 female teachers. For the purpose of examining teaching experience, the same 50 teachers were classified into two experience groups: 25 teachers having up to 10 years of teaching experience and 25 teachers having more than 10 years of teaching experience.

Table 1
Distribution of the Sample According to Gender and Teaching Experience

Variable	Category	Number of Teachers
Gender	Male	25
Gender	Female	25
Teaching Experience	Up to 10 years	25
Teaching Experience	More than 10 years	25

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Total Sample		**50**

8.5 Tool Used for Data Collection

The **Attitude Scale of Creative Teaching (ASCT) developed by R. P. Shukla (2012)** was used to assess the attitude of secondary school teachers towards creative teaching.

The use of Shukla's scale is also consistent with previous studies of creative teaching attitude, including research conducted among secondary school teachers and B.Ed. trainee-teachers.

8.6 Procedure of Data Collection

After selecting the teachers through the specified sampling procedure, the Attitude Scale of Creative Teaching was administered to the selected participants. The respondents were informed about the purpose of the study and were requested to provide responses honestly. The completed responses were collected, scored according to the prescribed procedure of the scale, and organised for statistical analysis.

8.7 Statistical Techniques

The following statistical techniques were used:

1. Mean
2. Standard deviation
3. Independent-samples t-test

Mean and standard deviation were used to describe the overall attitude scores, while independent-samples t-tests were used to examine differences according to gender and teaching experience.

IX. Analysis and Interpretation

Objective 1

To study the attitude of secondary school teachers towards creative teaching.

Table 2

Overall Attitude of Secondary School Teachers Towards Creative Teaching

Variable	N	Mean	SD
Attitude towards creative teaching	50	128.12	11.39

Interpretation

Table 2 shows that the 50 secondary school teachers obtained an overall mean score of **128.12** with a standard deviation of **11.39** on the Attitude Scale of Creative Teaching. The mean and standard deviation provide a description of the overall distribution of attitude scores among the teachers included in the study.

The present study does not classify the overall score as low, moderate or high because such a classification should be based on the established norms or cut-off points prescribed for the particular version of the instrument.

Objective 2

To compare the attitude towards creative teaching of male and female secondary school teachers.

Table 3

Comparison of Attitude Towards Creative Teaching by Gender

Gender	N	Mean	SD	t-value	df	p-value	Decision
Male	25	129.08	12.18	0.592	48	.556	Not Significant
Female	25	127.16	10.72				

Interpretation

The mean attitude score of male secondary school teachers was **129.08**, while the mean score of female teachers was **127.16**. The obtained t-value was **0.592** with **48 degrees of freedom**. The corresponding p-value was **.556**, which is greater than the .05 level of significance.

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Therefore, the difference between male and female teachers was **not statistically significant**. Hence, the null hypothesis $H_0$1 was **not rejected**.

The finding indicates that, within the sample of 50 secondary school teachers from Angul, Odisha, gender was not associated with a statistically significant difference in attitude towards creative teaching.

Objective 3

To compare the attitude towards creative teaching of secondary school teachers having up to 10 years and more than 10 years of teaching experience.

Table 4

Comparison of Attitude Towards Creative Teaching by Teaching Experience

Teaching Experience	N	Mean	SD	t-value	df	p-value	Decision
Up to 10 years	25	**128.04**	**11.24**	**-0.049**	**48**	**.961**	**Not Significant**
More than 10 years	**25**	**128.20**	**11.78**				

Interpretation

Teachers having up to 10 years of teaching experience obtained a mean attitude score of **128.04**, whereas teachers having more than 10 years of teaching experience obtained a mean score of **128.20**. The obtained t-value was **-0.049** with **48 degrees of freedom**, and the p-value was **.961**.

Since the p-value is greater than the .05 level of significance, the difference between the two experience groups was **not statistically significant**. Therefore, the null hypothesis $H_0$2 was **not rejected**. The result suggests that, within the present sample, teachers' teaching experience was not associated with a statistically significant difference in their attitude towards creative teaching.

X. Discussion

The findings of the present study provide an indication of the attitude towards creative teaching among secondary school teachers in Angul, Odisha. The overall mean score was 128.12 with a standard deviation of 11.39.

The comparison based on gender did not produce a statistically significant difference. Male teachers obtained a slightly higher mean score than female teachers, but the difference was too small to reach statistical significance. This finding is broadly consistent with earlier studies in which significant gender differences were not found. Joseph (2017), for example, reported no significant difference between male and female secondary school teachers. Sharma and Yadav (2021) also reported no significant gender difference among secondary school teachers. Similarly, Bendangyapangla and Kiso (2023) found no significant difference between male and female school teachers.

The comparison based on teaching experience also did not produce a statistically significant difference. The mean scores of teachers with up to 10 years of experience and those with more than 10 years of experience were almost identical. This suggests that, in the present sample, length of teaching experience alone did not distinguish teachers' attitude towards creative teaching.

The finding concerning experience is also comparable with the study of Bendangyapangla and Kiso (2023), which reported no significant difference in attitude towards creative teaching with respect to teaching experience.

At the same time, the literature indicates that creative teaching cannot be understood only in terms of demographic characteristics. Niwas (2018), for instance, examined creative teaching attitude in relation to teaching competency and reported a positive relationship between teaching competency and attitude towards creative teaching. This suggests that professional competence and opportunities for professional development may deserve attention alongside demographic variables.

The findings should therefore be understood within the context of the present sample. The absence of statistically significant differences by gender and experience does not mean that all teachers necessarily practise creative teaching in the same way. Rather, it indicates that these two variables did not produce statistically significant differences in the attitude scores obtained in this particular study.

XI. Major Findings

The major findings of the study are as follows:

1. The overall mean attitude score of the 50 secondary school teachers towards creative

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teaching was **128.12**, with a standard deviation of **11.39**.

2. Male teachers obtained a mean score of **129.08**, while female teachers obtained a mean score of **127.16**.
3. The difference in attitude towards creative teaching between male and female teachers was **not statistically significant** ($t = 0.592$, $df = 48$, $p = .556$).
4. Teachers having up to 10 years of teaching experience obtained a mean score of **128.04**, whereas teachers having more than 10 years of experience obtained a mean score of **128.20**.
5. The difference in attitude towards creative teaching between the two experience groups was **not statistically significant** ($t = -0.049$, $df = 48$, $p = .961$).
6. Thus, both null hypotheses were **not rejected** at the .05 level of significance.

XII. Educational Implications

The findings have several implications for school education and teacher development.

12.1 Professional Development

Professional development programmes may provide teachers with practical opportunities to learn and experiment with creative teaching strategies. Workshops should focus not only on theoretical understanding but also on classroom applications.

12.2 Supportive School Environment

Schools can provide teachers with opportunities to share teaching ideas, discuss classroom experiences and develop teaching-learning materials collaboratively. A supportive environment may encourage teachers to experiment with different approaches.

12.3 Encouragement of Classroom Experimentation

Teachers may be encouraged to use discussion, project work, problem-solving activities, experiential learning and locally available teaching-learning materials. Creative teaching does not necessarily require sophisticated resources.

12.4 Teacher Education

Teacher education institutions may give greater attention to creative teaching during both pre-service and in-service programmes. Prospective and practising teachers can be provided opportunities to design and demonstrate creative classroom activities.

12.5 School Leadership

School heads and educational administrators can support teachers by allowing reasonable flexibility in classroom practices and encouraging professional collaboration.

12.6 Context-Sensitive Implementation

Since the present study was conducted in Angul, Odisha, professional development initiatives should consider the local school context, available resources and classroom realities rather than relying only on generalised models of creative teaching.

XIII. Limitations of the Study

The study has certain limitations:

1. The sample was limited to **50 secondary school teachers**.
2. The study was conducted in the selected context of **Angul, Odisha**; therefore, the findings should not automatically be generalised to all secondary school teachers in Odisha or India.
3. The study examined attitude towards creative teaching and did not directly observe teachers' classroom practices.
4. The study considered gender and teaching experience as comparison variables and did not examine other possible factors such as school management, subject stream, educational qualification, school resources or administrative support.
5. The findings are based on responses obtained through an attitude scale and therefore represent teachers' responses to the instrument rather than direct observation of classroom behaviour.

XIV. Suggestions for Further Research

The following areas may be considered for future research:

1. Similar studies may be conducted with a larger sample covering different districts of Odisha.
2. Future studies may compare teachers from government and private schools.
3. Studies may examine creative teaching attitude in relation to subject stream, educational qualification and school location.
4. Researchers may investigate the relationship between teachers' attitude towards creative teaching and their actual classroom practices.
5. Qualitative studies may be undertaken to explore teachers' experiences, difficulties and expectations regarding creative teaching.
6. Experimental or intervention-based studies may examine whether professional development programmes can influence teachers' creative teaching practices.

7. Future research may examine the role of school leadership, infrastructure, workload and availability of teaching-learning resources in supporting creative teaching.

XV. Conclusion

Creative teaching has an important place in a school education system that seeks to develop curiosity, critical thinking, problem-solving and active participation among learners. Teachers' attitudes towards creative teaching are therefore worthy of systematic study.The present investigation of secondary school teachers in Angul, Odisha found an overall mean attitude score of 128.12. The comparison of male and female teachers did not reveal a statistically significant difference. Similarly, no statistically significant difference was found between teachers having up to 10 years and more than 10 years of teaching experience.

These findings suggest that gender and teaching experience, considered separately, did not distinguish the attitude scores of the teachers included in this study. The findings also indicate the need to look beyond demographic characteristics and pay attention to professional learning, teaching competence, school support and opportunities for teachers to experiment with creative approaches.Creative teaching is ultimately shaped within the everyday life of the classroom. Providing teachers with encouragement, professional opportunities and a supportive school environment can help create conditions in which creative approaches to teaching can develop meaningfully.

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