



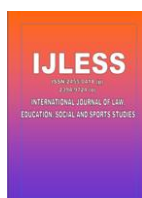
Role of innovative teaching technique (Synectics model of teaching) in developing Creativity among trainee teachers

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ABSTRACT

The main aim of the study is to find out the opinion of B.Ed trainees towards innovative teaching technique (SMT). It is one such approach tells the genuine potentiality for enhancing creativity of the learners and provides them the scope to participate in various metaphorical activities. The study was descriptive in nature and employed a survey method. The researcher has employed simple random sampling technique to select 200 samples from teacher education institutions of Ballari City. For obtaining the data semi-structured questionnaire were used and the data were analyzed through appropriate statistical technique. The Results of the present study reveals that there is no significant difference between male and female opinion towards adopting innovative teaching technique (SMT).

Keywords: Teacher trainee, Creativity, Innovative teaching, and Problem Solving Skill.

Introduction:

We are in the 21st century, where learning is transformed to make it possible for students to acquire knowledge and other skills that they can take advantage of when faced with an global level. The quality of education needs to be increased in order to meet this challenge. Changing the way learning is conducted from teacher to student centered learning can lead to a better quality of education.(Nichols,2017) Innovative learning is the process by which new teaching strategies and methods are introduced to classrooms on a regular basis. Can make learning easier and more effective and encourage student growth. Improved academic performance and solving real problems are the aim of introducing such new teaching strategies and methods with a view to promoting equity in education.(Sam Thompson ,2023).

The Synectics model can provide students with a way of developing their thinking skills by means of analogies and metaphors. It is a student centered learning. It's a continuous and meaningful learning experience. It focuses on pupil's creative processes in which the student is encouraged to think creatively when expressing ideas, thoughts, opinions and feelings. (S. Ramadhani , 2020) Synectics

teaching models provide the opportunity for students In solving problems related to academics. Students can come up with different ideas or solutions creatively. It is analogies and metaphorical thinking that can familiarize students with higher-order thinking skills.(S. dan A. Nurdin et.al ,2016)

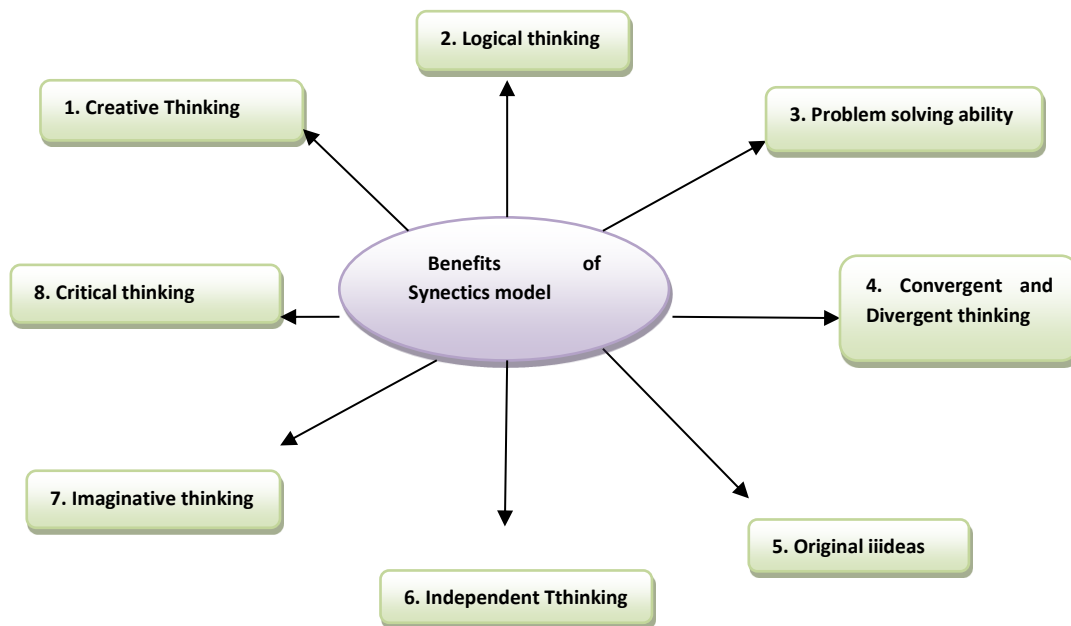


Figure 1: Benefits of Synectics model

The study revealed to help students to understand concepts more effectively, we use analogies in our teaching process by C. Girija, 2014. In the same way the other study conducted by Naila Nur Niswatul Ula, 2022 the results of the analysis has shown that to improve students' imagination and problem solving ability, teachers need innovation in the classroom. Dr. Shqipe Haxhihyseni, 2015 showed that the perception of teachers for thinking that should encourage the students is an important factor to help students increasing their chances to get in the right way at teaching knowledge and use it productively creative in their future.

Objectives of the study:

1. To understand the Beneficial of Synectics model
2. To find out the Innovative teaching technique (SMT) of awareness among male and female B.Ed trainees.
3. To study the creativity and Problem solving ability through innovative teaching technique (SMT) among B.Ed trainees.

Hypotheses of the study:

1. There will be no significant difference between mean scores of male and female B.Ed trainees towards Creativity through innovative teaching technique (SMT)
2. There will be no significant difference between mean scores of male and female B.Ed trainees towards problem solving ability through innovative teaching technique (SMT)
3. There will be no significant difference between mean scores of male and female B.Ed trainees towards developing original idea through innovative teaching technique (SMT)
4. There will be no significant difference between mean scores of male and female B.Ed trainees towards developing discovery learning through innovative teaching technique (SMT)

Material and methods:

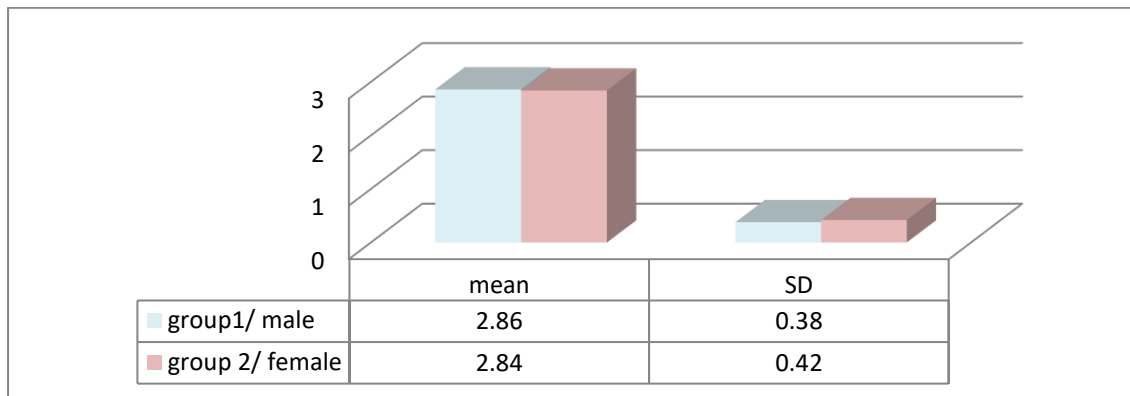
The study was descriptive in nature and employed a survey method. The researcher has employed simple random sampling technique to select 200 samples from teacher education institutions of Ballari City. For obtaining the data semi-structured questionnaire were used and the data were analyzed through appropriate statistical technique.

Result:

Objective 1: To study the creativity through innovative teaching technique (SMT) among B.Ed trainees.

H₀1: There will be no significant difference between mean scores of male and female B.Ed trainees towards Creativity through innovative teaching technique (SMT)

Gender	N	Mean	SD	t-test	p-value	S/SN
Male	100	2.86	0.38	0.3415	0.7335	SN
Female	100	2.84	0.42			

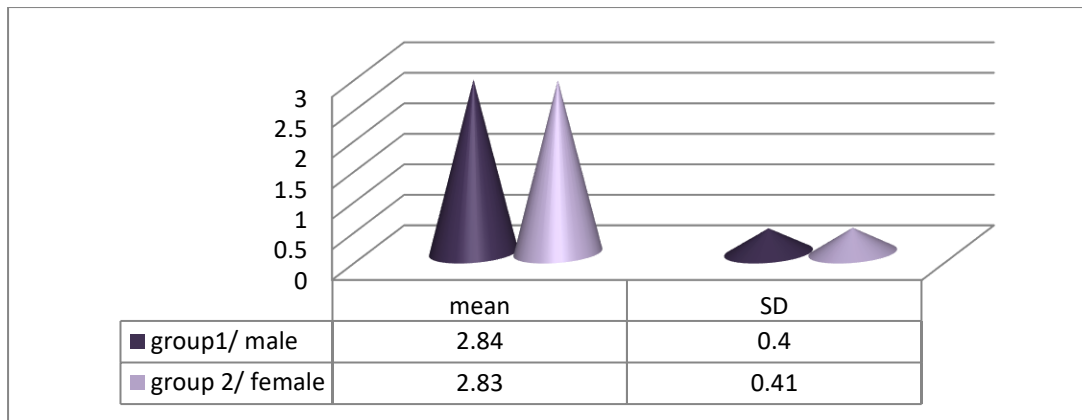


The above table reports *t*- value of 0.3415 and *p* = 0.7335 Here, *p*-value is (*p*>.05) higher than the .05 level of significance. Hence hypothesis is rejected at .05 level of significance. It means, there is no significant difference between mean scores of creativity of students of male Group (M = 2.86 SD=0.38) and Female Group (M = 2.84 SD=0.42) It can be restated as there is no significant difference between male and female towards creativity in academics .

Objective 2: To study the problem solving ability through innovative teaching technique (SMT) among B.Ed trainees.

H₀ 2: There will be no significant difference between mean scores of male and female B.Ed trainees towards problem solving ability through innovative teaching technique (SMT)

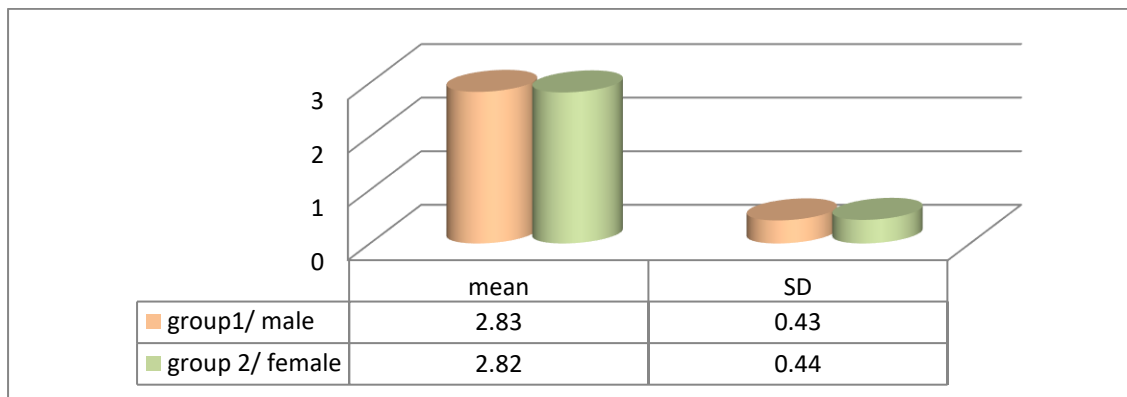
Gender	N	Mean	SD	t-test	p-value	S/SN
Male	100	2.84	0.40	0.1848	0.8538	SN
Female	100	2.83	0.41			



The above table reports t value of 0.1848 and $p = 0.8538$ Here, p -value is ($p > .05$) higher than the .05 level of significance. Hence hypothesis is rejected at .05 level of significance. It means, there is no significant difference between mean scores of Problem solving of students of male Group ($M = 2.84$ $SD=0.40$) and Female Group ($M = 2.83$ $SD=0.41$) It can be restated as there is no significant difference between male and female towards Problem solving ability in academics.

H₀ 3 :There will be no significant difference between mean scores of male and female B.Ed trainees towards developing original idea through innovative teaching technique (SMT).

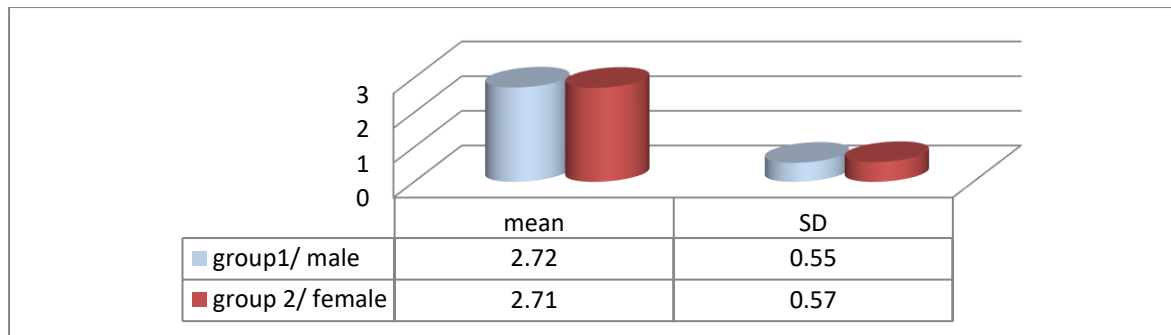
Gender	N	Mean	SD	t-test	p-value	S/SN
Boys	100	2.83	0.43	0.1636	0.8704	SN
Girls	100	2.82	0.44			



The above table reports t value of 0.1848 and $p = 0.8538$ Here, p -value is ($p > .05$) higher than the .05 level of significance. Hence hypothesis is rejected at .05 level of significance. It means, there is no significant difference between mean scores of developing original idea of students of male Group ($M = 2.84$ $SD=0.40$) and Female Group ($M = 2.83$ $SD=0.41$) It can be restated as there is no significant difference between male and female towards developing original idea in academics.

H₀ 4:There will be no significant difference between mean scores of male and female B.Ed trainees towards developing discovery learning through innovative teaching technique (SMT)

Gender	N	Mean	SD	t-test	p-value	S/SN
Boys	100	2.72	0.55	0.1254	0.9005	SN
Girls	100	2.71	0.57			



The above table reports t value of 0.1254 and $p = 0.9005$ Here, p -value is ($p > .05$) higher than the .05 level of significance. Hence hypothesis is rejected at .05 level of significance. It means, there is no significant difference between mean scores of developing original idea of students of male Group ($M = 2.72$ $SD=0.55$) and Female Group ($M = 2.72$ $SD=2.71$) It can be restated as there is no significant difference between male and female towards developing discovery learning in academics.

Discussion:

The practice of Synectics provides mind training encouraging and enriching creative self-expression and creative thinking through Synectics among trainee teachers model With the result of (C. Girija 2014) The findings of the study reveals that there is no difference in opinion based on gender in which male students responses are equal with Female students to helps in developing creativity and problem solving ability in academic with the help of innovative teaching Method (SMT). Which goes with the finding of Synectics technique promotes logic reasoning as a result of generating new ideas. This makes the students attain the (C. Girija 2014) In developing original idea and discovery learning show in that there is no difference of opinion among male and female teacher trainees towards innovative teaching method (SMT).

Conclusion:

Learning can be easier and more effective when innovative teaching strategies are used in the classroom for trainee's teachers An iterative process of experimenting with different strategies in the classroom will help teachers to promote learning and foster student growth.(Kim Mc Mullen 2022). Synectics model of teaching helping student teacher find new ways of creative thinking in solving a problem.(D. J. Priansa,2017)

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