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Exploring the Determinants of Attitudes Toward Creative Teaching Among B.Ed. Students: A Systematic Review of Empirical Evidence in India

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Abstract

Background: As education increasingly prioritizes creativity, it is essential to understand how future educators, particularly B.Ed. trainees, perceive and adopt creative teaching methods. Their attitudes toward creativity play a crucial role in shaping the educational experiences of future students. **Aim:** This systematic review aims to analyze research studies that examine various variables potentially correlated with attitudes toward creative teaching. The goal is to provide a clearer understanding of how B.Ed. trainees may influence creativity in their classrooms and how their attitudes may be shaped by different factors.

Methods: A comprehensive review of the literature was conducted, analyzing 13 empirical studies published between 2011 and 2024. Both quantitative and qualitative methods were employed to examine the influence of demographic variables, teaching competencies, academic background, and contextual factors on B.Ed. trainees' attitudes toward creative teaching.

Findings: The review found that demographic factors such as gender and academic background (with science stream trainees generally exhibiting more positive attitudes) significantly influence attitudes toward creative teaching. Furthermore, teaching competencies and pedagogical knowledge, particularly Technological Pedagogical Content Knowledge (TPCK), were identified as key factors that enhance trainees' engagement with creative methods.

Discussion & Conclusion: The findings reveal the complexity of attitudes toward creative teaching, highlighting the importance of addressing various factors in teacher training programs. By understanding these influences, teacher education programs can better prepare future educators to integrate creativity into their teaching practices, ultimately fostering a more innovative and engaging learning environment.

Keywords: Systematic Review, Creative Teaching, B.Ed. Trainees, Empirical Studies, Methodologies

Introduction

Modern education is a learner-centered approach that prioritizes critical thinking, creativity, digital literacy, and problem-solving, integrating technology and real-world applications to prepare students for

an increasingly complex, interconnected world (**Kerimbayev et al., 2023**). Over the past two decades, fostering creativity has emerged as a central objective of K–12 education, reflecting a broader societal shift that highly values creative thinking and innovation (**Bolden et al., 2020**). In this context, providing students with a high-quality education that nurtures creativity and adaptability is paramount to equipping future generations to address economic, social, and environmental challenges. Teachers today are entrusted with a critical role: to design lessons that encourage students to think both critically and creatively. This shift is mirrored across all disciplines, with a growing emphasis on building these essential skills for the 21st century (**Gustina & Sweet, 2014**). Contrary to the belief that evaluation may stifle creativity, evidence indicates that feedback-driven teaching—known as formative assessment—can effectively support students' creative development (**Bolden et al., 2020**). This feedback-centered approach provides a foundation for students to enhance their creative abilities, reinforcing the crucial role of innovative teaching strategies in modern education.

Thus, creativity is an essential skill that is highly valued across various fields. Educational institutions are vital for nurturing creativity, as their curricula can enhance students' creative thinking. However, challenges include teachers' understanding of teaching creativity and students' reluctance to express their creative ideas **(Daud et al. 2012).** Teachers have a crucial role in nurturing and developing this skill in their students. By implementing innovative teaching methods and encouraging imaginative thinking, educators help students build the creative capacities needed to thrive in an ever-evolving world. The emphasis on fostering creativity highlights the importance of teachers in shaping the next generation's ability to think outside the box and solve complex problems **(Cardoso et al. 2015).** As we know only a teacher can develop creativity among children, but for that the teacher needs to be creative himself. Therefore, teacher trainees are increasingly encouraged to adopt innovative teaching methods that not only capture students' imaginations but also foster a love for learning. This shift has led to a growing interest in understanding how future educators perceive and approach creative teaching. Exploring the attitudes of B.Ed. trainees toward creative teaching reveals a fascinating picture. These future teachers are at the forefront of educational change, grappling with the challenges and opportunities of incorporating creativity into their teaching practices. Their perspectives and enthusiasm for creative methods provide valuable insights into how they might shape the educational experiences of their future students. Understanding their attitudes is key to supporting and enhancing their ability to inspire and engage through creative teaching.

The importance of examining empirical research publications on the Attitude of B.Ed. students towards creative teaching

Studying empirical research on the attitudes of B.Ed. Students toward creative teaching is important because it gives us solid, data-based insights into how future teachers view creative teaching methods. These studies provide clear information about whether students accept or resist creative approaches. Various surveys look at how Indian teacher trainees feel about creative teaching, helping educators create more effective strategies to encourage creativity in classrooms. These studies also show what influences students' attitudes, such as their background, culture, and previous experiences with creative teaching. Additionally, empirical research highlights gaps in teacher training programs. **Sawyer (2019)** found that although many programs promote creativity, they don't provide enough practical training, leaving a gap between theory and actual teaching. **Various studies** also found that pre-service teachers often face challenges using creative methods within standardized curricula, showing the need for more

research to address these issues. Empirical research is also crucial for shaping curricula and educational policies. Various studies from different cultures helped shape policies by identifying regional differences in teacher attitudes, stressing the need for local solutions. These findings give policymakers useful information to design better teacher training programs. Finally, empirical studies also help validate educational theories like constructivism and self-efficacy by connecting them to real classroom experiences (**Sawyer, 2019**).

Therefore, this paper examines the attitudes of B.Ed. trainees toward creative teaching. By reviewing their perspectives and approaches, the study aims to understand how these future educators view and implement creative methods in their teaching practices. This examination is crucial for assessing how well-prepared these trainees are to inspire and engage their future students through innovative and effective teaching strategies.

Need and Significance of the Study

B.Ed. trainees, as future educators, play a crucial role in shaping instructional strategies that directly impact student learning. Understanding their attitudes toward creative teaching is essential, as these perceptions can influence their teaching practices and, ultimately, student engagement and learning outcomes. In today's educational landscape, there is a growing need to move beyond traditional methods toward more creative and engaging teaching approaches. Examining trainees' attitudes provides valuable insights into their readiness for this shift and informs curriculum developers on the effectiveness of current teacher training programs.

Analyzing factors that foster positive attitudes toward creative teaching can guide improvements in teacher education, aligning it with modern educational demands. A favorable outlook on creative teaching among B.Ed. trainees can enhance teaching methods and support student success. This study systematically reviews key research on B.Ed. trainees' attitudes toward creative teaching, offering insights into challenges they face and highlighting areas for curricular and policy enhancements. These insights are crucial for policymakers and educators aiming to cultivate a teaching workforce capable of meeting contemporary educational needs through innovative practices.

Methodology

When conducting a systematic review on the “attitudes of Bachelor of Education (B.Ed.) students toward creative teaching”, it is essential to follow a structured framework, such as the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. PRISMA’s approach ensures transparency and reproducibility in the review process, making it possible to carefully filter and select studies that are highly relevant and methodologically sound (**Figure 1**). Key considerations include thorough search strategies, criteria for study selection, and systematic data synthesis, all of which contribute to a solid foundation for the review.

Database Searches & Keywords

A foundational step in conducting this systematic review is developing a search strategy guided by PRISMA's guidelines for identification and screening. First, I conducted a comprehensive search across multiple academic databases, including Google Scholar, ERIC (Education Resources Information Center), and JSTOR, as well as specialized educational journals. Each of these databases offers access to empirical studies on educational topics, with ERIC particularly suited to research in education. This

breadth of sources allows for a diverse and in-depth collection of studies that specifically address the attitudes of B.Ed. students toward creative teaching. Effective use of keywords and search terms such as "B.Ed. students," "creative teaching," "attitudes toward teaching," and "empirical studies" further refined the results, ensuring that the literature retrieved is highly relevant to the research question.

A critical element of the selection process is the relevance of the studies, particularly in terms of how well they reflect current trends and practices in education. In this review, we aimed to include studies that provide insights into contemporary issues in education and pedagogy, recognizing that attitudes toward creative teaching can evolve alongside shifts in research, policy, and broader societal trends. While there is no strict timeframe, the review emphasizes studies that resonate with current educational practices and perceptions among B.Ed. students. By focusing on studies that reflect recent pedagogical perspectives, we can capture insights that are likely to be relevant to today's B.Ed. students and their evolving views on creative teaching.

Inclusion & Exclusion Criteria, Quality Assessment, & Data Extraction

Inclusion and exclusion criteria were applied to carefully select articles that aligned with the study's objectives, as detailed in **Table 1**. These criteria helped refine the focus, ensuring that only studies directly relevant to the review's purpose were included. This selective approach ensured that the final body of literature provided meaningful and targeted insights into the attitudes of B.Ed. students toward creative teaching.

Data extraction and synthesis involved standardized forms to record essential study details such as study design, participant demographics, research methods, findings, and limitations. Table 2 summarizes the extracted data, highlighting author names, research topics, regions, sample sizes, sampling techniques, data collection tools, statistical methods, significance levels, and main conclusions.

Result

Study Characterstics

Following a thorough literature review conducted in accordance with PRISMA guidelines, a total of 13 research articles were identified (**Figure 1**) that explored various factors related to attitudes toward creative teaching among B.Ed. students. These studies, published between 2011 and 2024 (**Table 2**), were conducted across different states in India such as Uttar Pradesh (U.P.) (**Gupta & Jan, 2013**), Uttarakhand (**Niwas, 2018**), Maharashtra (Aurangabad City) (**Khan, 2015; Habeeb & Muzaffar, 2024**), Punjab (Ludhiana) (**Kaur, 2016; Sandhu, 2018; Sethi, 2015**), Puducherry (**Uvaraj, 2015**), Tamil Nadu (Chennai) (**Punitha & Rama, 2023**), West Bengal (Purulia, Bankura, Jhargram, and Birbhum Districts) (**Mahato & Sen, 2023**), Karnataka (**Cr & Praveena, 2023**), Madhya Pradesh (M.P.) (**Bhat et al., 2017**), and Delhi (**Gupta, 2011**). Furthermore, it was found that different scales were used to examine variables associated with attitudes toward creative teaching across various studies. The Attitude Scale of Creative Teaching (ASCT) by Dr. R.P. Shukla was widely utilized by several researchers (**Gupta & Jan, 2013; Niwas, 2018; Khan, 2015; Kaur, 2016; Sandhu, 2018; Cr & Praveena, 2023; Habeeb & Muzaffar, 2024; Mahato & Sen, 2023; Sethi, 2015**). Other tools were also used by different researchers such as "The Language Creativity Tool", developed by Suchita and Malhotra (**Uvaraj, 2015**) to assess creativity in English language teaching among B.Ed. students. The Creativity Scale (2021), a self-constructed tool, was used by (**Punitha & Rama, 2023**), The Passi Test of Creativity (**Bhat et al., 2017**), the "Verbal

Test of Creative Thinking" by Baqer Mehdi (**Gupta, 2011**). These five tools highlight the diverse approaches researchers have employed to measure creativity and attitudes in teacher training contexts.

Variable Analyses

Upon analyzing the conclusions drawn in these articles, we observed that several variables significantly influence trainees' attitudes toward creative teaching. These variables can be organized into key themes: demographic factors, teaching competencies, creativity, and the impact of specific knowledge areas. Together, these findings provide valuable insights into the factors influencing B.Ed. trainees' engagement with creative teaching methods, highlighting the importance of both personal and academic elements in shaping their perceptions. Below, we present an expanded overview of each variable category along with the associated studies:

Subject Context

In the subject context, several studies have examined how academic background influences B.Ed. students' attitudes toward creative teaching. Kaur (2016) found that pre-service teacher trainees in the Arts stream had a more positive attitude toward creative teaching compared to those in the Science and Commerce streams. However, Gupta and Jan (2013) reported the opposite, with science stream B.Ed. student-teachers demonstrating a more favorable attitude toward creative teaching than their peers in the Arts stream. Additionally, female students were found to have a more positive attitude than male students. Similarly, Sethi and Kaur (2015) observed that pre-service teachers in the science stream had a more positive attitude toward creative teaching than those in the Humanities and Commerce streams. In contrast, CR and Praveena (2023) found significant differences in attitudes toward creative teaching between first- and second-year B.Ed. students and between candidates from the arts and science streams, but no differences based on gender. However, Sandhu (2018) discovered no significant differences in attitudes toward creative teaching based on stream of study or locale among prospective teachers. Taken together, these studies illustrate the complex relationship between subject background and attitudes toward creative teaching. While some findings suggest that students in the science stream tend to have more positive attitudes, other studies highlight the variability of attitudes based on year of study or gender. This body of research underscores the importance of considering academic background as a significant factor influencing how B.Ed. students engage with creative teaching practices.

Demographic Factors and Contextual Influence

Several studies highlight how demographic factors influence attitudes toward creative teaching. Habeeb and Muzaffar (2024) found significant differences in attitudes based on the medium of instruction, suggesting that the language of instruction plays a crucial role. Niwas (2018) also reported significant differences in attitudes based on caste, gender, and qualification, with a positive relationship between teaching competency and attitudes toward creative teaching. Similarly, Punitha and Rama (2023) identified differences in creativity levels based on gender and college type, while Uvaraj (2015) found distinctions in linguistic creativity based on rural-urban and gender demographics, although overall linguistic creativity was low among B.Ed. trainees.

Creativity and Teaching Competency

The relationship between creativity and teaching competency is another critical area of focus. Gupta (20-

11) found that while B.Ed. trainees demonstrated high creativity in fluency, they showed lower levels of originality, indicating a need for support in fostering original thinking. Khan (2015) identified a favorable but weak association between teaching competency and attitudes toward creative teaching, suggesting that while teaching competency may influence attitudes, the link is not strong. Bhat et al. (2017) concluded that personality and creativity did not significantly affect academic success, which raises questions about the practical impact of creativity on educational outcomes.

Knowledge Areas and Pedagogical Understanding

In the evolving landscape of education, one of the key challenges is equipping future educators not just with content knowledge, but with the skills to apply it in innovative, adaptable ways. Creative teaching isn't only about the subject matter but also about how effectively knowledge is integrated, contextualized, and enhanced by modern technology. As educational technology and pedagogical strategies continue to advance, it becomes crucial to understand how these different forms of knowledge—when combined—contribute to teaching effectiveness. This understanding is essential for developing well-rounded educators who can inspire students and foster creativity in the classroom.

In this context, further research on knowledge areas and their pedagogical implications, such as the study by Mahato and Sen (2023), sheds light on this complex relationship. Their findings reveal that while Contexts Knowledge (CK1) alone does not significantly influence attitudes toward creative teaching, an interesting dynamic appears with Technological Pedagogical Content Knowledge (TPCK). Specifically, they identified a substantial link between TPCK and CK1, suggesting that a strong foundation in both technological and pedagogical content knowledge can enhance B.Ed. trainees' engagement with creative teaching. This integrated approach underscores the idea that creativity in teaching is deeply supported by the ability to adapt content knowledge with pedagogical and technological insights, equipping future educators to teach with both depth and innovation.

Overall, these studies collectively underscore the importance of demographic factors, creativity, teaching competency, and specific knowledge areas in shaping B.Ed. trainees' attitudes toward creative teaching. While some studies highlight the need for further development in certain areas (such as originality and the impact of creativity on academic success), others suggest that teaching competency and pedagogical knowledge play a more significant role in influencing positive attitudes toward creative teaching.

Discussion

Modern education increasingly centers on the learner, emphasizing critical thinking, creativity, digital literacy, and problem-solving to prepare students for a complex world (**Kerimbayev et al., 2023**). Teachers are now expected to design lessons that foster both critical and creative thinking, reflecting a broader shift across disciplines toward essential 21st-century skills (**Gustina & Sweet, 2014**). Research shows that formative assessment, or feedback-based teaching, can effectively support students' creative development (**Bolden et al., 2020**). In this context, fostering creativity has become a core objective in education, with teachers playing a pivotal role in nurturing imaginative thinking and adaptability in students (**Cardoso et al., 2015**). Empirical studies examining B.Ed. trainees' attitudes toward creative teaching offer valuable insights into the factors that influence future educators' openness to innovative methods. These studies reveal that background factors and prior exposure to creative approaches shape trainees' acceptance of creativity in teaching, while also identifying gaps in training programs that often emphasize creativity in theory but lack practical applications (**Sawyer, 2019**). Therefore, in this

systematic review, we aimed to analyze research studies that examine different variables potentially correlated with attitudes toward creative teaching, providing a clearer understanding of how future teachers may shape creativity in their classrooms.

The current study reveals that various factors significantly shape trainees' attitudes toward creative teaching, with one notable influence being their academic background. The role of subject area whether Arts, Science, or Commerce in shaping openness to innovative teaching methods is a fascinating area of inquiry. Understanding these differences provides valuable insights into how educators from different disciplines perceive and engage with creativity in teaching, an increasingly essential skill for fostering critical thinking and problem-solving in today's classrooms. These findings raise thought-provoking questions: Are certain fields naturally more conducive to creative teaching, or are these attitudes shaped by broader societal expectations associated with each discipline? Research on the influence of academic background on attitudes toward creative teaching presents varied findings. Kaur (2016) found that B.Ed. trainees in the Arts stream had more positive attitudes toward creative teaching than those in and commerce and science (**Gupta and Jan, 2013; Sethi and Kaur, 2015**), wherein female science students generally showing more positivity. CR and Praveena (2023) observed differences based on year of study and academic stream but no significant gender impact. In contrast, Sandhu (2018) found no significant differences in attitudes based on stream or location, highlighting the complexity of this relationship.

Another aspect of the evolving educational landscape is the increasing emphasis on preparing future educators not only with content knowledge but also with the skills to apply it creatively and adaptively. Creative teaching goes beyond the subject matter, focusing on how effectively knowledge is integrated, contextualized, and enhanced through modern technology. As advancements in educational technology and pedagogical strategies continue to shape the classroom, understanding how different knowledge areas—when combined—contribute to teaching effectiveness becomes essential. This understanding is pivotal for developing educators who can inspire students and foster creativity in diverse learning environments. In this regard, research into knowledge areas and their pedagogical implications, such as the study by Mahato and Sen (2023), offers important insights. Their findings reveal that while Contexts Knowledge (CK1) alone does not significantly influence attitudes toward creative teaching, an interesting dynamic arises when it is paired with Technological Pedagogical Content Knowledge (TPCK). They found a substantial link between TPCK and CK1, suggesting that a robust foundation in both technological and pedagogical content knowledge can significantly enhance B.Ed. trainees' engagement with creative teaching. This integrated approach underscores the importance of blending content knowledge with pedagogical and technological expertise, preparing future educators to teach with innovation and depth.

Other factors influencing attitudes toward creative teaching among B.Ed. students include demographic variables and teaching competency. Demographic aspects such as medium of instruction, gender, caste, and qualification have been found to significantly affect these attitudes. Habeeb and Muzaffar (2024) emphasized the importance of the medium of instruction, while Niwas (2018) identified differences based on caste, gender, and qualification, highlighting a positive relationship between teaching competency and attitudes toward creative teaching. Similarly, Punitha and Rama (2023) pointed out the influence of gender and college type on creativity levels. Uvaraj (2015) observed variations in linguistic creativity based on rural-urban and gender demographics, though overall creativity levels were found to be low. In terms of teaching competency, Gupta (2011) noted that while B.Ed. trainees demonstrated high fluency in creativity, their originality was low, indicating a need for fostering original thinking.

Khan (2015) found a weak but favorable relationship between teaching competency and attitudes toward creative teaching, suggesting a connection, though not particularly strong. Bhat et al. (2017) concluded that personality and creativity had little impact on academic success, raising concerns about the practical influence of creativity on educational outcomes.

Strengths, Limitations, & Future Perspectives of the Study

The strength of this systematic review lies in its comprehensive approach, guided by PRISMA standards, which ensures a transparent and methodologically sound process for identifying and selecting relevant studies. By systematically searching multiple academic databases and applying strict inclusion and exclusion criteria, the review synthesizes findings from a diverse range of studies conducted across different states of India. The use of a robust quality assessment tool, the CASP checklist, further strengthens the validity of the selected studies by filtering out those with potential biases or methodological weaknesses. Additionally, the thematic categorization of the studies—demographic factors, teaching competencies, creativity, and knowledge areas—provides a comprehensive understanding of the key factors influencing B.Ed. trainees' attitudes toward creative teaching.

One of the main limitations of this review is its geographical scope, as all the studies included were conducted in India, potentially limiting the generalizability of the findings to other contexts. Furthermore, despite applying stringent inclusion and exclusion criteria, the review is limited to the availability of published studies, which may lead to publication bias. Additionally, while the studies span a period from 2011 to 2024, there may still be gaps in the research literature, particularly in emerging trends or newer educational approaches. Another limitation is the variability in study designs and methodologies, which may affect the consistency of findings across studies. For instance, some studies used quantitative methods, while others employed qualitative approaches, which may complicate direct comparisons.

Future research in this area could benefit from expanding the geographical scope to include studies from diverse educational systems beyond India, thus enabling comparisons and providing a more global perspective on B.Ed. trainees' attitudes toward creative teaching. Additionally, longitudinal studies could be conducted to examine how attitudes toward creative teaching evolve over time, particularly as trainees transition from coursework to practical teaching experiences. There is also a need for more research that delves into the specific factors influencing creativity in teaching, particularly focusing on how teaching competency and creativity can be nurtured in pre-service teacher education. Future studies might also explore the impact of technological advancements and digital tools on fostering creativity in teaching, building on the insights from studies like Mahato and Sen (2023), which highlighted the relationship between Technological Pedagogical Content Knowledge (TPCK) and attitudes toward creative teaching. Finally, further investigation is needed to understand the role of institutional support, mentorship, and professional development in shaping the attitudes of B.Ed. trainees toward creative teaching, ensuring that trainees are adequately prepared for the dynamic and evolving nature of the classroom environment.

Conclusion

In summary, the studies examined provide a comprehensive view of the factors influencing B.Ed. students' attitudes toward creative teaching. They highlight the importance of considering demographic, contextual, and educational factors in understanding these attitudes. The insights gained from this body

of research can inform the development of targeted teacher education programs that not only promote creativity but also cater to the diverse backgrounds and needs of future educators. This is essential for fostering a new generation of teachers who are equipped to implement creative teaching strategies in their classrooms, ultimately enhancing the learning experience for their students.

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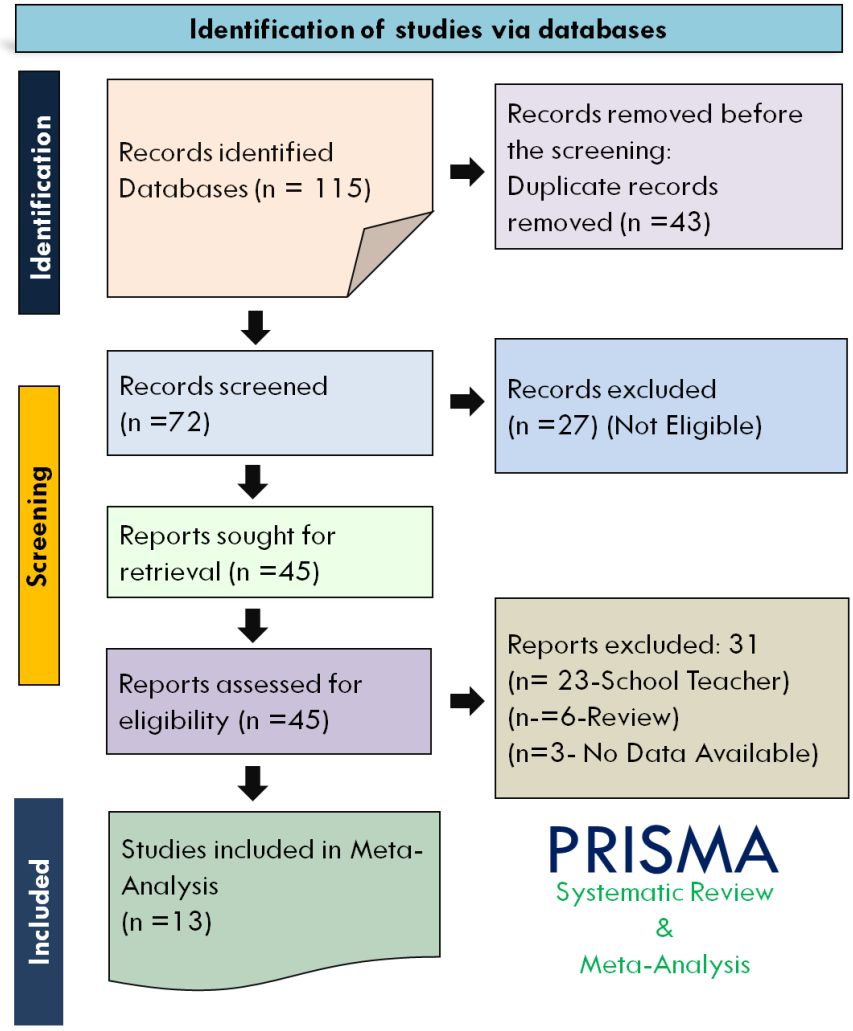

Figure 1: Schematic Representation of the Literature Survey

Table 1: Inclusion & Exclusion Criteria

Criteria	Inclusion	Exclusion
Study Population	Studies involving B.Ed. students or pre-service teachers	Studies focused on in-service teachers or other educational roles
Focus of Study	Examines attitudes toward creative teaching or similar pedagogical practices	Studies on general educational attitudes not specifically linked to creative teaching
Study Type	Empirical studies that provide data-based findings	Theoretical or literature-based studies that lack empirical data
Time Relevance	Emphasis on studies reflecting current educational practices and trends, without strict time constraints	Outdated studies or those not relevant to contemporary trends
Alignment with Review Purpose	Studies that are highly relevant to the review's focus on creative teaching attitudes	Studies with limited or no focus on B.Ed. students' attitudes toward creative teaching

Table 2: Summary of Studies on Attitudes and Competencies of B.Ed. Teacher Trainees Towards Creative Teaching

S. No.	Author Name	Topic	Region	Sample Size	Sampling Technique	Tool	Statistical Technique	Significance	Conclusion
1	**Gupta & Jan (2013)**	Attitude Of B.Ed. Pupil-Teachers Of Science And Arts Streams Towards Creative Teaching: A Study	Sambhal District (U.P)	200 B.Ed. Pupil Teachers (Science & Art Stream)	Stratified Random Sampling	Attitude Scale Of Creative Teaching (Dr. R. P. Shukla)	Mean, Sd And T-Test	Significant At 0.01	Science And Female Pupil Teachers Have More Positive Attitude Towards Creative Teaching Than Arts And Male Pupil Teachers.
2	**Niwas (2018)**	A Study Of Teaching Competency In Relation	Himalayan Region (Garhwal Territori	264 B.Ed. Teacher Trainees From 18 Training	Lottery Sampling Using Simple Rando	Attitude Scale Of Creative Teaching Develop	Mean, S.D, T-Test And Correlation Of	Significant At 0.01 Level (Based On Stream,	The Teacher Training Program Has The Greatest

		With Attitude Towards Creative Teaching Of Bed. Trainee Teachers	es In Dehradun District, Uttrakhand)	Institutes	m Sampling	ed By Dr. R.P Shukla (2012)	Pearson	Gender, Caste, And Qualification); Not Significant Based On Locality.	Impact On The Attitude Toward Creative Teaching In The Science Stream Compared To The Humanities Stream And Also Shows A Positive Correlation With Their Creative Teaching Skills.
3	**Khan (2015)**	To Study The Relationship Between Teaching Competency And Attitude Towards Creative Teaching Of B. Ed. Trainees In Aurangabad City	Aurangabad City	120 B.Ed. Trainees	Stratified Sampling Technique	Attitude Scale Of Creative Teaching (Asct) By R. P. Shukla	Mean, Sd And T-Test.	Non Significant (Based On Gender)	There Is A Slight Positive Correlation Between General Teaching Competency And Attitude Towards Creative Teaching, Indicating Similar Levels Of Both.
4	**Kaur (2016)**	A Comparative Study	Ludiana District	225 Pre-Service B.Ed.	Purposive Sampli	Attitude Scale Of Creative	One-Way Anova	Significant At 0.01 Level	Pre-Service Teacher

		Of Attitude Of Pre-Service Teacher Trainees Towards Creative Teaching.		Trainees (75 From Commerce And 75 From Art Stream)	ng	Teaching By R. P. Shukla		(Between Pre-Test And Post-Test Scores)	Trainees In The Arts Stream Had A More Positive Attitude Toward Creative Teaching Compared To Those In The Science And Commerce Streams.
5	**Uvaraj (2015)**	Creativity In English Language Among B. Ed. Students In Puducherry Region.	Puducherry Region	300 B.Ed. Student-Trainee Teachers	Purposive Sampling Technique	The Language Creativity Tool Developed By Suchita And Malhotra	Mean, Sd And T-Test	Significant	The Language Creativity Of B.Ed. Student-Trainee Teachers Is Low
6	**Punitha& Rama (2023)**	Creativity Level Of 21st Century B. Ed Teacher Trainees In Chennai District	Chennai District	1200 B.Ed. Trainees	Simple Random Sampling	Creativity Scale (2021) (Self Constructed)	Mean, Standard Deviation, And T-Test,	Significant	Significant Difference Between The Teacher Trainees With Respect To Creativity Based On

									Gender, Year Of Study And Type Of College.
7	**Mahato& Sen (2023)**	Relationship Among Contexts Knowledge (Ck1), Technological Pedagogical Content Knowledge (Tpck) And Attitude Towards Creative Teaching For Pre-Service Trainee Teachers: A Study On Mathematics Method Subject	Rarh Region, West Bengal (Purulia, Bankura, Jhargram & Birbhum Districts)	100 Pre-Service Mathematics Teacher Trainees	Random Sampling	Attitude Scale Of Creative Teaching (Asct-S) Developed By Shukla (2016)	Coefficient Of Correlation	Significant	Importance Of Context Knowledge (Ck1) And Attitude Towards Creative Teaching (Act) In The Development Of Effective Teaching Practices,
8	**Cr & Praveena (2023)**	A Study On Attitude Of Creative Teaching Among	Karnataka, India	100 B.Ed. Student Teachers	Stratified Random Sampling Technique	Attitude Scale Towards Creative Teaching Developed By	Mean, Standard Deviation, Percentage Analysi	Significant (With Respect To Year & Stream Non-Significant (W.R.To	There Is A Clear Variation In Attitudes Toward Creative Teaching

		B. Ed Teacher Trainees				Shukla (2021)	s And T-Test	Gender)	Based On Year And Study Stream, But Not By Gender Among B.Ed. Teacher Trainees.
9	**Bhat Et Al. (2017)**	Influence Of Creativity On Scholastic Achievement Of B. Ed Students In Relation To Their Personality	Indore (M.P)	74 B.Ed. Students	Purposive Random Sampling	Passi Test Of Creativity	Two Way Analysis Of Variance (Anova)	Non Significant Influence	Scholastic Achievement Of B. Ed Students Found To Be Independent Of Their Creativity.
10.	**Sethi (2015)**	Attitude Of Pre-Service Teachers Towards Creative Teaching	Ludhiana City	200 B.Ed Pupil Teachers	Simple Random Sampling	Attitude Scale Of Creative Teaching By Shukla (2008)	Mean, Median, Standard Deviation, Skewness, Kurtosis And T-Ratios	Significant	Science Pre-Service Teachers Have More Positive Attitude Towards Creative Teaching Than Those In Humanities And Commerce.

11.	Gupta (2011).	A Study Of Creativity Of B.Ed. Teacher Trainees.	Delhi.	124 B.Ed. Students	Random Sampling	Verbal Test Of Creative Thinking By Baqer Mehdi	Mean, Sd, T-Test And F-Test (One Way Anova)	Non-Significant (W.R.To Gender, Location, Type Of Schooling, Or Mothers' Employment And Father's Occupation) Significant (W.R.To Students' Academic Streams)	B.Ed. Teacher Trainees From Arts Students Demonstrated Significantly Higher Creativity (Fluency, Flexibility, And Originality) Than Commerce Students, While Those From Arts And Science Backgrounds Displayed Similar Levels Of Creativity.
12.	Sandhu (2018)	Prospective Teachers Attitude Towards Creative Teaching In Relation To Stream	Ludhiana City	109 B.Ed. Students (Prospective Teachers)	Random Sampling	Attitude Scale Towards Creative Teaching By Shukla (2012).	Mean, S.D & T-Test	Non-Significant	The Attitudes Towards Creative Teaching Between Prospective Teachers Showed No Major

		Of Study And Locale.							Variation From Science And Arts Streams And Between Rural And Urban Areas.
13.	Habeeb & Muzaffar (2024)	Attitude Towards Creative Teaching In B.Ed Trainees With Special Reference To Medium Of Instruction	Aurangabad City	150 B.Ed. Students	Random Sampling	Attitude Scale Towards Creative Teaching By Shukla (2012).	Mean, S.D And T-Test.	Significant (Between English And Marathi & English And Urdu Mediums) Non-Significant (Between Marathi And Urdu Mediums)	English Medium B.Ed. Trainees Exhibited A Favorable Attitude Towards Creative Teaching, While Marathi And Urdu Medium Trainees Were Indifferent, With Significant Differences Noted Between English And The Other Two Mediums, But Not Between Marathi

									And Urdu Mediums.