Relationship between teachers’ readiness for innovative activities and their creative potential and professional characteristics

Relación entre la preparación de docentes para actividades innovadoras y el potencial creativo y características profesionales

V.I. DOLGOVA 1; N.G. KUTEPOVA 2; N.V. KRYZHANOVSKAYA 3; Z.M. BOLSHAKOVA 4; N.N. TULKIBAEVA 5

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ABSTRACT:
This study aims to detect the relationship between teachers’ readiness for innovative activities and their creative potential and professional characteristics. Teaching staff from the city of Chelyabinsk took part in the study (N=535). Research methods were the following ones: empirical (discussions, interviews, surveys and testing), interpretational (qualitative and quantitative analysis, mathematical processing of diagnostics results). The methodologies used in the article were V. I. Petrushin’s checklist, ‘What is your creative potential?, and N. P. Fetiskin’s test, ‘Teachers’ Readiness for Self-Development’. Spearman’s correlation coefficient was used to determine tendencies behind teachers’ insufficient readiness for innovative activities, and Pearson’s correlation coefficient was used to investigate the relationship between teachers’ readiness for innovative activities and their readiness

RESUMEN:
Este estudio pretende detectar la relación entre la preparación de los docentes para las actividades innovadoras y su potencial creativo y sus características profesionales. El personal docente de la ciudad de Chelyabinsk participó en el estudio (N = 535). Los métodos de investigación fueron los siguientes: empíricos (discusiones, entrevistas, encuestas y pruebas), interpretativos (análisis cualitativo y cuantitativo, procesamiento matemático de los resultados de los diagnósticos). Las metodologías utilizadas en el artículo fueron la lista de verificación de V. I. Petrushin, ' ¿Cuál es su potencial creativo?, y la prueba de n. p. Fetiskin, ' preparación de los maestros para el desarrollo personal '. El coeficiente de correlación de Spearman se usó para determinar las tendencias detrás de la escasa preparación de los docentes para las actividades innovadoras, y el
The study aims to detect the relationship between teachers’ readiness for innovative activities and their creative potential and professional characteristics.

The relevance of the study of the relationship between teachers' readiness for innovative activities and their creative potential and professional characteristics is related, above all, to the selection of those charged with implementing innovations into educational processes. The following modern-day researchers highlight the above in their works: Bogomolov, Spizhenkova, 2015; Brilliantova, Masliyeva, 2016; Bulatova, 2014; Kryukova, 2016; Kuznetsova, 2016; Lezhneva, 2016; Mikheyeva, Vasilyuk, Taras, 2016; Novikova, 2016; Ramazanova, 2016; Selivanova, 2014; Sinyavskaya, 2015; Starodubtseva, 2016 and Frantseva, 2016.

A number of researchers have investigated the reasons behind teachers’ readiness for innovative activities, such as Gavrilova, 2016; Dudina, Dolgova, 2016; Dolgova, Rokitskaya, Volchegorskaya, Yemelyanova, Uvarina, 2016; Malyarchuk, Volosnikova, 2015; Mironova, Neprokinina, 2016; teachers’ creative potential (Kazarenkov, Kazarenkova, 2016; Levin, 2014; Sergeyeva, 2016; Filinkova, 2015; Slepkov, 2015; Dolgova, Salamatov, Potapova, Yakovleva, Yakovlev, 2016); methodological resources for developing readiness for innovative activities (Bogdanova, 2015; Stepanov, 2010; Dolgova, Kutepova, Kapitanets, Kryzhanovskaya, Melnik, 2017; Emelyanova I.E., Dolgova V.I., Pikuleva L.K., Kiriyenko S.D., Emelyanova L.A., 2017); the influence of religious commitment and axiological orientations (Dolgova, Rokitskaya, Kondrateva, Arkaeva, Kryzhanovskaya, 2017); teachers’ good health practices (Dolgova, Belousova, Mamyлина, Vorozheykina, Bogachev, 2017; Ponomaryova, 2016); general and specific manifestations of the emotional stability of teachers and of industrial employees (Dolgova, Kryzhanovskaya, Popova, Tul'kibaeva, Shayakhtmetova, 2017).

Our analysis contributed to the promotion of ideas about the highlights of the study. The creative potential is characterized by one’s intentions to improve the world; confidence in
one’s ideas being constructive; desire to engage and succeed in a new activity; aspiration to learn as much as possible about the profession, to which one is attracted to; need to overcome difficulties in attaining one’s goals; ability to assess one’s possibilities and perspectives; observation skills; analytical, reflective and logical aspects of the memorization and reconstitution processes; enthusiasm for and perseverance in putting forward new ideas.

The teacher’s readiness for self-development is underpinned by such indicators as awareness of the importance of ongoing education in teaching, sense of duty and responsibility, curiosity, aspiration to by being praised highly for one’s self-educational activities; need for psychological and teacher education; need for self-knowledge; high ranking of self-education among other activities; and self-confidence.

2. Methods
The research methods were the following: empirical (discussions, interviews, surveys and testing), interpretational (qualitative and quantitative analysis, mathematical processing of diagnostics results).

The methodologies used in the article were V. I. Petrushin’s checklist “What is your creative potential?” and N. P. Fetiskin’s test ‘Teachers’ Readiness for Self-Development’.

Spearman’s correlation coefficient was used to determine tendencies behind teachers’ insufficient readiness for innovative activities (age and pedagogic service).

Pearson’s correlation coefficient was used to investigate the relationship between teachers’ readiness for innovative activities and his or her readiness for self-development.

3. Results and Discussion
Table 1 shows the results of the research study on the dependence of teachers’ motivational readiness for their innovative activities on their age.

<table>
<thead>
<tr>
<th>Age of teachers</th>
<th>Levels of teachers’ motivational readiness for innovative activities (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Aged 22 to 30</td>
<td>25.00</td>
</tr>
<tr>
<td>Aged 30 to 51</td>
<td>16.33</td>
</tr>
<tr>
<td>Over 51 years old</td>
<td>14.28</td>
</tr>
</tbody>
</table>

Based on the results shown in Table 1, young teachers (aged 22 to 30) and teachers over 51 years old constitute the highest percentage of teachers ready for innovative activities (50% and 28.58% of the total number of the surveyed teachers, respectively). Teachers with 1 to 10 years of pedagogic service constitute the highest percentage of teachers ready for innovations.

Table 2 shows the results of the research study on teachers’ motivational readiness for innovative activities according to the length of their pedagogic service.

<table>
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</table>
The results shown in Table 2 suggest that teachers with 1 to 10 years of pedagogic service are the most ready to implement innovations.

The results obtained from the research on teachers’ creative analysis according to Petrushin’s ‘What is your creative potential?’ checklist showed that most teachers had an average level of creative potential (61.7% of the total number of the respondents), 36.7% and 1% had high and low levels, respectively.

The results of the analysis carried out to determine teachers’ readiness for self-development according to Fetiskin’s ‘Teachers’ Readiness for Self-Development’ show that most teachers want to know themselves and are ready for self-perfection; 13% of teachers can perfect themselves but are not willing to know themselves; 10% are persuaded that they will not be able to change themselves; another 10% will not change anything in their lives.

Table 3 shows Spearman’s rank correlation coefficients for each pair.

<table>
<thead>
<tr>
<th>Length of pedagogic service</th>
<th>Low</th>
<th>Average</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 20 years</td>
<td>5.88</td>
<td>88.24</td>
<td>5.88</td>
</tr>
<tr>
<td>10 to 20 years</td>
<td>20.00</td>
<td>76.00</td>
<td>4.00</td>
</tr>
<tr>
<td>5 to 10 years</td>
<td>25.00</td>
<td>50.00</td>
<td>25.00</td>
</tr>
<tr>
<td>1 to 5 years</td>
<td>18.18</td>
<td>63.64</td>
<td>18.18</td>
</tr>
<tr>
<td>Less than 1 year</td>
<td>33.33</td>
<td>33.33</td>
<td>33.33</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Teacher’s readiness for innovative activities Parameters</th>
<th>Correlation coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative potential</td>
<td>0.924*</td>
</tr>
<tr>
<td>Professional characteristics</td>
<td>0.938*</td>
</tr>
</tbody>
</table>

Note: * - relationship is reliable, if $p < 0.05$

The calculations of Spearman’s correlation coefficient revealed direct relationship between teachers’ readiness for innovative activities, their creative potential and professional characteristics.

Table 4 shows the calculations of Pearson’s correlation coefficient typifying the relationship between the teacher’s readiness for innovative activities and his or her readiness for self-perfection.

<table>
<thead>
<tr>
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<th>Correlation coefficient</th>
</tr>
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</table>

Table 4 shows the calculations of Pearson’s correlation coefficient typifying the relationship between the teacher’s readiness for innovative activities and his or her readiness for self-perfection.
The values of Pearson’s correlation coefficient by the examined criteria are reliable. Consequently, the relationship between the self-knowledge and self-perfection scales is strong and direct.

4. Conclusion

The study showed that young teachers (aged 22 to 30) and teachers over 51 years old constitute the highest percentage of teachers ready for innovative activities (50% and 28.58% of the total number of the surveyed teachers, respectively), as well as the teachers with little (1 to 10 years) pedagogic service.

The results obtained from the research on teachers’ creative potential according to Petrushin’s ‘What is your creative potential?’ checklist showed that most teachers (98.3%) had sufficient creative potential to be engaged in innovative activities. The results from Fetiskin’s ‘Teachers’ Readiness for Self-Perfection’ demonstrated that most teachers wanted to know themselves and were ready to work on their self-perfection (67%). Spearman’s correlation coefficient pointed to the direct relationship between teachers’ creative potential and professional characteristics. Pearson’s correlation coefficient indicated that there was direct and strong relationship between the “self-knowledge” and “readiness for self-perfection” scales.

References


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