Measures to improve curriculum through analysis of the recognition and demand of education college students on creativity convergence education

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A R T I C L E  I N F O
Article history:
Received 16 December 2021
Received in revised form 9 February 2022
Accepted 9 February 2022

Keywords:
Education major
Education college
College student
Creativity convergence competency
Creativity convergence education

A B S T R A C T
Recently, a crucial issue of college innovation in Korea is creativity convergence education. Fostering education college students with creativity convergence competency is emerging as an important aspect. However, the current curriculum operation to implement a creativity convergence education for the education of college students is insufficient. Accordingly, an analysis of the recognition and demand of education college students on creativity convergence education was done. A survey was conducted on the recognition and demand of creativity convergence education for 326 education college students, and the differences were compared. As a result of this study, various differences were revealed according to gender, grade, and detailed majors in the education college. These results show that a creativity convergence education should be implemented considering the background variables of education college students and more opportunities for various career paths and choices should be provided. Therefore, it implies that the creativity convergence education that reflects the recognition and demand of education college students should be more actively conducted in the education colleges.

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1. Introduction

In preparation for the era of the fourth industrial revolution and the future society, fostering people who are talented in creativity convergence is a nationally necessary task. However, since creativity is the creative potential of all people and can be developed through education (Sternberg and Lubart, 1999), educational interventions at each stage of development are necessary. In addition, as the argument that creativity can be developed through education has been accepted, research on the creativity convergence competency of college students by major fields is being conducted in earnest. In particular, it has been argued that as the career paths of college students in teacher education are diversified, creativity convergence education is provided according to the level of creativity convergence competency, and it is necessary to actively present teaching-learning methods and opportunities for management (Hur, 2016). Creativity convergence competency is the one that makes convergent values by new convergent thinking that can be applied and applied by understanding, analyzing, and reasoning knowledge and skills in various academic fields with creative ability creative personality, and creative leadership to solve problems creatively (Kim and Lee, 2018). The importance of cultivating people who are talented in creativity convergence to learn humanities and science technology through the development of such creativity convergence competency is emphasized, and effective education is possible only when education based on the characteristics of each grade and major of the college is provided in the education major department. This is because when college students in the education field have to play a role in the field of education after graduating from college, they identify learners’ dispositions and characteristics, develop models and programs for creativity convergence education suitable for this, and demonstrate their creativity convergence education, which can improve creativity convergence competency (Klein, 2010).

College students in the education field have not been able to accurately figure out their aptitudes and interests. In many cases, they select a major, consider the rank of the college and grades for the entrance examination, or choose a major while expecting stability in teacher life. However, the
number of students who can become teachers after graduating from the College of Education is limited because the competition rate for teaching jobs at public schools is high due to the discrepancy between the demand for teaching positions and the supply of teacher training institutions. Therefore, recognition and demand for creativity convergence education of the students who major in education are analyzed because it is necessary to develop a curriculum so that students who attend the teachers’ college can acquire appropriate competencies with interest in various career paths other than the teaching professions (Reynolds et al., 2013). Accordingly, it is possible for teachers’ college students to explore possibilities to advance into various fields related to education.

On the other hand, creativity convergence education is used similarly to various concepts such as STEAM education, convergence education, interdisciplinary education, or transdisciplinary education, depending on the researcher or the institution using this concept, without agreement while having common characteristics. Therefore, it is necessary to clearly define creativity convergence education. In response, creativity convergence education to promote creativity convergence competency which is composed of creative ability, creative personality, creative leadership, convergent thinking, and convergent value creation should be provided, while mentioning the importance of creativity convergence education should be implemented (Barnett, 2020).

In order to implement classes and curricula to cultivate people who are talented in creativity convergence, learners’ recognition of creativity convergence education should be confirmed, and demands for creativity convergence education should be discussed. This is because creativity convergence education should be learner-centered, and if such education is activated, classes can proceed in which learners can communicate and cooperate with each other. In this regard, the notion that the concept and core competencies of people who are talented in creativity convergence should be analyzed and cognitive and affective aspects should be considered was suggested (Glăveanu et al., 2019). Creativity convergence education should be the one to develop the competency of 5 factors including creative ability, creative personality, creative leadership, convergent thinking, and convergence value creation of college students in higher education. Therefore, in this study, the definition of creativity convergence education from a previous research result (Kim and Lee, 2018) is accepted. This study will help the foundation for practical creativity convergence education to be made, based on the results of analyzing the recognition and demands of university students who attend the teachers’ college.

Therefore, in this study, creativity convergence education at a college is defined as education that can enhance college students’ creativity convergence competency and an integrated approach in terms of cognitive, affective, and behavioral aspects. The differences in the recognition and demand of creativity convergence education by background variables of teachers’ college students will be analyzed. The research questions were set up as follows:

- Research question 1. What is the difference in recognition and demand for creativity convergence education by gender?
- Research question 2. What is the difference in recognition and demand for creativity convergence education by grade?
- Research question 3. What is the difference in the recognition and demand for creativity convergence education for each specific major?

### 2. Research method

The subjects were 326 students who attended an education college, 142 males and 184 females. They were 58 freshmen, 76 sophomores, 98 juniors, and 94 seniors. The detailed majors were education 51, Korean education 58, English education 47, mathematics education 49, early childhood education 53, physical education 37, art education 31. The research tool was developed and validated with references such as Mullet et al. (2016), Patston et al. (2018), Rubenstein et al. (2013, 2018) to identify creativity convergence education for developing creativity convergence competency. The response data were statistically processed using SPSS 25.0. An independent sample t-test and one-way ANOVA and Sheffé post-test were conducted for the research questions 1, 2, and 3.

### 3. Research result

There were significant differences by gender, grade, and detailed majors in Tables 1-6.

#### Table 1: Recognition difference by gender

| Sub-factor                         | Gender | N   | M    | SD   | t   | p    |
|------------------------------------|--------|-----|------|------|-----|------|
| Understanding of Creativity        | male   | 142 | 2.32 | 1.43 | -4.332 | .000 |
| Convergence Education              | female | 184 | 2.97 | 1.22 |     |      |
| Interest of Creativity             | male   | 142 | 3.89 | 1.17 | 1.865 | .063 |
| Convergence                         | female | 184 | 3.65 | 1.14 |     |      |
| Demand for Creativity              | male   | 142 | 4.16 | 0.99 | 1.619 | .243 |
| Convergence                         | female | 184 | 4.04 | 0.92 |     |      |
| Whether Creativity Convergence     | male   | 142 | 4.11 | 1.12 | .318 | .751 |
| Education Helps Career Development | female | 184 | 4.08 | 0.90 |     |      |

In Table 1, the difference between the two groups of male students and females was statistically significant in the understanding of creativity convergence education (p<.05), but there was no significant difference between boys and girls in the total recognition (p>.05).
In Table 2, the average score for the demand of males was high in imagination, challenge spirit, task attachment, creative thinking, and convergent value creation, and the difference between the two groups was statistically significant (p<.05).

| Sub-factor                        | Gender | N  | M    | SD   | t    | p   |
|-----------------------------------|--------|----|------|------|------|-----|
| Imagination                       | male   | 142| 4.10 | 1.16 | 1.950| .049|
|                                  | female | 184| 3.91 | 1.28 |     |     |
| Flexibility                       | male   | 142| 4.00 | 1.02 | -.923| .357|
|                                  | female | 184| 4.10 | 0.99 |     |     |
| Insight                           | male   | 142| 4.12 | 1.01 | .850 | .396|
|                                  | female | 184| 4.02 | 1.05 |     |     |
| Challenge spirit                  | male   | 142| 3.88 | 1.16 | 2.452| .015|
|                                  | female | 184| 3.54 | 1.32 |     |     |
| Task attachment                   | male   | 142| 4.13 | 1.17 | 3.217| .001|
|                                  | female | 184| 3.73 | 1.03 |     |     |
| Learning motivation               | male   | 142| 3.05 | 1.22 | .065 | .948|
|                                  | female | 184| 3.84 | 1.04 |     |     |
| Creative thinking                 | male   | 142| 4.22 | 1.11 | 3.727| .000|
|                                  | female | 184| 3.74 | 1.20 |     |     |
| Problem solving ability           | male   | 142| 4.10 | 1.02 | .287 | .774|
|                                  | female | 184| 4.15 | 0.92 |     |     |
| Empathy                           | male   | 142| 4.01 | 1.11 | .250 | .803|
|                                  | female | 184| 3.98 | 1.07 |     |     |
| Communication skill               | male   | 142| 4.02 | 1.27 | 1.137| .257|
|                                  | female | 184| 3.87 | 1.13 |     |     |
| Collaboration                     | male   | 142| 4.07 | 1.22 | 1.456| .146|
|                                  | female | 184| 3.89 | 1.00 |     |     |
| Self-directedness                 | male   | 142| 3.39 | 1.53 | .780 | .436|
|                                  | female | 184| 3.26 | 1.35 |     |     |
| Convergent thinking               | male   | 142| 3.66 | 1.66 | -.066| .995|
|                                  | female | 184| 3.66 | 1.44 |     |     |
| Convergent value creation         | male   | 142| 4.30 | 1.18 | 2.990| .003|
|                                  | female | 184| 3.90 | 1.20 |     |     |
| Emotional experience              | male   | 142| 3.86 | 1.21 | -.085| .377|
|                                  | female | 184| 3.97 | 1.10 |     |     |
| Self-reflection                   | male   | 142| 3.27 | 1.63 | .251 | .802|
|                                  | female | 184| 3.22 | 1.57 |     |     |
| Total of demand                   | male   | 142| 6.13 | 1.40 | 1.634| .103|
|                                  | female | 184| 6.00 | 1.17 |     |     |

In Table 3, except for the understanding of creativity convergence education, statistically significant differences were found between grades in all sub-factors and the total recognition of creativity convergence education (p<.001). In the total recognition of creativity convergence education, the difference between 1, 2, 3, and 4th graders was statistically significant (p<.001).

| Sub-factor                          | Grade | N  | M    | SS    | df | MS  | F    | p    | Scheffe |
|-------------------------------------|-------|----|------|-------|----|-----|------|------|--------|
|                                    | 1     | 58 | 2.67 | 1.03  | .195| 3   | .065 | .035 | .991   |
|                                    | 2     | 76 | 2.64 | 1.60  |     |     |     |      |        |
| Understanding of Creativity         | 3     | 98 | 2.70 | 1.22  | 596.262| 322 | 1.852|      |        |
|                                    | 4     | 94 | 2.70 | 1.47  |     |     |     |      |        |
| Convergence Education              |       |    |      |       | 596.457| 325 |      |      |        |
|                                    | 1     | 58 | 3.03 | 1.35  | 52.487| 3   | 17.496| 14.656| .000   |
|                                    | 2     | 76 | 3.66 | 1.24  |     |     |     |      |        |
| Interest of Creativity             | 3     | 98 | 3.79 | 1.04  | 384.387| 322 | 1.194|      | 4 > 3 > 2,3 > 1 |
|                                    | 4     | 94 | 4.23 | 0.81  |     |     |     |      |        |
| Convergence Education              |       |    |      |       | 436.874| 325 |      |      |        |
|                                    | 1     | 58 | 3.75 | 1.16  | 16.645| 3   | 5.548 | 6.459 | .000   |
|                                    | 2     | 76 | 4.03 | 1.14  |     |     |     |      |        |
| Demand for Creativity              | 3     | 98 | 4.12 | 0.80  | 276.594| 322 | .859 |      | 3,4 > 1,2 |
|                                    | 4     | 94 | 4.36 | 0.64  |     |     |     |      |        |
| Convergence Education              |       |    |      |       | 239.239| 325 |      |      |        |
|                                    | 1     | 58 | 3.97 | 1.18  | 18.490| 3   | 6.163 | 6.470 | .000   |
|                                    | 2     | 76 | 3.86 | 1.30  |     |     |     |      |        |
| Whether Creativity                 | 3     | 98 | 4.16 | 0.81  | 306.749| 322 | .953 |      | 1,2,3 > 4 |
|                                    | 4     | 94 | 4.39 | 0.63  |     |     |     |      |        |
| Convergence Education              |       |    |      |       | 325.239| 325 |      |      |        |
|                                    | 1     | 58 | 4.09 | 1.00  | 243.385| 3   | 81.128| 7.823 | .000   |
|                                    | 2     | 76 | 14.18| 4.41  |     |     |     |      |        |
| Total of recognition               | 3     | 98 | 14.78| 2.46  | 3339.449| 322 | 10.371|      | 4 > 2,3 > 1 |
|                                    | 4     | 94 | 15.69| 2.32  |     |     |     |      |        |
|                                    |       |    |      |       | 3582.834| 325 |      |      |        |
In Table 4, statistically significant differences were found between majors in all sub-factors and the total recognition of creativity convergence education, except for 2 sub-factors (p<.05). In the total recognition of creativity convergence education, the difference in average scores between physical education and other majors was statistically significant (p<.05).

| Sub-factor                | grade | N  | M    | SD   | SS  | df  | MS   | F    | p    | Scheffe |
|---------------------------|-------|----|------|------|-----|-----|------|------|------|---------|
|                           | 1     | 1.05 | 0.93 | 3.72 | 1.11| 3    | 12.733 | 4.244 | 3.478 | .016    |
|                           | 2     | 3.63 | 1.26 | 1.12 | 3    | 3.80 | 3    | 13.786| 10.703| .002    |
| Challenge spirit          | 3     | 3.79 | 1.11 | 1.26 | 3    | 3    | 13.786| 10.703| .002    |
|                           | 4     | 4.14 | 1.06 | 1.30 | 3    | 3    | 13.786| 10.703| .002    |
|                           | 1     | 3.84 | 1.07 | 1.12 | 3    | 3    | 13.786| 10.703| .002    |
|                           | 2     | 3.62 | 0.75 | 1.30 | 3    | 3    | 13.786| 10.703| .002    |
| Learning motivation       | 3     | 3.72 | 0.85 | 1.12 | 3    | 3    | 13.786| 10.703| .002    |
|                           | 4     | 4.50 | 1.07 | 1.12 | 3    | 3    | 13.786| 10.703| .002    |
|                           | 1     | 3.84 | 0.75 | 1.12 | 3    | 3    | 13.786| 10.703| .002    |
|                           | 2     | 4.26 | 0.75 | 1.30 | 3    | 3    | 13.786| 10.703| .002    |
| Creative thinking         | 3     | 3.72 | 0.85 | 1.12 | 3    | 3    | 13.786| 10.703| .002    |
|                           | 4     | 4.50 | 1.07 | 1.12 | 3    | 3    | 13.786| 10.703| .002    |
|                           | 1     | 3.84 | 0.75 | 1.12 | 3    | 3    | 13.786| 10.703| .002    |
|                           | 2     | 4.26 | 0.75 | 1.30 | 3    | 3    | 13.786| 10.703| .002    |
| Problem solving ability   | 3     | 4.14 | 0.95 | 1.07 | 3    | 3    | 2.807 | 3.180 | .024    |
|                           | 4     | 4.31 | 1.09 | 1.07 | 3    | 3    | 2.807 | 3.180 | .024    |
|                           | 1     | 4.14 | 1.09 | 1.07 | 3    | 3    | 2.807 | 3.180 | .024    |
|                           | 2     | 4.31 | 1.09 | 1.07 | 3    | 3    | 2.807 | 3.180 | .024    |
| Empathy                   | 3     | 3.91 | 1.10 | 1.10 | 3    | 3    | 2.978 | 2.550 | .066    |
|                           | 4     | 4.10 | 1.10 | 1.10 | 3    | 3    | 2.978 | 2.550 | .066    |
|                           | 1     | 3.91 | 1.10 | 1.10 | 3    | 3    | 2.978 | 2.550 | .066    |
|                           | 2     | 4.10 | 1.10 | 1.10 | 3    | 3    | 2.978 | 2.550 | .066    |
| Communication skill       | 3     | 3.90 | 1.17 | 1.05 | 3    | 3    | 2.978 | 2.550 | .066    |
|                           | 4     | 4.28 | 1.08 | 1.05 | 3    | 3    | 2.978 | 2.550 | .066    |
|                           | 1     | 3.90 | 1.17 | 1.05 | 3    | 3    | 2.978 | 2.550 | .066    |
|                           | 2     | 4.28 | 1.08 | 1.05 | 3    | 3    | 2.978 | 2.550 | .066    |
| Collaboration             | 3     | 3.90 | 1.17 | 1.05 | 3    | 3    | 2.978 | 2.550 | .066    |
|                           | 4     | 4.28 | 1.08 | 1.05 | 3    | 3    | 2.978 | 2.550 | .066    |
|                           | 1     | 3.90 | 1.17 | 1.05 | 3    | 3    | 2.978 | 2.550 | .066    |
|                           | 2     | 4.28 | 1.08 | 1.05 | 3    | 3    | 2.978 | 2.550 | .066    |
In Table 5, statistically significant differences were found between majors in all sub-factors and the total recognition of creativity convergence education, except for 2 sub-factors. (p<.05). There was a statistically significant difference between early childhood education and other majors in the understanding of creativity convergence education (p<.05). In the total recognition of creativity convergence education, the difference in average scores between physical education and other majors was statistically significant (p<.05).

| Sub-factor                                      | Major   | N  | M   | SD  | SS   | df  | MS   | F    | p    | Scheffé |
|-------------------------------------------------|---------|----|-----|-----|------|-----|------|------|------|---------|
| Understanding of Creativity Convergence Education|         |    |     |     |      |     |      |      |      |         |
| 1                                               | 1       | 51 | 2.25| 1.18|      |     |      |      |      | 5>      |
| 2                                               | 2       | 58 | 2.55| 1.54| 66.817| 6  | 11.136| 6.707| .000 |         |
| 3                                               | 3       | 47 | 2.00| 1.59|      |     |      |      |      |         |
| 4                                               | 4       | 49 | 2.73| 0.97|      |     |      |      |      |         |
| 5                                               | 5       | 53 | 3.36| 1.33| 529.640| 319| 1.660| 1.2,3,4,6,7 |     |         |
| 6                                               | 6       | 37 | 3.19| 0.94|      |     |      |      |      |         |
| 7                                               | 7       | 31 | 2.84| 1.16|      |     |      |      |      |         |
| Total                                           | 366     |   |     |     | 596.457| 325|      |      |      |         |
| Interest of Creativity Convergence Education     |         |    |     |     |      |     |      |      |      |         |
| 1                                               | 1       | 51 | 3.39| 1.20|      |     |      |      |      | 3>      |
| 2                                               | 2       | 58 | 4.00| 1.18| 25.675| 6  | 4.279| 3.320| .003 |         |
| 3                                               | 3       | 47 | 4.06| 1.21|      |     |      |      |      |         |
| 4                                               | 4       | 49 | 3.35| 1.49|      |     |      |      |      |         |
| 5                                               | 5       | 53 | 3.68| 1.03| 411.199| 319| 1.289| 1.2,4,5,6,7 |     |         |
| 6                                               | 6       | 37 | 3.95| 0.70|      |     |      |      |      |         |
| 7                                               | 7       | 31 | 3.90| 0.65|      |     |      |      |      |         |
| Total                                           | 366     |   |     |     | 436.874| 325|      |      |      |         |
| Demand for Creativity Convergence Education      |         |    |     |     |      |     |      |      |      |         |
| 1                                               | 1       | 51 | 3.92| 1.09|      |     |      |      |      |         |
| 2                                               | 2       | 58 | 4.26| 0.97| 3.499| 6  | .583 | .642 | .696 |         |
| 3                                               | 3       | 47 | 4.13| 1.08|      |     |      |      |      |         |
| 4                                               | 4       | 49 | 4.04| 1.00|      |     |      |      |      |         |
| 5                                               | 5       | 53 | 4.06| 0.89| 289.740| 319| .908 |      |      |         |
| 6                                               | 6       | 37 | 4.08| 0.72|      |     |      |      |      |         |
| 7                                               | 7       | 31 | 4.16| 0.73|      |     |      |      |      |         |
| Total                                           | 366     |   |     |     | 293.239| 325|      |      |      |         |
| Whether Creativity Convergence Education Helps Career Development |         |    |     |     |      |     |      |      |      |         |
| 1                                               | 1       | 51 | 3.71| 1.33|      |     |      |      |      |         |
| 2                                               | 2       | 58 | 4.28| 0.97| 11.606| 6  | 1.934| 1.967| .070 |         |
In Table 6, statistically significant differences were found between majors in all sub-factors and total demands except for emotional experience (p<0.05). These results show that there is a high demand for college students in the education field to develop creativity and create convergent values through empathy and collaboration through team activities.

| Sub-factor          | Major  | N  | M   | SD  | SS  | d'  | MS  | F   | p     | Scheffé |
|---------------------|--------|----|-----|-----|-----|-----|-----|-----|-------|---------|
| Total of recognition| 1      | 31 | 53  | 47  | 49  | 49  | 49  | 2   | 0.06  | 1,2,3,4,5,7 |
|                      | 2      | 49 | 49  | 49  | 49  | 49  | 49  | 2   | 0.06  | 1,2,3,4,5,7 |
|                      | 3      | 53 | 53  | 53  | 53  | 53  | 53  | 2   | 0.06  | 1,2,3,4,5,7 |
|                      | 4      | 51 | 51  | 51  | 51  | 51  | 51  | 2   | 0.06  | 1,2,3,4,5,7 |
|                      | 5      | 51 | 51  | 51  | 51  | 51  | 51  | 2   | 0.06  | 1,2,3,4,5,7 |
|                      | 6      | 51 | 51  | 51  | 51  | 51  | 51  | 2   | 0.06  | 1,2,3,4,5,7 |
|                      | 7      | 51 | 51  | 51  | 51  | 51  | 51  | 2   | 0.06  | 1,2,3,4,5,7 |
| Total               | 326    | 326 | 326 | 326 | 326 | 326 | 326 | 2   | 0.06  | 1,2,3,4,5,7 |

* 1: Education, 2: Korean education, 3: English education, 4: mathematics education, 5: Early childhood education, 6: Physical education, 7: Art education

Table 6: Demand difference by major
|                        | 1   | 2   | 3   | 4   | 5   | 6   | 7   | Total |
|------------------------|-----|-----|-----|-----|-----|-----|-----|-------|
| **Creative thinking**  | 51  | 58  | 47  | 49  | 53  | 37  | 31  | 326   |
|                        | 4.24| 4.12| 4.45| 3.14| 3.60| 3.97| 4.23| 3.95  |
|                        | 0.86| 1.27| 1.04| 1.54| 1.10| 0.87| 0.72| 1.18  |
| **Problem solving ability** | 51  | 53  | 37  | 49  | 53  | 40  | 31  | 326   |
|                        | 4.65| 4.34| 4.05| 3.76| 4.34| 4.19| 4.39| 4.17  |
|                        | 0.72| 0.85| 0.91| 1.05| 0.85| 1.18| 0.72| 0.96  |
| **Empathy**            | 49  | 53  | 37  | 49  | 53  | 37  | 31  | 326   |
|                        | 3.92| 3.72| 4.03| 4.65| 3.53| 3.76| 4.13| 4.00  |
|                        | 1.17| 1.13| 0.90| 0.72| 1.19| 0.95| 0.76| 1.09  |
| **Communication skill** | 49  | 53  | 37  | 49  | 53  | 37  | 31  | 326   |
|                        | 3.92| 3.72| 4.03| 3.92| 3.72| 4.03| 4.23| 4.00  |
|                        | 1.17| 1.13| 0.90| 1.17| 1.13| 0.90| 0.88| 1.19  |
| **Collaboration**      | 49  | 53  | 37  | 49  | 53  | 37  | 31  | 326   |
|                        | 3.92| 3.72| 4.03| 3.92| 3.72| 4.03| 4.23| 4.00  |
|                        | 1.17| 1.13| 0.90| 1.17| 1.13| 0.90| 0.88| 1.19  |
| **Self-directedness**  | 49  | 53  | 37  | 49  | 53  | 37  | 31  | 326   |
|                        | 3.49| 2.91| 3.24| 3.49| 2.91| 3.24| 3.84| 3.32  |
|                        | 1.17| 1.38| 1.44| 1.17| 1.38| 1.44| 0.97| 1.43  |
| **Convergent thinking**| 49  | 53  | 37  | 49  | 53  | 37  | 31  | 326   |
|                        | 3.65| 3.55| 3.73| 3.65| 3.55| 3.73| 4.26| 3.98  |
|                        | 1.07| 1.54| 1.61| 1.07| 1.54| 1.61| 1.00| 1.39  |
| **Convergent value creation** | 49  | 53  | 37  | 49  | 53  | 37  | 31  | 326   |
|                        | 4.06| 3.70| 3.24| 4.06| 3.70| 3.24| 4.32| 3.98  |
|                        | 0.99| 1.12| 1.61| 0.99| 1.12| 1.61| 0.83| 1.39  |
| **Emotional experience** | 3    | 4    | 3  | 4  | 4  | 4  | 4  | 4     |
|                        | 4.06| 4.16| 4.06| 4.16| 4.16| 4.16| 4.16| 4.16  |
|                        | 1.34| 1.07| 1.34| 1.07| 1.34| 1.07| 1.07| 1.07  |
4. Discussion

In this study, the recognition and demand for creativity convergence education were analyzed for teachers' college students at four-year universities nationwide.

First, there was no significant difference in gender recognition and demand. Both males and females were aware of creativity convergence education, and there was no difference in demand level. In the light of the result that the percentage of female students passed 76.9% as a result of the secondary school teacher exam in 2019, it can be speculated that in many cases male students are working in other fields rather than working as a teacher. In addition, it is necessary to educate college students in the teaching field to work in various fields after graduation through the capstone design classes (Custodero, 2015). In order to be able to solve problems and to give learners a positive self-concept of their performance, there should be support and efforts from teachers in the teacher’s field (Lee, 2017).

Second, the fact that there was a difference in recognition of teachers’ college students by grade indicates that the degree of awareness of creativity convergence education was low, especially in the first grade. This is because the higher the grade, the more recognition of creativity convergence through taking major courses, comparison, and various activities, and through this kind of academic experience, the importance of creativity convergence education is recognized. On the other hand, when it comes to the demand for creativity convergence education, although the level of the higher grades is high, the difference is not significant for each grade. This suggests that students should increase their interest in various fields as well as their own major field (Lee and Yang, 2017). However, STEAM education is provided only in some subjects in the teacher department, and it is composed of individually disconnected subjects. Therefore, there is a need to promote creativity convergence competency through multi-year or multi-disciplinary project activities by creating integrated courses that enable convergent thinking using knowledge and information separated by disciplines.

Third, there were differences in the recognition and demand of creativity convergence education by majors. The level of understanding of creativity convergence education is relatively low. It is similar to the result that all of the students, regardless of their majors, are aware of the creativity convergence education, and that there is a need to prepare for changes in the future society or to increase insufficient competencies (Kim, 2021). It is necessary to develop and share a creativity convergence curriculum or many convergence capstone design classes through an understanding and consensus on the value of the creativity convergence education of teachers’ college members, breaking down the walls and consensus on the value of the creativity convergence education of teachers’ college members, breaking down the walls of division and high boundaries between disciplines. This suggests that the competency of the instructors to be able to effectively implement the program should be developed. This study is significant in that it provides important basic data for constructing effective creativity convergence education programs for each background variable of teachers’ college students in the future.

Compliance with ethical standards

Conflict of interest

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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| Self-reflection | Total of demand |
|----------------|----------------|
| 7 > 6 > 1,2,3,4,5 | 7 > 2,3 > 1,4,5,6 |

* 1: Education, 2: Korean education, 3: English education, 4: mathematics education, 5: Early childhood education, 6: Physical education, 7: Art education

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