



A study of creativity among boys and girls of junior secondary level

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Abstract

Creativity is the unique characteristic of an individual to create an entirely new idea or by the rearrangement of what is already known for a student these terms are important for understanding his/her interest, skills, and achievement level and contribution ability in society. That is why the study is considered important to understand students in a better way. For the present study the researcher applied descriptive cum survey method. For present study researcher took a sample of 100 students from Nehrugram city of block Raipur of district Dehradun of Uttarakhand by implementing systematic randomization technique of sample and collected data with the help of standardized tools of creativity and adjustment and found that there was no significant difference found between the boys and girls in the level of the creativity of junior secondary government and private schools of urban and rural area.

Keywords: creativity, education, secondary, junior level, thinking, abilities, uniqueness

Introduction

In a present situation of changing world day by day, children are facing many problems in their educational, social, emotional and intellectual lives. Children said to be the richest national resources and to the extent, their multiphase diverse creative talent should identify, integrated and promoted. Creativity plays an important role in shaping their behavior. Recognition, motivation and effective enfoldment and development of creativity of children's through school learning activities will generate creative environment and raise the status and standard of creativity of children, which in turn, raise the standard of society and country. So, to understand children's interest level in a better way and to provide a remedy it is important to consider creativity for better understanding. Gender differences, demography and private-government phenomena of schools in creativity abilities continue to attract researcher's attention.

Creativity

Creativity is the capacity of an individual to produce ideas or products of any sort which are essentially new & previously unknown to the producer. It is both innate as well as acquired and a process as well as a product. Every one of us has different-different power of creativity. Some individuals possess high creative talents and contribute to advancement in society and helps in bringing social and cultural changes.

A creative person is characterized by such cognitive factors and personality dispositions as:

- divergent ability & thinking
- independent judgment capacity
- high feeling tone accompanied with sensitivity and affectivity
- transformational ability
- redefining capacity
- expressional excellence
- Spontaneous flexibility & adaptability.

AVERILL (2013) defined four main criteria of creativity. His description of their dimensions of creativity is as follows-

- a. Novelty: it means a new response compared to individual's previous behavior or in general, compared to normal behavior in a society.
- b. Effectiveness: for being creative, a response should be potentially helpful for a person or a group.
- c. Authenticity: a creative answer is reflected in some styles of an individual values and beliefs about the world. This is considered as a tool itself.
- d. Preparedness: its dimension that is mentioned by AVERILL is similar to WALLACE's creative process.

Good education and school environment is an important determinant of the creativity of students (Shan 2000). The teacher plays a very important role in providing a conducive climate in a classroom, he/she can makes a difference in the child's behavior, help in developing their problem solving capacity, expressed their social contribution and creativity in students. Socially introducing behavior is likely to accelerate the creative environment (Hota 2003).

To understand the creative talent which has an important function in the growth and development of a child's mind and in understanding the mental and spiritual potentials of the human mind, the study of creativity of children is important.

Need of the Study

Very often we experience groups of children unmotivated, uninterested and underperforming. All this is a result of improper understanding of students, lack of motivation and disinterest in the students. In this, variable creativity which is the important aspects of child personality is very helpful for teachers. It is important to understand and identify creativity in the overall mechanism of school. School education is the most determinant factor in shaping behaviors of students. By understanding the level of creativity of children, suitable measures will be taken for

their better academic and social life and it will also impact society and nation in a significant way. Thus, it has inspired the investigator to explore this field.

Hypothesis

For present study, following hypothesis is framed by the researcher

H.1 There is no significant difference between the boys and girls in the level of the creativity of junior secondary government schools.

H.2 There is no significant difference between the boys and girls in the level of the creativity of junior secondary private schools.

H.3 There is no significant difference in the level of creativity between boys and girls of urban area.

H.4 There is no significant difference in the level of creativity between boys and girls of rural area.

H.5 There is no significant difference of the creativity of junior secondary government and private schools.

Delimitation of the Study

Delimitation of the study is needed to make study cost effective and less time consuming and to get significant results. As per the conditions and availabilities this study is delimited to:

1. This study is delimited to girls and boys of junior secondary level of government and non-government schools.
2. This study is delimited to the Nehrugram city of Dehradun district of Uttarakhand.
3. This study is delimited to the junior secondary level (6TH to 8TH) students of urban and rural region.

Research Method & Design

For the present study the researcher applied Descriptive Cum Survey Method.

Sample

For present study researcher took a sample of 100 students from Nehrugram city of block Raipur of district Dehradun of uttrakhand by implementing systematic randomization technique of sample.

Tools

For present study researcher used standardized tools as mentioned below

Tool for creativity

Divergent Production Abilities by K.N. Sharma.

Analysis and Interpretation of data

Table 1: level of creativity on the basis of different areas of boys & girls of government schools by difference method.

S. No.	Score of Creativity	N	M _d	S. D _d	S.E _{M_d}	t	D.F. (N-1)	table value significant at	
								0.05	0.01
1.	BOYS	857	402.625	12.28	1.94	1.35	39	2.02	2.71
2.	GIRLS	962							

In table 1, the calculated value of t is given which is equal to 1.35 which is less than the table value of 't' for degree of freedom 39 at 0.05 & 0.01 level of significance that is hypothesis 1 is accepted.

Table 2: level of creativity on the basis of different areas of boys & girls of private schools by difference method.

S. No.	Score of Creativity	N	M _d	S. D _d	S.E _{M_d}	t	D.F. (N-1)	Table Value Significant At	
								0.05	0.01
1.	BOYS	859	404.35	15.28	2.42	1.79	39	2.02	2.71
2.	GIRLS	1033							

In table 2, the calculated value of t is given which is equal to 1.79 which is less than the table value of t for degree of freedom 39 at 0.05 & 0.01 level of significance that is hypothesis 2 is accepted.

Table 3: level of creativity on the basis of different areas of Boys & Girls of urban area by Difference Method.

S. No.	Score of Creativity	N	M _d	S. D _d	S.E _{M_d}	t	D.F. (N-1)	Table Value Significant at	
								0.05	0.01
1.	BOYS	954	402	9.25	1.46	1.36	39	2.02	2.71
2.	GIRLS	874							

In table 3, the calculated value of t is given which is equal to 1.46 which is less than the table value of t for degree of freedom 39 at 0.05 & 0.01 level of significance that is hypothesis 3 is accepted.

Table 4: level of creativity on the basis of different areas of boys & Girls of rural area by Difference Method.

S. No.	Score of Creativity	N	M _d	S. D _d	S.E _{M_d}	t	D.F. (N-1)	Table Value Significant at	
								0.05	0.01
1.	Boys	762	408.975	27.71	4.38	2.05	39	2.02	2.71
2.	Girls	1121							

In table 4, the calculated value of t is given which is equal to 2.05 which is greater than the table value of t for degree of freedom 39 at 0.05 & less than table value for degree of freedom 39 at 0.01 level of significance that is hypothesis 4 is accepted.

Table 5: level of creativity on the basis of different areas of Boys & Girls of government & private schools by Difference Method.

S. No.	Score of Creativity	N	M _d	S. D _d	S.E _{M_d}	t	D.F. (N-1)	Table Value Significant at	
								0.05	0.01
1.	Boys	1813	800.74	12.09	1.91	0.39	79	1.99	2.64
2.	Girls	1872							

In table 5, the calculated value of t is given which is equal to 0.39 which is less than the table value of t for degree of freedom 79 at 0.05 & 0.01 level of significance that is hypothesis 5 is accepted.

Major Findings

1. There was no significant difference found between the boys and girls in the level of the creativity of junior secondary government schools.
2. There was no significant difference found between the boys and girls in the level of the creativity of junior secondary private schools.
3. There was no significant difference of the creativity of boys and girls of urban area.
4. There was no significant difference of the creativity of

boys and girls of rural area.

5. There was no significant difference of the creativity of junior secondary government and private level.

Conclusion

From the above results we can conclude that male & female students, government & private school students and rural & urban school students do not cause any significant difference in the level of creativity. It is found that there is no significant difference found in the creativity of boys & girls, government & private schools students and rural & urban areas students.

Educational Implications

The present study is limited to junior secondary school students of Raipur block of Dehradun district with sample size 100. Further it has been observed that, in this study only one variable was considered. The following suggestions are given for future research. A student enters school as a unique individual, moulded by genes, environment and a certain spark within him. However, as he/she winds his/her way through the curriculum, frequently a desire to fit in to be like everyone else grows, diluting the spark that makes him unique only when our curriculum is attractive, dynamic and can nurture and nourish their hidden talent and abilities thereby we can definitely improve the their creativity automatically triggered in the desired directions.

1. A research study can undertaken to study the creativity of junior secondary schools students in Raipur block of Dehradun district in order to suggest the suitable measure to improve their education level in rural area. Because of the education can increase the creativity level of students.
2. In a classroom atmosphere, the teacher can encourage the students. It will increase the creativity of the students.
3. Yoga and meditation can be a part of our day to day activities to be included in the school curriculum which can improve the creativity of the students.
4. A technique of group discussions and other curricular activities can be organized in the classroom. Hence, it will increase the creativity of the students.
5. The good relationship between teachers and students will increase the creativity of the students.
6. Various programmes like science exhibitions, drawing competition, craft activities, cultural activities will help the students to improve their creativity level.
7. Field trips and educational tours can be arranged by the teachers once in month or whenever time permits. This experience will correlate with the lessons. Hence the students can get a direct and purposeful experience and it will increase the creativity of the students.

Suggestions for Further Research

The results found in this study can provide impetus for other researchers to conduct further studies aimed at bringing about best activities for parents and teachers to change their school and home environments to stimulate interest for creative and artistic activity in the heart of children. A child's home as well as school can be a wondrous place for creative adventure and growth when stimulated and prepared by good parental attitude, family culture and healthy school environment. The home as well as school is the place of primary influence for a child. This is fertile

ground for stimulation and growth and this study sought to equip parents and teachers to plough that fertile ground. With the help of findings, the researcher wants to emphasize some suggestions. In future the study undertaken by the present investigator can be taken following dimensions. They are as follows:

1. Future researchers go for college going students and teacher trainees' creativity on adjustment.
2. Creativity variable not only related to adjustment, it is related to many variables, future researchers' concentrates on this area.

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