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CREATIVITY AMONG HIGH SCHOOL STUDENTS OF HARYANA IN RELATION TO SOCIO- ECONOMIC STATUS AND TYPE OF SCHOOL

Hemant Lata Sharma¹ and Jyoti Goyal²

¹Head & Dean, Faculty of Education, MDU Rohtak Haryana, India,
²Assistant Professor, Vaish College Of Education, Rohtak Haryana India.

Abstract :- The main purpose of the present investigation was to study the creative potential of high school students, who are said to be the future of the nation. Their creative potential is only affected by demographic factors like age, sex, birth order, socio-economic status, area type of school etc. To find answer to these questions, a sample of 400 students was taken. To measure the creativity of these school students, Baqer Mehdi (1985) Creative Scale was used. Data was analysed by using 't' test. The findings of the study revealed that students belonging to high socio-economic status are more creative than their counterparts and the students of private school are more creative than the students of government school.

Key Words:-Creativity .

INTRODUCTION

Education is a major vehicle to transform the cognitive abilities into a useful format. Traditional educational methods are based on rote memory and learning methods, which emphasize abilities only in the area of convergent cognitive thinking. Today, and indeed over the last quite sometime, there has been a serious talk and demand to modify the prevalent learning methods, to explore and go beyond the classical mode of inductive and deductive thinking in education. The educationists are seriously concerned about introducing different techniques in the classroom to make education more creative, intelligently transacted, relevant, applicable and interesting to enrich the corpus of knowledge to further the prospects of sustainable development of man's world.

Every child is born creative. Creativity is a special quality in all children. They have the urge to explore and investigate natural tendency to create something with the aid of whatever knowledge happen to have at that time. They have unusual curiosity to observe various objects in the environment which they like to explore further and assimilate into their experiential structure. The act of creating provides new insight and new knowledge for further action. Child's world is beautiful, full of wonders and excitement. He has queer vision and imagination. He sees fresh possibilities in junk and garbage, in an empty can that could be used as a drum, sticks as bow and arrow and a lot more new combinations provided through his sense of wonder and insight to various creations as a natural gift.

REVIEW OF THE RELATED LITERATURE

Though no individual differences in creativity can be attributed to heredity, various demographic factors like age, sex, birth order, socio-economic status, locality (urban/rural) etc., play a significant role (Torrance, 1975). Further, studies have shown that creativity of individuals is affected by factors like family background, education of parents, intellectual and social bases of family, professional background, vocational independence of parents, birth order and age (Roe, 1953; Weisberg and Springer, 1961; Anastasi, 1968; Covington, 1968; Raina, 1970; Lalithama, 1973; Jarial, 1979; Singh, 1980, Sharma, H.L., 2005). Saha (2012) conducted a study on creativity and found that creativity is positively related with socio-economic status. Results show that high SES children were more creative than below SES children. Parasirat (2013) conducted a study on creativity and found a significant positively

relationship between family economic status and creativity.

Significance of the study

There is no denying the fact that 'Creativity' does exist in all children and that it is unique in each individual. In some children, the creativity urge is strong enough to find expression. In others, it is under surface, waiting for an opportunity to disclose itself. As creativity is nourished, it thrives and flourishes; and as it is oppressed, it declines and withers. Therefore, the most crucial concern, today for schools has been to explore the aspect of creativity and how far it is being emphasised as part of schooling and in what ways does it contribute to creative expression among the students? With this basic assumption the need for a study to examine the relationship of socio-economic status and type of school with the creativity of students seems quite important.

OBJECTIVES OF THE STUDY

- 1.To compare the various dimensions of creativity (fluency, flexibility and originality) of low and high socio-economic status students of high schools.
- 2.To compare the various dimensions of creativity (fluency, flexibility and originality) of government and private school students of high schools.

Hypotheses

In order to pursue the objectives, the hypotheses have been framed in null form.

1. There is no significant difference among various dimensions of creativity (fluency, flexibility and originality) of low and high socio-economic status students of high schools.
2. There is no significant difference among various dimensions of creativity (fluency, flexibility and originality) of government and private school students of high schools.

Variables

Independent Variable: Creativity

Demographic Variables: SES and Type of Schools

Method

In the present study descriptive survey method has been used.

Sample

In the present study, the multi-stage random sampling technique was used to select the subjects from the population. Haryana state was divided into four zones namely North, South, East and West. Out of each zone, one district was picked up randomly, using the lottery technique. Thus, all the four districts formed the sample of the study. A list of Govt. and Private High Schools was obtained from the concerned D.E.O. of all the four districts and 2 schools from each district (1 Govt. + 1 Private) were selected separately randomly at random covering or representing each category of the schools. The study was conducted on 8 schools. From each school 50 male and 50 female students of IX class were selected randomly. In this way, 400 students (200 male + 200 female) formed the sample of the present study, in which 219 students belonged to government and 181 students belonged to private school were taken on the basis of random sampling. After implementing socio-economic status inventory, 205 students were belonged to high socio-economic status and remaining 195 students belonged to low socio-economic status.

Tools used

- 1.Creativity Scale developed by Baquer Mehdi (1985) was used in this study.
- 2.Socio-Economic Scale by Rajeev Bhardwaj.

Statistical Techniques

Mean, standard deviation and 't' test were calculated for the purpose of analysis of data.

DESIGN AND PROCEDURE

The present investigation attempts to study the difference of dependent variable, that is, creativity in relation to demographic variables, i.e. socio-economic status and type of schools.

The first demographic variable viz. socio-economic status (a) varied in two ways – high and low SES and the second demographic variable viz. types of school (b) varied in two ways – government and private. In order to analyse the data 't' test was used for the two demographic variables viz. socio-economic status and types of school.

RESULTS AND DISCUSSION

The results to know the difference between high and low socio-economic status students of high schools regarding creativity is given in Table 1.

Table 1
Significance of difference in mean of various creativity dimensions of low and high socio-economic status students of high schools

Dimensions of Creativity	Number	Socio-Economic Status	Mean	S.D.	t-value
Fluency	195	Low SES	35.34	11.01	6.644**
	205	High SES	43.04	12.09	
Flexibility	195	Low SES	19.48	6.20	7.375**
	205	High SES	24.25	6.72	
Originality	195	Low SES	5.79	3.35	3.211**
	205	High SES	7.05	4.38	

** Significant at 0.01 level of significance

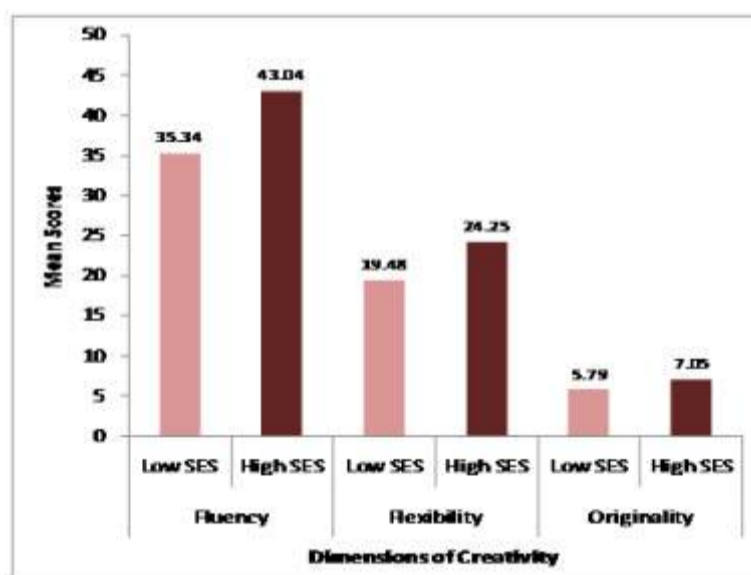


Figure 1 Mean of various creativity dimensions of low SES and high SES students of high schools

From Table 1, it is evident that the 't'-value on the first dimension of creativity, i.e., fluency of students belonging to low and high socio-economic status is 6.644 which is significant at 0.01 level. It indicates that students belonging to low and high socio-economic status differ significantly on fluency. Further, the mean scores also confirm and reveal that low SES students (35.34) are found to be lesser on fluency as compared to high SES students

(43.04). Thus, the null hypothesis, i.e., “there is no significant difference between fluency of students belonging to low and high socio-economic status” is Rejected. It means that high SES students have more fluency in comparison to low SES students. ‘t’-value on the second dimension of creativity, i.e., flexibility of students belonging to low and high socio-economic status is 7.375 which is significant at 0.01 level. It indicates that students belonging to low and high socio-economic status differ significantly on flexibility. Further the mean scores reveal and confirm that low SES students (19.48) are lesser and lower on flexibility as compared to high SES students (24.25). Thus, the null hypothesis, i.e., “there is no significant difference between flexibility of students belonging to low and high socio-economic status” is Rejected. It means that high SES students have more flexibility in comparison to low SES students. From the last part of the table, it is evident that the ‘t’-value on the third dimension of creativity, i.e., originality of students belonging to low and high socio-economic status is 3.211 which is significant at 0.01 level. It indicates that students belonging to low and high socio-economic status differ significantly on originality. Further, the mean scores too reveal and confirm that low SES students (5.79) are lesser and lower on originality as compared to high SES students (7.05). Thus, the null hypothesis, i.e., “there is no significant difference between originality of students belonging to low and high socio-economic status” is Rejected. It means that high SES students have more originality in comparison to low SES students. In short, it is quite evident that high school students belonging to higher socio-economic status in Haryana school do differ significantly from their counterpart on all the three parameters of creativity, namely fluency, flexibility as well as originality.

Creativity of Students by Types of School

Objective 2 To compare the various dimensions of creativity (Fluency, Flexibility and Originality) of government and private school students of high schools.

Hypothesis 2 There is no significant difference among various dimensions of creativity (Fluency, Flexibility and Originality) of government and private school students of high schools.

Table 2
Significance of difference in mean of various creativity dimensions of government and private school students of high schools.

Dimensions of Creativity	Number	Type of Schools	Mean	S.D.	t-value
Fluency	219	Government	36.44	11.35	5.308**
	181	Private	42.74	12.31	
Flexibility	219	Government	20.00	6.25	6.466**
	181	Private	24.26	6.93	
Originality	219	Government	6.04	3.43	2.225*
	181	Private	6.92	4.48	

** Significant at 0.01 level of significance

* Significant at 0.05 level

From Table 2, it is evident that the ‘t’-value on the first dimension of creativity, i.e., fluency of government and private high school students is 5.308 which is significant at 0.01 level. It indicates that students belonging to government and private schools differ significantly on fluency. Further, the mean scores also reveal and confirm that government school students (36.44) are found to be lesser on fluency as compared to private school students (42.74). Thus, the null hypothesis, i.e., “there is no significant difference between fluency of government and private school students” is Rejected. It means that private school students have more fluency in comparison to government school students. ‘t’-value on the second dimension of creativity, i.e., flexibility of government and private high school students is 6.466 which is significant at 0.01 level. It indicates that students belonging to government and private schools differ significantly on flexibility. Further, the mean scores too reveal and confirm that government school students (20.00) are found to be lesser on fluency as compared to private school students (24.26). Thus, the null hypothesis, i.e., “there is no significant difference between flexibility of government and private school students” is Rejected. It means that private school students have more flexibility in comparison to government school students. From the last part of the Table 2 it is evident that the ‘t’-value on the third dimension of creativity, i.e., originality of government and private high school students is 2.225 which is significant at 0.05 level. It indicates that students belonging to government and private schools differ significantly on originality.

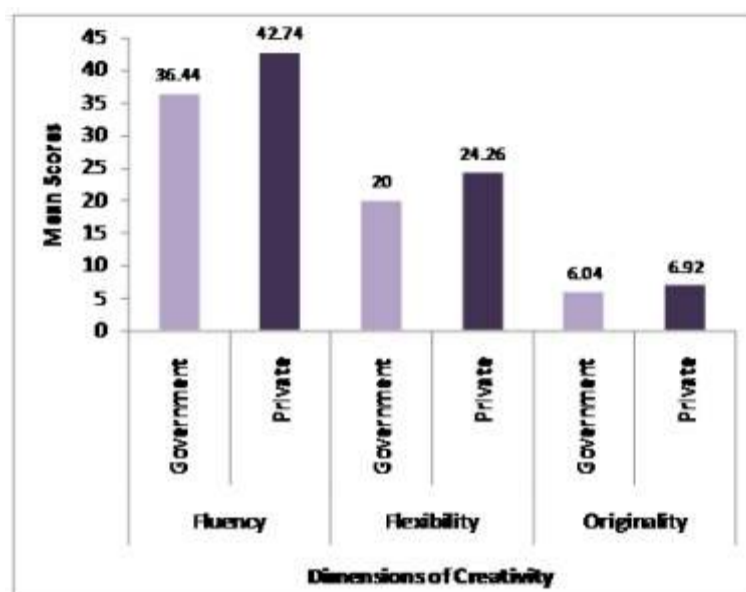


Figure 2 Mean of various creativity dimensions of government and private high schools students.

Further, the mean scores reveal that government school students (6.04) are found to be lesser on fluency as compared to private school students (6.92). Thus, the null hypothesis, i.e., there is no significant difference between originality of government and private school students” is Rejected. It means that private school students have more originality in comparison to government school students. In short, it can be conveniently stated that the high school students in Haryana schools belonging to private management are found to be more creative than their counterparts on all the three parameters of creativity, namely fluency, flexibility as well originality.

The analysis of the Tables 1 & 2 clearly reveals that the creativity of high school students in Haryana schools seems to be favourably inclined towards (i) high SES against low SES students; and (iv) private school students vis-à-vis government school students on all the three dimensions of creativity, namely fluency, flexibility and originality.

According to the findings of the present study is that type of schooling received by the individuals affects their creativity. Students from private or public schools are found to be more creative than those from government schools. This is borne out by Heist (1967), Hadden and Lytton (1968), Barken Lunn (1970), Gupta (1978) and Sharma (2005) who contributed to the idea that creativity in students is directly related to the type of schools. Probably, public schools provide better educational facilities. Better teaching staff helps the students to think independently and freely. Freedom to express motivates creativity in the private and public school students. It implies that government schools seem to be wanting in very many ways. That is why their students tend to suffer and fail to grow creative at par with their counterpart private high school students. Government has to pay much more attention to push up the calibre of their schools to become more creative and constructive in their approach to education.

Further, the results indicate that students belonging to high socio-economic status are more creative than students belonging to low socio-economic status. The results are in consonance with the findings of Oglietree and Ujlaki (1973), Ward and Cox (1974), Vijayalakshmi (1980), Ahmed (1980), Singh (1980), Singh (1981) and Sharma (2006) who found significant relationship of parental income with the creativity of students. The reasons for such results are in a way explained by Straus (1962) who says that affluence helps in creativity.

CONCLUSION

1. On the basis of analysis and interpretation of data, the following conclusions can be drawn. There exists significant difference in three dimension of creativity i.e. fluency, flexibility and originality between high and low socio-economic status students. High socio-economic status students having more fluency, flexibility and originality than their counterpart low socio-economic status school students.

2. There exists significant difference in first and second dimension of creativity i.e. fluency and flexibility between government and private high school students. Private school students having more fluency and flexibility than their counterpart government schools students.

EDUCATIONAL IMPLICATIONS

The study in hand examined the strength of creativity among high school students in relation to intelligence and level of aspiration. The creativity is found to be normally distributed among students in the study. It shows that creativity is universally widespread and each and every child has some degree of creativity. It is the duty of parents and teachers to provide support for creative development and help the child to understand the divergent thought and to communicate his ideas freely. They should provide conducive experiences and guidance and should recognise the individual's creative talent. Talent and creativity in children will flower only when the family environment is stimulating and supportive. Psychologists and educationists all over the world are now more optimistic. It is known that good parental care, good nutrition, early stimulus and a stimulating environment are most likely to increase the potential for creativity and help talent hunting and harnessing it among children to the maximum.

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Hemant Lata Sharma

Head & Dean, Faculty of Education, MDU Rohtak Haryana, India,



Jyoti Goyal

Assistant Professor, Vaish College Of Education, Rohtak Haryana India.

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