

## A Study of Creativity among Students of Senior Secondary Schools

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### Abstract

The purpose of this study was to investigate differences among boys and girls in terms of different aspects of creativity. A sample of 100 boys and 100 girls' studying in five senior secondary schools of Hisar District was selected using random cluster sampling technique. The investigator had personally met the participants and administered the tool. A New Test of Creativity designed by by Dr. Roma Pal was used. Mean S.D.S and T-test were calculated to analyze the data. The findings revealed that students of senior secondary schools do not differ significantly in creativity.

**KEYWORDS:** Creativity, senior secondary Schools, Originality

### Introduction

Creativity is about generating ideas or producing things and transforming them into something of value. It often involves being inventive, ingenious, innovative and entrepreneurial. In order to foster creativity teachers must encourage learners to think laterally and make associations between things that are not usually connected. They must be able to reinterpret and apply their learning in new contexts, look at things from different points of view and experiment with alternative approaches to solve problems. Teachers must help learners to see possibilities and challenges and all of these skills can be taught. The process of creativity includes the ability to change one's approach to a problem, to produce ideas that are both relevant and unusual, to see beyond the immediate situation, and to redefine the problem or some aspect of it. Creative person use a wide range of idea creation techniques, create new and worthwhile ideas and elaborate, refine, analyze, and evaluate original ideas to improve and maximize creative efforts. Clarkson (2005) has mentioned that there are many traits which have been associated with creativity, such as divergent thinking, introversion, self-esteem, tolerance for ambiguity, willingness to take risks, behavioral flexibility, emotional variability, ability to absorb imagery, and even the tendency to neurosis and psychosis. Sir Kenneth Robinson, a leading thinker and speaker on creativity said, "Creativity is as important in education as literacy and we should treat it with the same status." According to Robert Sternberg of Tufts University, "Successful individuals are those who have creative skills, to produce a vision for how they intend to make the world a better place for everyone; analytical intellectual skills, to assess their vision and those of others; practical intellectual skills, to carry out their vision and persuade people of its value; and wisdom, to ensure that their vision is not a selfish one."

### Statement of the problem

A Study of Creativity among students of Senior secondary schools.

### Creativity

**Parnes (1963):**“Creativity is thinking and responding process that involves connecting with our previous experience, responding to stimuli (objects, symbols, ideas, people, and situations) and generally to at least one unique combination.”

**Torrance (1962):** A process of becoming sensitive to problems, deficiencies, gaps in knowledge, missing elements, disharmonies, and so on, identifying the difficulty, searching for solutions, making guesses, or formulating hypotheses about the deficiencies, testing and retesting these hypotheses and possibly modifying and retesting them and finally communicating the results.

### Objectives of the Study

1. To investigate the significance of difference in creativity among students of senior secondary schools.
2. To investigate the significance of difference in creativity among male students of government and private senior secondary schools.
3. To investigate the significance of difference in creativity among female students of government and private senior secondary schools.

### Hypothesis

1. There is significant difference in creativity among students of senior secondary schools.
2. There is significant difference in creativity among male students of government and private senior secondary schools.
3. There is significant difference in creativity among female students of government and private senior secondary schools.

### Methodology

**Sample for the study:** Random sampling technique was used in the selection of sample from different Government and private senior secondary schools of hisar district. The researcher used survey method to collect the data. The sample consisted of 200 students of senior secondary schools.

### Tools Employed:

A New Test of Creativity designed by by Dr. Roma Pal was used.

**Statistical techniques used:** For analysis and interpretation of data the researcher used Mean, S.D. and t-test.

### Result Analysis and Findings

Table 1: Significance of difference in mean scores of creativity of students of Govt. and Private senior secondary schools.

Variable	Govt. Schools		Private Schools		't' value
	N				
	100		100		
Creativity	Mean	S.D.	Mean	S.D.	0.55 NS at 0.05 level
	53.06	13.64	51.83	17.41	

Table1 reveals that the values of mean for students of senior secondary schools are 53.06 and 51.83 respectively. It shows that creativity of students of govt. school is higher than

private school. The value of t- ratio is 0.55 which is non- significant at 0.05 level of significance. Thus there is no significant difference in the creativity of students of govt. and private senior secondary schools. This leads to rejection of null hypothesis 1 which states that ‘There is significant difference between creativity of students of govt. and private senior secondary schools.

Table 2: Significance of difference in mean scores of creativity of male students of Govt. and Private senior secondary schools.

Variable	Govt. School		Private School		‘t’ value
	N				
	50		50		
Creativity	Mean	S.D.	Mean	S.D.	-3.35*
	56.62	11.00	45.62	20.44	

\* Significant at 0.01 level

Table 2 reveals that the values of mean for male students of government and private senior secondary schools are 56.62 and 45.62 respectively. It shows that creativity of male students of govt. school is higher than boys of private school. The value of t- ratio is - 3.35 which is significant at both the levels of significance. Thus there is significant difference in the creativity of male students of govt. and private senior secondary schools. This leads to acceptance of null hypothesis 2 which states that ‘There is significant difference between creativity of male students of govt. and private senior secondary schools.

Table 3: Significance of difference in mean scores of creativity of female students of Govt. and Private senior secondary schools.

Variable	Govt. School		Private School		‘t’ value
	N				
	50		50		
Creativity	Mean	S.D.	Mean	S.D.	-3.24*
	49.50	15.14	58.04	10.77	

\* Significant at 0.01 level

Table 3 reveals that the values of mean for female students of government and private senior secondary schools are 49.50 and 58.04 respectively. It shows that creativity of female students of private school is higher than of govt. school. The value of t- ratio is -

3.24 and it is significant at both the levels of significance. Thus there is significant difference in the creativity of female students of govt. and private senior secondary schools. This leads to acceptance of null hypothesis 3 which states that 'There is significant difference between creativity of female students of govt. and private senior secondary schools.

**Conclusion:**

1. There is non- significant difference in the creativity among students of senior secondary schools at 0.05 level of significance.
2. There is significant difference in the creativity among male students of senior secondary schools at 0.01 level of significance.
3. There is significant difference in the creativity among female students of senior secondary schools at 0.01 level of significance.

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