

## **A Study of Creativity among Secondary School Students as related to their Vocational Interest**

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### **Abstract**

The present study was undertaken to study the creativity among secondary school students as related to their vocational interest. Creativity was treated as dependent variable whereas vocational interest was treated as independent variable. Random sampling technique was used to select a sample 500 secondary school students of Gurgaon and Rewari Districts of Haryana State. Non-verbal test of Creative Thinking by Baquer Mehdi (2006) and Vocational Interest Record (2004) by Kulshrestha were used to collect the data. Statistical techniques like Mean, S.D. and t-test were employed to the study the creativity among secondary school students as related to their vocational interest. U. Malik , R Devi (2019) significant and positive relationship was found between academic achievement and family environment of senior secondary school students. The findings of the study revealed that overall creativity and its dimensions i.e. fluency, flexibility and originality among male and female secondary school students differ significantly. Significant difference was also found in creativity among male and female secondary school students having literary, scientific, executive, artistic, agriculture, persuasive, commercial, constructive, social and household vocational interest.

**KEYWORDS:** Creativity, Vocational Interest and Secondary School Students

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### **INTRODUCTION**

Vocationalization of Education is very essential. The importance of this has been immensely recognized in the basic system of education which is work for craft centered the craft in basic education so exercise and train the creative facilities of child that in later life there is an inner urge in the youth in do some job and do it gracefully and to the maximum of his abilities and capacities. According to the view of Indian Education Commission, 1964-66, "We visualize the future trend of education to be towards a fruitful meaning of general and vocational education. It should contain some elements of pre-vocational and technical education and vocational education having an element of general education. The kind of society in which we will be living in the coming years will be totally different from today's situation and it will not be only undesirable but also impossible." Vocationalisation means the provision of a strong vocational bias to secondary education. It implies vocational courses should be introduced in the secondary schools along with the general education according to the vocational interests of the students. Vocational Interest is a tendency of a person towards the possible vocational choices and goals. Vocational interest of the student depends upon the knowledge, attitudes, values, physical characteristics and environmental influences. Vocational

interest is the most enduring and compelling area of individual differences and the most popular means for characterizing, comparing and matching persons and environment. U.Malik,D Yadav (2016) revealed that there is significant difference among the job satisfaction of senior secondary school teachers in relation to their high sense of humour and low sense of humour.

Creativity is the ability to discover new solutions to problems or to produce new ideas, inventions or works of art. It is a special form of thinking, a way of viewing the world and interacting with it in a manner different from that of the general population. It is a multidimensional phenomenon with many influential factors consisting of personality characteristics, cognitive capacities, cognitive methods and motivation. According to Guilford (1971) "Creativity sometimes refers to creativity potential, sometimes to creative production and sometimes to creative productivity." The importance of creativity has been felt so strongly as in the modern time. Along with the progress of human civilization, new and still newer problems are to be encountered in daily life, which directly challenge our creative ability in every walk of life. A large number of work has been done on creativity and vocational interest separately, but the investigator felt that it is the demand of time to examine these variables simultaneously. Hence, the investigator decided to take this topic i.e. "A study of creativity among secondary school students as related to their vocational interest".

#### **VARIABLES USED**

- **Dependent Variable:** Creativity
- **Independent Variable:** Vocational Interest

#### **OBJECTIVES OF THE STUDY**

1. To compare the creativity (fluency, flexibility and originality) among male and female secondary school students.
2. To compare the creativity (fluency, flexibility and originality) among male and female secondary school students having literary, scientific, executive, artistic, agriculture, persuasive, commercial, constructive, social and household vocational interest.

#### **HYPOTHESES OF THE STUDY**

- H<sub>01</sub>** There is no significant difference in creativity (fluency, flexibility and originality) among male and female secondary school students.
- H<sub>02</sub>** There is no significant difference in creativity (fluency, flexibility and originality) among male and female secondary school students having literary, scientific, executive, artistic, agriculture, persuasive, commercial, constructive, social and household vocational interest.

#### **METHOD**

In the present study, descriptive survey method was used to study the creativity among secondary school students as related to their vocational interest.

### SAMPLE

Random sampling technique was used to select the sample of 500 secondary school students of 9<sup>th</sup> class studying in private schools affiliated to C.B.S.E. of Gurgaon and Rewari Districts of Haryana State.

### TOOLS USED

Non-verbal test of Creative Thinking by Baquer Mehdi (2006) was used to assess the creativity and Vocational Interest Record (2004) developed by S.P. Kulshrestha to measure the vocational interest of the secondary school students were used.

### STATISTICAL TECHNIQUES USED

Statistical techniques like Mean, S.D and ‘t’ test were used to study the significant difference in mean scores of creativity among secondary school students with respect to their vocational interest.

### DATA ANALYSIS AND INTERPRETATION

The collected data were analyzed both quantitatively as well as qualitatively. After the scoring procedure Mean, SD and ‘t’ values were calculated to find out the significance of difference between the mean scores among variables of the study. In order to verify the objectives and to test the null hypotheses, the present study has been analyzed as given below:

**Objective 1: To compare the creativity (fluency, flexibility and originality) of male and female secondary school students.**

For the purpose of studying the difference in the creativity (fluency, flexibility and originality) of male and female secondary school students, the following null hypothesis was formulated:

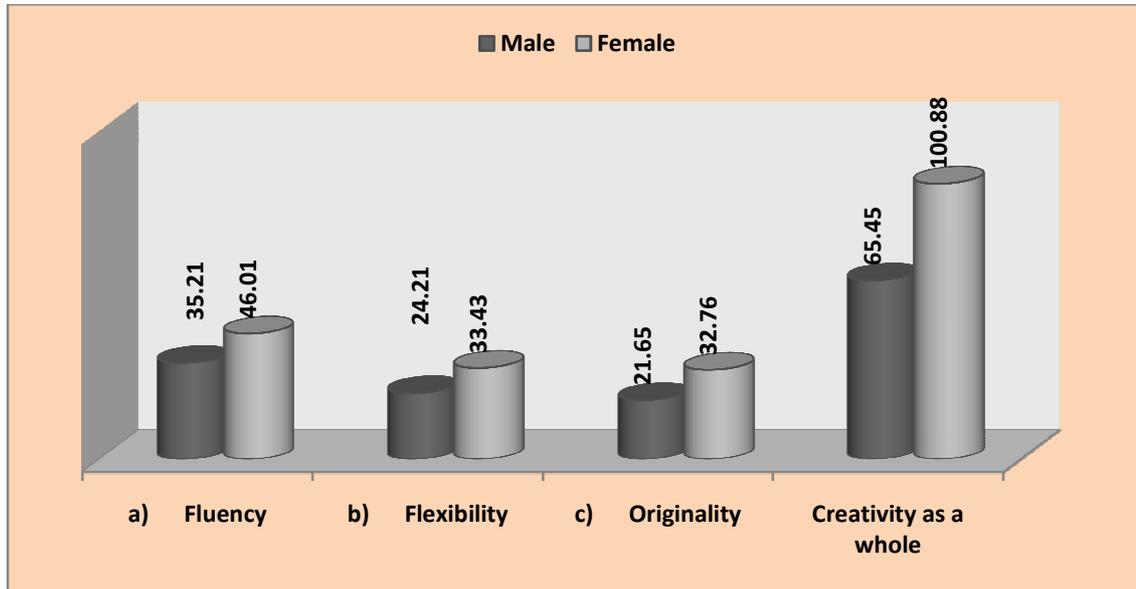
**H<sub>01</sub>** There is no significant difference in the creativity (fluency, flexibility and originality) of male and female secondary school students.

To test the null hypothesis, Mean, SD, t-value and level of significance of the scores obtained from creativity scale were calculated with respect to gender. The results are presented in Table-1.

**Table-1**  
**Descriptive statistics related to Creativity (fluency, flexibility and originality) of Male and Female Secondary School Students**

Creativity & its Dimensions	Total=500				t-values
	Male N=[240]		Female N=[260]		
	Means	SDs	Means	SDs	
a) Fluency	35.21	9.56	46.01	15.10	9.64**
b) Flexibility	24.21	7.74	33.43	10.34	11.38**
c) Originality	21.65	6.34	32.76	9.98	14.99**
<b>Creativity as a whole</b>	<b>65.45</b>	<b>17.55</b>	<b>100.88</b>	<b>19.44</b>	<b>21.47**</b>

\*\* Significant at .01 level



**Fig. 1: Mean Scores of Creativity among Male and Female Secondary School Students**

It is observed from Table-1 that the ‘t’-value of 9.64 was found significant at 0.01 level of significance, which indicates that the fluency (as a dimension of creativity) of male and female secondary school students differ significantly. Similarly, t-value on the second dimension of creativity, i.e., flexibility of male and female is 11.38 which is significant at 0.01 level. It shows that male and female differ significantly on flexibility too. Further, t-value on the third dimension of creativity, i.e., originality of male and female is 14.99 which is found significant at 0.01 level. It shows that male and female differ significantly on originality also. Lastly, t-value 21.47 for creativity as a whole is found significant at 0.01 level of significance which indicates that creativity as a whole among male and female secondary school students differ significantly. So, the null hypothesis “There is no significant difference in the creativity (fluency, flexibility and originality) of male and female secondary school students” is not retained. From the comparison of mean scores it was found that female students have more creative (100.88) as compared to male students (65.45). Similar study is conducted by Tehlan (2015) who also investigated that girl students are found to be much better than their counterpart boys on creativity parameters of Fluency, Flexibility and Originality.

**Objective 2: To compare the creativity among male and female secondary school students having literary, scientific, executive, artistic, agriculture, persuasive, commercial, constructive, social and household vocational interest.**

For the purpose of studying the difference in creativity among male and female secondary school students having literary, scientific, executive, artistic, agriculture, persuasive, commercial, constructive, social and household vocational interest, the following null hypothesis was formulated:

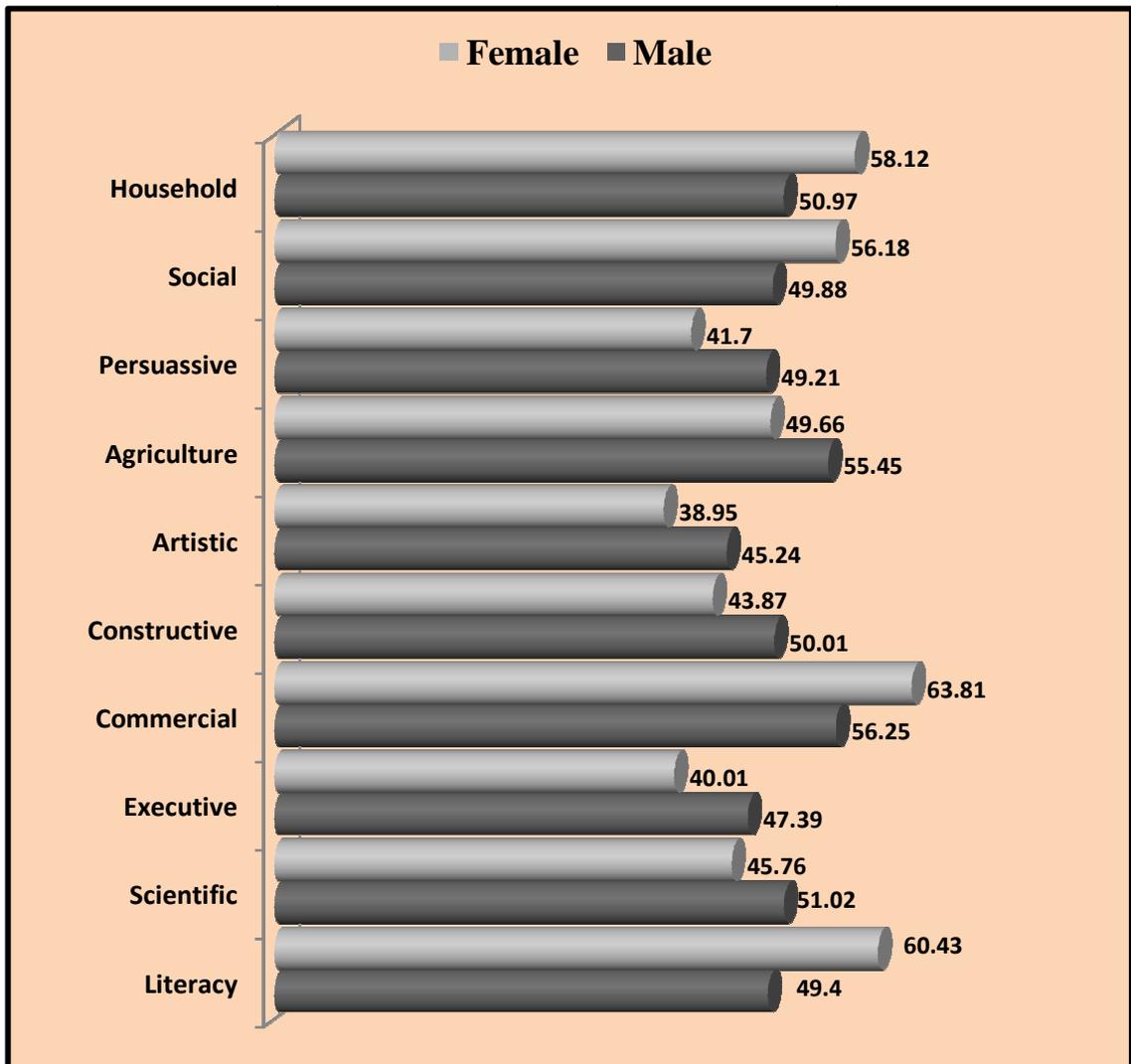
**H<sub>02</sub>** There is no significant difference in creativity among male and female secondary school students having literary, scientific, executive, artistic, agriculture, persuasive, commercial, constructive, social and household vocational interest.

To test the null hypothesis, Mean, SD, t-value and level of significance of the scores obtained from creativity scale were calculated with respect to vocational interest. The results are presented in Table-2.

**Table-2**  
**Descriptive statistics related to Creativity among Male and Female Secondary School Students with respect to vocational interest**

Sr. No.	Areas of Vocational Interest	Total=500				t-values
		Male N=[240]		Female N=[260]		
		Means	SDs	Means	SDs	
1.	Literary (L)	49.40	14.23	60.43	15.09	8.41**
2.	Scientific (S)	51.02	16.31	45.76	12.90	3.98**
3.	Executive (E)	47.39	17.01	40.01	15.87	5.02**
4.	Commercial (C)	56.25	16.67	63.81	17.90	4.90**
5.	Constructive (Co)	50.01	16.36	43.87	15.44	4.32**
6.	Artistic (A)	45.24	16.32	38.95	15.78	4.36**
7.	Agriculture (Ag)	55.45	18.55	49.66	16.84	3.66**
8.	Persuasive (P)	49.21	17.38	41.70	14.99	5.14**
9.	Social (S)	49.88	15.78	56.18	17.53	4.25**
10.	Household (H)	50.97	15.17	58.12	16.01	5.14**

**\*\* Significant at .01 level**



**Fig. 2: Vocational Interest wise Mean Creativity scores of Male and Female Secondary School Students**

Table-2 reveals that the t-value (8.41) for the mean scores of creativity among male and female secondary school students for literary vocational interest is found significant at 0.01 level. In the context of means scores, it was found that mean scores of male students for literary vocational interest (49.40) are found lesser than female students for literacy vocational interest (60.43). It can be concluded that female students having literacy vocational interest are more creative than their male counterparts. As evident from table-2 that the t-value (3.98) for the mean scores of creativity among male and female secondary school students for scientific vocational interest is found significant at 0.01 level. In terms of means scores, it was found that male students having scientific vocational interest (51.02) are more creative than female students having scientific vocational interest (45.76). Table-2 also reveals that the t-value (5.02) for the mean scores of creativity among male and female secondary school students for executive vocational interest is found significant at 0.01 level. In terms of means scores, it was found that male students having executive vocational interest (47.39) are more creative

than female students having executive vocational interest (40.01). Similarly, t-value (4.90) for the mean scores of creativity among male and female secondary school students for commercial vocational interest is found significant at 0.01 level. In terms of means scores, it was found that male students having commercial vocational interest (56.25) are less creative than female students having commercial vocational interest (63.81). The t-value (4.32) for the mean scores of creativity among male and female secondary school students for constructive vocational interest is found significant at 0.01 level. In terms of means scores, it was found that male students having constructive vocational interest (50.01) are more creative than their female counterparts (43.87).

An examination of table-2 indicated that t-value (4.36) for the mean scores of creativity among male and female secondary school students for artistic vocational interest is found significant at 0.01 level. In terms of means scores, it was found that male students having artistic vocational interest (45.24) are more creative than female students having artistic vocational interest (38.95). The t-value (3.66) for the mean scores of creativity among male and female secondary school students for agriculture vocational interest is found significant at 0.01 level. In terms of means scores, it was found that male students having agriculture vocational interest (55.45) are more creative than their female counterparts (49.66). It is clear from table-2 that t-value (5.14) for the mean scores of creativity among male and female secondary school students for persuasive vocational interest is found significant at 0.01 level. In terms of means scores, it was found that male students having persuasive vocational interest (49.21) are more creative than female students having persuasive vocational interest (41.70). It is also clear from table-2 that t-value (4.25) for the mean scores of creativity among male and female secondary school students for social vocational interest is found significant at 0.01 level. In terms of means scores, it was found that male students having social vocational interest (49.88) are less creative than female students having social vocational interest (56.18). Lastly, it is seen from table-2 that t-value (5.14) for the mean scores of creativity among male and female secondary school students for household vocational interest is found significant at 0.01 level. In terms of means scores, it was found that male students having household vocational interest (50.97) are less creative than female students having household vocational interest (58.12).

Thus, on seeing the total, the t-values of most of the vocational interest areas are found significant at 0.01 level. So, the null hypothesis, "There is no significant difference in creativity among male and female secondary school students having literary, scientific, executive, artistic, agriculture, persuasive, commercial, constructive, social and household vocational interest" is not retained.

## **EDUCATIONAL IMPLICATIONS**

In this 21<sup>st</sup> century creative thinking is viewed as crucial for educated persons to cope with a rapidly changing world. Many educators believe that specific knowledge will not be as important to tomorrow's workers and citizens as the ability to learn and make sense of new information. Curriculum designers, teachers, and decision makers should develop a broader plan of curriculum that provided the opportunities for both males and females to develop their creative thinking abilities. Those methods and activities should be

included in curriculum that are helpful in enhancing creative thinking. Teachers should recognize creative thinking as an important and find ways to enhance and promote the development in their students. Government policies & recommendations should be according to the vocational interest and creative thinking of students. If proper vocational guidance is provided to the students on the basis of their interest for a particular vocation they can utilize their energies in the right direction and this will increase their creative thinking. The syllabi of vocational subjects should be updated on a regular basis to keep pace with changes in technology. More & more emphasis should be given to occupational interest. The teachers & parents should provide guidance for their students on the basis of their interest, potentialities & try to develop them to maximum. DRU MALIK, N MADAN (2020) in today's world when dissatisfaction level is increasing day by day, it's become hard to provide a satisfying environment to the employees. The satisfaction level is also affected by the individuals personality.

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