



A STUDY OF CREATIVITY AMONG SECONDARY SCHOOL STUDENTS

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Abstract: *The present study is a study of the creativity among secondary school students. The objectives of the present study are to find out the creativity of the secondary school students with regard to the dimensions like Alternatives, Uses and Similarities and to find out whether there is any significant difference between the knowledge of boys and girls, rural and urban students and Government and private school students of creativity. The stratified random sampling technique is taken for this study. The sample consists of 120 students of secondary school level. Each sub sample of variable consists of equal number of students.*

Introduction

Creative acts effect enormously in all spheres of life. These nations which learn best how to identify develop and encourage creativity in their people may find themselves in a very advantageous position. Creativity at its highest level has probably been as important as any human quality in changing history and is reshaping the world. If one has to survive in international competition, the most promising solution is for this nation to encourage and support the identification and development of highly creative persons.

Creativity is man's greatest asset. It is the most highly valued qualities of human beings where these rare pillars of civilization who will solve the problems of today and tomorrow. They are nowhere else than in our classrooms. The world is changing so rapidly that past knowledge often – misleads instead of helping. No longer it is easy to apply past knowledge to the problems of the present and future.

The almighty God, the creator of the universe, is the supreme-mind who possesses the finest Creative abilities. He has created all of us and all that is

revealed in nature. Men are elevated to be called his creation. According to Indian Philosophy, Human are constituents of the supreme power as the rays of the sun are the constituents parts of their creator, the sun. Therefore, every individual ought to possess creative abilities – and has these abilities. Every human being is a unique creation, but does not possess the same creative ability as his peers. Some of us are endowed with high creative talents and contribute to advancement in the fields of art, literature, science, business, teaching and other spheres of human activity, and are responsible for propounding new ideas and brining about social and cultural changes. Mahatma Gandhi, Abraham Lincoln, HomiBhabha, Newton, Shakespere, Leonardo da vinci were some of the creative individuals who left their mark in their chosen fields. Through they were undoubtedly gifted with creative abilities, the role of environment in terms of education, training and opportunities in their development cannot be ignored.

Good education, proper care and provision of opportunities for creative



expression inspire, stimulate and sharpen the creative mind, and it is in this sphere, that parents. Society and teachers make a significant contribution. They are required to help the children in nourishing and utilizing their creative abilities to the utmost. The educational process, therefore, should be aimed at developing creative abilities among children. This can be achieved by acquainting the teachers and parents with the real meaning of the creative process and the ways and means of developing and nurturing creativity.

Need of the Study:

There is no gainsaying that creativity is the very life and blood of human civilization. Hence the creativity has become a chief psycho social motif of the 20th century. Creativity is more than word today. Creative talent makes history through reshaping man's world. The progress of any civilization depends upon new insights, fresh ideas and original production. The future of a nation that do not recognize this fact to say the least will be at peril.

Creativity of the citizens is a national asset, those who have creative abilities can manage control and organize new materials and experiences. Creativity is a distinguishing characteristics of outstanding individuals in almost every field. It has been generally conceded that the possession of high intelligence special talent and technical skills are not enough for outstanding success. Today the focus of the entire world is on this specialized area creativity. The modern educators are concerned with the identification of the creative abilities so as to nourish them and explore all the possibilities to make use of the unusual productive talents for the development of science,

technology literature, art, music and so on.

Though creativity is no less important than any other human characteristics for the progress of mankind research on creativity has been or recent origin due to various reasons even in advance countries like U.S.A., U.K. not to speak of a developing country like India. Though many studies have been carried out on creativity in recent years, they yielded contradictory results showing that much is yet to be known about the creativity. Hence they study is important.

Objectives of the Study:

1. To find out the level of creativity among secondary school students with regard to the three dimensions like fluency, flexibility and originality.
2. To find out and compare the level of creativity of urban and rural secondary school students with regard to the three dimensions like fluency, flexibility and originality.
3. To find out and compare the level of creativity of Government and Private secondary school students with regard to the three dimensions like fluency, flexibility and originality.
4. To find out and compare the level of creativity of boys and girls of secondary school with regard to the dimensions like fluency, flexibility and originality.

Hypotheses of the Study:

1. There is no high level of creativity among secondary school students.
2. There is no significant difference in the level of creativity of rural and urban students with regard to the dimension of Alternatives.
3. There is no significant difference in the level of creativity of rural and



- urban students with regard to the dimension of Uses.
4. There is no significant difference in the level of creativity of rural and urban students with regard to the dimension of Similarities.
 5. There is no significant difference in the level of creativity of Government and Private Students with regard to the dimension of Alternatives.
 6. There is no significant difference in the level of creativity of Government and Private Students with regard to the dimension of Uses.
 7. There is no significant difference in the level of creativity of Government and Private Students with regard to the dimension of Similarities.
 8. There is no significant difference in the level of creativity of Boys and girls of secondary schools with regard to the dimension of Alternatives.
 9. There is no significant difference in the level of creativity of Boys and girls of secondary schools with regard to the dimension of Uses.
 10. There is no significant difference in the level of creativity of Boys and girls of secondary schools with regard to the dimension of Similarities.

Scope of the Study:

The researcher delimited this study to Nalgonda district urban and rural, Private and Government secondary school students.

Review of Related Literature:

Sri Vastava, R.K. (1988). A study of the need in relation to creativity among high school pupils Ph.D.; Edu. Hemawati Nandam Bahuguna Garhwal Univ. The Objectives were to explore the relationship between need and creativity and between need and the three components of creativity viz; fluency, flexibility and originality among high school pupils. In very case of boys and

girls belonging to urban and rural locality there existed a difference among the fifteen needs associated with fluency, flexibility and originality components of creativity at high average and low levels of intelligence.

Reddy Mahendar, S. (1989). The development of reasoning and creativity among the standard IX students. The Main Objectives were Construct a battery of reasoning tests (BRI) for the students of standard IX. To find out whether there is any significant difference: On reasoning ability between IX standard boys and girls. On creative thinking between boys and girls private and government schools. The Major Findings were The private and government school students differed significantly in favour of private school students on reasoning ability. The government and private school students differed significantly on creative thinking in favour of private school students.

Bhogayata, C.K. (1986). A study of relationship amongst creativity self concept and locus of control Ph.D.; Edu; Sau, U. The Main Objectives were The compare creativity, self concept and locus of control of boys and girls. To compare the creativity, self concept and locus of control of urban and rural students. To study the predictability of fluency, originality and creativity. The Major Findings were Boys were more creative than girls but they did not differ in their self concept and locus of control. Urban students had a higher self concept than rural students but urban and rural students did not differ in their creativity and locus of control.

Methodology

For the present Research "Creativity among secondary school students" normative survey methods was used.



The descriptive or normative survey method of educational research is very common. It is the method of investigation which attempts to describe and interpret what exists and present in the form of conditions practices, processes, trends, effects, attitudes, beliefs etc. It investigates into the conditions or relationships that exist practices that are held processes that are going on, influences that are being felt and trends that are developing. It is an organized attempt to analyse interpret and report. The present status of a social institution group or area.

The compound adjective normative survey applied to this method in order to suggest the two closely related aspects of this kind of study. The word survey indicates the gathering of the data regarding current conditions. The word 'normative, is used because surveys are frequently made for the purpose of ascertaining which is the normal or typical condition or practice.

While surveys are on the whole relatively less scientifically sophisticated than most other research techniques they vary in complexity and sophistication.

Sample

After taking into consideration all these factors which influence the size of the sample, it was decided that an ideal sample would consist of 120 students. This sample is small enough to avoid intolerable sampling errors. After deciding about the sampling method and the size of the chosen for the study were considered to divide the universe. The variables chosen were boys versus girls, government versus private, rural versus urban secondary school students.

Tools of the Study:

After a careful observation of different tools available, researcher has

selected standard tools made by **Wallach** and **Kogan** Creativity instruments.

The Questionnaire:

A Questionnaire is form prepared and distributed to secure responses to certain questions. It is a device for securing answers to questionnaire by using a form a which the respondent fills by himself. It is a sampling of population from which information is described.

It is an important instrument of normative survey. It may be of two types.

1. Closed form
2. Open-ended form.

In this present study the investigator used open-ended questionnaire. The investigator used a standardized tool prepared by **Wallach** and **Kogan**.

Administration of Tool

The investigator personally went to each school, took permission from the respective heads of the institution and administrated the tool to 120 secondary school students belonging to Mellacheruvu Mandal and its surroundings. Before administrating the questionnaire the students are informed that their responses would be treated as strictly confidential.

ANALYSIS OF THE DATA

The prime responsibility of the educational researcher is that of being able to make either a probability or logical inference covering the tenability of his testable hypothesis. The acceptance or rejection of these hypotheses will ultimate determine what contribution the study makes to the scientific development of a particular area. This is especially tired in the analysis of interpretation of data.



Hypothesis 1

There is creativity among the Secondary school students is not high.

To test the validity of hypothesis 1, the mean and standard deviation of creativity scores was calculated as shown in table.

Table 4.1
Creativity of Secondary School Students

Sample	Sample Size	Mean	Standard Deviation
Whole	120	57.77	12.21

From the mean value of table 4.1, it is evident that there is average level of creativity among Secondary school students.

The hypothesis “the level of creativity among the secondary school students is not high” hence Hypothesis is accepted.

Hypothesis 2

There is no significant difference in the level of creativity of urban and rural secondary school students with regard to the dimension of Alternatives.

To test the validity of hypothesis 2, the following calculations were carried.

Table 4.2
Comparison of Creativity with Regard to the Dimension of Alternatives between Rural and Urban Secondary School Students

Variable	Sample Size	Mean	SD	Mean Difference	SE _D	Critical Ratio
Urban	60	21.47	4.549	0.414	0.03	0.33
Rural	60	21.06	4.27			

❖ Not Significant at **0.05** level

From the values of table 4.2, it is evident there is no significant difference in the level of creativity of rural and urban secondary school students with regard to the dimension of Alternatives.

They hypothesis that “there is no significant difference in the level of creativity of urban and rural secondary school students with regard to the dimension Alternatives” hence Hypothesis is accepted.

Hypothesis 3:

There is no significant difference in the level of creativity of urban and rural secondary school students with regard to the dimension of Uses.

To test the validity of hypothesis 3, the following calculations were carried.

Table 4.3
Comparison of Creativity with Regard to the dimension of Similarities between Rural and Urban Secondary School Students.

Variable	Sample Size	Mean	SD	Mean Difference	SE _D	Critical Ratio
Urban	60	18.3	2.959	1.02	0.59	1.075
Rural	60	17.28	3.57			

❖ Not Significant at **0.05** level



From the value of table 4.3, it is evident that there is no significant difference in the level of creativity of Urban and Rural Secondary School Students with regard to the dimension of Similarities.

Hypothesis 4:

There is no significant difference in the level of creativity of urban and rural secondary school students with regard to the dimension of Similarities.

To test the validity of hypothesis 4, the following calculations were carried.

Table 4.4
Comparison of Creativity with Regard to the dimension of Similarities between Rural and Urban Secondary School Students.

Variable	Sample Size	Mean	SD	Mean Difference	SE _D	Critical Ratio
Urban	60	16.91	3.32	0.44	0.609	0.722
Rural	60	16.47	3.35			

❖ Not Significant at 0.05 level

From the value of table 4.4, it is evident that there is no significant difference in the level of creativity of Urban and Rural Secondary School Students with regard to the dimension of Similarities.

Hypothesis 5:

There is no significant difference in the level of creativity of Government and Private secondary school students with regard to the dimension of Alternatives.

To test the validity of hypothesis 5, the following calculations were carried.

Table 4.5
Comparison of Creativity with Regard to the dimension of Alternatives between Government and Private Secondary School Students.

Variable	Sample Size	Mean	SD	Mean Difference	SE _D	Critical Ratio
Government	30	18.86	3.356	0.289	1.089	0.265
Private	30	20.13	4.96			

❖ Not Significant at 0.05 level

From the value of table 4.5, it is evident that there is no significant difference in the level of creativity of Government and Private Secondary School Students with regard to the dimension of Alternatives.

The hypothesis that “there is no significant difference in the level of creativity of Government and Private secondary school students with regard to the dimension of Alternatives” hence Hypothesis is accepted.



Hypothesis 6:

There is no significant difference in the level of creativity of Government and Private secondary school students with regard to the dimension of Uses.

To test the validity of hypothesis 6, the following calculations were carried.

Table 4.6

Comparison of Creativity with Regard to the dimension of Uses between Government and Private Secondary School Students.

Variable	Sample Size	Mean	SD	Mean Difference	SE _D	Critical Ratio
Government	30	17.48	3.50	0.69	0.923	0.747
Private	30	18.17	3.10			

❖ Not Significant at 0.05 level

From the value of table 4.6, it is evident that there is no significant difference in the level of creativity of Government and Private Secondary School Students with regard to the dimension of Uses.

The hypothesis that “there is no significant difference in the level of creativity of Government and Private secondary school students with regard to the dimension of Uses” hence Hypothesis is accepted.

Hypothesis 7:

There is no significant difference in the level of creativity of Government and Private secondary school students with regard to the dimension of Similarities.

To test the validity of hypothesis 7, the following calculations were carried.

Table 4.7

Comparison of Creativity with Regard to the dimension of Similarities between Government and Private Secondary School Students.

Variable	Sample Size	Mean	SD	Mean Difference	SE _D	Critical Ratio
Government	30	18.41	5.34	1.28	1.137	1.125
Private	30	17.13	3.22			

❖ Not Significant at 0.05 level

From the value of table 4.7, it is evident that there is no significant difference in the level of creativity of Government and Private Secondary School Students with regard to the dimension of Similarities.

The hypothesis that “there is no significant difference in the level of creativity of Government and Private secondary school students with regard to the dimension of Similarities” hence Hypothesis is accepted.

Hypothesis 8:

There is no significant difference in the level of creativity of Boys and Girls of secondary schools with regard to the dimension of Alternatives.

To test the validity of hypothesis 8, the following calculations were carried.

Table 4.8



Comparison of Creativity with Regard to the dimension of Alternatives between Boys and Girls of Secondary School Students.

Variable	Sample Size	Mean	SD	Mean Difference	SE _D	Critical Ratio
Girls	15	17.64	3.67	2.43	1.002	2.425
Boys	15	20.07	4.51			

❖ Not Significant at 0.05 level

From the value of table 4.8, it is evident that there is no significant difference in the level of creativity of Boys and Girls of Secondary School Students with regard to the dimension of Similarities.

Hypothesis 9:

There is no significant difference in the level of creativity of Boys and Girls of secondary schools with regard to the dimension of Uses.

To test the validity of hypothesis 9, the following calculations were carried.

Table 4.9

Comparison of Creativity with Regard to the dimension of Alternatives between Boys and Girls of Secondary School Students.

Variable	Sample Size	Mean	SD	Mean Difference	SE _D	Critical Ratio
Girls	15	20.92	6.48	2.07	1.925	1.075
Boys	15	18.85	3.15			

❖ Not Significant at 0.05 level

From the value of table 4.9, it is evident that there is no significant difference in the level of creativity of Boys and Girls of Secondary School Students with regard to the dimension of Similarities.

Hypothesis 10:

There is no significant difference in the level of creativity of Boys and Girls of secondary schools with regard to the dimension of Similarities.

To test the validity of hypothesis 10, the following calculations were carried.

Table 4.10

Comparison of Creativity with Regard to the dimension of Alternatives between Boys and Girls of Secondary School Students.

Variable	Sample Size	Mean	SD	Mean Difference	SE _D	Critical Ratio
Girls	15	18.35	0.986	0.78	1.24	0.626
Boys	15	17.57	0.716			

❖ Not Significant at 0.05 level

From the value of table 4.10, it is evident that there is no significant

difference in the level of creativity of Boys and Girls of Secondary School



Students with regard to the dimension of Similarity.

The hypothesis that “there is no significant difference in the level of creativity of Government and Private secondary school students with regard to the dimension of Similarities” hence Hypothesis is accepted.

Findings and Suggestions

In the light of the analysis and interpretation of the data the investigator has drawn after investigation, the following conclusions for improving the state of creativity among Secondary school students.

There is an average level of creativity among Secondary School Students

In the present day school system the emphasis is on academic activities neglecting creative aspects of the child. The teachers are giving more importance only for teaching and making them for study what they have been taught. The teachers are not giving opportunity for the students to use their creativity. This may be one of the reasons for having average level of creativity among Secondary Schools Students.

There is no significant difference in the level of creativity of Rural and Urban Secondary School Students with regard to the dimension of Alternatives.

In the rural areas as well as urban areas the teachers are giving more importance for only teaching and making them study what they have been taught. The Government also is giving equal facilities to both urban and rural area schools. In the competitive world teachers are making the students both in rural and urban areas do hard work urban teachers as well as rural teachers

are equal importance to the children to do to improve their creative abilities and skills.

There is no significant difference in the level of creativity of Rural and Urban Secondary School Students with regard to the dimension of Uses.

In the present day system rural area students face equal competition with urban area students in all aspects like reading, writing, talking, thinking etc. The teacher gives the equal importance to both rural and urban students in all aspects. Hence the rural students are also given opportunities to develop their creative skills.

There is no significant difference in the level of creativity of urban and rural Secondary School Students with regard to the dimension of Similarities.

Now-a-days even rural area schools are equipped with more facilities. Teacher also encouraging and deals with rural students in such a way, so that they improve their creative talents with respect to their originality. It is clear that rural area students do the hard work with their own thinking. They can develop originality, though they have not sufficient opportunities in terms of facilities in rural area. Rural area students will exhibit equal creative originality when compared with urban area students provided the teacher adopt, suitable methods and techniques like heuristic approach to develop creative originality among rural area students.

There is no significant difference in the level of creativity of Government and Private Secondary School Students with regard to the dimension of Alternatives.

Now a day's creativity plays an important role to develop a nation. Now



Private and Government schools are in competition to develop equal creative talents among their students. The Government sector provides equal facilities to the students in schools under its control to develop the creative talents of its students on par with Private school students. This factor may be the reason for the finding, that there is no significant difference in the level of creativity of Government and Private School Students.

There is no significant difference in the level of creativity of Government and Private Secondary School Students with regard to the dimension of Uses.

In the world of Globalization the Government and Private sectors are competing with each other in many aspects which include to develop the creative talents of students like uses. Knowing these responsibility the Government to provide equality education on par with Private Schools, the Government schools now a days are provided with more facilities are teaching and learning by the Government. Hence the students of Government schools are able to compete well with students of Private Schools with regard to the dimension of Uses.

There is no significant difference in the level of creativity of Government and Private Secondary School Students with regard to the dimension of Similarities.

Now-a-days in Government school teachers use the Audio Visual aids, charts Projectors in teaching learning process. These facilities are provided even for the Government schools also. So the students in Government schools are increasing their creative similarities talents and skills. Hence the students of Government schools are able to complete

well with the students of Private Schools with regard to the dimension of originality.

There is no significant difference in the level of creativity of Boys and Girls of Secondary Schools with regard to the dimension of Alternatives.

Ours is a traditional society. In the traditional society girls were more restricted to go out, and to do any work along with the boys. The teachers, parents and society were giving more importance for boys in all fields. They gave more opportunities for the boys, and gave more freedom to do any work. That is why girls are in backward in increasing their creative alternatives talents. So this may be the cause that there is significant difference in the creativity of boys and girls with regard to the dimension of alternatives.

There is no significant difference in the level of creativity of Boys and Girls of Secondary Schools with regard to the dimension of Uses.

Ours is a traditional society. In the olden days girls were restricted to go out, and do any work along with boys. As the society changed the Democratic Principles were developed in the society. In the process our society has also become increasingly a developed one. Freedom has become a significant principle for the development of human being. Freedom has become the principle to be enjoyed equally both by Boys and Girls. Now the Government provides not only equal opportunities for Girls along with Boys but more educational opportunities for them. As a result the Girls have now more opportunities to develop their creative talents, which include the development of the dimension of Uses. This is the reason to say that there is no significant difference in the



level of creativity of Boys and Girls of Secondary school students.

There is no significant difference in the level of creativity of Boys and Girls of Secondary Schools with regard to the dimension of Similarities.

In the present modern society Democratic Principles were developed to change the society. In the process Teachers, Parents and society gave more importance in educating the Girls. The girls are the give freedom also for girls for their given freedom thinking and as a result girls develop their creative original talents. So they are also equally competing with boys in all aspects like thinking, talking writing etc. This may be reason for the fact that there is no significant difference in the level of creativity of Boys and Girls with regard to similarities.

Suggestions for Further Research:

Present study brings to light some new areas to be studied by the further researchers. The areas and variables which are not covered by this study may be put to test to enlighten the factors associated with cultivation and promotion.

1. The researcher can be made on the creativity in relation primary school students.
2. A study can be made on creativity in relation to adjustment of secondary school students.
3. A study can be made on the relationship between the creativity and the adjustment of secondary school students.
4. The study can be made on creativity in relation to intelligence among adolescents.
5. A study can be made on creativity in relation to emotional intelligence of secondary school students.

6. A study can be taken on the relationship between creativity and social adjustment of primary school children.

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