



A STUDY OF CREATIVE THINKING OF SECONDARY SCHOOL CHILDREN IN BADAUN REGION

Dr. Anita Singh

Associate Professor, Department of Teacher Education, Bareilly College, Bareilly, (U.P)

ABSTRACT

This study has been conducted on a sample of 100 secondary school students selected randomly from 10 schools of Badaun District. The main findings of the study exhibited significant difference between male and female secondary school students. Female students were found to possess more creative thinking as compared to that of male students. Further, significant difference was also found between rural and urban secondary school students on Creative thinking . No significant difference was found in creative thinking in regard to students' Socio-economic status. .



KEY WORDS : *creative thinkings, gender, socio-economic status, residential background.*

INTRODUCTION

Creativity is a cognitive activity that results in a new or novel way of viewing a problem or situation (Amabile, T. M.1983) . Wallas (1926) described creative process as having four sequential stages--- Preparations -Formulating the problem and making initial attempts to solve it .

Incubation ----Leaving the problem while considering the other things.

Illumination---Achieving insight to the problem.

Verification ---Testing and/or carrying out the solution.

Sternberg and Lubart (1996) have a theory of creativity based on a multivariate approach. These six facets of creativity are –

Process of intelligence, Intellectual style, Knowledge, personality, Motivation and Environmental context.

Thus creativity can be understood as production of effective novelty. Cattell was positive in its stand that while both knowledge and creativity are useful in itself, they are also indirect contributors to international understanding and peace(cattell.R. B.1973).

In the words of our former president-APJ Abdul Kalam..... “ When learning is purposeful, Creativity blossoms When creativity blossoms, Thinking emanates When thinking emanates Knowledge is fully lit When knowledge is lit, The economy flourishes.

RATIONALE OF THE STUDY:

To be creative is deemed to be an important quality in probably every field of human endeavors. The topic has been researched by academics from many fields such as Psychology ,Education ,Philosophy ,Architecture, and Engineering and much effort has been devoted on the one hand ,to the identification of the social human characteristics which lead to creative people perform their creative deeds .On the other hand ,it appears there does not exist an accepted method for measurement of creative thinking.

SIGNIFICANCE OF THE STUDY:

In 1977, a Review Committee was appointed by the Government of India to review the whole curriculum. Review committee has emphasized the need of creative education without mincing words. Our schools have been doing almost nothing to nourish the creative potential of children. When the child comes to school, he is full of eagerness, curiosity and sensitivity. He strives to know each and everything about the world in which he lives. Excessive spoon-feeding snatches all the initiative from him. Teachers often think that creative thinking leads only to trouble in the classroom. Children disturb classroom organization with their unusual ideas.

OBJECTIVES OF THE STUDY

1. To see the difference between male and female students of secondary school in relation to their creative thinking.
2. To see the difference between rural and urban secondary school students in regard to their creative thinking.
3. To see the difference in creative thinking of secondary school children in relation to their socio-economic status.

HYPOTHESES OF THE STUDY

1. There will be no significant difference between male and female students of secondary school in relation to their creative thinking .
2. There will be no significant difference between rural and urban secondary school students in relation to their creative thinking.

Sample

In the present investigation random sampling technique was used for the selection of the sample. The sample comprised of 100 male and female students of secondary level from Govt. schools, public schools, and missionary schools of Badaun district. The sample was selected randomly from each school.

Method Used

The present investigation depends on the pattern of normative survey.

Tools Used To collect data for the present investigation . Creative Thinking (Verbal Test by Dr. Baquer Mehdi) tool was used.

ANALYSIS OF DATA

The present study has been conducted with the aim of examining the interrelationship of creativity and its dimensions (curiosity , flexibility originality innovative) of secondary schools students.. The data of 100 (50 male and 50 female) students was analysed by calculating statistics mean and standard deviation . 't' test was used to see significant difference between the mean scores of rural and urban, male and female students belonging to different socio economic status. The obtained results are given in tables below.

The result with discussion are presented as under .The first objective of the present investigation was to study the incidence of creative thinking among senior secondary school students, the results pertaining to this objective are presented in Table -1 below

TABLE - 1 Comparison Of Creative Thinking Among Students Regarding Their Sex

SEX	NUMBER	MEAN	S.D.	STANDARD EROR	t VALUE
Girls	50	21.2	3.50	.703	3.04

Boys	50	19.06	3.53		
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From the table-1, it is clear that the girls mean score is more than boys mean score on critical thinking. Creativity as a whole A perusal of Table1 further indicates that the mean score of female students on creativity as a whole is 21.2 with S.D. 3.50. The mean score of male secondary students on creativity as a whole is 19.06 with S.D. 3.53. The 't' value comes out to be 3.04. which is significant at 0.01 level of significance. So it can be concluded that there is a significant difference between male and female secondary school students on creativity as a whole in this sample. Females are found to have higher score on creativity than males. Thus Hypothesis No.1 stating that "There is no significant difference between male and female secondary school students on creativity as a whole" is rejected and it can be reframed as there is significant difference between male and female. Female students are found to have higher score on creative thinking than their male counterparts.

TABLE NO. 2 comparison between rural and urban Secondary school students on creative thinking

Type of Background	Number	Mean	Standard Deviation	Standard Error	t Value
Rural	45	18.51	3.47		
Urban	55	21.45	3.49	0.70	4.19

A perusal of Table no.2 indicates that the mean score of urban students is higher than rural students, with t value 4.19 which is significant at 0.01 level. . Thus Hypothesis No. 2 stating that "There is no significant difference between rural and urban secondary school children students regarding their critical thinking", is rejected and it can be reframed as there is a significant positive difference between rural and urban students in relation to their critical thinking.

TABLE 3 students critical thinking ability score according to their socio-economic status

SOCIO ECONOMIC STATUS	NUMBER	MEAN	STANDARD DEVIATION
HIGH	33	18.91	2.84
AVERAGE	37	19.41	3.91
LOW	30	18.97	3.34

From the above table it is clear that students of average SES secure high score followed by high and low SES. When the students of high and average economic group were compared the t value was found 0.62 and standard error was 0.81 .which were not significant at any level. This result proves that SES does not play significant role in developing critical thinking. In the same way when the students of high and low SES were compared in regard to their critical thinking the standard error and t value were found respectively 0.79 and 0.076 which was not significant at any level. Again when average and low SES students were compared the standard error and t value were found respectively 0.89 and 0.49 which were not significant at any level.

Main findings

The main findings of the study are given below:

A significant difference was found between male and female secondary school students. Female students were found to possess more creative as compared to male students.

A significant difference was found between rural and urban secondary school students on Creative thinking .

No significant difference was found in creative thinking in regard to students Socio-economic status.

CONCLUSIONS

On the basis of above findings following conclusions have been drawn by the investigator:

As evident from the above stated findings, girls have been found to be more creative, more fluent, more flexible and more original than boys. These study revealed that girls possess higher level of word fluency, expressive fluency, spontaneous flexibility and originality than boys. Girls excelled boys in overall scientific creativity. Boys were observed to be less creative than girls.

EDUCATIONAL IMPLICATIONS

Creativity is an essential human phenomenon it is important process for the progress and major advance in every field. All the advances are made as a result of new ideas or creative process. The scientific and technological advancement as today is a long journey from stone age to the space age. Creativity is one of the most highly valued qualities of human beings. In the present day we have to deal with day to day problems. Old solutions are not working. To explore creative potential is the necessity of the day. This study will prove beneficial for teachers, parents school administrators, policy planners, teacher educators, researchers as well as for curriculum developers. Parents at home and the teachers in classroom situations always have the opportunity for nurturing the creativity in students. They may channelize a child's creative energy into constructive dimension. They should not block their divergent thinking. But they should act as facilitators for the same. Student's unusual ideas must be welcomed at home as well as in classrooms, rather their unusual ideas should be kept in record.

Teachers and parents should give such type of environment to children so that they can touch the edge of their imagination. Their original responses should be welcomed and they should be encouraged to bring the solutions or ideas which have not been expressed by someone else. Their curiosities should be satisfied. In classrooms students should be free to ask any question from the teacher. Parents should also try to satisfy every unusual query of the child. They should not snub child's curiosity in the name of discipline. Classroom situations should be made free from rigid plannings. Let the children be free from anxiety and to play with their imaginations.

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Dr. Anita Singh
Associate Professor, Department of Teacher Education, Bareilly College, Bareilly,
(U.P)