



CREATIVE THINKING AMONG HIGH SCHOOL STUDENTS IN RELATION TO TEST ANXIETY

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ABSTRACT

The purpose of the present study was to find out the significant relationship between creative thinking and test anxiety among high school students. The sample consisted of 200 IX standard students studying in high schools situated in Namakkal District, Tamil Nadu. The sample was selected using by simple random sampling technique. Result found that there is significant relationship between creative thinking and test anxiety of high school students.



KEY WORDS: Creative Thinking, Test Anxiety, High School Students.

CREATIVE THINKING

Terms like creative thinking, innovativeness etc. are now widely used in the field of education. Recent emphasis on creative thinking appears to stem from two vital issues. There seems to be wide spread attempts in many countries in the world to stifle originality and independence in thinking and facilitate brain washing and indoctrination. Development of creative thinking appears to be world to stifle originality and independence in thinking and facilitate brain washing and indoctrination. Development of creative thinking appears to be the alternative in this sordid state of human affairs. Further, new ideas, processes and inventions have become absolutely necessary for the continuous development of science and technology. For this creative thinking forms the basis. The outcome of creative thinking is “novelty” and “innovativeness”. Search for alternative fuel which is to be cheap and reusable, producing artificial human organs, cloning in different plants and animals etc. are all creative efforts of man.

All creative persons transform the ordinary things into something of a great charm or novelty or beauty. Creative thinking is the capacity or ability of an individual to create, produce and discover a new idea or object including the re-arrangement or reshaping of what is already known to him. It involves a process and so it is called as creative process. This creative process involves creative thinking i.e., divergent thinking. Creative thinking is always fresh, innovative and inventive.

Creative acts as a determinant for a nation’s progress. Ever since man created all progress, either in travel, communication or production is essentially due to creative activity of the people.

CHARACTERISTICS OF CREATIVE THINKING

- i. Creative thinking is one of the most interesting mental abilities.
- ii. Creative thinking is universal in character.
- iii. Creative thinking or creative expression is the source of job and satisfaction of the creator.
- iv. The creative thinking has a very wide range.
- v. A new idea or novel object is produced by means of creative thinking or creative process but it is not produced by a mere repetition or reproduction.
- vi. Creative thinking ideas come from a deep well of experience and training in a specific area.
- vii. Intelligence and creative thinking are not one and the same process.

TEST ANXIETY

Test anxiety is a combination of perceived physiological over arousal, feelings of worry and dread, self-depreciating thoughts, tension, and somatic symptoms that occur during test situations. It is a physiological condition in which people experience extreme stress, anxiety, and discomfort during and or before taking a test. These responses can drastically hinder an individual's ability to perform well and negatively affects their social, emotional and behavioral development and feelings about themselves and school.

Test anxiety can also be labeled as anticipatory anxiety, situational anxiety or evaluation anxiety. Some anxiety is normal and often helpful to stay mentally and physically alert. Although, when one experiences too much anxiety it can result in emotional or physical distress, difficulty concentrating and emotional worry test anxiety has been shown to have a consistently negative relationship with test performance, and test-anxious students are found to perform about 12% below their non-anxious peers. Their inferior performance arises not as a function of intellectual deficits, but because testing situations are threatening to a test anxious person's sense of self research suggests that between 25%-40% of student experience test anxiety.

CAUSES OF TEST ANXIETY

There are a variety of variables that cause test anxiety to occur. These variables typically vary from student to student and may include factors such as:

- Anxiety, attention, or obsessive compulsive disorders;
- Perfectionist tendencies and unrealistic expectations;
- Negative self-esteem, self-statements, and criticism;
- Poor motivation, lack of confidence, and procrastination;
- Stereotype threat;
- Inadequate study and test-taking skills;
- Poor prior testing performance;
- Pressure from peers, family and teachers;
- Unfavorable testing environments;
- Invalid, flawed, and timed tests, and
- Ineffective teaching

NEED AND SIGNIFICANCE OF THE STUDY

Creative thinking is a general ability possessed by all essentially, healthy individuals to some degree. All people think in terms of different levels of creative thinking. A great deal of must surrounds the word creative thinking. Since a person can behave creatively in many ways, it is not strange that there are many definitions of creative thinking but there is no universally accepted definition of creative thinking. Creative thinking is the key to education and the solution of mankind's problems. It is an important factor in leadership in any field like business, engineering, technology, politics, education, agriculture and industry.

Test anxiety is an important dimension in the field of education; a student ambition can in school be fulfilled only through his test performance in school. In school life all the students having high test anxiety and they are not able to cope with academic situation.

The investigator was interested in knowing the significant relationship of creative thinking and test anxiety of high school students. Hence the present study is taken up.

OBJECTIVES OF THE STUDY

- To find out the significant difference in creative thinking of high school students based on gender, locality and management.
- To find out the significant difference in test anxiety of high school students based on gender, locality and management.

- To examine the significant relationship between creative thinking and test anxiety of high school students.

HYPOTHESES

1. There is no significant difference in creative thinking of high school students with respect to gender, locality and management.
2. There is no significant difference in test anxiety of high school students with respect to gender, locality and management.
3. There is no significant relationship between creative thinking and test anxiety of high school students.

METHOD

In the present study, normative survey method was used. The normative survey method studies, describes and interprets what exists at present.

SAMPLE

A simple random sample of 200 IX standard students was chosen using by studying in high schools situated in Namakkal District of Tamil Nadu.

TOOLS

- Creative Thinking Inventory by Peter Becker (1987).
- Test Anxiety Scale by Sinha, A.K.P. and Singh.

TESTING OF HYPOTHESES

TABLE 1: CREATIVE THINKING SCORES OF HIGH SCHOOL STUDENTS

Variable	Sample	N	Mean	SD	t-value	Remark
Gender	Male	107	70.86	6.88	0.77	Not Significant
	Female	93	71.69	7.16		
Locality	Rural	66	69.28	6.94	1.72	Not Significant
	Urban	134	71.50	7.34		
Management	Government	70	70.75	6.58	2.04	Significant at 0.05 level
	Private	130	67.89	3.22		

TABLE 2: TEST ANXIETY SCORES OF HIGH SCHOOL STUDENTS

Variable	Sample	N	Mean	SD	t-value	Remark
Gender	Male	107	58.25	19.42	3.91	Significant at 0.01 level
	Female	93	68.06	12.30		
Locality	Rural	66	55.90	19.81	3.16	Significant at 0.01 level
	Urban	134	64.98	14.43		
Management	Government	70	56.06	19.58	1.20	Not significant
	Private	130	59.32	15.67		

TABLE 3: CORRELATION BETWEEN CREATIVE THINKING AND TEST ANXIETY OF HIGH SCHOOL STUDENTS

Critical Thinking vs. Test Anxiety	N	r-value	Level of Significance
	200	0.406**	Significant at 0.05 level

FINDINGS

- Male and female students did not differ significantly in their creative thinking.
- Rural and urban area students did not differ significantly in their creative thinking.
- Government and private school students differed significantly in their creative thinking.
- Male and female students differed significantly in their test anxiety.
- Rural and urban area students differed significantly in their test anxiety.
- Government and private school students did not differ significantly in their test anxiety.
- There is significant relationship between creativity and test anxiety of secondary school students.

EDUCATIONAL IMPLICATIONS

The teachers and parents should realize the need to provide proper environment for the development of these creative abilities in children. The child should be made free to express ideas. He should be free to investigate and to find out facts and formulate his own judgment on the same way. The teacher should encourage his children for particular sort of novel expression. Sensitiveness, self-confidence persistence, ability to see relationship and make associations, divergent thinking, flexibility and originality are some of the important creative abilities which are attached to creative output. The curriculum for the child should be so designed to have ample scope for creative thinking. Examination system should provide opportunities for creative thinking and thought. The teacher should provide more opportunities for developing creative thinking through assignments. The children should be helped to imbibe the qualities like persistence, reliance, self-confidence, industriousness, divergent thinking, originality, flexibility and fluency in language which are very essential for creative thinking (or) creative out-put. Tests provide a feedback of pupil's progress to the pupil, and the teacher knows how effective his teaching has been, and what are the areas, which have to be further, attended to. The teacher is able to find out the weak pupils, and he can plan remedial studies, for them. Tests prove to be a spur to work. It is a good way to test, after covering an area of study. So the teacher doesn't give more stress to the students about the test. It reduces the level of test anxiety among the students.

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