



CREATIVE THINKING ABILITY OF NINTH STANDARD STUDENTS

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ABSTRACT :

The purpose of this study was to find out creative thinking ability of ninth standard students. An attempt was also made to study the influence of background variables like gender and type of management on creative thinking ability. The study revealed that majority of ninth standard students has medium level of creative thinking ability. It was also found that there is significant difference between the male and female ninth standard students in their creative thinking ability and there is no significant difference between the government and private school students in their creative thinking ability.

KEYWORDS : Creative thinking ability, Ninth standard students.

INTRODUCTION:

Education is an important instrument for bringing out the potentialities of human beings. According to Piaget the most important aim of education is not to train individuals who repeat the previous generations, but to train inventors who are creative and possess the skill of producing new things. The National Policy on Education (NPE; 1986), National Curriculum Framework (NCF; 2005), and several other commissions have advocated the need to develop both the creative and critical thinking among the schoolchildren through inducing spontaneity, curiosity, original thinking, independent analysis, courage to ask questions, scientific temper, and so on.

Creative thinking is absolutely an internal mental process and hence should be considered as an important component of one's cognitive behavior. Creative thinking is defined as thinking that enables students to apply their imagination to generate ideas, questions and hypotheses, and to evaluate their own and their peers' ideas, final products and processes. Edward De Bono says, "Creative thinking is not a talent; it is a skill that can be learnt. It empowers people by adding strength to their natural abilities which improves team work, productivity and where appropriate profits".

REVIEW STUDIES

Surapuramath (2014) analysed the relationship between creativity and academic achievement of secondary school pupils. The findings of the study revealed that there exists slightly positive relationship between creativity and academic achievement. Kumari, Pujar, and Naganur (2014) find out that majority of children of age group 13- 16 years have high level of creativity. Anwar, Shamim-ur-Rasool and Haq (2012) studied the creativity thinking abilities of high and low achievers in secondary school students. The findings



revealed that there is no significant difference in the creativity thinking ability of high and low achievers. Moreover girls and the students of urban areas found to be better in their creativity thinking.

NEED AND SIGNIFICANCE OF THE STUDY

Creative thinking is considered to be the highest level of cognitive process, which automatically includes all other lower cognitive processes while enacting a creative thought. Guilford (1971) had reported that “divergent thinking” is much closer to creativity, which includes four basic components such as fluency, flexibility, originality, and elaboration. Gardner (1985) has interpreted creativity as a complex construct and most commonly is being expressed through a broad range of intelligence, including linguistic, musical, mathematical, spatial, kinesthetic, interpersonal, and intrapersonal.

NPE emphasizes the development of creative thinking and problem-solving abilities to make the teaching-learning process more successful and innovative in nature. It would also enhance the skill of “learning to learn” among the children. Everyone has creative thinking skills and ideas, but children have more because they are not yet fully aware of rigid logic and convergent views. Three factors contribute to becoming creative i.e. skills, environment and motivation.

In recent years creative thinking has become the central focus of education and hence the need of the hour is the development of creative thinking ability among the students. Therefore, the main responsibility of the teachers is to enhance the thinking dimensions of the learner, so that they will be coming with novel ideas. Hence ample opportunities should be provided to the students in the classroom for the development of creative thinking ability. The present study is an attempt to find out the creative thinking ability of ninth standard students.

OBJECTIVES OF THE STUDY

1. To study the level of creative thinking ability of ninth standard students.
2. To find out whether there is any significant difference in the mean scores of creative thinking ability of ninth standard students with respect to the background variables gender and type of management.

HYPOTHESES

1. There will be significant difference in the mean scores of creative thinking ability of male and female ninth standard students.
2. There will be significant difference in the mean scores of creative thinking ability of government and private school students.

METHODOLOGY

The Normative Survey Method was adopted for conducting the present study. The sample consisted of 145 students studying in ninth standard in two schools of Kanyakumari District. The tools used for the collection of data were Baqer Mehdi’s Verbal and Non-Verbal test of Creative Thinking (2015). The collected data were analyzed using the statistical techniques such as percentage, arithmetic mean, standard deviation and t test.

RESULTS AND DISCUSSION

Table:1

Percentage wise distribution of sample according to different levels of Creative thinking

| Creative thinking | Count | Percent |
|-------------------|-------|---------|
| Low | 20 | 13.79 |
| Medium | 100 | 68.97 |
| High | 25 | 17.24 |
| Total | 145 | 100.00 |

From the above table it is seen that the percentages of samples according to low, medium and high level of creative thinking ability were 13.79%, 68.97% and 17.24%. This indicates the majority of ninth standard students have medium level of creative thinking ability.

Table : 2

Comparison of Creative thinking ability based on Gender

| Gender | Mean | SD | N | t | P | Remark |
|--------|--------|--------|----|-------|-------|--------------------|
| Male | 483.59 | 91.56 | 67 | 4.169 | 0.000 | Sig. at 0.01 level |
| Female | 553.58 | 110.54 | 78 | | | |

From Table-2 it is seen that the obtained t- value ($t = 4.169$) is significant at 0.01 level. This result indicates that there is significant difference between the male and female ninth standard students in their creative thinking ability. The mean score of the female students (553.58) is higher than that of male students (483.59). So it can be concluded that gender has influence on the creative thinking ability of ninth standard students.

Table:3

Comparison of Creative thinking ability based on Type of Management

| Type management of | Mean | SD | N | t | p | Remark |
|--------------------|--------|--------|----|-------|-------|--------|
| Government | 514.26 | 99.41 | 79 | 0.841 | 0.402 | NS |
| Private | 529.60 | 117.10 | 66 | | | |

From Table-3 it is seen that the obtained t- value ($t = 0.841$) is not significant at any level. This result indicates that there is no significant difference between the government and private school students in their creative thinking ability. So it can be concluded that type of management has no influence on the creative thinking ability of ninth standard students.

FINDINGS

1. Majority of ninth standard students have medium level of creative thinking ability.
2. There is significant difference between the male and female ninth standard students in their creative thinking ability.

3. There is no significant difference between the government and private school students in their creative thinking ability.

CONCLUSION

The study revealed that the majority of ninth standard students have medium level of creative thinking ability. It was also found that gender had influence on creative thinking ability of ninth standard students, but the type of management had no influence on creative thinking ability of ninth standard students. Since the ninth standard students have only medium level of creative thinking ability the teachers should take necessary steps to foster creative thinking ability among the students. Teachers should provide suitable atmosphere for the free expression of ideas by the students. This will help in the development of creative thinking ability in the children. Teachers should always encourage new ideas and appreciate the students when they come up with new idea. It becomes essential for teachers as well as parents to realize the need of creating an environment conducive to the development of creative thinking abilities of children.

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