

A Study of Creativity in Rural and Urban Secondary School Students



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Abstract

The present study aims to examine the Creativity in Rural And Urban Secondary School Students Of Sirsa District In Haryana State. The investigator has adopted the survey method of research. For the present study a sample consisted of total 200 Secondary Schools students was taken. 100 Male secondary school students and 100 female secondary school students from 10 schools situated in rural as well as urban areas of Sirsa District of Haryana State were taken and descriptive survey method was used. In the present study the result shows that there is significant difference between rural and urban secondary school students. The creativity among urban students is more than rural students. There is significant difference between rural male and urban male secondary school students. The creativity among urban male students is more than rural male students. There is significant difference between rural girls and urban girls secondary school students. The creativity among urban girls' students is more than rural girls' students.

Keywords: Creativity, Secondary School Students, Rural, Urban.

Introduction

Education plays a vital role for the survival and progress of a society. The education system of society is in fact, its mirror in which every aspect of the society is reflected. According to some learned people, the word "Education" has been derived from the Latin term "Educatum" which means the act of teaching or training. A group of educationists say that it has come from another Latin word "Educare" which means to bring up" or "to raise".

As an individual in the society, he has to think critically about various issues in life and take decisions about them being free from bias and prejudices, superstitions and blind beliefs. Thus, he has to learn all these qualities of head, and heart through the process of education.

Meaning of Creativity

Creativity is the process of developing original novel and yet appropriate response to a problem. An original response is one that is not usually given. A novel response is one that is new or has no precedent. However, unless an original and novel solution is also appropriate, it cannot be termed as creative. An appropriate response is one that is deemed reasonable in the situation. Building a house of toothpicks is probably an original and novel idea, but is clearly not appropriate because such a house could be structurally weak. The definitions of creativity have been started by different authors with emphasis on i.e. are more viewpoints one psychological, physical and intellectual.

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. 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

Parker (1963) considers creativity as the art of seeking out, trying out and combining knowledge in a novel way which results in something new.

Need of the Study

Creative means imaginative producers and the inability to make new discoveries. A creative student is able to connect existing information with new information. Students who are creative are often also talented. We have found that students who are creative they have the ability to

observe deeply, thus they play with the creative existing knowledge and information. This type of work has not been done in this area. It is therefore necessary to conduct a study on creativity of rural and urban secondary students of Sirsa District in Haryana State

Review of Literature

Lubart et al (2001) studied the models of the creative process: past, present and future. They discussed 20th century models of creative process, including the structure of intellect model of J.P. Guilford. The basic 4 stage model of creative process, comprising preparation, incubation, illumination and verification has been prominent since the end of 19th century and many researchers have relied on it. However, research suggests that this model may need to be revised or replaced.

Kaur (2002) Studied creative relation to risk taking behaviour of school student. On the basis of analysis of data comprising of 200 boys and girls from rural school, it was found that significant relationship exist between fluency, flexibility & total creativity & risk taking behaviour. However, no significant relationship emerged between originally dimensions of creativity & risk taking behaviour. The investigation further elaborated that significant differences exist in the creative potential of group of students showing high & low level of risk taking behaviour. The study clearly indicates that creativity depends upon the level of risk taking behaviour.

Gakher (2003) has found abilities involved in problem solving task & mathematical creativity to be the function of divergent thinking, whereas anxiety was found to be insignificantly correlated with mathematical creativity.

Sharma (2003) Studied the relationship between scientific creativity and academic achievement & scientific creativity and socio-economic status of students of ninth grade. The results revealed that there exists a significant positive correlation between scientific creativity and academic achievement and no significant relationship between scientific creativity and socio-economic status.

Yadav, Mamta (2003) conducted a study for comprising the creativity of college students with relation to intelligence and socio — economic status. 200 undergraduate students were taken for research purpose. Test used include Torrence test of creativity, Jalota's intelligence test S.E.S. questionnaire by S.D.Kapoor and R.N.Singh. result shows that more intelligent students were more creative, more socio - economically strong a student is more creative he/she will be. Result also shows that high intelligence students differ significantly with low intelligence students on creativity and socio — economic status of the students effects in a positive way to creativity of students.

Verma and Monika (2003) concluded that highly creative students tended may towards legislative and liberal thinking styles than low creative students.

Zhang (2004) found that legislative and liberal thinking styles were predicted by self-rated creative ability and judicial style by analytical ability.

Maclan (2006) attempted to extend existing researching on the link between creativity and affective illness in adults by examining the relationship between creative personality and affective tendencies in adolescents. It was predicated that measures of creative personality were better predictors of depression scores.

Prema and Alphonse Raj (2008) conducted a study on creativity among High School students in relation to their attitude towards science. The findings of the study were: (i) rural and urban high school students in relation to its various dimensions fluency, flexibility and originality and in to is moderate. (ii) there was a significant difference observed between male and female high school students in the creativity (iii) there was a significant relationship between creativity and attitude of high school students with respect to background variables sex and locality

Anuses Ferrari (2009) provides a brief overview of the theoretical foundations for creativity and innovation in the context of education, as a background for the other planned reports. It attempts to define creativity and innovation in the educational context and provide an overview of research on creativity and innovation, especially for creative learning and innovative teaching. This work aims to capture the fruitful interdisciplinary debate on the role of Creativity and Innovation in the knowledge society and different schools of thought contributing to this debate.

Jane Petrowski (2012) revealed in her study that creativity has become a hot topic in academic circles, although it has only recently gained credibility as a legitimate subject for research. This paper highlights findings from a variety of research approaches (including psychometrics, cognitive psychology, historiometrics, biology, and contextual studies) with relevance to teaching and learning. Special emphasis is placed on ways to frame research as a creative endeavor.

Rezaei Kargar Flor et al. (2013) studied the effect of teaching critical and creative thinking skills on the locus of control and psychological well-being in high school students. In an experimental study 40 students that were selected using random multilayer sampling, were divided into test and control groups. Upon completion of educational sessions, in post- test stage, both test and control groups were tested with California critical thinking skills test B (1990), Abedi creativity inventory (1996) and questionnaires of pre-test. Statistical method of independent *t*-test showed significant increase in creative thinking and critical thinking in post-test of the experimental group. Furthermore, Multivariate analysis of covariance (MANCOVA) showed a significant increase in internal locus of control and psychological well-being ($p < 0.05$).

Reilly et al (2017) revealed in her study that Canada for ten years to identify creative teaching and its impact on students and colleagues. This study is

based on the concept that creative instructors understand that a class is part of the system in a school, in a district, under the inclusion of a larger community. Creative instructors understand that each student is an open learning system consisting of physical, cognitive and socio-emotional development in a culture that may or may not be conducive to the educational environment. Creative instructors should be aware of this fact and then reflect on their teaching.

Dutta, Jadab & Chetia Pranab (2018), conducted a study on "creativity of secondary school students in Lakhimpur and Sonitpur districts of Assam". The study was conducted on four hundred class-X students by giving due representation to boys (200) and girls (200) as well as rural and urban localities of both the districts. The 08 Government and 04 Private secondary schools were selected using stratified random sampling technique, and students were selected using simple random sampling technique. The descriptive survey method is used for data collection using creativity test developed by Baqer Mehdi. The findings of the study were there was no significant mean difference on creativity between male/female, rural/urban as well as government/private secondary students of both the districts of Assam.

Statement of the Problem

"A Study of Creativity In Rural And Urban Secondary School Students"

Operational Definition of Key Terms

Creativity

According to Dravadahl (1956) creativity is the capacity of a person to produce compositions product or ideas, which are essentially new, or novel and previously unknown to the producer.

Secondary Stage

The student who are studying in 10th class.

Rural Schools

The schools which are situated in rural areas.

Urban Schools

The schools which are situated in urban areas.

Objectives of the Study

1. To compare the creativity in the rural and urban secondary school students.

2. To compare the creativity in the rural and urban boys of secondary school.
3. To compare the creativity in the rural and urban girls of secondary school.

Hypotheses

1. There is no significant difference in creativity in the rural and urban secondary school students.
2. There is no significant difference in creativity in the rural and urban boys secondary school students.
3. There is no significant difference in creativity in the rural and urban girls of secondary schools.

Tool Used

In the present study the researcher used test of Creativity developed by Dr. Roma Pal .

Statistical Techniques

In the present study Means, SDs and 't' test were used to ascertain the difference in mean scores of Creativity comparison groups. **'t' test**

Analysis and Interpretation of Data

Collected data through above mentioned inventories were analyzed in terms of mean, standard deviation and t-test method. The results have been presented in the tables.

Hypothesis-1

There is no significant difference in creativity in the rural and urban secondary school students.

Table: 1

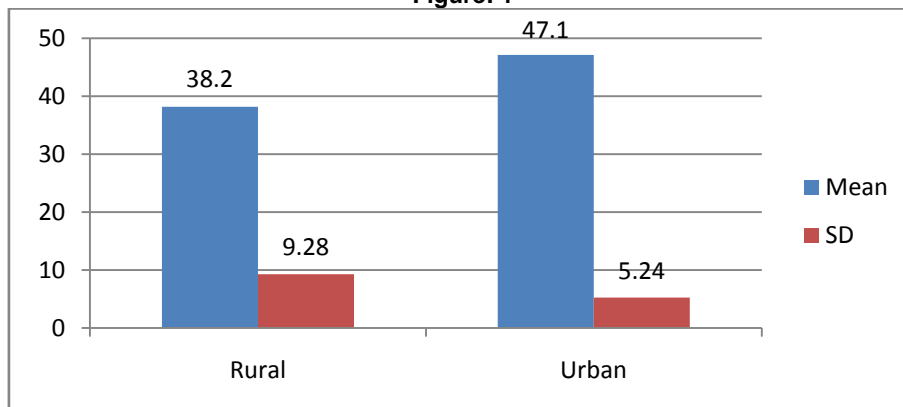
Mean, S.D. and 't' value of creativity of rural and urban secondary school students.

Variables	N	Mean	S.D.	Df	t value
Rural Students	100	38.20	9.28	198	8.35
Urban Students	100	47.10	5.24		

It may be seen in table 1 that calculated 't' value is 8.35 which is higher than the table value at 0.05 level and 0.01 level. It means that there is significant difference in student's creativity of rural students is 38.2 and the mean score of urban students is 47.1. It shows that creativity of urban secondary school students is higher than rural secondary school students.

Hence, the first hypothesis which states that there is no significant difference in creativity in the rural and urban secondary school students is rejected.

Figure: 1



Hypothesis 2

There is no significant difference in creativity in the rural and urban boys secondary school students.

Table : 2
Mean, S.D. and 't' value of creativity of rural and urban Boys Secondary School students.

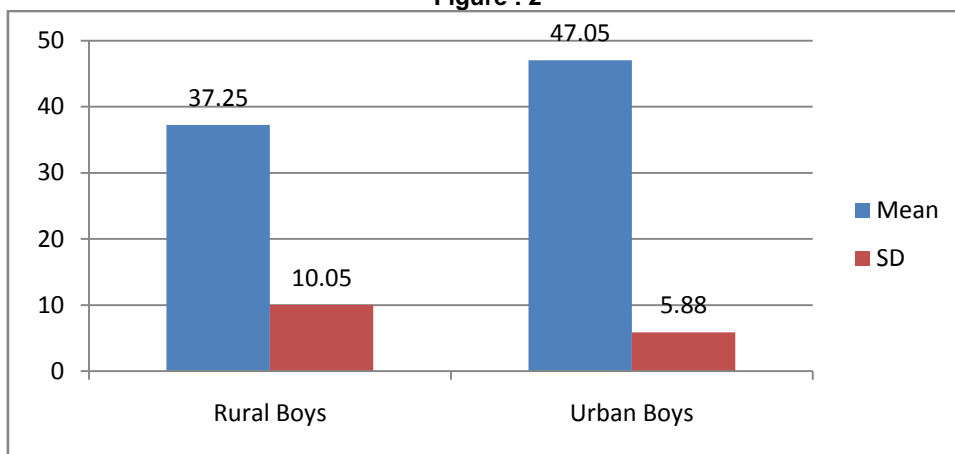
Variables	N	Mean	S.D.	Df	t value
Rural Boys Students	50	37.25	10.05	98	8.35
Urban Boys Students	50	47.10	5.88		

It may be seen in table : 2 that calculated 't' value is 8.53 which is higher than the table value at 0.05 level and 0.01 level. It means that there is significant difference in student's creativity of rural and urban boys students is 37.25 and the mean score of urban boys students is 47.10. It shows that creativity

of urban boys secondary school students is higher than rural secondary school students.

Hence, the second hypothesis which states that there is no significant difference in creativity in the rural and urban boys of secondary schools is rejected.

Figure : 2



There is no significant difference in creativity in the rural and urban boys secondary school students.

Hypothesis: 3

There is no significant difference in creativity in the rural and urban girls of secondary schools.

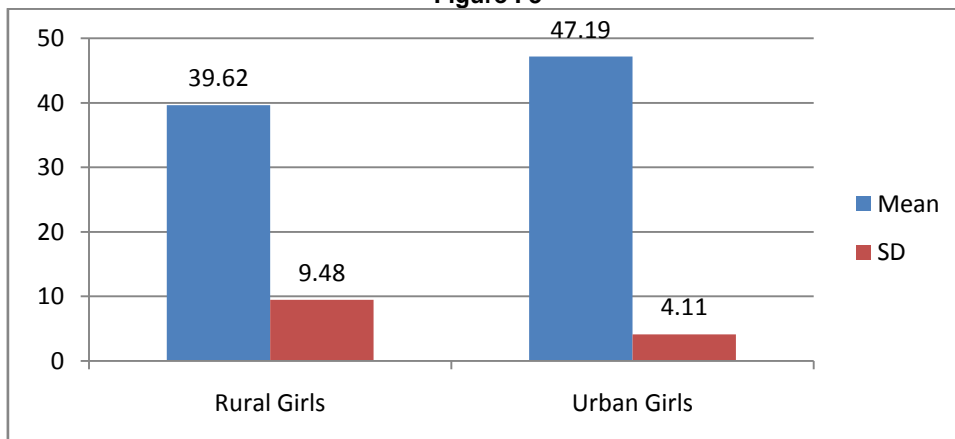
Table : 3
Mean, S.D. and 't' value of creativity of rural and urban Girls Secondary School

Variables	N	Mean	S.D.	Df	t value
Rural Girls Students	50	39.62	9.48	98	4.64
Urban Girls Students	50	47.19	4.11		

It may be seen in table 3 that calculated 't' value is 4.64 which is higher than the table value at 0.05 level and 0.01 level. It means that there is significant difference in student's creativity of rural and urban Girls students is 39.62 and the mean score of urban Girls students is 47.19. It shows that creativity of urban girls secondary school students is higher than rural girls secondary school students.

Hence, the third hypothesis which states that there is no significant difference in creativity in the rural and urban Girls of secondary schools is rejected.

Figure : 3



Findings

The following findings were drawn from the present study:

1. The result shows that there is significant difference between rural and urban secondary school students. The creativity among urban students is more than rural students.
2. The result shows that there is significant difference between rural male and urban male secondary school students. The creativity among urban male students is more than rural male students.
3. The result shows that there is significant difference between rural girls and urban girls secondary school students. The creativity among urban girls' students is more than rural girls' students.

Educational Implications

Every research has some educational implications. The present study was designed to study the creativity among urban and rural and urban secondary school students. The findings showed there is significant difference in creativity of rural and urban secondary school students and also in male and female urban rural secondary school students. From this it may be said that teacher educators may make effort to use various teaching techniques matching all the four creativity generating styles irrespective of personality factors and background factors. The findings also provides the clue that other researchers should investigate this area of creativity styles thoroughly by selecting personality factors and background factors on different sample of teacher trainees.

Suggestions

The following suggestion may be offered for further research:

1. Similar study may be conducted by using separate tools of personality type, self concept and anxiety.
2. Similar study may be conducted on elementary prospective teachers.
3. Similar study may be undertaken on college students.
4. Creativity styles may be inquired into in relation to personality questionnaires like 14 PFQ on High School students and 16 PFQ on College students.
5. Creativity generating styles of prospective teachers may be studied in relation to intelligence and creativity levels.
6. Creativity styles of college students may be studied in relation to their educational and vocational choices.
7. Comparative studies may be undertaken to analyze the differences in creativity styles of selected professional groups such as artists, musicians, politicians and leaders.
8. Thinking styles may be investigated of field dependent and field independent students.
9. Study of Thinking styles may be undertaken in relation to locus of control of the students.
10. A comparative study may be undertaken of vocational and non-vocational students.

It is important to recognize the persons who can say to be creative for gearing up the chariot of civilization. The education and relative person can do this job in vary significant way starting from the schooling of the child to the end. It teaches the words not weep for those who die unsung and the relationship of this treat with others like intelligence, personality and anxiety and with the environmental factors like socio-economics status of the same time. Here we must tries to understand the meaning of creativity.

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