

Creativity Levels Between Private and Government School Children in Srinagar City (7th-10th grade)

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ABSTRACT Creativity is a process by which something new, either an idea or object in the form or arrangement is produced. Creativity is seeing something in a new relationship. It is one's abilities or skills expressed in a new combination. Creativity can be seen in thinking, in expressed activities, in manipulating objects or materials. Creativity is an investigation of new ideas. It is the determination of some unique characteristics. It is an urge in the person to reveal in an object something new. It is also learning to estimate and to deal with the new situations on their unique characteristics. An attempt was made to study the factors affecting the creativity levels between the private and government school children in Srinagar city (7th-10th grades). Objectives of the study were: 1. To assess the creativity levels between government and private school children, 2. To study the influence of school environment on the students, and, 3. To determine the relationship of gender on creativity levels. The non-verbal tests of creativity devised by Baquer Mehdi were administered for data collection. Random sampling technique was used. The results revealed that the Private and Government School children differ significantly in their creative abilities. The variation in the school environment was found to be the major factor that affected the creative abilities among Government school students which is due to lack of opportunities, facilities and encouragement in Government schools. Further, gender as a variable could not make any difference among students.

INTRODUCTION

Creations are made by human beings-individuals who have put themselves in the field of work. Human beings bring out creative products after working hard on it for a long time. Creation means an act or process of creating something new brought into the world. It is something brought into the existence or created out of human intelligence and imagination (Rjamanickam 2005) Creativity is the capacity of persons to produce compositions, products or ideas of any sort which are essentially new or novel, and previously unknown to the producer. It can be an imaginative activity, or thought synthesis, where the product is not a mere summation (Hurlock 1997).

A creative person is characterized by such cognitive factors and personality dispositions as divergent ability, independent judgment capacity, high feeling tone accompanied with sensitivity and affectivity transformational ability and redefining capacity, expressional excellence, spontaneous flexibility and adaptivity. By and

large, he is a person endowed with integration of cognito-affective behavioral dynamics deeply saturated with high feeling tones and tender affectivity (Sharma 2000). Creativity is regarded the greatest assets of mankind. It is an ability that is most vital for shaping the future of man. Researchers have shown that children are creative by nature for they have innate ability to see new relationships and produce new combinations out of existing things or their parts (Rather 2009).

Creativity, thus, the highest order of human potentiality of a country that contributes optimum growth and development, progress and prosperity and nurtures the greatness and glory of a nation's destiny (Panda 1999). Creativity is a quality which each human being is capable of exhibiting. Individuals, however, as a result of both, nature and nurture, vary in the amount and kind of creativity they display. Creativity contributes towards the mental health, education, vocational success and many other important areas in life (Shan 2000).

School environment is an important determinant of the creativity of students (Shan 2000). The teacher plays a very important role in providing a conducive climate for creative growth in the classroom. When behaviour of the teacher makes a difference in the child's behaviour, their problem solving capacity, social contribution and creativity in students get expressed. Con-

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scientious and mild-mannered teachers often create autonomy in the children and vicious cycle in the classroom. Socially introducing behavior is likely to accelerate the creative environment (Hota 2003).

Creative persons are distinguished more by interest, attitude, values, motives and drive than intellectual ability alone. Students have to be helped by the teacher to cultivate varied interest areas including games and play, flexibility, openmindedness, spirit of cooperation but competition, a desire to achieve something extraordinary and derive psychic satisfaction out of such accomplishment (Hota 2003).

The study of creativity occupies the most crucial position in understanding the mental and spiritual potentials of the human mind. Creative talent brings into existence a radically new order of truth which has an important function in the growth and development of human consciousness. The creative artist penetrates the surface of his experiences of the world and the ideas acquired through it leads to reach deeper truth. The creativity peaks during pre-school years and creative abilities not matured during this time can become more difficult to express later on, thus, education would endeavor to keep alive and further usually promising creative talent among children. Since creativity can underlie progress in any field of activity, the current awakening of interest and recent thrust of research on creativity promise new development. So it would be proper to explore more and more to conform, verify and validate the facts concerning creativity in the present study.

Boling and Boling (1993) found that first-born males and later born females demonstrated the greatest creativity.

Shan (2000) studied creative thinking among high school students of Jammu region in relation to problem solving and found that high school students with high problem solving ability have significantly higher levels of creative thinking as compared to their counterparts with low problem solving ability.

Matud and Grande (2007) studied the relevance of socio-demographic factors on gender differences in creative thinking. The results revealed that women with a university level education scored higher than those with secondary or primary educational levels on all the creative measures, but no differences were found among the men in relation to their educational level.

Gender differences in creative thought were minimal and dependent upon educational level; men with primary or secondary levels were found to score higher than women with the same level of education. However, the differences were statistically significant only on the Figural Originality and Figural Creativity Indices. Women with a university level education scored higher than men at the same level, yet statistically significant differences were only found for Verbal Fluency.

Garg and Agarwal (2008) in their study of adolescent creative thinking and its relation to the psychosocial environment and concluded that home environment has a strong role in development of creative thinking. Some home dimensions like social isolation, deprivation of privileges had negative relationship with creative thinking while as reward and protectiveness had positive relationship with creative thinking.

Charyton et al. (2008) investigated gender similarities and differences in general creativity constructs with their preferences for creative persons. Results indicated that males and females tended to have similar levels of general creativity, yet the most frequently listed creative eminent persons tended to be male. The most frequently listed creative person selections were in science and art, with the three most frequently selected eminent persons being in the science domains.

Hong and Lee (2009) studied the extrinsic environmental factors that influence the development of culinary creativity. Results revealed close relationship between the creativity of culinary artists and the quality of their environment. Therefore it is important to develop and maintain a physical, social, cultural and educational environment that is conducive to culinary creativity.

Fleith (2010) studied teachers and students perceptions about characteristics which either stimulate or inhibit the development of creativity in the classroom environment and the findings revealed that both teachers and students believed that a classroom environment which enhances creativity provides students with choices, accepts different ideas, boosts self confidence, and focuses on students' strengths and interests. On the other hand, in an environment which inhibits creativity, ideas are ignored, teachers are controlling, and excessive structure exists

METHODOLOGY

The present study was conducted on a sample of 60 students (30 males and 30 females) in the age group of 13-16.

Locale: Subjects were taken from following schools of Srinagar city:

a) Private Schools

- 1) Presentation Convent High School, Rajbagh
- 2) Green Valley Educational Institution, Buchpora
- 3) Green Land Educational Institution, Hawal

B) Government Schools

- 1) Govt.Boys High School, Zadibal
- 2) Govt.Girls Higher Secondary School, Zadibal
- 3) Govt.High School, Lal Bazar

It needs to be mentioned that these subjects were taken from 7th to 10th grade. For the collection of data random sampling technique was adopted. Non-Verbal Test of Creativity devised by Mehdi (1973) was adopted for collection of data. This test includes three sub-tests: a) Pic-

ture Construction Activity, b) Incomplete Figure Activity, c) Triangles and Ellipses Activity. The data collected was subjected to statistical analysis by using Mean, Standard Deviation and t- test in order to facilitate analysis and interpretation

RESULTS

Table 1 represents the impact of school environment on picture construction activity of creativity test. It was revealed that the 't' value is less than .05 which is highly significant.

On interpreting Table 2, impact of school environment on incomplete figures activity of creativity test. It was found that the 't' value is less than .05 which showed high significance. Table 3 relates the impact of school environment on triangles and ellipses activity of creativity test and it was found that the 't' value is less than .05 which is highly significant. The Table 4 depicts the impact of gender on picture construction activity of creative test. It was revealed that the 't' value is more than .05 which showed less significance.

On interpreting Table 5 impact of gender on incomplete figures activity of creative test, it was found that the 't' value is more than .05 which

Table 1: Impact of school environment on picture construction activity of creativity test

School	N	Mean	S.D	T value	Significance
Private	30	15.3	4.86	8.6	.000
Government	30	6.13	3.22		

Significance level>.05

Table 2: Impact of school environment on incomplete figures activity of creativity test

School	N	Mean	S.D	T value	Significance
Private	30	69.1	13.3	10.4	.000
Government	30	33.5	12.9		

Significance level>.05

Table 3: Impact of school environment on triangles and ellipses activity of creativity test

School	N	Mean	S.D	T value	Significance
Private	30	46.7	9.96	5.25	.000
Government	30	35.8	5.61		

Significance level>.05

Table 4: Impact of gender on picture construction activity of creative test

Sex	N	Mean	S.D	T value	Significance
Male	30	9.4	5.45	-1.62	.109
Female	30	12	6.70		

Significance level>.05

Table 5: Impact of gender on incomplete figures activity of creative test

<i>Sex</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>	<i>T value</i>	<i>Significance</i>
Male	30	47.6	22.3	-1.29	.202
Female	30	55	21.8		

Significance level > .05

Table 6: Impact of gender on triangles and ellipses activity of creative test

<i>Sex</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>	<i>T value</i>	<i>Significance</i>
Male	30	39.7	8.9	-1.23	.221
Female	30	42.8	35.5		

Significance level > .05

depicted less significance. Table 6 represents the impact of gender on triangles and ellipses activity of creativetest; it was found that the 't' value is more than .05 which revealed less significance.

DISCUSSION

Children from private schools scored more than government school children in picture construction activity which may be attributed to the fact that school environment influences the creative abilities among children. The lack of sufficient opportunities and encouragement in government schools affected the creative abilities among children. A similar finding by Garg and Agarwal (2008) in their study of adolescent creative thinking and its relation to the psychosocial environment and concluded that home environment has a strong role in development of creative thinking. Some home dimensions like social isolation, deprivation of privileges had negative relationship with creative thinking while as reward and protectiveness had positive relationship with creative thinking.

Regarding impact of school environment on incomplete figures activity of creative test students of private school were ahead of government school children. The reason for this may be lack of proper facilities within the government schools creating impediments in creative potentials among children. A related study by Shan (2000) revealed that high school students with high problem solving ability have significantly higher levels of creative thinking as compared to their counterparts with low problem solving ability.

From the interpretation of the Table, it was revealed that government school children ranked below than private school students. Similarly

Fleith (2010) studied teachers and students perceptions about characteristics which either stimulate or inhibit the development of creativity in the classroom environment and the findings revealed that both teachers and students believed that a classroom environment which enhances creativity provides students with choices, accepts different ideas, boosts self confidence, and focuses on students' strengths and interests. On the other hand, in an environment which inhibits creativity, ideas are ignored, teachers are controlling, and excessive structure exists.

Further the gender does not have impact on picture construction activity of creative test. On the contrary, a study by Matud and Grande (2007) revealed that women with a university level education scored higher than those with secondary or primary educational levels on all the creative measures, but no differences were found among the men in relation to their educational level. Gender differences in creative thought were minimal and dependent upon educational level; men with primary or secondary levels were found to score higher than women with the same level of education. However, the differences were statistically significant only on the Figural Originality and Figural Creativity Indices.

In terms of incomplete figures activity of creative test no gender differences were found as both boys and girls scored equally. On the other hand, a study by Boling and Boling (1993) found that first-born males and later born females demonstrated the greatest creativity.

No gender differences were depicted in triangles and ellipses activity of creative test. The reason may be that the both boys and girls possess equal motivation and interest to express creative potentials. A related study by Charyton

et al. (2008) revealed that that males and females tended to have similar levels of general creativity, yet the most frequently listed creative eminent persons tended to be male. The most frequently listed creative person selections were in science and art, with the three most frequently selected eminent persons being in the science domains.

CONCLUSION

From the study it was concluded that lots of variations exist in the creativity levels as students from private schools possessed high creativity abilities than government school students. The lack of opportunities, facilities and encouragement hampered the creative potentials of students in government schools. The variation in the school environment was found to be major factor in affecting the creativity among government school children, and it may be attributed to the lack of sufficient opportunities and facilities in government schools. Moreover, failure in recognizing, identifying and nurturing the hidden talent and play which has educative and diagnostic value is ignored even neglected in current schooling. Also, both boys and girls were found to be equally creative.

RECOMMENDATIONS

- 1) Necessary changes in school infrastructure and academics must be introduced in government schools.
- 2) Government school teachers should be provided with orientation and refresher courses so that they can enhance creative abilities among students.
- 3) A democratic, friendly, cooperative and encouraging climate should be provided as it will make the student to feel psycho-

logical safety and freedom which will aid to their creative growth.

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