

A COMPARATIVE STUDY OF CREATIVITY AMONG GOVERNMENT AND PRIVATE SECONDARY SCHOOL STUDENTS

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ABSTRACT

Creativity is the ability to produce and generate new and novel ideas and things. God has given this ability to man and with this ability man has created many things which have contributed to the comfort of human life. Creativity may be inherited as well as acquired but the amount of creativity varies among individual; it may be high and low. Various studies have been conducted to investigate the relationship of creativity with academic achievement as it has been considered as strong predictor of academic achievement. The purpose of this study was to compare the levels of creativity in government and private secondary schools. The two goals of the current investigation are: 1. To investigate the creative differences between male and female secondary school pupils. 2. To determine whether government and private secondary school students differ in terms of creativity. Baquer Mehdi's "Non-verbal tests of creative thinking was administered for collecting the data. The findings of this study indicated the significant difference in the creativity of the Government & Private secondary school students. whereas govt. secondary school students were found high in creative abilities than private secondary school students. Further, gender as a variable also made a difference among students.

Keywords: Creativity, generate new ideas, School Students

INTRODUCTION

God is the creator of this Universe. He has created the entire World in such a way that no two things are similar. Creativity is the ability to produce and generate new and novel ideas and things. The Indo-European word "Kere," which meaning to create anything, is where the word "creativity" first appeared. Thus, it signifies "to produce something novel and distinctive.". The word novelty means new & different. Galton in 1869 first recognized the concept of creativity with his publication of 'Men of Genius'. It is possible to describe creativity as the act or the capacity to use your imagination to produce something novel and distinctive. Website of Webster's (Wilson, 2004). It is a mental process where new ideas are generated. In 1931, Spearman described creativity as the ability of the human mind to create new ideas by showing relationships and resulting in the creation of new correlations. Although human beings may not have the ability to control hereditary features as a factor influencing creativity, they can create environments that are more conducive to an individual's development of creativity. Creativity may be both genetically inherited and learned in the society as well **Pany, S. (2014)**. The talent of creativity among individuals should be encouraged through a well-planned and purposeful educational program. The creative skills of the human being have always been accountable for different kinds of change and development in the society since very long period of time.

Education is defined as a process of developing the capabilities, abilities, knowledge and skills. Proper education, care and provision of different opportunities for creative expressions can inspire and sharpen the mind of individuals. Without proper education, training and opportunities for expression, all the talent is wasted. So, all the inherited abilities need stimulation and nourishment. In many educational institutions it has been observed that they provide very less opportunities to their students to develop critical and divergent thinking. There is no room for creativity or invention. It is believed that the school environment plays a very important part in encouraging students' creativity. The purpose of school is to serve as a hub where various activities can be organized to foster student creativity and inspire them to succeed in all aspects of life. However, if we examine the current system of education, we will discover that the majority of schools only focus on convergent thinking, maintaining discipline and obedience, and preparing students to learn in a way that will help them perform well on exams. This leads to rote learning, which is a significant problem. Additionally, it has been noted that pupils' creative abilities fluctuate depending on the type of school they attend nowadays.

Besides school, the role of parents, members of the society, Government as well as the children themselves for proper nurturing and stimulation of the creative urge is very important. When creative potentialities would be properly developed and nurtured, it would ultimately play a significant role in getting better academic achievement.

REVIEW RELATED LITERATURE

Numerous research has been conducted to determine how creativity affects academic achievement and what causes low creativity. Studies on creativity reveal various viewpoints. Researchers looked into how an individual's upbringing and personality traits affected their level of creativity (Ai,1999; Batey & Furnham,2006). Torrance (1963), Lau and Li (1996), Hoff (2005), Matud, Rodriguez, & Grande (2007), and Ghosh, S.M. (2013) reported that there is a considerable difference between boys and girls' creative talents, however Baer & Kaufman (2008) and Ahuja (2014) found no evidence of such a difference. Further studies by Nautiyal and Negi (2011) and Nazzima and Hummara (2012) found that pupils in private schools were more creative than those in public schools. However, it appears that both government and private secondary school pupils are neglecting the subject of creative thinking. In this way, the current study aims to compare pupils from government and private secondary schools in terms of their creativity.

OBJECTIVES OF THE STUDY

- 1) To study the difference in creativity among male and female secondary school students.
- 2) To investigate the difference in the creativity among government and private secondary school students.

HYPOTHESIS

H₀₁. There is no significant difference in the creativity among male and female secondary school students.

H₀₂. There is no significant difference in the creativity among government and private secondary school students.

DELIMITATIONS OF THE STUDY

The boundaries of the current study are as follows:

- 1) Only 300 government and private secondary school students made up the sample for this study.
- 2) The Aligarh district of Uttar Pradesh is the sole focus of this study.
- 3) The variables considered in this study are only creativity, gender, and type of school.

METHOD AND PROCEDURE

This study was conducted on a sample of 300 government and private secondary school students by using simple random sampling. Out of the 300 students, 126 students were from govt. schools and 174 from private schools of Aligarh District (UP). All selected students were tested for creativity using a Non-Verbal Test of Creative Thinking by Baker Mehndi. Creativity result was divided into 2 grades as high and low creativity. Data of the study was analysed by using SPSS version 20.

ANALYSIS AND INTERPRETATION

Objective 1

H₀1. There is no significant difference in the creativity among male and female secondary school students.

Table 1. Demonstrates The Creativity Gap Between Male and Female Secondary School Students

Variable	Gender	N	Mean	SD	T-Value	P. Value	Result
Creativity	Male	184	199.3399	35.08442	.863	.009	sig.
	Female	116	210.2879	34.56821			

INTERPRETATION

Table no. 1. Shows that there is a statistically significant gender difference in the level of creativity among students in secondary school. $t(298) = .863, p = .009$. The average score of male students is found to be considerably different from the average score of female students (mean = 210.2879 and SD = 34.56821) (mean = 199.3399 and SD = 35.08442). As a result, the .01 level of confidence rejects the claim that there is no discernible gender difference in secondary school students' levels of creativity. This suggests that there are considerable creative differences between male and female secondary school students. More so than their male counterparts, female secondary school students demonstrated greater creativity.

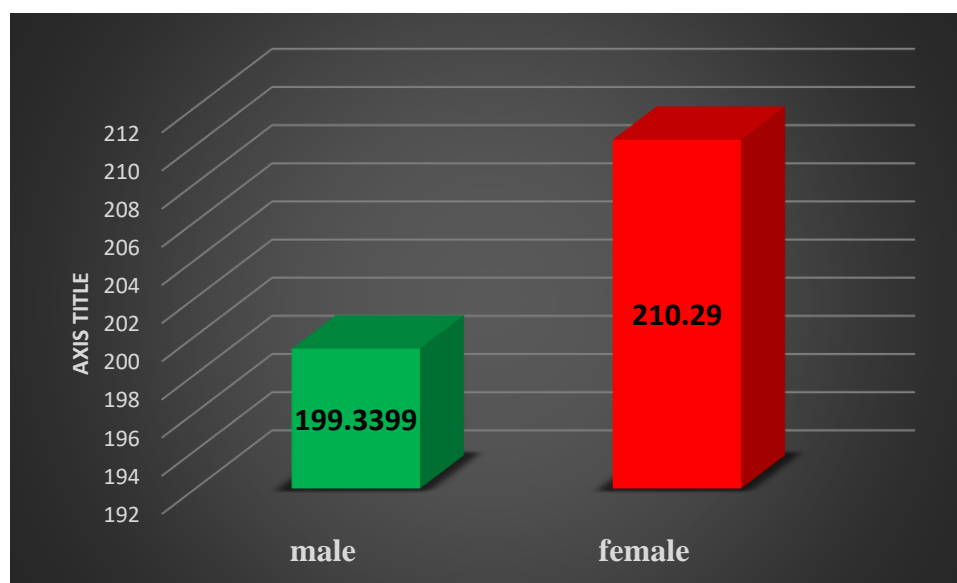


Figure 1: Comparison of Creativity Among Secondary School Students with Regard to Gender

Objective 2

H₀2. There is no significant difference in the creativity among government private secondary school students.

Table 2. Shows The Difference in Creativity Among Government and Private Secondary School Students

Variable	Gender	N	Mean	SD	T-Value	P. Value	Result
Creativity	Govt.	126	216.7925	37.11227	.004	.000	sig.
	Pvt.	174	194.0006	30.51369			

INTERPRETATION

Table no. 2 demonstrates that there is a statistically significant variation between secondary school students' levels of creativity depending on the type of school, $t(298) = .004$, $p = .000$. Government secondary school students' mean scores (mean = 216.7925 and SD = 37.11227) are significantly higher than private school students' (mean = 194.0006 and SD = 30.51369). As a result, the .01 level of confidence is used to reject the claim that secondary school students' creativity is not significantly different depending on the type of school. This suggests that there are considerable creative differences between students in secondary school from public and private schools. Additionally, it was discovered that government secondary school students had higher levels of creativity than their private school counterparts.

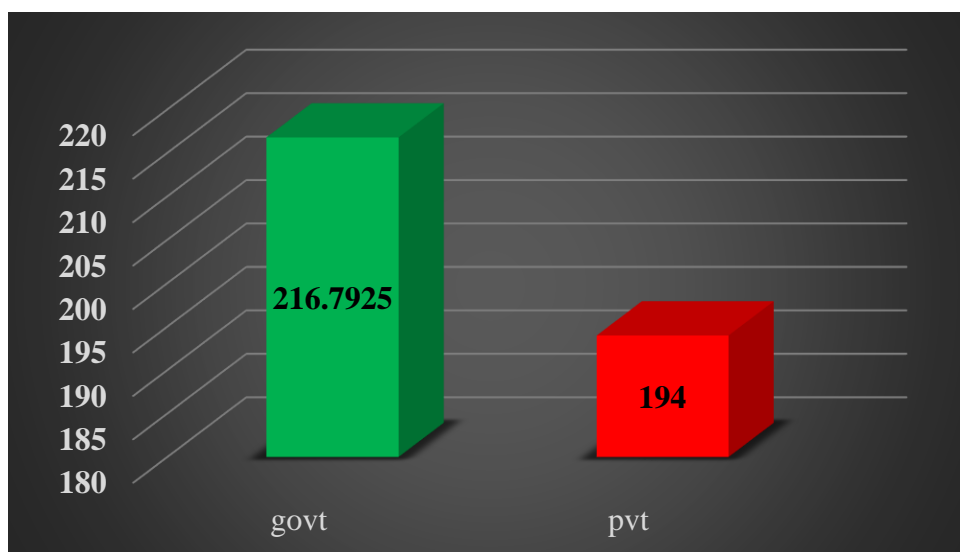


Figure 2: Comparison of Creativity Among Secondary School Students with Regard to Type of School

FINDINGS OF THE STUDY

1. Findings related to the comparison of creativity between male and female secondary school students

t-test was used to compare the creativity among male and female secondary school students. major findings are:

Male and female secondary school students differ significantly in creativity as female students have been found more creative than male students.

The research by Torrance (1963), Lau and Li (1996), Hoff (2005), Matud, Rodriguez, & Grande (2007), and Ghosh, S.M (2013) also came to the same conclusions.

2. Findings related to the comparison of creativity between government and private secondary school students

Government and private secondary school students' levels of creativity were compared using the t-test. Important discoveries are:

Govt and Pvt secondary school students differ significantly in creativity as Govt secondary school students have been found more creative than Pvt secondary school students.

Similar findings were made by Nautiyal and Negi (2011), Nazzima and Hummara (2012), and Pany S (2014) regarding the considerable differences in creative talents between public and private schools.

EDUCATIONAL IMPLICATIONS

The following implication may be drawn in light of the findings;

- The educational institution must adequately direct the need for encouraging creativity among learners, as it has been the most neglected area which needs more attention.
- The management of schools is supposed to be responsive and sensitive towards the boosting of originality aspect and divergent thinking of their students.
- The teachers of private secondary schools are needed to be more conscious towards the creative expression of students. they should avoid traditional mode of teaching and should focus on making the teaching learning more effective and interesting.
- At the moment, parents and teachers both struggle to find time to support their children's success since they are so busy with other tasks. As a result, they made an appropriate effort to recognize the children's accomplishments.

CONCLUSION

Environment is the powerful factor for advancing the process of individual's growth & development and the progress of the society as well. A nation with a vision for the future requires dynamic, creative inhabitants and is required to provide a supportive creative environment at home, in the classroom, and across society. Therefore, it is the noble responsibility as well as the accountability of all the people who are having concern for the educational process directly or indirectly and for providing adequate opportunities to the children for their full creative expression that will ultimately results towards better academic achievement.

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