

**A Study of Creativity of Students at Secondary Level in Reference to Their Socio-
Economic Status and Type of Schools**

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Abstract

The aim of this study was to find out the creativity of students at secondary level in reference to their socio-economic status and type of schools. The survey method was used in this study. A total sample of 200 students at secondary level were selected by using the simple random technique. Sample was selected from CBSE (Central Board of Secondary Education) and UPBSE (Uttar Pradesh Board of Secondary Education) affiliated school of Ghaziabad District of Uttar Pradesh. The finding revealed that there is a significant difference in creativity of students at secondary level in reference to their socio-economic status and type of schools.

Keywords: *Creativity, Socio-Economic Status, CBSE, UPBSE.*

Introduction

Creativity is mainly related to originality or innovation. Creativity is reflected in a new way of thinking about a problem or finding a solution. In other words, it can be said that creativity is the ability that enables a person to think and think in a new way to find a scholarly solution to a problem. Creativity is the ability to think and act in a new way that is different from the prevailing way.

In the words of Drewhl, "Creativity is the human ability by which he presents a new creation or idea."

Creativity is essential for human activities and accomplishments. Creativity does not mean scientists or artistic creations, creativity is found in the action of any person. Creativity is found in the work or business of every person working in the society. Any free expression that

the child expresses through language, visual, art, music, movement and dynamics and expresses his feelings, this brings perceptual clarity and emotional intensity for expression, there is a change in the behaviour of the child. It's called creativity.

Creativity is such a quality of a person that apart from the traditional methods, innovation and originality are included. Like the first steps taken by humans on the moon, new inventions, the latest means of Internet computer telephone, progress in agriculture, science and commerce, etc. are the result of creativity. Although in general, creativity itself includes other components besides originality, as Guilford wrote, "Creativity includes not only originality but also the qualities of flexibility, fluency and inspirational disposition."

In fact, creativity is the expression of creativity in life. Creativity refers to the ability of man to do something new and original. Every creature has creativity according to its species characteristics. But the creativity is relatively high in man because of his high mental abilities. Some people are more creative and some less.

In the modern perspective, "Creativity" is the most important, hypnotic and worrying topic, because the rapid progress made in various dimensions of economic, psychological and technological, etc., affecting and changing every aspect of human society, is actually the individual's ' Based on 'Creative Ability'. Human beings have the power of creativity, due to which it helps in the development of society.

All the qualities are found naturally in some people and the other hand these qualities have to be developed in some people. Recognizing the importance of creativity and personality for the progress of the country in this era of rapid change, we find that the advent of change and innovation in human life is a natural quality. That is found in all individual. But it is found in less in some and more in some. It is often believed that only writers, poets, painters, scientists, film actors etc. are creative and highly personable, but in today's time this idea is not valid as it has been proved by psychologists and bio-scientists.

Creativity is an important part of human personality. This is a unique boon given to human beings by the multi-dimensional personality of the students. It is a multi-value fund. The

progress and upliftment of any nation depends on creativity and creativity. Children's mind and heart are very receptive. Therefore, the environment in which they grow up in family, school, society etc. has a deep impression on their mind, intelligence, ability and ability, which affects their creative skills. The kind of family environment where the children are brought up, taken care of, education-initiated. Their level of creativity also develops accordingly. Even the socio-economic status of the family directly or indirectly affects the level and skill of the child's development, personality formation and creativity. Now the question arises that even at present the creativity of students of different socio-economic status is different? Is there a significant difference in creativity of CBSE and UPBSE students?

Based on the above, a need was felt to study the impact of the socio-economic level of secondary students on their creativity.

Review of literature

Review of related literature is a very important aspect for conducting research. A literature review is a compilation and description of the studies which have already been done by various researchers in the particular field or topic. Actually, it is a link between the research proposed and the studies already done. A review of literature is the careful study of the research journals, books, dissertation, thesis, magazines, encyclopaedias, abstracts, international yearbooks, articles, surveys etc.

Sharma (2008) studied on effect of gender, type of school and mental health on creativity of 9th grade students. The finding revealed that there was positive and significant relationship between creativity and mental health of students. Private school students were found to be better in creativity and mental health than government students. **Padma and Yadav (2005)** conducted a study on creativity among secondary school students and revealed that the creativity score of boys were higher than the girls. **Yang and Ching (2004)** examined the creativity and thinking style of senior secondary school students. In their findings they suggested that there was a positive significant relation between creativity and thinking styles of students in relation to their gender. **Aisha and Kiran (2002)** studied on relationship between gender and creativity on academic achievement and result found that boys were higher creativity and academic

achievement than girls. **Haneeshia (2001)** studied on creativity among government and private secondary school students of Kerala State. The result revealed that boys were higher than girls on creativity; fluency, flexibility and originality and private school students were better than government school students.

Objective

- To study the creativity of students at secondary level in reference to their socio-economic status.
- To study the creativity of students at secondary level in reference to their type of schools.

Hypothesis

- There is no significant difference in creativity of students at secondary level in reference to their socio-economic status.
- There is no significant difference in creativity of students at secondary level in reference to their type of schools.

Research methodology

According to the nature of the present study, "survey method" has been used under the descriptive research. In the present research, students studying in secondary level schools of Ghaziabad district of Uttar Pradesh have been considered as population. In the present study, random sampling method has been used for sample selection, in which 200 students has been selected from secondary level schools affiliated to CBSE and UPBSE located in Ghaziabad district. To measure the socio-economic status of the students. 'Upadhyay-Saxena Socio-Economic Status Scale' developed by Sunil Kumar Upadhyay and Alka Saxena has been used to measure the socio-economic status of the students. To measure the creativity of the students, 'Pasi Test of Creativity' created by Dr. B.K. Pasi has been used. The purpose of making both Hindi and English versions is to measure the creativity of the students studying at the school level. The statistical methods of mean, standard deviation and t-test were used to analyze the data.

Analysis and interpretation

H₀1 There is no significant difference in creativity of students at secondary level in reference to their socio-economic status.

Table 1 : Difference in creativity of students at secondary level in reference to their socio-economic status

Level of Socio-economic status	Number	Mean	SD	t-value	Significance level	Result
High	48	28.54	10.49	3.61	0.05 (1.98)	Rejected
Medium	89	35.68	11.99			

It is clear from the observation of table 1 that the mean score of creativity of students of high and medium socio-economic status are 28.54 and 35.68 respectively and the standard deviation is 10.49 and 11.99 respectively. It is clear from the analysis of the table that the t-ratio of the difference in the above mean values is 3.61 which is more than the table value 1.98 at .05 significance level, hence the null hypothesis is rejected. Looking at both the mean score it is clear that there is a significant difference in creativity of students of high and medium socio-economic status. In conclusion, creativity among students of medium socio-economic status is higher than students of high socio-economic status.

Table 2 :Difference in creativity of students at secondary level in reference to their socio-economic status

Level of Socio-economic status	Number	Mean	SD	t-value	Significance level	Result
Medium	89	35.68	11.99	5.86	0.05 (1.98)	Rejected
Low	63	25.80	8.76			

It is clear from the observation of table 2 that the mean score of creativity of students of medium and low socio-economic status are 35.68 and 25.80 respectively and the standard deviation is 11.99 and 8.76 respectively. It is clear from the analysis of the table that the t-ratio of the difference in the above mean values is 5.86 which is more than the table value 1.98 at .05 significance level, hence the null hypothesis is rejected. Looking at both the mean score it is clear that there is a significant difference in creativity of students of medium and high socio-economic status. In conclusion, creativity among students of medium socio-economic status is higher than students of low socio-economic status.

Table 3 : Difference in creativity of students at secondary level in reference to their socio-economic status

Level of Socio-economic status	Number	Mean	SD	t-value	Significance level	Result
High	48	28.54	10.49	1.46	0.05 (1.97)	Accepted
Low	63	25.80	8.76			

It is clear from the observation of table 3 that the mean score of creativity of students from high and low socio-economic status are 28.54 and 25.80 respectively and the standard deviation is 10.49 and 8.76 respectively. It is clear from the analysis of the table that the t-ratio of the difference in the above mean values is 1.46 which is less than the table value 1.98 at .05 significance level, hence the null hypothesis is rejected. Looking at both the mean score it is clear that there is no significant difference in creativity of students of high and low socio-economic status. In conclusion, creativity among students of high and low socio-economic is equal.

H₀2 There is no significant difference in creativity of students at secondary level in reference to their type of schools.

Table 4 :Difference in creativity of students at secondary level in reference to their type of schools

Group	Number	Mean	SD	t-value	Significance level	Result
CBSE Students	100	26.98	9.89	2.31	0.05 (1.97)	Rejected
UPBSE Students	100	24.01	8.14			

It is clear from the observation of table 4 that the mean score of creativity of CBSE and UPBSE students are 26.98 and 24.01 respectively and the standard deviation is 9.89 and 8.14 respectively. It is clear from the analysis of the table that the t-ratio of the difference in the above mean values is 2.31 which is more than the table value 1.97 at .05 significance level, hence the null hypothesis is rejected. Looking at both the mean score it is clear that there is a significant difference in creativity of CBSE and UPBSE students. In conclusion, creativity among CBSE students is higher than UPBSE students.

Findings

- There is found a significant difference in creativity of students of high and medium socio-economic status.
- There is found a significant difference in creativity of students of medium and high socio-economic status.
- There is found no significant difference in creativity of students of high and low socio-economic status.
- There is found a significant difference in creativity of CBSE and UPBSE students.

The findings show that there has been lesser performance among high and low socio-economic status groups in comparison to medium socio-economic status groups and hence the implication is there is a need for more concentration on the particular category of students so as to improve the standard of education. Given the general scenario of large number of families still under poverty, it is quite essential for the government and private education authorities to focus on the educational achievement among low socio-economic status category of students.

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