



A Study on Creativity of Secondary School Students in North 24Parganas Districts of West Bengal

¹Koushik Halder, ²Dr. Udayaditya Bhattacharya

¹Research Scholar, Department of Education, ¹Jharkhand Rai University, Ranchi, Jharkhand, India

²Ex-principle, G.C.M. College of Education, New Barrackpur, West Bengal, India

Abstract: Creativity means thinking to come up with original ideas in a new way. It expands our knowledge and experience from known to new. Their ability to organize perceptions and emotions is one of fluency, flexibility, originality, divergent thinking. Quality training and extensive creative expressions inspire and encourage creative thinking to make a substantial contribution to society. Therefore, the educational process should aim to develop children's creative skills.

The study was carried out on one hundred Class X students, giving due representativeness to boys (50) and girls (50) and rural and urban communities. The study examined the creativity of secondary school pupils in the North 24Parganas Districts of West Bengal. Using stratified random sampling technique, the two rural and two urban secondary schools were chosen and students were chosen using simple random sampling technique. The descriptive survey method is used to collect data using the creativity test developed by B.K.Passi.

Key-words: Creativity, Secondary School Students.

1. Introduction:

Creativity means thinking to come up with original ideas in a new way. It expands our knowledge and experience from known to new. Their ability to organize perceptions and emotions is one of fluency, flexibility, originality, divergent thinking. You must be able to see things in a different way or from another perspective in order for you to be creative. You need to be able to generate new possibilities or new alternatives, among other things. Creativity tests measure not only the number of alternatives that people can generate, but also the uniqueness of those alternatives. The ability to generate alternatives or to see things in a unique way does not arise from change; it is linked to other more fundamental qualities of thought, such as flexibility, tolerance of ambiguity or unpredictability, and enjoyment of things previously unknown. Quality training and extensive creative expressions inspire and encourage creative thinking to make a substantial contribution to society. Therefore, the educational process should aim to develop children's creative skills.

“Creativity is the process of bringing something new into being. Creativity requires passion and commitment. It brings to our awareness what was previously hidden and points to new life. The experience is one of heightened consciousness: ecstasy.” – Rollo May, *The Courage to Create*

Some Characteristics of the creative personality are: 1. Creative people have a lot of energy, but they are also often calm and relaxed. 2. Creative people have a combination of playfulness and discipline or responsibility. 3. Creative people alternate between fantasy and imagination on one end and a core sense of reality on the other. 4. Creative people are at the same time remarkably humble and proud. 5. Creative people are generally considered rebellious and independent.

A 2012 Adobe Creativity Study shows that 8 in 10 people feel that unlocking creativity is critical to economic growth, and almost two-thirds of respondents feel that creativity is valuable to society, yet a striking minority—only 1 in 4—believe that they live up to their own creative potential. Creativity is seen in educational settings as a special approach to learning that involves both "creative" teaching and "creative" learning strategies. These strategies facilitate learning and are at the same time, the result of appropriate teaching and learning.

In this paper the investigator attempts to examine the creativity of secondary school students in the North 24Parganas Districts of West Bengal, India.

2. Objectives:

- i) To study the significance of the mean differences in the creativity of male and female (both rural and urban) students of secondary school students (total sample) of North 24parganas district of West Bengal.
- ii) To study the significance of the mean differences in the creativity of rural male and urban male students of secondary school students of North 24parganas district of West Bengal.
- iii) To study the significance of the mean differences in the creativity of rural female and urban female students of secondary school students of North 24parganas district of West Bengal.
- iv) To study the significance of the mean differences in the creativity of rural students and urban students of secondary school students of North 24parganas district of West Bengal.

3. Hypothesis:

H₀1: There exists no significant difference in the mean differences in the creativity of male and female (both rural and urban) students of secondary school students (total sample) of North 24parganas district of West Bengal.

H₀2: There exists no significant difference in the mean scores of creativity between rural male and urban male students of secondary school students of North 24parganas district of West Bengal.

H₀3: There exists no significant difference in the mean scores of creativity between rural female and urban female students of secondary school students of North 24parganas district of West Bengal.

H₀4: There exists no significant difference in the mean scores of creativity between rural students and urban students of secondary school students of North 24parganas district of West Bengal.

4. Methodology:

4.1 Population: Secondary school students of West Bengal Board of Secondary Education who are studying in class X were considered as population for this study.

4.2 Sample: Total number of students in the study was one hundred. Fifty (50) boys and fifty (50) girls students selected randomly from two rural and two urban secondary schools of North 24parganas district of West Bengal were chosen as sample.

4.3 Method: Descriptive approach is used of this study.

4.4 Variables: 1) Dependent - Creativity test, 2) Categorical - girls and boys.

4.5 Tools: Verbal and non-verbal creativity test developed by Dr. B. K. Passi is used. This includes six sub-tests, i.e. (i) the seeing problems test, (ii) the unusual tests, (iii) the consequences test, (iv) the test of inquisitiveness, (v) the square puzzle test, and (vi) the blocks test of creativity. The first three tests are verbal and last three tests are non-verbal in nature. (Non-verbal performance materials are 19 Block of 1", 12 Block of ½", 1 Wooden Board, 5 Identical Right Angled triangles for Plastic and 5 Identical Quadrilaterals for Plastic). It measures three components of creativity—fluency, flexibility, and originality.

4.6 Techniques:

Statistical Analysis (Mean, SD, Std. Error, 't' value and graphical re-presentations are used.

4.7 Result and Interpretation of data:

In terms of mean, standard deviation, Std. Error and t-test process, the collected data was evaluated via the above-mentioned inventories.

Table – 1
Creativity Score of All Students:

CN = Stands for Code Number of students, CS= Stands for Creativity Score

Creativity					Creativity				
Male (Rural)			Male(Urban)		Female (Rural)			Female (Urban)	
CN	CS		CN	CS	CN	CS		CN	CS
01	54		26	62	01	61		26	65
02	57		27	65	02	64		27	61
03	56		28	58	03	60		28	56
04	50		29	59	04	62		29	57
05	65		30	64	05	59		30	59
06	61		31	71	06	56		31	64
07	57		32	73	07	55		32	63
08	55		33	75	08	58		33	55
09	63		34	70	09	65		34	68
10	62		35	69	10	60		35	59
11	58		36	67	11	55		36	62
12	54		37	72	12	57		37	65
13	59		38	59	13	59		38	66
14	64		39	54	14	62		39	62
15	60		40	55	15	55		40	58
16	57		41	52	16	56		41	57
17	55		42	58	17	51		42	56
18	54		43	56	18	55		43	65
19	61		44	68	19	57		44	66
20	53		45	69	20	59		45	59
21	60		46	61	21	58		46	53
22	63		47	57	22	57		47	52
23	67		48	51	23	58		48	54
24	70		49	54	24	61		49	59
25	68		50	57	25	56		50	63

Table – 2

Showing the result of mean score, standard deviation, t-value and level of significance of the creativity between male and female (rural and urban) students of secondary school students in North 24Parganas districts of West Bengal (total sample)

Groups	N	Mean	SD	Std. Error	't' value	Level of Significance
Male (Rural + Urban)	50	60.78	6.34	1.06	1.49	Not Significant
Female (Rural + Urban)	50	59.20	3.98			

df = 98

Table value = 1.66 at .05 level

Interpretation –

Table - 2 shows that the mean scores on creativity of male and female students were 60.78 and 59.20 with standard deviation of 6.34 and 3.98 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value 1.49 was less than the table value at 0.05 levels of significance. Thus, the difference between the two means is statistically insignificant.

Therefore, the hypothesis that there exists no significant difference in the mean scores of creativity between a) male and female students, (b) rural and urban students of secondary school students (total sample) of North 24parganas district of West Bengal is accepted.

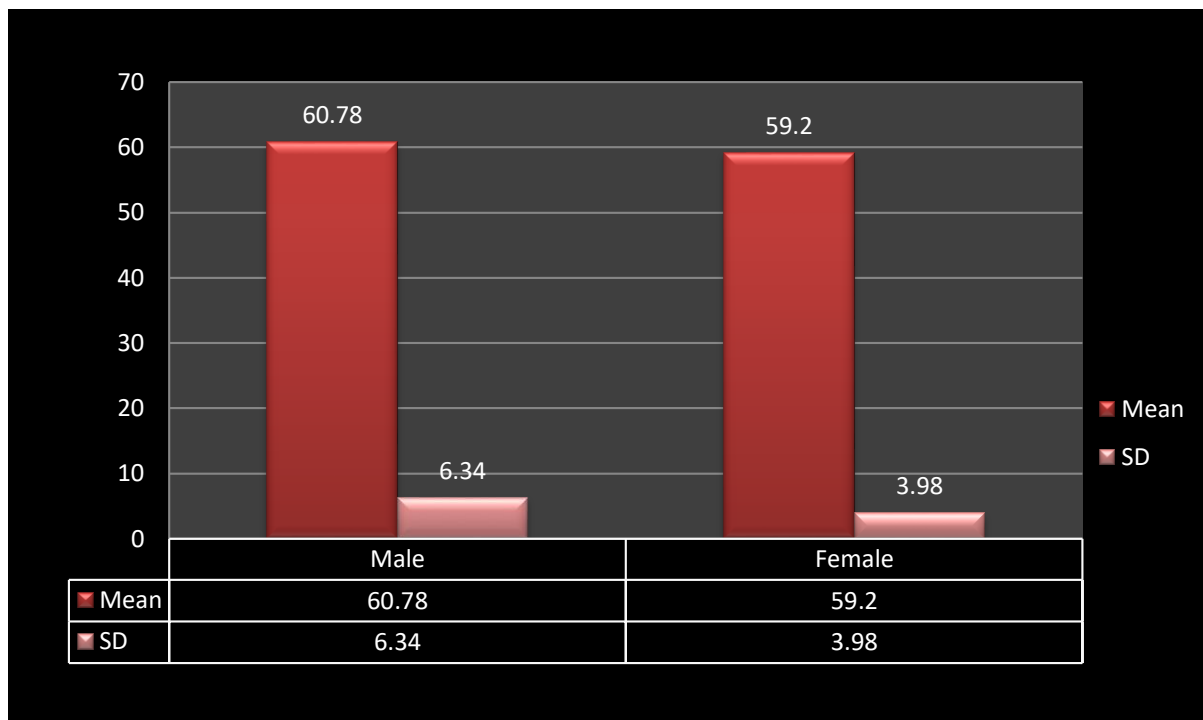


Figure – 1

Mean differences in the creativity of male and female (both rural and urban) students of secondary school students (total sample) of North 24parganas district of West Bengal.

Table – 3

Showing the result of Mean score, Standard deviation, t-value and level of significance of the creativity between rural male and urban male secondary school students in North 24Parganas districts of West Bengal

Groups	N	Mean	SD	Std. Error	't' value	Level of Significance
Rural Male	25	59.32	5.09	1.76	1.65	Not Significant
Urban Male	25	62.24	7.18			

df = 48

Table value = 1.68 at .05 level

Interpretation –

Table - 3 shows that the mean scores on creativity of rural male and urban male students were 59.32 and 62.24 with standard deviation of 5.09 and 7.18 respectively. The 't' value is 1.65 which is less than the table value at 0.05 levels of significance. Thus, the difference between the two means is statistically insignificant.

Therefore, the hypothesis that there exists no significant difference in the mean scores of creativity between rural male and urban male students of North 24parganas district of West Bengal is accepted.

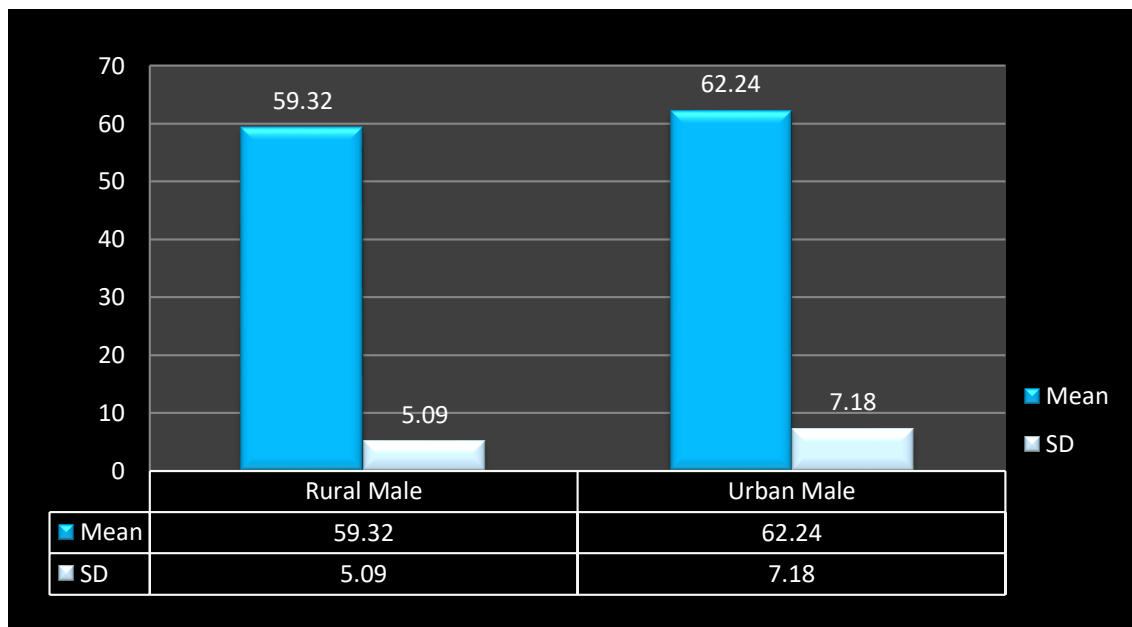


Figure - 2

Mean score, Standard deviation, t-value and level of significance of the creativity between rural male and urban male secondary school students in North 24Parganas districts of West Bengal

Table - 4

Showing the result of Mean score, Standard deviation, t-value and level of significance of the creativity between rural female and urban female secondary school students in North 24Parganas districts of West Bengal

Groups	N	Mean	SD	Std. Error	't' value	Level of Significance
Rural Female	25	58.24	3.19	1.10	1.74	Significant
Urban Female	25	60.16	4.49			

df = 48

Table value = 1.68 at .05 level

Interpretation –

Table - 4 shows that the mean scores on creativity of rural female and urban female students were 58.24 and 60.16 with standard deviation of 3.19 and 4.49 respectively. The 't' value is 1.74 which is higher than the table value at 0.05 levels of significance. Thus, the difference between the two means is statistically significant.

Therefore, the hypothesis that there exists no significant difference in the mean scores of creativity between rural female and urban female students of North 24parganas district of West Bengal is rejected.

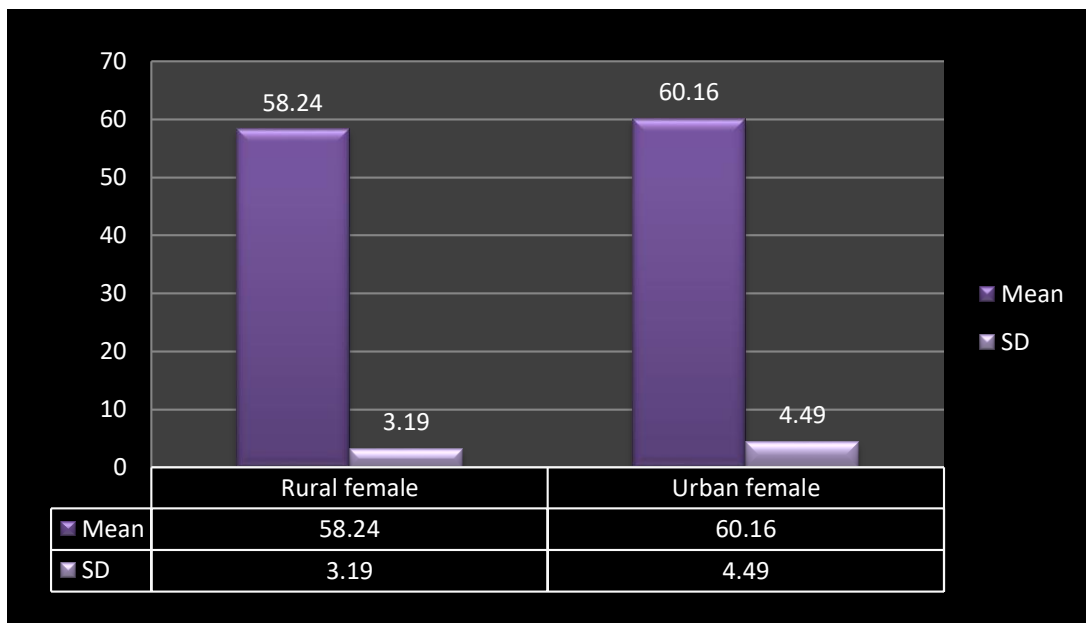


Figure – 3

Mean score, Standard deviation, t-value and level of significance of the creativity between rural female and urban female secondary school students in North 24Parganas districts of West Bengal

Table – 5

Showing the result of Mean score, Standard deviation, t-value and level of significance of the creativity between rural students and urban students secondary school students in North 24Parganas

Groups	N	Mean	SD	Std. Error	't' value	Level of Significance
Rural students (Male + Female)	50	58.78	4.24	1.04	2.33	Significant
Urban students (Male + Female)	50	61.20	6.03			

df = 98

Table value = 1.66 at .05 level

Interpretation –

Table - 5 shows that the mean scores on creativity of rural students and urban students were 58.78 and 61.20 with standard deviation of 4.24 and 6.03 respectively. The 't' value is 2.33 which is higher than the table value at 0.05 levels of significance. Thus, the difference between the two means is statistically significant.

Therefore, the hypothesis that there exists no significant difference in the mean scores of creativity between rural students and urban students of North 24parganas district of West Bengal is rejected.

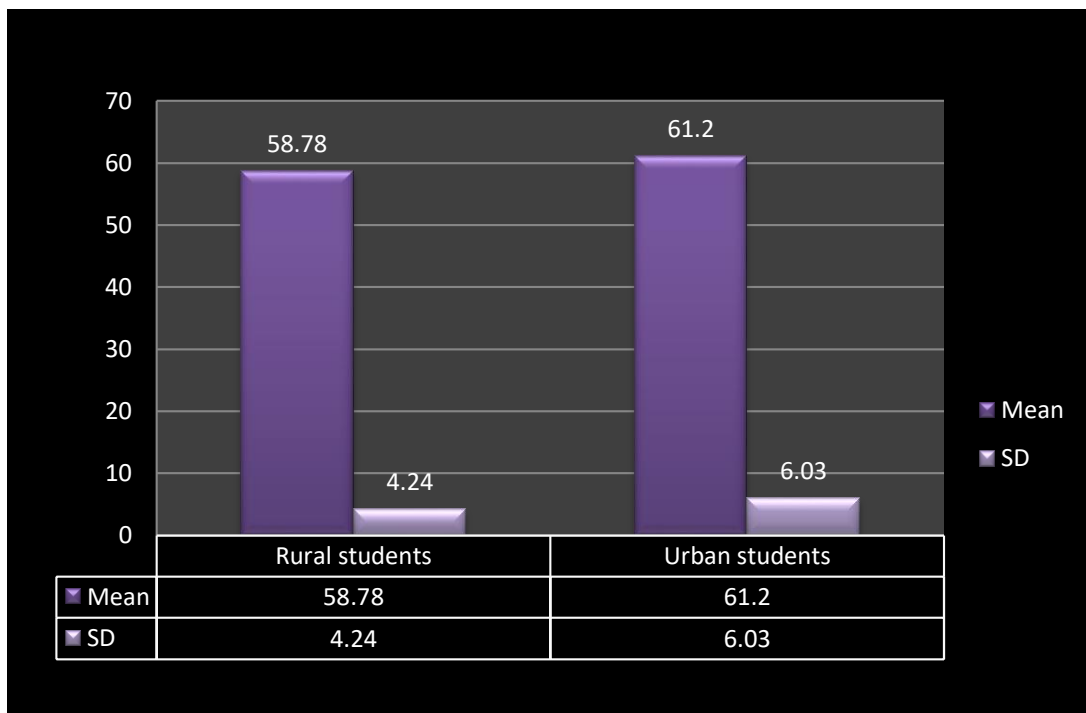


Figure – 4

Mean score, Standard deviation, t-value and level of significance of creativity between rural students and urban students of secondary school in North 24Parganas districts of West Bengal

5. Findings of the Study:

From the Interpretation of the data which are represented by different Tables and Figures, it is concluded that –

- i) There exists no significant difference in the mean differences in the creativity of male and female (both rural and urban) students of secondary school students (total sample) of North 24parganas district of West Bengal.
- ii) There exists no significant difference in the mean scores of creativity between rural male and urban male students of secondary school students of North 24parganas district of West Bengal.
- iii) There exists significant difference in the mean scores of creativity between rural female and urban female students of secondary school students of North 24parganas district of West Bengal.
- iv) There exists significant difference in the mean scores of creativity between rural students and urban students of secondary school students of North 24parganas district of West Bengal.

6. References:

1. Chaudhary, V. (2004). A Comparative study of urban and rural high school boys and girls in relation to creativity. Indian Psychological Abstracts & Reviews, 11(2),17-19
2. <https://www.creativityatwork.com/2014/02/17/what-is-creativity/>
3. <https://www.csun.edu/~vcpsy00h/creativity/define.htm>
4. <https://en.wikipedia.org/wiki/Creativity>
5. Mangal. S.K. (2012), Statistics in Psychology and Education, 2nd Edition, PHI Learning Private Limited, New Delhi – 110001.