

CREATIVITY OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SCHOOL ENVIRONMENT

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ABSTRACT

In the present study an attempt has been made to find out the effect of school environment on creativity of secondary school students. A sample of 200 students of 9th class from four schools was drawn from Hansi City on the basis of cluster random sampling method. Non-Verbal Test of Creativity developed by Baqer Mehdi (1973), School environment inventory by Karuna Shanker Mishra have been used to collect the data. Karl Pearson Product Moment Coefficient Correlation test was used to analyse the data. It was found that (i) The school environment affects the creative thinking of the students; (ii) The creative stimulation, cognitive encouragement, permissiveness, acceptance factors of school environment affect the originality, fluency, flexibility factors of creative thinking of students; (iii) Rejection and control factors of school environment do not affect the originality, fluency and flexibility factors of creative thinking of students.

Key Words: Creativity, School Environment.

INTRODUCTION

There is a connection between distinctive individual's conduct and his/her condition as indicated by his/her hereditary attributes. This interaction is one's personality trait which recognizes one from his/her companion. Thus, creativity initially comes from hereditary factors, however it cannot be effectively accomplished, developed and save via the creation of the suitable environment socially, educationally and psychologically which will help to develop individual creativity positively to serve one's condition and society.

Creativity is a psychological construct which is somewhat of hereditary qualities that determines the growth and partly of environment which opens the human capability and allows it to flourish, therefore, there is a room for the school environment to improve and increase. Studies have shown the important roles played by the environmental factors in the development of creative ability (Tasaduq and Azim, 2012; Sharma and Goyal, 2015 and Neogi 2016). Individual's environment plays a significant role in the development of one's creativity particularly if the environment is dynamic. Similarly, school is considered as stand out amongst the most imperative environmental variable which develops creativity extensively and

comprehensively. The school atmosphere has the opportunity to develop creativity in students because the way that, it is being supported socially, physically and cognitively which can positively distinguish creative personality. School is one of the institutions for students' creativity development. School only needs an extra effort that will empower it to build a conscious and creative generation that will keep pace with the quick change and latest advancement in this time of globalization, economic transformation and information communication technology age as new discoveries emerge everyday, henceforth, the part of school is required in guiding students toward creativity to take advantage for present day improvement. Research has demonstrated that creativity leads to intellectual development and brain growth, when creativity is nurtured well by concerned institutions. School and other social foundations play a dynamic and persuasive role in developing students' creativity through their available resources and their specific planned goals. A creative school environment is one that exposes learners psychologically and socially to facilitate creativity in which students are inspired to find things without anyone else, it elevates all important approaches to creativity to enable students to build up the inventive identity attributes. In view of

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this, the motivation behind this paper is to investigate the relationship between creativity and school environment.

REVIEW OF LITERATURE

Tasaduq and Azim (2012) 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.

Kumari, Pujar and Naganur (2014) revealed that majority of children showed high level of creative thinking ability and none of them belonged to low category of creative thinking ability. There was no influence of type of school, age and gender on creative thinking ability of children.

Bart, Hokanson, Sachin, and Abdelsamea (2015) revealed that there were statistically significant differences on the majority of the subtests between males and females in favor of the females among both the 8th and 11th grade students. However, there were no statistically significant differences in the fluency subtest between males and females among the 8th grade students. The results also revealed that there were no statistically significant differences in the fluency and originality subtests between males and females among the 11th grade students.

Yadav (2015) found that the intelligence and Self-concept of the students affect in a positive way the creative thinking of the students. She further found that the intelligence of the students affects in a positive way the originality, flexibility and fluency factors of creative thinking.

Sharma and Goyal (2015) revealed that students belonging to private secondary schools are more creative than their counterpart government school students. Pandit and Neogi (2016) suggest that there is a significant influence of pre-school factors on the creativity of the pre-school children and method of teaching is the most significant predictor of creativity which implies

that if the pre-school children are provided with an environment where they have the freedom to explore themselves, they will be able to create unique products and express their originality.

NEED OF THE STUDY

As far back as the examination began in the quest for exploratory field of creativity, it was understood all the more that concrete efforts be made towards this path for several reason. The importance of creativity in the logical age itself is contributory to quicken the pace of research activity, as is remarked by Taylor in 1964. Creative act at its highest level has probably been as important as many human quality in changing history and reshaping the world. Keeping in mind the lack of research in these aspects there is a need to enrich the subject matter of creativity. The school happens to be an important agency of education and it is obligatory on the part of the society objectives of education are being accomplished by school or not. The school environment is very important for encouraging creative thinking among factors in the educational environment which appears to have a direct being on the development of an individual is creativity. The positive environment or situation i.e. open, democratic and free may be said to contribute empathically to the development of creative potential on the other hand, a closed society, culture or situation may act as a strong deterrent to the development of initiative within the individual. So it is important to comprehend and recognize the incubators of creativity and the degree of their effectiveness in the overall mechanism of school. School education is the most important factors in modeling lives and careers of learners. Bringing fundamental changes in the creativity and motivation of children can impact our society and nation in a significant way.

“A nation's progress, greatness depends not only on its material achievements but also upon its thinkers, artists and scholars that are regarding as creative genius. And infact, historical records provide evidence that cultures have collapsed because of failure to utilize, intelligent and imagination methods for solving their problem Torrance (1962).”

SIGNIFICANCE OF THE STUDY

The present study explores their relationship between school environment and creativity and will help the school administrators in framing educational objectives, teaching strategies, administrative practices and improve the physical environment. The study will be helpful to know how much importance and emphasis is being given to develop favourable conditions for developing creative potential of students.

OBJECTIVE

1. To find the correlation between different dimensions of school environment and creative thinking of the students.
2. To find the correlation between different dimensions of school environment and originality factor of creative thinking of the students
3. To find the correlation between different dimensions of school environment and flexibility factor of creative thinking of the students
4. To find the correlation between different dimensions of school environment and fluency factor of creative thinking of the students

HYPOTHESIS

1. There is no significant relationship between different dimensions of school environment and creative thinking of the students.
2. There is no significant relationship between different dimensions of school environment and originality factor of creative thinking of the students.
3. There is no significant relationship between different dimensions of school environment and flexibility factor of creative thinking of the students.
4. There is no significant relationship between different dimensions of school environment and fluency factor of creative thinking of the students.

METHODOLOGY

The descriptive survey method has been used in the present investigation because it is considered as one of the important method in education and it describes the current position of the research work.

SAMPLE

In the present study stratified cluster Random sampling technique was used for the selection of the sample. The sample comprised of students of 9th class from four schools of Hansi city. The city was divided into four areas that is North, East, west and South and from each area one school was selected randomly from every school (50 students) were taken randomly.

TOOL USED

The following tools have been used in this study :

1. Mehdi's non-verbal test of creative thinking (1973).
2. School environment inventory by Karuna Shanker Mishra (1984).

STATISTICAL TECHNIQUES USED

Karl Pearson's Product Moment coefficient correlation was used to analyse the data by using SPSS-20 version.

ANALYSIS OF RESULTS

Table 1
Correlation of School Environment and Creative Thinking of the students

Dimension of School Environment	Value of 'r'	Level of significance
Creative Thinking	0.369	0.01
School Environment		

Total Data (N=200)

The correlation of creative thinking with school environment is .369 (df=198) which is significant at 0.01 level of significance. Hence, the null hypothesis, "There is no significant relationship between school environment and creative thinking of the students" is rejected.

Table 2: Correlation of different dimensions of school Environment with originality factor of creative thinking of the students

Dimension of School Environment	Value of 'r'	Level of significance
Creative Stimulation	0.372	0.01
Cognitive Encouragement	0.246	0.05
Permissiveness	0.362	0.01
Acceptance	0.241	0.05
Rejection	-0.020	N.S.
Control	-0.097	N.S.

Where
 N = 200
 N.S. = Not Significant
 r = Coefficient of Correlation

A perusal on the table 2 shows the following interpretations :

1. Creative Stimulation and Originality in Creative Thinking

The result depicts that there is 0.372 correlation value between creative stimulation and originality in creative thinking (with df = 198), which is significant at 0.01 level of significance.

2. Cognitive Encouragement and Originality in Creative Thinking

The table 4.2 exhibits that the correlation value between cognitive encouragement and originality in creative thinking (df = 198) is 0.246 which is significant at 0.01 level of significance.

3. Permissiveness and Originality in Creative Thinking

The result from the table 4.2 shows that correlation value between permissiveness and originality in creative thinking (df = 198) is 0.362, which is significant at 0.01 level of significance.

4. Acceptance and Originality in Creative Thinking

The result shows that correlation value between acceptance and originality in creative thinking (df = 198) is 0.24 which is significant at 0.05 level of significance.

5. Rejection and Originality in Creative Thinking

Table 4.2 further reveals that the correlation value between rejection and originality in creative thinking is -0.020, which is not significant at 0.01 level of significance.

6. Control and Originality in Creative Thinking

Table 4.2 shows that the correlation value between control and originality in creative thinking is -0.097 (df = 198) which is not significant at 0.01 level of significance.

Hence the null hypothesis framed earlier, "There is no significant relationship between different dimensions of school environment and originality factor of creative thinking of the

students" is partially accepted and partially rejected. It was found that there is a positive significant relationship between different dimensions of school environment, i.e., creative stimulation, cognitive encouragement, permissiveness and acceptance with originality factor of creative thinking, but no significant relationship was found between rejection and control with originality factor of creative thinking.

Table 3

Correlation of different dimensions of school environment with flexibility factor of creative thinking of the students

Dimensions of School Environment	Value of 'r'	Level of significance
Creative stimulation	0.174	0.5
Cognitive encouragement	0.322	0.01
Permissiveness	0.340	0.01
Acceptance	0.641	0.01
Reiection	-0.002	N.S.
Control	-0.051	N.S.

Where

N = 200
 N.S. = Not Significant
 r = Coefficient of Correlation

A perusal on the table 3 shows the following interpretations :-

1. Creative Stimulation and Flexibility in Creative Thinking

The result depicts that there is 0.174 correlation value between creative stimulation and flexibility in creative thinking (with df = 198) which is significant at 0.05 level of significance.

2. Cognitive Encouragement and Flexibility in Creative Thinking

The table 3 exhibits that the correlation value between cognitive encouragement and flexibility in creative thinking (df = 198) is 0.322 which is significant at 0.01 level of significance.

3. Permissiveness and Flexibility in Creative Thinking

The result from the table 3 shows that correlation value between permissiveness and flexibility in creative thinking (df = 198) is

0.340 which is significant at 0.01 level of significance.

4. Acceptance and Flexibility in Creative Thinking

A result shows that correlation value between acceptance and flexibility in creative thinking (df = 198) is 0.641 which is significant at 0.01 level of significance.

5. Rejection and flexibility in Creative Thinking

Table 3 further reveals that the correlation between rejection and flexibility in creative thinking is -0.002, which is not significant at 0.01 level of significance.

6. Control and flexibility in creative thinking

Table 4.3 shows that the correlation value between control and originality in creative thinking is -0.051 (df = 198) which is not significant at 0.01 level of significance.

Hence, the null hypothesis, "There is no significant relationship between different dimensions of school environment and flexibility factor of creative thinking of the students" is partially accepted and partially rejected. It was found that there is a positive significant relationship between different dimensions of school environment, i.e. creative stimulation, cognitive encouragement, permissiveness and acceptance with flexibility factor of creative thinking, but no significant relationship was found between rejection and control with flexibility factor of creative thinking.

Table 4
Correlation of different dimensions of school environment with fluency factor of creative thinking of the students

Dimensions of School Environment	Value of 'r'	Level of significance
Creative stimulation	0.153	0.05
Cognitive encouragement	0.215	0.05
Permissiveness	0.264	0.01
Acceptance	0.379	0.01
Reiection	-0.060	N.S.
Control	-0.044	N.S.

Where

N = 200

N.S. = Not significant

r = Coefficient of Correlation

1. Creative Stimulation and Fluency in Creative thinking

The result depicts that there is 0.153 correlation value between creative stimulation and fluency in creative thinking (with d = 198) which is significant at 0.05 level of significance.

2. Cognitive Encouragement and Fluency in Creative Thinking

The table 4 exhibits that the correlation value between cognitive encouragement and fluency in creative thinking (df = 198) is 0.215 which is significant at 0.05 level of significance.

3. Permissiveness and Fluency in Creative Thinking

The result from the table 4.4 shows that correlation value between permissiveness and fluency in creative thinking (df = 198) is 0.264, which is significant at 0.01 level of significant.

4. Acceptance and Fluency in Creative Thinking

The result shows that correlation value between acceptance and fluency in creative thinking (df = 198) is 0.379 which is significant at 0.01 level of significance.

5. Rejection and Fluency in Creative Thinking

Table 4.4 further reveals that the correlation value between rejection and fluency in creative thinking is 0.060, which is not significant at 0.01 level of significance.

6. Control and Fluency in Creative Thinking

Table 4.4 shows that the correlation value between control and fluency in creative thinking is 0.044 (df = 198) which is not significant at 0.01 level of significance.

Therefore, the hypothesis, "There is no significant relationship between different dimensions of school environment and fluency factor of creative thinking of the students" is partially accepted and partially rejected. It was found that there is a positive significant relationship between different dimensions of school environment i.e., creative stimulation, cognitive encouragement, permissiveness and acceptance with fluency factor of creative thinking, but no significant relationship was found between rejection and control with fluency factor of creative thinking.

FINDINGS

1. The school environment affects the creative thinking of the students.
2. The Creative Stimulation, Cognitive Encouragement, Permissiveness, Acceptance factors of school environment affects the originality, fluency and flexibility factors of the creative thinking in students.
3. The rejection and control factors of school environment do not affect the originality, fluency and flexibility factors of the creative thinking in students.

DISCUSSIONS

The findings of the present study are fully consists with the earlier researches in this area. Earlier literature shows that there are two primary motivation factors for innovative work namely – quality and originality Maadi, (1965) Salem Alfuhaigi, (2015) and it is observed that environments are the underlying factors that contribute to people's creativity and its development (Pluckier et al., 1994). The present findings are also in consonance with the findings of Tasaduq and Azim (2012), Pandit and Neogi (2016) who found that there is a significant and positive relationship between school environment and creative thinking of students. The result found in this study says that a child's school can be a wondrous place for creative adventure and growth when it stimulate by healthy school environment. Creativity is universally widespread and each and every child has some degree of creativity. It is the obligation of educators to provide support for innovative development and help the youngster to comprehend the different idea and to impart his thoughts uninhibitedly. They should provide conducive experiences and guidance and should recognize the individual's creative talent. Talent and creativity in children will flower only when the school environment is stimulating and supportive. As Trnova (2015, p. 104) said, "It is desirable to encourage students to experiment, to innovate, not giving them all the answers but giving them the tools they need to find out what the answers might be or to explore new avenues." Keeping this in view teacher can help and promote, not only creativity but other

motivational aspects also such as motivation, interest etc.

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