



A COMPARATIVE STUDY OF CREATIVITY OF STUDENTS IN RELATION TO THEIR HOME ENVIRONMENT

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Abstract: *Creativity almost involves critical thinking in selecting from alternatives and evaluating outcomes and solutions. In some children, the creativity urge is strong enough to find expression. Therefore, the most crucial concern, today for schools has been to explore the aspect of creativity and how far it is being emphasized as part of schooling and in what ways does it contribute to creative expression among the students? It also requires an urgent attention to be paid to the harnessing of the qualities of creativity on the assumption that a learning society not only needs intellectually facile people but also, and more especially, creative and constructive people to attain the target of sustainable development not alone in the world of education but also in the making of a fast developing society. The primary function of education should be to identify creative potentialities in children and to plan the educational curricular and programmes, in such a manner that creative abilities are developed among them and their talents are harnessed to the fullest possible extent. This is a challenging task which the teachers must take up for the progress of the nation. Enhancing creativity is important not only for individual but for the whole society. The condition to enhance creativity is to make it clear how about the process of creativity development or expression and the mechanism of individual or environmental, cultural influences, which is a somewhat new, meaningful and challenging topic for psychologists. The studies help in understanding the environment of Person's home. Home environment reflects a lot to individual's Personality. Home environment has some significant relationship with individual's creativity. The need for a study to examine the impact of home environment on creativity of children seems quite important. This study focuses on various aspects of the Home Environment which help in enhancing the creativity among students.*

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INTRODUCTION

“...one of the roles of education is to awaken and develop the powers of creativity. Instead, what we have is a culture of standardization.” **-Sir Ken Robinson**

The school is the most important experience in the process of child development. The type of school in which a child studies can influence his or her creativity much depends on the school culture, its value & philosophy. Relatively open environment in school is found favorable for the development of creativity. However, in school teacher is the key factor. In a truly creative classroom teacher plays the multiple role of a guide, questioner, listener, interactor, model motivator, planner a facilitator.

Curricula and teaching methods generally have been designed to bring about the kind of growth or achievement related to the mental abilities measured by intelligence or scholastic aptitude tests. But the creative thinking abilities are also important, even in the acquisition of the traditionally measured kinds of achievement when children are permitted to achieve these goals in creative ways. Educational goals become dearer and more urgent, however, when the creative thinking abilities are looked upon as just one part of the expanding concept of the human mind and its functioning.

There is no doubt that our teachers can create appropriate conditions to facilitate expression of creativity. The first & foremost attempt, however, has to be to remove the anti creativity climate. Then a number of strategies could be adopted to create conditions for creativity to happen. In doing so the teacher must act as an example. Students should get encouragement, security and responsible freedom. Their self worth should be protected. The teacher should try to understand students view empathetically. His relationship with his students should be warm. He should never ridicules or criticize students views & the climate of mutual respect and acceptance should prevail.

Creativity is very important process for the progress and major advance in very field. All the advances are made as a result of new ideas or creative process. It is the basis of all the social development & new inventions & discoveries in the field of science & technology. The creativity, so important concept, need greater attention. Without creative people we can not invent, discover and advance in any field of knowledge.

Creativity is one of the most highly valued qualities of human beings because creative acts affect enormously in all spheres of life. Creativity, at its highest level, has probably been as



important as any human quality in changing history and in reshaping the world. It we are to survive in international competition, the most promising solution is for this nation to encourage and support the identification and development of highly creative persons.

Two environments namely, home and school environments, share an influential space in child's life. Family is the social-biological unit that exerts the greatest influence on the development and perpetuation of the individual's behaviour. The psychological atmosphere of a home may fall into any of the four quadrants, each of which represents one of the four general combinations: acceptance-autonomy, acceptance-control, Rejection-autonomy and rejection-control (Johnson & Medinnus, 1969), Grebow (1973) reported that 'nurturance-affection' and 'achievement expectations, demands and standards' constitute the two dimensions of parental behaviour that have been regarded as important by previous researchers.

STATEMENT OF THE STUDY:

"A COMPARATIVE STUDY OF CREATIVITY OF STUDENTS IN RELATION TO THEIR HOME ENVIRONMENT"

ANALYSIS OF DATA

O 1: To compare the various dimensions of creativity (fluency, flexibility and originality) of boy and girl students of senior secondary schools.

H 1: There is no significant difference on various dimensions of creativity (fluency, flexibility and originality) of boy and girl students of senior secondary schools.

Table 1.1

Mean, Standard Deviation and 't' values of creativity (fluency, flexibility and originality) between male and female senior secondary school students

Dimensions of Creativity	N	Mean	S.D.	't' value	Level of Significant
Fluency female	75	27.05	10.57	6.223	Significant at 0.01 level of significance
Fluency male	75	16.21	10.75		
Flexibility female	75	14.12	5.48	6.238	Significant at 0.01 level of significance
Flexibility male	75	8.69	5.16		
Originality female	75	7.56	6.50	3.379	Significant at 0.01 level of significance
Originality male	75	4.25	5.53		

Table Value : 1.96 at 0.05 level
: 2.58 at 0.01 level

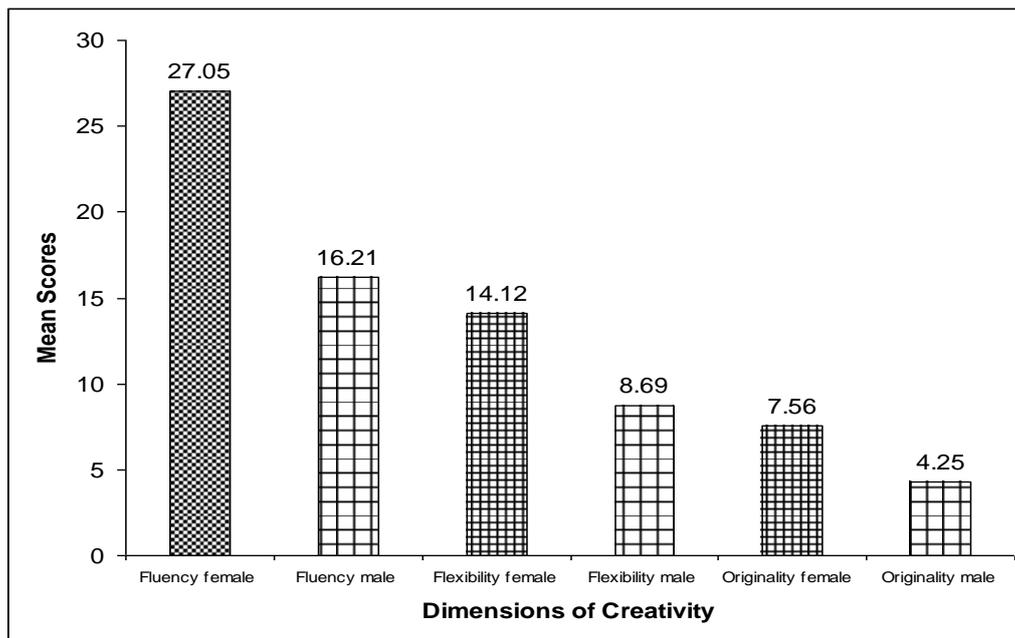


Fig. 1.1: Mean values of creativity (fluency, flexibility and originality) between male and female senior secondary school students

Interpretation 1:

It is evident from the Table 1.1 that the 't'-value on the first dimension of creativity, i.e., fluency of boys and girls is 6.223 which is significant at 0.01 level. It shows that boys and girls senior secondary students differ significantly on fluency. Thus the null hypothesis is rejected.

The next section of the table 1.1 reveals 't'-value on the second dimension of creativity, i.e., flexibility of boys and girls is 6.238 which is significant at 0.01 level. It shows that boys and girls differ significantly on flexibility too. Thus the null hypothesis is rejected.

The last section of the table 1.1 reveals 't'-value on the third dimension of creativity, i.e., originality of boys and girls is 3.379 which is significant at 0.01 level. It shows that boys and girls differ significantly on originality also. Thus the null hypothesis is rejected. It clearly follows that senior secondary girls students are found to be much better than their counterpart boys on creativity parameters of Fluency, Flexibility and Originality.

O 2: To compare the various dimensions of creativity (fluency, flexibility and originality) of senior secondary schools having favourable and unfavourable home environment.



H 2: There is no significant difference in the various dimensions of creativity (fluency, flexibility and originality) of senior secondary schools having favourable and unfavourable home environment.

Table 1.2

Mean, Standard Deviation and ‘t’ values of creativity (fluency, flexibility and originality) between male and female senior secondary school students

Dimensions of Creativity	N	Mean	S.D.	‘t’ value	Level of Significant
Fluency of Students having favourable home environment	50	26.77	10.23	4.763	Significant at 0.01 level of significance
Fluency of Students having unfavourable home environment	50	16.49	11.09		
Flexibility of Students having favourable home environment	50	13.18	5.21	2.312	Significant at 0.05 level of significance
Flexibility of Students having unfavourable home environment	50	9.63	5.43		
Originality of Students having favourable home environment	50	7.13	6.34	2..721	Significant at 0.01 level of significance
Originality of Students having unfavourable home environment	50	4.68	5.69		

Table Value : 1.96 at 0.05 level
: 2.58 at 0.01 level

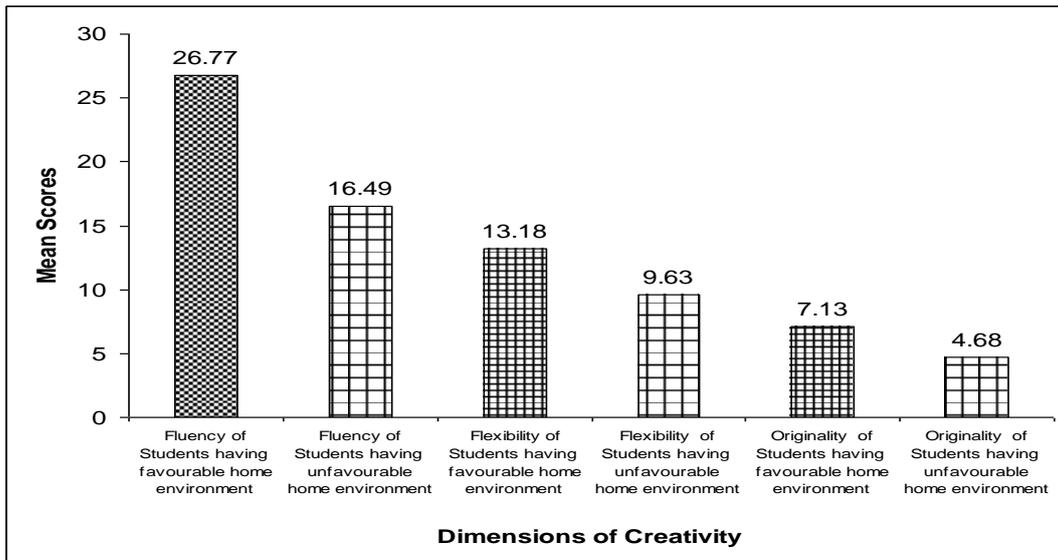


Fig. 1.2: Mean values of total creativity between senior secondary school students belonging to favourable and unfavourable family environment



Interpretation 2:

It is evident from the Table 1.2 that the 't'-value on the first dimension of creativity, i.e., fluency of senior secondary school students belonged to favourable and unfavourable family environment is 4.763 which is significant at 0.01 level. It shows that students belonged to favourable and unfavourable family environment differ significantly on fluency. Thus the null hypothesis is rejected.

The next section of the table 1.2 reveals 't'-value on the second dimension of creativity, i.e., flexibility of senior secondary school students belonged to favourable and unfavourable family environment is 2.312 which is significant at 0.05 level. It shows that students belonged to favourable and unfavourable family environment differ significantly on flexibility. Thus the null hypothesis is rejected.

The last section of the table 1.2 reveals 't'-value on the third dimension of creativity, i.e., originality of senior secondary school students belonged to favourable and unfavourable family environment is 2.721 which is significant at 0.05 level. It shows that students belonged to favourable and unfavourable family environment differ significantly on originality. Thus the null hypothesis is rejected.

O 3 : To study the relationship between creativity and home environment of boy and girl students of senior secondary schools.

H 3 : There is no significant relationship between creativity and family environment of boy and girl students of senior secondary schools.

Table 1.3

Correlation between Creative Thinking and Home Environment of Senior Secondary School Students

Variables	Mean	S.D.	'r'	
Creativity	38.94	21.90	0.653	Significant at 0.01 level of significance
Home Environment	292.94	17.61		

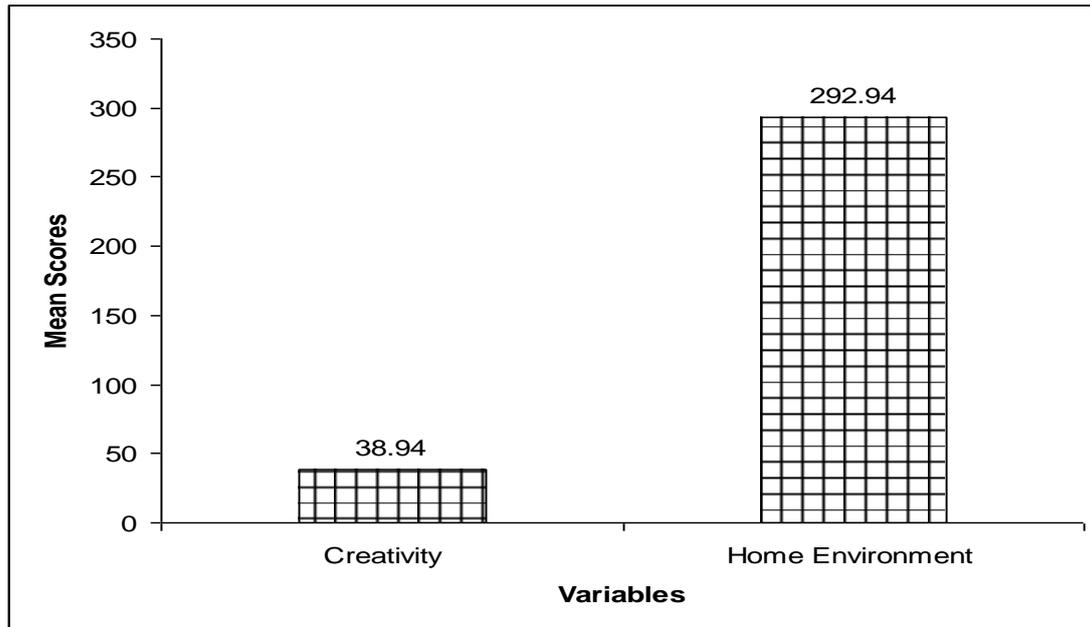


Fig. 1.3: Mean values of creativity and home environment of senior secondary school students

Interpretation 3:

The above table indicated that the value of 'r' is 0.653 which is significant at 0.01 level of significance and shows positive correlation between creative thinking and home environment of the senior secondary school students. It means that there is a positive significant correlation between creative thinking and home environment of the student. So, our hypothesis, "There is no significant relationship between creativity and family environment of boy and girl students of senior secondary schools" is rejected. It shows that creativity and home environment of senior school students are positively correlated with each other. So it could be concluded that senior secondary school students have more creativity if they have favourable family environment. It can be interpreted that favourable the family environment, higher the creativity of high school students and vice-versa.

METHOD USED

The normative survey method was used.

SAMPLE

Random Sampling, 100 students of various senior secondary schools of Rohtak were taken as a sample of the study.



INDEPENDENT VARIABLES OF THE STUDY

- Home Environment

DEPENDENT VARIABLES OF THE STUDY

- Creative thinking

TOOLS USED

1. Baqar Mehndi's Verbal Test of Creative Thinking
2. Home Environment Inventory (HEI) developed by Dr. Karuna Sharnka Mishra.

STATISTICAL TECHNIQUES USED

The statistical techniques such as Mean, Standard Deviation, 't' test and Karl Pearson Product Moment Coefficient Correlation were used to analyse the data.

CONCLUSIONS OF THE STUDY

The creative thinking of the student is affected by their home environment level or you can say that the home environment of the students affect the total creative thinking as well as the three dimensions of creativity viz. fluency flexibility and originality. In our findings, it was found that girls students are found to be much better than their counterpart boys on creativity parameters of Fluency, Flexibility and Originality. It was also found that the students belonging to favourable home environment are more creative than those students belonging to unfavourable home environment. There exist significant positive relationship between all three dimensions of creativity i.e. fluency, flexibility and originality with home environment. It can be concluded that favourable the home environment, higher the creativity of senior secondary school students and vice-versa.

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