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CREATIVITY OF IX STANDARD STUDENTS

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ABSTRACT

The aim of this study is to find out the Creativity of IX Standard Students. The present investigation was undertaken using normative survey method. Creativity Scale developed by Venkataraman D (1998) was used for the data collection. The study consists of 200 IX Standard students studying in Nagappattinam District, Tamil Nadu. The result shows that the IX Standard students have higher level Creativity.

KEYWORDS: *Creativity, Students*

INTRODUCTION

Education is ingrained in society and cannot be isolated in any way. Knowledge, awareness, skills, values, motivation, aptitude, creativity, intelligence, and attitudes acquired via education improve the optimum quality of life. This level could be raised through the development of psychological traits like intelligence, creativity, self-esteem, and others, as well as through high-quality instruction. The improvement in life quality and all other elements of life can be attributed to imagination. Any person has the ability to think up original concepts and solutions to problems. Due to a lack of correct guidance, confidence, environment, motivation, and other variables, some people may be able to demonstrate their abilities while others cannot. However, if someone wants to be successful, they must have the capacity to think in multiple directions. The psychological name for this mental capacity is creativity. The ability to conceive or visualize something differently is the main component of imagination. Any stage of education could include this facet of creativity. The community must protect the right to imagination among all other human rights from an early age and seek to promote its creation among all other human rights beginning with the first formal schooling. The elementary, intermediate, higher secondary, and higher education are different degrees of education as such in the Indian educational system. The higher secondary students contribute significantly to the education and personal growth of the various educational levels. Therefore, it's crucial to foster the higher secondary kids' originality at this level.

The ability to develop original ideas, inventions, or works of art is referred to as creativity. This is a unique way of thinking, a perspective on and method of connecting with the world that is different from that of the general populace. The importance of creativity was recognized then, as it is today. New and even newer problems are encountered on a daily basis as human society advances, directly taxing our capacity for imagination in every aspect of existence. Clearly, a new school of philosophy is required to improve lifestyles. Only if earlier children's creative capabilities were identified and nurtured could it be accomplished. It is obvious that in our contemporary and rapidly evolving civilization, spontaneity of our creative ability should be the most desired quality of all humans. Creativity is one of the most highly valued qualities of human beings because creative acts have a tremendous impact not only on scientific progress but also on society as a whole. The country that develops its citizens' creative potential the fastest may find itself in a position of immense advantage.

Create new ideas or concepts, or make new connections between already existing ideas or concepts, are all parts of the creative process. It is an action of creating something unique. The inherent potential of the creator, which is expressed through creation, is what fuels human imagination in practically every aspect of existence. It is a technique for entering something different. Innovation, according to Baron (1969), is the discovery of anything new that is also significant, important, economical, desirable, or elegant. It is renowned for being both innovative and pertinent.

As complex as human desire, and as subjective as human potential, is creativity. It can be seen in every facet of human behavior. The ship of men's thinking is the subject of this enigmatic, hazy phenomena, which manifests itself in various ways. The best gift ever given to man is this. The things that are most highly regarded are human attributes. According to Reddy, the creative capacities of man are truly unfathomable. People get richer in terms of societal advancement and daily comforts as they delve further into the ocean of imagination.

Creativity in Education

Perceiving this bias Guilford (1957) stated that education had emphasized abilities in the area of convergent thinking and evaluation, often at the expense of development in the area of divergent thinking. Usually people had attempted to teach students how to arrive at correct answers that our civilization had taught us were correct. This was convergent thinking which has generally discouraged the development of divergent thinking abilities, unintentionally but effectively.

In the same vein Bloom (1958) opined that there were some reasons to believe that the educational system could reduce originality and creativity. This negative effect on creativity was most marked when examinations, instructional materials and processes all emphasize learning by rote and the goal was cantered on getting through examinations. A Review Committee appointed by the Government of India in 1977 reviewed the whole curriculum and made suitable suggestions for necessary modifications. In its concluding remark the Review Committee emphasized the need for creative education. It maintained that if the purpose of education was to nurture the child’s capabilities to the full and to give our people not only a useful occupation but a full and abundant life, then the creative urge in the children must in every possible way be actively stimulated and cultivated in as many directions as possible.

Enhancing Creativity

In order to enhance creativity people had to establish purpose and intension to build the basic skills and to encourage acquisitions of domain-specific knowledge. They have to stimulate and reward the curiosity and exploration with building internal motivation. They should also encourage confidence and a willingness to take risks. For creativity, focusing on mastery and self-competition is imperative. One should promote supportable beliefs about creativity and should provide opportunities for choice and discovery with developing self management and met cognitive skills.

Met cognition is also referred to as being higher than the level of awareness of the individual, or Metcalfe and Shimmer (1994) say "knowing about information." The latter "knowing" refers to one's comprehension of a task, one's own skill, experience, and several other task-related variables, while the former "knowing" refers to the evaluation of one's own ability to understand it. Many theories distinguish between two major components of met cognition, Nelson et al (1994) discusses the knowledge about cognition and control of cognition. The 'meta' level of human cognition is one factor that helps humans cope with ambiguity. This helps people to focus on past experiences of confusion, and to use this information in circumstances to come. Those numbers of psychologists embrace the belief that there are methods of

increasing an individual's imagination through sufficient tools.

Need and Significance of the Study

Creativity is characterized as the ability to bring something into being, creativity is marked by ingenuity, originality, and it is typically imaginative. It was claimed that creativity is a human gift, a special quality of marked inborn talented individuals. It is said that creativity is the individual who is versatile in thinking and action who can create new ideas, convey his ideas fluently and lengthily with other personality traits. Creativity is the ultimate answer to the problems of man, the invention of new ideas, things and, finally, life itself. The importance of this potential and its function is limitless. When education aims to prepare children for a successful life in society, the educational system must take responsibility in inspiring them to embrace and cultivate innovation. Creativity is known for its role in developing inventions that tackle the problems of a changing world. Here the investigator was involved in researching Higher Secondary School Students' Creativity. And the investigator wanted to take this analysis on board.

Statement of the Problem

Students have to recognize that there are usually several paths leading to understanding. They should be encouraged to try out new things or ideas and play with them. We should be taught asking questions and questioning when things make no sense. The desire to know how to interpret errors is an incentive to lean, rather than anything that has been counterproductive. Students should always pursue their desires and still think "outside of the box." It's also important for them to be accessible to the insights of others so they can learn how to draw on and rebuild their own understanding of the topic. The above discussion leads to the study taken by the investigator can be stated as **"Creativity of IX Standard Students."**

OBJECTIVES OF THE STUDY

Following are the Objectives of this Study

- To find out the IX Standard students' level of Creativity
- To find out whether there is any significant difference between Male and Female IX Standard students with respect to their Creativity.
- To find out whether there is any significant difference between Rural and Urban located IX Standard students with respect to their Creativity.

HYPOTHESES OF THE STUDY

- Investigator of the present study framed the following null hypotheses based on the previous studies.
- IX Standard students are having high level of Creativity.
- There is no significant difference between Male and Female IX Standard students with respect to their Creativity.
- There is no significant difference between Rural and Urban located IX Standard students with respect to their Creativity.

METHOD OF STUDY

The present investigation was undertaken by using normative survey method. The survey method gathers data from a large number of cases at a particular time.

Tool Used

Creativity Scale developed by Venkataraman D (1998) was used for the data collection.

Sample of the Study

The present study consists of 200IX Standard students studying in Nagappattinam District, Tamil Nadu.

Descriptive Analysis of Creativity scores of IX Standard Students

In order to find out the Creativity of IX Standard students, the mean and S.D have been calculated.

Table: 1 `The Mean and Standard Deviation of Creativity scores of IX Standard Students

N	Mean	SD
200	108.40	16.27

It is evident from the above Table that the calculated mean score of entire sample indicates that the IX Standard students shave higher level Creativity.

Null hypothesis

There is no significant difference between Male and Female IX Standard students with respect to their Creativity.

In order to test the above Null hypothesis't' value is calculated.

Table: 2 Significance Of Difference Between Male and Female IX Standard Students with Respect to their Creativity

Gender	N	Mean	SD	t-value	Significance at 0.05 level
Male	93	111.58	15.94	2.61	Significant
Female	107	105.64	16.12		

From the above table, since the't' value is significant at 0.05 level, the above Null hypothesis is rejected and it is concluded that there is significant difference between Male and Female IX Standard students with respect to their Creativity.

Null hypothesis

There is no significant difference between Rural and Urban located IX Standard students with respect to their Creativity.

In order to test the above Null hypothesis't' value is calculated.

Table: 3 Significance of difference between Rural and Urban School IX Standard Students with Respect to their Creativity

Locality	N	Mean	SD	t-value	Significance at 0.05 level
Rural	154	108.86	15.95	0.68	Not significant
Urban	46	106.89	17.41		

From the above table, since the't' value is not significant at 0.05 level, the above Null hypothesis is accepted and it is concluded that there is no significant difference between Rural and Urban located IX Standard students with respect to their Creativity.

FINDINGS

The Following are the Main Findings of the Present Investigation:

- The IX Standard students have higher level Creativity.
- There is significant difference between Male and Female IX Standard students with respect to their Creativity.
- There is no significant difference between Rural and Urban located IX Standard students with respect to their Creativity.

RECOMMENDATIONS

Based on the Important Findings Stated Earlier the Following Recommendations are Suggested

- To sustain and to enhance IX Standard students' Creativity, advanced methods of teaching are to be incorporated in schools.
- Teachers should provide more practical chances to get practices in expressing Creativity.
- Educational Guidance lectures should be arranged for the IX Standard students.
- At the stage of school level itself education should correlate day today activities to motivate the students to understand problems.

CONCLUSIONS

The present study made on IX Standard students' Creativity reveals that it is in high level. Hence activities are to be included in curriculum to sustain this. Since IX Standard students are the future pillars their ability will show influence on the future nations' abilities. More importance should be given for practical oriented teaching. Development creativity will lead to quality learning and will yield Scientists. To achieve high level achievements along with subject teaching Creativity also should be built among the students.

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