

## Comparison of Upper Primary Student's creativity of Ghaziabad district in relation to their Residential background

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### ABSTRACT

The present study makes an effort to identify and compare the creative talent of the rural and urban Upper primary students of different Public Schools of Ghaziabad. In this study creativity has measured through its factors or components i.e. Fluency, flexibility and originality. These three components have been measured by using questionnaire as tool in the present study. On the basis of these components, the composite creativity has been measured and it has been concluded that there is very little difference in the creativity of different students on the basis of area. We can say that there is no significant difference in the creativity of students of rural and urban area.

### INTRODUCTION

As Guilford has stated, "Creativity needs stimulation and nourishment." Most creative talent, unless it is given proper training, education and opportunities for expression, is wasted. It becomes essential, for teachers as well as parents to realize the need of creating an environment conducive to full growth and development of the creative abilities of children

In order to promote creativity among children, it is most important to identify creative students. The present study is a comparative study to find out the difference between the creativity of rural and urban students of different Public Schools of Ghaziabad.

The present study makes an effort to identify the creative talent of the children. Creativity can be measured through its factors or components i.e. Fluency, flexibility and originality. These three components have been measured by using questionnaire as tool in the present study.

### NEED AND SIGNIFICANCE OF STUDY

In The present world of education all best efforts made in schools to raise the abilities, capabilities and other personality traits of children.

It is very necessary to develop the creativity of the child. For the development of creativity children should be given freedom of thoughts. All the factor and some more peculiar questions in this regards made the investigators to conduct a comparative study of creativity of students studying in schools of rural and urban area.

### STATEMENT OF THE PROBLEM

The present study can be stated in this manner:-

"Comparison of Creativity of Rural & Urban area upper primary students of Ghaziabad district."

### **OBJECTIVES OF THE STUDY**

- 1.To compare mean scores of Creativity of Rural & Urban area students of Ghaziabad district.
  - 1.a To compare mean scores of fluency of rural and urban students of Ghaziabad.
  - 1.b To compare mean scores of flexibility of rural and urban students of Ghaziabad.
  - 1.c To compare mean scores of originality of rural and urban students of Ghaziabad.

### **HYPOTHESIS OF THE STUDY**

1. There is no significant difference in mean scores of creativity of rural and urban students of Ghaziabad
  - 1.a There is no significant difference in mean scores of fluency of rural and urban students of Ghaziabad.
  - 1.b There is no significant difference in mean scores of flexibility of rural and urban students of Ghaziabad.
  - 1.c There is no significant difference in mean scores of originality of rural and urban students of Ghaziabad.

### **DELIMITATION OF THE STUDY**

Due to short time and resources the researcher delimited the problem in the following ways:-

1. The study is confirmed only to the schools of Ghaziabad without considering their boards, medium &sex.
2. This study is confirmed to the 4 schools of Ghaziabad selecting two from rural and two from urban area.

### **REVIEW OF RELATED LITERATURE**

The phrase 'review of literature' consists of two words; Review and Literature. In research methodology the term 'literature' refers to the knowledge of a particular area of investigation of any discipline which include theoretical, practical and its research studies. The term 'review' means to organize the knowledge of the specific areas of research to evolve and edifice of knowledge to show that this would be addition to this field. The task of review of literature is highly creative and tedious because researcher has to synthesize the available knowledge of the field in a unique way to provide the rationale for this study.

#### **Research studies**

CHOUHAN SARITA (1992) made a study on values; self-concept, creativity and anxiety among professional college students. The major findings of this study were (i) there was no difference in self-concept between students of engineering colleges and medical colleges. (ii) There was no difference in creativity between students of engineering colleges and medical colleges (iii) there was a difference in creativity between students of medical colleges and teachers training colleges.

ROY, BINA, 1990 made a study on verbal creativity, general anxiety and self-concepts as predictors of creative reading ability of students. The major findings of this study were. (i) Boys did not show better creative reading ability (CRA) than girls, while urban students showed better in CRA as compared to rural students. (ii) Boys did not show better self-concept than girls. (iii) Rural students did not show better self-concept than the urban students (iiii) Creative reading ability and self-concept were found to be significantly correlated

AFSHAN IN (1991) made a study on gifted rural and urban girls; their vocational interest and creativity. The main objective of this study was to compare rural and urban girls on flexibility, fluency, originality and total creativity scores. The major findings of this study are Rural gifted girls in comparison to urban gifted girls were found to be higher on creativity but difference between the mean scores could not reach any level of significance. No significant difference was found between these two groups on the components of creativity.

AFSHAN (1991) made a study on the development pattern of creative thinking among Navodaya Vidyalaya students. The findings of the study were that there was a significant development pattern of creative thinking in the case of dimensional components like fluency and flexibility but not in the case of originality component of creative thinking.

#### **METHOD OF STUDY**

For present study **Survey Method** has been used. Survey research has been defined simply as “gathering information about a large number of people by interviewing a few of them”. It describes and interprets what exists at present.

#### **SAMPLE AND SAMPLING TECHNIQUES:**

The researcher has selected the sample by using **Random sampling method** in the present study. The study has been confined only to the students of VI and VII class. The sample has been limited to 100 students of VI and VII class, out of which 50 students are urban and 50 students are rural, without considering their board & medium.

#### **TOOLS AND TECHNIQUES:**

In the present research, Questionnaire tool has been used which has been taken from the verbal test of creative thinking which is given by Dr. Baqer Mehndi.

#### **DATA COLLECTION AND ANALYSIS:**

The purpose of the present study has been to compare creativity among rural and urban students of Ghaziabad. The data was obtained by administering the questionnaire of creative thinking (by Dr. Baqer Mehndi). The data collected through the administration of tools on selected sample are raw. These data need to be tabulated, organized, analyzed and interpreted for drawing result.

Tabulation of data-

First of all the raw data that has been obtained from the subjects is converted into standard scores, Mean and standard deviation (S.D.) is calculated and then the scores have arranged in a tabular form.

1. AREAWISE COMPARISON OF MEAN& S.D.SCORESOF STUDENT’S CREATIVITY

Table1.1

Components of Creativity	Rural		Urban	
	Mean	Standard Deviation	Mean	Standard Deviation
Fluency	48.240	12.874	50.533	12.330
Flexibility	36.587	9.378	38.970	9.154
Originality	53.453	19.852	58.147	21.204
Composite Creativity	138.280	42.104	147.650	42.688

1.a AREAWISE COMPARISON OF MEAN& S.D.SCORESOF STUDENT’S FLUENCY

To compare the fluency of rural and urban students of Ghaziabad t-value is calculated.

Table1.2

AREAWISE MEAN& S.D. &T VALUE OF STUDENT’S FLUENCY IN CREATIVITY TEST

Student	Mean	Standard Deviation	t value
Rural	48.240	12.874	0.909
Urban	50.533	12.330	

RESULT: From table 1.2,it is evident that the ‘t’ value is 0.909 with df 98, which is not significant. It reflects that the mean scores of fluency in creativity of urban and rural students do not differ significantly. Thus null hypothesis that **there is no significant difference in mean scores of fluency of rural and urban students of Ghaziabad** is not rejected at any level of significance. It may be interpreted that both urban and rural students were found to have fluency in creativity to the same extent.

1.b AREAWISE COMPARISON OF MEAN & S.D.SCORES OF STUDENT’S FLEXIBILITY

To compare the flexibility of rural and urban students of Ghaziabad t-value is calculated.

Table1.3

AREAWISE MEAN& S.D. &T VALUE OF STUDENT’S FLEXIBILITY IN CREATIVITY TEST

Student	Mean	Standard Deviation	t value
Rural	36.587	9.378	1.286
Urban	38.970	9.154	

**RESULT:** From table 1.3, it is evident that the ‘t’ value is 1.286 with df 98, which is not significant. It reflects that the mean scores of flexibility in creativity of urban and rural students do not differ significantly. Thus null hypothesis that **there is no significant difference in mean scores of flexibility of rural and urban students of Ghaziabad** is not rejected at any level of significance. It may be interpreted that both urban and rural students were found to have flexibility in creativity to the same extent.

**1.c AREAWISE COMPARISON OF MEAN& S.D.SCORESOF STUDENT’S Originality**  
To compare the Originality of rural and urban students of Ghaziabad t-value is calculated.

Table1.4

AREAWISE MEAN& S.D. &T VALUE OF STUDENT’S ORIGINALITY IN CREATIVITY TEST

Student	Mean	Standard Deviation	t value
Rural	53.453	19.852	1.142
Urban	58.147	21.204	

**RESULT. :** From table 1.4, it is evident that the ‘t’ value is 1.142 with df 98, which is not significant. It reflects that the mean scores of Originality in creativity of urban and rural students do not differ significantly. Thus null hypothesis that **there is no significant difference in mean scores of Originality of rural and urban students of Ghaziabad** is not rejected at any level of significance. It may be interpreted that both urban and rural students were found to have Originality in creativity to the same extent.

**1.a AREAWISE COMPARISON OF MEAN& S.D.SCORESOF STUDENT’S CREATIVITY**

To compare the creativity of rural and urban students of Ghaziabad t-value is calculated.

Table1.2

AREAWISE MEAN& S.D. &T VALUE OF STUDENT’S CREATIVITY

. Student	Mean	Standard Deviation	t value
Rural	138.280	42.104	1.105
Urban	147.650	42.688	

**RESULT:** From table 1.4, it is evident that the 't' value is 1.105 with df 98, which is not significant. It reflects that the mean scores of creativity of urban and rural students do not differ significantly. Thus null hypothesis that **there is no significant difference in mean scores of creativity of rural and urban students of Ghaziabad** is not rejected at any level of significance. It may be interpreted that both urban and rural students were found to have creativity to the same extent.

#### IMPLICATION OF FINDINGS:

In the present study, the researcher has made a comparison between the creativity of rural and urban students of Ghaziabad. The components of creativity i.e. Fluency, Flexibility and Originality have also been compared on the basis of these factors the composite creativity of rural and an urban student has been compared.

One of the main purposes of carrying out an investigation is to draw conclusion, which is essential for the study to tell about its outcomes. This study reveals that we cannot differentiate between rural and urban students on the basis of creativity i.e. Fluency, Flexibility and Originality. Further researchers endeavour will go waste if it does not have meaningful recommendations for practice, for which it has been undertaken.

We can foster and nurture the creative thinking and talent of children by adopting proper teaching methods and providing facilities to children in schools. Main recommendations are as follows:-

- (1) The teachers can foster creativity by providing certain learning situations which will develop originality, flexibility and fluency. The teachers should generate original behaviour in students when all involve in the production of new ideas or original responses.
- (2) The parents should provide proper facilities and opportunities of their children. They should emphasize divergent thinking in order to promote and nurture creativity among children.
- (3) The curriculum should give importance to certain methods and strategies of teaching for developing creativity, such as Brain Storming Strategy, Problem Solving Method, and Reflective level Teaching Model etc.

#### SUGGESTIONS FOR FURTHER RESEARCH:

The researcher proposes the following suggestion for further research:-

- This study was conducted on small sample with limited resources; there is a need for conducting it on larger representative sample to confirm findings of the present piece of investigation.
- This study can be conducted under different settings i.e. gender.
- The study can be replicated on primary, middle or higher secondary students or with the faculties of educational administration and teachers of primary and secondary level.
- Similar Study can be conducted in other areas of country.

- Further research may be based on experiment and more advanced statistical calculations such as analysis of variance, covariance.
- Further researches may be conducted by employing multiple regression analysis for finding out specific regression equations for prediction of creativity through it various dimensions.

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