

Creativity among Secondary School Students in Northern Kerala

Rasheed C P¹, Senthilkumar.K²

¹Research Scholar, Department of Education, Annamalai University

²Research Guide, Department of Education, Annamalai University

Abstract

The present study makes an attempt to examine the difference of creativity among secondary school students in Northern Kerala. Passi-Usha Test of Creative Problem Solving (1996) tool has been used by the investigators for the present study. This study was conducted with the sample of 636 secondary school students of Northern Kerala. Students' creativity was analyzed on the basis of the select background variables such as Gender, Locale and Type of Management. The collected data were analyzed using mean, standard deviation (S.D), and 't' value statistics. The findings of this research indicate that, on average of creativity among secondary school students is prevalent. The findings revealed that the category of the secondary school students does not find significant differences in creativity when comparing students from different sub categories such as gender, locale and type of management.

Introduction

Creativity is not merely about artistic expression or whimsical ideas; it's a vital cognitive process that fuels innovation, problem-solving, and critical thinking. In the context of education, creativity empowers learners to go beyond rote memorization and engage with knowledge in a deeper, more meaningful way. It encourages them to explore, question, and generate new ideas, fostering a dynamic and engaging learning environment. It is a rapidly evolving world, creativity is more essential than ever. As technology advances and information becomes readily available, it's the ability to think outside the box, generate novel solutions, and adapt to change that sets individuals apart. This makes nurturing creativity in academic settings a crucial step in preparing students for future success. A lot of recent research evidence (Ibodullayevna, 2024; Willemsen, et. al., 2023; Kaur , 2021; Qiyang Gao, et. al., 2020) supports the fact that a learner's creativity is a crucial factor in the successful accomplishment of academics. This study delves into the difference of creativity among secondary school students in the Kasargod, Kannur, Wayanad, Kozhikode, and Malappuram regions of Kerala, India.

Objectives

1. To find out the level of creativity among the secondary school students.
2. To find out the significant difference in creativity among the secondary school students with respect to sub variables selected for the study
 - a. Gender (Male / Female)
 - b. Locality (Rural / Urban)
 - c. Type of management (Government / Aided)

Hypotheses

1. The level of difference in creativity among the secondary school students is low.

2. There is no significant difference in creativity among the secondary school students with respect to Gender (Male / Female).
3. There is no significant difference in creativity among the secondary school students with respect to Locality (Rural / Urban).
4. There is no significant difference in creativity among the secondary school students with respect to Type of management (Government / Aided)

Tool

1. Passi–Usha Test of Creative Problem Solving (1996) tool has been used by the investigators in this research.

Method

The investigator adopted the survey method of research to study. Simple random sampling technique is a procedure in qualitative research for selecting participants. It means each individual has an equal probability of being selected from the population, ensuring that the sample will be representative of the population.

The present investigation has been conducted at Kasargod, Kannur, Wayanad, Kozhikode, and Malappuram district of Kerala, India. A simple random sample of 636 ninth standard school students selected for the study.

Inferential Analysis for Creativity

Hypothesis: 1

The level of creativity among the secondary school students is low.

Table – 1 The Mean and SD Scores of Creativity

S.NO	Sub variables	N	Mean	S.D
1.	Entire sample	636	7.14	1.640

The computed mean score of the creativity among the secondary school students for the total sample is found to be 7.14 and the SD is 1.640 respectively. From the table the mean value laid from 14 to 2. Hence the respective null hypotheses is rejected and concluded that the creativity of secondary school students is average.

Hypothesis: 2

There is no significant difference in creativity among the secondary school students with respect to Gender (Male / Female).

Table – 2 ‘t’ test values of creativity among the Secondary School Students

Sub variable		N	Mean	S.D	‘t’value	Significant at 0.05 level
Gender	Male	295	7.16	1.65	0.232	NS
	Female	341	7.13	1.634		

The calculated ‘t’ value for the sub variables like gender is found to be 0.232 it is significant at 0.05 level for the df 634. Hence the respective null hypothesis is accepted; it is concluded with 95 percent confidence. It shows that the sub variable of students gender do not differ significantly in their creativity.

Hypothesis: 3

There is no significant difference in creativity among the secondary school students with respect to Locality (Rural / Urban).

Table – 3 ‘t’ test values of creativity among the Secondary School Students

Sub variable		N	Mean	S.D	‘t’value	Significant at 0.05 level
Locality	Rural	316	7.15	1.65	0.328	NS
	Urban	320	7.14	1.63		

The calculated ‘t’ value for the sub variable like locality is found to be 0.328 it is not significant at 0.05 level for the df 634. Hence the respective null hypotheses accepted; it is concluded with 95 percent confidence. It shows that the sub variable of students locality do not differ significantly in their creativity.

Hypothesis: 4

There is no significant difference in creativity among the secondary school students with respect to Type of management (Government / Aided)

Table – 4 ‘t’ test values of creativity among the Secondary School Students

Sub variable		N	Mean	S.D	‘t’value	Significant at 0.05 level
Type of management	Government	309	7.24	1.57	1.39	NS
	Aided	327	7.06	1.70		

The calculated ‘t’ value for the sub variable like locality is found to be 1.39 it is not significant at 0.05 level for the df 634. Hence the respective null hypotheses accepted; it is concluded with 95 percent confidence. It shows that the sub variable of management of the schools do not differ significantly in their creativity.

Findings of the Study

- The level of creativity among the secondary school students is average.
- There is no significant difference between male and female students of ninth standard with respect to their creativity.
- There is no significant difference between rural and urban living ninth standard students with respect to their creativity.
- There is no significant difference between government and aided schools studying ninth standard students with respect to their creativity.

Conclusion

This study provides valuable insights into the prevalence and variations in creativity among secondary school students. Nurturing creativity in academic settings is not simply a matter of promoting artistic expression; it's about equipping students with the cognitive skills and problem-solving abilities they need to succeed in a rapidly evolving world. Creativity fosters adaptability, resilience, and critical thinking skills, all of which contribute to both academic and personal success. By embracing creativity, educational institutions can create learning environments that encourage exploration, experimentation, and innovation. This not only prepares students for future challenges but also cultivates a passion for learning, fostering a lifelong love of knowledge and the desire to make a positive impact on the world.

Reference

1. Kaur, S. (2021). Academic Achievement and Creativity among 10th Class Students. International Research Journal on Advanced Science Hub, 3(3S), 158-161.

2. Willemsen, R. H., de Vink, I. C., Kroesbergen, E. H., & Lazonder, A. W. (2023). The role of creative thinking in children's scientific reasoning. *Thinking Skills and Creativity*, 49, 101375.
3. Ibodullayevna, B. N. (2024). Fostering creativity among students in lessons in the Uzbek language and literature. In *Proceedings of International Conference on Educational Discoveries and Humanities* (Vol. 3, No. 3, pp. 76-81).
4. Qiyang Gao, Peiyao Chen, Zan Zhou & Jielei Jiang (2020) The impact of school climate on trait creativity in primary school students: the mediating role of achievement motivation and proactive personality, *Asia Pacific Journal of Education*, 40:3, 330-343, DOI: 10.1080/02188791.2019.1707644'
5. Rani, M. G., & Dalal, S. (2013). Relationship of creativity and achievement motivation of senior secondary students. *International Journal for Research in Education*, vol. 2. Issue 7
6. Turgeon, C, Wendy (2020). *Creativity and the Child*. ProQuest Ebook Central, <http://ebookcentral.proquest.com/lib/unicalicut-ebooks/detail.action?docID=6208874>