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Study on creativity in relation to socio-economic status in secondary school students

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Abstract

The current study examined the level of originality among secondary school students in Bihar, Darbhanga district. The research involved two (200) hundred kids, with equal representation for males (100) and girls (100), as well as for the district's rural and urban areas. Students were chosen using a basic random sample approach, while the 2008 Government and Private Secondary Schools were chosen using a stratified random selection technique. Creativity exam is used in conjunction with the descriptive survey approach to collect data. According to this survey, there was no discernible difference in the mean inventiveness of students in the Darbhanga region between the sexes, between rural and urban areas, or between public and private schools.

Keywords: creativity, socio-economic, originality, environmental, cultural factors

Introduction

No longer is creativity a biological constant. It is viewed more as a 'variant' that is constantly impacted by environmental, socioeconomic, and cultural factors. Finding and cultivating a child's creative potential in the classroom has become more important since psychologists and educators realised the value of creativity in human development. The concept of "creativity" is becoming more widely accepted, and everyone has some degree of creativity. These may be seen and accurately measured using a number of techniques. Programming and structuring an educational environment that will support the growth and expression of creativity can nurture this ability. Thus, educators have both a chance and a difficult responsibility to find and foster children's creativity. In actuality, schools are the settings where some concerted attempts may be made to establish the groundwork for children to acquire the fundamental knowledge, talents, and motivations required for self-realization and creative success in life.

Review of Literature

Education professionals in our nation have long understood the value of creativity in a child's education. All along, the National Policy on Education and Programme of Action (1986, 1992), the NCERT Curriculum Framework (1987 & 2005), and the Reports of the Education Commission (1964–1966) have emphasised the importance of fostering in children a sense of spontaneity, curiosity, independence in thought, originality, courage to ask questions, scientific temper, and, in short, the capacity for creative thinking. The NCTE Curriculum Framework offers ideas for cutting-edge and imaginative instruction. The National Policy on Education's emphasis on a child-centered approach to education presupposes innovative teaching and learning strategies, which are younger children's natural learning styles. Children get opportunity to think, feel, imagine, question about, and experiment with a variety of possibilities via creative teaching and learning.

A compelling teaching-learning process is one that is creative, pleasant, casual, non-threatening, and natural. According to studies, creative teaching and learning helps students become involved in and enjoy participating in creative activities. These increase the teaching-learning process' responsiveness to kids' potentials, which may improve things like "learning to learn," among other things.

Celebration of Creativity has unavoidably become a global phenomenon. Creativity stands out as a trait that should be explored, loved, and fostered whether it is seen from the perspective of its consequences on society or as one of the expressions of the human spirit (Arieti). Men all over the world are increasingly realising that our ability to think and act creatively has the potential to actually make all the difference in the world. This goes beyond the local interest, whether it be personal or national. The century-old lethargy will be shaken and moved by original, indigenous, and different thinking and ideas. In the search for knowledge, in the voyage outside the boundaries of the certain and the visible, and in the investigation of the unknown, human creativity may show to be the difference between success and failure (Barron, 1969) [5].

Some believe that a student's creative side cannot be brought out by poverty, low socioeconomic standing, an unfriendly environment, or even grief. They present examples of famous people who were raised in homes with extremely low socioeconomic position yet nonetheless managed to rise to prominence. But those are only samples, and we all know that the exception, not the norm, applies.

There are several obstacles to creativity, such as poverty, inadequate education, limitations, and social mobility, according to Kundu. In layman's words, it suggests that while high socioeconomic level promotes creativity, low socioeconomic status inhibits an individual's ability to express it. This is due to the simple fact that someone with a high socioeconomic standing would benefit from more amenities and benefits, which will enhance his creative abilities.

Singh, discovered that "the level of education of the parent of highly creative students was greater than the parent of lower creative students" in his examination of "high and less creative boys and girls."

Gowain stated that "the high imaginative kids tend to have a background indicating more early enrichment and solution". It follows that creativity and socioeconomic status are connected, and that a person's socioeconomic situation may aid to develop and increase their creativity. High socioeconomic status students outperformed low socioeconomic status students in creativity tests, according to Hussain, McDaniel, Cantey, Smith, Rittmayer, Gowain, and Holland. As a result, creativity and socioeconomic level are positively correlated.

According to Raina, "high creative students have been found to be from higher socioeconomic classes as compared to low creative students."

The main position in society is indicated by the Socio-Economic Status. Numerous elements, including role, class, education, estate, caste, and career, among others, affect a person's position. The place that is given to a person within the framework of the social standards that are widely accepted in society is known as their social status.

As can be seen from the discussion above, creativity and socioeconomic status are two factors that are closely tied to one another and work in tandem to foster the growth of creativity.

Need of the study

Possessing innovative, productive, and imaginative abilities is referred to as creativity. A creative individual may make useful connections between previously known knowledge

and newly discovered information. Creative students may frequently be labelled as talented or gifted. In order to produce a variety of solutions to a problem, creative students, for instance, are curious, original, at ease with ambiguity, able to work independently, able to analyse and Synthesise information, demonstrate compulsivity and an urgency to complete a task or execute an idea, and have multiple latent abilities and characteristics of persistence. They also have a keen eye for detail and a desire to improve their abilities. As a result, creativity is the act of combining knowledge and information in novel ways to generate a creative product or concept. This inspires the researchers to carry out a study on secondary school pupils' inventiveness in the Darbhanga district of Bihar.

Objectives

1. To research how creativity and socioeconomic status are related.
2. To investigate the creative differences between males and girls.
3. To research the socioeconomic status differences between boys and females.

Hypotheses

1. Creativity and socio-economic status have a considerable link.
2. In terms of socioeconomic status, there is a big difference between males and girls.
3. There is a considerable difference in creativity between guys and girls.

Result and Discussion

Table 1: Correlation between creativity & socio-economic status

	Creativity	Socio-Economic Status
Creativity	1	0.633
N	100	100
Socio-Economic Status	0.633	1
N	100	100

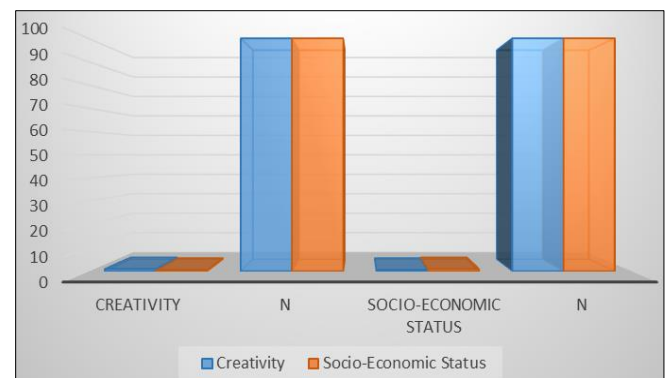


Fig 1: Correlation between creativity & socio-economic status

Secondary school pupils' socioeconomic level and inventiveness both had mean values of 14.43 and 40.55 respectively.

According to Table 1, there is a 0.633 determined coefficient of connection between secondary school pupils' socioeconomic position and creativity. Thus, it is clear that creativity and environmental awareness are strongly positively correlated. As a result, Hypothesis No. 1 is kept.

Table 2: Correlation between Boys & Girls

	Creativity	Socio-Economic Status
Boys	1	0.666
N	50	50
Girls	0.066	1
N	50	100

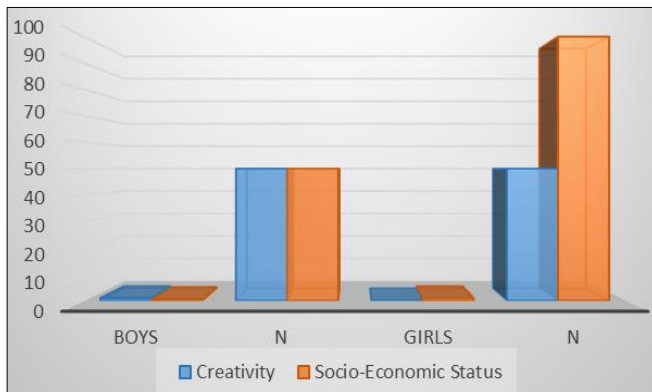


Fig 2: Correlation between Boys & Girls

Boys and girls students' mean socioeconomic status (SES) values are 14.16 and 14.70, respectively. According to Table 2, there is a 0.066 correlation coefficient between socioeconomic position and gender among boys and girls. It demonstrates that there is a little positive association between the socioeconomic level of males and girls. Therefore, hypothesis no. 2 is disproved.

Table 3: Correlation between boys & girls with regard to creativity

	Creativity	Socio-Economic Status
Boys	1	-0.120
N	50	50
Girls	-0.120	1
N	50	100

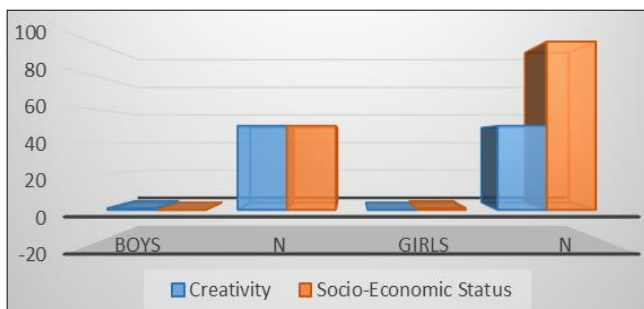


Fig 3: Correlation between boys & girls with regard to creativity

Boys and girls student's mean creativity scores are 40.49 and 40.63, respectively. According to Table 3, there is a -0.120 coefficient of connection between creativity in males and girls. It demonstrates that there is a weak negative association between creativity in males and girls. Therefore, hypothesis number three is disproved.

Positive correlations exist between creativity and socioeconomic status. Children with high socioeconomic status were more imaginative than those with low socioeconomic status. Regarding Socio-Economic Status, there is no such difference between males and girls. In terms of inventiveness, there is no such distinction between boys and girls. Since both boys and girls may be equally creative, no one sex is considered to be more or less creative than the

other. As a result, sex-based branding is prohibited at educational institutions. Without regard to gender, creativity must be encouraged.

Due care must be taken to maintain the creativity of high and promote the creativity of low Socio-Economic Status children in our schools by addressing the Socio-Economic Status problems, as high Socio-Economic Status children are found to be more creative and low Socio-Economic Status children are less creative. Teaching strategies should be unique, creative, and motivating rather than just conveying knowledge and finishing a course or syllabus. The early demise of impoverished men's inventiveness is well documented throughout history. Due to their low socioeconomic condition, many brilliant and incredibly creative youngsters throughout the world experience maladjustment and non-achievement syndrome. It goes without saying that encouraging creativity requires a minimum sustainable atmosphere.

Conclusion

Education should acknowledge that all children have the capacity for creativity, regardless of status, even while it is not possible for education to quickly transform pupils' socioeconomic circumstances. When Swami Vivekananda states that "each soul is potentially divine," the spirit is better expressed. Education represents the infinite perfection that exists in every person.

The primary focus of the current study was the level of creativity among secondary school pupils in the Bihar district of Darbhanga. According to the analysis and interpretations of this study, there was no discernible difference in the mean inventiveness of pupils in the Darbhanga area between male and female, rural and urban, and government and private schools. The current researcher sought to identify the cause of the Darbhanga district's poor creative capacity. Rural areas are home to the majority of Darbhanga's population. They are underprivileged economically, the majority of the parents lack formal education, the Assam government is unable to give adequate funding for school development, there are inadequate infrastructure facilities, there is no suitable guidance and counselling centre, etc.

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