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CREATIVE THINKING ABILITY OF PRIMARY SCHOOL BOYS AND GIRLS - A COMPARATIVE STUDY

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Abstract

The present study focuses on the creative thinking ability of the primary school students with reference to their gender and type of school. In this context data were collected from 100 government ((50 boys & 50 girls) and 100 private primary (50 boys & 50 girls) school students. The study was conducted with the objectives like to compare the creative thinking ability of primary school boys and girls, to compare the creative thinking ability of government and private primary school students, to compare the creative thinking ability of government primary school boys and girls, to compare the creative thinking ability of private primary school boys and girls, to compare the creative thinking ability of government and private primary school boys, and to compare the creative thinking ability of government and private primary school girls. The findings of the study are the primary school boys and girls, students of government and private primary schools, government primary school boys and girls, government and private primary school boys differ significantly on their creative thinking ability whereas the private primary school boys and girls, and the government and private primary school girls do not differ significantly on their creative thinking ability.

Key Words: *Creative Thinking, Government & Private School, Creative Environment*

Introduction

Every individual born in the society is creative in one way or other. In view of this creativity is regarded as the universal capacity that varies in different degrees in different individuals. Creativity does not only refer to one's capacity to produce something new or unconventional but being a process it refers to one's unique way of thinking and perceiving anything. It is something brought into existence or created out of human intelligence or imagination (Rajamanickam 2005). A creative person differs from others with reference to cognitive potentialities as well as personality characteristics. A creative person very often depicts the behavioural characteristics like originality of ideas and freedom for expression, investigative and curious in nature, ability to take decision boldly and independently, flexible in thought, perception and action, ability to imagine creatively, fearless and be ready to accept the unknown and the mysterious, sensitive towards different problems and have the ability to perceive situations divergently, and ready to take up adventurous tasks. Creative talent of the people is considered as the greatest asset of the society. A nation's progress and prosperity in all spheres i.e. social, economic, political and science etc. get accelerated by the creative potentiality of its citizens. Creativity, thus, the highest order of human potentiality of a country that contributes optimum growth and development, progress and prosperity and nurtures the greatness and glory of a nation's destiny (Panda 1999). In this context development of creative thinking ability of the children need be the top priority of all for which the prevalence of a conducive environment is highly essential. As such the school environment is an important determinant of the creativity of students (Shan 2000). School is such a platform where ample opportunities can be created for promoting creative thinking of

the learners as well as their motive to achieve excellence in different fields of life. Presently most of the schools intend to prepare their students in such a way that they would score high at the examination by getting the subject matter by heart, may be by means of cramming. They little bother whether the students have clear understanding of the learnt material or not. They provide very little scope to their students to think critically and divergently in the existing teaching-learning process usually practiced in most of the schools. There is no scope for novelty, originality and innovation. At the outset, the school in the name of discipline and obedience encourages convergent thinking only.

In spite of the type of management of the school the teachers and the concerned authorities are expected to provide an atmosphere conducive for the development of the creative potential of the children irrespective of any gender differences. As creativity is mostly dependent upon a conducive environment therefore the type of school management i.e. government or private and the gender of the children specifically in Indian context due to some social stigma is supposed to exert differential impact on the creative thinking ability of the children. The review of researches conducted by Torrance (1963), Razik (1967), Raina (1969), Torrance and Aliotti (1969), Richmond (1971), Singh (1982), Tegano and Moran (1989), Lau and Li (1996), Pany (2005) reveals that the boys and girls differ significantly on the creative thinking ability. Such research findings clearly depict the differential treatment of the society towards the boy and girl child to a great extent.

However no such research evidences could be located on the creative thinking ability of the children of government and private primary schools of Himachal Pradesh. In this context the present study is an attempt to study the creative thinking ability of government and private primary school students of Himachal Pradesh with reference to their gender.

Objectives of the Study

The study undertaken by the investigator has the following objectives;

1. to compare the creative thinking ability of primary school boys and girls
2. to compare the creative thinking ability of government and private primary school students
3. to compare the creative thinking ability of government primary school boys and girls
4. to compare the creative thinking ability of private primary school boys and girls
5. to compare the creative thinking ability of government and private primary school boys
6. to compare the creative thinking ability of government and private primary school girls

Hypotheses of the Study

In view of the objectives of the study, the various hypotheses formulated for their testing are as follows;

H₀₁ There do not exist any significant difference in the creative thinking ability of primary school boys and girls.

H₀₂ There do not exist any significant difference in the creative thinking ability of government and private primary school students.

H₀₃ There do not exist any significant difference in the creative thinking ability of government primary school boys and girls.

H₀₄ There do not exist any significant difference in the creative thinking ability of private primary school boys and girls.

H₀₅ There do not exist any significant difference in the creative thinking ability of government and private primary school boys.

H0₆ There do not exist any significant difference in the creative thinking ability of government and private primary school girls.

Delimitations of the Study

The present study has been delimited as follows:

1. The study has been conducted on 200 primary school children i.e.100 government & 100 private school students.
2. The study is confined to only one district of Himachal Pradesh i.e. Mandi.
3. The study is confined to the variables creative thinking, type of school management and gender.

Method of the Study

The research method of the study was descriptive survey in nature. As descriptive survey method focuses on studying the existing conditions as it prevails and makes comprehensive descriptions of the same, the present study also focuses on studying the creative thinking ability of the government and private primary school students and obtaining a comparative picture of the creative thinking ability of the government and private primary school students with reference to their gender.

Population and Sample

The population of the study comprised all the primary school students (class 8th) of the district Mandi of Himachal Pradesh and the sample of the study comprised of two government primary school and two private primary school of the district Mandi of Himachal Pradesh which constitute the total sample of 200. It may be mentioned here that 100 government (Boys=50 & Girls=50) and 100 private (Boys=50 & Girls=50) primary school students were included in the sample. All the samples were selected purposively keeping in mind the factor of gender and type of management of the school into special consideration.

Tool Used

The investigator of the study used a standardized tool creativity test developed and standardized by Dr. Baquer Mehdi (1985).

Techniques of Analysis

The collected data were tabulated and analyzed by adopting statistical technique of 't' test i.e. finding out the significance of difference between the concerned means.

The Result and Discussion

The major purpose of the study was to assess the creative thinking ability government and private school children of Himachal Pradesh with reference to their gender. Further attempt has also been made to assess the differences among the boys of government and private primary school and the girls of government and private primary school students. Data with regard to the mentioned variables were collected from 100 government and 100 private primary school students having the gender wise break up of 50 boys and 50 girls from each category i.e. government and private. Such data were tabulated and analyzed by employing 't' test statistical technique and the obtained result have been discussed in the following;

A. Creative Thinking Ability of Primary School Students with regard to their gender and type of School

The data pertaining to the creative thinking ability of the total boys and girls; and the students of government and private school students have been presented in table-1.

Table-1 Significance of Mean Differences on Creative Thinking Ability of Primary School Students with regard to their gender and type of School

| Category | N | Mean | SD | SE _D | df | t | Remarks |
|------------|-----|-------|------|-----------------|-----|------|---------|
| Boys | 100 | 69.13 | 6.56 | 0.99 | 198 | 4.33 | Sig. at |
| Girls | 100 | 73.42 | 7.43 | | | | .01 |
| Government | 100 | 67.67 | 8.23 | 1.26 | 198 | 5.73 | Sig. at |
| Private | 100 | 74.89 | 9.61 | | | | .01 |

Table-1 reveals the mean scores of 69.13 and 73.42 and standard deviation of 6.56 and 7.43 in case of the creative thinking ability of the primary school boys and girls respectively whereas the mean scores of 67.67 and 74.89 and the standard deviation of 8.23 and 9.61 in case of the government and private school students respectively. When such mean scores were subjected to the testing of their significance of mean differences the obtained t ratio in case of the boys and girls was found to be 4.33 which is more than the critical ratio of t having the df of 198 at .01 level of significance. Further the t ratio in case of the government and private school students is found to be 5.73 which is significant at .01 level of significance with 198 degrees of freedom. Therefore the result was found to be significant and it can be inferred that significant difference exist in the creative thinking ability of primary school boys and girls, and the students of government and private schools. Therefore the hypotheses that no significant difference exist between primary school boys and girls; and the students of government and private schools is rejected.

B. Creative Thinking Ability of Boys and Girls of Government and Private Primary Schools

The data with regard to the creative thinking ability of the boys and girls belonging to government and private schools respectively have been presented in table-2.

Table-2 Significance of Mean Differences on Creative Thinking Ability of Boys and Girls of Government and Private Primary Schools

| Category | N | Mean | SD | SE _D | df | t | Remarks |
|-------------------------|----|-------|------|-----------------|----|------|-------------|
| Govt. Pri. School Boys | 50 | 67.34 | 6.78 | 1.46 | 98 | 2.95 | Sig. at .01 |
| Govt. Pri. School Girls | 50 | 71.66 | 7.84 | | | | |
| Private Pri. School | 50 | 71.23 | 8.28 | 1.76 | 98 | 1.69 | N.S. |

| | | | |
|---------------------|----|-------|------|
| Boys | | | |
| Private Pri. School | 50 | 74.21 | 9.36 |
| Girls | | | |

Table-2 reveals the mean scores of 67.34 and 71.66 and standard deviation of 6.78 and 7.84 in case of the creative thinking ability of the government primary school boys and girls respectively whereas the mean scores of 71.23 and 74.21 and the standard deviation of 8.28 and 9.36 in case of the private primary school boys and girls respectively. When such mean scores were subjected to the testing of their significance of mean differences the obtained t ratio in case of the government primary school boys and girls was found to be 2.95 which is more than the critical ratio of t having the df of 98 at .01 level of significance. Further the t ratio in case of the private primary school boys and girls is found to be 1.69 which is found to be not significant. Therefore it can be inferred that significant difference exist in the creative thinking ability of government primary school boys and girls, and no significant difference exist in the creative thinking ability of private primary school boys and girls. Therefore the hypotheses that no significant difference exist between government primary school boys and girls is rejected and no significant difference exist between private primary school boys and girls is accepted.

C. Creative Thinking Ability of Government and Private Primary School Boys and Girls respectively

The data with regard to the creative thinking ability of government and private primary school boys and girls respectively have been presented in table-3.

Table-3 Significance of Mean Differences on Creative Thinking Ability of Government and Private Primary School Boys and Girls respectively

| Category | N | Mean | SD | SE _D | df | t | Remarks |
|------------|----|-------|------|-----------------|----|------|---------|
| Govt. Pri. | 50 | 67.34 | 6.78 | 1.51 | 98 | 2.57 | Sig. at |

| | | | | | | | |
|--------------|----|-------|------|------|----|------|------|
| School | | | | | | | .05 |
| Boys | | | | | | | |
| Private Pri. | 50 | 71.23 | 8.28 | | | | |
| School | | | | | | | |
| Boys | | | | | | | |
| Govt. Pri. | 50 | 71.66 | 7.84 | 1.72 | 98 | 1.48 | N.S. |
| School | | | | | | | |
| Girls | | | | | | | |
| Private Pri. | 50 | 74.21 | 9.36 | | | | |
| School | | | | | | | |
| Girls | | | | | | | |

Table-3 reveals the mean scores of 67.34 and 71.23 and standard deviation of 6.78 and 8.28 in case of the creative thinking ability of the government and private primary school boys respectively whereas the mean scores of 71.66 and 74.21 and the standard deviation of 7.84 and 9.36 in case of the government and private primary school girls respectively. When such mean scores were subjected to the testing of their significance of mean differences the obtained t ratio in case of the government and private primary school boys was found to be 2.57 which is more than the critical ratio of t having the df of 98 at .05 level of significance. Further the t ratio in case of the government and private primary school girls is found to be 1.48 which is found to be not significant. Therefore it can be inferred that significant difference exist in the creative thinking ability of government and private primary school boys , and no significant difference exist in the creative thinking ability of government and private primary school girls. Therefore the hypotheses that no significant difference exist between government and private primary school boys is rejected and no significant difference exist between government and private primary school girls is accepted.

Major Findings

The major findings of the study are as follows;

1. The primary school boys and girls differ significantly on their creative thinking ability.
2. The students of government and private primary schools differ significantly on their creative thinking ability.
3. The government primary school boys and girls differ significantly on their creative thinking ability.
4. The private primary school boys and girls do not differ significantly on their creative thinking ability.
5. The government and private primary school boys differ significantly on their creative thinking ability.
6. The government and private primary school girls do not differ significantly on their creative thinking ability.

Educational Implications

The following implications may be derived on the basis of the findings of the study;

1. The parents should provide equal opportunity to both boys and girls in matters relating to self expression.
2. Opportunity need be given to the children in the school for their creative self expression and they need be encouraged to perform their tasks in the most unique manner.
3. Attempts should be made by the teachers and parents to acknowledge the success of the children and to reinforce their each attempt.
4. A sense of achievement motive need be developed to accelerate the process of creative thinking.
5. Step need be taken to develop awareness for equal treatment of the boy as well as the girl child.

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