



A STUDY OF CREATIVITY AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SOCIO-ECONOMIC STATUS

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Abstract

Creativity and Socio-Economic Status both are the important variables related to each and every personality living in a particular society. The present study was an endeavour to find out the Creativity and Socio-Economic Status of Senior Secondary School Students. For the present study comprises 150 students were selected randomly from District of Faridkot. The obtained results depicted that Senior Secondary School Students have Above Average Creativity. Most of Senior Secondary School Students belongs to Middle Class Families. A significant difference was obtained in Creativity between Boys and Girls Students of Senior Secondary School. The results revealed that Girl Students of Senior Secondary School are more creative than boys. There is no significant difference in Socio-Economic Status between Boys and Girls Senior Secondary School Students. No significant relationship was obtained between Creativity and Socio-Economic Status of Senior Secondary School Students.



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Introduction

Education is an old as human race. It is never ending process of inner growth and development. It is very imported for the progress of individual and society. It is through education that man develops his thinking and reasoning, problem solving and creativity, intelligence and aptitude, positive statements and skills, good values and attitudes. It is through education that he is transformed into human society, moral and spiritual being. Man learns something every day in every moment. Every minute he is creating, developing, inventing or discovering something new with the help of education. The power of creating something is the power given by education. Some of us are highly creative and implementing education than some others. In this way education and creativity assisting and developing each other.

According to Drevdahl (1956, p. 22) "Creativity is the capacity of a person to produce compositions, products or idea which are essentially new or novel and previously unknown to

the producer.”

According to Guilford (1971, p. 582) “Creativity sometimes refers to creativity potential, sometimes to creative production and sometimes to creative productivity.”

According to Stanger and Karwoski (1973, p. 314) “Creativity implies the production of a totally or partially novel identity.”

In this way creativity is the capacity or a potential by which a person produces something new and which has some novel identity.

Socio- Economic status is another aspect of a specific personality of an individual living in a specific society.

According to Good (1959, p. 581) “Socio-Economic Status is the indication of both the social and economic achievement of an individual or group.”

According to Kappuswamy (1959, p. 1-10) “The three variables that contribute to the socio-economic status in urban area are education occupation and income.”

According to Kalia and Sahu (2012, p. 2) “The term socio-economic status includes the information about education, occupation and income which determines the socio-economic status of the parents of adolescents as measured by socio-economic status.”

Socio-Economic Status would therefore be ranking of an individual by the society he lives in, in terms of his material belongings and cultural possessions along with the degree of respect, power and influence he/she wields. In India socio-economic status is directly propositional to the economic status of the family, which is never correctly told to avoid the payment of income tax.

Significance of the study

Creativity is the innate power of the student. Also Socio-Economic Status of family plays an important role in the development of a child. A good socio-economic status of the family has a great bearing on the child's development. Differences in financial capacity create difference in the kind of opportunities provided for the child's development. The present study entitled a study of creativity of students in related to their socio-economic status is designed to find out the impact of socio-economic status on creativity. Various studies related to socio-economic status depicted that Socio-Economic Status influences various aspects of growth and development. Moreover in the changing scenario it is also very significant to know the socio economic status and creativity level of the students, where there are so many fluctuations in the economy of a family, state and country.

Statement of the problem

A study of Creativity among Senior Secondary School Students in relation to their Socio-Economic Status.

Operational definitions

Creativity

In the present study, Creativity is the ability to think differently/ adventurously in terms of Fluency, Flexibility and Originality.

Socio-Economic Status

In the present study Socio-Economic Status of a person is his/her position in any given group, society or culture as determined by wealth, vocation and social class with which he/she is related.

Objectives

- To study the creativity among senior secondary school students.
- To find out the socio-economic status of senior secondary school students.
- To find out the difference between boys and girls in relation to creativity.
- To find out the difference between boys and girls in relation to socio-economic status.
- To study the relationship between creativity and socio-economic status of senior secondary school students.

Delimitations of the study

- The present study was delimited to District Faridkot of the Punjab state.
- The present study was involved only 150 students(75 boys & 75 girls)
- The present study was involved only Senior Secondary School Students.

Review of related literature

All the above studied have been done by researchers. They found that different-different results by researching on the creativity and socio-economic status. The review of related literature shows different results in relation to creativity and socio-economic status Verma & Sinha (2011, p. 13-15) found that creativity score of respondents belonging to low socio-economic status group and suggested that creativities belonged to high socio-economic status group. Upadhyay (2013, p.105) results indicated that there is no significant difference in the creativity level of students at different socio-economic status level of students. Wadhwa &Yadav (2013, p. 119) found that the girls and boys of English medium schools possess more creativity and they were good achievers than the girls and boys of Hindi medium schools. There was no impact of creativity on academic achievement. Kamal (2014, p. 32-34)

found a significant positive correlation exists between socio-economic and depression in adolescents. Reddy et al. (2014, p. 21-32) revealed that the value preferences of secondary school students are moderate and there is significant difference in value preferences of students with respect to their socio-economic status and type of management of the schools.

Hypotheses

1. There are no significant relationship between creativity and socio-economic status.
2. There is no significant difference between boys and girls in regards to creativity.
3. There is no significant relationship between boys and girls in regards to socio-economic status.

Method and procedure

The sample for the present study comprises of 150 students selected randomly from District Faridkot. The investigator is use random sampling to select the schools and to select students for the study. The sample is balanced among boys and girls. The sample is divided into 75 boys and 75 girls of senior secondary school students. Add sampling techniques schools were selected according to the convenient to the research. Sampling was used to convenient from each school the students the students were selected randomly and voluntarily.

Results and discussion

Based on the objectives, the hypotheses were verified by applying the required statistical techniques.

To study the Creativity among Senior Secondary School Students.

In order to attain the objective to study the Creativity among Senior Secondary School Students Mean, Standard Deviation and Frequency Distribution were drawn.

Table I: Showing Frequency Distribution of Creativity among Senior Secondary School Students

Class Interval	Frequency	Frequency Percentage	Cumulative Frequency	Cumulative Frequency Percentage
57-64	8	5.3	150	100
49-56	45	30	142	94.66
41-48	59	39.33	97	64.66
33-40	26	17.33	38	25.33
25-32	9	6	12	8
17-24	2	1.3	3	2
9-16	1	0.6	1	0.6
0-8	0			
Total	150	100		

Mean= 45.03; S.D. = 8.17; Range=8

It may be observed from the Table I that 39.33% of senior secondary school students have scored in the range of 41-48, having mean value of 45.03. The percentage of senior secondary school students which have scored above the mean score is 35.3%, while the percentage of senior secondary school students which have scored below the mean is 25.33%.

The mid value from the Ideal Value (64) is 32 whereas the obtained creativity score is 45.03, which is higher than the mid value. So the obtained score i.e. 45.03 is considered as Above Average. Hence, Senior Secondary School Students have Above Average Creativity. There are so many reasons which may be the reasons for higher creativity scores among senior secondary school students, including congenial environment of school, curriculum & various co-curricular activities.

To find out the Socio-Economic Status of Senior Secondary School Students

In order to achieve the present objectives Mean & S.D. was calculated.

Table II: To find out the Socio-Economic Status of Senior Secondary School Students

Socio-Economic Status of Senior Secondary School Students		
Mean	S.D.	Interpretation
51.20	4.92	Middle Class

From table II, it is indicated that Mean scores of Senior Secondary School Student 51.20 which falls in the qualitative norms of Middle Class. So, most of Senior Secondary School Students are belong to Middle Class Families. Out of 150 respondents only one Senior Secondary School Student belongs to Higher Socio-Economic Status. Similarly a single Senior Secondary School student belongs to Lower Socio-Economic Status.

To find out the difference between Boys and Girls in relation to Creativity

Table III: To find out the difference between boys and girls in relation to Creativity

Creativity among Boys and Girls				
Category	Mean	S.D	T- ratio	Interpretation
Boys	42.24	9.11	3.27*	Significant
Girls	48.32	5.85		

*Significant at 0.05 levels of confidence.

From table III, it is indicated that the mean scores of Creativity in boys and girls are 42.24 and 48.32 respectively. The t-ratio is found to be 3.27; whereas t-critical at 0.05 level of confidence, is 1.98. The calculated t-ratio is significant at 0.05 levels. So, there exists a significant difference in Creativity between Boys and Girls in Senior Secondary School students.

In today’s scenario Boys and Girls are getting equal opportunities in all the fields, whether it is education or games or other co-curricular activities. Academic achievement of girls may be one of reasons behind their higher scores on Creativity. From the last years girls are higher in

academic achievement than boys. The presents results of Senior Secondary School related to PSEB also revealed the higher academic achievement of girls. Darshveer Kaur Kalsi of Ludhiana & Saima Rashid of Ropar achieved 100% marks at Senior Secondary Level. The measure of Creativity in girls is more (48.32) than the mean score of boys. Hence girls are more creative than boys.

To find out the difference between boys and girls in relation to Socio-Economic Status.

Table IV: To find out the difference between boys and girls in relation to Socio-Economic Status.

Socio-Economic Status				
Category	Mean	S.D	T- ratio	Interpretation
Boys	51.62	5.27		
Girls	50.99	4.28	0.80	No Significance Difference

From table IV it is indicated that the mean scores of Socio-Economic Status are 51.62 and 50.99 respectively. The t-ratio is found to be 0.80; whereas t-critical at 0.05 level of confidence, is 1.98. The calculated t-ratio is not significant at 0.05 levels. So, there is no significant difference in Socio-Economic Status between Boys and Girls Senior Secondary School students.

The researcher assumed that the present results may be obtained due to same locality of the students. There is less than difference in Socio-Economic Status in boys and girls.

To study the relationship between Creativity and Socio-Economic Status of Senior Secondary School Students

Table V: Showing the relationship between Creativity and Socio-Economic Status of Senior Secondary School Students

	Mean	Correlation	Mean	Socio-Economic Status
Creativity	45.03	0.027	50.99	

From table V it is indicated that there exist a positive correlation ($r=0.027$) between Creativity and Socio-Economic Status of Senior Secondary School Students. But the obtained r- value 0.027 is not significant at 0.05 levels of confidence. So, there exist no significant relationship between Creativity and Socio-Economic Status of Senior Secondary School Students.

Conclusions

Based on the obtained results and verification of hypotheses researcher had drawn the following conclusions:

- Senior Secondary School Students have Above Average Creativity

- Most of Senior Secondary School Students belongs to Middle Class Families.
- There exists a significant difference in Creativity between Boys and Girls in Senior Secondary School Students.
- Girls Senior Secondary School Students are more creative than boys.
- There is no significant difference in Socio-Economic Status between Boys and Girls Senior Secondary School Students.
- There exist no significant relationship between Creativity and Socio-Economic Status of Senior Secondary School Students.

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