



Creativity in relation to Socio-Economic Status in Secondary School Students in West Bengal

KEYWORDS

Creativity, Socio-Economic Status (SES), coefficient of correlation, Secondary School.

Dr. Birbal Saha

Associate Professor, Department of Education, Sidho-Kanho-Birsha University, Purulia Campus, Purulia Zilla Parishad, Old Administrative Building, Jubilee Compound, P.O. & Dist- Purulia, WB-723101, India

ABSTRACT

The present study was conducted to provide information and relation between creativity and socio-economic status in West Bengal, India. Data was collected through TTCT for creativity and Socio-Economic Status Scale of Kuppaswamy of 100 secondary students of Birbhum District in West Bengal, by randomly. The result revealed that 1) creativity is positively related with socio-economic status, 2) boys and girls students do not differ significantly in their creativity, 3) boys and girls students are not differ significantly with regard to socio-economic status.

INTRODUCTION:

Creativity is no more a biological constant. It is considered more as a 'variant' being perpetually influenced by environment, socio-economic and cultural conditions. Ever since educators and psychologists became aware of the importance of creativity in human development, the question of identifying and nurturing creative potential in school children has gained prominence. 'Creativity' is increasingly being considered as 'universal' and creative abilities are universally distributed. These can be observed and reliably measured through a variety of procedures. Creative abilities can be fostered by programming and designing the educational climate which will facilitate their development and expression. Educators have thus an opportunity and a challenging task before them to identify and nurture creativity in children. A school is in fact the place where some organized efforts can be made to lay a foundation for developing in children the basic abilities, skills, attitudes and motivations necessary for self realization creative achievements in life.

The importance of Creativity in the education of the child has long been felt by educationists in our country. Reports of Education Commission (1964-66), National Policy on Education and Programme of Action (1986, 1992), NCERT Curriculum Framework (1987 & 2005) have all along emphasized the need to develop in the child spontaneity, curiosity, independence in thinking, originality, courage to ask questions, scientific temper and, in short, creative thinking skills and abilities. NCTE Curriculum Framework suggests for innovative and creative teaching. The child-centered approach to education, as articulated by the National Policy on Education, implies creative approaches to teaching and learning, which are natural ways of learning for younger children. Creative teaching- learning provides opportunities for children to think, feel, imagine, inquire, play around with numerous possibilities, and test ideas against the facts, and so on. A creative teaching-learning process is natural, friendly, informal, non-threatening, acceptable, and motivating. Studies have shown that creative teaching- learning contributes to students' involvement and participation in creative activities and liking for the school. These make the teaching-learning process more responsive to children's potentialities and thus may enhance among other things 'learning to learn'.

Celebration of Creativity has become ineluctably an international pervasive reality. Whether it is considered from the viewpoint of its effects on society, or as one of the expressions of the human spirit, creativity stands out as an activity to be studied, cherished and cultivated (Arieti, 1976). Beyond the local interest, whether individual or national, is the increasing recognition by men in all parts of the globe that our capacity for creative thought and action may literally make all the difference in the world. Original, indigenous and divergent thinking and ideas are going to shake and move the

century old inertia. Human Creativity may prove to be the key to success or failure in mankind's quest for knowledge, in his journey beyond the bounds of the sure and the seen, in his exploration of the unknown (Barron, 1968).

Some are of opinion that poverty, low socio-economic status, non-congenial atmosphere and distress cannot stand in the way of bringing out of the creative element in a student. They give examples of some eminent persons who were born in families having very low socio-economic status that could not refrain them from coming to lime light. But those are examples and we all know that exceptions are not rule.

According to Kundu (1983), "there are certain blockages of creativity like poverty, lack of adequate education, restrictions and social mobility". In simple terms, it means that low socio-economic status blocks the creativity of the individual whereas high socio-economic status helps in enhancing creativity. This is simply because one who belongs to high socio-economic status gets more facilities and advantages, which will help him in his creativity.

Singh (1972) in "the analysis of high and low creative boys and girls" found that "educational status of the parent of high creative students was higher than the parents of lower creative students".

According to Gowain (1975), "the high creative children tend to have a background suggesting more early enrichment and solution". Thus, it is clear from the fact that creativity is related to socio-economic status and this socio-economic status helps the individual to enrich and enhance his/her creativity. Hussain (1974), McDaniel (1973), Cantey (1973), Smith (1965), Rittmayer (1968), Savoca (1965), Helson and Cluthfield (1970), Roe (1953), Rilvin (1959), Gowain(1971), Holland (1968) also point out that high socio-economic status pupils scored better on creativity than low socio-economic status pupils. Therefore, there is a positive correlation between creativity and socio-economic status. According to Raina (1968) "high creative students as compared to low creative students were found to be from higher socio-economic status".

The Socio-Economic Status (SES) denotes the main standing in the society. This standing of individual depends on many factors like role, class, education, estate; caste and occupation etc. Social status is the position that is accorded to the individual in the context of the social values prevalent in society.

Thus, it is clear from the above discussion that the two variables namely, Creativity and Socio-Economic Status are closely related to each other and they go hand in hand which further contribute to the development of creativity.

OBJECTIVES:

- 1) To study the relationship between Creativity and Socio – Economic Status.
- 2) To study the relationship between boys & girls in regards to creativity
- 3) To study the relationship between boys & girls in regards to socio-economic status

HYPOTHESES:

- 1) There is a significant relationship between Creativity and Socio – Economic Status.
- 2) There is a significant relationship between boys and girls in regards to Socio-Economic Status.
- 3) There is a significant relationship between boys and girls in regards to Creativity.

SAMPLING:

Systematic sampling procedure were adopted to collect the sample of 100 students from four secondary schools in Birkhum district selected through randomized techniques.

TOOLS:

- 'Torrance Test of Creative Thinking' (T.T.C.T.) was used for measuring Creativity.
- Socio-Economic Status Scale of Kuppuswamy was used for measuring the Socio – Economic Status (SES).

DATA ANALYSIS AND INTERPRETATION:

Table: 1
Correlation between Creativity & Socio-Economic Status

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

The mean value of creativity and socio-economic status of secondary school students are 40.55 and 14.43 respectively. Table-1 indicates that the calculated coefficient of correlation value between creativity and socio-economic status of the secondary School students is 0.633. Thus, it is evident that there is a strong positive correlation between creativity and environment awareness. Hence, the Hypothesis No.1 is retained.

Table: 2
Correlation between Boys & Girls with regard to SES

	Boys	Girls
Boys N	1 50	0.066 50
Girls N	0.066 50	1 50

The Mean Value of Socio-Economic Status (SES) of boys and girls students are 14.16 and 14.70 respectively. Table-2 indicates that the coefficient of correlation value between boys and girls in regards to socio-economic status is 0.066. It reveals that there is a positive negligible correlation between boys and girls in regards to socio-economic status. Hence, the hypothesis no 2 is rejected.

Table: 3**Correlation between Boys & Girls with regard to Creativity**

	Boys	Girls
Boys N	1 50	-0.120 50
Girls N	-0.120 50	1 50

The Mean Value of creativity of boys and girls students are 40.49 and 40.63 respectively. Table-3 indicates that the coefficient of correlation value between boys and girls with regards to creativity is -0.120. It reveals that there is a negative negligible correlation between boys and girls with regards to creativity. Hence, the hypothesis no 3 is rejected.

FINDINGS:

Following are the findings of the present investigation:

- Creativity is positively related with Socio-Economic Status.
- High Socio-Economic Status children were more creative than low Socio-Economic Status children.
- There is no such difference observed between boys and girls with regard to Socio-Economic Status.
- There is no such difference observed between boys and girls with regard to creativity.

EDUCATIONAL IMPLICATION:

- No particular sex is designated as more or less creative as both boys and girls can be equally creative. Hence, branding is avoided in educational institutions on the basis of sex. Creativity needs to be promoted irrespective of sex.
- As high Socio-Economic Status children are found to be more creative and low Socio-Economic Status children are less creative, due care must be taken for maintenance of the creativity of high and promotion of creativity of the low Socio-Economic Status children in our schools by way of addressing the Socio-Economic Status problems.
- Methods of teaching should be indigenous, innovative, and inspiring, not merely passing of the information and completion of the course or syllabi.
- History is replete with evidences and instances of poor men's creativity dying prematurely. Many genius and extraordinarily creative children of the world suffer from maladjustment and non-achievement syndrome in life because of their low socio-economic status. A minimum sustainable environment is essentially required for promotion of creativity.

CONCLUSION:

While education is not in a position to immediately improve the socio-economic condition of the students, at least in principle, it should accept the universal possibility of creativity in each and every child irrespective of status. The spirit gets better stated through Swami Vivekananda while he says "each soul is potentially divine. Education is the manifestation of divine perfection already in man"

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