



IMPACT OF SCHOOL ENVIRONMENT ON CREATIVITY OF SECONDARY SCHOOL STUDENTS

Education

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ABSTRACT

Innovations have changed the world scenario to such an extent that one life is seldom imagined without technological involvement. Technological advancement in all spheres is evident in the creativity of man, a co-creator of the universe. The environment plays a vital role in an individual's educational success which includes the cognitive, affective, and psychomotor domains. An attempt has been made in the present investigation to analyze the role of the school environment on the creativity of students. **Aim:** Impact of school environment on the creativity of secondary school students. **Objective:** To assess the impact of the school environment on the creativity of secondary school students. **Sample:** The sample of the present study consists of 600 high school students in the erstwhile Warangal district of Telangana state. **Tools:** Creativity battery test developed and standardized by Baqer Mehdi (2019) and School environment inventory developed and standardized by Manjuvani (1989) were administered. **Conclusion:** Results revealed that students with poor and good perceived school environment dimensions were differ significantly with respect to their creativity.

KEYWORDS

School Environment, Secondary School Students and Creativity.

INTRODUCTION

For the overall development of students, for bringing about desirable changes in the behavior of students and making school as a means of development of community and society, a good and conducive environment plays an important role. School Environment means all those conditions, resources, and their integrated and interrelated activities which directly or indirectly affect the functioning of the school. A positive correlation is found in such type of performance and school environment. Better the school environment better will be the functioning of the school. In an unsuitable environment or opposing environment, the possibility of going in the opposite direction becomes prominent. The quality of the school-good or bad; is reflected by the environment of the school. The school environment and surroundings can be classified into four main components: Physical Environment, Social Environment, Psychological Environment, and Academic Environment.

Creativity is the ability to see something in a new way, to see and solve problems no one else may know exists, and to engage in mental and physical experiences that are new, unique, or different. Creativity is a critical aspect of a person's thoughts and ideas. Scientific creativity (creativity in science) can be considered to help achieve new and original steps in performing the targets of science.

Moravcsik (1981) refer the scientific creativity by saying, "it can explain itself in comprehending the new ideas and concepts added to scientific knowledge, in formulating new theories in science, finding new experiments presenting the natural laws, in recognizing new regulatory properties of scientific research and the scientific group, in giving the scientific activity plans and projects originality, and many other areas".

REVIEW OF LITERATURE

Kaur (2001) find out the relationship between the home and school environments and the study habits of 30 boys and 30 girls of 8th and 10th classes. Results of self-report questionnaires indicated that 85% of boys prefer to study at home according to the planned schedules. Girls had more housework responsibilities than boys. 82.5% used a planned schedule. 72.5% of parents of girls and 68.75% of parents of boys were interested in their children's homework. Over 90% of boys and girls were satisfied with their school facilities, teachers, teaching methods, and the grading system.

Patankar et al (2007) conducted a study on indiscipline among school students: A teacher's challenge. The study exhibited that majority of secondary school students were extremely indiscipline. Secondary school girl students were more disciplined than boys. Causes of indiscipline among secondary school students were teaching becoming a bore, teachers assigning extra homework, teachers not

being sympathetic and affectionate, unsuitable physical environment, teacher's voice not reaching students in the backbenches, lack of motivation and proper guidance by teachers, constant criticism by teachers and fear of some teachers. Findings suggested that students' indiscipline was mainly related to the school environment, effective classroom arrangement, meaningful teaching to motivate the students, and introducing adolescent education at the secondary level in the school.

Jagpreet et al., (2009) carried out a study on school environment effects on creativity of school going children. The present study comprised of a sample of 320 students. School Environment Inventory by Mishra and Creativity Scale developed by Abedi was used to administer to the subjects. It was found that there exists a positive significant relationship between school environment and creativity of the students and the boys have better creative performance than their counterpart of girls.

Winga Maureen Adhiambo et al., (2011) investigated the levels of school adjustment and its relationship with academic achievement of 450 senior secondary school-going adolescent boys and girls with a mean age of 18.38. Questionnaires as well as official KCSE examination marks were collected. Results showed that there were no significant differences between girls and boys in school adjustment, there were significant differences between high achievers and low achievers in dedication, absorption, engagement, and school adjustment.

Mansi Arora and Satinder Kaur (2014) concluded that there exists a positive correlation between the school environment and the scientific creativity of secondary school students and also that there is a significant difference between the scientific creativity of secondary school students of government and private schools. Further, a significant difference was observed between the scientific creativity of secondary school boys and girls.

Núria Arís Redó, María Ángeles Millán Gutiérrez and José-Diego Vargas Cano (2021) found that the results obtained in this study indicate that high ability students obtain higher scores for the figurative creativity and scientific-creativity dimensions (fluency, flexibility, and originality). All this allows the establishment of a significant relationship between creativity and high-ability students.

OBJECTIVE

1. To assess the impact of the school environment on the creativity of secondary school students.

Hypothesis

1. Students with poor and good perceived school environment

dimensions would not differ significantly with respect to their creativity.

METHODOLOGY

Sample

The sample of the present study consists of 600 high school students in erstwhile Warangal district (New Districts i.e., Warangal Urban, Warangal Rural, Janagoan, Mulugu, Jayashankar Bhupalapally, and Mahabubabad) of Telangana state. The subjects were in the age group of 14-16 years selected and using the purposive random sampling method.

VARIABLES STUDIED

Independent Variables

1. School Environment

Dependent Variable

1. Creativity

TOOLS

1. Assessment of Creativity: The creativity test standardized by Baqer Mehdi (2019) was used in the study. It consisted of 10 subtests. Seven of them were verbal tests. This scale has three dimensions i.e., *Fluency*: A fluency score was obtained by totaling the number of relevant responses given by the subject. Responses that were nonsensical or which did not answer the question was posed, were eliminated before counting them. *Flexibility*: A flexibility score was obtained by categorizing the responses into as many discrete classifications as suggest themselves. Evidently, the subjectivity of the scorer comes into any measure of flexibility so derived; but consensus agreement among different scorers was employed by way of making the final flexibility score more objective. *Originality*: Different authors used different procedures to determine the originality of this investigation.

2. Assessment of School Environment: School environment inventory developed and standardized by Manjuvani (1989) was used in the present study. To measure school environment inventory was re-standardized by the investigator.

The particulars of dimensions are given below.

1. Creative Stimulation
2. Cognitive Encouragement
3. Permissiveness
4. Acceptance
5. Control
6. Influence of Classmates

In part-A of the seventh-factor score can be obtained separately. The school environment score for each subject was obtained by summing the scores of seven factors. The higher the score, the better the school environment. In part B all ten items can be added to yield a score in a school **physical setting**. The minimum and maximum possible scores are 0-140 is 140 (2 x 70) and the reliability of the instrument test-retest method is 0.76 and the validity of the instrument is 0.87

STATISTICAL ANALYSIS

The obtained data were subjected to statistical analysis such as Means, SDs, and 't'-tests were used.

RESULTS AND DISCUSSION

Table-1: Mean and SDs for School Environment Scores of different dimensions of Low and High Creative Children and the results of 't'-test.

School Environment Dimensions	Category	N	Mean	SD	't'-Value
Creative Stimulation	Low	189	13.05	2.10	9.60**
	High	236	18.23	3.25	
Cognitive Encouragement	Low	189	15.62	3.11	6.91**
	High	236	18.38	5.14	
Permissiveness	Low	189	12.47	2.06	7.42**
	High	236	14.02	1.86	
Acceptance	Low	189	13.40	1.25	8.59**
	High	236	15.02	1.32	
Control	Low	189	13.45	2.30	5.96**
	High	236	15.28	2.54	
Influence of Classmates	Low	189	7.12	3.33	6.55**

	High	236	9.05	2.65	
Physical Setting	Low	189	4.89	1.89	6.52**
	High	236	6.13	2.11	
School Environment (Total)	Low	189	92.38	19.23	5.75**
	High	236	103.56	23.15	

** - Significant at 0.01 level

Hypothesis-1: Students with poor and good perceived school environments would not differ significantly with respect to their creativity.

Table-1 shows that significant 't' values of 9.60, 6.91, 7.42, 8.59, 5.96, 6.55, 6.52, and 5.75 reveal that there are significant differences between low and high creativity with regard to their School Environment (dimensions: Creative Stimulation, Cognitive Encouragement, Permissiveness, Acceptance, Control, Influence of Classmates and Physical Setting) of high school students. Hence, hypothesis-1, which stated that students with poor and good perceived school environment would differ significantly with respect to their creativity, is not accepted by the results.

It is proved that when comparison with mean scores, high school students with a good school environment have high creativity over ally (dimensions: Creative Stimulation, Cognitive Encouragement, Permissiveness, Acceptance, Control, Influence of Classmates and Physical Setting) than students with the poor school environment.

The probable reasons might be the characteristics of the environment and conditions that are most effective in promoting the creative abilities of children and adolescents. These include the physical environment, availability of resources / materials, use of the external environment, and educational environment. Use of other environments outside of school, playful learning, an effective, flexible use of time, and relationships between teachers and learners. Common features that were considered to foster creativity were the flexibility of the physical and school environment, the ability of learners to control the learning and ownership of activities, and the various physical environments elsewhere, such as schools and museums. Flexible use of time (school-curriculum boundary), allowing students to work at their own pace without pressure. Key characteristics of a school environment that can foster creativity are the nature of the teacher-student relationship, including high expectations, mutual respect and modeling of creative attitudes, flexibility, and dialogue. There is strong evidence that student creativity is inextricably linked to self-assessment and the opportunity for peer collaboration that can be productively expanded to self-assessment.

Therefore, a good school environment enhances student creativity and leads to good academic performance, increased trust and resilience, increased motivation and commitment, develop social, emotional and thinking skills. The attendance rate at school has improved and willingness to act as a role model, awareness of learner needs; flexible approach to curriculum and educational structure. Certain forms of interaction with students in the classroom, and the use of ICT and assessment, are key elements in teaching creativity. Evidence also emphasizes the importance of school culture in supporting or interfering with creative practices.

The results of the present study corroborate with the earlier findings of Patankar et al (2007); Jagpreet et al (2009) and Mansi Arora and Satinder Kaur (2014) who stated that school environment has positively and significantly related to Creativity.

CONCLUSION

1. High creative students were found to be a good perception of the school environment than low creative groups. It has truly proved for all the subgroups without any exception.

EDUCATIONAL IMPLICATIONS

Creativity leads to inventions and invention leads to the scientific advancement of human civilization. Creativity plays a major role in human advancement. It is the responsibility of the educational sector to provide the creative platform not only for the identification of creativity but also to create an appropriate environment for the same. Some of the major educational implications of the present study, a comprehensive study of creativity and school environment are as follows.

- Creativity, a major objective of science teaching and the predictor of future performance, maybe cultivated and developed to a greater extent among secondary school students.
- The study of the association between creativity and school environment may help the science educators for making necessary curriculum decisions and in guiding the pupils to develop the proper scientific creativity.
- The school should focus on different techniques like brainstorming etc. to enhance the scientific creativity of the children.
- The teachers should inculcate different techniques in the lesson plan to cater creativity of the children.

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