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Creative Thinking Ability of Government and Private School Children: A Comparative Study

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Abstract : *Creativity thinking ability is more or less observed among all the individuals irrespective of age criterion. This is such a psychological construct essential for one's own unique development and development of the nation as well. Therefore the creative thinking ability need be nurtured from the very beginning among the primary school children irrespective of the factor of gender, locale or type of management of the school. As such the study was conducted with the objectives like to compare the creative thinking ability of the primary school boys and girls with respect to the type of management of the school i.e. government and private. It was conducted on a sample of on 200 children i.e.100 government & 100 private primary school children belonging to 5th class of the district Mandi of Himachal Pradesh. The findings of the study are significant difference exists in the creative thinking ability of government and private primary school children, significant difference exist in the creative thinking ability of government and private primary school boys and government and private primary school girls, significant difference does not exist in the creative thinking ability of government primary school boys and girls; and private primary school boys and girls; and significant difference exists in the creative thinking ability of primary school boys and girls.*

Keywords: *Creative Thinking, Originality, Government & Private Schools*

Introduction

Creativity thinking ability is more or less observed among all the individuals irrespective of age criterion. This is such a psychological construct essential for one's own unique development and development of the nation as well. Therefore the creative thinking ability need be nurtured from the very beginning among the primary school children irrespective of the factor of gender, locale or type of management of the school. It is also above the factor of age, location and culture. This talent of the individual should be unfolded and nourished through a well planned and purposive programme of education. The creative ability of the human being is responsible for all sorts of change and progress of the society since time immemorial. Such creative ability of the human being is both inherited as well as

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acquired. But as the human being can not have any control over heredity as a factor influencing creativity, at least the environment can be made conducive for enhancing the creative talents of the individuals. In this context, the school environment is supposed to play a very determining role in unfolding the creative talents of the learners.

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. But in the present days the type of schools put differential impact upon the creative thinking ability of the children. The private schools give better exposure and treatment for creative expression of the children in comparison to the government schools because the teachers of government schools very often do not take that much pain as compared to the private ones. Further the government and private schools also differ substantially with regard to the infrastructure, academic climate, interest and potential of the teachers which make the difference in the creative thinking ability of the children.

Besides this the parents at home are expected to provide a conducive environment irrespective of any locality for the promotion of creative ability of the children which may minimize any such differences that arise on the basis of the management of the schools. Studies on creativity worldwide reveal different view points. Some researchers view that individuals' background trait put their impact on one's creative ability (Ai, 1999; Batey & Furnham, 2006). 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), Hoff (2005), Matud, Rodríguez, & Grande (2007), reveals that the boys and girls differ significantly on the creative thinking ability whereas the studies conducted by Baer & Kaufman (2008), Charyton & Snelbecker (2007), and Ahuja (2014) reported no such difference between boys and girls on creativity. Such research findings clearly depict the differential treatment of the society towards the boy and girl child to a great extent. Further the researches conducted by Nautiyal and Negi (2011), Nazzima and Hummara (2012), reported that the private schools show better creative thinking ability than the government school students. However study on creative thinking ability of the government and private school children in Himachal Pradesh is seen to be one neglected area. In this context the present study is an attempt to study the creative thinking ability of the government and private school children of Himachal Pradesh.

Objectives of the Study

The study undertaken by the investigator has the following objectives:

1. To study the creative thinking ability of government and private primary school students.
2. To compare the creative thinking ability of government and private primary school students.
3. To compare the creative thinking ability of government and private primary school boys.
4. To compare the creative thinking ability of government and private primary school girls.
5. To compare the creative thinking ability of government primary school boys and girls.
6. To compare the creative thinking ability of private primary school boys and girls.
7. To compare the creative thinking ability of primary school boys and 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 exist no significant difference in the creative thinking ability of government and private primary school students.
- H₀₂ There exist no significant difference in the creative thinking ability of government and private primary school boys.
- H₀₃ There exist no significant difference in the creative thinking ability of government and private primary school girls.
- H₀₄ There exist no significant difference in the creative thinking ability of government primary school boys and girls.
- H₀₅ There exist no significant difference in the creative thinking ability of private primary school boys and girls.
- H₀₆ There exist no significant difference in the creative thinking ability of primary school boys and girls.

Delimitations of the Study

The present study has been delimited as follows:

1. The study has been conducted on 200 children i.e. 100 government & 100 private primary school children belonging to 5th class.
2. The study is confined to only one district i.e. Mandi of Himachal Pradesh.
3. The study is confined to the variables creative thinking, type of school 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 existing 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 and type of school.

Population and Sample

The population of the study comprised all the primary school students (class 5th) of the district Mandi of Himachal Pradesh and the sample of the study comprised of five government primary schools and five private primary schools of the district Mandi of Himachal Pradesh. 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 school into special consideration.

Tool Used

The investigator of the study used a standardized tool "Verbal Creativity" developed by Baquer Mehdi (1985). The tool was helpful to measure the creative thinking ability of the primary school students.

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 with respect to the hypotheses mentioned in the study.

The Result and Discussion

The major purpose of the study was to assess the creative thinking ability of the government and private primary school students of Himachal Pradesh with reference to their gender and type of school. 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 Government and Private School Students

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

Table-1 Significance of Mean Differences on Creative Thinking Ability of Government and Private Primary School Students

Category	N	Mean	SD	SE _D	df	t	Remarks
Government	100	53.45	8.3	1.09	198	3.97	Sig. at .01 level of Significance
Private	100	57.78	7.2				

Table-1 reveals the mean scores of 53.45 and 57.78 and standard deviation of 8.3 and 7.2 in case of the creative thinking ability of the government and private primary school students respectively. When such mean scores were subjected to the testing of their significance of mean differences the obtained t ratio was found to be 3.97 which is more than the critical ratio of t having the df of 198 at .01 level of significance. Therefore the result was found to be significant and it can be inferred that significant difference exist in the creative thinking ability of government and private primary school students.

B. Creative Thinking Ability of Government vs. Private School Boys and Girls

The data with regard to the significance of difference on the creative thinking ability of government vs. private primary school boys and government vs. private primary school girls have been presented in table-2.

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

Category	N	Mean	SD	SE _D	df	t	Remarks
Government Primary Boys	50	52.34	7.3	1.48	98	2.92	Sig. at .01
Private Primary Boys	50	56.67	7.6				
Government Primary Girls	50	54.23	8.2	1.68	98	2.48	Sig. at .05
Private Primary Girls	50	58.41	8.6				

Table-2 reveals the mean scores of 52.34 and 56.67; and standard deviation of 7.3 and 7.6; mean scores of 54.23 and 58.41 and standard deviation of 8.2 and 8.6 in case of the creative thinking ability of government vs. private primary school boys and government vs. private primary school girls respectively. When the mean scores of government vs. private primary school boys were subjected to the testing of their significance of mean differences the obtained t ratio was found to be 2.92 which is more than the critical ratio of t having the df of 98 at .01 level of significance. Therefore the result was significant and it can be inferred that significant difference exist in the creative thinking ability of government vs. private primary school boys.

On the other hand when the mean scores of government vs. private primary school girls were subjected to the testing of their significance of mean differences the obtained t ratio was found to be 2.48 which is more than the critical ratio of t having the df of 98 at .05 level of significance. Therefore the result was significant and it can be inferred that significant difference exist in the creative thinking ability of government vs. private primary school girls.

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

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

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

Category	N	Mean	SD	SE _D	df	t	Remarks
Government Primary Boys	50	52.34	7.3	1.55	98	1.22	Not Sig.
Government Primary Girls	50	54.23	8.2				
Private Primary Boys	50	56.67	7.6	1.62	98	1.07	Not Sig.
Private Primary Girls	50	58.41	8.6				

Table-3 reveals the mean scores of 52.34 and 54.23; and standard deviation of 7.3 and 8.2; mean scores of 56.67 and 58.41 and standard deviation of 7.6 and 8.6 in case of the creative thinking ability of government primary school boys vs. government primary school girls and private primary school boys vs. private primary school girls respectively. When the mean scores of government primary school boys vs. government primary school girls were subjected to the testing of their significance of mean differences the obtained t ratio was found to be 1.22 which is less than the critical ratio of t having the df of 98 at .05 level of significance. Therefore the result was not significant and it can be inferred that significant difference does not exist in the creative thinking ability of government primary school boys and girls.

On the other hand when the mean scores of private primary school boys vs. private primary school girls were subjected to the testing of their significance of mean differences the obtained t ratio was found to be 1.07 which is less than the critical ratio of t having the df of 98 at .05 level of significance. Therefore the result was not significant and it can be inferred that significant difference does not exist in the creative thinking ability of private primary school boys vs. private primary school girls.

D. Creative Thinking Ability of Boys and Girls

The data with regard to the significance of mean difference on the creative thinking ability of primary school boys and girls have been presented in table-4.

Table-4 Significance of Mean Differences on Creative Thinking Ability of Primary School Boys and Girls

Category	N	Mean	SD	SE _D	df	t	Remarks
Boys	100	54.67	7.3	1.11	198	2.0	Sig. at 0.05
Girls	100	56.89	8.4				

Table-4 contains data on the creative thinking ability of primary school boys and girls. From the table it is evident that the primary school girls are having higher mean values than the primary school boys with the standard deviation of 8.4 and 7.3 respectively. When such scores were subjected towards the testing of their significance of mean differences the obtained t ratio was found to be 2.0 which is greater than the critical ratio of t with the df of 198 at 0.05 level of significance. Hence it can be inferred that the primary school boys and girls differ significantly on their creative thinking ability.

Major Findings

The major findings of the study are as follows;

- i. The creative thinking ability of government and private primary school children differs and the children of private schools show better creative thinking ability as compared to their government counterparts. Such findings of the study is in conformity with the findings of Nautiyal and Negi (2011), Nazzima and Hummara (2012).
- ii. The creative thinking ability of government and private primary school boys as well as government and private primary school girls differ significantly and in both the cases the children of private schools surpass the children of government schools.
- iii. The government as well as the private primary school boys and girls respectively do not differ significantly on their creative thinking ability. Further it is seen that in both the cases the girls depict better creative thinking ability than the boys.
- iv. Significant difference exists in the creative thinking ability of primary school boys and girls. The girls show higher creative thinking ability in comparison to the boys. Such findings of the study is in conformity with the findings of Lau and Pany (2005), Li (1996), Hoff (2005), Matud, Rodríguez, & Grande (2007).

Educational Implications

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

- i. Differential treatment towards the children is seen in the government and private schools. The teachers are expected to be above such mental set up and should provide equal opportunity to both boys and girls in matters relating to their creative expression.
- ii. Opportunity need be given to the children in the home, school as well as in the society for the development of their originality and self-expression both in academic as well as non-academic matters.
- iii. Presently the teachers as well as the parents due to their over involvement in different tasks they rarely find time to acknowledge the success of their children. Therefore attempt should be made by the teachers and parents to acknowledge the success of the children and to reinforce their each attempt.
- iv. The school management is expected to be sensitive and well responsive towards the manifestation of originality aspect of their children without any bias. So attempt should be made to provide equal opportunity to the children irrespective of the management of the school.
- v. The teachers of government schools need be more sensitive towards the creative expression of their children in terms of avoiding the traditional mode of teaching.

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