

CREATIVE THINKING OF ADOLESCENCE IN RELATION TO ORGANIZATIONAL CLIMATE

Dr. Raj Kumar Nayak

Associate Professor

Fakir Mohan University, Vyasa Vihar, Balasore

Former Professor, BMCE, Choudhary Ranbir Singh University, Jind, Haryana

College, Itahar, U/D, (W.B.) 733128

Visiting Expert N.C.T.E. (NRC) Inspection Team,

Life Time Member of AIAER, The Global community, IATE

Editor of "Global Evolution Bi-Annual" (Management & Teacher Education) Research Journal,

Editor Of "Pahal Horizon" Bi Annual Journal, ISSN :2456-4842, International Research Journal.

Dr. HariPriya Panda

(M.A. Education, M.Ed. Ph.D. Education)

Assistant Professor

M.A.K.A. Teachers' Training

INTRODUCTION:

The creator of the universe, the omnipotent as well as the almighty God, is the supreme power and possess the finest abilities of creativity which cannot be imagined. Because he has created all of us and all that is to reveal in nature. He has created human being in his own image that's why man possesses some creative attributes in him which enables him to think and to act creatively. It is not easy to come to the term with somewhat nebulous intangible but strongly fascinating concept of creativity. The psychology of man is impossible to capitulate without understanding man's ability to create. In fact, the man without creative tendency is merely "a beast who walked talks".

Creativity is the only phenomenon which separates man from machines and animals. It is a vision and actualization of that vision. Which is a unit; it is complete and pragmatic. Just as night gives birth to day, the seed to plant, and an ovum to a child; so too a creative vision gives birth definitely to a creation and its actualization produces scientific, artistic or religious formations. The awareness of such creative vision produces happiness and joy within the person.

In India many innovations took place at various phases of our development. In the 1960s, Dr. Vikram Sarabhai said that India should design and develop a large satellite launch vehicle and put a communication satellite and remote sensing satellite in geo- synchronous orbit and polar orbit respectively. In India this was thought impossible. But this visionary statement ignited hundreds of scientists and technologists and thousands of technicians. Today India is capable of building any type of satellite launch vehicle and remote sensing satellite in polar orbit as envisioned by Dr. Vikram Sarabhai.

Meaning of Creativity:

Creativity is the ability to produce work that is both novel (i.e. original, unexpected) and appropriate. 'To create' means to make or bring into existence something new". Creativity is a topic of wide scope that is important at both the individual and society levels. When one think of creative activity perhaps the work of highly talented or creative genius comes to mind; the creations of great sculptors, dance composers, painters, writers, scientists, mathematicians, inventors, at one extreme are gifted people such as those, whose work may change the course of civilization or character of an art; at the other extreme is the vast majority of people who follow the customs of their culture faithfully, rarely acting in an original manner. From this point of view, some people are highly creative but most of them being followers are highly uncreative.

No doubt, creative people must have certain skills but sometimes organizational circumstances help them to improve their ideas in the relevant field. Their new ideas come about through a slow intuitive understanding field of endeavour. At first their background allows them to be constructively creative and secondly they apply the criterion of appropriateness.

Significance of the study:

The Review Committee of India in 1977 emphasised the need of creative education in the whole curriculum without mincing words. Our schools have been doing almost nothing to nourish the creative potential of children. When the child comes to school, he is fully curious and sensitive. He strives to know each and everything about the new place where he lives. Excessive spoon feeding snatches all the initiative from him.

Teachers often think that creative children make trouble in the classroom and they create disturbance in classroom situation with their unusual ideas but they need change their destructive attitude into constructive providing proper environment. Though they cannot transform each child into Einstein or a Shakespeare, they must accept the fact that everyone is creative and need to identify this talent among individuals.

The present study intends to find relationship between creativity and organizational climate because Organizational climate affects creativity and is often as palpable as the weather. It is essential that a creativity stimulating learning environment must be created in the school organization, in order that individual and group talent may be released and creative thinking can be encouraged. According to Dewey, learning is development on experience. These Educational and creative experiences are largely determined from the environment in which the learner live. Unfortunately, organisational climate of schools is often inhospitable to these students. Students with emotional problems may never have their difficulties treated because many schools have inadequate psychological services. Highly mobile students may particularly suffer from inadequate administrative and support practices. Schools are often not prepared to address these problems. Organizational climate has been defined as the “personality” of the school which can be created and maintained. The problem then is one of identifying the dimensions affecting creative thinking. The present inquiry may provide empirical evidence of climate dimensions which can be used to help them determine the kind of climate that could be established in a school to enhance creative thinking among students.

According to Piaget (1952), the formal operational stage of intellectual development in children comes at the age of 12 and above. This is stage when child can think in abstract terms, follow logical propositions and reason by hypotheses.

Keeping in view the educational conditions in our country and the intellectual development of the child, the most appropriate age seems to be 15 and above. Therefore, the investigator decided to conduct a research study on creativity of senior secondary school students.

As it is known Creativity was the broad field of study from which the investigator had decided to select the problem. There is strong evidence which indicates that creativity does not just happen. The condition for creativity will have to be carefully nourished, if we want more creativity to be demonstrated. That is why, the investigator has chosen creativity as the major area of investigation under conditions which seem to be most relevant in the life field of an adolescent. It is evident that creative people need such an environment where they can improve their creative abilities efficiently, keeping in mind investigator decided to study creativity of senior secondary school students and their organizational climate. As it is known the child remains at school for a longer period during the day where the climate of school is seen to be the most significant in nourishing or inculcating the creative potential of the child. Within the constraints of time and space, the investigator decided to study the development of creative thinking in relation to this area. Therefore, the investigator delineates the present problem more clearly as under:

STATEMENT OF THE PROBLEM:

“A STUDY OF CREATIVE THINKING OF ADOLESCENCE IN REATION TO ORGANIZATIONAL CLIMATE”

OPERATIONAL DEFINITION OF THE TERMS

Creativity

Creativity is characterized by novel and appropriate ideas. For present study, creativity is defined as ability of fluency, flexibility and originality as measured by verbal test of creative thinking by Baquer Mehdi.

Adolescence

Adolescence is normally a period between thirteen to nineteen years of age. For present study, it refers to the age of sixteen to eighteen years students who are studying in senior secondary school.

Organizational Climate

Organizational climate is the process of quantifying the “culture” of an organization. It is a set of properties of the work environment, perceived directly or indirectly by the employees, that is assumed to be a major force in influencing employee behaviour.

OBJECTIVES OF THE STUDY

1. To study the incidence of creative thinking among Senior Secondary School students.
2. To study the relationship of creativity of adolescence with organizational climate and its dimensions.
3. To compare creativity between male and female adolescence.
4. To compare creativity between rural and urban adolescence.
5. To identify the relationship between creativity and organizational climate among adolescent students.

HYPOTHESES:

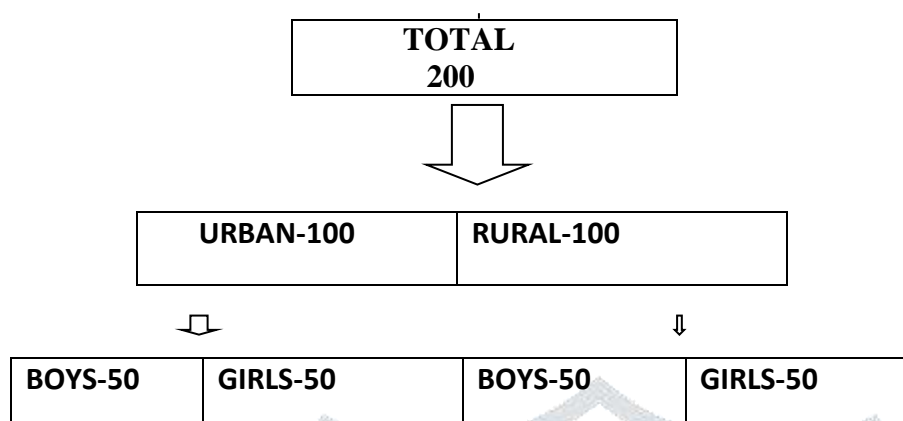
1. There is no significant relationship between creativity and organizational climate of adolescent students.
 - (a) There is no significant relationship between creativity and disengagement as a dimension of organizational climate of senior secondary schools.
 - (b) There is no significant relationship between creativity and aloofness as a dimension of organizational climate of senior secondary schools.
 - (c) There is no significant relationship between creativity and spirit as a dimension of organizational climate of senior secondary schools.
 - (d) There is no significant relationship between creativity and intimacy as a dimension of organizational climate of senior secondary schools.
 - (e) There is no significant relationship between creativity and psycho-physical hindrance as a dimension of organizational climate of senior secondary schools.
 - (f) There is no significant relationship between creativity and consideration as a dimension of organizational climate of senior secondary schools.
 - (g) There is no significant relationship between creativity and production-emphasis as a dimension of organizational climate of senior secondary schools.
 - (h) There is no significant relationship between creativity and humanized-thrust as a dimension of organizational climate of senior secondary schools.
2. There is no significant difference between male and female adolescent students on creativity.
3. There is no significant difference between rural and urban adolescent students on creativity.

Methodology of the Study:

The total sample of the study comprised 200 senior secondary school students of undivided Balasore district in Odisha. From place of work male and female students were selected randomly through simple random sampling technique and then they were categorized under gender variation, and area variation as per the following table. The tool used for data collection is 'Verbal Test of Creativity Thinking by Baquer Mehdi and School Organizational Climate Description Test by Moti Lai Sharma. It was not possible for the investigator to investigate all the aspects of organizational climate. So the study was confined to see the relationship of creativity and organisational climate and its eight dimensions and the role of organizational climate and its eight dimensions in determining creativity.

FIGURE

Description of Sample

**Analysis and Interpretation:**

The first objective of the present investigation was to study the incidence of creative thinking among adolescence students, the results pertaining to this objective are presented in the following table.

Table No- 2

Incidence of Creating thinking

Variable	Mean	Standard Deviation
Creativity	83.70	38.41
Fluency	42.65	15.87
Flexibility	27.32	13.57
Originality	19.27	14.62

The above table indicates that the obtained mean score of the senior secondary school students on creativity (total score) is found to be 83.70 with Standard Deviation 38.41. On fluency the mean score is 42.65 with Standard Deviation 15.87. Similarly on flexibility the mean score is 27.32 with Standard Deviation 13.57 and the mean score on originality is found to be 19.27 with Standard Deviation 14.62.

Table 3:

Relationship between Creativity and Organizational Climate of adolescence Students.

Variables	Coefficient of correlation	Interpretations
Creativity	0.41**	Significant at 0.01 level of significance
Organisational Climate		

A perusal of the table indicates that the coefficient of correlation between creativity and Organizational climate is 0.40 which is significant at 0.01 level of significance. So it is concluded that creativity and organizational climate are positively correlated in this sample. Creativity increases in a good organizational climate. Thus Hypothesis No. 3 stating that "There is no significant relationship between creativity and organizational climate of senior secondary schools", is rejected and it can be reframed as there is a significant positive correlation between creativity and organizational climate.

Disengagement as a dimension of organizational climate

Table 3.1:

Relationship between Creativity and Disengagement as a dimension of organizational climate of adolescence students.

Variables	Coefficient of Correlation	Interpretations
Creativity	0.16	Significant at 0.01 level
Disengagement		

Table 3.1 indicates that the coefficient of correlation between creativity and disengagement as a dimension of organizational climate is 0.16 which is significant at 0.01 level of significance. So it is concluded that creativity and disengagement are positively correlated in this sample. Creative students do not engage themselves with the work assigned to them as they have their own independent way of doing things. Thus the Hypothesis stating that "There is no significant relationship between creativity and disengagement as a dimension of organizational climate of adolescence students", is rejected and it can be reframed as there is a significant positive correlation between creativity and disengagement.

Aloofness as a dimension of organizational climate

Table 3.2:

Relationship between Creativity and Aloofness as a dimension of organizational climate of adolescence students.

Variable	Coefficient of Correlation	Interpretations
Creativity	0.09	Not significant
Aloofness		

A perusal of above table indicates that the coefficient of correlation between creativity and aloofness as a dimension of organizational climate is 0.09 which is not significant. So it is concluded that creativity and aloofness are not significantly correlated in this sample. Thus Hypothesis No. 3(b) stating that "There is no significant relationship between creativity and aloofness as a dimension of organizational climate of adolescence students", is retained.

Espirit as a dimension of organizational climate

Table 3.3 :

Relationship between Creativity and Espirit as a dimension of organizational climate of adolescence students.

Variable	Coefficient of Correlation	Interpretations
Creativity	0.45	Significant
Espirit		

Table 3.3 further indicates that the coefficient of correlation between creativity and esprit as a dimension of organizational climate is 0.45 which is significant at 0.01 level of significance. So it is concluded that creativity and esprit are positively correlated in this sample. Creativity increases in an organisational climate where social needs are fulfilled and teachers enjoy mutual friendly relations. Thus, the Hypothesis stating that "There is no significant relationship between creativity and esprit as a dimension of organizational climate of adolescence students" is rejected and it can be reframed as there is a significant positive correlation between creativity and esprit.

Intimacy as a dimension of organizational climate

Table 3.4

Relationship between Creativity and Intimacy as a dimension of organizational climate of adolescence students.

Variables	Coefficient of Correlation	Interpretations
Creativity	0.20	Significant at 0.20 level
Intimacy		

A perusal of Table 3.4 indicates that the coefficient of correlation between creativity and intimacy as a dimension of organizational climate is 0.20 which is significant at 0.01 level of significance. So it is concluded that creativity and intimacy are positively correlated in this sample. A climate in which teachers are intimate to each other and enjoy friendly relations leads to increase creative ability. Thus, the Hypothesis stating that "There is no significant relationship between creativity and intimacy as a dimension of organizational climate of adolescence students" is rejected and it can be reframed as there is a significant positive correlation between creativity and intimacy.

Psycho-physical hindrance as a dimension of organizational climate

Table 3.5

Relationship between Creativity and Psycho-Physical Hindrance as a dimension of organizational climate of adolescence students.

Variables	Coefficient of Correlation	Interpretations
Creativity	0.10	Not significant
Psycho- Physical Hindrance		

A perusal of Table 3.5 indicates that the coefficient of correlation between creativity and psycho-physical hindrance as a dimension of organizational climate is 0.10 which is not significant. So it is concluded that creativity and psycho-physical hindrance are not significantly correlated in this sample. Thus the Hypothesis stating that "There is no significant relationship between creativity and psychophysical hindrance as a dimension of organizational climate of adolescence students" is retained.

Production emphasis as a dimension of organizational climate

Table 3.6

Relationship between Creativity and Production-emphasis as a dimension of organizational climate of adolescence students.

Variables	Coefficient of Correlation	Interpretations
Creativity	0.15	Significant at 0.01 level
Production-emphasis		

A perusal of Table 3.6 indicates that the coefficient of correlation between creativity and production emphasis as a dimension of organizational climate is 0.15 which is significant at 0.05 level of significance. So it is concluded that creativity and production emphasis are positively correlated in this sample. Creativity increases in such a climate where production of work is demanded. Thus, the Hypothesis "There is no significant relationship between creativity and production emphasis as a dimension of organizational climate of adolescence students" is rejected and it can be reframed as there is a significant positive correlation between creativity and production-emphasis.

Humanized- thrust as a dimension of organizational climate

Table 3.7

Relationship between Creativity and Humanized-thrust as a dimension of organizational climate of adolescence students.

Variables	Coefficient of correlation	Interpretations
Creativity	0.43	Significant at 0.01 level
Humanized –thrust		

Table 3.7 further indicates that the coefficient of correlation between creativity and humanized thrust as a dimension of organizational climate is 0.43 which is significant at 0.01 level of significance. So it is concluded that creativity and humanized thrust are positively correlated in this sample. Motivating behaviour in task oriented situations increases creative potential. Thus, the Hypothesis “There is no significant relationship between creativity and humanized thrust as a dimension of organizational climate of adolescence students” is rejected and it can be reframed as there is a significant positive correlation between creativity and humanized-thrust.

Consideration as a dimension of organizational climate

Table 3.8

Relationship between Creativity and Consideration as a dimension of organizational climate of adolescence students.

Variables	Coefficient of correlation	Interpretations
Creativity	0.23	Significant at 0.01 level
Consideration		

A perusal of Table 4.27 indicates that the coefficient of correlation between creativity and consideration as a dimension of organizational climate is 0.20 which is significant at 0.01 level of significance. So it is concluded that creativity and consideration are positively correlated in this sample. Principal’s thrustfully bureaucratic task oriented behaviour providing operational guidance and secretarial services to achieve common goals gives an increase to creativity. Thus ,the Hypothesis “There is no significant relationship between creativity and consideration as a dimension of organizational climate of adolescence students” is rejected and it can be reframed as there is a significant positive correlation between creativity and consideration.

Comparison between male and female senior secondary school students on creativity Objective 3 of the present investigation were to compare male and female adolescence students on creativity and the results pertaining to that objective are presented in Table 4 below.

Table .No-4

Creativity	Mean Score	SD	t value	Interpretations
Male	55.78	18.32	13.53	Significant at 0.01 level
Female	105.32	40.35		

A perusal of Table 4 indicates that the mean score of male senior secondary school students on creativity is 55.78 with S.D. 18.32. The mean score of female senior secondary school students on creativity is 105.32 with S.D. 40.35. The ‘t’ value comes out to be 13.53 which is significant at 0.01 level

of significance. So it can be concluded that there is a significant difference between male and female senior secondary school students on creativity in this sample. Females are found to have higher score on creativity than males. Thus, the Hypothesis “There is no significant difference between male and female adolescence students on creativity” is rejected and it can be reframed as there is significant difference between male and female adolescence students on creativity. Female adolescence students are found to have higher score on creativity than their male counterparts.

Comparison between rural and urban adolescence students on creativity

Objectives 4 in present investigation were to compare rural and urban adolescence students on creativity. The result pertaining to the objective is presented in table 5 below:

Table - 5

Comparison (rural and urban) on creativity

Creativity	Mean score	SD	t value	Interpretations
Rural	80.18	37.40	0.76	Not significant
Urban	82.85	42.39		

A perusal of Table 5 indicates that the mean score of rural adolescent students on creativity is 80.18 with S.D. 37.40. The mean score of urban adolescent students on creativity is 82.85 with S.D. 42.39. The ‘t’ value comes out to be .76 which is not significant. It makes clear that two groups do not differ significantly on creativity as a whole in this sample. Thus, the Hypothesis “There is no significant difference between rural and urban adolescent students on creativity” is retained.

Findings

- A significant positive correlation was found between creativity and organizational climate & some of its dimensions viz., disengagement, esprit, intimacy, production emphasis, humanized thrust, consideration. It means creativity is positively affected by organizational climate and its dimensions except aloofness and psycho-physical hindrance. These two factors were not significantly related to creativity. Teacher’s behaviour affects the creative potential of students. Highly creative students have been found to be disengaged with the task in hand as they have their own independent way of thinking. Creativity is positively affected by the organization where teachers feel that their social needs are being satisfied and they enjoy a sense of accomplishment in their job. They have friendly mutual relations. Principal motivates the staff to move the organization smoothly through his own task-oriented behaviour, he is trustfully bureaucratic in nature, and task-oriented by providing guidance and secretarial services to achieve common goals.
- A significant difference was found between male and female adolescence students on creativity as a whole. Female students were found to be more creative than male students.
- No significant difference was found between rural and urban adolescence students on creativity as a whole.

CONCLUSIONS

On the basis of above findings following conclusions have been drawn by the investigator Organizational climate and its dimensions except aloofness and psycho-physical hindrance were found to be positively correlated with creativity. Students possess higher creative thinking abilities in organizational climate where social needs are fulfilled, sense of accomplishment have been enjoyed, friendly mutual relations among teachers have been established and motivation boosts up the morale to achieve common goals.

EDUCATIONAL IMPLICATIONS

Creativity is an essential human phenomenon it is important process for the progress and major advance in every field. All the advances are made as a result of new ideas or creative process. The scientific and technological advancement as today is a long journey from Stone Age to the space age. Creativity is one of the most highly valued qualities of human beings. In the present day we have to deal with day to day problems. Old solutions are not working. To explore creative potential is the necessity of the day. So both parents and teachers should provide such type of environment so that students can explore their creative abilities. Their original responses should be welcomed and they should be encouraged to bring the solutions or ideas which have not been expressed by someone else. Their curiosities should be satisfied. In classrooms students should be free to ask any question from the teacher. Parents should also try to satisfy every unusual query of the child. They should not snub child's curiosity in the name of discipline. Classroom situations should be made free from rigid planning. Let the children be free from anxiety and to play with their imaginations. Boys should be encouraged to be divergent in their thinking.

BIBLIOGRAPHY

- Afshan, (1991). Gifted rural and urban girls Their vocational interests and creativity. M.Phil, Edu. Univ. of Kashmir
- Agarwal, Kanta Prasad, (1988). Types of Schools and corresponding factors as predictors of creativity at secondary level, PhD., Edu. Jamia Miia Islamia
- Aggarwal, J.C. (1994). Essential of Educational Psychology. New Delhi : Vikas Publishing House Pvt. Ltd
- Browne, M. Monica (2002) Relationship between organizational climate and school performance in new jersey urban elementary schools. Saton Hall University
- Chakraborti, Manas, (1990). A Study of the organizational climate of secondary schools in West Bengal and its correlation with other relevant variables. Ph.D. Edu., University of Calcutta
- Chandola, Lata, (1988). Organisational Climate: A review, Indian Educational Review, Vol. 23(2): 47-61
- Das Rajalakshmi (1994). Study of Principal's Instructional Management Behaviour, Student's Performance and Organizational Climate, Kurukshetra University Kurukshetra
- Drevdahl, J.E. (1964). Some Developmental and Environmental Factors in Creativity. Widening Horizons in Creativity. New York: Wiley, 170-186.
- Guilford, J.P. (1967). Creativity, Yesterday, Today and Tomorrow. Journal of Creative Behaviour, 1(1):3-13.
- Nuttal, E.V. (1970). Creativity in Boys: A study of the Influence of Social Background, Educational Achievement and Parental Attitudes on the Creative