

A STUDY ON CREATIVE THINKING OF HIGHER SECONDARY STUDENTS

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ABSTRACT

In the present study the creative thinking test was constructed and validated by the Investigator. For conducting the study simple random sampling technique and normative survey method has been used for the selection of the sample totaling 800 higher secondary students in Cuddalore District of Tamilnadu. Findings reveal that creative thinking level of higher secondary students is average. It study also found significant difference between male and female higher secondary students on the basis of their creative verbal thinking and non-verbal thinking and no significant difference between rural and urban area higher secondary students with regard to their creative verbal thinking and non-verbal thinking.

Keywords: Creative Thinking, Higher secondary students, Gender and Locality of the School.

1. INTRODUCTION

Creative thinking is a thinking that produces new methods, concepts, understanding inventions and new works of art. It is an art of exploring student progress. Creative thinking is essentially a human phenomenon and it is a process of systematic thinking. If the thinking process is in systematic manner, one can have a wide variety of solutions to each problem. All the creative thinking students are capable but all the capable students are not creative. Every student has creative potentials.

2. NEED AND IMPORTANCE OF THE STUDY

The attention on the creative thinking, in the modern society, has increased due to the technological revolution. All the progressive nations are trying to develop creative thinking abilities in the new generations. The concept of creative thinking, therefore, occupies a predominant place in Pedagogy and Educational Psychology.

3. OBJECTIVES OF THE STUDY

The following are the objectives formulated for the present study.

1. To study the level of creative thinking both in verbal and non-verbal of higher secondary students.
2. To find out whether there is no significant difference in the creative verbal thinking of higher secondary students with regard to sub-samples a) Gender and b) Locality of the School.
3. To find out whether there is no significant difference in the creative non-verbal thinking of higher secondary students with regard to sub-samples a) Gender and b) Locality of the School.

4. HYPOTHESES OF THE STUDY

The following were the hypotheses framed from the formulated objectives

1. The level of creative thinking both in verbal and non-verbal of higher secondary students is low.
2. There is no significant difference in the creative verbal thinking of higher secondary students with regard to sub-samples a) Gender and b) Locality of the School.
3. There is no significant difference in the creative non-verbal thinking of higher secondary students with regard to sub-samples a) Gender and b) Locality of the School.

5. METHOD AND SAMPLE OF THE STUDY

The normative survey method has been adopted in this study. The random sampling technique was used to collect the data from a sample of 800 higher secondary students in Cuddalore District of Tamilnadu.

6. SCORING PROCEDURE

Creative Thinking Test (CTT) was constructed and validated by the Investigator

Norms for creative verbal scale

S.NO	Score	Interpretation
1	1-23	Low
2	24-30	Moderate
3	31-36	High

Norms for creative non- verbal scale

S.NO	Score	Interpretation
1	1-23	Low
2	24-27	Moderate
3	28--30	High

7. ANALYSIS AND INTERPRETATION DATA

The following statistical techniques have been used in the present study

- (i) Descriptive Analysis
- (ii) Differential Analysis

The analysis and interpretation are given in the following tables

Hypothesis1

The level of creative thinking verbal and non-verbal of higher secondary students is low.

Table-1

Showing the mean and standard deviation scores of creative thinking of higher secondary students'

Variable	N	Mean	SD
Creative Thinking Verbal	800	27.55	1.72
Creative Thinking Non-verbal	800	23.92	1.72

Table 1 shows the mean and standard deviation for creative verbal thinking score of entire sample are 27.55 and 1.72 respectively, which indicates that the average value (24-30). Hence it is concluded that the higher secondary students' creative verbal thinking is average.

Table 2 shows the mean and standard deviation for creative non-verbal thinking score of entire sample are 23.92 and 1.72 respectively, which indicates that the average value (21-26). Hence it is concluded that the higher secondary students' creative non-verbal thinking is average.

Hypothesis 2

There is no significant difference in the creative verbal thinking of higher secondary students with regard to sub-samples a) Gender and b) Locality of the School.

Table-2

Showing the mean and standard deviation scores of creative verbal thinking of higher secondary students with regard to gender

Variable	Gender	N	M	SD	't' value	Level of Significance at 0.05 level
Verbal Thinking	Male	400	27.77	1.72	3.17	Significant
	Female	400	26.80	1.78		
	Rural	489	269.16	61.38	3.20	Significant
	Urban	311	275.21	59.03		

It is evident from the Table 2, that the calculated 't' values are found to be 3.17 and 3.20 for gender and locality of the school respectively which are significant at 0.05 level. Hence, the framed null hypothesis 3(a) and 3(b) is rejected and it is concluded that the gender and locality of the school of higher secondary students differ significantly in their creative verbal thinking.

Hypothesis 3

There is no significant difference in the creative non-verbal thinking of higher secondary students with regard to sub-samples a) Gender and b) Locality of the School.

Table-3

Showing the mean and standard deviation scores of creative non-verbal thinking of higher secondary students with regard to sub-samples

Variable	Gender	N	M	SD	't' value	Level of Significance at 0.05 level
Verbal Thinking	Male	400	25.36	1.78	3.97	Significant
	Female	400	23.48	1.71		
	Rural	489	22.79	1.74	0.11	Significant
	Urban	311	24.31	1.62		

Table-3, the calculated 't' value is found to be 3.97 which is significant at 0.05 level. Hence, the framed null hypothesis 3(a) is rejected and it is concluded that the gender of higher secondary students differ significantly in their creative non-verbal thinking. The calculated 't' value is found to be 0.11 which is not significant at 0.05 level. Hence, the framed null hypothesis 3(b) is accepted and it is concluded that the locality of the school of higher secondary students do not differ significantly in their creative non-verbal thinking.

8. FINDINGS OF THE STUDY

1. The higher secondary students' creative verbal thinking is average.
2. The higher secondary students' creative non-verbal thinking is average.

3. There is significant difference between the male and female higher secondary students with respect to their creative verbal thinking.
4. There is significant difference between the rural and urban area higher secondary students with respect to their creative verbal thinking.
5. There is significant difference between the male and female higher secondary students with respect to their creative non-verbal thinking.
6. There is no significant difference between the rural and urban area higher secondary students with respect to their creative non-verbal thinking.

9. REFERENCES

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