

# Creative Thinking in relation to Socio-Economic Status of CBSE and HBSE Board students at Senior Secondary Level in District Sirsa

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## ABSTRACT

Nevertheless psychologists have learned in a great deal about how creative thing occurs and how to promote it. In this world everyone is having a unique creation but doesn't possess the same creative thinking as his/her peers. A good education, proper care and provision of the opportunities for creative expression inspire, stimulate and sharpen the creative thinking and here the role of parents, society and teachers come into picture. They are required to help children in nourishing an willing their creative thinking to a maximum degree. So we can say that with formal and informal education play an important role in enhancing creative thinking.

Most of our creative products, skinner argued are primarily products of our environment. To make this point, skinner drew a parallel between an out of biological creation, "having a baby" and an act of mental creation, "having a poem" when we have an idea or when an idea occurs to us we tried to take credit for the ideas as we choose to produce it by an act of free will. Many people make major creative contribution well into their so called retirement years. For example Grandma Moses was painting at 100 and Lata Mangeskar Singing at 87. A time when the ideas and skills developed over most of a life time can be brought together to produce major or new achievement. Most of the people will not achieve at the level of these examples at any age. Yet most of us will have many opportunities for personal gratifying and consolidation and creation well into our later years.

**KEY WORDS:** *Achievement Motivation, Academic Achievement, School problems, Social Problems Personal problems, Family problems*

## Introduction

In general people think that if a person can draw good pictures he is creative but it is only one aspect of creative thinking. There are many other aspects of creative thinking which may be present in any form like analysis and synthesis etc.

Orientation, preparation, incubation, illumination and verification, these are the stages of creative thinking. Creative thinking increases with age and after passing through a maximum it decreases but in some individuals a secondary peak is also observed.

Intellectual ability, knowledge, style of thinking, personality, attribute, environment supporting creative thinking and task focused motivation are the components which all must converge to develop creative thinking. Fluency, Flexibility and originality are the main factors of creative thinking. Creative thinking is comprised of divergent thinking which means producing many ideas or alternatives the result of several studies suggest that being in happy mood activities a wide range of ideas and associations than being in a negative mood. It is also observed that a certain level intelligence is necessary before an individual can make a creative contribution in his or her line at work, it is called threshold model of creative thinking and beyond that threshold creative thinking depends on other factors like fluency, flexibility and originality, convergent thinking and divergent thinking are necessary to give rise to creative thinking. The god “Creator of universe” is supreme mind who possesses the creative thinking. He has created ll of us and all that is reveled in nature. We are elevated to be called his creation. According to Indian Philosophy, we are constituent part of their creator, the sun therefore everyone of us ought to possess creative thinking.

Modern Art and Literature, Philosophy and religion, science and technology, industry and commerce, transportation and communication, agriculture and social institutions owe their dazzling progress and advancement to human ingenuity and creative thinking. Individuals with creative thinking in the field of Human endeavor are held in high esteem and enjoy Higher status and prestige.

One of the important functions of education is the development of creative thinking and talents in modern era. Man has achieved many extraordinarily things and made many innovations and changes in the field of education, original ideas have changed the course of Human History.

Nevertheless psychologists have learned in a great deal about how creative thing occurs and how to promote it. In this world everyone is having a unique creation but doesn't possess the same creative thinking as his/her peers. A good education, proper care and provision of the opportunities for creative expression inspire, stimulate and sharpen the creative thinking and here the role of parents, society and teachers come into picture. They are required to help children in nourishing an willing their creative thinking to a maximum degree. So we can say that with formal and informal education play an important role in enhancing creative thinking.

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It is generally, brought that creative thinking in western culture was originally seen as a matter of divine inspiration. In Greek, for instance, Moses were seen as mediating inspiration from God Roman and Greeks involved in the concept of an external creative "doemun" (Greek) or "genius" (Latin), linked to the scared or the diving. This probably comes through to describing what the modern age views as creative talent. In the modern Christian tradition, creativity was the sole province of god, human were not considered to have the ability to create something new except an expression of God's work.

The traditional western view of creative thinking can be contrasted with the traditional eastern view. For Hindus, Confucianists, Taoists and religions.

In the West, this view of creative thinking as divinely inspired was dominant until the time of renaissance and even late. However by the 19<sup>th</sup> century and the age of Enlightenment, mention of creative thinking (notably in art theory), linked with the concept of imagination, become more frequent. In the writings of Thomas Hobbes, imagination become a key element of human cognition. William Duff was one of the first to identify imagination as a quality of genius,

typifying the separation being apply between talent (productive, but breaking no new ground) anger genius.

As a direct and independent topic of study, creativity, effectively received the attention until the 19<sup>th</sup> century. Runco and Albert argued that creative thinking as the subject of proper study began seriously to emerge in a later 19<sup>th</sup> Century with the increased interest in individual indifference inspired by the arrival of Darwinism. In particular they refer to the work of Francis Galton who through his eugenicist outlook took a keen interest in the heritability of intelligence, with creative thinking taken as an aspect of genius.

In the late 19<sup>th</sup> and early 20<sup>th</sup> century, leading mathematicians and scientists such as Hermaan van Helmholtz (1896) and Henri Poincare (1908) began to reflect on and publicly discuss their creative processes by pioneering theorists such as Graham Wallas and Max Wertheimer.

In everyday thought, people often spontaneously imagine alternatives to reality when they think, “if only ...” their counterfactual thinking is viewed as an example of everyday creative processes. It has been proposed that the creation of counterfactual alternatives to reality depends on similar cognitive processes to rational thought.

“Creative thinking involves imaging familiar things in a new light digging below the surface to find previously undetected pattern and finding connections among unrelated phenomena”

-Rogers

“Creative thinking is an adventurous thinking or a getting away from the main track, breaking out the mould, being open to experience and submitting the things to lead to another”.

-Bartlett

“Creative thinking means the ability to produce totally or partially novel creativity.”

-Stagner & Kaiwoski

“Creative thinking is the capacity of a person to produce composition, evaluate or ideas which are essentially new and previously unknown to the producer.”

-Diev dahl

Creative thinking leads to creative action which is novel, exploratory and spirit on the part of the individual. Uncreative thinking is stereotyped and mechanically operated creative thinking means intelligent thinking and traditional tests are unable to measure the level of creative thinking. The primary trait involved in divergent thinking and main creative thinking as given by Guildford are as follow:

- (i) Fluency of thinking indicating fertility by ideas
- (ii) Flexibility of thinking consisting the ability to produce a variation in ideas and unusual solutions to the problem.
- (iii) Originality means new, clever or unconventional responses bringing out remote associations and relationships.

## CREATIVE THINGS

Thinking is a symbolic activity which can be very simple or very complex. Thinking in its simplest form means little more than “remember” or “recall” something, for example, to recall one’s breakfast table. The process of recall under such circumstances involves only a small amount of symbolic representations. But on the other side, the term thinking may involve a highly rigorous and reflective activity as a scientist or a mathematician undertakes when he attempts to solve a complex problem. He may spend hours or days juggling mathematical formulas, drawing diagrams or viewing and reviewing the alternatives or merely imagining various ways in which the problem could be solved.

Creative thinking may be defined as a new and unique way of conceptualizing the world around us. The emphasis on the word “new” is the essence of creative thinking. A creative thinker whether in arts and language, science or technology intends to create something new. The visual artist may try to express emotional feelings, compassion and empathy in a new way through his product, a creative writer or a poet may try to do the same with the use of words for the reader, and a creative scientist thinks about his own problem to discover or invent something new, or about the discoveries and inventions of others from altogether new perspectives in order to tie them in the form of some new theory or principle.

Creative thinking in arts and sciences involves a considerable amount of unconscious rearrangement of symbols. The thinker at first makes a little progress, he faces some obstacles in the way of carrying over the process, but then, perhaps triggered by a fortuitous set of circumstances a “**new idea**” seems to “**bubble up**” into the awareness (at conscious mind), in a

seemingly spontaneous manner. The sudden appearance of new idea is called insight. It is the “Aha experience” or the “Eureka” – the Greek name as used by Archimedes meant for “I have found it” – feeling of the scientist who suddenly thinks of the solution. In a similar way, a number of creative people report that after conscious thought has failed them, insight suddenly appears when they are doing something completely unrelated to the problem. Thus, insight seems to be significantly related to the process of creative thinking which blossoms in the field to which the problem of the thinker belongs.

Mohsin (1967) has said that “Thinking is an implicit problem-solving behavior”.

Glimmer (1970) points out that, “Thinking is a problem-solving process in which we use ideas or symbols in place of overt activity.”

So, creative thinking is not a simple mental representation of recalling or remembering external events belonging to present or past experiences. It is a complex process of mental manipulation and rearrangement of mental representations (symbols, signs, images, etc.) aiming at to solve some problem. From literature, the names like Archimedes, James Watts, Eienstein, Newton, Wright Brothers and James Watson and Francis Crick (who discovered the structure of DNA molecule), etc. can be cited as creative thinkers.

## FEATURES OF CREATIVE THINKING

Creative thinking is inborn as well as acquired. Although many research findings and incidents emphasis that creative thinking is a god given all and natural endowment, the influence of cultural background, experiences, education and training in developing creative thinking cannot be ruled out.

Creative thinking is an adventurous and open thinking. It is a departure from the stereotyped, rigid and closed thinking. It encourages and thousands complete freedom to accept and express the multiplicity of response, choices and lines of action.

Creative thinking is a mean as well as end in itself, it inspires and includes the individual to creative something unique and thus acts as an impetus for expression. The creative expression proves to be a source of joy and satisfaction to the creator. No one other than creator can experience the warmth, happiness and satisfaction which he receives through his creation. It is



not essential that a creative work would arouse the same feelings or give them some joy and satisfaction in other person as experienced by the creator himself.

There is complete involvement of one's ego in the creative experience one's individually and identity are totally merged in one's creation. The creator takes pride in his creation and here makes ego involved enrollments like, "It is my creation", or "I have solved this problem", or "It is my idea".

Creative thinking rests more on divergent thinking than on convergent thinking. Divergent thinking involves a broad scanning operation, thinking a person to evolve a general multi possible solution and hence it is just into use when one is confronted with a problem which has many possible solutions.

There is no significant correlation between an individual's creative talent and his school performance. One may be creative buy score quite low on involvement tests and similarly, a topper in school performance may below lower level of creative thinking. To think creatively an individual is required to be more sensitive to the demands of a problem than the evaluation of his social environment. Creative thinker is more inner than more oriented and most of them are not very social able.

## **CREATIVE THINKING AND POSITIVE EMOTIONS**

Frederickson in her broaden and build model suggests that creative emotions such as joy and love broaden a person available of cognitions and actions thereby enhancing the level of creative thinking.

Positive emotions increase the number of cognitive elements available for presentation (attention scope) and the number of elements that are present to the problem (cognitive scope) as shown by various researchers.

Matthijs et al. (2008) of 66 studies about creative thinking and effect support the link between creative thinking and positive emotions.

Positive emotions make additional cognitive material available for presentation. Positive emotions also lead to defocused attention and a far complex cognitive context increasing the breadth of those elements that are treated as relevant to the problem.

Positive emotions increases cognitive flexibility increasing the probability that diverse cognitive elements will infect became associated. Together these processes lead to have positive influence on the level of creative thinking.

Keeping the direct relation between positive emotions and creative thinking in mind it is generalized that motivation is an essential component of creative thinking. If the new ideas or innovations of are admired then it enriches his level of creative thinking and so the creative thinker can be more productive in this pay.

## **JUSTIFICATION OF THE STUDY**

Creative thinking is not confined to any individual groups of individual more, color or greed. It differs from person to person. Every individual in the world can think creatively. No two individuals have some type of creative thinking and the levels also very but it is sure that creative thinking is present. Some are creative in one field and some are creative rather field, interest of individual differ from person to person, area to demand according to his interest, he becomes a creative thinker in any field.

Creative thinking is not bound by the socio-economic status we cannot by that the student belonging to higher socio-economic status is more creative than the student belonging to lower Socio-economic status. Although more facilities may be available to a child from high socio-economic status but it is not compulsory that he earns significantly from their facilities as he may be ignorant, which may not enrich his creative thinking. On the other hand a child from low socio-economic status due to his keen observation and analysis may acquire higher level of creative thinking. Similarly, if parents of a child are not supportive and don't give them than it may be possible that student of even high socio-economic value may not able to faster the creative thinking. Generally apart from the socio-economic status all children are having creative thinking but the degree is variable. A child from high socio-economic status may draw and design on computer; on the other hand a child from low socio-economic status may use waste materials to produce a nice model. So, each of them are creative in their respective aspects.



## STATEMENT OF THE PROBLEM

**“Creative Thinking in relation to Socio-Economic Status of CBSE and HBSE Board students at Senior Secondary Level in District Sirsa.”**

## OBJECTIVES

1. To find out the socio-economic status of senior secondary students of CBSE.
2. To find out the socio-economic status of senior secondary students of Haryana Board.
3. To find out the creative thinking of CBSE senior secondary students belonging to higher socio-economic status.
4. To find out the creative thinking of CBSE senior secondary students belonging to lower socio-economic status.
5. To find out the creative thinking of Haryana Board senior secondary students belonging to higher socio-economic status.
6. To find out the creative thinking of Haryana Board senior secondary students belonging to lower socio-economic status.
7. To find out the creative thinking of CBSE senior secondary students belonging to higher and lower socio-economic status.
8. To find out the creative thinking of CBSE and Haryana Board senior secondary students belonging to higher socio-economic status.
9. To find out the creative thinking of CBSE senior secondary students are belonging to higher socio-economic status and Haryana Board senior secondary students belonging to lower socio-economic status.
10. To find out the creative thinking of CBSE senior secondary students are belonging to lower socio-economic status and Haryana Board senior secondary students belonging to higher socio-economic status.

11. To compare creative thinking of CBSE and Haryana Board senior secondary students belonging to lower socio-economic status.
12. To find out the creative thinking of CBSE and Haryana Board senior secondary students belonging to higher and lower socio-economic status.

## **HYPOTHESIS**

1. There is no significant difference between the creative thinking of CBSE senior secondary students belonging to higher and lower socio-economic status.
2. There is no significant difference between the creative thinking of CBSE and Haryana Board senior secondary students belonging to higher socio-economic status.
3. There is no significant difference between the creative thinking of CBSE senior secondary students belonging to higher and Haryana Board senior secondary students belonging to lower socio-economic status.
4. There is no significant difference between the creative thinking of CBSE senior secondary students belonging to lower socio-economic status and Haryana Board senior secondary students belonging to higher socio-economic status.
5. There is no significant difference between the creative thinking of CBSE and Haryana Board senior secondary students belonging to lower socio-economic status.
6. There is no significant difference between the creative thinking of Haryana Board senior secondary students belonging to higher and lower socio-economic status.

## **DELIMITATIONS**

1. This research is restricted to Sirsa district only.
2. This research is restricted to senior secondary students only.
3. This research is restricted to single type of tool for collecting the data related to the study.
4. This research is restricted to a sample size of 200 students only due to limited time availability.

School	CBSE			Haryana Board		
<b>Socio-economic value</b>	<b>Higher socio-economic status</b>	<b>Lower socio-economic status</b>	<b>Average socio-economic status</b>	<b>Higher socio-economic status</b>	<b>Lower socio-economic status</b>	<b>Average socio-economic status</b>
<b>Number of students</b>	25	25	50	25	25	50
<b>Total number of students</b>	100			100		

### REASON FOR SELECTING THE SAMPLE

As there are no pre-existing details about the subjects so purposive sampling is used, twenty students were selected from each school, of collecting data from large number of students will make the calculations mighty and also the time & money levels will also be increased and if the number of subjects/student are taken into consideration, it will be no solid conclusion about all the population 50 sample size is defined to a total of 200 students neither too big, nor too small.

Sr. No.	School Name	Students
1	Govt. Sen. Sec. School, Khairpur, Sirsa	20
2	Govt. Sen. Sec. School, Rori Bazar, Sirsa	20
3	Central Public School, Sirsa	20
4	Prerna Public School, Sirsa	20

5	Adarsh Public School, Sirsa	20
6	Satluj Public School, Sirsa	20
7	The Sirsa School, Sirsa	20
8	Shah Satnam Ji Boys College, Sirsa	20
9	Shah Satnam Ji Girls College, Sirsa	20
10	Sawan Sen. Sec. School, Sirsa	20

## POPULATION

Any group of individuals having one or more characteristics in common that are of interest to the researcher and it is also defined as the entire spectrum of a system of interest, it is data is obtained from each number of the population it is called census but as it is more time assuming so that specification of the populations is required in order to generalize the findings for the whole population.

That of the educational phenomenon consists of a large number of units. It would be impracticable, if not impossible to test, to interviews or observe each unit of population under controlled conditions in order to give at the principles having universal validity. Sometimes population also large that its study would be expensive in terms of time, many apart and manpower. A population refers to any collection of specified group of human being or of non-human entities such as objects, educational institutes, time units, geographical areas, prices of entities and salaries drawn a the individuals.

## REASON FOR SELECTING THE DESIGN

The present study is conducted to investigate the creative thinking of CBSE and Haryana Board senior secondary level students in relation to their socio-economic status. So, the fixed non-experimental comparative design is used. Two groups are selected one of the CBSE senior secondary students and another of Haryana Board senior secondary students. Both, groups are in

the static manner and further divided into the two groups of higher and lower socio-economic status.

## **SURVEY METHOD**

It is conducted to collected detailed description of existing phenomena such the intent of employing data of justify current conditions to make plans for improving them. Objective is not only to analyze, interpret and report the status of an institution, group or area in other to guide practice in the immediate future, but also to determine the adequacy of status by comparing it with established standards. Some surveys are confined to gather all three types of information i.e.

Data concerning existing status

1. Comparison of existing status with the established status and standards.
2. Means of improving the existing status, which others are limited to one or two of these types.
3. Survey method is not concerned with individual differences but the groups can be compared on the basis of data collected.

## **Statistical Approach**

It include the statistical method used by the research to find the solution and the assist the hypotheses of the research problem. Statistical method is broadly classified into two categories i.e. inferential statistics and descriptive statistics. Statistical method are extensively used in educational research. They provide and indispensable tools for collecting, organizing, analyzing and interpreting data expressed in numerical terms. By synthesizing the data, the methods can facilitate the variation of conclusions and formulation of generalizations. Statistical methods use measurement as the most precise and universally accepted method for assigning quantitative values to the characteristics or properties of objects or events for the purpose of discovering relationship between variables under study.

## **MAIN FINDINGS**

The main findings of the study are given here on the basis of various aspects objectively:

1. It is found that 25 % upper range CBSE senior secondary students with higher and lower scores 110 and 78 respectively are belonging to higher socioeconomic status and 38 % lower range CBSE senior secondary students with higher and lower scores 19 and 00 respectively are belonging to lower socioeconomic status.
2. It is found that 25 % upper range Haryana Board senior secondary students with higher and lower scores 97 and 61 respectively are belonging to higher socioeconomic status and 25% lower range Haryana Board senior secondary students with higher and lower scores 38 and 18 respectively are belonging to lower socioeconomic status.
3. It is found that the creative thinking of CBSE senior secondary students belonging to higher Socio-economic status was of average level.
4. It is found that the creative thinking of CBSE senior secondary students belonging to lower Socio-economic status was of average level.
5. It is found that the creative thinking of Haryana Board senior secondary students belonging to higher Socio-economic status was of average level.
6. It is found that the creative thinking of Haryana Board senior secondary students belonging to lower Socio-economic status was of average level.
7. It is found that there is no significant difference in the creative thinking of CBSE senior secondary students belonging to higher and lower Socio-economic status.
8. It is found that there is no significant difference in the creative thinking of CBSE and Haryana Board senior secondary student belonging to higher socioeconomic status.
9. It is found that there is no significant difference in the creative thinking of CBSE senior secondary students belonging to higher Socio-economic status and Haryana Board students belonging to lower Socio-economic status.
10. It is found that there is no significant difference in the creative thinking of CBSE senior secondary students belonging to lower Socio-economic status and Haryana Board students belonging to higher Socio-economic status.



11. It is found that there is no significant difference in the creative thinking of CBSE and Haryana Board senior secondary students belonging to lower Socio-economic status.
12. It is found that there is no significant difference in the creative thinking of CBSE and Haryana Board senior secondary students belonging to higher Socio-economic status.

## CONCLUSION

The present study is conducted under the title “**Creative Thinking in relation to Socio-Economic Status of CBSE and HBSE Board students at Senior Secondary Level in District Sirsa.**”

In this study, the researcher administered the appropriate tool for data collection. The data was collected by Upadhyay-Saxena socioeconomic status scale and Baqer Mehdi verbal test of creative thinking. The researcher scored and analyzed the data by appropriate statistical technique for interpretation and reached at the conclusions.

It is concluded that the creative thinking is not bounded to socioeconomic status of the students i.e. there is no difference in the creative thinking of students belonging to higher and lower Socio-economic status.

Further it is also concluded that the creative thinking is not bounded to the board of education i.e. there is no difference in the creative thinking of CBSE and Haryana Board senior secondary students belonging to higher or lower socioeconomic status.

In this way the following more special conclusions can be drawn from the present study.

- The students belonging to higher and lower socioeconomic status do not have any considerable difference in creative thinking.
- At senior secondary level, students of CBSE and Haryana Board do not have any considerable difference in creative thinking.
- The medium of instruction i.e. Hindi and English doesn't create any difference in creative thinking.

## EDUCATIONAL IMPLICATIONS

On the basis of present study findings the following educational implications could be drawn from the present study.

1. Teacher and parents should allow adequate freedom to our children in responding to a situation. They should be encouraged to think out as many ideas they can for the solution of a problem.
2. Co-curricular activities should be arranged timely in school, for nourishing creative thinking.
3. Children should be made to visit the centre of art, scientific and industrial places to enhance creative thinking.
4. Exhibitions should be arranged in schools for creative thinking enrichment, it can also provide the opportunity for creative expression.
5. Creative artists, scientists and creative persons from different fields may also be occasional invited to the school to interact with the children in an effort to enhance the scope of knowledge of our children and kindle the spark of creative thinking in them.
6. Our education system is totally examination oriented. There is no evaluation of student activities. There should be proper evaluation.
7. Self reliance and self confidence are some of the qualities that are helpful in creative output. So children should be helped to imbibe these qualities.
8. The Socio-economic status of a student should not be understood as a hindrance in the development of creative thinking as the creative thinking is not bounded to the levels of socioeconomic status.

## LIMITATIONS OF THE STUDY

There are always some constraints which are inevitable in any type of research so no research is complete in itself. In the research study, controlling the variables itself becomes an important task. Due to shortage of time, there are some important uncontrollable variable which affect

ultimately the result. Inspire of the best effort to control the variable by the investigator in this study, there are following limitations.

1. The study is restricted to Sirsa district of Haryana only.
2. The study is restricted to a sample size of 200 students that too of selected population.
3. The study is restricted to the students of senior secondary level only.
4. In this study only one tool is used to measure the level of creative thinking and the Socio-economic status is also measured by a single tool only.

## **RECOMMENDATIONS FOR FURTHER STUDIES**

Having completed the present study the researcher recommended the following suggestions for further studies :-

1. The study may be conducted in other areas of Haryana or in an area of another state.
2. The present study may be conducted on a large sample.
3. The study can be conducted at college level for graduate and post-graduate students.
4. The study can be conducted by using different tools for measuring socio-economic status and the level of creative thinking.
5. Similar studies can be conducted by applying different statistical techniques.
6. The study can also be broadened by taking the students belonging to average socioeconomic status also along with higher and lower socio-economic status.

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