

# ANALYSING TEENAGE STUDENT CREATIVITY AND ITS INFLUENCE ON DISRUPTIVE BEHAVIOUR

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## ABSTRACT

*Teenagers' diverse thinking must be developed and used. When children and adolescents are compared, it is clear that children's creativity is instinctual, but teenagers' creativity is intellectual and productive. The relevance of diverse thinking grows as teenage reasoning and logic develop. The study looks at whether teenagers use this process on their own to develop the ability to differentiate and integrate their own inner experiences in order to achieve internal dynamic order and discover direction for their future. The study looks at whether teenagers use this process on their own to develop the ability to differentiate and integrate their own inner experiences in order to achieve internal dynamic order and discover direction for their future. The study used children in the IX and X grades from schools in Haryana's Rohtak, Sonapat, Rewari, and Jhajjar districts as a sample. Means, standard deviations, SEM's, and t ratios were calculated to determine the significance of differences between means. The current study aims to investigate the link between creativity, students' goal orientation, disruptive behaviour, and academic accomplishment. The current study gives trustworthy information on students' creativity and personal accomplishment objectives*

**Keywords:** Behaviour, student, creativity, Influence, etc.

## 1. INTRODUCTION

Teenage years are crucial in a person's life since it is at this time that their cognitive talents blossom, with the development of operational thinking. Teenagers' diverse thinking must be developed and used. When children and adolescents are compared, it is clear that children's creativity is instinctual, but teenagers' creativity is intellectual and productive. The relevance of diverse thinking grows as teenage reasoning and logic develop. The transition from intuitive creativity to rational and logical creative processes occurs throughout these years, laying the groundwork for future life and accomplishments.

### 1.1 Disruptive Behaviour

When a youngster is disobedient and stops him and/or others from focusing on what they are doing, this is referred to as disruptive behaviour. A disruptive youngster may also divert the educator's focus away from the other students and the job at hand. Disruptive behaviour is common among youngsters as they strive to develop self-control. While not all disruptive behaviour is cause for concern, it should be handled as part of your on-going support for children's social and emotional development. Disruptive behaviour can take the following forms:

- isn't following directions
- is talking too loudly or producing strange noises
- walking about or leaving the area

- items that are thrown
- is sobbing and throwing tantrums
- Isolation from other people

## 1.2 Concerning Behaviours

Concerning behaviours, formerly known as 'challenging behaviour,' occur when a youngster does anything that harms itself or others. These kinds of behaviours might make it difficult for kids to participate in events. They have the potential to do harm to others and are unpleasant and upsetting for all those involved. Keep the following in mind:

- The issue is with the behaviour, not with the person.
- These kinds of actions aren't unusual. This is how many youngsters act at times.
- Only when X Behaviours pose a problem for the kid or people around them are they regarded 'of concern.'

## 1.3 Creativity

The capacity to develop novel and practical ideas, insights, and solutions is generally referred to as creativity. As a result, creative outputs should be novel and unusual, while also being potentially helpful and relevant; innovative but unfeasible ideas are often seen as bizarre, whereas feasible but unoriginal ideas are regarded as commonplace and, frequently, dull. The creative cognition approach, which identifies creative thinking as inherent to normal human cognitive functioning and emphasises the dependence on fundamental cognitive functions such as working memory and executive control, is used in this article to better understand the development of creative performance.

Children should cultivate creativity as a basic life skill from an early age. It promotes academic achievement and aids in the discovery of children's varied skills. Creativity is a required, constructive aspect of inventive thought processes and is a fundamental life skill in sciences and the workplace. It is an integral component of the Cognitive Dimension. Creativity enables adaptation in a variety of life situations by generating new ideas, techniques, and procedures to address old issues and new challenges. Learners build a sense of self-efficacy and tenacity via creativity, which leads to feeling empowered, one of the Individual Dimension's primary objectives. Individual learners are encouraged to be even more creative by mixing diverse ideas, often across cultures, through social creativity, a collaborative phenomenon. The Social Dimension benefits from creativity.

## 1.4 Teenagers' creativity

Creativity is viewed as a measurable and traceable activity. The study looks at whether teenagers use this process on their own to develop the ability to differentiate and integrate their own inner experiences in order to achieve internal dynamic order and discover direction for their future. Cognitive awareness, emotional access, spiritual experiences, and self-identity were the four domains studied. Teenagers are a difficult stage in a child's life when they are transitioning from childhood to maturity. It is a period during which people learn the abilities they will need to survive apart from their parents. This is a time for investigation, seeking, and inquisitiveness. It is critical that young people spend time focusing on themselves and thinking about their future at this period. This is a time of self-discovery and the search for significant values. Adolescents frequently experience a deluge of emotions as a result of massive changes in their brains and bodies. They become more aware of both the exterior and interior environments. This sensitivity draws individuals to new experiences, resulting in a range of emotions, tensions, and conflicts inside themselves as well as their school, family, and peer situations.

## 2. LITERATURE REVIEW

**Wolska-Dugo (2015)** one of the most essential purposes of educational activities is to foster students' creativity. The need for future personnel to produce innovative technology solutions, which will be a significant element of the economic future of many regions of the globe, including the European Union, is driving this desire. The value of employee creativity in terms of societal development is likewise becoming more widely recognised. Formal education has an important part in the development of creativity in students of all ages. Teachers are now in charge of encouraging students' creative ability, moulding their personality characteristics and attitudes toward creativity, and teaching them how to think creatively and solve problems creatively. "Develop skills and install the spring that will propel the youngster to a higher degree of development," according to the school and family environment. To do so, it is necessary to: take children's work and efforts in their own education seriously; elicit students' knowledge; convey knowledge that is a necessary raw material for creative activity; organise meetings with people who students can see as excellent role models of creative attitude; and, finally, teach students how to put forth effort and perseverance in their work, because creativity necessitates perseverance and long-term commitment. As a result, it's important to understand the barriers to creativity and how to overcome them. This is an issue that both parents and teachers must address. It's challenging, but not impossible.

**Talel, Maddeh, and Bennour (2015)** this article seeks to describe and analyse students' disruptive actions in physical education sessions taught by student instructors, as well as compare them in terms of intensity. The "Disciplinary Incidents Analysis System" was used to accomplish the delayed video-scopic analysis. There were a total of 1900 disruptive behaviours (DB) documented, with 1379 witnessed by student instructors and 521 not seen. The findings suggest that the observed physical education sessions have a significant level of disturbance, with a mean of 67.8 decibels each session, or 1.2 decibels per minute. Furthermore, in the classes under examination, a substantial number of DB with a low density (43.7%) and a moderate density (46.7%) was found. These findings suggested that the learning circumstances that occurred throughout the observed sessions were not optimum, prompting us to undertake more research to uncover the causes.

**Frank, Lilly (2014)** Despite the fact that the study of creativity has evolved from being viewed as studying the unpredictable, un-studyable, eccentric, and un-teachable to the study of imagination, problem solving, risk taking, and adaptability (Puccio, Mance, & Murdock, 2011), it has remained one of the most fascinating and fulfilling research areas. Creativity is thought to fluctuate throughout our lives, but its growth throughout adolescence is amazing. Teenagers have long been seen as a hormonally, emotionally, and intellectually chaotic period marked by questioning and challenging the limits of experience. Adolescents' physical changes, social interactions, and cognitive complexity all point to rises and plateaus. Understanding these three key aspects of adolescent development will aid educators, parents, and mentors in fostering creative growth in teenagers and beyond. Furthermore, it has been stated that adolescence is a vital period in a person's growth of creativity. This time should be spent developing teenagers' creative tendencies in order to foster their creativity and reap the long-term advantages of creative activities for students and youngsters.

**Ghazi, Safdar Rehman (2013)** Disruptive behaviour has consistently been identified by secondary school instructors as one of the most major barriers to successful teaching and learning in the classroom. It has also been stated that pupils in public schools feel uneasy owing to a lack of effective disciplinary procedures, which makes them more likely to engage in aggressive behaviour and uncomfortable situations. Teachers are sometimes unprepared to manage the discipline in their classrooms. The purpose of this study was to look into the forms and reasons of disruptive behaviour in secondary school classrooms. The study's population consisted of teachers who worked in secondary schools in Khyber Pakhtunkhwa. Using a multi-stage random selection process, 500 instructors were chosen as a sample. A five-point Likert scale questionnaire was prepared and circulated among the sampled teachers to gather their comments on the types and reasons of students' disruptive behaviour in the classroom. Some sorts of disruptive behaviour were reported by the

majority of the teachers, however there was a considerable deviation noted. It is advised that educators, policymakers, and the government pay close attention to disruptive behaviour among secondary school students in Pakistan in order to solve this issue for the country's educational quality. For this reason, administrators and instructors may be provided with appropriate training in the areas of disruptive conduct and classroom management.

### 3. OBJECTIVES

The objectives for the study are:

- To study the creativity of teenagers and their disruptive behaviour.
- To study the influence of creativity on disruptive behaviour of teenage students.
- To analyse several factors showing relation between creativity and disruptive behaviour.

### 4. RESEARCH METHODOLOGY

For every research project to be completed successfully, a clear picture of approach is essential. To carry out the current study, a descriptive survey approach is used, based on the nature and goal of the investigation.

#### 4.1 Sample

A total of 430 pupils from grades IX and X were included in the study's sample. There were 287 males and 143 females among the 430 pupils, with 253 students from rural regions and 177 from metropolitan areas.

#### 4.2 Area of study

The investigator chose ten schools at random from the districts of Rohtak, Sonapat, Rewari, and Jhajjar. The investigator randomly selected 30 to 40 pupils from each school, totaling 430 students.

#### 4.3 Collection of data procedure

The study used children in the IX and X grades from schools in Haryana's Rohtak, Sonapat, Rewari, and Jhajjar districts as a sample. Students were removed from their English classes. The investigator himself handed out the questionnaires to the kids at their separate schools. Students were told that participation in the study was completely optional and that their names would be kept private. Before filling out the questions, they were instructed to read the instructions provided in the questionnaires. Students who did not give complete information were not included in the final analysis. We started with 500 pupils and ended up with 430 students and 20 classrooms in the final sample.

#### 4.4 Statistical Methods

Means, standard deviations, SEMs, and t ratios were calculated to determine the significance of differences between means.

### 5. DATA ANALYSIS

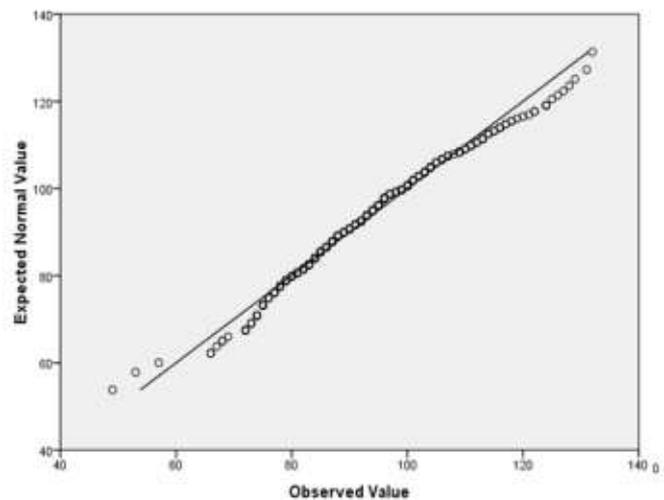
After gathering data, it is necessary to analyse it in order to extract the relevant information, because raw data acquired on certain parameters using particular tests has no meaning and seems to be a jumble of hidden facts or information. As a result, given the nature of the study, the investigator has chosen to conduct it using a descriptive survey approach.

To begin, the data's reliability was assessed using Cronbach's Alpha Model, with a reliability coefficient ranging from  $\alpha=.72$  to  $.811$ , which is extremely significant. Table 4.1 T shows the descriptive statistics of the data.

**Table 1: Descriptive Statistics of the Data N=430**

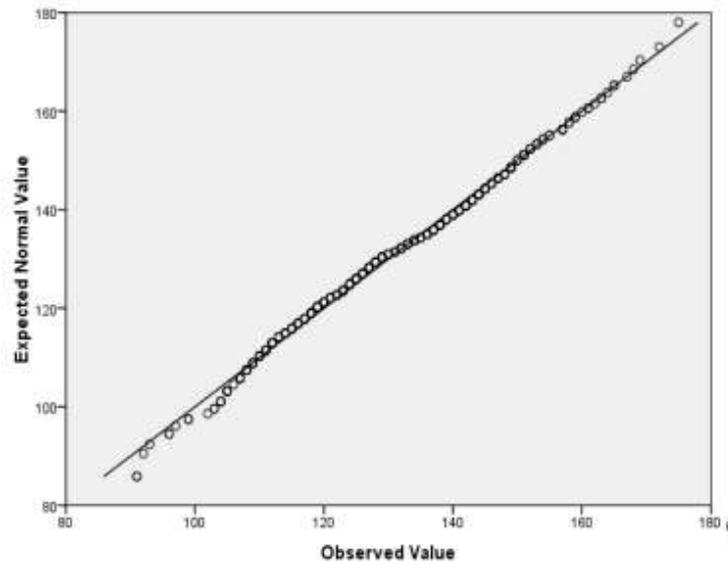
Variable	Min	Max	Mean	SD
<b>Creativity</b>	4	104	50.76	16.40
Fluency	2	55	27.49	9.21
Flexibility	2	39	21.17	6.07
Originality	0	24	2.11	3.02
<b>Students' Disruptive Behaviour</b>	4	27	9.62	3.55
Students' goal orientation	19	90	57.75	13.35
Academic Achievement	19	90	57.74	13.35

The normality distribution of dependent variables Y1 (Students' Disruptive Behaviour), Y3 (Students' goal orientation), and explanatory variable X (Creativity) and its constituents X1 (Fluency), X2 (Flexibility), and X3 (Originality) was checked in the second step after the data was found to be reliable. The assumption of data normality is a prerequisite for performing parametric testing. The Normal Q-Q plot approach was used for this. The predicted normal quartile values are displayed against the observed sample quartile (i.e. sample quartile) values in a Q-Q normal plot. The findings are shown in the table below.



**Figure 1: Normal Q-Q plot of dependent variable Y1 (Students' Disruptive Behaviour)**

The points in Figure 1 are dropping down the line. It assures that Y1 (Students' Disruptive Behaviour) meets the normality assumption required in multiple linear regressions and the 't' test.



**Figure 2: Normal Q-Q plot of explanatory variable X (Creativity)**

Points are dropping along the line in Figure 2. It guarantees the explanatory variable X's normality, which is required in multiple linear regressions and the 't' test (Creativity).

The suggestion stated that there is no substantial association between creativity and disruptive behaviour among pupils and academic success. In table 2, the correlation coefficients are listed as follows:

**Table 2: Correlations between creativity and students' disruptive behaviour, and academic achievement**

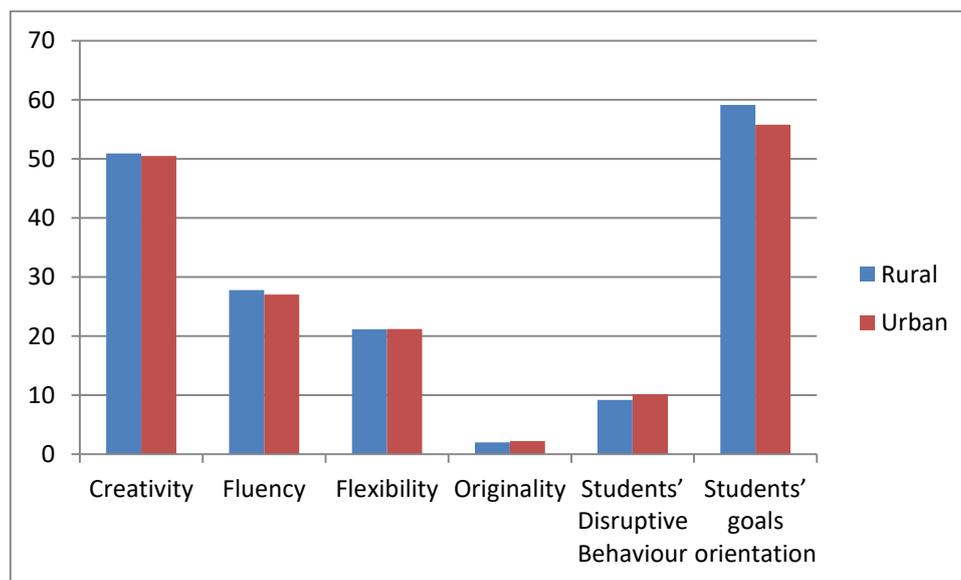
Predictors → Predicates ↓	students' disruptive behaviour	Academic Achievement
<b>Creativity</b>	<b>-.138**</b>	<b>.042</b>
Fluency	-.123*	.033
Flexibility	-.140	.061
Originality	-.093	.006

Table shows that creativity has a substantial negative link with disruptive behaviour among pupils.

**Hypothesis 1:** There is no substantial difference in inventiveness, disruptive behaviour, or goal orientation between rural and urban school children. In table 3, the 't' ratios are listed:

**Table 3: 't' ratios of rural and urban students on creativity, students' disruptive behaviour, and Students' goal orientation**

Variables	Rural		Urban		't' ratio
	Mean	S.D.	Mean	S.D.	
<b>Creativity</b>	<b>50.95</b>	<b>16.94</b>	<b>50.49</b>	<b>15.62</b>	<b>.290</b>
Fluency	27.79	9.64	27.05	8.58	.823
Flexibility	21.15	6.12	21.19	6.02	.061
Originality	2.01	2.98	2.25	3.06	.813
<b>Students' Disruptive Behaviour</b>	<b>9.23</b>	<b>3.17</b>	<b>10.17</b>	<b>3.98</b>	<b>2.718**</b>
<b>Students' goals orientation</b>	<b>59.13</b>	<b>13.64</b>	<b>55.78</b>	<b>12.71</b>	<b>2.574*</b>

**Figure 3: Mean profile of creativity, students' disruptive behaviour and Students' goal orientation of rural and urban students**

To demonstrate the contrast between rural and urban children, the average scores of creativity, disruptive behaviour, and goal orientation are depicted using a split bar diagram against each variable.

The 't' values shown in the table reveal that rural and urban pupils differ considerably in terms of disruptive behaviour and goal orientation. The findings revealed that the mean score of urban students' disruptive behaviour is greater than the mean score of rural students, implying that urban students are more disruptive in class than rural students. Rural pupils, on the other hand, have a higher level of goal orientation.

**Hypothesis 2:** There is no substantial difference between male and female students in terms of creativity and disruptive behaviour. The 't' ratios are shown in table below:

**Table 4: 't' ratios of male and female students on creativity and students' disruptive behaviour**

Variables	Male		Female		't' ratio
	Mean	S.D.	Mean	S.D.	
<b>Creativity</b>	51.73	17.40	49.44	13.40	1.073
Fluency	28.02	9.85	26.99	7.63	.134
Flexibility	21.51	6.45	20.71	4.94	1.734
Originality	2.21	2.95	1.74	2.92	1.941
<b>Students' Disruptive Behaviour</b>	<b>9.88</b>	<b>3.56</b>	<b>8.98</b>	<b>3.55</b>	<b>.427</b>

To compare male and female students, their average scores of creativities, disruptive behaviour are depicted.

The 't' values in the table reveal that there is no substantial difference between male and female pupils in terms of creativity and disruptive behaviour. Hence the hypothesis is accepted.

## 6. CONCLUSION

Creativity is the most important talent to have for job in the twenty-first century. In today's world of diversified knowledge and strong competition, one of the keys aims of modern education is to reveal students' vitality and creativity. Teenager's regard creative acts such as originality, adaptability, and fresh contribution in solving issues or building new relationships as another cognitive talent similar to intellect. The current study aims to investigate the link between creativity, students' goal orientation, disruptive behaviour, and academic accomplishment. The current study gives trustworthy information on students' creativity and personal accomplishment objectives.

### 6.1 Findings:

The study's findings are as follows:

The correlation results are shown. The Pearson's correlation coefficients demonstrate that while independent variable X (Creativity) has no association with Y3 (Students' goal orientation), Creativity has a substantial negative link with students' disruptive behaviour. The location of living (rural/urban) influences pupils' disruptive behaviour. Gender has little effect on pupils' disruptive behaviour or goal orientation. The 't' values in the table reveal that there is no substantial difference between male and female pupils in terms of creativity and disruptive behaviour. Hence the hypothesis is accepted.

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