



"A CREATIVITY STUDY CONNECTED TO INTELLIGENCE AND THE SCHOOL ENVIRONMENT"

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ABSTRACT

There are no constraints or restrictions on the exercise of creativity. It encompasses all spheres and endeavours in which a person might exhibit creativity by generating or expressing a novel concept or item. It will cover a wide range of human achievements, including the creation of plays and poems, the writing of stories and inventions in science, the performance of dance, music, painting, and sculpture, as well as careers in politics and everyday life. It will not be limited to scientific inventions and discoveries or the creation of artistic works.

In the end, creativity will mostly be a human trait. Man goes through a process that will enable him to find significance and dignity in life. One day, creativity will be equated with both the universe's expansion and humanity's primary mission on Earth. "The finest manifestation of human endeavor can be found in his artistic creations and his pursuit of a cosmology that would determine his fate." Creativity is something that should be researched, valued, and fostered regardless of whether it is viewed in terms of its impact on society or as a manifestation of the human spirit.

Keywords: Creativity, Intelligence

IMPORTANCE OF STUDY

The study's goal is to provide answers to a few queries that will serve as a foundation for future research on creativity as well as information for the identification and development of creative programs.

NEED OF THE STUDY

Since the research began in an experimental field of creativity, it has become increasingly clear that significant efforts need to be undertaken in this direction for several reasons. The value of innovation in the scientific era itself helps to quicken the tempo of research activities. Human creativity has led to several new discoveries and inventions in a variety of fields, including communication, education, building construction, forecasting, and prediction. But without a doubt, all these significant accomplishments are the result of a small piece of human hardware known as the brain, which contains intelligence.

Since the research on the exploratory field of creativity began, it has been increasingly clear that significant efforts need to be undertaken in this direction for several reasons. The scientific age itself places a premium on inventiveness, which will help research activity pick up speed. Research by Wall (1960), Thorndike, and Marsh

(1964) has demonstrated that a high IQ positively affects various aspects of creativity. According to Barron (1961), Torrance (1962), and Yammote (1964), there is no relationship between creativity and intelligence. There is little evidence to support the view held by psychologists Meerand Sati, Pathak (1962), Torrance (1962), Croplay (1965), and others that creativity and intelligence are correlated.

THORNDIKE AND MARSH (1964) have shown that high intelligence has a positive impact on different dimensions of creativity. A very few studies have been conducted with respect to creativity and school-environment school-environment can also help in enhancing creativity.

According to LASS WELL (1950) the environment serves as a facilitator or as a restructure both in innovation process and in the process of discovery and recognition of the innovation.

According to ROGERS (1957) a positive environment can help a person to actualise himself. And self-actualisation is the first and foremost characteristics of a creative person.

So, the present study will help us to know elements in the school-environment, which will foster and enhance creativity. Thus, an effort can be made to strength and improve those areas of school environment.

Thus, the present study has been taken up to investigate the relationship of creativity to intelligence and school environment.

As a result, relatively few research has been done that have led to intelligence and creative thinking. However, no research has been done on how IQ and the educational setting affect creativity. The goal of the current study is to ascertain how intelligence, creativity, and the educational environment are related to each other.

OBJECTIVE OF THE STUDY

The study's objectives and related hypotheses are what are most important to conduct. To be methodically pursued, the following goals were formulated: -

1. To ascertain how different facets of the educational environment relate to students' innovative thinking.
2. To ascertain the connection between students' original thought and IQ.
3. To research the ideas of intellect, creativity, and the educational setting.
4. To investigate the connection between students' intelligence and other aspects of creativity.
5. To research pupils with and without high and low IQs' creative abilities.
6. To investigate the connections between many aspects of the school environment and creativity.

The aim of this study is to compare the originality of students who score highly on cognitive encouragement and permissiveness in the educational setting to those who score lower on these dimensions.

Introduction

The universe's creator, the All-Powerful God, is the highest intelligence with the most exceptional creative powers. All of us and all that is shown in nature is his creation. It is an honour to be referred to as his creation. Indian philosophy holds that just as the sun's rays are components of their creator, the sun, so too are we portions of the ultimate power. Each of us is capable of being creative, and we all are. Each of us is a special creature. After examining several definitions, De. Haan and Havighurst (1961) concluded that "Creativity is the quality which leads to the production of something new and desirable." The new product might just be novel to society.

Material and Methods

The current study is reliant on the normative survey design. A quantitative evaluation of the current situation in relation to the subject of study is called a normative survey. "Normative" simply means "normal." The data obtained from the normative survey technique of research can be used to solve issues and improve the current situation with greater understanding and innovative thinking. A normative survey will highlight current practices and circumstances, highlight instances of innovative management and think leadership, and draw attention to issues that might otherwise go overlooked. It also aids in determining the course of change. The normative survey approach to research incorporates a few methods.

Problem Statement:

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DEFINITION OF THE PROBLEM: -

CREATIVITY: - It is a quality of reasoning and problem-solving that is typically understood to encompass appropriateness, originality, and uniqueness.

Imagination is one of humanity's greatest achievements. In many countries, creative thinkers, whether scientists or poets, are praised and respected, even ordinary people receive something from triumphal scholarships and awards, pass exams and even play chess and puzzles; In fact, all intellectual and emotional games have this effect. Due to the studies carried out in the last twenty years or so, the concept of creativity has gained importance, sometimes becoming almost a religion in education and brain philosophy.

RELATION:

How they interact with each other, and their consequences will be defined.

INTELLIGENCE: -

The dictionary definition of intelligence is the ability to acquire and use information.

"The Capacity to acquire and apply knowledge" is the definition of intelligence, according to a review of several major dictionaries. Each definition of intelligence places emphasis on specific competencies that are deemed significant; most of these competencies relate to reasoning ability.

What Intelligence is Not?

1. Not knowledge: Although it is connected to knowledge, intelligence is not knowledge per itself. The limit of one's intelligence is the quantity of knowledge that can be acquired.

2. Not talent: Talent and intelligence are not the same thing. Two components make up talent: (i) innate ability and (ii) developed skill. innate ability is intelligence.

3. Not memory: To begin with, intelligence is not memory. It has been noted that occasionally, people with low IQs have excellent memories.

4. Not skill: Skill and intelligence are two separate things. Practice makes perfect, and skill is developed by repetition. However, practice cannot increase intelligence.

Creativity & Intelligence

It is impossible to separate creativity from intelligence, even though both can exist on their own and that creativity tends to demand more divergent thinking than the convergent thinking required to demonstrate intellect. This is because thought is never completely divergent or completely convergent; rather, it always combines aspects of both and is engaged in both the intellectual and creative processes at the same time. Thus, it follows that an

individual must possess a minimum level of intelligence that is unquestionably higher than average to be classified as creative.

SCHOOL ENVIRONMENT: -

Being in a school setting all the time not only breaks the man's mold and forces him to know only the truth, but it also gives him cues when they are ready. The school is the second most essential item in a child's life after their family. A child discovers new avenues for his intellectual and social growth when he enters school. As a result, schools are becoming increasingly significant.

The literature on school effects lists a variety of elements that can improve the school environment, such as strong principal leadership, a secure and well-organized environment, interesting extracurricular activities, smaller, less impersonal schools, and curricula tailored to the requirements of individual students and school environments. School atmosphere is frequently as tangible as the weather. There are several schools where the atmosphere in the offices and classrooms is bleak and gloomy. To foster a positive learning environment, school administrators and support services in underprivileged communities must pay particular attention to the requirements of students who have obligations or issues outside of the classroom.

RELATIONSHIP BETWEEN SCHOOL-ENVIRONMENT AND CREATIVITY

The school is a significant educational institution, and it is required by society to determine whether it is meeting its educational goals. Among the elements of the educational environment that seem to have a direct impact on how creatively an individual develops, the school setting is crucial for fostering creativity. Motivation, rewards, and incentives—whether immediate or delayed—appears to play a significant effect in both individual and collective performance.

Other aspects of the educational environment that have been linked to the growth of students' creativity and that have been identified through isolated studies include the competitive spirit, which arises when students move from engaging to boring tasks or from simple to complex and vice versa, practice student readiness, student and teacher expression, teacher elaboration during in-service training, etc.

Torrance contends that a teacher-student dynamic must be oriented toward creativity. It ought to be predicated on a genuine relationship rather than a stimulus reaction scenario. kids who dare to dream and who don't blatantly follow the path of least resistance as "a co-experiencing".

Numerous studies have emphasized the value of techniques like brain storming, drama, and independence study warm-up sessions. Specialized programs have also been found to boost children's creative output in the classroom (Torrance 1961). Additional elements of the school environment that are crucial for fostering a child's creativity are the interests of other students and their ambition for achievement.

HYPOTHESES OF THE STUDY: -

To achieve the stated goal, the following assumptions will be made; Some of them are expressed as from and some of them are expressed as null. In doing so, the researcher will understand the theoretical and empirical background of the relevant data. Recommendations supported by clear theory and empirical evidence will be listed in the report, with conflicting findings noted or voluntary acceptance invalidated where theoretical support is lacking.

TOOLS OF THE STUDY:

The following instruments will be used to gather information on the independent and dependent variables of the current study:

1. Self-made verbal creative thinking test
2. Self-made verbal test; group assessment of mental capacity (intelligence).
3. School environment inventory using a verbal test that was self-made.

Conclusion

1. All the values of the school environment, the creative stimulation of the school environment, the intellectual stimulation of the school environment, the tolerance of the school environment environment, and the interests of the school environment will affect all students.

'Creative thinking, originality and fluency aspects of creative thinking. Isolation and control of the school environment will not affect students' thinking activity.

2. A student's intelligence reflects all creative thinking, including the three dimensions of creativity: adaptability, intelligence, and creativity.

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