

Creative Thinking Ability of Tribal Elementary School Students of West Kameng, Arunachal Pradesh: A Comparative Study

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Abstract— The present article is all about the talk of creative thinking abilities of tribal elementary school students of west kameng district of Arunachal Pradesh. The study was conducted on 100 Elementary school students of grade VII and VIII by administering the verbal test of creative thinking prepared by- Baquer Mehdi (1971). The study revealed that grade VII male and female students do not differ in the creative thinking abilities significantly and grade VIII male and female students also had an equal level of creativity.

Keywords— Creative Thinking, Tribal Elementary School Students, Grade VIII, Grade VII, West Kameng District, Arunachal Pradesh.

I. INTRODUCTION

Creativity is the basis of all the social developments, new inventions, and discoveries in the world. Creativity is the human natural phenomena and the creative individuals are the assets of the society. Creativity as a cognitive aspect is the capacity of man, which leads to innovations in every field. Creative is the greatest resource of a nation. It can shape the destiny of the country. Creative thinking has been considered as the highest mental function and creative production is the peak of human achievement. Creativity means as seeing or expressing new relationship among the ideas or things. Creativity is a new idea in itself. Man is a social and creative animal by nature. Man creates all the advances of the world out of his creative processes. Creative thinking is indeed a helpful resource for directing the different strategy of the problem-solving process. Creative thinking skills are viewed as crucial for students to cope with a rapidly changing world. Creative thinking is the discovering of new ways to solve problems. Creative thinking is having unusual ideas and innovative thoughts to put things together in new and imaginative ways. It is the ability to generate new ideas by combining, changing or reapplying existing ideas. It focuses on exploring ideas, generating possibilities and looking for many right answers rather than just one. It is seen as an intelligent action that creates multiple solutions to the problem by original and unique views rather than limiting solutions by intelligence and logic.

According to Guilford, there are four creative thinking abilities viz: fluency, flexibility, originality, and elaboration (International Encyclopedia of Education, Torsten Husen, and Volume 2 C)

1. Fluency :

Divergent production tests are concerned with measuring the ability to solve problems in as many ways as possible. Ideational fluency denotes skills in generating quantities of ideas in a language context. Associational fluency is the ability to produce many relationships or meaningful associations with a given data. It is evidenced by the quantity of synonym a person can attach to any familiar word that has many meanings. Expressional fluency refers to skills in juxtaposing words to meet sentence structure requirements.

2. Flexibility:

The skill of being able to discontinue an existing pattern of thought and shift to new patterns is called flexibility. Two sub-skills can be recognized, each having a different content and product. Spontaneous flexibility deals with changes in direction of thinking when a person is not instructed to do so. For example, in listing the various uses of a brick, the flexible individual tends to produce ideas relating not only to the weight of the object but also to its size, color, shape etc.

3. Originality:

The process of originality resembles that of ideational fluency, except that the focus is on products that are offbeat, unexpected, and sometimes amusing e.g. the “consequences” in relation to ideational fluency is intended to elicit responses that are either indirectly or remotely associated with a given problem situation. For the plot titles what counts is the number of responses judged to be clever, witty and pithy.

4. Elaboration:

The process of elaboration is relevant to skills in planning and organization. For example, a person demonstrates the ability to fill in all of the various details necessary to make a briefly outlined project, such as preparing to mount a stage play, work effectively.

II. OBJECTIVES

1. To compare the creative thinking abilities among VIII grade male and female tribal elementary school students of west kameng District.
2. To compare the creative thinking abilities among VII grade male and female tribal elementary school students of west kameng District.

III. HYPOTHESIS

1. There is no significant difference in the creative thinking abilities among VIII grade male and female tribal elementary school students of west kameng district.
2. There is no significant difference in the creative thinking abilities among VII grade male and female tribal elementary school students of West kameng district.

IV. METHODOLOGY

- Method – descriptive-cum-survey Method had employed for this study.
- Population –The population consisted of government elementary school students studying in Grade VII and VIII of West Kameng District of Arunachal Pradesh.
- Sample –The sample comprised of 200 students of grade VII and VIII.
- A tool used – Baqer Mehdi (1971), Verbal Test of Creative Thinking.
- A statistical technique used – t-test.

V. RESULTS OF THE STUDY

TABLE I

Summary of Mean value, SD value and t Value of Grade VIII Male and Female students Score on Creative Thinking Ability

Grade VIII	N	M	S.D	SE_D	Computed 't' Value	Criterion 't' Value	Remarks
<i>Male</i>	<i>50</i>	<i>51.7</i>	<i>10.30</i>	<i>2.06</i>	<i>0.97</i>	<i>1.98</i>	<i>Not Significant</i>
<i>Female</i>	<i>50</i>	<i>49.7</i>	<i>10.40</i>				

. From the above table 1, it has revealed that the computer't' value came out to be 0.97 which is smaller than the criterion't' value (1.98) at 0.05 level of significance for the 98 df. Therefore, the formulated hypothesis “There is no significant difference in the creative thinking abilities among VIII Grade male and female tribal elementary school students of West Kameng District” is accepted.

Here it has understood that there is no significant difference between Grade VIII male and female students in their creative thinking abilities. This means that Grade VIII male and female students have an equal level of creative thinking abilities.

TABLE II

Summary of Mean value, SD value and t Value of Grade VII Male and Female Students Score on Creative Thinking Ability

Grade VII	N	M	S.D	SE_D	Computed 't' Value	Criterion 't' Value	Remarks
<i>Male</i>	55	50.18	11.5	2.05	0.88	1.98	<i>Not Significant</i>
<i>Female</i>	45	52	9.05				

From the above table 2, it has revealed that the computed 't' value came out to be 0.88 which is smaller than the criterion 't' value (1.98) at 0.05 level of significance for the 98 df. Therefore, the formulated hypothesis "There is no significant difference in the creative thinking abilities among VII Grade male and female tribal elementary school students of West Kameng District" is accepted. Here it has understood that there is no significant difference between grade VII male and female students in their creative thinking abilities. This means that grade VII male and female students have an equal level of creative thinking abilities.

VI. DISCUSSION AND CONCLUSION

Creativity means an extraordinary imagination of human beings that helps to bring up new ideas into existence. It is the human natural phenomena and considered the highest mental function and creative production is the peak of human achievement. Therefore, the education system should play an important role to enhance the creative power of the students, and it is necessary to hunt the creativity among the students of different ages. In this respect teachers, school authority, government, and parents should play an important role.

The finding of this study showed that grade VII male students do not differ in the creative thinking abilities to their counterpart female students. Another result also showed that grade VIII female students are no different in the creative thinking abilities to their male counterpart. Some similar and contrast findings also found in the previous studies like – **Kamboj, M (2016)** in his study revealed that boys do not differ significantly in all the variables of verbal creativity, except the measures of originality from the girls. **Bart, W.M et.al (2015)** in the gender difference of creative thinking abilities revealed a significant difference on the majority of the subtest between male and female in favor of the female students, no difference in the fluency subtest, and no difference in the fluency and originality subtest. **Kumari, P and et.al (2014)** also revealed no influence of the type of school, age, and gender on creative thinking abilities of children. **Anwar, M.N (2012)** revealed that girls high and low achievers were more creative than their boy's counterpart. **Srivastava and Srivastava (2002)** from their comparative study revealed with no significant difference between boys and girls at +2 levels on the mathematical creativity test.

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