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Creative Thinking Ability among High School Children

Priya Kumari [1]. Lata Pujar [2] and Shobha Naganur[3]

[1] *(Priya kumari, Ph.D research Scholar, Department of Human Development and Family Studies, Rural Home Science College,University of Agricultural Sciences, Dharwad-580005,India)*
[2] *(Dr.Lata.pujar, Associate Professor, Scheme head (AICRP-CD), Rural Home Science College, University of Agricultural Sciences, Dharwad-580005,India)*
[3] *(Dr. S. Naganur, Professor and Senior scientist (AICRP-ECM), Rural Home Science College, University of Agricultural Sciences, Dharwad-580005,India)*

Abstract: *A sample of the study comprised of 300 high school children in the age group of 13-16 year from five urban high school of Dharwad taluk. Creative thinking scale developed by mehdi (1989) and creative thinking check list developed by AICRIP-CD Dharwad center (2010) were used to assess the creative thinking ability of children. The result of the study revealed that majority of children showed high level of creative thinking ability and none of them belonged to low category of creative thinking ability. There was no influence of type of school, age and gender on creative thinking ability of children.*

Key words: *age, children, gender, Creative thinking ability*

I. Introduction

Man has been endowed with many unique and uncommon powers. Among all the power that man possesses, creative thinking and finding solutions to their problem are the supreme and the most important element of life skills. Creative thinking helps to promote mental well being and competence in children as they encounter real life situation. The word creative is derived from the verb 'creativity' means "the ability to create", Creative thinking is a specific thought process which improves the ability to be creative, being in an optimal stage of mind for generating new ideas to think deliberately in way that improve the likelihood of new thought occurring, the ability to think of original diverse and elaborate ideas .It is a series of mental action which produce change and development of thought.

In today's information age, creative thinking skills are viewed as crucial for students to cope with a rapidly changing world. It is the discovering of new ways to solve problems. It is developed best in a changing environment and is widely practiced by children, artist, writer, inventors and scientist. It is one of the most important skills children can acquire and develop in their early years. Creative thinking can be used within a number of learning contexts to enrich the acquisition of knowledge and skills. Crucially without the ability to think in a creative manner children would be unimaginative and lacking in the necessary transferable skills to engage in personals and professional life.

II. Material And Methods

The study sample comprised of 300 high school children studying in 8th and 9th standards from government, private and aided schools of Dharwad taluka, karnataka. Out of total population 150 were boys and 150 were girls from the age group of 13-16 years. Creative thinking scale developed by Mehdi (1989) and creative thinking check list by AICRIP-CD Dharwad center (2010) together with slight modification were used to assess the creative thinking ability of children. The checklist consisted of 10 statements with the maximum score of '30' and minimum of 'zero' Based on total scores children were classified as high (21-30), medium (11-20), and low (0-10).

III. Result And Discussion

Table:1 Frequency distribution of children according to their creative thinking ability

N=300

Category	Frequency	Percentage
High	224	75.3
Medium	76	24.7
Low	-	-
Total	**300**	**100**

It is seen from the table-1 that majority of children (75.3%) were in the category of high creative thinking ability group, 24.7% were in medium creative thinking ability group and none of them belonged to low

category of creative thinking ability. The reason could be that at school children were exposed to the tasks such as picture completion, answering the questions with their imagination and completing puzzles children were exposed to think critically and creativity. At home an individual during the school age period be given opportunities to explore, to build and make, watching creative activity through T.V. channels, puzzles book to read and experience. This is the time for learning creative thinking skills and practicing the skills for finding alternatives (Csikszentmihaliyi, 2005; Yan, 2005; and Torrance, 1972). The result from several studies have shown that methodology of teaching employed and curriculum, assignments in a particular classroom or school play an important role in the growth of children's creativity.

Table: 2 Type of school and creative thinking ability of children

N=300

Type of School	N	%	Mean	SD	'F' value	SE	CD
Private	120	40	22.90	3.17	1.73NS	0.201	0.559
Aided	120	40	22.08	3.57			
Government	60	20	22.71	3.82			

An examination of table -2 gives information regarding difference in creative thinking ability of children studying in different types of schools. The mean scores of children studying in private schools are higher than mean scores of aided and government schools. However 'F' value of 1.73 was found to be non significant indicating that there was no difference in creative thinking ability of children studying in different type of school. This may be because creativity is an innate potential which is present in each person. Each child expresses his ability in a unique way. Now a day's school are also providing good environment that help the children in finding creative ways to stand by their beliefs and practice their creative ideas. The private schools offer challenging and satisfying learning experiences which encourage the students to take participation in sports, cultural programmers, competitions, music, craft and creative hobbies.

Table 3: Influence of age on creative thinking ability of children

N=300

Children's Age (year)	Creative thinking ability			Total	Modified χ^2	' r ' Value
	High	Medium	Low			
13 - 14	116 (78.3)	32 (21.7)	-	148 (100)	1.45NS	0.06
15 - 16	110 (72.3)	42 (27.7)	-	152 (100)		
Total	226 (75.3)	74 (24.7)	-	300 (100)		

Figure in the parentheses indicate percentage **NS- Non significant**

A cursory glance at the table-3 clearly indicates the influence of children's' age on creative thinking ability. From the table it is seen that 78.3 percent children who belonged to the age group of 13-14 years were found to have high level of creative thinking and 21.7 percent of children showed medium level of creative thinking ability. Children belonging to the age group of 15-16 years showed high level of creative thinking (72.3%) and only 27.7 percent of them showed medium level of creative thinking. None of the children fell in the category of low level of creative thinking ability group. However, modified chi square test revealed non significant association between age of the children and creative thinking ability. The result is in line with the study conducted by Louise (1980) who observed insignificant difference between creative scores of tenth and eleventh year old children. Similarly Akin boy (1982) and Orcutt (1989) also reported that creative potential of children is not significantly related with age.

Table 4: Influence of gender on creative thinking ability of children

N=300

Gender	Creative thinking ability			Total	Mean	SD	Z value	Modified χ^2
	High	Medium	Low					
Boys	114 (76)	36 (24)	-	150 (100)	22.29	3.14	1.22NS	0.07NS
Girls	112 (74.7)	38 (25.3)	-	150 (100)	22.78	3.78		
Total	74 (24.7)	226 (75.3)		300 (100)				

Figure in the parentheses indicate percentages.

NS- Non significant.

Note: Percentage were calculated row-wise

An appraisal of table-4 reveals the creative thinking ability of children according to the gender. It is seen that 76 percent of boys showed high level of creative thinking ability, 24 percent showed medium level of creative thinking ability. Among female children 74.7 percentage of girls showed high level of creative thinking and 25.3 percent showed medium level of creative thinking ability. None of the boys and girls showed low level of creative thinking ability. The Modified chi square test also revealed non-significant relationship between child's gender and creative thinking ability. It may be because of similar treatment received by children in their upbringing, educational and recreational facilities at school and home. Both boys and girls are indiscriminately provided learning experience and opportunities to excel their cognitive and creative thinking. The finding of the study is in conformity with Saeki *et al*. (2001) who observed no difference in the creative thinking ability of male and female high school children in American and Japanese culture. Similarly, Potur and Barkul (2009),Ogunyemi (2010), Harnek and Manjit (1988), Markey (1985) also reported that gender has no significant influence on creative thinking ability of children.

IV. Conclusion

The result of the present study showed no significant influence of age, gender and type of school on creative thinking ability of children. Creativity is an independent phenomenon, which is not related with any occupation or availability of material things. It is an innate potential and can developed through Positive reinforcement & motivation in children.

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